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Faculty of languages and literatures  
Department of English

**Exploring the Use of E-learning Platform Strategies by EFL  
Students and their Perceptions during the Quarantine Period**

**The case of Master 1 EFL students Didactics at the university of Bejaia, Algeria**

A Dissertation submitted for the requirement of Master Degree in Didactics  
at the University of Bejaia

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## Abstract

During the quarantine period caused by the Covid 19, numerous universities throughout the world have endeavored to implement various means based remote learning in order to continue the teaching and learning processes. Algerian universities are no exception. However, various issues hindered the EFL teachers and the students at the department of English, university of Bejaia to follow up their process. To achieve this, this undertaken explores the means, the challenges that teachers and learners face when using e-learning platform during the quarantine period as well as the appropriate solutions to enhance the quality of online Algerian higher education knowledge continuum. To achieve this, we design an exploratory research based on pre- questionnaires thanks to which we collected some valid data. Besides, Microsoft Excel and SPSS were used to analyze the data and interpret the results through tabular and graphic presentations. The findings of our study have revealed that both the teachers and the students used e-learning as a tool to continue their processes. They have also indicated that they faced many barriers mainly lack of training and internet connection. Finally, the results show also that neither the teachers nor the students have been prepared for the situation expressing their preferences to teach and study using face to face strategy. Therefore, although the many lacunas; the training and the internet are suggested as adequate solutions to improve e-learning provided by the University of Bejaia as part of the whole in the Algerian Higher Education.

**Key words:** *Quarantine period, Covid 19, e-learning, higher education, EFL Teaching and Learning Processes.*

## **Dedications**

I dedicate this simple work to my precious belated mother. May she rest in peace and paradise

To

My precious father

For his unconditioned Love, for his Prayers, his encouragements and being the source of my  
motivation

Thank you for everything you have done and you still are doing for my happiness and well  
being.

To my dearest Nana Louiza who admires me all the time. Thank you for everything you have  
done for me.

To all the members of my precious family:

My omnipresent support: my husband,

My beloved and sweetest children: Haroune, Maroua and Nour Elhouda

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### **List of Acronyms and Initialisms**

- CBL: Computer Based Learning
- COVID 19: CO: corona, V: virus, D: Disease, 19: year of 2019
- DE: Distance Education
- DL: Distance Learning
- EFL: English as A Foreign Language
- E-Learning: Electronic Learning
- ESL: English Second Language
- ICT: Information Communication Technology
- ISP: Internet Service Provider
- LMS: Learner Management System
- MOODLE: Modular Objective-Oriented Dynamic Learning Environment
- OP: Open University
- SAR S: Severe Acute Respiratory Syndrome
- SPSS: Statistical Package for the Social Sciences
- UK: United Kingdom of Great Britain
- VLE: Virtual Learning Environment
- W H O: World Health Organization

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## General Introduction

With the wide spread of the Covid 19 in late February and the beginning of March all over the world, the Algerian government and national authorities, as in any other countries in the world, have endeavored to implement rigid measures on all sectors. In fact, higher educational institutions and universities are of no exception. Besides, as an urged and adequate solution, the latter has been switched from face –to face into a remote learning and teaching process. Hence, various technological devices and methods such as emails, Google meet, Zoom, Messenger, e-learning, are used by both teacher and students to follow up their pedagogical process. Thus, the EFL teachers and students had no way but to adopt E-learning via the university available platform through which both of them are connected virtually at any time and in different spaces. Furthermore, E-learning is measured as an electronic and a vital device-based internet; it is a significant method for its availability and flexibility (synchronously or asynchronously). However, despite its value, numerous issues such as technical and connecting problems as well as lack of technological equipment and training hindered the teaching and learning processes from its promotion and development especially in the critical period of the Corona virus. Consequently, the appropriate solutions would be helpful to enhance online learning in the Algerian higher education.

### 1- The Statement of the Problem

In the purpose of achieving and improving the pedagogical process, various means and tools are used by both the teacher as well as the students of the main setting. However, different research studies state that the real problem resides in the teaching learning process continuity and the implementation of distance learning techniques and materials. Furthermore, although teachers and learners are used to teaching and learning through different devices and are assigned with multiple language activities; the need for new and available technological means is continuously expressed especially during the sanitary crisis. The expressed statement has been revealed through the pre-questionnaire prior data collected and interpreted widely and evidently developed in the part devoted to the research methodology and design analyses.

## **2-The Research Questions**

This research study aims to answer the following research questions:

\_What are the means and the ways the EFL teacher and students (Master 1 Didactics), University of Bejaia, used to continue the teaching and learning process during the quarantine period?

\_ What are the issues and barriers faced by the EFL teachers and students (Master 1 Didactics), at the department of English, university of Bejaia when using e-learning during the quarantine period?

\_What are the benefits gained by EFL teachers and students (Master 1 Didactics), at the department of English, university of Bejaia when using e-learning platform?

\_What are the suggested solutions suggested by both EFL teachers and students to enhance the quality of online teaching and learning process when using e-learning to develop the quality of e-learning provided by the department of English, University of Bejaia?

## **3. The Research Aims and the Significance of the Study**

Though the Algerian Ministry of Higher Education has endeavored to pursue teaching and learning process during the sanitary crisis through the use of e-learning platform, the continuity of this process among the EFL teachers and students during the quarantine period has required not only receiving an ample knowledge about e-learning platforms but also the need to the ways, the techniques and the strategies to be used and implemented in order to continue this process as well as to be effective and successful means. To achieve this, the present study aims to explore various techniques and ways that the EFL teachers and students use at the university of Bejaia to continue the teaching learning processes when using e-learning during the pandemic period, in addition to the main problems that hinder them when using e-learning and mainly to understand how these obstacles can be overcome according to their points of view.

This study is significant because exploring these barriers and providing adequate solutions will enhance and promote the quality of online teaching and learning and will pave the way to an appropriate and readiness for a better, sound and equitable use of e-learning in general especially in such critical situations.

## **4. The Research Methodology and Design**

To carry out this study, an exploratory research methodology and design has been used in order to find out various techniques and ways that the EFL teachers and students at university of Bejaia can use in order to continue the teaching learning processes through the e-learning

strategy during the pandemic period as well as to reveal the nature of the problems encountered and thus point at the appropriate and adequate solutions they suggested gathered in the pre-questionnaire's last section for a better online teaching learning process in the Algerian higher education. Qualitative and quantitative methods have been used. The former has been used to explain the students' insights and their perceptions towards the use of e-learning platform through their responses to the pre-questionnaire (open-ended questions). The second has been designed to statistically describe different variables by using the Excel processing software and SPSS. To collect data, Pre questionnaires have been addressed to the EFL teachers and the students at the University of Bejaia because these tools helped us gather necessary information and evidences about the issues while using e-learning during the sanitary crisis. In order to analyze the data, our research study has used descriptive statistics through SPSS and the Excel processing software and whose results have been interpreted into tables and graphs.

## **5. The population samples**

The population of the study encompasses the EFL teachers (78) and Master 1 students (195) at the department of English, University of Bejaia. However, only 15 teachers participated in our study since they were the respondents. In addition, the sample of this study targeted two groups of Master 1 EFL students enrolled in Didactics (125), and each group consisted of two sections because of the wave system as not all the students were required to be physically present for the face-to-face learning. Therefore, only 57 amongst the 125 constituted our participants in the research at hand.

## **6. The Description of the Study**

This study is organized into three major parts. Part one starts with the General Introduction which has been devoted to the statement of the problem, the research questions, the aim of the study, the research methodology and design and then the description of the study. It includes two sections which tackle the theoretical background related to the studies in the fields of the present undertaking.

Section one presents an overview of the distance learning with definitions, types of e-learning and which help us shed light on the distance learning in general and the distance teaching and learning during the sanitary crisis of the Covid 19 in particular.

Section two however, examines teaching and learning during the pandemic period. It traces definitions of the virus Covid 19 (Corona Virus), sanitary crisis and the quarantine period

together with its impact on the teaching/ learning process. It also deals with the shift from face-to-face learning into online one. In addition, it reviews the use of the e-learning platform as an alternative for the continuity of both processes and the barriers that hinder both actors' (teachers and students) teaching/ learning process. Finally, the section provides some suggested solutions and the advantages of the use of electronic learning during the pandemic period.

The second part of the research study is a practical part, more exactly methodological, analytical and interpretative. It targets the research methodology and research method (design). In fact, this study has been conducted on an exploratory-based research design which aims to find out more means and techniques to follow up teaching and learning, as well as to reveal the difficulties the EFL teachers and students encounter when using e-learning during the pandemic period. We attempted also to shed light on the adequate solutions suggested by our respondents (teachers and students). In addition to the above description, the second part of our study deals also with the selected research methods, the qualitative and quantitative methods as the former is used to mirror the students' ideas and their perceptions towards the use of e-learning platform through their responses, while the second is used to describe different variables statistically by using the Excel processing software and the SPSS measurement scales.

Furthermore, the second part targets also the tool used in order to collect the necessary data to validate the research questions later on. Thus, the pre questionnaire is designed to the teachers via email and distributed randomly in print during different times; while it is distributed only in print to the EFL students during different times (three times). It helps us to gather available information about the problem as well as the data which might help us explore the efficacy of the distance learning in general and e-learning in particular during the students' learning process. The last point of the second part describes the population and sampling. As in any research undertaking, the work ends with a General Conclusion which highlights the summaries of the work in general, the different phases it went through, the research methodology and design purposeful for the study's necessities, the constraints faced while producing the investigation and finally some recommendations related to the field of research as well as expressing suggestions to further the present study.

# Part One

## The Theoretical Background

Introduction

### **1. Section one: The Theoretical Background**

1.1 Distance learning in higher education (Teaching and learning)

1.1.1. Distance learning definition and forms)

1.2. An overview of e-learning

1.3. E-learning platform and EFL teaching and learning

1.4. The importance of e-learning platforms in EFL teaching and learning processes (higher education)

1.5. Techniques and strategies of e-learning

1.6. E-learning in the Algerian universities Before the sanitary crisis.

Conclusion

### **1.2. Section two: Teaching and learning During the sanitary crisis (The Covid\_19)**

1.2.1. Teaching and learning During the sanitary crisis (The Covid\_19)

1.2.3. The Quarantine Period Impacts on the Teaching Learning processes in higher education

2.3.2. Covid 19 Sanitary crisis in Algerian context

2.3.3. The impact of quarantine period on teaching learning processes in Algerian higher education

2.4. The shift from traditional (Face to face) to online learning (e-learning) in higher educational context during Covid 19 pandemic

2.5. E-learning platform as an alternative for the teaching learning process in Algerian higher education.

2.6. The Benefits of e-learning during the pandemic period

2.7. The issues in teaching learning processes during the quarantine period

2.8. The suggested solutions to enhance and improve the quality of e-learning

Conclusion

Conclusion of the first part



## PART ONE

### **The Theoretical Background**

**Introduction of the first part:** This part of our present study is a theoretical part. It encompasses two sections. The first of which deals with distance learning: the definitions, the forms as well as e-learning platform and its utility at Algerian educational higher institutions and universities before the quarantine period. However, the second section targets teaching and learning during the pandemic period of covid 19. It sheds light on the impact of Corona virus on various sectors, and the issues that hindered the higher educational process when using e-learning during the same period. Finally, the section ends with the adequate solutions suggested by both teacher and students in order to enhance the quality of a remote learning.

### **Section One: The Theoretical Background**

#### **Introduction**

The current section tackles the theoretical background of the distance learning (the definitions and forms), e-learning and its two types, then e-learning platforms and their importance in EFL teaching and learning. Finally, the section describes the use of e-learning platform in the Algerian higher education context before the sanitary crisis of Covid 19.

#### **1.1. The Distance Learning in Higher Education (Teaching and learning)**

##### **1.1.1. Distance learning (definition and forms)**

Distance education has existed for ages. It sets its first steps in Britain by Isaac Pitman (1840) who started teaching his learners via correspondence through sending courses by posts and received his learners' home works. In other words, it is the delivery of knowledge in terms of course books, printed papers and submitted written works. This formal education is used to open doors and opportunities for the people who want to study but they are unable to attend the traditional schools (Papadopoulou,A, 2020).

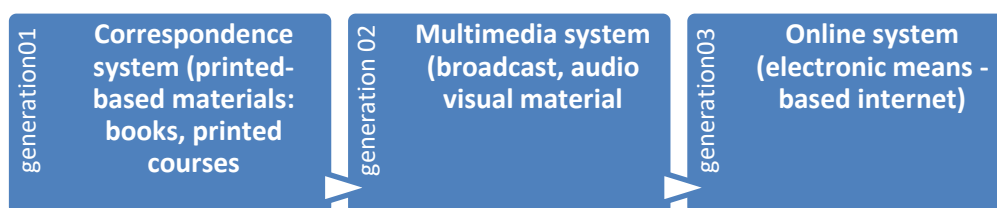
In fact, the concepts of Distance education and distance learning are used as synonymous in the field of education in terms of distance in time and space between the teacher and the student (White 2009).

However, both terms are different. The former is defined as learning outside and far from classroom that is the shift to the home, workplace or study context. It includes special methods, techniques, instructions, and printed courses; while the second refers to an educational system in which learning also takes place in different time and space without requiring face to face

learning. It includes the use of technological means and internet in order to facilitate communication (written and oral forms) between the teacher and the learner as well as to support the educational process (White 2009: p11).

As aforementioned, the previous research studies stated that distance education (DE) is different from distance learning in that the first of which bases on printed –based materials as text books, courses and assignments with the physically separation of the learners and the teachers. However, distance learning (DL) is learning that is focused on the use of technologies, electronic means and the access to the Internet as well as the physical separation of both, the teachers and the learners but connected virtually through the Internet, either in a delayed time, and learning can be accessed at any time (asynchronous). Therefore, the learners have time to respond at their convenience through the use of print productions, video, CD-ROM, e-mails and computer conference discussions; or in a direct communication between the teacher and the learners and in a real time (synchronous) through chat rooms and telephone calls and so on.

Therefore, distance education has developed through different stages (see figure1) starting teaching and learning through sending courses and activities to the learners by posts and e-mails shifting to images and sounds of audiovisual materials (multimedia) and integrating teaching and learning in television and radio. Moreover, it has more and more improved thanks to the progress and the development of ICTs' as well as the variation of technological devices (mobiles, laptops, tablets, data projector, and son)( Idir&Isekounen,2018). Accordingly, based on these tools related to networks, both, the teachers and the students may communicate, interact, assign and receive the delivered courses despite the geographical distance and time constraints (Aladwan,F, et al., 2018)



**Figure 01:** Distance Education through three successive generations (White, 2009, p.13).

### 1.1.2. The Forms of Distance learning

Distance learning encompasses different forms (see figure 2) we mainly include the following:

**A-Open learning:** According to Cambridge Dictionary (2020) open learning is a way of studying that allows people to learn where and when they want, and to receive and send written work by e-mail. For example, the United Kingdom (U.K.) open university, Al-Quds Open

University, the Open University in Tripoli in Libya and the University of Continuing Training (UFC) in Algeria; and the virtual university in Syria (Lassoued et al.,2020)

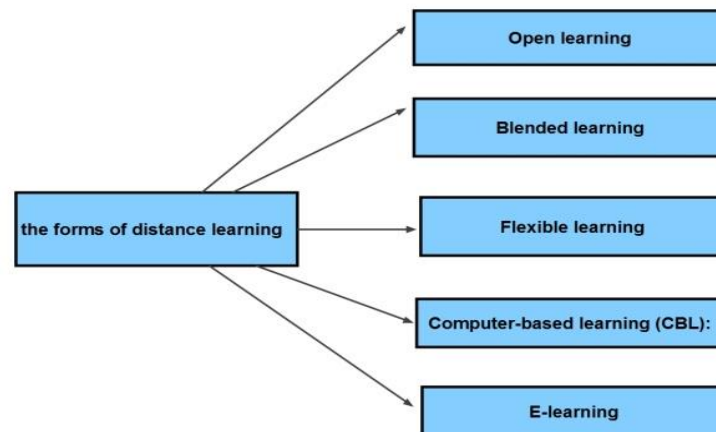
It refers to how the learner can become autonomous, that is; the more the delivered course at distance the better the learner becomes independent in his learning of what, how and when to learn. (Dudenry& Hockly2007)

**B- Blended learning.** It is defined by Gavin Dudenry and Nicky Hockley as ” *a mixture of Face-to Face course delivery* “: It is a mixture of both online and Face-to Face learning, which is when the learners can meet with their teachers Face-to Face for learning in a week and do the rest of the work online during the week. (Dudenry & Hockly 2007, p137)

**c -Flexible learning:** .It is defined as ”*a principle of practice in formal education, concerned with increasing flexibility in the requirements, time and location of the study, teaching, assessment and certification*” Wikipédia. According to Collis and Moonen, it is taking decision about the place, time, methods, techniques of learning and materials. (Collis & Moonen, 2001, p 10)

**d - Computer-Based Learning (CBL):** It is a form of learning with the use and the help of computers. It refers to teaching learning by using the computer in classrooms. It is “a key component of educational environment in which computers are used in classroom for teaching purposes”.(Adopted from Computer Based Learning <https://www.k12academics.com/pedagogy/computer-based-learning> )

**e- E-learning:** E-learning as” *learning that takes place using technology such as the internet, CD-ROMs and portable devices like mobile phones or MP3 players*” (Dudenry & Hockley ,2007, p136). In other words, it refers to an electronic learning that includes the use of internet through the use of different technological means. Thus, Learning can be through online with the use of internet (synchronous e-learning) or in a delayed time so that learners can receive the delivered knowledge at any time and any place (asynchronous e-learning).



**Figure 02:** The Forms of Distance learning

## 1.2. A Historical Overview on E-Learning

The origin of e-learning traces back to the last century with the appearance of its principles from teaching learning-based correspondence according to Isaac Pitman as stated above, from the evolution of multimedia (television, radio, audiocassettes, videos) to the open university UK in 1980s, as the largest providers of distance language learning opportunities (White, 2009, p 18).

After that, there was a rapid progress in technology and the development of ICT's which focus on the use of computer in education, regarding the close relation of information and communication technologies. Darcy Soong (2012) asserts that it facilitates and supports the process of teaching learning in terms of the delivery of the course content, lectures, presentation, as the integration of computer in education helps not only the teachers but rather the students in facilitating communication between them and between the teachers, in addition to its use in administrations and management services.

Later on, e-learning or the virtual environment comes into existence by the development of ICT's and its combination with networks, e-learning therefore, has emerged to add new dimensions to education since it provides interactive opportunities between the teacher and the learners in different time and even environments through its connection to the Internet (Darcy Soong, 2012; White, 2009).

We conclude that different generations (see table 1) through which education has been going through, led to the new methods and strategies of teaching and learning witnessing the great

change from traditional teacher-based role into what is known the learner-centeredness (Maouche. S. 2021)

**Table 1: Four –Generational Models**

|                                 |                                 |                              |                                |
|---------------------------------|---------------------------------|------------------------------|--------------------------------|
| <b>Correspondence education</b> | <b>Educational broadcasting</b> | <b>Multimedia Approaches</b> | <b>E- education approaches</b> |
|---------------------------------|---------------------------------|------------------------------|--------------------------------|

**Distance learning (Rumble, 2001&White, 2009, p13)**

### **1.2.1\_Definition of E-Learning**

Due to the rapid expansion of the Internet and the development of ICT's or information and communication technologies in the recent decades in terms of speed services, sounds, images, and communication all over the world through different technological devices connected by networks, various names have been attributed to e-learning including online education, distance learning, virtual learning and electronic learning.

The whole concept of e-learning is divided into two words: the word "e" *refers to electronic, easy, everyone, everything and engaging*"( Adeoye et al., 2020,p:29); and learning which refers to the process of gathering information from a teacher, self-study or experience. However, the entire term indicates diverse meanings and definitions given to this concept "e-learning".

In fact, most of researches relate it to the ICTs' or information and communication technologies. The term e-learning is pointed out by (Dudenry & Hockley, 2007) as "*teaching and learning mainly done at a distance, usually via a personal computer and the internet*", they define it also as "*learning that takes place using technologies, such as CD-ROMS and portable devices like mobile phones*"; Souad Guessar (2020) states that "*e-learning is an electronic method based on the use of computer as an interface between the teacher and the learners*".

Furthermore, it is reported as a "method of learning based on communication mechanisms, networks, multimedia of sound and image, mechanisms research, and electronic offices", it is the delivery of information through the use of technological means and internet at any time and place; it is the interactive opportunities between the peers and the lecturers about the delivered content in synchronous or asynchronous time (Abed, 2018; Kaddeche et al., 2021).

Therefore, through this electronic method of learning, the learners' performance is managed, controlled and evaluated. (Abdel Fatah et al.,2019)

As forth mentioned, e-learning is an electronic learning, a virtual learning method, based on the use of technologies not only computers but also laptop, tablets, mobile and smart phone which are connected to networks through which both the teachers and the students may gather, communicate and interact virtually between each other either in a real time synchronously by video conferences, or asynchronously, in a delayed time through emails and or in different places. From this part of distance learning, learners make use of the delivered knowledge when and wherever they desire to as well as it enhances his learning.

Thus, we can conclude that e-learning has brought new to teaching and learning since it provides opportunities for teachers and students to interact at anytime and anywhere far from campus off in contrast to the traditional teaching learning method which focused on the classroom only.

### **1.2.2 The types of e-learning**

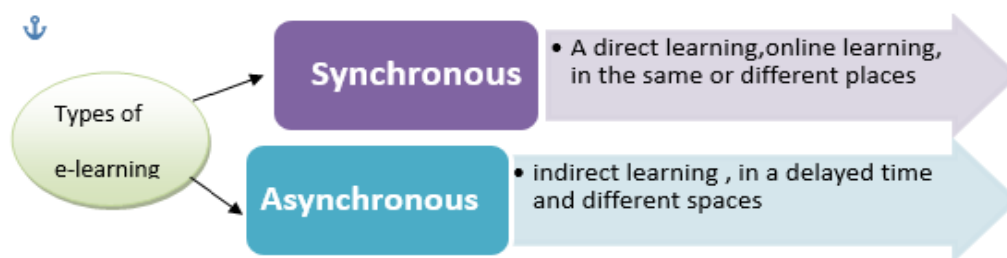
According Abed (2018, p: 2), there are two types of e-learning (see figure 3)

#### **A-Synchronous / Simultaneous/ direct electronic learning**

This type of learning refers to the virtual classes and environment where the lectures, discussions, research topics and courses are exchanged directly, in a real time between the lecturer and the students through the use of modern communication technologies such as video conferences, real chats, and interactive webinars. It is based on the use of internet network. From this type of electronic learning, the student does not only receive knowledge but he may also interact, participate and communicate in a direct way and online together with his teacher in different places, as well as he may receive an immediate feedback. (Kaddeche et al., 2021; Abed, 2018)

#### **B\_ Asynchronous or an indirect e-learning**

It is a type of e- learning that occurs in different time and place. It refers to an indirect learning in which both the students and the teachers may communicate in a delayed time and different places through the use of emails and forum discussions, or any other social media. In this type of e-learning, the student may return to his courses whenever he wants since it is available to him as well as he has time to reflect about his activities and assignments. (Abed, 2018 ; Kaddeche et al., 2021)

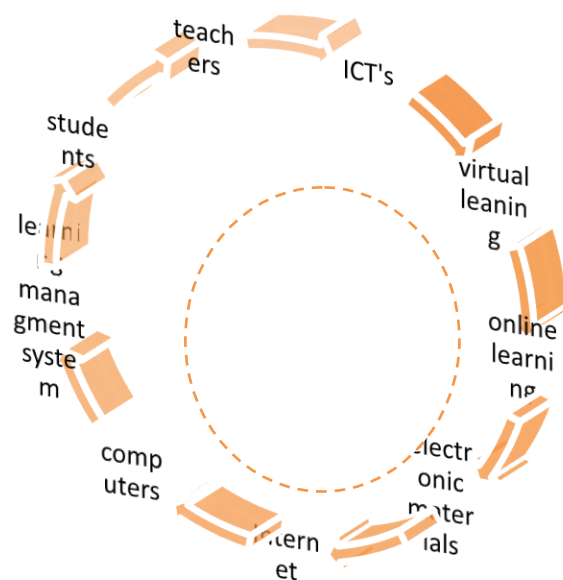


**Figure 03:** types of e-learning

### 1.3. E-learning platform and EFL teaching and learning

#### 1.3.1 Definition of e-learning Platform:

E-learning platform includes various names which are all related to virtual learning together with the connection of the Internet. It refers to a virtual classroom, a virtual learning environment (VLE), or, learner management system (LMS), (see figure 4). It is an online learning which bases on the use of internet; an environment in which both the teachers and the learners are connected virtually and academically. (Dudenry& Hockley, 2007)



**Figure 04:** E-learning Atmosphere

The learner in this virtual atmosphere is no longer a receiver of an ample knowledge such as courses, video lectures and documents by his teacher only, but he may access to it by himself

through the use of the Internet as well as he may communicate and interact in such virtual classroom by doing his tasks, answering to quizzes, tests or questionnaires. He can turn back to the content courses whenever he desires to, because they are stored (Dudenry & Hockley, 2007, p, 137)

In the same context, Cynthia White (2009) has named online learning as” Cyber schools” or” virtual language schools”. Therefore, she has pointed out that learners use online learning not only to access to information but rather “to interact, collaborate, communicate and be active in their learning with other participants”. Thus, according to her, online learning includes learning opportunities”.

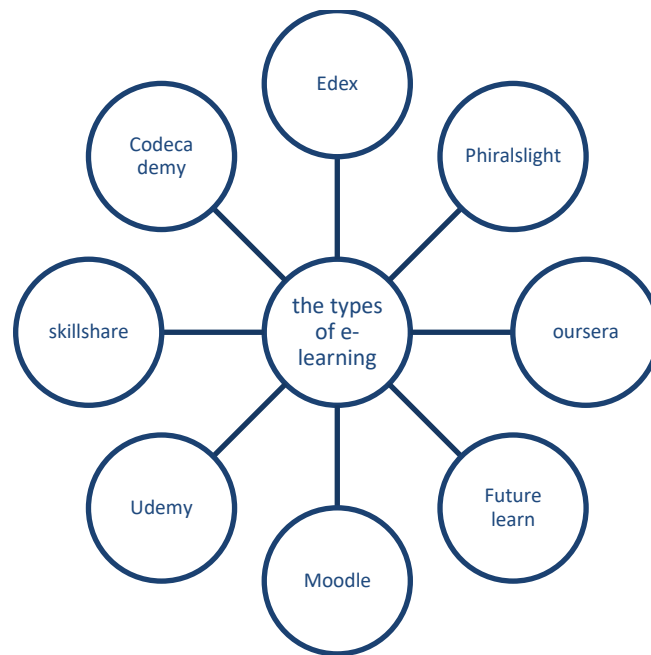
On the other side, e-learning platform is defined as an integration of online services such as information, tools, resources, and course content management, registration, group creating and courses to be provided to the participants as teachers, trainers and learners as well as the administration. (Adopted from: 9 Advantages of Powerful Learning Platforms or LMS <https://www.cae.net>)

Thus, e-learning plat form provides the learner with opportunities not only to receive information and to do his assignments but rather to assess his performance through tests as well as to know his grades because they are automatically recorded. Furthermore, it offers affordances and facilities to communicate, interact and collaborate through group discussion, projects, forums and video conferences. It increases interactivity between the teacher and the learner. Therefore, the student becomes more active in contrast to traditional learning in which his role is passive waiting for his teacher to impart and to transfer knowledge and courses. (Maouche, 2021; Kaddeche et al., 2021)

### **1.3.2. E-learning MOODLE Type**

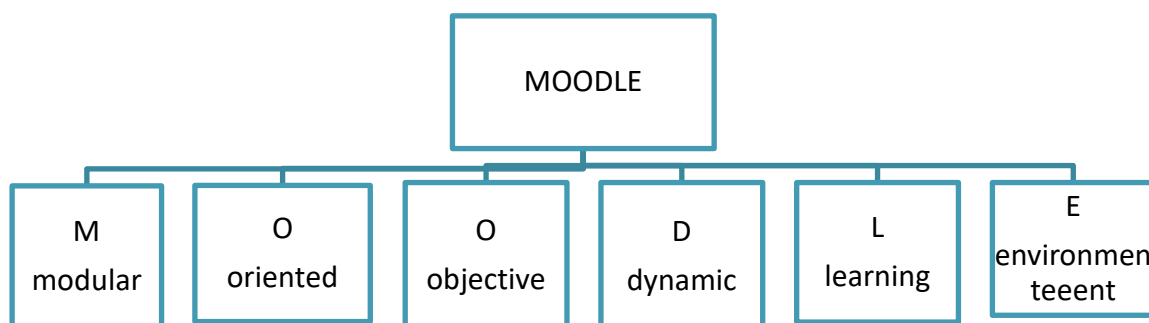
Online learning platforms encompasses different forms including Code academy, Edex, Udemy, Skill share, Cousira, Phiralslight, Future learn and Moodle. (Kyriaki ,2020)





**Figure 05:** E-learning Platforms Types

**a) MOODLE platform of the University of Bejaia:** Moodle is a type of e-learning platform. It is a kind of LMS or learner environment system, It is an open, a free system and available for all. As stated in her research study, Nagwa Soliman has entailed that the word MOODLE “*was originally an acronym for Modular Object-Oriented Dynamic Learning Environment*” (Nedeva & Dimova, 2010; Soliman,2014).Thus, M refers to modular, O refers to oriented, O refers to objective, D refers to dynamic, L refers to learning, E refers to environment.(see figure 5)

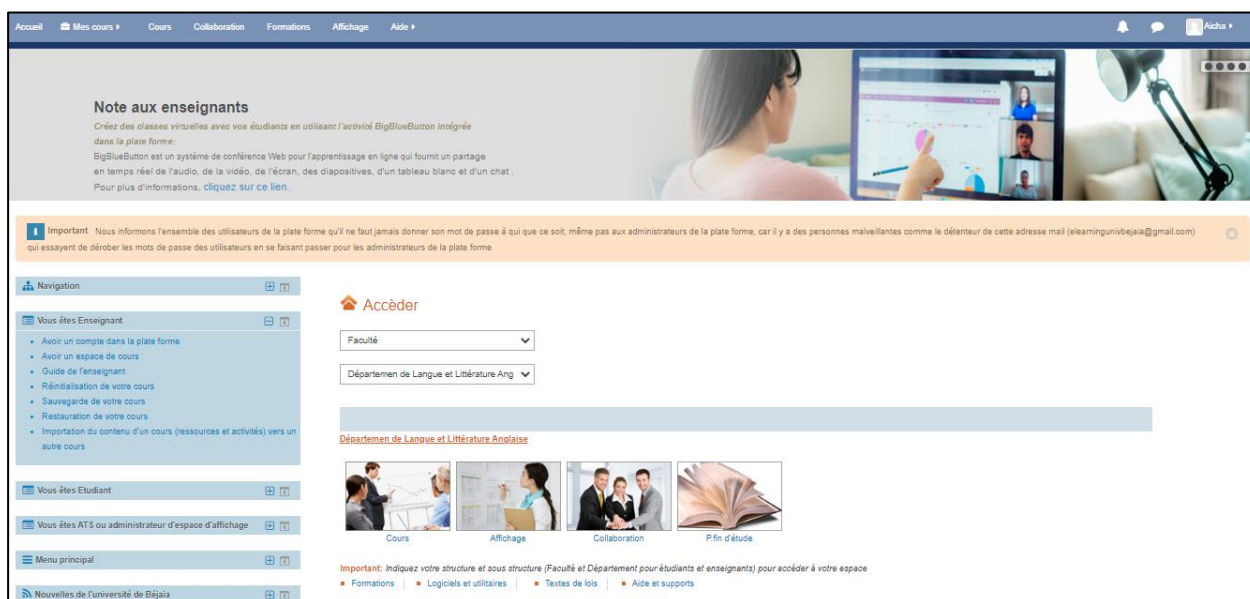


**Figure 06:** The MOODLE Letters Meaning

As stated by Soumia Kaddeche et al (2020), Moodle or Mooch platform is developed by computer scientist Martin Dyimas in the university of Curtin in western Australia in 2002. Moreover, in the Moodle system, the teacher s’ role is no longer active and principal actor but rather a collaborator and facilitator in terms of creating an adequate virtual environment,

affordances and facilities for his learners to interact and communicate through discussion groups, chat rooms, forums. (See figure 7) On the other side, according Soumia Kaddeche and al (2020, p:44), the learner's role becomes more active and can develop his autonomous learning. However, he is unable to be so until the process of logging in the system either by himself or by his teacher is implemented. Therefore, he can access to e-learning platform, download the course content, as well as he may participate in doing assignments, research projects and so on.

By logging and using the password and getting an account, the teacher can create and design different types of online activities (Quiz, homework, forum, etc.) individually or in groups. In turn, by following the same process, the students can access to e-learning platform. The Moodle platform of the University of Bejaia was launched in 2009 not only for the department of English but for all the departments. It can be used by the administrators, creator of the courses, editing teachers, the students and the guests. It is accessible and free of charge from all mobile operators. It is used to support face-to-face teaching.



**Figure 07:** Moodle Platform of Bejaia University, adopted from: <https://elearning.univ-bejaia.dz/May>,

2021

#### **1.4. The importance of e-learning platforms in EFL teaching and learning processes (Higher Education)**

Technology is becoming increasingly in people's personal, professional and learning lives. (Dudenry & Hockley, 2007) In other words, it is the core of knowledge which helps solve problems.

It has played a crucial role in developing various fields such as business, industry, medicine and so on.

Like several other sectors, technology has broadly affected the field of education mainly the higher institutions and universities. In fact, teaching/ learning processes have seen a great change in terms of the students' role together with the teachers', in teaching learning methods and in administrative services. Thus, it is due to the rapid evolution and the development of ICT's and its association with e-learning and internet that teaching and learning processes are developing more and more.

Various research studies have asserted the significance of e-learning in higher education in general, and in EFL classes in particular. Mohammad Ali et al (2011) in their research study points out that the use of "e- learning Moodle may develop EFL students' language proficiency and independent learning by communication, sharing knowledge between the instructor and the students"; it improved students' attendance, accessibility of time and place.

In the same context, Darcy Son (2012) views that e-learning offers students own space for learning since they can follow their programs, repeat their missed lessons during face-to face learning and doing the activities; it is a tool that improves students' English proficiency. In addition, it is flexible in terms of making choices in the place and the time of students' learning. Darcy Son (2012) adds that learning any foreign language or a second one requires repetitions and practice or mechanical drills, therefore, e-learning provides such opportunities (the students can repeat the lesson many times and whenever they desire to). In addition, it may develop the students' language skills better than in class since they have opportunities to practice English outside classroom(Chosri. B, 2012) ; this technology leads the learners to be autonomous, the more they are motivated the better they become enthusiastic and autonomous in their learning. It is well expressed in Darcy Son's research article (2012): Dar Dowling and Lai argue,

*"it has brought a profound transformation and teachers are the main agents of this transformation" (2003, p. 64). Knowing about this, teachers today should not expect that the presence of new technologies will greatly help students' learning; however, they can be assured that technology if integrated into effective teaching and learning practices will enforce students' learning motivation".*

To move further, and with regard to the effectiveness of e-learning in EFL context, e-learning overcomes the difficulties of space and time and facilitates the learner's communication and creates a stress-free environment since the students are free to speak and participate in a virtual environment

and because they are no longer being criticized physically as it is in the case of face-to-face learning. (Mathew et al., 2019)

Finally, e-learning has played a crucial role not only in EFL teaching and learning but also in the whole educational system and in all levels. Indeed, it enhances the quality of education and more particularly the higher one; it prepares the teacher and the students to know how to deal with new technologies overall the world; it overcomes the obstacles of time and space and less cost; it helps the students to become more independent and autonomous in their learning, and the teacher's role is guide and a facilitator. (Darcy, 2012; Guessar, 2014) Furthermore, it increases communication among the students themselves, and between the students and teachers through emails, dialogue rooms, and discussion boards. In addition, using e-learning in teaching process helps the teacher to present his lesson in a well designed, formal and standard form (new technologies of course design); it helps him to the availability of the courses and curriculum during all the year and a long period. It is an opportunity for the teacher to assess and evaluate his students in a quick period.

Although the usefulness and advantages of e-learning in both processes. However, without access to internet connection and effective strategies as well as the techniques of implementing this electronic method, the opportunities of online teaching and learning would not be provided for the teachers as well as for the learners.

### **1.5. Techniques and strategies of E-Learning**

Online teaching learning requires various techniques and strategies as well as the Internet and websites as a core of the process. Therefore, according to Enaamkarim Abed (2018) and Guessar (2020), we may summarize the following:

1\_ The Internet: It is a crucial technique of e-learning since through which the educational institution can display the programs; the teacher may communicate with his students by (email, dialogue services), in turns the latter will be able to access to the delivered courses. Email, dialogue services,

2\_ Technological Material: through which the teacher may design the activities and create courses or publish them on e-learning platform; the students can store, download or refer to his lectures in a time of need.

3\_ Video conference: it is considered as a vital technique. It is a virtual environment where both the teacher and the students can communicate between each other. It is similar to face –to face learning except that the former occurs in different places and time,

4\_ Audio conference: it is a technological technique which is based on the conversation in form of phone call (speaking and listening),

5\_ Virtual classrooms: they are smart classes, electronic classes of the World Wide Web. They are similar to face-to face learning; however, they differ from it in terms of spaces and time.

6\_ Visual book: it encompasses numerous pages which can be read or seen by many people at the same time all over the world (Guessar,2020, p:76),

7\_ E- book: it similar to a printed book. However, it is distributed on \_screen electronically

8\_ Text graphic and remote images: they present a technique, in which a text is combined with an image or shapes in order to attract the students' attentions,

The implementation of these techniques is important and effective since they afford an adequate environment for better online teaching learning processes.

### **1.6. E-learning in the Algerian Universities before the Sanitary Crisis**

The history of e-learning in Algeria traces back to 2003 when the Ministry of Higher Education and Scientific Research started to equip all the universities and educational institutions with the necessary tools and materials. Therefore, the first launching of e-learning system in Algeria was not until 2006 in collaboration with both “Thomson and Microsoft Corporation”. (Ben Harzallah, 2020). It has started to deliver the courses and lectures about teaching ICT's and communication. Then in 2009 and 2010, the courses were basically designed to train the lecturers, technicians and administrators in the ways and techniques of dealing with this new electronic teaching and learning system (Ben Harzallah, 2020). Therefore, it is due to the connection between the Algerian national libraries, institutions and laboratories by the networks that e-learning is continuously developing (see table 2).

Based on the Algerian research studies which affirmed the significance and the effectiveness of e-learning platforms and under the aim of achieving the quality of teaching learning processes, the students, the teachers, and the researchers can access to a wide range of information from the delivered resources at any pace and place; the teacher may use different methods across the line to present lessons, to assign activities and to assess his students' performance through chats, forums and course space. In addition, the students may download the delivered knowledge, application for their scientific researches (Ben harzallah, 2020).In the same context, Saihi (2020) in her case study at the university of Biskra pointed out that most of

the teachers and the students are aware of its crucial role in terms of saving time and efforts as well as it sheds light on the access of information. However, the lack of training and the access to internet connection are considered as major issues that hinder this new technique to be successful and effective. On the other side, Soumia Kaddeche et al (2021, p:41), in their research study, stated that despite the crucial role of e-learning, the latter aims to improve training process and its continuity. Thus, although the Algerian universities have endeavored to implement the new strategies of distance learning in creating more affordances and facilities for the teachers and the students to interact as well as to communicate, however, e-learning is considered as a complimentary system for Algerian higher educational institutions and universities. (Djoudi, 2010)

Finally, e-learning was not replaced by traditional face -to face learning; but rather it has supplemented the teaching learning processes.

**Table 2:** Algerian Universities in African Top 100

| AlgerianRank | AfricanRank | UNIVERSITIES                 | WorldRank |
|--------------|-------------|------------------------------|-----------|
| 1            | 23          | University of Sidi Belabbes  | 4,116     |
| 2            | 24          | University of Tlemcen        | 4,143     |
| 3            | 47          | University of Batna          | 5,548     |
| 4            | 62          | University of Constantine    | 6,766     |
| 5            | 65          | University Houari Boumediene | 7,008     |
| 6            | 70          | University of Mostaganem     | 7,205     |
| 7            | 76          | University of Algiers        | 7,849     |
| 8            | 86          | University of Bejaia         | 8,376     |
| 9            | 91          | University of Boumerdes      | 8,727     |
| 10           | 96          | ESI School (ex INI)          | 8,960     |
| 11           | 98          | University USTO Oran         | 9,004     |

Adopted from: (Elabweb, 2009&Djoudi, 2009)

## Conclusion

To conclude this section, we may say that it has tackled a general overview of e-learning, definitions, forms, the types which are related to our researchable topic. It has handled also the historical overview of e-learning in teaching and learning in the Algerian higher education before the sanitary crisis Covid 19 pandemic. In other words, the Algerian universities were based on e-learning Moodle platform as a complimentary and supporting teaching /learning in the purpose of promoting the quality of the whole processes. Thus, it has been directed to blend more the traditional learning rather than e-learning for several factors including the lack of access to the Internet as a major factor as well as the lack of training in this new electronic learning. Thus, if e-learning is considered as an additional way of promoting the quality of online learning, what would be then its role during the sanitary crisis?

## 1.2. Section two: Teaching and learning during the sanitary crisis (The Covid\_19)

**Introduction:** The second section targets teaching and learning during the Covid-19 pandemic. First, it defines the Corona Virus and its spread over the world. After that, it describes the Algerian higher educational institutions and universities context during the sanitary crisis, the negative impacts of the virus on the most sectors in general and the higher education in particular. Later on, the section sheds light on the issues and difficulties faced by both the teachers and the students when using e-learning in the quarantine period. Finally, the section ends with the major solutions and recommendations suggested by both teachers and the students in order to enhance the quality of online teaching learning in the Algerian Universities.

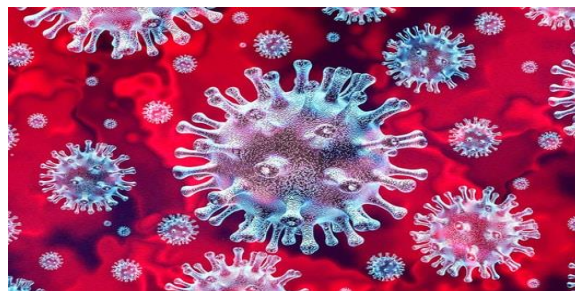
### 1.2.1. Teaching and learning during the Sanitary Crisis (The Covid\_19)

#### 1.2.1.1. Definition of the Corona Virus

Corona viruses: *“are wide number of viruses which cause the disease known as corona virus. They cause mainly the old people who have respiratory diseases and have other chronically health disorders. The virus spreads from droplets of saliva or discharge from the nose when sneezing or coughing”*. (Adopted from: World Health Organization, 2020)

The most major of its symptoms (see table 3) are: *fever, dry cough, tiredness, and other less common symptoms of Covid 19 aches, pains, lost of smell or taste, congestion, conjunctivitis, diarrhea, rash on skin, or discoloration of fingers or toes”*. (Adopted from : Health information, <https://www.webmd.com/lung/coronavirus>)

Corona virus has started in Wuhan city in China at the end of 2019. Then, it has spread throughout the world and becomes pandemic global health crisis of the human s' life. (the United Nations Development Program). Corona viruses resemble the crown as it is shown (in the figure 8).



**Figure 08:** Corona virus, retrieved February, 2020 from:

<https://www.webmd.com/lung/coronavirus>



### 1.2.1.2. Definition of Covid 19:

It is defined by Merriam Webster dictionary as “ *a mild to severe respiratory illness that is caused by corona virus( SARS)or a Severe Acute Respiratory Syndrome* “.Adopted from<https://www.merriam-webster.com/dictionary/coronavirus>. In addition, according to the web site titled Corona Virus, <https://www.who.int>, COVID-19 refers to the following:

CO\_\_\_\_\_ refers to corona

Vi\_\_\_\_\_ refers to virus

D \_\_\_\_\_refers to disease

19\_\_\_\_\_ refers to 2019

The researchers in China have declared the most symptoms of Covid 19 among people which are clearly shown in table 3, while the ways that help people to be secure from the virus clearly shown in (figure 9).

**Table 3:** Most common Symptoms of Covid- 19

| Symptoms            | Percentages |
|---------------------|-------------|
| Fever               | 99%         |
| Fatigue             | 70%         |
| Cough               | 59%         |
| Lack of appetite    | 40%         |
| Body aches          | 35%         |
| Shortness of breath | 31%         |
| Mucus/phlegm        | 27%         |

Adopted from: (Chelghoum. A& H, 2020, p:121)

### **1.2.3. The Quarantine Period Impacts on the Teaching Learning Processes in Higher Education**

#### **2.3.1. The definition of Quarantine Period**

The Cambridge dictionary has defined the quarantine period as “*a period of time during which an animal or a person that might have a disease is kept from other people or animals that cannot spread*” It is a period of people s’ isolation from the outside world to avoid the spread of virus Covid 19 and its transmission.

#### **2.3.2. Covid 19 Sanitary crisis in Algerian context**

With the emergence of Corona virus, Covid 19, in Wuhan city in China 2019, the specter has been spread in an immediate way overall the world. In this context, the virus is more evolving and increasing, that is more than 3,635,934 reported cases worldwide. (Bourabiat,2021)

Thus, Algeria is no exception, since in the beginning of May; the Algerian Ministry of Health announced 4,648 confirmed cases of COVID-19, including 465 deaths. Hence, in the aim of limiting the spread of Covid 19, The Algerian authorities have endeavored to implement rigid measures as closures in different sectors including land borders, international air and maritime travel, national air and public transportation. The mosques, schools in its different forms (kindergarten, primary, middle and high schools), the universities and institutions are all closed. In addition, commercial events, restaurant, cafes and so on, all were also closed. (Bourabiat,2021)

Regarding the measures of containing and limiting the virus Covid-19, the Algerian government had imposed a partial curfew. In the beginning, it included Algiers, Oran, Setif, Blida, Tizi Ouzou, Bejaia, and then nearly all the national territory when the corona virus had widely spread all over 48 Wilayas of the country. The curfew was from 5pm to7am and then from 7pm to7am. In addition, Algerian Ministry of Health declared stringent hygienic measures such as washing hands frequently, physical distancing, wearing masks, coughing into a bent elbow or tissue (World Health Organization, 2021).

Consequently, the current Covid19 pandemic has changed drastically the human life world widely (working and teaching studying online at home). Furthermore, it has also led to dramatic losses in different fields such as economy (millions of enterprises face an existential

threat), social disruptions since tens of millions are at risk of falling into extreme poverty. (WHO)

Thus, we should rethink the future of our environment in order to protect the health, livelihoods and food security to make our future life a better one. (WHO)



**Figure 09:** Picture of safe choices

Adopted from: <https://www.who.int/images/default-source/health-topics/coronavirus/who-3->

*Factors-poster.jpg*

### **2.3.3\_The Impact of the Quarantine Period on Teaching/ Learning Processes in Higher Education (Algerian Higher Education related to EFL)**

Due to the novel Corona Virus, life has dramatically changed the people's life, their social relations, their professions and education. Arab countries are no longer far from the disease. And Algeria is no exception since it has seen its first case in the end of February in Blida. (Maouche, 2021 & Guessar, 2020& Boulkroune, 2020)

Therefore, the numbers of the infected people were increasing and evolving to a dangerous scale that the Algerian authorities have declared to total closures from kindergarten, primary schools, institutions to universities in the purpose of containing the spread of the virus and to avoid its speed and direct transmission between people.(Guessar, 2020,&Boulkroune,2020).Therefore, the higher educational field has been affected since most academic activities have been harshly hung in terms of postponing national and international conferences, research trips, workshops, project meetings and study visa.(Boulkroune,2020). Thus, as an urgent solution, the Algerian Ministry of Higher Education has endeavored to use remote education-based internet to ensure the teaching learning continuity and to save the academic year during the quarantine period. For this, Algerian university teachers, as any other country in the world, started to design and deliver lessons, activities and assignments by different ways and devices such as Zoom, messenger groups, WhatsApp, Google meet, face book, webinars, emails, e-learning and so on, as a strategy, university teachers can communicate with their students and the students between them. (Chelghoum, A& H, 2020).

However, the Algerian Universities focused mainly on the use of e-learning as an adequate means to follow up the pedagogical process during the Covid 19 pandemic. The study conducted by Soumia Kaddeche et al (2021) at the University of Ouargla, Algeria, showed that the professors have perceived e-learning platform as the best way to teach after leaving university because they deliver courses, design activities and could continue their process. Yet, , the same study revealed that the students became less active since e-learning has reduced their interaction with their teachers. In addition, the teachers did not make use of the necessary training which has affected their teaching during the Covid 19 pandemic period.

Another research study conducted by Ghounane (2020) at University of Saida indicated that both the teachers and the students have used this new technology to pursue their process. They may build relations between each other, develop their background knowledge. It has

revealed that despite its usefulness, some old teachers did not favor the sudden shift to this virtual learning.

Boulkroune Fouad (2020) in his research paper entitled: “*Pandemic goes Endemic*”, he stated that using different platforms in teaching/ learning is “*likely to induce the feeling of being more connected at least professionally*”. In other words, e-learning platform is a significant means since it builds academic relationship between the teacher and the student as well as between the teachers themselves.

Finally, e-learning has played a significant role through which teachers as well as students could continue their process during the pandemic period. However, in order to make use of its benefits, different strategies and techniques, training and internet connection should be provided.

#### **2.4. The Shift from Traditional (Face to face) to Online Learning (e-learning) in Higher Educational Contexts during the Covid 19 Pandemic**

The development of technology and ICTs in recent decades has helped and facilitated the learning and teaching processes. In other words, it has enabled the learners to store, understand, and retrieve the knowledge and information when needed. Moreover, its connection with networks has made education in general more fruitful and more beneficial.

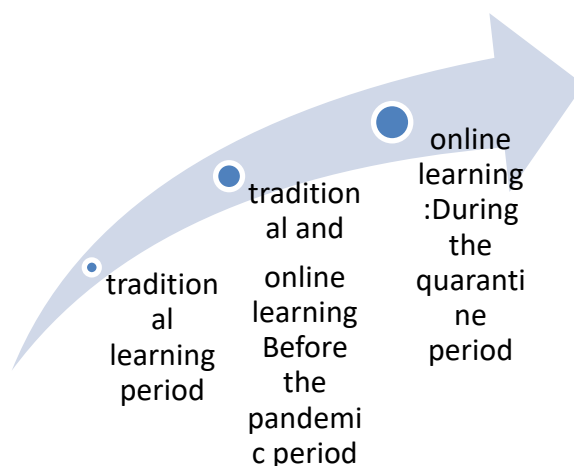
Before the sanitary crisis, the Algerian higher education was widely based on face to face learning .It is well expressed by Fadhila Hadjeris (2021) *in that ” everyday course delivery still follows the traditional mode of instruction with a very slight integration of technology and online teaching”*. In other words, e-learning platform is considered as a complimentary system for Algerian universities and educational institutions. It is used to supplement and support higher education and enhance the quality of teaching/ learning processes in terms of additional courses, activities research, projects and assignments.

However, due to Covid 19 pandemic, the Algerian Universities shifted from face –to face into a remote learning ( see figure 10) based on modern technologies and the Internet (Lessoued, 2020).Therefore, the move was also from chalk and talk to the use of computer, laptops, smart phones and other technological devices; from teacher to e-teacher; from student to e- one; from books to e- books and e- libraries; from face-to face towards the virtual environment; from a fixed time to a flexible one, from university settings to home and from direct interaction into distance one. (Mathew & al, 2019)

As aforementioned, according to the studies of Maouche (2021) and Lassoued et al., (2020), teaching learning process during the quarantine period has witnessed a great change in terms of methods, time, space and quality. They highlighted the key changes in higher education; therefore, we summarize the following elements as follows:

- 1\_ The shift from rigidity to flexibility (learning at any time and any place);
- 2\_ The shift from the minimum to mastery and quality;
- 3\_ The shift from ruminating on information to creativity;
- 4- The shift from limited education to lifelong learning;
- 5\_ The shift from normal universities to e- universities based on virtual environments;
- 6\_ The shift from the teacher's role to the student's one in terms of relying more on their own resources in order to continue learning remotely mainly through the Internet. (From teacher's centeredness to learner's centeredness)
- 7\_ The shift from the teacher's traditional materials to adapt new pedagogical concepts and ways of delivery of the course content
- 8\_ The shift from classrooms to homes

Although the universities have been implementing online teaching/ learning more adequately during the Covid pandemic for the purpose of preventing the widespread of the Corona Virus, to keep safe and to follow up both processes remotely, the significant efforts needed to be made in terms of instructions, content, motivation( the need for on live video conferencing ) , relationship ( between the teacher and the students) and mental health( since the students and teachers are no longer far from the disease and the infecting Corona Virus), in addition to the need for training and accessibility to the Internet . All this is needed to be taken into account during and aftermath.



**Figure 10:** The shift from traditional learning to online learning during the quarantine period

## 2.5. E-learning Platform as an Alternative for the Teaching /Learning Process in the Algerian Higher Education

### 5.2.1. How does the EFL teacher use e- learning to keep teaching and learning processes go on?

Due to the wide spread of the Corona Virus, Covid 19, the world governments have enforced educational institutions and universities to close doors. Therefore, as an immediate solution, teachers have no choice but to move to a virtual small town through which teaching and learning processes could be carried on. They have used various means and technological devices-based the Internet in order to avoid the blockage of the process and to be close to their students virtually.

In the Algerian context, for the purpose of following up the teaching and learning processes during the pandemic period, according to the studies of (Boukroune, 2020; Ghounane, 2020 ; Kaddeche and al, 2021), the Algerian university teachers, as any others in the world, have used various technological devices and online tools as alternatives to bridge the gap between them and their students. In fact, they used social networks as face book teachers and students' group), messengers (students' group for sharing information), Instagram, What's App (for exchanging and supervising) you tube and so on. However, e-learning platform like Moodle has been used as the most alternative way to continue the processes during the quarantine period. They have used it mainly for two reasons. The first of which is compulsory for all the teachers to post their lectures, courses, assignments, activities, supervising and to follow the students' assessments. Secondly, e-learning is considered as more academic and the most secured

insurance. Using e-learning platform does not mean to continue the process of teaching only; but the EFL students also could interact, communicate with their teachers as well as with their classmates at anytime and anywhere (on forum discussions). As a result, they could improve their English language proficiency. (Ghounane, 2020)

Furthermore, pursuing teaching on e-learning during the pandemic period was no longer basing on new techniques and strategies to make the students more motivated and attract them towards learning. However, the delivery of the courses was based on traditional way of presenting them such as pdfs and printed handouts sending and publishing them on e-learning platform or sending them via students' emails.

As a conclusion, universities have embraced e-learning as a means to ensure that their academic year is not totally distorted. Thus, the virtual learning is useful and effective especially in such plague of the Covid 19. It is considered as a weapon which has fought and saved the academic year from the suspension of teaching and learning .However, according to most respondents' reactions, it can never replace the traditional teaching and learning setting since it is the most preferable among the students.

### **5.2.2. How do the EFL Students Respond to E-Learning during the Pandemic Period?**

The novel Corona virus has changed the teacher's ways of teaching as well as the students' way of learning. In other words, the students have no chance but to commit the virtual learning to pursue their studies and academic researches.

In order to shed light on how the students respond and react towards e-learning during the sanitary crisis, numerous research studies have been tackled. Hence, the research study conducted by Syahrin and Abdlla Salih (2020), at the University of Oman, shows that the ESL students 'reaction towards the use of e-learning was negatives" since their roles were passive receiving the formal content. It stated that "*the students did not experience sufficient output for productive skills, nor do they prefer participating in the learning activities that aim to get them skilled at speaking and writing in English.*"

Additionally, the research study carried out by Khaled Layali and Ahmed Al-Shlowiy (2020), indicate that "*EFL/ESL students' attitudes towards e-learning during the pandemic period were positive since it has afforded the opportunities to interact between the teachers and students, and among the students themselves.*"( Layali & Al-Shlowiy ,2020,p:105,106) In other words, the videos, audios, and exchanging pictures and texts enabled the EFL students to be



involved and understand the language better. The same study has asserted that using e-learning tools (such as wikis, blogs, Face Book, WhatsApp, and so on) may reduce the anxiety and increase motivation.

Similarly, the study claimed that EFL students could make use of e-learning in terms of improving their vocabulary as well as their speaking skills. That is, they are aware of its usefulness in communication using the English language.

In the Algerian context, the students are also aware of the importance of e-learning particularly during the Covid 19 period. However, other students were unable to benefit from the virtual learning due to various issues as technical and material problems, lack of connection to access to the Internet. (Kaddeche and al, 2021; Boulkroune, 2020)

Finally, e-learning is an innovative way of teaching and learning at any time and space. It is considered as a pillar of a successful remote learning during the sanitary crisis since it saved the academic year from blockage. Thus, we may conclude that the Corona Virus pandemic has afforded an opportunity for the students to experience an online learning as well as to use different technological devices.

## **2.6. The Benefits of E-Learning during the Pandemic Period**

### **2.6.1. The Benefits Felt the EFL Teachers**

Due to the wide spread of Corona virus in the late February all over the world, the schools and educational institutions have been closed to minimize gathering and hence decrease the transmission of the virus. Therefore, the UNESCO has urged the use of remote teaching learning via platforms and different applications in order to ensure the continuity of the processes. Likewise, the teachers have tried to use various ways to engage the students and to reach their needs via virtual learning. They have used social media as Face book, face book messengers, WhatsApp, they also have got introduced to Google applications such as Google meet, zoom, webinars and so on. (Boulkroune, 2020)

However, numerous research studies showed that the most useful and adequate means and method of teaching during the pandemic period is e-learning platform. At the university of Saida, the researcher, Nadia Ghounane (2020) has confirmed that a Moodle platform is considered as a safe virtual environment through which the teacher prepares, uploads the information as well as assesses his students' productions.

Another research study conducted by Boulkroune (2020) shows that e-learning is useful since it connects the teachers and the students remotely and academically. They may deliver their courses at any time and space either synchronously through real chat or asynchronously depending on their circumstances. (Place and time)

Thus, most of the teachers commit to the use e-learning to follow up the process of teaching through inserting lectures, activities. They communicate electronically with their students in terms of explaining or supervising.

Finally, teachers have no choice during the pandemic period but to follow the remote teaching to ensure the continuity of the teaching process. Thus, e-learning is considered as the bridge that connects virtually the teacher, the students and the related administration.

## 2.6. 2. The Benefits Gained by the EFL Students

Due to Covid 19 pandemic, e-learning has become quite popular among the students across the world particularly during the lockdown period. For this reason, we may identify the most expressed benefits (adopted by previous research studies) of this virtual learning by the students (EFL).

- ✓ **E-learning is useful in terms of flexibility**, the students may receive the information, courses at any time and any place either synchronously (in a direct time together with his teacher virtually) as well as they may get a direct feedback from their teachers, or asynchronously (in a delayed time), the students can restudy their courses and do their assignments depending on their appropriate circumstances of time and place.
- ✓ **E-learning is useful in terms of interactivity**, through the fact that it is purely a virtual learning, the students may interact, participate in their own space through discussions, forums
- ✓ **E-learning is useful in terms of independency, autonomy and self-study**. That is, it provides the students the opportunity to self-study, being more autonomous learners as well as independent in their studies. They become more active and learner-centeredness.
- ✓ **E-learning is useful in terms of convenience**; it is more convenient especially for the students who master the ICT's and technological means.
- ✓ **E-learning is useful in terms of Availability**. The students may restudy and repeat all the academic content such as courses, assignments as well as interacting with their teachers at

anytime and anywhere. That is helpful method and effective one for EFL students' performance.

## 2.7. The Issues in Teaching /Learning Processes during the Quarantine Period

The spread of the Covid -19 has obliged the governments and authorities throughout the world to implement rigid measures on all sectors including higher educational institutions and universities. Therefore, serious issues have appeared during the pandemic period when the teachers as well as the students have committed to online teaching/ learning processes. Hence, the following quote expresses well the major difficulties:

*" Students are distracted, teachers are not sufficiently trained and our technology infrastructure is far from fully ready to cooperate. I am concerned that some governments and providers are under pressure to move too fast to ensure uninterrupted learning, with little medium-term planning or ramp-up time".* (Syahrin & Abdlla Salih, 2020,p:48) Therefore, on the light of this quote, we may summarize these barriers as follows:

### 2.7. 1.The Issues Faced by the Teachers

According to research studies conducted by Guessar (2020); Kaddeche and al.,(2021); Lassoued and al, (2020) ; Layali and Al-Shlowiy (2020), Maouche, (2021) e-learning is a crucial tool and an urged solution in the light of the novel Corona Virus. However, the findings revealed that the teachers have faced many problems with online teaching. They could be summarized as follows:

- ❖ **Psychological issue:** The fear and the state of anxiety towards the unexpected teaching future due to rapid spread of the virus.
- ❖ **Personal obstacles:** Teacher's disease since he is no longer far from the contamination of the virus. As his role would be diminish because of total distance learning during the pandemic period. It is limited to be educational software designer and specialist technology.
- ❖ **Pedagogical problems:** the teachers encounter difficulties in teaching the practical courses which in terms require direct contact practice by the students. Most of the teachers lack the mastery of ICT's and e-learning web site due to less training in technological courses.
- ❖ **Technical issues:** As the students, the teachers also encounter the weak of internet especially for those who live in rural locations. Therefore, they fail in presenting the virtual classes. Most of them also lack the mastery of ICT's and e-learning web site due to less training in technological courses.

- ❖ **Social barriers:** teaching at home environment is considered a significant issue faced by the teachers since the whole family members (children disruption and narrowness of the house) and the limited space.
- ❖ **Financial and organizational obstacles:** the significance number of learners in the same family leads the teachers to work only with one computer

## 2.7. 2. The issues faced by EFL students during the Quarantine

According to previous researches and to Derradj, (2020) cited in the research study of Naima Benkhider Sonia Kherbachi, (2020, p.8), we may summarize and address the present challenges as follows:

- Most of the students did not register to an online education program offered by their universities, or provided by other Universities, whether local or foreign as well as some of them missed their passwords which prevented them to access to e-learning.
- Technological problem the IT tools, most of the students do not master the IT tools or this new technology
- Another significant problem is the accessibility to internet and its low of speedily because most of the students live in rural areas which prevent them from downloading their online courses or materials that help them in their learning process.
- Most of the students do not hold the necessary tools such as computers, laptops, smart phones to pursue remote learning.
- The lack of interaction which leads to the lack of motivation because of distance learning.
- The students face a significant problem in the way of doing the practical lessons since the subjects are practical, thus it is difficult to learn it online.
- Difficulty in understanding some subjects since they need interaction and direct learning.
- Difficulty of learning inside home with members of the family all the time.

Finally, these various issues put off the achievement of the quality of learning from distance during the Covid 19 pandemic, and hinder them to pursue perfectly the teaching process.

## 2.8. The Suggested Solutions to Enhance and Improve the Quality of E-Learning

In order to promote and enhance the online teaching/ learning through e-learning platform, the finding of previous researches revealed that both the teachers and the students suggested the following solutions:

- Preparing a generation of teachers and learners who are able to deal with the technology.
- Overcoming the obstacles of space and time, especially during the exams and online classes
- E-learning is widely thought to be helpful to EFL students' performance in doing English proficiency tests. For this reason, affording spaces are needed for more interaction and communication either between the teachers and the students or among the students themselves.
- improvement of internet speed
- providing training for teachers on e-learning tools and ICT's
- Provide on line resources in e- universities such as e-books, videos for practical lessons.
- The teachers and the students should be provided by prior instruction on how to use some technologies.
- Integrated technology by the teachers would help the students to be more attractive as well as motivated towards e-learning.

Obviously, according to the results of numerous studies, the traditional learning remains the most preferred sphere of learning since it is more real and authentic environment where the two actors (teacher and student) may debate, discuss and deliberate directly. On the other side, the Algerian universities are not yet ready for online and distance learning because of several drawbacks and problems faced by both the teacher and the student.

### **Conclusion**

Throughout this section, Firstly, we have tackled some definitions of Corona Virus, Covid 19 and its negative impacts on the different sectors including the Algerian higher education. Secondly, we described the current Algerian educational institutions and universities during the pandemic period which revealed that it has shifted from traditional learning based on face-to face into an urged and appropriate solution of online learning” e-learning during the same period”. As well as along this section, we shed light on the advantages of e-learning benefited from both the teachers and the students, in addition to the issues that prevent them to pursue teaching learning processes. Finally, the section has ended by the adequate solutions suggested by the teachers and the students in the purpose of enhancing the quality of e-learning in higher education during and aftermath.

## **Conclusion of Part One**

The first part has tackled a general theoretical background. Hence, it encompasses two sections. The first one deals with an overview of distance learning and its forms. It has also targeted the definitions, types and techniques of e-learning. The first section ends with online teaching learning context before the sanitary crisis which was as an additional and supplementary process. However, the second section provides us with definition of covid19 pandemic its symptoms and the ways of protections. It has also dealt with the use of e-learning during the sanitary crisis, its impact on various fields including higher education and universities. The last points have tackled the issues and the benefits from using this virtual learning as well as the adequate solutions suggested by the teachers and the students

This first part will help us to understand more the distance learning as an adequate solution has been implemented by the ministry of higher education and scientific research during the covid-19 pandemic. It helps us to shed light on the major issues and barriers sought by the teachers and the students when using e-learning since knowing these drawbacks and the suggested solutions would be helpful for improving online learning teaching Algerian higher education during and after path.

# Part Two

## The Research Methodology and Research Design

### 2.1.2. The Instrument

#### 2.1.2.1 .Pre-Questionnaire and its importance in Collecting Valid Data

#### 2.1.2. 2. The pre-questionnaire: the sections, the questions' aim.

a) A pre questionnaire for teachers

b) A pre questionnaire for Students

### 1.1. 3. The Population Sample Description

Conclusion

## Part Two

### The Research Methodology and Design

#### Introduction

Our investigation aims to explore the ways and devices that are used by the EFL teachers and students at university of Bejaia to pursue pedagogical process during the quarantine period as well as to determine the issues and the suggested solutions from their insights. Hence, in this part, we try to describe the research design and method. Besides, we tackle the selected tool and its importance in collecting the data. Finally, we describe the population sampling.

#### 2.1. The Description of the Research Methodology

The present study is an exploratory research design. It is defined by C. R. Kotari “*as formulative research and its main purpose is to formulating a problem for more precise investigation. Its major emphasis is on the discovery of ideas and insights*” (C. R. Kotari, 2004). It is appropriate to our study since its aim is to find out various techniques and ways that the EFL teachers and students used to carry on their teaching learning processes during the quarantine period and to investigate in the problems and the suggested solutions from the EFL teachers and the students’ perspectives. Our present study is based on qualitative and quantitative methods (mixed method). The former is used to explain the students’ insights and their perceptions towards the use of e-learning platform through their responses to the pre questionnaire (open-ended questions), and the second is used to describe statistically different variables. Moreover, we designed anonymous Pre questionnaires to the EFL teachers and the students because they help us gather available information and to collect necessary data so that any further research would be conducted. Finally, in order to analyze the data, our research study bases on descriptive statistics through the use of the SPSS program version 20. The results are interpreted into tables and graphs.



### **1.1.2. The Instrument**

#### **1.1.2.1. Pre-Questionnaire and its importance in collecting necessary Data**

As far as the research tool is concerned, we addressed pre questionnaires to both, teachers and students. According to the readings done, different names have been attributed to Pre questionnaire including pre testing or piloting. It has become well recognized in 1930's or early 1940's. It has appeared in American Sociological Review under the title "*Pre testing of Questionnaire*" in Sletto's paper (1940). It is defined as "...*study population to evaluate the reliability and validity of the survey instruments prior to their final distribution.....and it is also crucial to improve data collection for quality-of-life research*". (Adopted from pretesting [http://link.springer.com/referenceworkentry/10.1007%2F978-94-007-0753-5\\_2256](http://link.springer.com/referenceworkentry/10.1007%2F978-94-007-0753-5_2256) .)

We have conducted an exploratory research design in order to find out the means and ways used by the EFL teachers and students to continue teaching/ learning processes during the quarantine period. We also attempted to investigate the issues and the suggested solutions according to the informants' points of view. Therefore, the aim of using this pre questionnaire in our research study is our desire to yield more accurate information and to gather free insights as well as to provide a better exploration so that further research could be conducted.

#### **1.1.2. 2.The pre-questionnaire: The sections, the questions' aims**

In order to find valid answers to our research questions, we have administered anonymous pre questionnaires to EFL teachers and students in the department of English. It is anonymous in order to afford them the floor to express their reactions freely and to respond giving as much details as the respondents could.

##### **A) The pre- questionnaire for teachers**

We administered 25 pre -questionnaire copies to EFL teachers at the University of Bejaia. 18 of them distributed in a print format (hand copies) and 8 were sent via emails. However, only 15 of them responded. The pre –questionnaire for teachers were distributed in different settings: staff room, at the department, and in amphitheatres and during different times because of the wave system (from February 28<sup>th</sup> to March 11<sup>th</sup>, 2021 including the exam periods)

The teacher pre-questionnaire is composed of three sections since the whole work at hand is meant to collect data from the population sample's views about the ways, techniques they used to continue teaching and learning during the sanitary crisis as well as their issues and the suggested solutions. Hence, each section comprises multiple choice, yes no and open-ended

questions to provide the participants with a space to express their perspectives and suggestions. Therefore, Section one tackles the ways and the means used by EFL teachers to pursue their process during the quarantine period. The issues and difficulties faced by the teachers during their online process when using e-learning during the same period. The third section is devoted to the teachers' further suggestions in order to enhance the online teaching during and aftermath.

In order to have accurate answers and valid data, there are 11 related questions to ask at the beginning, in the middle and at the end of the pre- questionnaire. The teachers' pre questionnaire is described as follows:

Section one is entitled "The means used by EFL teachers to pursue the teaching process during the quarantine period. Question one is multiple choice, it seeks information about the means the teachers have selected to use in order to continue their process during the quarantine period. The second question is also a multiple- choice question. It is asked to find out the aim and the function of using e-learning platform by the EFL teachers either using it for the delivery of courses, assignments or monitoring activities and so on. Question three is a closed-ended question which has required the respondents to answer by "yes" or "no". This question determines whether they faced issues when using e-learning device during the pandemic period. Furthermore, the fourth question is an open-ended. Its objective is to explore the different difficulties encountered by the respondents when using e-learning platform during the quarantine period. Question five is a closed-ended question. It seeks information about whether e-learning is a useful means for the ongoing teaching process during the same period.

The sixth question is an open-ended question. It seeks the most benefits the teachers as well as the students can gain from this electronic learning. Question seven is asked to find out the factors that blocked the teaching process during e-learning sessions. The eighth question is yes, no question which seeks whether the teachers are in favor of the implementation of e-learning device to promote teaching learning process after the lockdown. Question nine is an open-ended question which aims to find out the benefits of training periods for teachers in the field of the revolutionary tool and strategy. The tenth question is open ended and is asked to find solutions to the encountered problems when using e-learning even after the sanitary crisis. The last question (11) is an open question that seeks to find out the appropriate solutions and suggestions in order to improve e-learning platform provided by the department of English.

## **b) The pre -questionnaire for Students**

We designed 71 printed pre -questionnaires to EFL students of the department of English at the University of Bejaia. However, only 57 respondents are taken as participants in our research study. Hence, it has been distributed in different settings: amphitheatres, classes, and out of classrooms as well as in different times because of the wave system (from February 28<sup>th</sup> to March 11<sup>th</sup>, 2021).

The students' pre questionnaire consists of three sections since the whole work at hand is meant to collect data from the population sample's views about the ways, techniques they used during the sanitary crisis as well as their issues and the suggested solutions. Hence, each section encompasses multiple choice, yes no and open-ended questions to provide the participants with a space to express their perspectives and suggestions. Therefore, Section one targets the ways, the means and the aims of using e-learning by EFL students to continue their process of learning during the quarantine period. The second section deals with difficulties that hinder them from carrying on their learning process as well as the benefits gained when using e-learning during the same period. The further suggestions and solutions are evoked in section three in order to enhance e-learning platform of the department of English, at the University of Bejaia during and after the sanitary crisis.

The whole students' pre questionnaire encompasses 12 questions which aim to get valid answers to our research questions. Question one is an open-ended question and seeks to find out the means the students used to continue their studies during the quarantine period. The second question aims at discovering whether the students used e-learning before the sanitary crisis. Question three is open ended seeking to find out the way the students used e-learning before the quarantine period. The fourth question aims to discover the factors that hindered the students' from the use of e-learning before the quarantine period. Question five is yes/ no question. It seeks to find out whether the students use e-learning platform during the quarantine period. Question six is an open-ended question. It is asked to discover the pedagogical content they received through e-learning platform by their teachers. The seventh question is yes/ no question. It is about whether the students encountered barriers during online learning. Question eight is an open-ended question asked to find out the difficulties the students faced when using e-learning platform. Question nine is yes/no question. It seeks to find out whether e-learning is a useful means to pursue the learning process during the quarantine period. Question ten is open ended and asked to highlight the advantages of e-learning platform. The eleventh question is open

ended and aims to evaluate e-learning platform from the students' perspectives during the quarantine period. The last question is an open question that seeks to find out the students' suggestions to enhance e-learning platform of the department of English at the University of Bejaia.

Therefore, we asked questions in these pre- questionnaires to bring insightful considerations to the teaching and learning community in higher education and provide validity and appropriateness to the theory constructed upon our research statement.

### **1.1. 3. The Population Sample Description**

Our population encompasses all EFL teachers (78 teachers: 32 are part time teachers while 46 are permanent) in addition to Master 1 EFL students whose total number is 195. Both populations are affiliated to the department of English at the University of Bejaia. Concerning the teachers, they all teach different specialties (literature and civilization, applied linguistics and didactics). The focus was on the 15 teachers as our population respondent sample and who returned back the pre-questionnaire. Three of them did not return their pre questionnaires back. Because of the wave system after the lockdown, we could not meet all the teachers and this was the first constraints in conducting our undertaking. We selected them randomly because we expected that most of them have dealt with e-learning platform as they have lived the situation of the quarantine period since it was compulsory for them to continue their teaching process. However, they could provide us with valid data and appropriate answers to our investigation.

For the EFL students, they were all Master one groups belonging to three different specialties, mainly Didactics, Applied Linguistics, and Literature and Civilization. These learners have been studying English for four years. We focused on students of Master one didactics (125) as a sample to our study. They are 125 students divided into two sections and each section comprises two groups (each group consists of 30 till 32 students). We have opted for the number of 57 to be the participants in our study because they were not only the respondents to the pre questionnaire since each time we meet the same students; but due to the wave system not all the students were present and the presence of the students was not obligatory as well. Hence, we have selected this population because we expect that the students have already experienced e-learning strategy and the situations during the quarantine period in their previous academic year (2019/2020). Therefore, they could provide us with valid answers and accurate information to our questions.

## **Conclusion**

This part has dealt with the research design and methods in order to achieve the aim of our present study. Moreover, we have selected pre- questionnaires as tools to collect valid and accurate information. Finally, we have dealt with the population sampling providing our readers with the necessary information related to the research methods and tools as neither the experimental nor the hypothetical research methods could be integrated in the present study because of the critical educational systems are going through. We would have preferred to experiment the e-learning platform use with the population sample advanced level (Master 1) for more demonstrations, appropriateness and validity; but we sought more judicious to adapt the exploratory research methodology and pre-questionnaires to construct the core content of the undertaking rehearsing that neither the current situation nor the population samples could be of any support to our previous preference.

# **Part Three**

## **Data Analyses and discussions**

Introduction

1.1. The Teachers' Pre-Questionnaire Analysis and Discussion...

1.2. The Students' Pre-Questionnaire Analysis and Discussion

1.3. Discussion and Validity of the research Questions

Conclusion

## Part Three

### The Research Data Analyses and Discussions

#### Introduction

In this part, the teachers' and the students' pre -questionnaires are analyzed and interpreted through frequencies, percentages and descriptive statistics using the SPSS version 20 (IBM Corporation) and Microsoft Excel software. Moreover, the qualitative answers were organized, codified and then interpreted into statistics which has helped us to reach the accurate results. Finally, we could interpret the findings into graphs as tables, pie charts and bar charts presentation.

### 3. The Research Data Analyses and Discussions

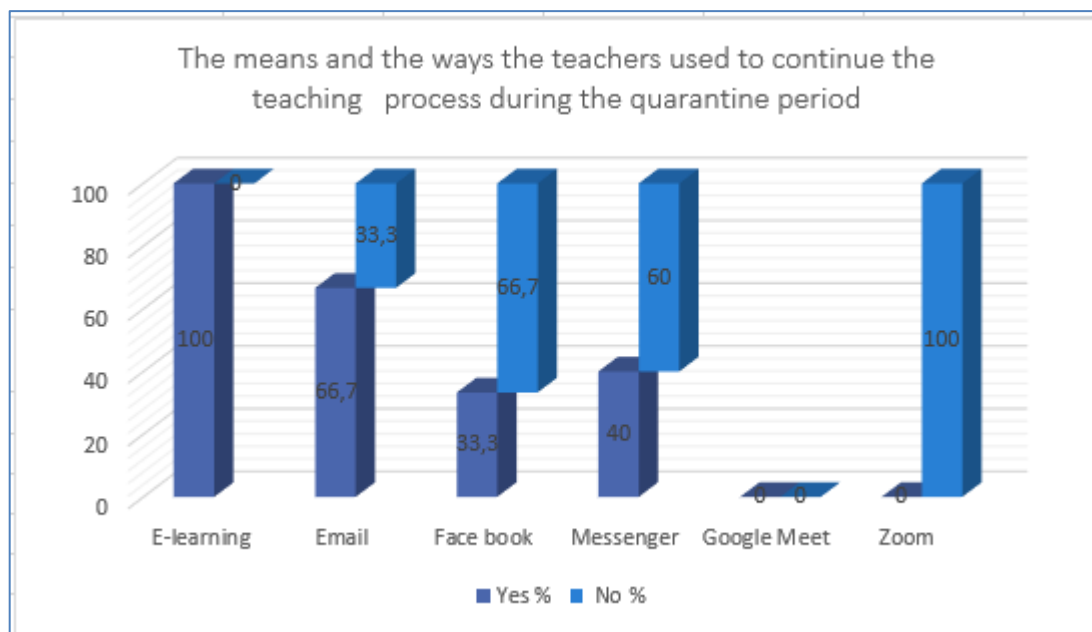
#### 3.1. The Teachers' Pre-Questionnaire Analysis and Discussion

**Section one:** The ways and the means used by EFL teachers to pursue the teaching process during the quarantine period

**Question 1:** what were your ways and means to continue teaching process during the quarantine period?

**Table 4:** The means and the ways the teachers used to continue the teaching process during the quarantine period

| variables   | Yes | %     | no | %      |
|-------------|-----|-------|----|--------|
| E-learning  | 15  | 100%  | 0  | 00%    |
| Email       | 10  | 66.7% | 5  | 33,30% |
| Face book   | 5   | 33,3% | 10 | 66,7%  |
| Messenger   | 6   | 40,0% | 9  | 60,0%  |
| Google Meet | 0   | 00%   | 0  | 00%    |
| Zoom        | 0   | 00%   | 15 | 100%   |



**Figure 11:** The means and the ways the teachers used to continue the teaching process during the quarantine period

There are different means and ways to continue the teaching process during the quarantine period. Table 4 shows that all the participants in our study (100%) have used e-learning platform to follow up their process. These findings show that on the one hand, the use of e-learning is used as compulsory for all the teachers to pursue their process and to avoid the blockage of academic year. On the other side, it can be said that they are aware of its importance because it is more academic and more secure. In addition, the results show that the most of the participants (66.7%) have also used emails as a means to send courses and assignments; while the minority of them (33.3%) have used Face book. Finally, the table shows that (0%) of them neither use Google meet nor Zoom means.

### Interpretation

This implies that although all the teachers used e-learning platform, we can observe that they did not focus only on this means but they have used other online methods to be close and useful to their students. It implies also that Face book is the most familiar means used by the students, thus, the teachers have opted it to facilitate the communication. However, none of them has used Google meet, or Zoom (0%). This indicates that they can be quite aware of its importance in mastering Google applications. Therefore, e-learning is considered as a necessary and an appropriate solution to be totally implemented during the quarantine period.

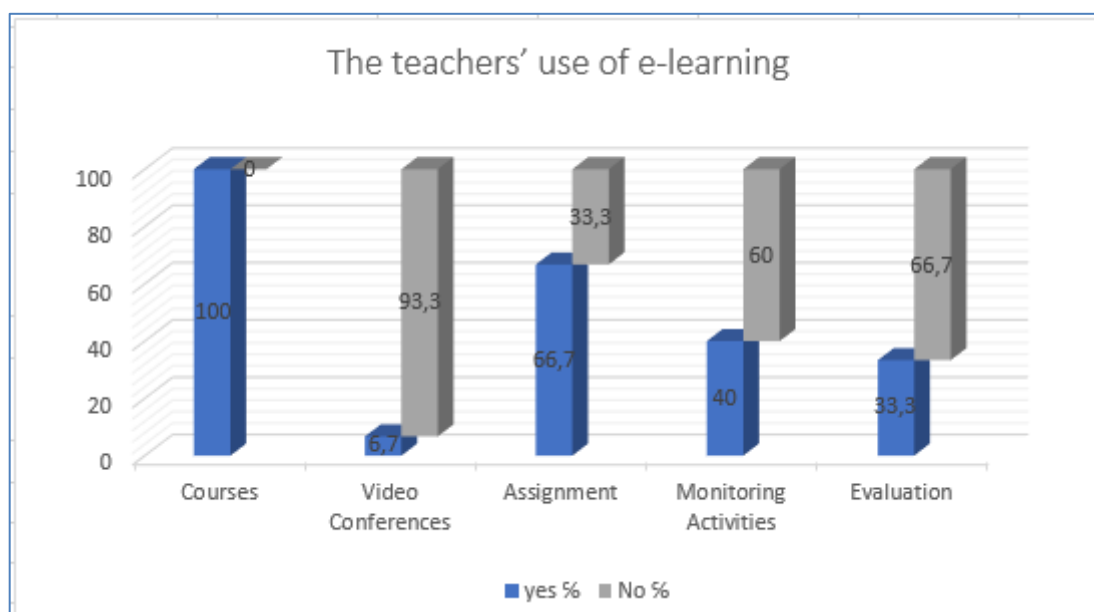


**Question 2:** which of the following options did you use to deliver the courses and works through e-learning platform?

- Video Conferences
- Assignment
- Monitoring Activities
- Evaluation

**Table 05:** The teachers' use of e-learning platform

| Variables             | yes | %     | no | %     |
|-----------------------|-----|-------|----|-------|
| Courses               | 15  | 100%  | 0  | 0%    |
| Video Conferences     | 1   | 6,7%  | 14 | 93,3% |
| Assignment            | 10  | 66,7% | 5  | 33,3% |
| Monitoring Activities | 6   | 40,0% | 9  | 60%   |
| Evaluation            | 5   | 33,3% | 10 | 66,7% |



**Figure12:** The teachers' use of e-learning

The results displayed on the above table (5) and figure 12, show that the entire participants (100%) have used e-learning for the delivery of the courses and works. Moreover, (66,7%) of the teachers used it for the assignments and (5) of them said (no), while (40%) used e-learning for monitoring activities but (60%) answered negatively, and only (33%) used it for evaluation. Finally, concerning the use of video conferences, the majority of the participants (93,3%) responded by (no), that is only one who answered by yes (6,7%).

## Interpretation

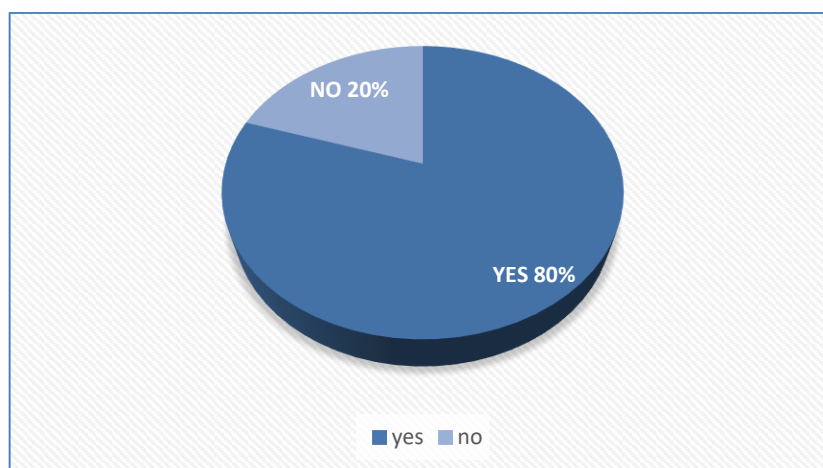
The findings above indicate that the teachers use e-learning platform mainly for the delivery of courses as well as for designing activities. This means that maybe they lack training of the use of e-learning, as it is considered as a new method of teaching particularly for the elderly teachers thus, they preferred the traditional way and they might see that using technology can be a waste of time, efforts and money. In addition, the sudden transfer from face to face into compulsory online teaching has led them to the delivery of the courses in order to continue their teaching process.

**Question 3:** Have you faced any issues which hindered the teaching through e-learning platform?

-YES-NO

**Table 06:** Whether the teachers face issues through the use of e-learning

|       |    |       |
|-------|----|-------|
| Yes   | 12 | 80, % |
| No    | 3  | 20%   |
| Total | 15 | 100%  |



**Figure 13:** whether the teachers face issues through the use of e-learning

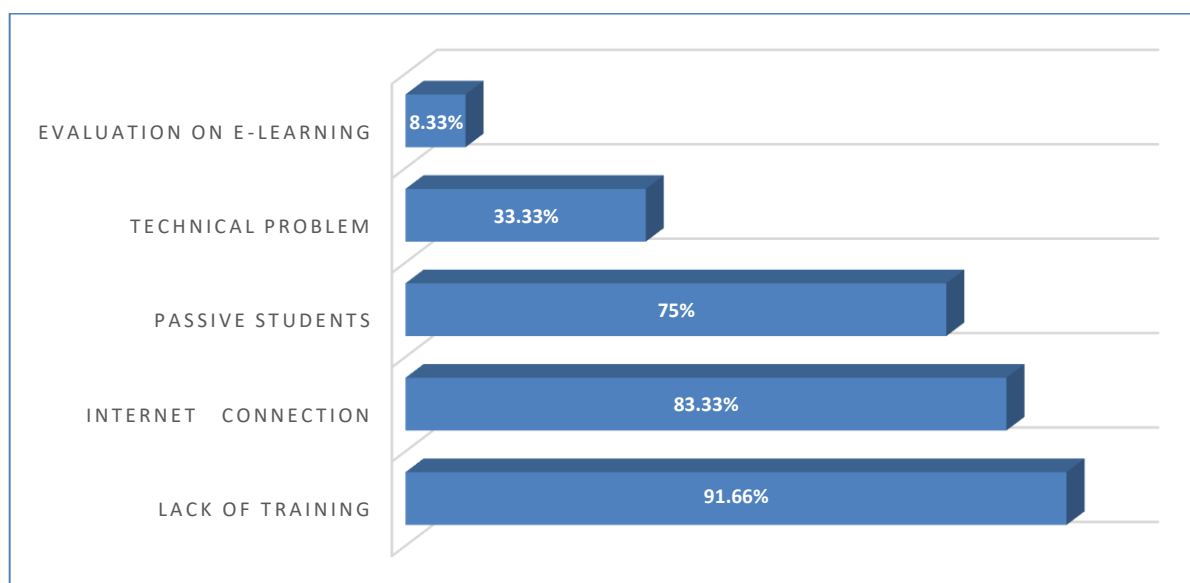
Table (6) reveals that the majority of the teachers (80%) have encountered issues when using e-learning platform. However, only (20%) of them responded “No”.

The findings imply that a considerable number of the participants have faced problems. This indicates that lack of training or the Internet connecting problem especially during Covid 19 pandemic might be the source of such an uncomfortable situation.

**Question 4:** If “Yes”, what were these issues?

**Table 7:** The issues faced by EFL teachers when using e-learning

| The issues               | Respondents/ 12 | Percentage |
|--------------------------|-----------------|------------|
| lack of training         | 11              | 91,66%     |
| internet connection      | 10              | 83,33%     |
| Passive students         | 9               | 75%        |
| Technical problem        | 4               | 33,33%     |
| Evaluation on e-learning | 1               | 8,33%      |



**Figure14:** The issues faced by EFL teachers when using e-learning

In relation to question 4, our respondents were 12 out of 15. After reading, classifying and coding the answers, we may summarize the following results:

The most crucial issue which hindered the teachers' process when using e-learning, is the lack of training (91, 66%). Moreover, the majority of them (83, 33%) encountered the problem of the Internet connection; while (75%) of the respondents have reported the students' passivity towards e-learning platform (particularly towards their courses and assignments). Few of the

participants (33, 33%) have stated the technical problem, whereas only (8, 33%) pointed at the difficulty of Evaluation on e-learning.

The results cover a wide range of issues from lack of training to the Internet connection, to passive students, to technical problems and later on to the difficulty of evaluation on e-learning. Accordingly, from these revealing findings, their justifications were as follow:

### **1\_Lack of training**

- ✓ No basic training in using technological training
- ✓ Many faces to go through before accessing the target point” *espace cours*”
- ✓ The delivery of courses and activities only
- ✓ Time taken from the administrator to answer their inquiries
- ✓ A little knowledge about full functionalities such as accessibility to platform due to complexity of interface.
- ✓ Difficulty of explaining lessons.

It can be seen that the teachers really lack training and its continuity.

### **2\_ Connection problem**

- ✓ The connection has never been regular nor fluid since it is considered as a national problem in addition to the fact that some teachers live in rural areas.

### **3\_ Passive students**

- ✓ The teachers reported high students’ absenteeism which leads to the absence of interaction. They receive no responses to the courses and activities this is due to the lack of motivation, in addition to lack of strategies, methods of online teaching (such as live video conferences to attract the students).

### **4\_Technical issue**

- ✓ No accounts
- ✓ Electric punctures
- ✓ Log in and Password forgotten

## 5\_ Online evaluation

According to some teachers, e-learning is considered as a wrong way for evaluation since the students can plagiarize and get answers by copying and pasting. The results above imply that the teachers maybe they were less interested in this new technology before the quarantine period because they did not make use of technological training and e-learning platform particularly as well as online teaching was just an additional means to support the process.

### Interpretation

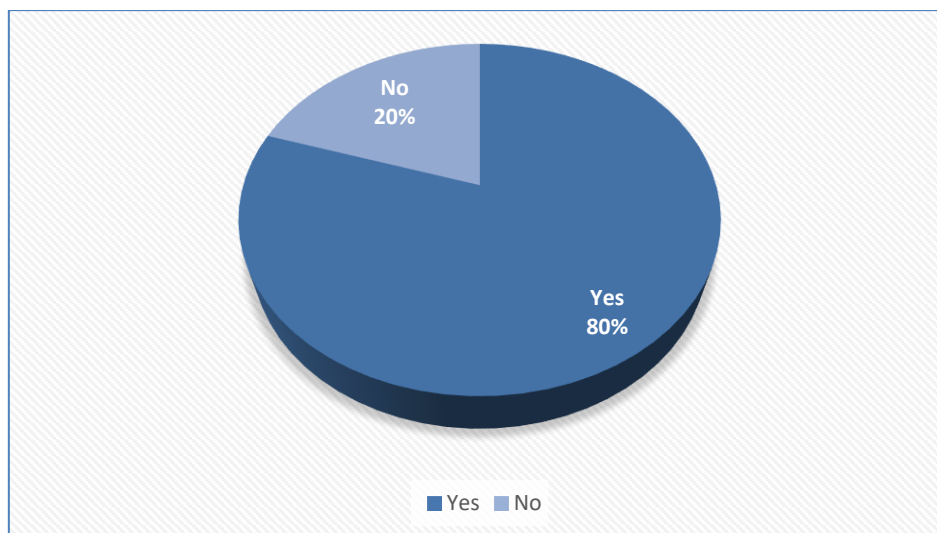
We may interpret the results and findings by the apparent affection due to the Corona Virus which has upended the world's education system and because of the sudden shift from face-to-face teaching into the electronic one which is based on the Internet fluidity. It can be seen that the majority of teachers were not well prepared for this new and obligatory strategy. We may conclude that the department of English at the University of Bejaia as almost all the Algerian institutions is not thoroughly ready to transfer the entire higher education process to be online.

**Question 5:** Did you find e-learning platform a useful means to continue your teaching process during the quarantine period?

-Yes -No

**Table 8:** Whether e-learning platform is a useful means to pursue the teaching process during the pandemic period

| Option | The respondents/15 | %     |
|--------|--------------------|-------|
| Yes    | 12                 | 80, % |
| No     | 3                  | 20%   |
| Total  | 15                 | 100%  |



**Figure 15:** Whether e-learning platform is a useful means to pursue the teaching process during the pandemic period

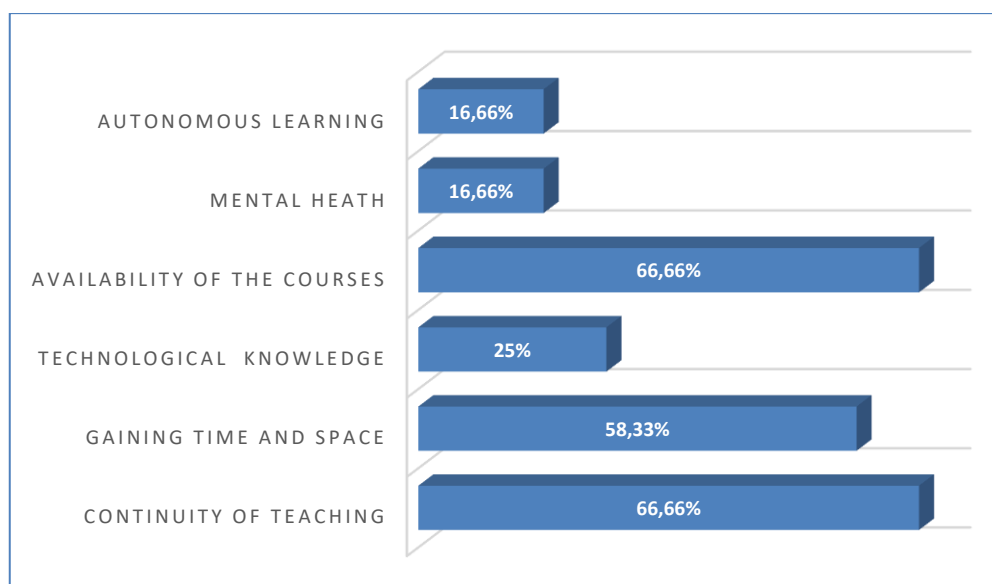
Despite the fact of being disappointed by the sudden shift of teaching and learning processes, an interesting percentage (80%) of the respondents affirm the advantages of e-learning platform during the quarantine period. However, only the minority of them (20%) reported that it was a less useful means during the same period.

According to the 12 (participants) out of 15, e-learning is more useful because through which they could continue their process, gain time and space, they can publish their lectures and design assignments. Furthermore, they can keep in touch with their students.

**Question 6:** If yes, what were these advantages?

**Table 09:** the usefulness of e-learning platform as a means to pursue the teaching process during the quarantine period

| Advantages                  | The respondents/12 | %       |
|-----------------------------|--------------------|---------|
| Continuity of teaching      | 8                  | 66,66%  |
| Gaining time and space      | 7                  | 58,33%  |
| Technological knowledge     | 3                  | 25,00%  |
| Availability of the courses | 8                  | 66,66%  |
| Mental Health               | 2                  | 16,66%  |
| Autonomous learning         | 2                  | 16.66 % |



**Figure 16:** the usefulness of e-learning platform as a means to pursue the teaching process during the quarantine period

After classifying and codifying the qualitative data, we may summarize the following results:

- **Continuity of teaching:** Our participants (66, 66%) show the significance of e-learning since they believe that through it they may maintain courses during the lockdown, they may pursue their teaching process. Furthermore, electronic learning is a virtual classroom through which both teacher and students can be constantly connected either synchronously or asynchronously by communication on spaces as “forum discussion”.
- **Gaining time and space:** From the data gathered, we found (58, 33 %) of the participants have stated that e-learning plays a crucial role since both teachers and students can access to e-learning at any time and from anywhere at the expense of the Internet availability.
- **Technological knowledge:** According to respondents (25%), e-learning is useful since they make use of technological knowledge (software tools which help them create programs).

#### **The advantages gained by the students from the teachers’ perspective**

- **Availability of the courses:** The table above shows that 66, 66% of the participants stated that the students can make use of the pedagogical content since it is always available. That is, the students may study and re-study constantly whenever they need it.

•**Mental health:** According to the respondents (only 16,66 %) who are the teachers of oral expression module), e-learning is considered as a chance for the students to express themselves far from blocking factors and barriers of participation mainly anxiety, fear and this through open spaces of discussion in contrast to face –to face learning.

•**Autonomous learning:** According to the respondents (16,66%), the students may develop their autonomous learning through the use of e-learning by checking, downloading the courses, searching for clarification and understanding, completing their assignments as well as using their own materials.

The above findings reveal that the use of e-learning is a useful and a helpful means not only for the teachers but also for the students. Therefore, they have no choice during the pandemic period but to follow a remote teaching to ensure the continuity of their process. Thus, thanks to this online learning that is considered as the bridge that connects virtually the teacher, the students and the administration, acquiring knowledge as a continuous process can be safeguarded.

**Question 7:** If no, what might have blocked this process?

The respondents were only three (20%) as it is shown in table 10. Moreover, they consider e-learning as less useful. Hence, they provide us with the following data:

- ✓ They received fewer responses from the students as well as less interaction.
- ✓ The sudden use of platform has blocked any prior knowledge and they have not yet reached the target objectives.
- ✓ E-learning is devoted only for the delivery of the courses
- The difficulty of guiding and explaining.

We think that the teachers may possibly lack training as well as absence of online strategies, techniques and methods such as motivation, pedagogical content, the relationship between the instructor and the students. Therefore, there was a necessity for these ways to be settled in order to enhance and promote the online teaching learning processes.

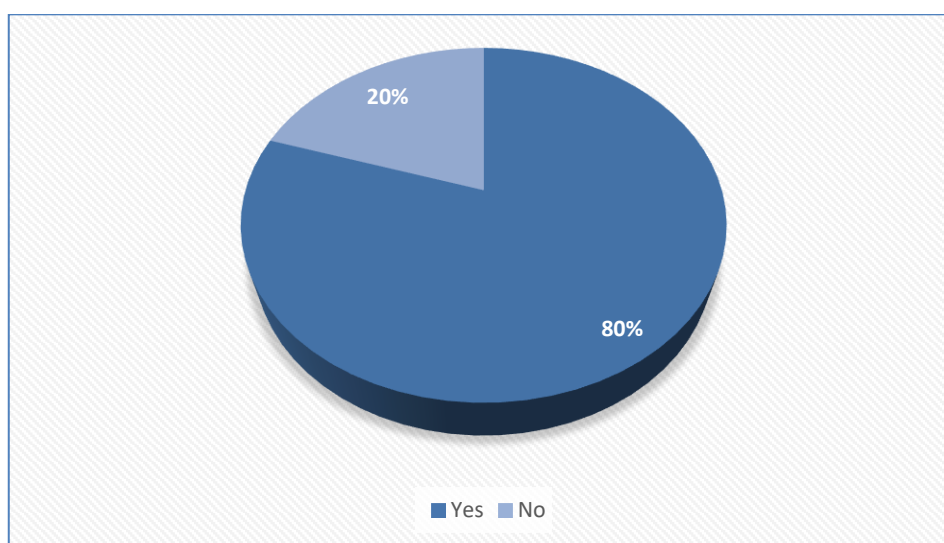
**Question 8:** Are you in favor of implementing this device to enhance the teaching /learning process even after the sanitary crisis?

-Yes -No



**Table 10:** Whether the teachers are in favor of the implementation of e-learning device to promote teaching learning process after the lockdown.

| Option       | Respondents | %    |
|--------------|-------------|------|
| Yes          | 12          | 80%  |
| No           | 3           | 20%  |
| <b>Total</b> | 15          | 100% |



**Figure 17:** Whether the teachers are in favor of the implementation of e-learning device to promote teaching learning process after the lockdown.

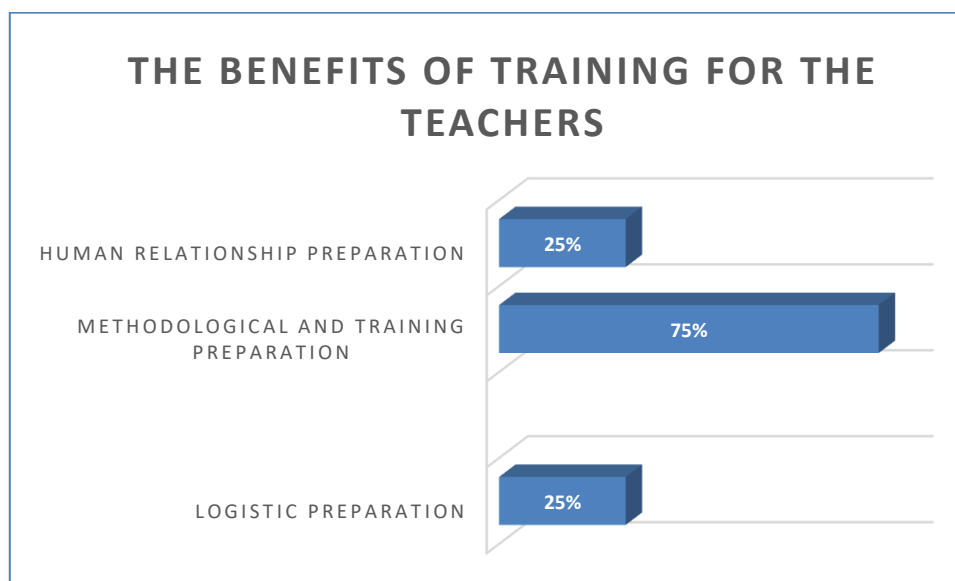
The majority of the respondents (80%) answered positively. However, there are only (20%) who responded negatively. Thus, it can be observed that the great majority of the teachers were aware of its significance due to the Corona Virus and the quarantine period that forced them to find out more about its usefulness in terms of the process ongoing.

**Question n°9:** If yes, what may the e-learning training designed to teachers contain?

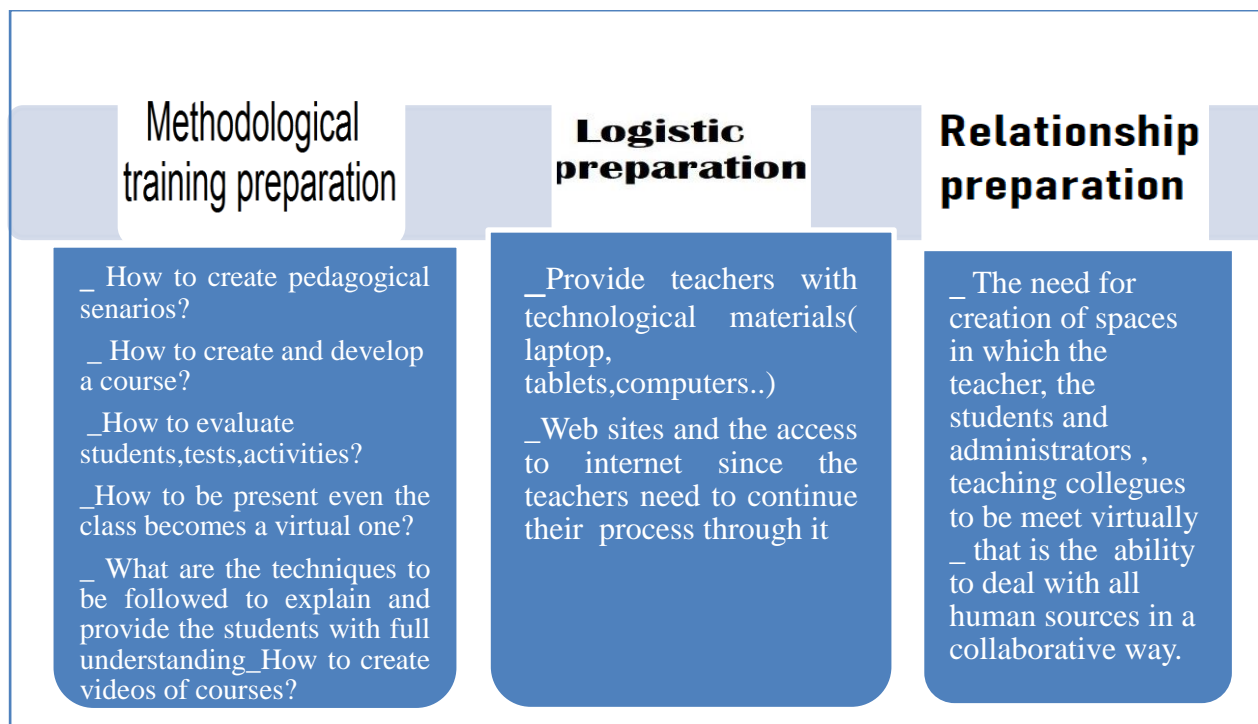
As our participants are asked (in question 9) to express themselves as freely as possible in relation to the content inquiry, we may summarize their data in the following table:

**Table 11:** the benefits of training for the teachers

| Data                                    | Respondents/12 | %   |
|---|----------------|-----|
| Logistic preparation                    | 3              | 25% |
| Methodological and Training preparation | 9              | 75% |
| Human Relationship preparation          | 3              | 25% |

**Figure18:** The benefits of training for the teachers

From above table (11), we notice that the majority of the respondents(75%) desire to be trained in order to determine some methodologies and strategies to work on e-learning device such as activities , tests, evaluation as well as the methods of being present in a virtual classroom in order to ensure the students' needs .On the other hand, we may notice that only( 25%) of the participants expressed their desire to get logistic preparation as to be equipped with the necessary hardware ( technological materials such as lap top, tablets, computers, ...) and software ( rules, methods , and techniques) at their reach. A Similar number of participants (25%) expressed their need to keep in touch with their students as well as with the administrators. The results are clearly shown in figure(19).



**Figure 19:** Benefits of training for the EFL teachers

We may interpret from the above data that the creation of virtual leaning environment does not focus only on the delivery of the wide range of courses but the need for appropriate materials and methods, suitable assessment, tutorial and administrative support services. Therefore, being aware of the problems and difficulties can lead to find appropriate solutions in order to promote and develop a remote learning.

**Question 10:** If no, how would you solve the encountered problem(s) if ever you were given the opportunity to do so?

As mentioned in table (8), only (20%) of the participants responded negatively towards the usefulness of e-learning even after the sanitary crisis. However, they suggested providing both teachers as well as students with ICT skills. According to them, the internet connection would remain as a significant problem since it is a national problem. We may say that teachers really encounter the Internet connection problem even if they are provided by the adequate training.

**Question 11:** What do you suggest in order to improve the e-learning platform at the University of Bejaia?

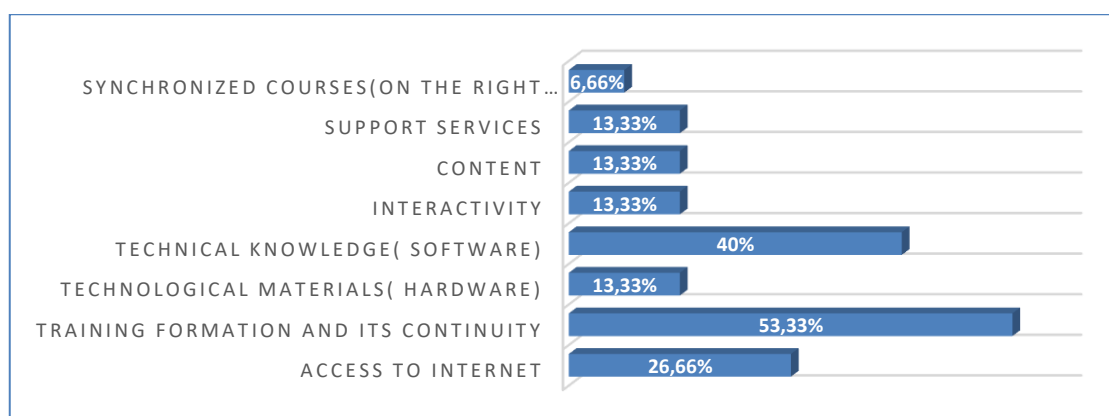
**Table 12:** Whether the EFL teachers suggested solution to improve the e-learning platform provided by the department of English at the University of Bejaia

| Option       | Respondents | %            |
|--------------|-------------|--------------|
| Yes          | 15          | 100 %        |
| No           | 0           | 00%          |
| <b>Total</b> | <b>15</b>   | <b>100 %</b> |

Based on the total number of the participants (100 %) who responded positively to the content inquiry, we may notice that although the EFL teachers encountered different issues that hindered their online teaching through the use of e-learning platform during the quarantine period, they have expressed their desire for better change and improvement. Therefore, they have provided us with some adequate solutions as well as suggestions for the purpose to enhance and improve the quality of online teaching learning not only at the department of English, University of Bejaia but rather for the Algerian Higher education institutions.

**Table13:** The solutions and suggestions of the EFL teachers to improve the e-learning platform

| The solutions and suggestions            | The respondents/15 | %      |
|--|--------------------|--------|
| Access to internet                       | 4                  | 26,66% |
| Training formation and its continuity    | 8                  | 53,33% |
| Technological materials(hardware)        | 2                  | 13,33% |
| Technical knowledge(software)            | 6                  | 40%    |
| Interactivity                            | 2                  | 13,33% |
| Content                                  | 2                  | 13,33% |
| Support services                         | 2                  | 13,33% |
| Synchronized courses (on the right time) | 1                  | 6,66%  |



**Figure20:** Suggestions and solutions to improve e-learning platform

From the above table, most of the participants (53, 33%) expressed their need of training sessions and its continuity in order to facilitate the use of e-learning. Moreover, 40% of the participants have suggested technical knowledge which may make the Moodle platform easy to access, while 26% of the respondents have recommended the access to the Internet since without it e-learning would become ineffective. Hence, the same number of participants (13,33%) have stated the need for attractive courses, interactivity as well as support services. However, only one respondent has pointed out the synchronized courses.

The data gathered are clearly shown in the following table:

**Table 14:** the suggestions and solutions by the EFL teachers of English department University of Bejaia

| <b>The solutions and suggestions</b> | <b>Justification</b>  |
|--------------------------------------|---|
| <b>Access to internet</b>            | - Provide free internet and increasing its connection since it is considered as a core of e-learning ,in addition it helps the teachers to communicate with their students at anytime and anywhere  |
| <b>Training and its continuity</b>   | -Enlarge training and designing its continuous sessions to handle the device appropriately as well as to master the tool.<br>- Providing training for the students as well.<br>- Further practice   |
| <b>Technological materials</b>       | - Put at the teachers 'disposal spaces and logged computers as well as technological equipment to facilitate the device practically.  |
| <b>Technical knowledge</b>           | Corresponding and well-designed platform so that easy to access, appropriate to the teaching /learning specialties  |
| <b>Interactivity</b>                 | - More live contact(synchronously)to attract and to motivate students so they feel the presence of their teachers<br>- On line Video conferences for explaining and giving instructions<br>- Asynchronous contact so that the students may restudy the missed courses |
| <b>Content</b>                       | - The content and ICT module should be reinforced and the taught content should include the ways of using e-learning<br>- Courses should include videos, well designed courses but not only the PDFs or links.  |
| <b>Support services</b>              | - Afford useful and virtual references, resources and e-libraries attributed to English Department<br>- Design skillful administrators so that easy to contact  |
| <b>E-Courses</b>                     | - Publication of the courses on the right time and earlier before the exams   |

In front of the great number of suggestions and solutions provided by our participants, it can be said that our interpretation goes towards underlying the teachers' awareness about the improvement of e-learning and enhancing the quality of online teaching learning processes during quarantine period and even after path.

## 1.2. The Students' Pre-Questionnaire Analysis and Discussion

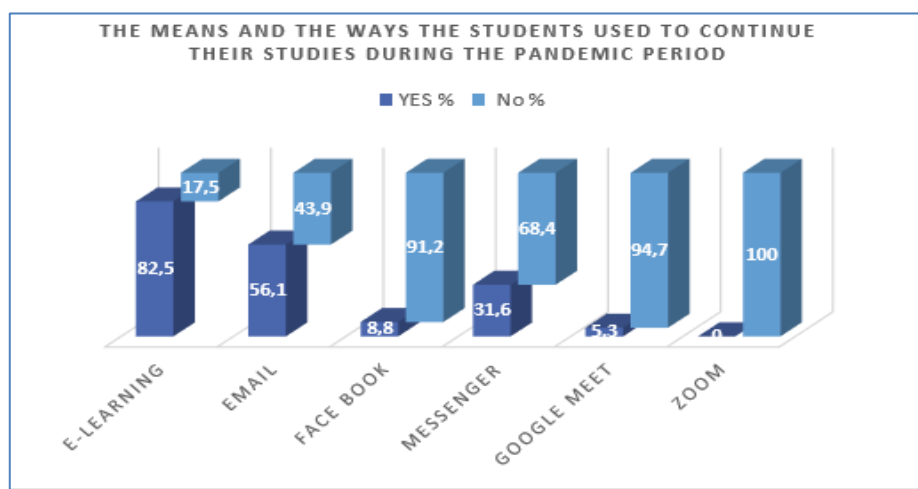
The aim of our study targets the techniques used by the EFL students at University of Bejaia, to continue their learning process during the quarantine period, as well as the issues and the suggested solutions provided by them. The data gathered were analyzed through descriptive statistic methods using SPSS version 20 and reading, classification, coding the qualitative data into frequencies, graphs and tables.

### Question n°1: What did you use to continue your studies during the pandemic period?

-E-learning plate form-Email-Face book -Messenger-Google meet -Zoom -Others

**Table 15:** The means and the ways the students used to continue their studies during the pandemic period

| Variables   | yes | %     | No | %     |
|-------------|-----|-------|----|-------|
| E-learning  | 47  | 82,5% | 10 | 17,5% |
| Email       | 32  | 56,1% | 25 | 43,9% |
| Face book   | 5   | 8,8%  | 52 | 91,2% |
| Messenger   | 18  | 31,6% | 39 | 68,4% |
| Google Meet | 3   | 5,3%  | 54 | 94,7% |
| Zoom        | 0   | 00%   | 57 | 100%  |



**Figure 21:** The means and the ways students used to continue their studies during the pandemic period

Table (15) shows the different means the students used to continue their studies during the quarantine period. In fact, the largest majority of the respondents (82, 5%) have used e-learning platform and only (17, 5%) of them answered by no. Moreover, more than a half of them (56,1%) have opted “yes” for the use of email and (43,9%) for “No”. Hence, for the use of Face book, the highest number of the participants (91,2%) have stated “No”; while only (8,8%) of them pointed positively. Furthermore, for messenger, more than half of the participants (68,4%) have negatively responded against (31,6%) who answered positively.

The largest percentage (94, 7%) has answered by “No” for the use of Google meet. However, few of them (5, 3%) have replied “yes”. Finally, all the respondents (100 %) have selected “No” for “Zoom” option.

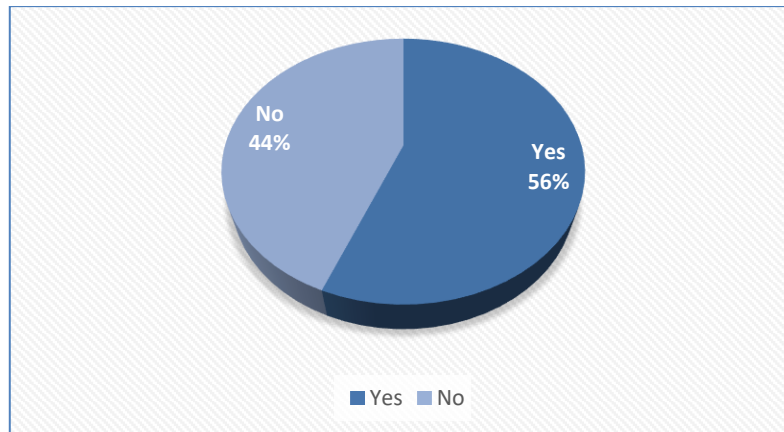
We may deduce from the above findings that e-learning is a crucial tool and an appropriate solution during the critical situation of the novel Corona Virus. Therefore, the majority of the students may use it in order to continue their learning process because most of them are aware of its importance as the availability of the lectures and activities assigned by their teachers as they can also study from their homes. It can be seen that they selected also email as a means and an appropriate method to pursue their studies may be because it is an easy method for sending their assignments, or, they are familiar with it. The results demonstrate also that the students did not use widely other means as face book and messenger maybe, they felt less secure or, the devices may seem no longer academic. Therefore, these tools are used more for social relations than academic ones. In addition, they could not use other different Google applications and methods such as Google meet because they are possibly no longer familiar with them so that they ignore its significance and utility.

**Question n°2:** Have you ever used e-learning platform before the confinement the period?

-Yes-No

**Table 16:** Whether the students use e-learning before the sanitary crisis

| Option            | Yes    | No    | Total |
|-------------------|--------|-------|-------|
| The respondent/57 | 32     | 25    | 57    |
| Percentage        | 56,1 % | 43,9% | 100%  |



**Figure 22:** Whether the students use e-learning before the sanitary crisis

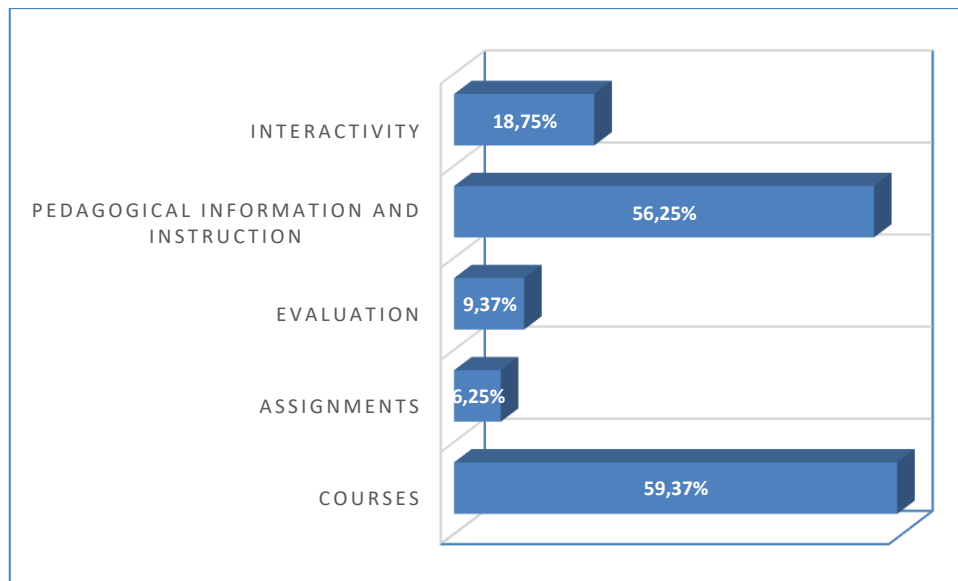
Table (16) shows that more than half of the respondents (56, 1 %) used e-learning platform before the sanitary crisis while less than half (43, 9%) did not use this virtual means. This entails that e-learning was an additional, a supplementary material in higher education and the students attended face- to face learning classrooms. Thus, they did not require its use since they were directly in touch with their teachers and administration as well as the libraries. Finally, it may tend that the participants lack the use of ICTs so that they lacked the use of e-learning.

**Question 3:** If yes, how did you use this device and what did you use it for?

**Table 17:** The use of e-learning by the students before quarantine period

| The use of e-learning by the students   | Respondents/32 | %      |
|---|----------------|--------|
| Courses                                 | 19             | 59,37% |
| Assignments                             | 2              | 6,25%  |
| Evaluation                              | 3              | 9,37%  |
| Pedagogical information and instruction | 18             | 56,25% |
| Interactivity                           | 6              | 18,75% |





**Figure 23:** The use of e-learning by the students before quarantine period

The students' results of their use of e-learning before the quarantine period were as follows:

- More than a half (59, 37%) of the respondents have used e-learning for checking, downloading and seeing their courses which were published by their teachers. (56, 25%) of them have used it to get information and instructions (such as the results, exam planning and any other new information) which are designed by either their teachers or by the administration. Moreover, few of the students (18, 75%) have used e-learning for interactivity such as asking questions for more clarifications. However, the smallest number of the participants (9, 37%) have used it for evaluation; only (6, 25%) of them used it for the checking and doing their assignments. Finally, in the following table, the respondents have provided us with justification for their data.

**Table 18:** The students' benefits of e-learning before quarantine period

|  |   |
|--|---|
| <b>COURSES</b>                                 | _ The students ' major aim of using e-learning before Covid 19 pandemic is to see,to check, to download the courses published by their teachers since sometimes they missed their face -to face learning because of illness, strikes or arriving on delayed time. |
| <b>Pedagogical information and instruction</b> | _To get new information about curriculum, exam planning, the results .  |
| <b>Interactivity</b>                           | The students have used e-learning for interactivity that is to ask their teachers for explanations and clarification about the misunderstood point in face – toface learning.As They have used it to communicateand contact their teachers.                       |
| <b>Evaluation</b>                              | The students'tasks and works  |
| <b>Assignments</b>                             | To check and submit their assignments   |

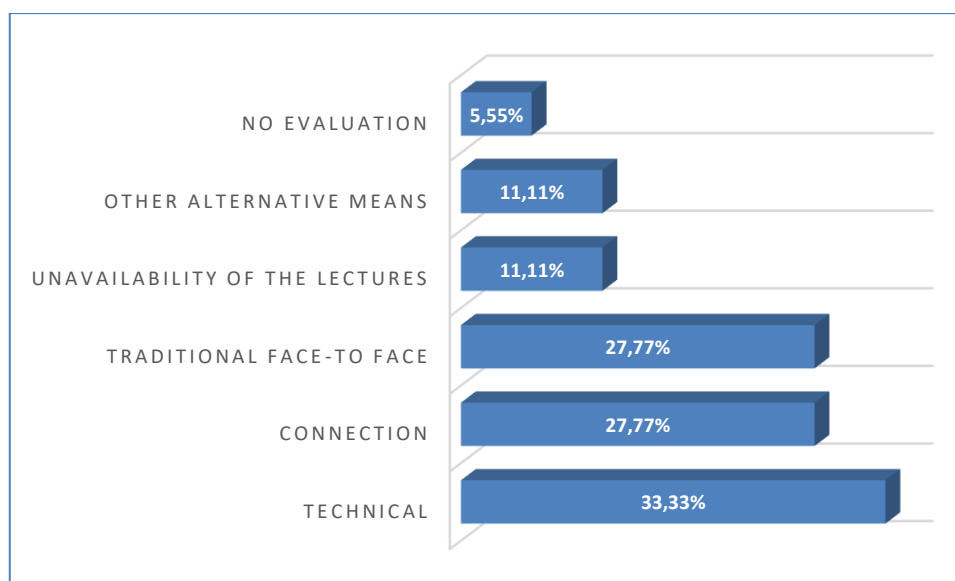
From the table(16), we may say that the students have used e-learning platform before the quarantine period to get their missed courses when face to face learning was taking place, to submit their assignments ,to get what has been displayed by the administration.

**Question 4:** If your answer is No, please state some of the factors that hindered this use.

The previous table (16) shows that (25= 43,9%)of the participants answered negatively concerning the use of e-learning. However, 7 of them did not provide us with any justifications; while 18 of the students did. Therefore, according to their data, there were different factors that hindered the use of e-learning before the quarantine period. Thus, we may state the following reasons.

**Table 19:** The Factors that hindered the students' use of e-learning before the quarantine period

| <b>The factors</b>                    | <b>The respondents/ 18</b> | <b>%</b> |
|---------------------------------------|----------------------------|----------|
| <b>Technical</b>                      | 6                          | 33,33 %  |
| <b>Connection</b>                     | 5                          | 27,77%   |
| <b>Traditional Face-to face</b>       | 5                          | 27,77%   |
| <b>Unavailability of the lectures</b> | 2                          | 11,11%   |
| <b>Other Alternative means</b>        | 2                          | 11,11%   |
| <b>No evaluation</b>                  | 1                          | 5,55%    |



**Figure 24:** The Factors that hindered the students' use of e-learning before the quarantine period

- **Technical and training factor:** Log in, changing or pass word forgotten, unavailability of the plat form and ignorance of its use, lack of online learning (“never experiencing this electronic device” stated by the students).
- **Connection problem:** As the teachers, the students also have encountered the access to e-learning platform because of internet issue.
- **Traditional or face-to face learning:** Most of the students attended face-to face lectures directly with their lecturers. This leads to their absence in e-learning before the confinement, therefore no need to access to it.
- **Unavailability of lectures:** Among their justifications on non-accessing to e-learning platform, the students claimed the unavailability of the courses. This may imply their lack of training as well as its use, or internet problem. Furthermore, it may mean that not all the teacher publish their courses on this platform since they possibly lack training.
- **Other Alternative means:** As the minority of the students claimed that they used other alternative tools to study such as Face book, messenger since they create group which collected all of them for sharing, exchanging and publishing what has been displayed on e-learning platform.

Creating spaces for interaction and exchanging may help directly most of the students because groups as messenger or face book are familiar and easy to use and to access.

- **No evaluation:** Another significant problem that hindered the students to access to e-learning platform was the absence of online evaluation; according to them this platform

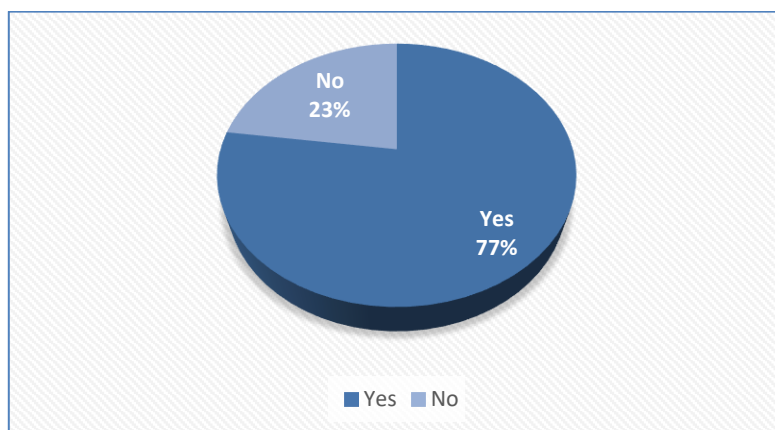
did not afford them the opportunity for online exams so that they are no longer interested in this virtual learning.

We may understand that the students are more interested in exams and marks, thus no need to use it. Finally, we may indicate that they were not interest in this device because their studies were based on face-to face. Furthermore, may be their way of learning does not focus on the use of technological means and virtual learning since the students are different and their ways of learning are also different from one student to another.

**Question 5:** Did you use e-learning platform during the sanitary crisis?

**Table 20:** Whether the students use e-learning during the quarantine period

| Option     | Yes    | No    | Total |
|------------|--------|-------|-------|
| Number     | 44     | 13    | 57    |
| Percentage | 77,2 % | 22,8% | 100%  |



**Figure 25:** Whether the students use e-learning during the quarantine period

Table 20 shows that the majority (77, 2 %) of the students have broadly used e-learning during the quarantine period in contrast to previous period, while few of them (22, 8%) answered by no.

Hence, this means that e-learning was possibly considered as the only tool the students used to continue their learning process, academic researches and that they had no choice but to follow this virtual device because of the suspension of face –to face learning in the purpose of reducing the spread of the virus and to ensure the safety of academic year academic. In addition, they found courses, assessments, doing their assignments and the display designed by the administration. Lastly, we may interpret that thanks to Corona Virus that e-learning platform

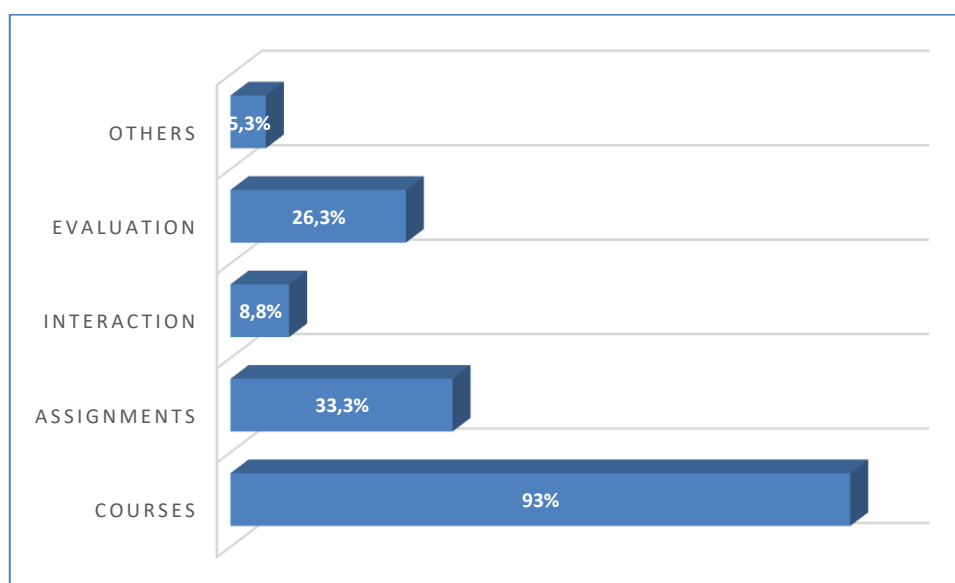
becomes more suitable and functional. Therefore, pandemic period has afforded an opportunity for the students to experience an online learning as well as to use different technological devices.

**Question 6:** What type of pedagogical contents did you receive on e-learning platform from your teachers?

-Courses-Assignments –Interaction –Evaluation-Others

**Table 21:** The different types of pedagogical contents the students received from the teachers on e-learning

| Variables   | Frequency | Percentage |
|-------------|-----------|------------|
| Courses     | 53        | 93,0%      |
| Assignments | 19        | 33,3%      |
| Interaction | 5         | 8,8%       |
| Evaluation  | 15        | 26,3%      |
| Others      | 3         | 5,3%       |



**Figure26:** The different types of pedagogical contents the students received from the teachers on e-learning

A great number of the participants (93, 0%) have received the courses via e-learning device. Moreover, less than a half (33, 3%) stated that they received assignments; while only (26,3%) received evaluation. Finally, few of the students (8, 8%) could interact during online learning.

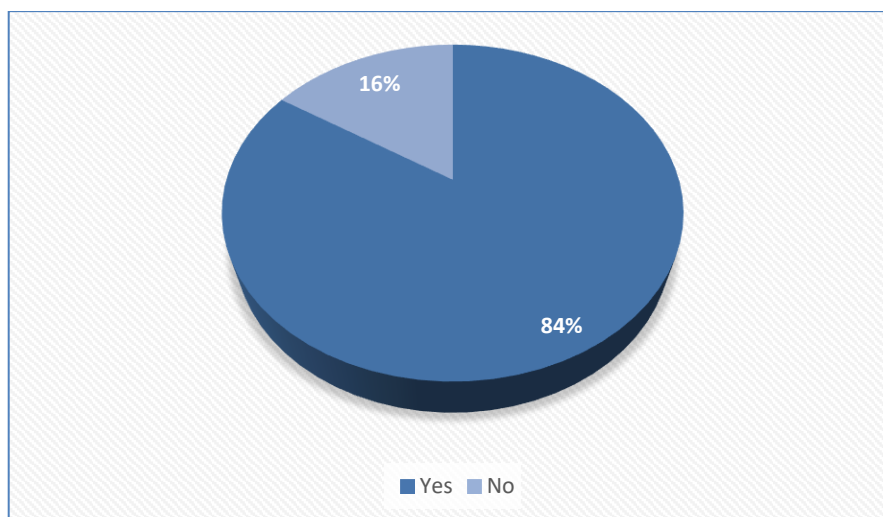
We may think from the above results that e-learning was mostly based only on the delivery of the courses may be because the teachers lack its use due to the lack of training, or, prefer to give hand outs too.

#### Question 7: Did you face difficulties during online learning

-Yes-No

**Table 22:** Whether the students encountered difficulties during online learning

| Option     | Yes    | No    | Total |
|------------|--------|-------|-------|
| Number     | 48     | 9     | 57    |
| Percentage | 84,2 % | 15,8% | 100%  |



**Figure 27:** Whether the students encountered difficulties during online learning

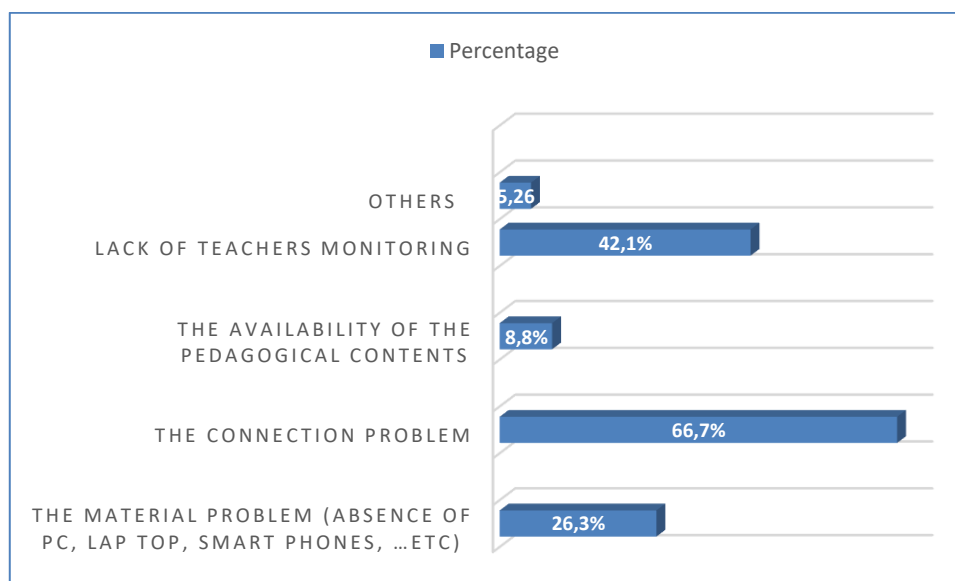
From the above findings, it is obvious that the highest range of the participants (84, 2 %) have encountered difficulties during online learning; while only (15,8%) have responded negatively. This entails that the EFL students were possibly no longer using e-learning since it was considered as an additional method of learning before the quarantine period of Covid 19 as they were in face- to face studying; on the other hand, they were not well prepared since it was a sudden shift of learning because of the Covid 19. In addition to this, they lack logistic materials, face technical and formational problems.

**Question 8:** If yes, what could be these difficulties?

- The material problem (absence of pc, lap top, smart phones ...etc.)
- The connection problem
- The availability of the pedagogical contents
- Lack of teachers' monitoring

**Table23:** The different problems faced by EFL students during online learning

| Variables   | Frequency | Percentage |
|---|-----------|------------|
| The material problem (absence of pc, lap top, smart phones, ...etc) | 15        | 26,3%      |
| The connection problem  | 38        | 66,7%      |
| The availability of the pedagogical contents                        | 5         | 8,8%       |
| Lack of teachers monitoring   | 24        | 42,1%      |
| Others  | 3         | 5,26%      |

**Figure 28:** The different problems faced by EFL students during online learning

The table above (23) shows that most of the students (66,7%) face the Internet connection problem during the online learning. Moreover, (42, 1 %) of them encountered the teachers' monitoring availability. Then, (26, 3%) of the participants expressed the problem of lack of the necessary material. However, only (8, 8%) of them stated the problem of availability of the

pedagogical contents. Finally, only few (5, 26%) pointed at other problems as the difficulty of understanding.

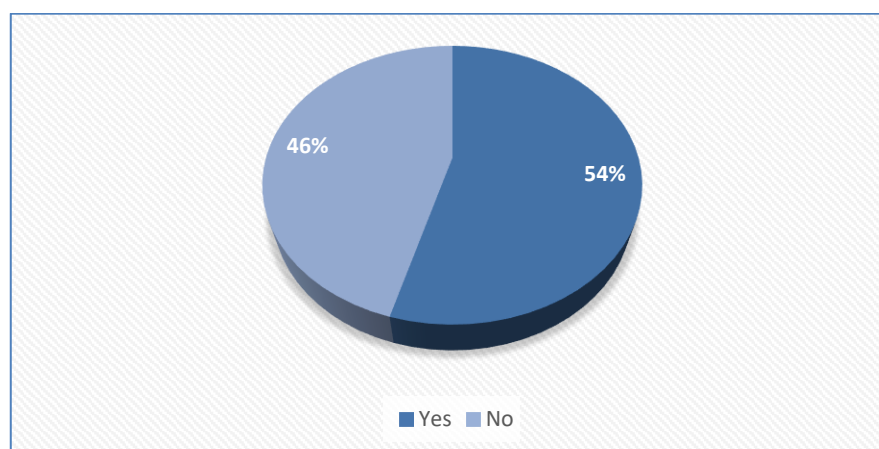
From the above results, it can be seen that the students really encountered most of the problems stated and listed in the analysis of the results related to the previous question. In addition, the students raised the ‘financial problem since the access to e-learning requires internet network. Moreover, we may note also that the students require the teachers’ guidance since they received the lectures ware in traditional way of the delivery of the courses, that is in form of PDFs, they need correction models not marks only (in terms of doing projects and exposes). Lastly, the lack of students’ use of e-learning platform may lead to the difficulty of understanding and the availability of the pedagogical contents.

We may conclude that despite the fact of the problems which hindered the students to use e-learning to study, however, it has played a crucial role especially during the Covid 19.

**Question 9:** Did you find e-learning platform a useful means to continue your learning during the quarantine period?

**Table 24:** Whether e-learning is as a useful means to pursue learning process during the pandemic period from the students’ perspective.

| Option | Respondents | %      |
|--------|-------------|--------|
| Yes    | 31          | 54,4 % |
| No     | 26          | 45,6%  |
| Total  | 57          | 100%   |



**Figure 29:** Whether e-learning is as a useful means to pursue learning process during the pandemic period from the students’ perspective



The results of table 24 reveal that nearly half of the students (54,4 %) view e-learning as a useful and a helpful means, and less than a half (45,6%) did not benefit from this virtual learning.

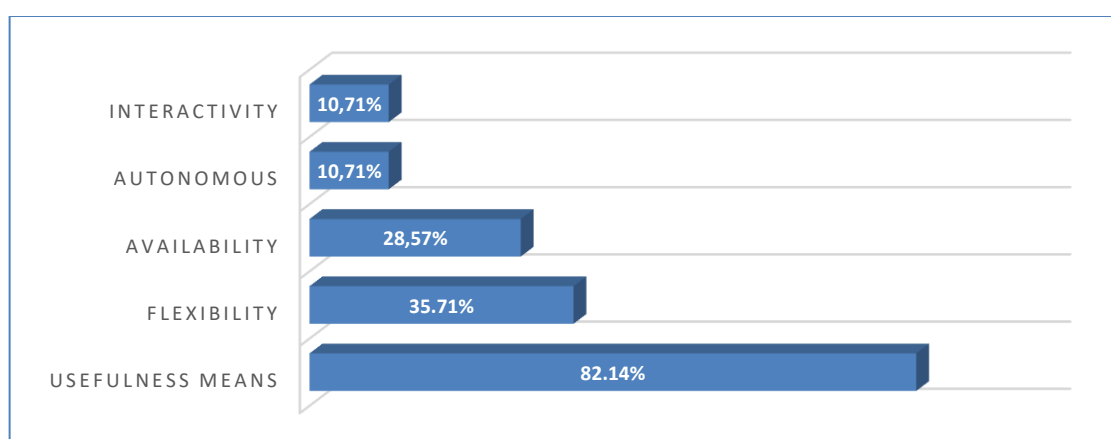
From the findings, it may be said that not all the respondents shared the same opportunities during the pandemic period particularly in terms of the Internet connection, technological material, cognitive abilities since they are different and their way of learning is also different because some prefer learning through traditional way, that is face to face; while some of them like better learning with the use of technological and online studying. Finally, we may conclude that our participants mixed their ways of learning between virtual and face-to face.

**Question 10:** If yes, what were the advantages you could gain?

From the data gathered, we may summarize the following advantages gained by the participants.

**Table 25:** the advantages of e-learning in the EFL Students' perspective

| Advantages       | The respondents 28/57 | %      |
|------------------|-----------------------|--------|
| Usefulness means | 23                    | 82,14% |
| Flexibility      | 10                    | 35,71% |
| Availability     | 8                     | 28,57% |
| Autonomous       | 3                     | 10,71% |
| Interactivity    | 3                     | 10,71% |



**Figure 30:** the advantages of e-learning in the EFL Students' perspective

The total of our participants is 57. However, only 28 of them provided us with the following advantages of the e-learning platform. The results above show that the majority of the

participants (82, 14%) are fully conscious of the usefulness of e-learning. Moreover, (35,71%) of them have stated that e-learning is a useful device because of its flexibility since they can get, review and download their lectures as well as their assignments at any time and from any space. Furthermore, less than half (28, 57%) of the participants have pointed at its significance since the courses are available. Thus, this helps them to review and revise. Finally, the same number (10,71%) revealed that e-learning could develop their autonomy without totally depending on their teachers and that they may get opportunities to interact with their teachers, classmates, and administration.

From the data gathered, we may summarize the following advantages felt by the participants.

### **Useful device**

- ✓ Helpful and Easy to use, rapid in terms of receiving information
- ✓ Receiving the results, information, instructions, exam planning and programs
- ✓ Gaining time and space (students can submit their tasks, assignments without moving from home)
- ✓ Getting evaluated
- ✓ Being in touch with learning /teaching process
- ✓ Possibility of ended program
- ✓ Enough time for studying during the quarantine period.
- ✓ Continuity of learning process especially during the quarantine period (otherwise the academic year would be suspended).

### **Flexibility**

The students may study in two ways:

- ✓ Synchronous way such as chatting and video conferences
- ✓ Asynchronous way such as forums and, wikis, e-mails
- ✓ Studying at any time and from anywhere, from home and so on.

### **Availability**

- ✓ The students may get their courses, assignments, tasks and activities published by their teachers
- ✓ They receive instruction and exam planning, programs, all are available and designed by the administration.

**Autonomous learning:**

- ✓ The students became self-directed and autonomous in their learning.
- ✓ They depended on themselves rather than totally dependent on their teachers through making their own efforts and using their own material, checking, downloading and trying to understand.

**Interactivity**

- ✓ It is done through two ways either synchronously or in asynchronously.
- ✓ Interact with teachers, students and administration through direct or indirect way (synchronously and asynchronously)

**Interpretation**

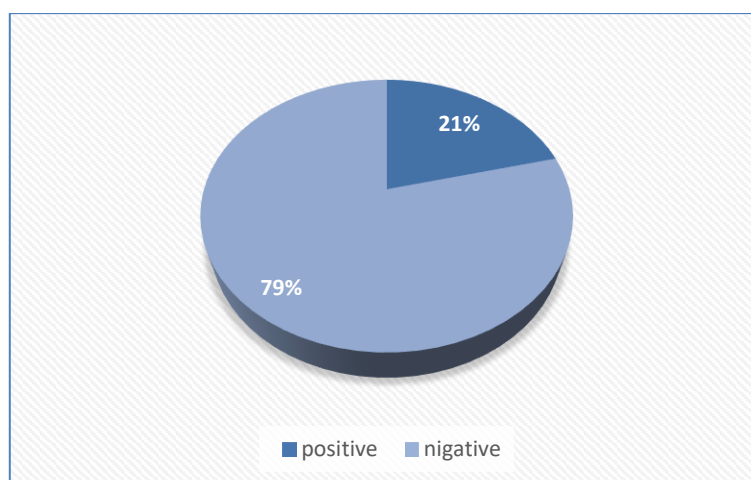
The Corona Virus and the quarantine period revealed a two-edged sword: harmful and beneficial. According to our respondents, it appears more beneficial in the sense that the students made of the latent pedagogical device an applicable one being aware of its significance its availability for the courses, and its flexibility. However, although they may make use of this virtual learning, Master 1 EFL students (didactics) still encountered difficulties such as lack of their teachers' monitoring and access to the Internet. Finally, we may say that without e-learning platform (Moodle), the entire process would be suspended and blocked. Thus, thanks to this virtual device presented in its double facets (negative and positive), the academic year in higher education has been saved and secured.

**Question 11:** If No, how would you evaluate the use of this new device especially during the sanitary crisis?

After reading, classifying and codifying the data, our participants have evaluated e-learning platform as follows:

**Table 26:** The evaluation of e-learning platform from the EFL students' perspective during the quarantine period

| Evaluation of e-learning | The respondents 19/57 | %       |
|--------------------------|-----------------------|---------|
| Positive                 | 4                     | 21,06%  |
| Negative                 | 15                    | 78, 94% |
| Total                    | 19                    | 100%    |



**Figure31:** The evaluation of e-learning platform from the EFL students' perspective during the quarantine period.

The participants of the study are 57. However, only 19 of them have answered question number (11). Hence, the above table shows that the majority of the respondents (78, 94%) have evaluated e-learning negatively; whereas the minority (21, 06%) have evaluated it positively in terms of usefulness. Finally, they provided us with the following justifications.

**Table 27:** The students' evaluation of e-learning device

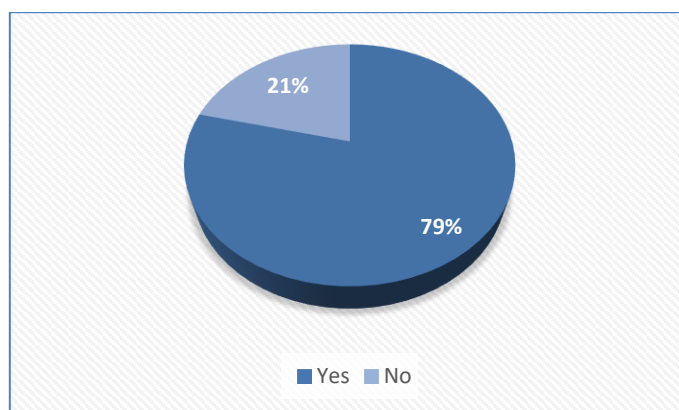
| Evaluation | Justifications  |
|------------|---|
| Positive   | <ul style="list-style-type: none"> <li>-E-learning is a mediator between the students , their teachers and administration</li> <li>-The platform is already well done.</li> <li>-It is a useful means to continue the studies</li> </ul>  |
| Negative   | <ul style="list-style-type: none"> <li>- Connection problem so that the students could not receive courses.</li> <li>- Not well organized</li> <li>- Publication of lectures only</li> <li>- No motivation, no explanation, no examples</li> <li>- Teachers guide individually</li> <li>- Many problems of website</li> <li>- Courses need more explanation</li> <li>- Not sufficient</li> <li>- Not well organized in publishing courses and assignments</li> <li>- Teachers posted many courses, pages without explanation</li> <li>- A lot of work to submit in the limited time</li> <li>- Teachers did not understand the students' situation.</li> <li>- Preferring face- to-face learning</li> </ul> |

The EFL students of Master 1 didactics have negatively evaluated e-learning platform of the department of English at the University of Bejaia because of various problems they faced before and during the quarantine period such as the access to the Internet, the delivery of courses without explanation, teachers' and administration's misunderstanding of the students' situations and the total absence of any motivating source and behaviors. However, some of them viewed e-learning positively in terms of its mediating especially during the quarantine period. Finally, it is obvious that the students preferred face –to face learning because most of the negative impacting factors could be overcome thanks to at least the human presence as classmates who could be of great help sharing both sad and happy circumstances, discussing topics in groups and even inviting each other for a quick snack for instance..

**Question 12:** What do you suggest to improve the e-learning platform at the department of English where you are actually registered?

**Table28:** the students' suggestions to improve e-learning

| Option     | Yes    | No    | Total |
|------------|--------|-------|-------|
| Number     | 45     | 12    | 57    |
| Percentage | 78,9 % | 21,1% | 100%  |



**Figure 32:** the students' suggestions to improve e-learning

Table (28) shows that the majority (78,9 %) of our participants have provided us with important suggestions which aim to improve and enhance the quality of e-learning and to facilitate online learning. On the other hand, only (21, 1%) of them responded negatively.

This implies that the majority of the students are possibly conscious of the significance of e-learning especially in a period such as that of the quarantine. However, we may state that the

minority of them prefer the traditional way of learning that is face-to face. Finally, we may interpret that the students of Master 1 didactics' suggestions' and solutions' would be helpful to enhance and develop not only the quality of e-learning at the department in Bejaia but the entire Algerian online higher education.

The students' suggestions to enhance e-learning platform of the department of English at the University of Bejaia are as follows:

- **Organization, and clarity:** the students have suggested to change the interface of e-learning platform of English department by organizing, classifying the tasks or the display and by using the different colors to facilitate its use and the access to it (since some courses of 2021 were published on 2019). They have suggested the red color for tasks and home works whereas green for courses and so on.
- **Free access:** The students suggested free connection because the majority of them face financial problems.
- **Mental health and psychological side:** The students' needed to be understood because they are no longer far from the disease, on the other hand, the need for more explanations, better relationship between them and their teachers especially in hard times as that of Covid 19.
- **Interactivity:** Video conferences, live teaching, spaces for discussion are the students' suggestions in order to communicate, to explain, ask questions and to interact.
- **E-library:** according to the students, e-learning of English departments requires e-library through which both the students and the teacher can make use of its resources and references.
- **E-Courses (on the right time):** The EFL students of master one didactics recommended to publish the courses on the right time since they have received some of them few days before the exams.
- **Tools, techniques and Strategies to use e-learning:** They suggested the following:
  - ✓ Attractive methods by video conferencing, video cam and call-in order to sense the presence of the teacher so that the students feel as if in face –to face learning.
  - ✓ Organizing the courses when publishing and renew them
  - ✓ Better monitoring
- **Motivation:** Using attractive methods of online teaching as videos, colors, and non-verbal communication (such as emojis, pictures, and on) for better motivation.
- **Other alternative means:**

- ✓ Important alternative means should be included in the students' online learning such as Zoom and Google meet applications for better online lectures and easy to download.
- ✓ Creating other methods so that all the students may get the opportunity to be present on their virtual learning.

We can conclude that our population sample has expressed important needs and preferences for a better change to achieve the quality of e-learning in the Algerian higher education.

### **1.3. Discussion and Validity of the Research Questions**

Our research study has explored the techniques and the ways the EFL teachers and students when using e-learning platform during the quarantine period in the purpose of pursuing their processes, to reveal the difficulties they faced and are still facing and has taken into account the multiple and interesting suggestions to enhance the quality of online learning. In this part, we discuss the results obtained in the previous section. The interpretation and discussions of our findings have enabled us to answer the research questions set and which have served as the map route to guide our explorative undertaking.

**Question 1:** What are and the means the EFL teachers and the students used to continue the teaching learning process while using e-learning platform during the quarantine period?

There are numerous research studies (Boukroune, 2020, Chelghoum A&H (2020), Ghounane, 2020) that attempted to investigate the ways and the means used by the teachers to follow up the teaching and learning processes during the quarantine period. For example, in his research article about COVID-19 Pandemic Goes Endemic: Social Distancing Measures and Use of Different Digital Platforms in Higher Education, Fouad Boukroune (2020) reported that the teachers have used various means and technological devices-based internet such as e-learning, emails, face book, messenger, and Google meet, zoom...and so on. Similarly, Nadia Ghounane (2020), in her study, she pointed out that as teachers, the students have also used different technological ways and means as alternatives to continue their studies during the lockdown period. These devices were used for the delivery of the courses and assignments as well as activities.

Likewise, the findings of our research reveal that EFL teachers and students in the department of English at the University of Bejaia have used different technological means. However, they have mainly focused on e-learning Moodle platform to follow up their processes. These findings indicate that they relied on e-learning as a remote device since it was a compulsory in the light of

Covid 19 pandemic. In addition; it is more secure and academic. Furthermore, they opted for emails to send courses and assignments, in turns the EFL students used the same means for receiving lectures and sending their tasks. The results also show that both actors did not widely select other means as Face book; probably they are not secure enough and no longer academic. In addition, they did not use Google application such as Google meet since they are possibly no longer familiar with them so that they ignore its significance.

Even though teachers have used this virtual method to pursue their profession, however the findings revealed that the students were passive and only the receivers of the delivered content. Therefore, we can conclude that the teachers did not use various strategies and techniques. This explains that they really need training to use e-learning platform.

Finally, e-learning platform has played a significant role in terms of saving the academic year from the blockage. However, without internet connection and effective strategies such as Instruction, Content, Motivation (video conferencing and on live lectures), Relationship, Mental health and appropriate materials as desk computer, laptop, smart phones and so on, e-learning would be inefficient.

**Question 2:** What are the difficulties encountered by the EFL teachers and the students at the University of Bejaia when using e-learning during the Quarantine period?

Numerous research studies have tackled the difficulties and issues that hindered the remote teaching and learning processes. For instance, African research paper about “*Challenges of e-learning in Nigeria covid-19*” by Adeoye, I.A(2020) has entailed *different* barriers faced by the Nigerian university teachers and the students such as the lack of educational gadgets as laptops and poor internet connectivity and its cost. In the same context, the research article conducted by (Lassoued et al,2021) about “*Exploring study of the obstacles for achieving quality in distance learning during Covid 19 pandemic*”, indicated that the students and the teachers from the Arab countries (Algeria, Egypt, Palastine, Irak) have encountered many issues mainly lack of training. Likewise, Previous Algerian research studies conducted by (Dr Maouche,2021; Guessser,2020; Kaddeche et al,2021), have identified the same factors and challenges including technical as well as training. Consequently, these obstacles lead to the students’ A motivation, lack of interactivity.

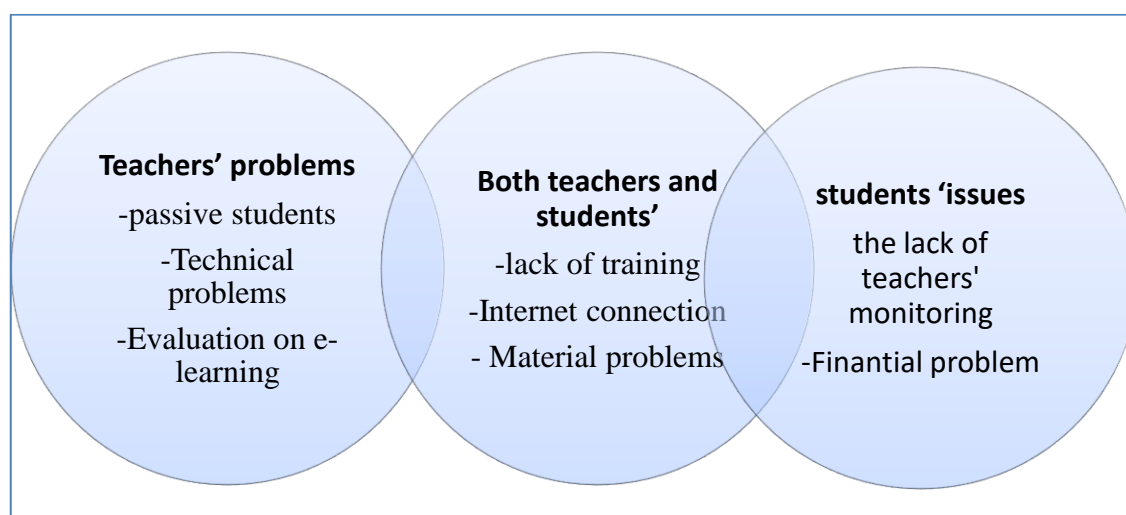
Similarly, the results of our research study indicate that our respondents are no longer from the challenges and barriers when using e-learning platform before or during the quarantine period. In fact, the findings of the students’ pre questionnaire entailed those problems were different in both periods. Hence, before the confinement, the EFL students have challenged



mainly the access to the Internet, the absence of courses and online evaluation. This explains that the use of e-learning was an additional and a complimentary learning method. Furthermore, they were presented in face-to face learning. Thus, there was no necessity to a virtual learning. However, according to the collected data, the EFL students' obstacles are well highlighted during the quarantine period. We may indicate the Internet connection, lack of monitoring and guidance, large amount of the delivered courses as well as lack of understanding. This entails that the use of e-learning was a compulsory through which the EFL students had no chance but to follow up their studies, therefore to access to this virtual learning. (See figure 33).

In turn, the results of teachers' pre questionnaire showed they challenged the training formation and its use, technical and gadgets problems as well as the access to the Internet. This indicates that the use of e-learning during the quarantine was an urged solution and a compulsory device that should be implemented to pursue the teaching process. In addition, the EFL teachers were not well prepared to be integrated in online teaching. Consequently, these challenges may affect negatively the students' on-line learning. For instance, the internet problem will lead to their passivity; to the absenteeism in a virtual environment, a motivation and less interactivity.

Finally, it is due to the Corona Virus crisis that both teachers and students could really discover the real problems of e-learning and its use. Thus, it can be said that despite of these challenges, the academic year has been achieved and secured from suspension.



**Figure33:** The teachers' and students' issues during the quarantine period when using e-learning platform



**Question 03:** What are the benefits of e-learning platform from the EFL teachers and students' insights?

Different previous literature backgrounds have highlighted the benefits of e-learning during the pandemic period. For instance, Ghounane (2020), has confirmed that the Moodle platform of e-learning is a safe environment through which the teachers may deliver courses and tasks. In the same context, the results of the two pre questionnaires indicate that the participants of our study are aware of the significance and the importance of e-learning especially in the light of Covid 19 pandemic. Hence, the students could receive their delivered courses and activities (in terms of flexibility and availability), they could communicate with their teachers at any time and from home too. In turns, teachers were able to pursue their process and gained technological knowledge and skills.

Finally, despite of the fact that e-learning is a significant tool and a crucial means to follow up teaching and learning; yet the findings of our study entailed that the EFL students prefer face-to face learning through which they may communicate, debate and understand.

**Question 4:** What are the solutions suggested by both EFL teachers and students to enhance a platform of English department at University of Bejaia?

The obtained results from the data collected indicated that the participants expressed strongly their willingness and preference to improve the quality of e-learning platform. In fact, the results of the students' pre questionnaire revealed various suggestions mainly on methods of online teaching and learning (organization, simplicity, clarity of the instruction, on live classes). It can be said that adopting virtual techniques would help the students to be motivated, interacted, involved as well as affected positively on their performance.

In turn, the findings of the teachers' pre questionnaire reported that the EFL teachers' solutions focused more on training information and its continuity. This would help them facilitate its use and select different strategies. It can be understood that this would lead to the effectiveness of e-learning and would have a positive impact on the students' learning. Furthermore, both of them (teachers and students) suggested to be granted free access to the Internet as well as its connection since it is the main source for the use of e-learning.

Finally, when the teacher is trained, well prepared, uses different online teaching methods and strategies (video conferencing, visual books and so on) and adequate technological materials, accordingly, the students will be motivated, get a better understanding and assimilation of the new knowledge, and will be more interactive and interested in e-learning.

Consequently, e-learning provided by the department of English will be promoted, effective and better prepared for further phenomenon.

### **Conclusion**

This part has tackled the data analysis that show that the EFL teachers and the students use different technological tools; however, they focused more on e-learning Moodle plat form since it was a compulsory and appropriate to continue teaching learning processes. Furthermore, we have discussed the results of the current study. We come out that the both EFL teachers and students are fully conscious of the significance of this virtual learning; yet the former is not well prepared and the latter prefers face to face learning. Consequently, the students and the teachers' solutions will contribute to the development of e-learning strategies provided by the department of English at the University of Bejaia.

## General Conclusion

The novel Corona Virus has upended drastically the educational world sector. In fact, numerous higher educational institutions and universities were closed. Hence, as an urged solution and in the purpose of following up the teaching learning processes, various technological means and ways have been implemented such as Zoom, Google meet, Face book, messenger and so on. In the same context, the Algerian lecturers and students in higher education had no choice but to adopt a new technology-based on the Internet which is more known as e-learning". The latter has played a significant role particularly during the pandemic period. However, both the actors faced different obstacles and barriers such as technical problem, lack of interactivity and training as well as the access to internet.

The research study at hand aimed to explore the means and the techniques used by the EFL teachers and students to follow up their process during the quarantine period. We also attempted to find out the major difficulties and challenges faced when using e-learning platform as well as the benefits gained from the virtual learning. In addition, we tried to shed light on the suggested solutions to enhance the quality of e-learning not only in the department of English at the University of Bejaia, but rather in the entire Algerian online higher education. Our research study has developed 3 main parts. The first part encompassed two sections. Section one has targeted the theoretical background that aimed at reviewing the research studies about distance learning as well as e-learning in particular; it has determined definitions, forms and types of e-learning; it has also shed light on online learning in the Algerian universities before the Covid 19 pandemic. The second section has been concerned with definitions of the Covid 19, its impacts on the Algerian higher education; it has also tackled the issues faced by the EFL teachers and students when using e-learning during the pandemic period. Finally, it has dealt with the benefits and the suggestions to enhance the online teaching learning processes. The second part has dealt with the research methodology, research methods, instruments as pre- questionnaires and their descriptions as well as the population sampling. Finally, the third part has been devoted to the analysis and interpretation of the data. It has ended with discussions of the findings.

The present study has been conducted through an exploratory research design used in order to find out various techniques and ways the EFL teachers and students, at the University of Bejaia used to carry on the teaching learning processes when using e-learning during the pandemic period as well as to localize areas of problems and the adequate solutions suggested by our informants for a better online teaching learning process in the Algerian higher education. The

research undertaking was based on a qualitative and quantitative method. The former is used to explain the students' insights and their perceptions towards the use of e-learning platform through their responses and the second is used to statistically describe different variables by using Excel processing software and SPSS and to measure the value of the use of e-learning. To collect data, Pre questionnaires are designed to the EFL teachers and the students because they helped us gather available information and detain evidences about the issues and the benefits while using e-learning during the sanitary crisis. Furthermore, the data analysis of our study revealed that the EFL teachers and students have used e-learning platform to follow up their educational processes during the pandemic. Despite its significance; the results have indicated that the teachers were not well prepared while the students have preferred face –to face learning.

The Corona Virus has not only affected negatively the higher educational sector, but it has provided a significant chance for the teachers and the students to discover its areas of weaknesses and strengths. Exploring the suggestions and solutions lead to the effectiveness of not only the e-learning platform; but rather the quality of the Algerian higher education as well. Thus, the novel of Corona Virus has brought a great change to higher education. It has secured the suspension and blockage of the previous academic year (2019/2020).

### **Limitation of the Study**

We are fully conscious that Distance learning is a wide field and there are various aspects that should be investigated. However, we have limited our present study to the use of e-learning platform strategy by the EFL students of the department of English, University of Bejaia. Our study was concerned with a limited population (57 students) due to the wave system since not all the students were present but we managed to meet the same students through appointments. The population was also limited to 15 teachers because of the wave system; we also used the exam period to meet them.

As any other researchers, we have encountered some problems that hindered us from achieving our objectives including time constraints since two months are insufficient for the targeted goals. Finding out the necessary sources to build up the literature review related to the theme and the topic in the quarantine period was a real adventure full of challenges and difficulties because of the originality of the topic for such an investigation in Master's level. Therefore, the findings of our study could not be generalized this is why we suggest that further research studies have better to be conducted to widen the results.

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# Appendices

**Appendix 01: Teachers' Pre questionnaire**

**Appendix 02 :Students' pre questionnaire**

## Appendix 01

### Pre –questionnaire for Teachers

University of Bejaia

Department of English

#### Pre Questionnaire

This pre-questionnaire is designed to ask teachers in the department of English, university of Bejaia about the use of e- learning platform **during** the pandemic period (from March 12<sup>th</sup> to December 2020).

Your answers will bring insightful considerations to the teaching and learning community in higher education and will provide validity and appropriateness to the theory constructed upon our investigation.

Be sure that your answers will be treated anonymously to afford you the floor to express yourselves freely.

May we thank you in advance for your precious time and collaboration?

1\_what were your ways and means to continue teaching process during the quarantine period?

E-learning plate form

Email

Facebook

Messenger

Google meet

Zoom

Others:

.....  
.....

2\_Did you use e-learning platform to deliver:

Courses?

Video conferences?

Assignments?

Monitoring activities?

Evaluation?

Others.....  
.....

3\_Have you faced any issues which hindered the teaching through e-learning platform?

Yes

No

4. If yes, what were these issues?

.....  
.....

5. Did you find e-learning platform a useful means to continue your teaching during the Quarantine period?

yes

no

6. If yes, what were the advantages you could gain and make your students take profit of?

.....  
.....

7. If No, what might have blocked this process?

.....  
.....

8. Are you in favor of implementing this device to enhance the teaching/learning process even after the sanitary crisis?

Yes

no

9. If yes, what may the e-learning training designed to teachers contain?

.....  
.....

10. If no, how would you solve the encountered problem(s) if ever you were given the ability to do so?

.....  
.....

11. What do you suggest in order to improve the e-learning platform provided by the department of English at the University of Bejaia?

.....  
.....

**Thank you for your participation and collaboration**

## Appendix 02

### Pre –questionnaire for Students

#### University of Bejaia

#### Department of English

This pre-questionnaire is designed to ask students of master one (Didactics) at the department of English, university of Bejaia about the use of e- learning platform during the pandemic period (from March 12th to December 2020).

Your answers will bring insightful considerations to the teaching and learning community in higher education and will provide validity and appropriateness to the theory constructed upon our investigation.

Be sure that your answers will be treated anonymously to afford you the floor to express yourselves freely.

May we thank you in advance for your precious time and collaboration?

Please answer the following questions in an objective way.

1\_What did you use to continue your studies during the pandemic period?

- E-learning platform
- Email
- Facebook
- Messenger
- Google meet
- Zoom

Others:.....  
.....  
.....

2\_Have you ever used E-learning platform before the confinement period?

- Yes
- No

3. If your answer is “Yes”, how did you use this device and what did you use it for?

.....  
.....

4. If your answer is “No”, please state some of the factors that hindered this use.

5. Did you use e-learning plate form during the crisis health?

- Yes
- No

Others:.....  
.....  
.....

6. What type of pedagogical contents did you receive on e-learning platform from your teachers?

- Courses
- Assignments
- Interaction
- Evaluation

Others:  
.....  
.....  
.....

7. Did you face difficulties during online learning?

- Yes
- No

8. If yes, what were these difficulties?

- The material problem (absence of PC, Laptop, Smartphones....etc.)
- The connection problem
- The availability of the pedagogical contents
- Lack of teachers’ monitoring

Others:  
.....  
.....  
.....  
.....

9. Did you find e-learning platform a useful means to continue your Learning during the Quarantine period?

- yes
- no

10. If yes, what were the advantages you could gain?

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

11. If “No”, how would you evaluate the use of this new device especially during the sanitary crisis?

.....  
.....

12. What do you suggest in order to improve the e-learning platform at the department of English, university of Bejaia?

.....  
.....

**Thank you for your participation**