

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA**  
**MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH**  
**ABDERRAHMANE MIRA UNIVERSITY OF BEJAIA**  
**FACULTY OF ARTS AND LANGUAGES**  
**DEPARTEMENT OF ENGLISH**



*Algerian EFL Students' Perceptions towards the Use of the  
"E-learning" Platform During COVID-19:  
The Case of Master's Students at the department of English at the University  
of Bejaia*

A Dissertation Submitted in Partial Fulfilment of the Requirements for a  
**Master's Degree** in Linguistics

**Candidates:**

**Miss.** Lydia Bourim

**Miss.** Yasmina Bezetoute

**Supervisor:**

Dr. Nawel Mansouri

**Panel of examiners:**

**Chair:** Mrs. Meriem Djabali

**Supervisor:** Dr. Nawel Mansouri

**Examiner:** Dr. Salima maouche

**Academic year: 2020-2021**

# ***Dedication***

*I dedicate this work to:*

*The pillars of my life, my beloved mother, my lovely father who have encouraged me and supported me to accomplish this dissertation, to whom I wish a longer life*

*My brothers, my sister, to all my nieces whom I love and miss so much*

*My twin and beloved friend LYDIA with whom I shared memorable moments, as well as my best cousin SABRINA*

*To everyone who loves me and prayed for me*

**MISS YASMINA BEZETOUTE**

## ***Dedication***

*First and furthestmost, I would like to thank God for blessing me with this beautiful opportunity, the opportunity to expand and broaden my knowledge and expertise around the field of education. Anything is possible when you have God and your family in your side.*

*Secondly, this dissertation is dedicated to my family, my father, my mother, my two sisters HANIA and ASSIA who supported me during this journey. Your support has driven me far, and I am thankful every day to have you all in my life.*

*A special thank you to my advisor Mr. RIDA TAHER for always supporting me and instilling in me the faith that I can accomplish my goals through hard work, he taught me how to believe in myself.*

*To my best friend YASMINA, thank you for your love and support, thank you for making me laugh and relax, thank you for reminding me that we can do it.*

**MISS LYDIA BOURIM**

## *Acknowledgments*

We would like to thank first Allah for giving us strength and capacity to complete this work.

From the first step of this research until the last draft, our depth gratitude to our supervisor Dr.

Nawel Mansouri for her supervision. Thanks for her patience, inspiring guidance, valuable advices, precious suggestions and endless support for work and all the time she has given us.

Without her help this work wouldn't be done. Thank you very much.

We would like to grant special thanks to our teachers Dr. Maouche Salima; Mrs. Djabali Meriem, we also owe a gratitude to them as a members of the jury who kindly accepted to examine our work despite all their activities.

We owe a multitude of thanks to all our teachers at the department of English, namely Mr. Bouicher; Mr. Mammeri; Dr. Belaid; Dr. Kadri; Dr. Boughani; Dr. Ahouari for their encouragement and help.

*"Everyone who remembers his own education remembers teachers, not methods and techniques. The teacher is the heart of the educational system".*

*Sidney Hook*

We should never forget to thank students of master's degree of the English department for their valuable contribution.

## ***Abstract***

COVID-19 pandemic changed the life of all the people around the world, it affected the educational sectors. The ministry of higher education in Algeria redacted a strategy that aimed at changing the teaching and learning processes from face to face learning into online system. This situation forces students and teachers to master the technology media in implementing online teaching and learning by using e-learning platform that allows the students to carry on their studies. In this regards, the main aim of this study was to explore the perceptions of Algerian EFL students towards the use of the e-learning platform during COVID-19, taking the department of English at one of the University of Bejaia. This study employed a descriptive design with qualitative approach. To collect data, an online questionnaire was designed using Google Forms and sent to masters classes. The result of the study indicated that the majority of the participants showed positive perceptions towards the use of e-learning, the findings also disclosed some advantages and disadvantages of learning by using the platform.

**Key words:** EFL students, Students' perceptions, E-learning platform, COVID-19.

## **Table of contents**

Dedication.....	I
Acknowledgments .....	III
Abstract .....	IV
List of tables .....	VIII
List of figures .....	VIII
List of abbreviations.....	IX

## **General introduction**

0.1 Statement of the problem .....	2
0.2 Rationale of the study .....	3
0.3 Research questions.....	3
0.4 The purpose of the study .....	4
0.5 Organization of the dissertation .....	4

## **chapter one: Literature review**

1. Introduction .....	6
Section one: the educational system in algeria .....	6
1.1 The Structure of education system in Algeria .....	6
1.1.1 Preparatory education .....	7
1.1.2 Primary education .....	7
1.1.3 Middle education.....	7
1.1.4 Secondary education.....	7
1.1.5 Higher education system .....	8
1.2 Foreign languages in Algerian education .....	8
1.3 Status of English in Algeria.....	9
Section two: theoritical background of the variables.....	10

2.1 COVID-19.....	10
2.1.1 Teaching during the pandemic .....	11
2.1.2 COVID-19 and technology in education .....	11
2.2 Online learning .....	12
2.2.1 Benefits of online learning .....	13
2.3 Comparison between traditional learning and online learning .....	13
2.4 the e-learning platform .....	14
2.4.1 The historical development of e-learning .....	14
2.4.2 Types of e-learning .....	15
2.4.2.1 Blended learning .....	16
2.4.2.2 Forms of e-learning .....	16
2.4.3 The purpose and the importance of e-learning .....	17
2.4.4 Advantages and disadvantages of e-learning .....	18
2.4.5 E-learning during COVID-19 .....	19
5. Students' perceptions .....	20
Conclusion .....	21

## **chapter two: Practical part**

2. Introduction .....	23
Section one: methodology.....	23
1.1 Research methods.....	23
1.2 Sampling techniques .....	23
1.3 Research design framework.....	24
1.4 Research approaches .....	25
1.4.1 Positivism .....	25
1.4.2 Interpretivism.....	26
1.5 Theoretical framework .....	27
1.6 Data collection and procedures .....	28

1.6.1 Questionnaire.....	29
1.7 Approaches to qualitative analysis .....	30
1.8 Ethics .....	30
section two: analysis and discussion of the findings.....	32
2.1 The results of the questionnaire: .....	33
2.2 Discussion and findings: .....	44
2.3 Tentative suggestions .....	46
2.4 General conclusion.....	47
2.5 Limitations of the study.....	48
2.6 recommendations for future research .....	48
References .....	
Appendix.....	



### ***List of tables and figures:***

Table 1: students ‘opinion about e-learning during COVID-19 .....	33
Table 2: students’ preference about using the platform e-learning during COVID-19.....	33
Table 3: the platform e-learning is an innovative way that must be encouraged.....	34
Table 4: students’ opportunity to be autonomous .....	35
Table 5: students’ preferences .....	35
Table 6: the online learning gives time to stay with family .....	37
Table 7: e-learning contributes to make my learning faster .....	37
Table 8: e-learning increases the motivation for studying. ....	38
Table 9: learning electronically can improve the course performance as the students will not need to travel to the campus, but studying at the comfort of their home. ....	39
Table 10:e-learning mode can increase the learning effectively as they will have easy access to materials. ....	40
Table 11: students’ interest on online learning .....	41
Table 12: students’ difficulties when trying to have access to e-learning platform.....	42
Table 13: students ‘negative comments about online learning and teaching. ....	43
Table 14: The lack of adequate equipment (internet, laptop...) in workplace.....	43
Table 15: students’ difficulties in understanding the course content .....	44
Figure 1: an interactive model of research design (Maxwell, 2012).....	25
Figure 2: Original Technology Acceptance Model (Davis, 1989).....	28

### *List of abbreviations*

**EFL:** English as Foreign Language.

**COVID-19:** Corona Virus Disease 2019.

**E-learning:** Electronic learning.

**LMD:** License, Master, Doctorate.

**BMD:** Bachelor, Master, Doctorate.

**UK:** United Kingdom.

**USA:** United States of America.

**TAM:** Technology Acceptance Model.

**PU:** Perceived Usefulness.

**PEU:** Perceived Ease of Use.

**AT:** Attitude Towards.

**ICT:** Information Communication Technologies.

## ***General introduction***

## ***1. Statement of the problem***

With the COVID-19, a novel corona virus disease spreading across the world, many countries have decided to close schools, colleges, and universities, including Algeria.

The educational institutions in Algeria have come to a functional standstill, so that to protect their students from viral exposures. This challenging situation led to the transition from the traditional learning into a mode of online learning to ensure the continuity of the teaching and the learning processes, by establishing e-learning. This platform is an innovative way of conducting learning activity and a solution for the students to complete their prescribed syllabus in stipulated time frame in line with the academic calendar as well as to keep in touch with their teachers.

Despite the fact that e-learning is useful for us as Algerian EFL students, but it has an impact, where faced difficulties such as: the lack of understanding due to the lack of interaction with the instructors, that is to say students by their nature learn from each other through asking questions and sharing knowledge, as it is viewed by Campbell and Swifi (2005) who stated that the people learn a lot from their classmates through differences of opinions and questions. However, this medium of learning does not give the students the opportunity to interact between them and their teachers, Rubenstein (2003) claimed that the electronic learning opportunity ignores the soft side of interaction of the librarians and instructors with the students. Moreover, this online learning may cause the lack of motivation and self-regulation because of the absence of learning environment. In addition to this, the students receive assignments each day that caused to them stress and anxiety. Research has shown that lack of motivation and self-regulation skills in online learning may result individual spending extra time completing assignments, turning in late assignments, or overall poor quality of work (Albelbisi and Yasop, 2019).

Additionally, we may find some obstacles to have access to e-learning platform due to administration issues, as it is illustrated by Ahmadpour and Miradamati (2010) who stated that different human and administrative barriers limited the application of e-learning such as the failure to take into account the staff competencies when applying e-learning in the educational institution.

## ***2. Rationale of the study***

In light of conditions that pass through Algeria and with the world health organization (WHO) declaring the COVID-19 pandemic Sohrabi, et al (2020), and the lifting of preventive measures in many Arab countries, which includes the closure of schools and universities, and called on the Ministry of Higher Education in Algeria to use e-learning as a way to ensure the continuity of the educational process and not to lose an academic year for the students. Therefore, this study aims to explore the Algerian EFL students' perceptions towards the use of the e-learning platform during COVID-19 pandemic. Its main significance is to describe the current situation of e-learning usage in educational process, and providing systems for managing this essential type of education to create a means of communication that is accessible, and it can be effectively used by the learners and the faculty to achieve a desired learning. Moreover, it aims to identify the challenges and barriers facing students in using this medium of learning. Furthermore, the result of this research might be leading to provide clear insights that could be contributing to the effective implementation of e-learning in Algerian higher education system.

## ***3. Research questions***

In order to address the research aim, the following questions are posed:

- What are the attitudes of Algerian EFL students on the use of the platform e-learning during COVID-19?
- In what ways do Algerian EFL students find the platform e-learning beneficial?

- What challenges do Algerian EFL students face while using the e-learning platform?

#### ***4. The purpose of the study***

This research explores the perceived effectiveness of the use of the platform e-learning during COVID-19 in EFL classroom at the University of Bejaia, particularly among master's classes. The ultimate aim is to explore the attitudes of Algerian EFL students towards the use of e-learning and the potential benefits and problems that may affect the use of this online tool, as well as to investigate the possible solutions to overcome the issues encountered.

#### ***5. Organization of the dissertation***

This work is divided into two chapters. The first one is under the title literature review which is divided into two sections, a section for educational system in Algeria, another for previous studies related to different variables for the study. The second chapter is practical. It is divided into two sections. The first one exposes the methods and procedures followed in this study. The second section is concerned with the analysis and discussion of the findings. Finally, the study ends with a tentative suggestions and general conclusion followed by limitations of the study and recommendations for future research.

## *Chapter one*

# *Literature review*

## ***2. Introduction***

This chapter is divided into two sections, the first one is devoted to the educational system in Algeria. It starts by introducing the structure of the educational system in Algeria, foreign languages in Algerian schools as well as the status of English in Algeria. The second section, presents a theoretical background related to the research variables of the study. It covers COVID-19 with teaching during the pandemic, COVID-19 and technology in education, online learning and its benefits with the comparison between the traditional learning and the online one. Moreover, it deals with defining the concept of e-learning with its types, forms and historical development. Finally, the last element is the students' perceptions.

### ***Section one:***

#### ***1.1 The Structure of education system in Algeria***

The educational system in Algeria is structured into several levels; preparatory level, primary school, middle school, secondary school, and higher education. The organization and the management of the primary, middle and secondary levels are referred to the ministry of education. Additionally, the Ministry of Higher Education and Scientific Research is responsible for the management of higher education, whereas the professional level is referred to the ministry of education and vocational training (Arab, 2017).

In the Algerian schools, classical Arabic is the compulsory language of instruction, and the French language is the only foreign language taught at the primary school from the third level, the English language is not taught until the first year of the middle school. Concerning the secondary level, the student can learn other languages such as Spanish, Italian or German. (Arab, 2017); Then, the Tamazight language (Berber) has become a national language registered in the Algerian constitution (Magharebia, 2016).



### ***1.1.1 Preparatory education***

The Algerian education affords pre-school education for children aged 3 to 6 years, it is taught in kindergarten classes at primary schools. This education aims at integrating the child gradually into the school environment through appropriate games in order to introduce him/her to the ways of reading and writing as well as to develop his/her practice of language through communication by using activities and games (Arab, 2017).

### ***1.1.2 Primary education***

The primary school lasts 5 years, and the age of admission is fixed at 6 years of age. The primary school aims at helping the children to master the basics of reading, writing and numeracy as well as to develop their personality and create good habits. At the end of primary school education there will be a final examination which leads to the issuance of a certificate of achievement called “certificate of primary education”.

### ***1.1.3 Middle education***

The middle school period lasts 4 years. After the fourth year, the pupils will take a final examination entitled to obtain a diploma called a “certificate of basic education”. After that, they are automatically admitted to the first general and technological secondary year according to their wishes. The pupils who are not admitted, have the opportunity to join either vocational training or working or resit for the exam.

### ***1.1.4 Secondary education***

The secondary school period lasts 3 years. The first year contains core curriculum in which courses are divided into: languages and social sciences, natural and physical sciences and mathematics and design technologies, in addition to extra-curricular activities which include music, sport, and painting. The orientation of the pupils is in the first year of secondary school, then in the third year, they will take a final examination called the “baccalaureate exam”

### ***1.1.5 Higher education system***

Within the Algerian Higher education system, there have been two major reforms, the reform of 1971 and the LMD reform. In the reform of higher education in 1971, the structure of the universities changed from institutes to faculties. The higher education system of Algeria started introducing the reform in 2004/2005 called the BMD (generally known as LMD), an acronym for three degrees; licence, master, doctorate. The introduction of this reform was seen by the government as an opportunity to make an end to several dysfunctions within higher education. Lekhal Ayat (2008) stated that initially designed in Anglo-Saxon countries, the LMD is spreading nowadays everywhere, and Algerian authorities decided to apply it in partial replacement of the current system. The length of the studies is changed by the LMD degree where it is reduced from four to three years for the licence degree. The instructor wants to deploy it aiming at students' mobility and recognition of the degree in every part of the country and even abroad. (Kouicem, 2019)

The LMD system consists of three main grades of qualification:

- License granted after three years of study
- Master's degree conferred after two years of study
- The doctorate degree conferred after the completion of research for at least 3 years and defending a thesis.

## ***2. Foreign languages in Algerian education***

The government has decided to present some reforms regarding the teaching of foreign languages.

During the academic year 2003 to 2004, many changes have been elaborated in the primary and middle schools and later in 2005 to 2006 changes have been introduced in the secondary

school. The decision has been taken by the commission, and the main aim is to start teaching the French language from the second year of primary school instead of fourth year.

Concerning the English foreign language, many changes have occurred the middle school level. It is introduced at the level of the first year, and it covers four years at middle school and three years at secondary school including a new syllabus.

### ***1.3 Status of English in Algeria***

During the French colonization, the French settled in Algeria and progressively established their education system which aimed at erasing the Arabic language (Benrabah, 1999), and relegate it to a secondary status. Following the independence, the country launched a policy called “Arabization” which aimed at raising the Arabic language to the status of an official language as well as to eradicate all the traces of French presence in Algeria after more than 130 years of colonization. Benrabah (1999) states that, starting from 1962, the Algerian government that inherited the remnant of an education system focused on European content and conducted in a foreign language by foreign teachers, sought to gradually increase Arabic sessions in all levels and all subjects were taught in Arabic, and there was a decrease in the amount of time for teaching French. This policy, of course, favored the national integrity and unity and the university.

The policy of “Arabization” had been widely criticized for ignoring the population’s linguistic diversity and the lack of teaching personal that pushed the government in 1964 to recruit 1000 Egyptians as Arabic language teachers (Benrabah, 2004). Besides, it was agreed that this policy completely failed in Algeria for many reasons around 2002 (Benrabah, 2007). It was claimed that the Algerian government reconsidered the policy implemented and made the French language the first mandatory foreign language from grade two, and recruited 1500 new French teachers. Concerning the English language, it is claimed that the first step of the

promotion of this language was in 1969 when the general inspectorate of English was created (Mize, 1978). During this period, the ministry of education announced that there was a lack of teachers of the English language that is why the ministry brought some teachers from other countries.

The reason for the need of integrating the English language in Algeria since 1980 was to extend the economic markets, so that to include some western countries such as the UK and the USA.

As a result, many reforms took place as well as the extension of teachers' training and teaching period. And by that time more English departments at universities were open. (Rezig, 2011). Despite the fact that French still holds an interesting place within the Algerian society, the English language seems to take more advantage in our country because it has become the first global language. Crystal (1997) mentioned that language can receive the status of a global language when it is recognized in every country as a language with a special role. In fact, in many countries, including Algeria, English has been given a priority in foreign language teaching despite it is not an official language. Crandall (2003) viewed that English is a priority in foreign language study because of its importance as an international language. (Lekhal, 2008) (Harrison 1974:13) reported that: *“many countries where English is not the mother tongue, it is the most commonly taught foreign language”*.

## ***Section two:***

### ***2.1 COVID-19***

According to (Kowalik,et al,2020, WHO,2020), COVID-19 or corona virus disease 2019 is an infectious disease that is caused by the most recently discovered corona virus (SARS-COV-2) where its first appearance was in December, 2019 in Wuhan (China) and later the virus has

spread around the world. The major symptoms of this later are fever, headache, cough, tiredness, aches and pains, diarrhea, loss of taste and smell even difficulties of breathing.

On March, 12<sup>th</sup> 2020, the Algerian authorities decided to close all schools and universities in order to minimize the spread of the virus. According to Martinaz (2020), on March 19<sup>th</sup>, there were cases and nine deaths confirmed.

### ***2.1.1 Teaching during the pandemic***

Education is one of the sectors that has been affected by the COVID-19 pandemic. Lately, education has changed from traditional teaching towards online one. Some researchers defined online education in different a ways. Friedman (2019) defined online education as a variety of subjects, programs, and disciplines which are designed to deliver knowledge through the use of online instructions. Grunwadena and MeIsaac (2004) defined distance education as a structured learning that helps both teachers and students to work despite the distance that separates them through different models such as hybrid learning systems, flexible or networks ones.

### ***2.1.2 COVID-19 and technology in education***

Due to the spread of COVID-19, many schools' doors have been shut. The closure has affected more than 1, 7a billion students across the world with 160 countries implemented the closure due to the pandemic (UNESCO, 2020), it can be counted that COVID-19 has affected 91% or more of global learners' population. As a result, education has changed dramatically with the increase of online learning. This change is inevitable as the current COVID-19 situation demands it for the safety of students and the teaching staff Czerniewicz (2020). Erkut (2002) stated that a huge impact of COVID-19 on higher education on which nearly 2 billion students worldwide had to shift towards online learning. Similarly, Jena (2020) reported that COVID-19 has promoted teaching in the digital era where teachers are able to design and deliver lessons by means of various tools such as Zoom, Facebook, YouTube, and Skype; communication can be made between teachers and students and even parents for a better

guidance. However, integrating these new technologies in the classroom may make the educational reforms very challenging, especially with the current pandemic, as it is claimed by Nantui and Boateng (2020) that the shifting to purely online teaching and learning need much efforts from both instructors and students.

## ***2.2 Online learning***

Online learning is considered as a learning process that is carried out without face-to-face meeting. Instead, it is a medium where content is delivered via internet. Chiu chiu and chang, (2007) refers to online learning as web-based learning delivered through the internet or accessed through an intranet and extranet.

In higher education, online learning has been categorized as teaching and learning through synchronous and asynchronous communication via internet with multimedia and it has the capacity for interactivity and was credited with promoting higher-order thinking skills in students (Bonk and Reymolds, 1997, Hazari and Johnson, 2007). According to Arora and Dhull (2017), online learning is a form of distance learning which encompasses the creation and proliferation of the personal computer, the globalization of the idea of other human acts and providing access to more people. It is argued that online learning is a learning process that is facilitated and supported by information, communication technology (Retnoningsih, 2017).

In Algeria, the universities started adopting online learning in light of COVID-19 crisis, as the ministry of higher education approved it in educational plan includes details of following online courses and completing studies. On 15<sup>th</sup> March 2020, the Ministry of Higher Education set to start the implementation of the initiative in practice, pointing out the importance of strict application of the content of the memo. Additionally, the ministry stressed in a note addressed to the directors of university institutions the need to take into account all the necessary technical measures to maintain remote communication between teachers and students (Guemide, 2020).

### ***2.2.1 Benefits of online learning***

Educational institutions turned into using online learning as a technique for delivering learning materials. That is to say, they are moving towards using internet for sending information and learning content for students. Regarding this, Borup and Evmenova, (2019) stated that the need for quality online instructors is especially essential in colleges of education. Similarly, Scagnoli, (2009) states that the benefits of online learning will be indicated from the perspective of organization and students. In addition, (Ally,2004), believes that the synchronous online learning where students can have access to online learning substance and allow for real time interaction between students and instructors can be more beneficial. Moreover, online learning is an important space in which to explore, critique, problematize, and create the spaces in which caring and educating subjects might be formed online (Gibbons,2007).

### ***2.3 Comparison between traditional learning and online learning***

Desai et al ;( 2008) made a comparison between traditional learning and online learning (p332). The difference between the two modes is that traditional learning provides synchronous communication as it is illustrated that it enables the students to watch teachers' presentations and verbally interact with teachers during learning sessions (Keegan,et al,2005). Additionally, this mode of learning is structured by time and the environment is closed. In addition, it uses textbook and fosters sameness and stability. The online learning, however; provides synchronous and asynchronous communication, which refers to a situation where the students interact with each other over a time gap with the help of tools such as, discussions forums, e-mails, bulletin boards (Oye, Salleh and Iahad, 2012). Moreover, online learning is independent of time and has an open environment and usually very structured with a sensory of vastness that generates reality and fosters growth.

In our opinion, traditional learning might be more effective as it increases the interaction with classmates, as well as provides a conducive environment to learn. Also, it may enhance a quick study, and the retention of learning.

## ***2.4 The platform e-learning***

Many researchers define the concept of e-learning in different ways and see it in various perspectives. In literal terms, e-learning is considered as an electronic learning that includes all learning situations using the new technologies. For Yelland & Tsembe (2008), e-learning is considered as a broader concept than online learning due to the fact that the former uses electronic devices that are detached and do not depend on being online. Also, it is seen as an educational means that involves technology, communication, efficiency, and self-motivation (bloomsburg university2006). According to Wentling et al; (2000), the term e-learning refers to the attainment and use of knowledge that are predominantly facilitated and distributed by electronic means. In addition, (Nichols 2003) defines e-learning as *“the use of various technological tools web based, web-distributed or web-capable for the purpose of education”* (p.2). Moreover, Alarifi (2003) sees e-learning as a way to deliver educational content, explanation, exercises and interactions, followed up partially or comprehensively in classrooms or remotely by advanced programs stored on computers or through networks to present the broader domain of development research activities on the application of technologies to education (P.4). Furthermore, Chworm and Guber (2012) consider e-learning as an internet based-learning process in order to make students more independent, improving students centered learning.

### ***2.4.1 The historical development of e-learning***

The emergence of e-learning began in the eighties of the last century through the growing ability of modern technologies, the speed of transmitting messages, researchers and studies. According to Itmazi (2010), in the seventies of the last century, international universities used



television technology and video tapes in the educational structure. Then, in the eighties and nineties, there were four universities established in Europe and more than twenty universities that applied e-learning technology.

Itmazi (2010) divided e-learning into three generations: the first generation appeared in the early eighties until the mid-nineties, the educational courses and lessons were on CD-ROMs. This period was the period before the use of internet. The second one began in the eighties of the last century and continued until the year 2000 with the beginning of the use of internet (Ismail et al, 2009). The last generation raised after the year 2001 with the revolution of the technology that witnessed its development at the end of the nineties (P21-30). This later transformed into educational content through including multimedia (digital pictures and presentations), in addition to the emergence of what is called the virtual world and communication via satellites. Because of all this, this generation developed and became what it is now in terms of the use of modern technologies. Then through the appearance of communication and messaging services and voice and animation technologies, e-learning developed and several names appeared including online education, distance education and virtual education. E-learning is considered as a way of teaching using modern communication mechanisms from computers, its networks and multimedia are used to deliver information to the learners in the shortest time with less efforts and greater benefits (Itmazi,2010).

#### ***2.4.2 Types of e-learning***

E-learning comes in three different types; fully-online learning; mixed mode or blended learning and web-assisted learning (Anastasiades and Retalis 2001). In fully online learning, there are no physical contacts between the learners and teachers. This means everything is done fully online through the use of internet and its technologies. In addition, Buzzito-more (2013) states that fully-online learning aims at satisfying the needs and interests as well as styles, abilities and aspirations of learners because it is self-directed. In contrast mixed learning, it

combines face to face meeting and interaction with online learning (Allen and Seaman, 2003). This explains that some aspects of teaching and learning are done online; however, the others are done face to face, for instance, exams are done in presence and face to face meeting, while assignment and tests are done online. The last type is web-assisted learning, it is considered the same as fully online learning. The only difference is that the discussion and interaction are done online (Buzzeto-more, 2015).

#### ***2.4.2.1 Blended learning:***

Several researchers defined blended learning in different ways. For instance, (Dzuiban et al, 2018; Hrastinski, 2019), consider blended learning as the integration of the conventional face to face learning method with digital learning method. As it is defined by Graham (2006) it is the system that combines face to face instructions with computer-mediated instruction. Similarly, Garrison and Kanuka (2004; 96) defined blended learning as thoughtful integration of classroom face to face learning experiences with online experiences. In the same sense, Colis and Moonen (2001) considered blended learning a hybrid of face to face and online learning, so that instruction occurs both in the classroom and online where the online learning becomes a natural extension of a traditional one. Moreover, it is viewed that a successful blended learning model consists of an initial face to face learning, weekly online assessments and synchronous chat, asynchronous discussion, e-mail then a final face to face learning with a proctored final examination (Martyn, 2003). We believe that this mode of learning could both encourage student-centered learning and provides a better learning experience.

#### ***2.4.2.2 Forms of e-learning***

The types of e-learning are classified into two forms: synchronous and asynchronous learning. Synchronous learning: it refers to any type in which a students and teachers interact at the same time and place. It is more similar to traditional teaching because the communication in this mode is carried out in real time (Hrastinski, 2007; Rydberg Fahræus, 2008). Keegan et

al (2005) argue that synchronous communication enables students to watch teachers' presentations and verbally interact with the teachers during learning sessions. Similarly, Niehues, (2007) says that because the synchronous communication mode is carried out in real times, discussions become more dynamic compared to using solely asynchronous communication. Additionally, it is claimed that participants log in at a set time and interact directly with the instructor and with other class participants (Kalpana, 2010).

Asynchronous learning it is more learner-centered, it enables the learners to complete courses without the constraints of having to be in a certain place at a certain time. This mode refers to online learning situations where students interact with each other, over time gap, with the help of tools such as discussion forums, e-mail and bulletin boards (Oye, Salleh and Iahad, 2012). It is viewed that asynchronous communication better supports cognitive participation because of the increased reflection and ability to exchange complex information (Hrastinki 2007 p. 102). In addition to this, it involves self-contained learning and offers more flexibility than the synchronous learning mode as it is claimed by Kocur and Kosc, (2009) that this flexibility gives participants a variety of options, allowing them to learn at their own pace and in their own time. Similarly, Kalpana (2010) stated that this form of learning links participants to referenced materials instead of live, real-time instructors.

#### ***2.4.4 The purpose and the importance of e-learning***

Higher Education has imposed new educational methods to develop education by shifting towards the idea of integrating education with technology, especially with the fact that traditional education system, no longer meets the requirements of transforming society into a society based on spreading knowledge and developing oneself for everyone who wants to learn at any age and level Kaddache (2021). That is why e-learning has numerous objectives including solving problems and situations in the school environment and using internet resources to deal with these problems. Also, it helps preparing conscious personalities and

elevate the electronic interaction between learning parties. In addition, e-learning provides the students with many tools in the field of information technologies in order to help them to develop and express themselves in society.

#### ***2.4.5 Advantages and disadvantages of e-learning***

- ***Advantages***

According to Brown (2001), one of the greatest advantages is also a major area of concern, the student also has control over every aspect of the learning situation from the time spent on tasks, practice time, and study time. Also, he mentions that many learners may not wisely utilize their instruction time depending upon a persons' goal orientation and learning self-efficacy (how they approach the learning process), they may rush through instruction and skip practice. However, Feathestone (2006) believes that the students' control over their learning environment as the primary advantages to taking an e-learning course. Moreover, student who are having difficulty with the materials can slow down to a pace suitable to them which gives them opportunity to fully understand the content without frustration (Kruse, 2006a). Another benefit of e-learning is that it can allow the learners in higher education to obtain their education and at the same time pursue personal engagement and their careers without bothering about tight schedules (Borstorff and low 2017). Moreover; Shtat (2004) believes that this platform provides an interactive and enjoyable motivational learning environments with multiple sources which ease the processes of updating content and ease learning and retaining knowledge and meet individuals' needs. In addition, the e-learning environment helps the learners to rely on themselves because instructors are no longer the only source of knowledge, instead, they become guides and advisers (Alsalem, 2004). Another advantage of e-learning is that its goals can be achieved in the shortest time with least efforts (Rabah, 2004).

- ***Disadvantages***

Despite the advantages of e-learning which have made it a popular development, it has some disadvantages that are mentioned by many scholars. For instance, Weaver (2002), thinks that students, by nature, are social learners who usually prefer to learn in groups and interact with their peers. He adds that although the freedom and accessibility aspect of e-learning course is attractive, students may not be motivated or disciplined enough to complete the course if they are not held accountable for the materials as they would be in a traditional classroom setting. Moreover, Campbell and Swifi (2005) believe that people learn a lot from their classmates through differences of opinions and questions. In addition, the electronic learning opportunity ignore the soft side of interaction of the librarians and instructor with the students (Rubenstein 2003). The most noticeable condemnation of e-learning is the complete absence of vital personal interactions, not only between learners and instructors, but also among colleagues (Young, 1997, Burdman, 1998). Similarly, Brower (2002) sees that many instructors feel that “to teach is to touch”, and they fear that e-learning will drastically change the way they are able to come into contact with the learners. Besides, e-learning does not furnish the full educational experiences, leaving the students to feel a certain element of isolation (Conoway, Easton, & Schmidt, 2005). Another disadvantage of using e-learning can be psychological like anxiety when using new methods or problems in communication between course mate or professors (Gutiérrez et al 2016).

#### ***2.4.6 E-learning during COVID-19***

Due to the spread of the virus, e-learning has become a necessity during the lockdown period in order to continue the academic work and keep students engaged during the pandemic. Ghounane (2020) think that with unprecedented advancement in computing disciplines, many countries have made substantial strides towards implementing this electronic web-based learning in educational programs, and Algeria is no an exception. It has introduced several

pedagogical transformations to improve the quality of education by offering training programs and incorporating e-learning, but the application of this medium in Algerian education is still at its starting and faces several challenges. Moreover, the spread of the disease around the world resulted in the closure of all educational institutions and left the instructors and students dependent on e-learning. COVID-19 outbreak affected not only the health sector but also the education one (Hoq, 2020, p.450). In fact, during the pandemic, the education sector entered a digital age where teachers are virtually connected to their students (Radha et al 2020 p.1088, Krishnapatria, 2020).

### ***5. Students' perceptions***

Many researchers viewed online learning in different way. They focused on students' perceptions rather than the teachers' perceptions. For (Oinam2017) the students' perceptions are important, and the researchers must highlight the learner-centered education with its benefits. In student-centered learning, students share responsibilities of their learning with their teachers, interact with teachers and collaborate one another. E-learning tools, platforms and applications draw on the web 2.0 technology, such technology, with interactive interface and two-way communication and discussion between students and teachers and among students has the potential to enhance social learning where students uphold each other and scaffolded by the teachers via feedback (Hartshorne and Ajjan, 2009, Vygotsky, 1978). Besides, through the investigation of Mutambik (2018) about the students and teachers 'perceptions of using e-Learning for EFL learning in Saudi schools, the students reported benefits of e-learning for improving their English listening and speaking as well as it is supported by the teachers. In addition, students mentioned many benefits of e-learning like independent learning and interactive learning. Moreover, according to Mislinawati and Nurmasyitah (2018), students perceive the e-learning web-based module to be useful in improving their understanding, independence, self-discipline, motivation to learn and interaction with one another and with the

teacher. In addition they preferred mixed mode and web supplemented courses rather than a web dependent course of fully online courses (Eldeeb, 2014).

### ***Conclusion:***

This chapter has two separated sections. In The first one we presented the educational system in Algeria, and the second section provided theoretical background of our research variables. It also presents our understanding of how COVID-19 pandemic affected the educational sector and the necessity of integrating technology within education.

## *Chapter two*

### *Practical part*



### **3. Introduction**

This chapter presents the methodology used in this research study which includes research methods, sampling techniques, research design framework, research approaches, theoretical framework, data collection and procedures, approaches to qualitative analysis, ethics and interpretation of the results

#### ***Section one: Methodology***

##### ***1.1 Research methods***

For the sake of identifying the state of online learning during COVID-19 in Algeria, a descriptive qualitative research design is applied because it is the appropriate way to discern their point of view concerning the use of the e-learning platform during COVID-19 pandemic. As it is claimed by Creswell (2014), a qualitative method is the best way to explore more thoroughly the participants' experiences, attitudes and beliefs, as it does not regard facts as objectives, but as subject reality related to differences in each individual. He also mentioned that it is a helpful method to achieve the research objectives in a smooth way. Corbin and Strauss (2008) stated that *“qualitative research allows researchers to get at the inner experience of the participants, to determine how meanings are formed through and in culture, and to discover rather than test variables”* (p.12).

##### ***1.2 Sampling techniques***

The selected participants in the present study are EFL students in the department of English at Bejaia University. The whole population consists of 31 EFL master students. In this research, the sample is selected using a purposive sampling method to achieve the research objectives. According to Denscombe (2017), purposive sampling operates on the principle that we can get the best information focusing on a relatively small number of instances deliberately selected on the basis of their known attributes. He also highlighted that with purposive sampling, the sample

is hand-picked for the research on the basis of: Relevance (to the issue being investigated), and Knowledge which is privileged knowledge or experience about the topic (Denscombe, 2010).

The reason behind choosing this type of sampling is that it is based on participants who have the ability and particular knowledge as well as the experience to clarify our research study in the department of English.

### ***1.3 Research design framework:***

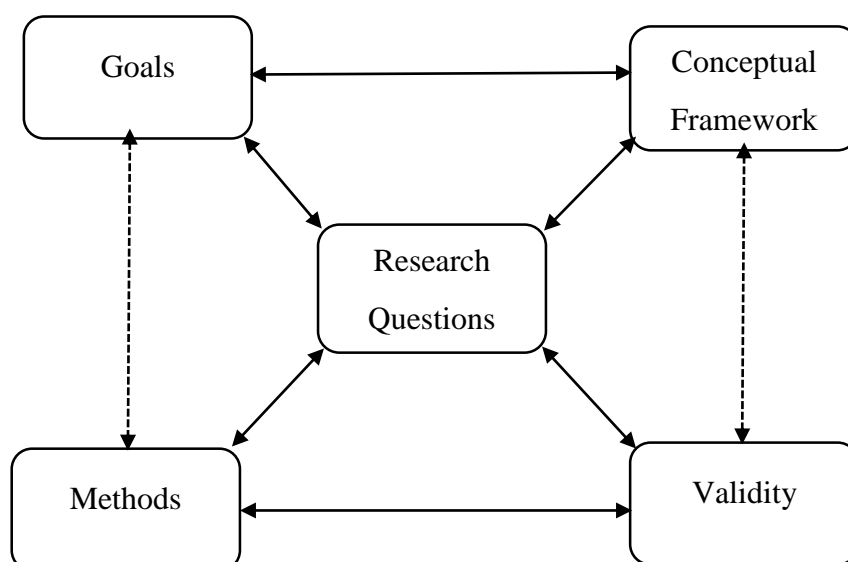
A good design promotes efficient and successful functioning when its components work together. However, when it is flawed, it leads to poor operation or failure. (Maxwell, 2012)

Maxwell (2012) presented a model which is called an “interactive model or systemic model”, that is intended to help understanding the structure of the current study as well as to plan it and carry it out. This model has five components, each of which addresses specific concerns that are important to the coherence of this study and they are presented as follows:

- Goals: this component is based on the questions, why is your study worth doing? As well as the issues do you want to clarify and what practices, and policies do you want it to influence? Then why do you want to conduct this study and why should we care about the result?
- Conceptual framework: it is based on what is going on with the issues, setting or people you plan to study as well as theories, and prior research findings that will guide your research. Moreover, what literature and personal experience will you draw for understanding the issue that you are studying?
- Research question: it is based on what the researcher precisely wants to better understand about the setting and the participants he/she is studying? And what questions your research attempts to answer and how these questions are related to one another.

- **Methods:** this component is related to what the researcher will actually do in conducting the study and the approaches, techniques will he/she use to collect and analyze the data, and how these questions constitute an integrated strategy.
- **Validity:** how might your result be wrong and what are the plausible alternative and validity interpretation, and how can the data that the researcher have support or challenge his/her ideas about what is going on?.

These components are integrated and related to each other, each one is closely related to several others. In other words, there is a connection between them. The relationship among these five components are displayed in figure 1



**Figure 1: an interactive model of research design (Maxwell, 2012) p.5**

## ***1.4 Research approaches***

### ***1.4.1 Positivism***

According to Scotland (2012); Saunders et al (2012), positivism is counted on the philosophical stance of natural scientist that is working with observable reality within society leading to production of generalization. It relates on the importance of what is given in general,

with more strict focus to consider pure data as well as facts without being influenced by interpretation of bias of human.

Positivism contains four important characteristics (Bryman, 2008): phenomenalism, the knowledge confirmed by the sciences is a genuine knowledge. Whereas, deductivism is the theory that generates a hypothesis that can be tested for provable laws, then objectivism, where the science must be valuable and free, the last characteristic which is inductivism, the knowledge is gained by gathering facts that provide the basis for laws.

### ***1.4.2 Interpretivism***

It is a term given to an epistemology that contrasts positivism, this term known as anti-positivism (Flick, 2014). It is viewed that in interpretivism, both truth and knowledge are subjective, as well as culturally and historically situated. This term is based on peoples' experiences and their understanding of them.

Bryman suggested four main approaches to interpretivist research:

- Hermeneutics (Heidegger 1962): it is related to interpreting and comprehending texts or documents and their deeper meaning in them.
- Verstehen (weber 19947): it focuses on the exploration of understanding and perceptions from the points of view of research participants.
- Symbolic interactionism (Mead 1962) which consists of three principals:

People's behavior based on their own meaning. Meaning is generated from social interactions. People may adapt meanings, based on their perceptions of situations or their experiences of them (Blumer 1969)

- Phenomenology (Shutz 1962): it focuses on the interpretation and description of people's experiences. (Wilson 2015)

Our research study is based on the interpretivism theory because our objectives is to explore the students' experiences and perceptions towards the use of the platform e-learning during COVID-19 pandemic.

### ***1.5 Theoretical framework***

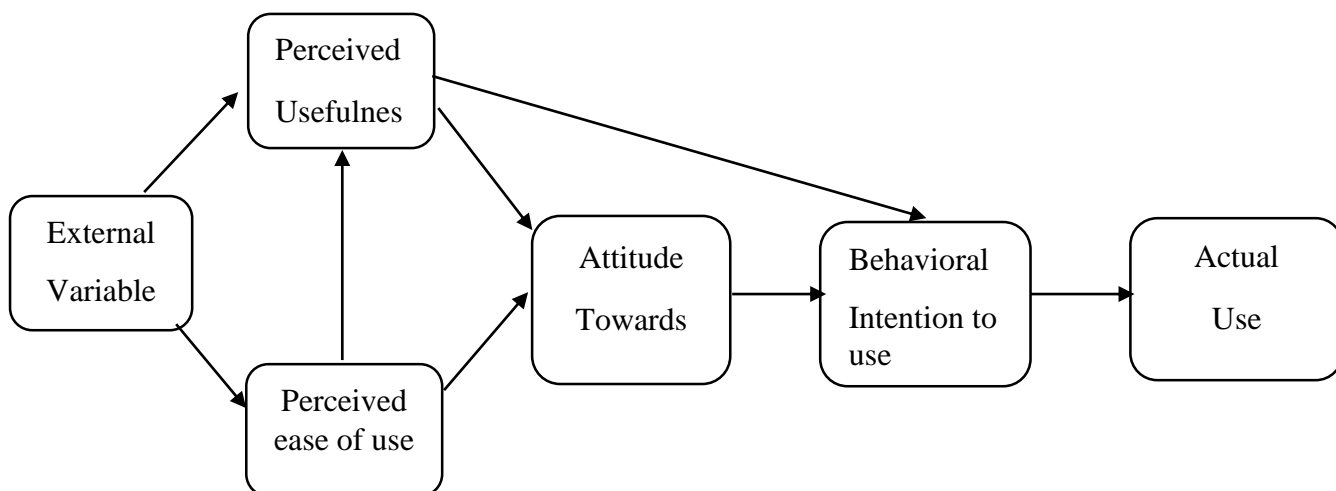
According to Smart (2006), both perceptions and attitudes are critical to the adoption of technology. Developers and delivers of online learning need to understand more how different stakeholders perceive and react to e-learning and methods of applying these approaches most effectively to improve learning.

TAM or Technology Acceptance Model was developed by Davis, in which it is considered as one of the commonly known theories of technology acceptance used to understand the perceptions of the users. (Davis; 1986; Mathieson, 1991; Taylor and Todd, 1995; Vankatesh et al, 2003).

Davis (1989) stated that the TAM model is seen as a four stages process which begins with Perceived Usefulness (PU) and Perceived Ease of Use (PEU) that leads to the attitudes towards usage and later the behavioral intention to use. Perceived usefulness (PU) refers to the degree where a person believes that using a specific system would improve his/her performance p. The perceived usefulness model is applied in this research to help in deducing how students perceive e-learning platform by giving them an alternative tool to acquire their educational knowledge. Perceived ease of use (PEU) refers to the degree to which a person believes using a specific technology will be easy to use without much efforts (Davis,et al 1989). Perceived usefulness (PU) and perceived ease of use (PEU) are considered as independent variables; whereas, the system is the dependent variable. That means when the technology is easy to use, the barriers can be conquered. However, when it is complicated and not easy to use, people would not have a positive attitude. So the two independent variables determine the attitude towards using the

system, as it is illustrated by (Davis, et al 1989) attitudes towards (AT) usage in technology acceptance model (TAM) means the positive or negative feeling about a technology that is based on perception or experience. This later determines the reaction and behavioral intension towards e-learning (Ajzen and Fishbein, 2000). Therefore, from TAM model, if e-learning is difficult to use, it will be perceived as not useful and vice versa. Similarly, the ease of use and usefulness of e-learning can lead to the attitude towards it, thus the behavioral intention to use or not to use e-learning (Davis, et al, 1989; Nov and Ye, 2008).

TAM model is used as a theoretical framework in this study, in order to examine the perceptions of the students towards the use of the e-learning platform during COVID-19. It is found as an appropriate theory guiding the study because it is noted to be a good model for researchers to get students' perceptions about technology, in this case e-learning (Jung et al 2008).



**Figure 2: Original Technology Acceptance Model (Davis, 1989)**

### ***1.6 Data collection and procedures***

The present study has been conducted for the purpose of investigating the Algerian EFL students' perceptions towards the use of the e-learning platform during COVID-19 pandemic.

In this study, the instrument that is used for collecting data is a questionnaire that was handed to Master's EFL classes. The purpose of using this instrument, is to collect a maximum number of students' answers in the time available.

### ***1.6.1 Questionnaire***

The research instrument used in the present study is the questionnaire because the data can be collected in a short period of time with less efforts and it is a useful method to gather data. Dornyei, (2003) said that *“by administering a questionnaire to a group of people, one can collect a huge amount of information in less than an hour”* (P.9). Moreover, questionnaires are considered as an effective data collection method, when attitude, beliefs, views and preferences are investigated (Denscombe, 2010).

In this study, the questionnaire was delivered to thirty one (31) students. It is delivered via Google forms at the end of the second semester on May 12<sup>th</sup> 2021.

The questionnaire is composed of three sections. The first one is about students' opinions concerning the use of the platform e-learning during COVID-19, it consists of six (6) items. The second section consists of seven (7) items which seeks to know about the ways that EFL students find the platform e-learning beneficial. The third section consists of four (4) items which deal with the challenges that the students may face while using e-learning platform.

#### **➤ *Advantages of the questionnaire***

According to O'leary (2014), administrating a questionnaire allows the researchers to generate data specific to their own research and offers insights that might otherwise be unavailable. He suggests that a questionnaire can reach a large number of respondents and represents an even larger population. It can generate qualitative data through the use of open-ended questions as they can be confidential and even anonymous. Moreover, Bell (1999) says *“if administered properly, questionnaires can prove to be an excellent method*

to obtain quantitative data about people's attitude, values, experiences and past behavior". Another advantage of questionnaires mentioned by Gilberts (2001) is that they allow researcher to gather a significant amount of data at relatively little cost. He also added that, of the two main types of questionnaires, including descriptive and exploratory, questionnaires allow the researcher to gather data either to explain different phenomena or to explain cause-effect relationship between different variables respectively (Gilberts, 2001).

#### ➤ *Disadvantages of the questionnaire*

O'leary (2014) asserted that using questionnaires as a research tool is expensive and sampling is difficult. In addition to this, he asserted that they are "notoriously difficult to get right", and they often do not go as planned. Also, Saunders et al (2001) stated that questionnaires are not particularly suited for research that requires a significant amount of open-ended questions.

Despite their weaknesses, questionnaires could be a useful instrument to gather a large amount of data in a faster time.

### ***1.7 Approaches to qualitative analysis***

This study explores the Algerian EFL students' perceptions towards the use of the platform e-learning during COVID-19. This study utilized a descriptive qualitative design in order to obtain the opinions of the respondents. According to Bradshaw et al (2017); Kim et al, (2016); and Sandelowski, (2000), a qualitative descriptive design is particularly relevant to research questions exploring a complex phenomenon and obtaining relevant data from subjects.

### ***1.8 Ethics***

Best and Kahn (2006) viewed that ethics is the keystone in carrying out qualitative research. All research that involves human participants should be conducted in accordance with some



ethical principles which are informant consent, confidentiality and anonymity. The researcher should follow these ethical principles when engaging in research work.

Informed consent is the consent process that ensures that individuals are voluntarily participating in the research with full knowledge of relevant risks and benefits. This principal contains three elements, first capacity that involves the ability of the participants to understand information provided by the researcher. Second, information should be communicated in easily comprehensible language. The Third element is voluntariness, which means the participants should be aware that participation is voluntary (Drew and Hardman, 2007).

Confidentiality and anonymity are related but distinct concepts, according to the concise Oxford dictionary (2006), confidentiality is defined as spoken or written in confidence charged with secret; whereas, anonymity is defined as “being without a name” that is to say someone is anonymous if his/her identity is unknown. Oliver and Gregory (2003) viewed that confidentiality is akin to the principals of privacy.

All the participants were informed about the details of the study, the participation was anonymous and voluntary, and the students could withdraw from the study without any consequences.

*Section two*

*Analysis and Discussion of the  
findings*

## ***Section two: analysis and discussion of the findings***

### ***2.1 The results of the questionnaire***

As mentioned earlier, the questionnaire used in the study includes three sections:

**Section one:** students' opinions about the use of the e-learning platform during COVID-19

**Item 1:** in your opinion what does e-learning mean?

Options	Frequency	Percentages
Learning on your own pace	07	22,58%
Online learning	22	70,96%
Having live lectures over the internet	02	06,45%
Total	31	100%

**Table 1: meaning of e-learning**

From table 1, it is observed that 70.96% of the participants think that e-learning means online learning, and 22,58% of them consider it as learning on their own pace whereas, 06.45% of the participants believe that e-learning means having live lectures through the internet.

As a result, it can be concluded that the majority of the students think that e- learning means online learning.

**Item 2:** I like the idea of using the platform e-learning during COVID-19

Options	frequency	Percentage
Agree	14	45,16%
Disagree	11	35,48%
Neutral	06	19,35%
Total	31	100%

**Table 2: students' preference about using the platform e-learning during COVID-19**

From table 2, it can be seen that there are 45, 16% of the respondents who agreed about the idea of using e-learning during COVID-19, and 35,48% of them disagreed. Whereas, only 19, 35% of the respondents are neutral.

As a result, it can be concluded that the majority of the students prefer using e-learning during COVID-19 pandemic.

**Item 3:** I think e-learning is an innovative way that must be encouraged

Option	Frequency	Percentage
Agree	20	64,51%
Disagree	06	19,35%
Neutral	05	16,12%
Total	31	100%

**Table 3: the platform e-learning is an innovative way that must be encouraged**

The results in table 3 highlight that 64, 51% of the respondents agree that the platform e-learning must be encouraged, and 19, 35% of them who replied by their disagreement; whereas, only 16, 12% of the respondents are neutral.

As a result, it can be concluded that most of the students think that the platform e-learning is an innovative way that must be encouraged

**Item4:** e-learning gives me the opportunity to be autonomous.

Option	Frequency	Percentage
Agree	19	61,29 %
Disagree	07	22,58%
Neutral	05	16,12%
Total	31	100%

**Table 4: students' opportunity to be autonomous**

The results in table 4 highlight that 61, 29% of the participants agree that e-learning gives them the opportunity to be autonomous, and 22,58% of them disagree on the fact that e-learning gives them the opportunity to be autonomous; whereas, 16,12% of the participants are neutral.

Therefore, the result reveals that e-learning gives them the opportunity to be autonomous.

**Item 5:** among the following choices which one do you prefer?

choices	Frequency	Percentage
I like the combination of online learning and face to face learning	18	58,06%
I am more comfortable with traditional learning than online learning	10	32,25%
I prefer online learning to traditional learning	03	09,67%
Total	31	100%

**Table 5: students' preferences**

The results presented in table 5, shows that 58, 06% of the respondents like the combination of online learning and face to face learning, and 32, 25% of them are more comfortable with traditional learning; whereas 09, 67% of the respondents prefer online learning than traditional learning.

As a result, it can be concluded that most of the students prefer the combination of both online learning and face to face learning.

**Item 6:** was the experience of learning online enjoyable during COVID-19 pandemic (explain why)

- **Students' answers:**

Ten (10) participants said:

*“Yes, it is an enjoyable experience because it saved us from losing the academic years”*

Eight (8) participants said:

*“Yes, it is enjoyable because we can study whenever we want”*

Six (6) participants said:

*“No, it is not enjoyable because we did not understand the courses”*

Seven (7) participants said:

*“No, it is not enjoyable because online learning puts us under too much pressure because of the number of assignments we receive each day”*

From the students' answers we deduce that ten (10) of the respondents enjoy the experience of learning online because it saved them from losing the academic years, and eight (8) of them find also this experience enjoyable because they can study whenever they want. In contrast, six (6) of the respondents find the experience of learning online not enjoyable because they did not understand the courses. Moreover, seven (7) of the respondents do not enjoy learning online because it puts them under pressure due to the number of the assignments they receive each day.

Therefore, the result have revealed that most of the students find the experience of learning online enjoyable during the pandemic.

**Section two:** the ways that students find the platform e-learning beneficial.

**Item 7:** online learning gives me more time with my family

Options	Frequency	Percentage
Agree	15	48,38%
Strongly agree	05	16,12%
Disagree	05	16,12%
Strongly disagree	02	06,45%
Neutral	04	12,90%
Total	31	100%

**Table 6: the online learning gives time to stay with family**

The result of the table 6 shows that 48.38% of the students agree that online learning gives them more time with their family, and 16,12% of them replied by strongly agree. 16,12% as well disagree that online learning gives time to stay with their family, and 06,45% of the respondents strongly disagree with this idea; whereas, 12,90% of the participants are neutral.

Thus, the result reveals that online learning gives them more time with their family.

**Item 8:** e-learning platform contributes to make my learning faster.

Options	Frequency	Percentage
Agree	13	41,93 %
Strongly agree	03	09,67%
Disagree	10	32,25 %
Strongly disagree	03	09,67 %
Neutral	02	06,45%
Total	31	100%

**Table 7: e-learning contributes to make my learning faster**

The results presented in the table 7 shows that 41,91% of the participants agree that e-learning contributes to make their learning faster, and 32,25% of them disagree on the fact that

e-learning contributes to make their learning faster. Then, 09, 67% of the participants replied by strongly agree; whereas, 09, 67% of the participants strongly disagree. After that, 06, 45% of the participants are neutral.

Therefore, the result reveals that the majority of the students agree that e-learning contributes to make their learning faster.

**Item 9:** e-learning increases my motivation for studying.

Options	Frequency	Percentage
Agree	05	16,12 %
Strongly agree	02	06,45 %
Disagree	12	38,70 %
Strongly disagree	04	12,90 %
Neutral	08	25,80 %
Total	31	100%

**Table 8: e-learning increases the motivation for studying.**

As shown in table 8, 38, 70% of the respondents disagree that e-learning increases their motivation for studying, and 25, 80% of them are neutral. Then, 16,12% of the respondents agree on the idea that e-learning increases their motivation for studying; whereas, 12,90% of the participants are strongly disagree, and only 6,45% of them are strongly agree.

Therefore, the results have revealed that the students show a disagreement that e-learning increases their motivation for studying.



**Item 10:** learning electronically can improve my course performance as I will not need to travel to the campus, but studying at the comfort of my home.

Options	Frequency	Percentage
Agree	13	41,93 %
Strongly agree	04	12,90%
Disagree	08	25,80 %
Strongly disagree	02	06,45 %
Neutral	04	12,90 %
Total	31	100%

**Table 9: learning electronically can improve the course performance as the students will not need to travel to the campus, but studying at the comfort of their home.**

From table 9, we notice that 41,93% of the respondents agree that learning electronically can improve the course performance and they do not need to travel to the campus, and 25,80% disagree on the fact that learning electronically can improve their course performance as they do not need to travel to the campus. Then 12, 90% of the participants replied by strongly agree, and the same number of the participants are neutral; whereas, only 06, 45% of the participants show a strong disagreement.

As a results, it can be concluded that learning electronically can improve the course performance as they do not need to travel to the campus, but studying at comfort of their home.

**Item 11:** do you believe that e-learning mode can increase your learning effectively as you will have easy access to materials.

options	Frequency	Percentages
Yes	20	64,51%
No	11	35,48%
Total	31	100%

**Table 10: e-learning mode can increase the learning effectively as they will have easy access to materials.**

As presented in table 10, 64, 51% of the students have answered by “yes” which means that e-learning mode can increase their learning effectively as they will have easy access to materials. Against 35, 48% of them who replied by “No”.

The obtained results have shown that most of the students believe that e-learning mode can increase their learning effectively as they have easy access to materials.

**Item 12:** how can be the platform e-learning beneficial for you?

- **Students answers:**

Ten (10) participants said:

*“E-learning can be beneficial if the teachers make live lectures for the students to explain courses”*

Six (06) participants said:

*“E-learning can be beneficial if the teachers interact with the students through using different applications”*

Seven (07) participants said:

*“E-learning can be beneficial when all the students have access to the internet”*

Eight (8) participants said:

*“E-learning cannot be beneficial because the courses are not explained and the interaction is absents between the teachers and students”*

From the analysis of the students’ answers to this question, we may deduce that ten (10) of the participants suggest that e-learning can be beneficial when the teachers make a live lectures for the students to explain the courses, and six (6) of the respondents proposed that this platform can be beneficial if the teachers interact with the students through using different applications. Then, seven (7) students said that e-learning can be beneficial when all the students have access to internet, unlike eight (8) of the students who said that this platform cannot be beneficial because the courses are not explained and the interaction is absent between the teachers and students. Therefore, the majority of the students said that this platform can be beneficial when there will be live lectures and interacting with the teachers through using different applications as well as through having access to internet.

**Item 13:** online learning become compulsory due to COVID-19. However, I find it interesting because:

Options	Frequency	Percentage
I am comfortable with online learning	9	29,03%
I can learn at my own pace	17	54,83%
I can learn the subjects clearly	5	16,12%
Total	31	100%

**Table 11: students’ interest on online learning**

The table 11 indicates that the majority of the students (54,83%) find online learning interesting because they can learn at their own pace, and 29,03% of them are comfortable with online learning; whereas, only 16,12% of the participants find online learning interesting

because they can learn the subjects clearly. Thus, most of the students find online learning interesting because they can learn at their own pace.

**Section three:** the challenges that students may face while using e-learning.

**Item 14:** I find difficulties when trying to have access to the platform e-learning.

Options	Frequency	Percentages
Always	04	12,90%
Frequently	06	19,35%
Sometimes	18	58,06%
Never	03	09,67%
Total	31	100%

**Table 12: students' difficulties when trying to have access to e-learning platform**

As shown in the table 12, 58, 06% of the students find sometimes difficulties when trying to have access to e-learning, and 19, 35% of them find difficulties frequently. Then, 12, 90% of the respondents have always difficulties when trying to have access to the platform; whereas, only 09, 67% of the respondents who have never encountered difficulties when trying to have access to e-learning.

As a result, it can be concluded that the majority of the students find sometimes difficulties when trying to have access to e-learning.

**Item 15:** my classmates often makes negative comments about online learning and teaching and complain it.

options	frequency	percentage
agree	12	38,70%
Strongly agree	08	25,80%
Disagree	05	16,12%
Strongly disagree	06	19,35%
Neutral	0	0%
total	31	100%

**Table 13: students ‘negative comments about online learning and teaching.**

According to the table above, 38, 70% and 25, 80% of the students agree and strongly agree that their classmates often make negative comments about online learning and teaching. Then, 19, 35% of them replied by strongly disagree, and 16, 12% of the participants disagree. Therefore, the result reveals that the students agree on the fact that their classmates often make negative comments about online learning and teaching.

**Item 16:** there is a lack of adequate equipment (internet, laptop...) in my workplace

option	frequency	Percentage
Agree	14	45,16%
Strongly agree	12	38,70%
Disagree	03	09,67%
Strongly disagree	02	06,45%
Neutral	0	0%
Total	31	100%

**Table 14: The lack of adequate equipment (internet, laptop...) in workplace**

As presented in table 14, 45, 16% and 38,70% of the students agree and strongly agree that they have a lack of adequate equipment (internet, laptop...) in their workplace; whereas, 09,67% and 06,45% of the students disagree and strongly disagree on the fact that they have a lack of adequate equipment in their workplace.

As a result, it can be concluded that the majority of the students have a lack of adequate equipment (internet, laptop...) in their workplace

**Item 17:** I have difficulty in understanding the course content through online teaching

option	frequency	Percentage
Agree	17	54,83%
Strongly agree	08	25,80%
Disagree	04	12,90 %
Strongly disagree	02	06,45%
Neutral	0	0%
Total	31	100%

**Table 15: students' difficulties in understanding the course content**

The results in table 15 highlight that 54,38% and 25,80% of the respondents agree and strongly agree that they have difficulties in understanding the course content through online teaching; whereas, 12,90% and 06,45% of them disagree and strongly disagree on the fact that they have difficulties in understanding the courses through online teaching, and no one is neutral. Therefore, the result reveals that most of the students have difficulties in understanding the course content through online teaching.

## ***2.2 Discussion and findings***

First of all, data analysis is governed by a number of parameters which include: research questions, the purpose of the study and the data collection procedures. The following were the

most revealing results on students' perceptions towards the use of the platform e-learning during COVID-19.

The findings of this study are based on the following three research questions: The first one was about the attitude of Algerian EFL students on the use of the platform e-learning during COVID-19. It was found that the majority of the students like the idea of using the platform e-learning during COVID-19, and they think that e-learning is an innovative way that must be encouraged as well as they prefer the combination of online learning with the traditional one. As it is mentioned by Eldeeb (2014), students preferred mixed mode and web supplemented courses rather than a web dependent course of fully online courses.

The second question which is about the ways that Algerian EFL students find the platform e-learning beneficial. The results showed that the participants agreed on the idea that e-learning platform contributes to make their learning faster, as it is illustrated by Rabah (2004) the goals of e-learning can be achieved in the shortest time with least efforts. The majority of the participants believe that the e-learning mode can increase their learning effectively as they will have easy access to materials. Besides, most of them showed an agreement on the fact that learning electronically can improve their course performance, and they will not need to travel to the campus.

The last research question which is about the challenges they may face while using the platform e-learning. It is revealed that most of the participants find sometimes difficulties when trying to have access to e-learning platform. Weaver (2002) says that although the freedom and accessibility aspect of e-learning course is attractive, students may not be motivated or disciplined enough to complete the course if they are not held accountable for the materials as they would be in a traditional classroom setting. In addition, the majority of them are in agreement with the idea that they have difficulty in understanding the course content through online teaching.

To conclude, this investigation points out that the majority of the students support studying through the use of the platform e-learning. With regards to the first question, the obtained results indicated that students' perceptions towards the use of the platform e-learning during COVID-19, were most positives. Concerning the second research questions, the results showed that the majority of the students find e-learning beneficial; whereas, the third research question, the findings showed that most of the students not only find sometimes difficulties when trying to have access to the platform e-learning but also in understanding the course content.

Finally, the results of this study put forward that the use of the platform e-learning can be beneficial at the same time challenging.

### ***2.3 Tentative suggestions***

In light of students' answers, the study recommends that administration should:

- Promote the technical side in universities by enhancing the use of the platform e-learning.
- Provide a strong internet connection at the national level.
- Employ a mix of synchronous and asynchronous classes.
- Create a working group at all the universities that studies the use of e-learning and its application.
- Reach a good level of consciousness on the significance of technology in the world and our everyday life and in educational sector in particular.

In addition, the study recommends that the teachers should:

- Create lectures for the students-teachers interaction that may help them for better understanding as well as remove students' feelings of isolation.
- Organize and manage time for online sessions a long with traditional ones.



- Reduce the number of the courses and assignments that make student under pressure.
- Provide a feedback during the online process to engage and motivate students.

Moreover, the study recommends that the students should:

- Integrate with the online learning environment.
- Have to investigate more about how the platform e-learning works.
- Be Familiar with the merge of information communication technologies (ICT) in the educational system.

## ***2.4 General conclusion***

The present study has investigated the Algerian EFL students' perceptions towards the use of the e-learning platform during COVID-19. The case study was EFL the Master's students in the department of English at university of Bejaia. The main purpose of this study is to shed light on the attitude of Algerian EFL students towards the use of the platform e-learning and the potential benefits and problems that may affect the use of this online tool.

The present investigation relied a research method based on a descriptive qualitative research design. Consequently, to collect reliable data, the researchers used one research tool, which is the students' questionnaire. The questionnaire provided the students' attitudes towards the use of the platform e-learning during COVID-19 and its use as a tool to answer the following questions: 1) what are the attitude of EFL students on the use of the platform e-learning during COVID-19? 2) In what ways do Algerian EFL students find the platform e-learning beneficial? 3) What challenges do Algerian EFL students face while using the e-learning platform?

Additionally, the analysis of the obtained data showed positive attitudes and perceptions towards the use of e-learning. Besides, the result obtained that the majority of them supported the idea of using this platform during COVID-19.

## ***2.5 Limitations of the study***

Any research work is faced by some limitations. The researchers always face some problems that prevent them from achieving their wished goals that they have planned in the beginning of their investigation. The first limitation of our study is the lack of sources (books).we encountered difficulties on working in this study especially during Ramadan. In addition to this, due to the limited deadline, we could not add another procedure for collecting data (interview) with the students in order to gather more data in depth about our research study.

## ***2.6 Recommendations for future research***

Based on the review of the literature and the result of the present study, the researcher suggests the following suggestions for future research. To start with, the suggestions are addressed to those who are interested to conduct research on the same topic for future studies. The first suggestion is that the present study needs to be conducted in other settings in Algeria to get more generalized findings on students' perceptions towards the use of the platform e-learning during COVID-19. Additionally, other researchers can replicate this study by using other research methods (interview), with a large sample of students.

## *References*

- Ajzen, I. & Fishbein, M. (2000). Attitudes and the attitude-behavior relation: Reasoned and automatic processes. In W. Stroebe & M. Hewstone (Eds.), *European review of social psychology* (pp. 1-33). John Wiley & Sons
- Alarifi, y. (2003) E-learning Technology: Promising Method , *E-learning International Conference*, Saudi Arabia 23-25/3/2003, Riyadh: King Faisal School.
- Alharahsheh, H. H., & Pius, A. (2020). A review of key paradigms: Positivism VS interpretivism. *Global Academic Journal of Humanities and Social Sciences*, 2(3), 39-43. [https://www.gajrc.com/media/articles/GAJHSS\\_23\\_39-43\\_VMgJbOK.pdf](https://www.gajrc.com/media/articles/GAJHSS_23_39-43_VMgJbOK.pdf)
- Ally, M. (2004) Foundations of educational theory for online learning. In T. Anderson & F. Ellouimi (Eds.), *Theory and practice of online learning* Athabasca, AB, Canada: Athabasca University
- Alsalem, A. (2004). Educational Technology and E-learning, Riyadh: Alroshd publication.
- Allen, I., & Seaman, J. (2003). Sizing the opportunity: *The quality and extent of online education in the United States, 2002-2003*. Needham, MA: Sloan.
- Ananga, P. (2020). Pedagogical considerations of e-learning in education for development in the face of COVID-19. *Education*.  
<https://pdfs.semanticscholar.org/1b19/a53277d6308e20d086e24637b7739d155e1e.pdf>
- Anastasiades, P., & Retalis, S. (2001). The educational process in the emerging information society: Conditions for the reversal of the linear model of education and the development of an open type hybrid leaning environment. *Proceedings of ED-MEDIA 2001, Tampere, Finland, June 25-30*. 43-50.
- Beiske, B. (2007). *Research methods: Uses and limitations of questionnaires, interviews, and case studies* (pp. 1-11). GRIN verlag. <https://www.grin.com/document/15458>
- Bell, J. (1999). *Doing Your Research Project: A Guide for First-time Researchers in Education and Social Science*, Oxford: Oxford University Press
- BENOSMANE, N. (2006). *Tea ching EFL to Young Childr en: with Refer ence to Private Primary Schools* (Doctoral dissertation, Université d'Oran2 Mohamed ben Ahmed).  
<https://ds.univ-oran2.dz:8443/bitstream/123456789/2080/1/BENOSMANE%20Naziha.pdf>

- Benrabah, M. (1999). *Langue et Pouvoir en Algérie*. Histoire d'un traumatisme linguistique Paris, Séguier.
- Benrabah, M. (2007). The language planning situation in Algeria. In A. Kaplan, R. B., & B. Baldauf Jr, R. B. (Eds.), *Language planning and policy: Africa*, Vol. 2 Algeria, Cote D'Ivoire, Nigeria and Tunisia (pp. 25-148). Clevedon, Buffalo, Toronto: Multilingual Matters LTD.
- Borstorff, P. C., & Lowe, S. L. (2007). Student perceptions and opinions toward e-learning in the college environment. *Academy of Educational Leadership Journal*, 11(2), 13–30. [https://crires.ulaval.ca/sites/default/files/full-text/academy\\_of\\_educational\\_leadership\\_journal.pdf#page=19](https://crires.ulaval.ca/sites/default/files/full-text/academy_of_educational_leadership_journal.pdf#page=19)
- Borup, J., & Evmenova, A. S. (2019). The effectiveness of professional development in overcoming obstacles to effective online instruction in a college of education. *Online Learning*, 23(2), 1–20. <https://doi.org/10.24059/olj.v23i2.1468>
- Bouزيد, N., Berrouche, Z., & Berkane, Y. (2013). Higher Education in Algeria: Evolution and perspectives. *Research Institute for Higher Education Hiroshima University*, 103. <https://home.hiroshima-u.ac.jp/wakimoto/pdf/109625.pdf#page=105>.
- Bradshaw, C., Atkinson, S., Doody, O., 2017. Employing a qualitative description approach in health care research. *Global Qualitative Nursing Research* 4, 1–8. <https://doi.org/10.1177/2333393617742282>
- Brower, H. (2003). On emulating classroom discussion in a distance-delivered OBHR course: Creating an on-line learning community. *Academy of Management Learning and Education*, 2(1), 22-36.
- Brown, D., Cromby, J., & Standen, P. (2001). The effective use of virtual environments in the education and rehabilitation of students with intellectual disabilities. *British Journal of Educational Technology*, 32(3), p. 289-299
- Burdman, P. (1998). Cyber U. Anaheim (California) Orange County Register, September 13, sec. 1, p. 9.

- Buzzetto-More, N. (2013). Models to inform capstone program development. *Issues in Informing Science and Information Technology*, 10(1), 81-93. Retrieved November 10, 2015 from <http://iisit.org/Vol10/IISITv10p081-093Buzzetto0270.pdf>
- Buzzetto-More, N., 2015. Student attitudes towards the integration of youtube in online, hybrid, and web-assisted courses: An examination of the impact of course modality on perception. *MERLOT Journal of Online Learning and Teaching* Vol. 11, No. 1, March 39 2015. Retrieved November 10, 2015 from [http://jolt.merlot.org/vol11no1/BuzzettoMore\\_0315.pdf](http://jolt.merlot.org/vol11no1/BuzzettoMore_0315.pdf)
- Caroline,A. (2020.23). LearnUpon Blog. Synchronous vs Asynchronous Learning: Which is Right for Your Learners?  
<https://www.learnupon.com/blog/synchronous-learning-asynchronous-learning/>
- Chiu,C. M. ,Chiu,C.S.,&Chang,H.C.(2007).Examining the integrated influence of fairness and quality on learners'satisfaction and web-based learning continuance intention.*Info Systems Journal*,17(1),271-287.
- Campbell, C.R. & Swift, C.O. (2006). Perceptions of compressed video distance learning (DL) across location and levels of instruction in business courses. *Journal of Education for Business*, 81(3),170-174
- Colis, B., and Moonen, J. (2001). Flexible learning in a digital world: *Experiences and expectations*. London: Kogan-Page
- Conaway, R.N., Easton, S.S. & Schmidt, W.V., (2005). Strategies for enhancing student Interaction and Immediacy in Online Courses. *Business Communication Quarterly*, 68(1), 23-35.
- Corbin, J., & Strauss, A. (2008). Basics of qualitative research: *Techniques and procedures for developing grounded theory* (3rd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W. (2014). A concise introduction to mixed methods research. SAGE Publications.

- Czerniewicz, L. (2020). What we learnt from “going online” during university shutdowns in South Africa. Retrieved from <https://philonedtech.com/what-we-learnt-from-going-online-during-university-shutdowns-in-south-africa/>
- Darawsheh, S. R., & Al-Shaar, A. S. (2020). BARRIERS TO THE IMPLEMENTATION OF THE E-LEARNING MANAGEMENT SYSTEM (BLACKBOARD) AMONG FEMALE STUDENTS AT THE COMMUNITY COLLEGE AT IMAM ABDUL RAHMAN BIN FAISAL UNIVERSITY. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 17(6), 2414-2439.
- Davis, F. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly*, 13, 3, 319-340.
- Davis, F. D., Bagozzi, R. P. & Warshaw, P. R. (1989). User acceptance of computer technology: A comparison of two theoretical models. *Management Science*, 35(8), 982- 1003. <http://www.jstor.org/pss/2632151>
- Desai, M. S., Hart, J., & Richards, T. C. (2008). E-learning :paradigm shift in Education. *Education*, 129(2), 327-334.
- Denscombe, M. (2010) *The Good Research Guide for small-scale social research projects*, 4th Edition, McGraw Hill, Open University Press, England.
- Denscombe, M. (2017). *EBOOK: The Good Research Guide: For Small-Scale Social Research Projects*. McGraw-Hill Education (UK)  
[https://scholar.google.com/scholar?hl=fr&as\\_sdt=0,5&q=e-book+the+good+research+guide+for+small+scale+social+research+project](https://scholar.google.com/scholar?hl=fr&as_sdt=0,5&q=e-book+the+good+research+guide+for+small+scale+social+research+project)
- Dornyei, Z. (2003). *Questionnaire in second language research: Construction, administration, and Processing*. Retrieved on January, 2016 from <http://www.prokatiarendazvuka.ru/books/1.pdf>
- Drew, C. J., & Hardman, M. L. (2007). *Intellectual disabilities across the lifespan* (9th ed.). Upper Saddle River, NJ: Merrill
- Dziuban, C., Graham, C. R., Moskal, P., Norberg, A., & Sicilia, N., (2018). Blended learning: The new normal and emerging technologies. *International Journal of Educational*

*Technology in Higher Education*, 15(3). Retrieved from <http://doi.org/10.1186/s41239-017-0087-5>

Eldeeb, R., A. (2014). Students' perceptions to e-learning. *IOSR Journal of Research & Method in Education*, 4(3), 33-36.

Erkut, E. (2020). Covid-19 sonrası yükseköğretim (Higher Education after Covid-19). *Yükseköğretim Dergisi / Journal of Higher Education*.

Featherstone, M. (2006, July). Personal Interview. Professor of E-Commerce, Jacksonville State University.

Garrison, D. R., & Kanuka, H., (2004). Blended learning: Uncovering its transformative potential in higher education. *The Internet and Higher Education*, 7(2), 95-105.  
<http://dx.doi.org/10.1016/j.iheduc.2004.02.001>

Ghounane, N. (2020). Moodle or social networks: What alternative refuge is appropriate to Algerian EFL students to learn during Covid-19 pandemic. *Arab World English Journal (AWEJ)*, 11(3), 21-41. <https://dx.doi.org/10.24093/awej/vol11no3.22>

Gibbons, A. (2007). Educational syntheses: The growth of online learning in early childhood teacher education. *E-Learning and Digital Media*, 4(1), 122-123. 2-4.  
<https://doi.org/10.2304%2Felea.2007.4.1.2>

Gilbert, K. (2001) 'Collateral damage? Indirect exposure of staff members to the emotions of qualitative research'. In Gilbert, K. (ed.) *The Emotional Nature of Qualitative Research*. Boca Raton, FL: CRC Press.

Graham, C. R., (2007). Blended learning systems: Definition, current trends and future directions. *Handbook of blended learning: Global Perspective, local designs* (pp. 3-21). San Francisco, CA: Pfeiffer Publishing

Gregory, I. (2003) *Ethics in Research*. London: Continuum

Guemide, B., & Maouche, S. (2020). Assessment of Distance Learning in the Algerian Universities during the COVID-19. *International Journal of Distance Education and E-Learning*, 6(1), 18-46.



<http://irigs.iiu.edu.pk:64447/ojs/index.php/IJDEEL/article/view/1420>

- Gunawardena, C. N., & McIsaac, M. S. (2004). Distance Education. In D. H. Jonassen (Ed.), *Handbook of research for educational communications and technology* (2 ed., pp. 355-395). New Jersey: Lawrence Erlbaum Associates, Inc.,
- Gutiérrez-Santiuste E., Gallego-Arrufat, M.J. & Simone, A. (2016), Barriers in Computer-Mediated Communication: Typology and Evolution Over Time. *Journal of e-Learning and Knowledge Society*, 12, (1), 107-119
- Hrastinski, S. (2007). Participating in synchronous online education. Lund: Lund University.
- Hrastinski, S. (2008). Asynchronous & synchronous: A study of asynchronous and synchronous e-learning methods discovered that each supports different purposes. *Educause quarterly*, 4.
- Hrastinski, S., (2019). What do we mean by blended learning? *Technology Trends* Washington, 63(5), 564-569
- Hoq, M. Z. (2020). E-learning during the period of pandemic (COVID-19) in the kingdom of Saudi Arabia: An empirical study. *American Journal of Educational Research*, 8(7), 457-464. <https://doi.org/10.12691/education-8-7-22>.
- Itmazi, J. (2010). professors Usage Guide for the Open Source Education Management System. Polytechnic University, Palestine
- Ismail, A.-G. (2009). *E-courses: designed, produced, published*. Cairo: Mansoura University
- Jaguszewski, M. (2020). COVID-19 —Toward a comprehensive understanding of the disease. *Cardiology Journal*, 27(2), 99–114
- Jena, P. K. (2020). Impact of Pandemic COVID-19 on Education in India. *Purakala (UGC Care Journal)*, 31(46), 142-149
- Jung, M., Loria, K., Mostaghel, R & Saha, P. (2008). E-learning: Investigating university students' acceptance of technology. *European Journal of Open, Distance and E-Learning*. Retrieved January 28, 2015 from [http://www.eurodl.org/materials/contrib/2008/Jung\\_Loria\\_Mostaghel\\_Saha.htm](http://www.eurodl.org/materials/contrib/2008/Jung_Loria_Mostaghel_Saha.htm)

Kaddeche, S., & Manaa, S. E-learning at the Algerian University in light of the Corona crisis-obstacles and prospects-A case study on the faculty of Economics, Business and Management Sciences At the University of Kasdi, Merbah Ouargla. [https://scholar.google.fr/scholar?hl=fr&as\\_sdt=0%2C5&q=e+learning+at+the+algerian+university+in+the+light+of+corona+crisis+obstacles+and+prospects+&btnG](https://scholar.google.fr/scholar?hl=fr&as_sdt=0%2C5&q=e+learning+at+the+algerian+university+in+the+light+of+corona+crisis+obstacles+and+prospects+&btnG)

Kahn, L. B. (2009). The long-term labor market consequences of graduating from college in a bad economy. Yale School of Management. Retrieved from [http://mba.yale.edu/faculty/pdf/kahn\\_longterm labor.pdf](http://mba.yale.edu/faculty/pdf/kahn_longterm labor.pdf).

Kalpana, V. (2010). *Future Trends in E-Learning*. IEEE 2010 4th International Conference on Distance Learning and Education (ICDLE).

Keegan, D. (2005). Synchronous e-learning systems: An introduction. In E. Schwenke, H. Fritsch, K. Gearóid, G. Kismihók, M. Bíró, A. Gábor, G. Ó'Suilleabháin, & J. Nix (Eds.), *Virtual classrooms in educational provision: Synchronous e-learning systems for european institutions* (pp. 5–32). Hagen University: Central Research Institute of Distance Education

Kim, H., Sefcik, J.S., Bradway, C., 2016. Characteristics of qualitative descriptive studies: a systematic review. *Research in nursing & Health* 40 (1), 23–42. <https://doi.org/101002/nur.21768>

Kocur, D., & Kosciuszko, P., (2009) “E-learning Implementation in Higher Education”, *Acta Electrotechnica et Informatica*, Vol. 9, No. 1, pp20-26.

Kouicem, K. Exploring English in Education Policy in Algeria: Obstacles to its Promotion. <https://ichkalat.cu-tamanrasset.dz/wp-content/uploads/2020/03/33-1.pdf>

Kowalik, M. M., Trzonkowski, P., Łasińska-Kowara, M., Mital, A., Smiatcz, T., & Jaguszewski, M. (2020). COVID-19 —Toward a comprehensive understanding of the disease. *Cardiology Journal*, 27(2), 99–114.

Krishnapatna, K. (2020). From ‘lockdown’ to letdown: Students’ perception of elearning amid the COVID-19 outbreak. *ELT in Focus*, 3(1), 1-8. <https://doi.org/10.35706/eltinf.v3i1.36944>.

- Kruse, K. (2006a). The Benefits and drawbacks of e-learning. Retrieved February 17, 2006 from [http://www.elearningguru.com/articles/art1\\_3.html](http://www.elearningguru.com/articles/art1_3.html)
- Lakehal-Ayat-Benmati, K. (2008). Is the algerian educational system weakening? <http://archives.umc.edu.dz/bitstream/handle/123456789/11424/LAK1017.pdf?sequence=1>
- Martyn, M. (2003). The Hybrid Online Model: Good practice. *Educause Quarterly*, 1, 18 – 23.
- Maxwell, J. A. (2012). *Qualitative research design: An interactive approach* (Vol. 41). Sage publications.  
[https://scholar.google.com/scholar?hl=fr&as\\_sdt=0%2C5&q=maxwell+research+design+framework&oq=maxwell](https://scholar.google.com/scholar?hl=fr&as_sdt=0%2C5&q=maxwell+research+design+framework&oq=maxwell)
- Mislinawati, V., M., & Nurmasyitah. (2018). Students' perceptions on the implementation of e-learning: Helpful or unhelpful? Paper presented at the 6th South East Asia Design Research International Conference.
- Mize, D. W. (1978). *Algeria: A study of the educational system of Algeria and guide to the academic placement of students in educational institutions of the United States*. Washington, D.C: National Council on the Evaluation of Foreign Educational Credentials.
- Mutambik, I. (2018). The Role of e-Learning in studying English as a foreign language in Saudi Arabia: Students' and teachers' perspectives. *English Language Teaching*, 11(5), 74-83.
- Nantwi, W. K., & Boateng, B. (2020). COVID-19 and Education in Ghana: ATale of Chaos and Calm. *African Journal of Emerging Issues*, 2(5), 41-52.
- Niehues, J. (2007). The use of (a)synchronous communication tools in e-learning. GRIN Verlag oHG.
- Nov, O. & Ye, C. (2008). Users' personality and perceived ease of use of digital libraries: The case for resistance to change. *Journal of the American Society for Information Science and Technology*, 59(5), 845-851. <http://dx.doi.org/10.1002/asi.20800>
- Oinam, S. (2017). Student-centered approach to teaching and learning in higher education for quality enhancement. *IOSR Journal of Humanities and Social Science*, 22(6), 27-30.

- O’Leary, Z. (2014). *The essential guide to doing your research project* (2nd ed.). London: SAGE.
- Oliver, P. (2003) *The Student’s Guide to Research Ethics*. Maidenhead: Open University Press.
- Oye, N. D., Salleh, M., & Iahad, N. A. (2012). E-learning methodologies and tools. *International Journal of Advanced Computer Science and Applications*, 3(2).
- Rabah, M. (2005) *E-learning*, Jordan: Dar Almnahej Publisher
- Radha, R., Mahalakshmi, K., Kumar, V. S., & Saravanakumar, A. R. (2020). E-Learning during lockdown of Covid-19 pandemic: A global perspective. *International journal of control and automation*, 13(4), 1088-1099.
- Retnoningsih, E. (2017). Perbandingan Learning Management System Edmodo dan Moodle Dalam Pembelajaran Online. *Information System for Educators and Professionals*, 1(2), 221–230. <https://doi.org/2548->
- Rezig, N. (2011). Teaching English in Algeria and educational reforms: an overview on the factors entailing student’s failure in learning foreign languages at university. *Procedia-Social and Behavioral Sciences*, 29, 1327-1333.  
<https://www.sciencedirect.com/science/article/pii/S187704281102831X>
- Rubenstein, H. (2003). Recognizing e-learning’s potential & pitfalls. *Learning & Training Innovations* 4(4), 38.
- Ryan, G. (2018). Introduction to positivism, interpretivism and critical theory. *Nurse researcher*, 25(4), 41-49. <http://oro.open.ac.uk/49591/17/49591ORO.pdf>
- Rydberg Fåhræus, E. (2008). Lär där du är: Handbok och webbplats för distansstuderande och andra som lär på nätet. Studentlitteratur.  
<http://education.stateuniversity.com/pages/29/Algeria.html>
- Sandelowski, M., 2000. Whatever happened to qualitative description? *Research in Nursing & Health* 23 (4), 334–340. [https://doi.org/10.1002/1098-240X\(200008\)23:43.0.CO;2-G](https://doi.org/10.1002/1098-240X(200008)23:43.0.CO;2-G)
- Scagnoli, N. (2009). A review of online learning and its evolution in Latin America. *Policy Futures in Education*, 7(5), 555–565. <https://doi.org/10.2304/pfie.2009.7.5.555>

- Schworm, S., & Gruber, H. (2012). E-Learning in universities: Supporting help-seeking processes by instructional prompts. *British Journal of Educational Technology*, 43(2), 272-281.
- Shtat, K. (2004) *E-learning*, Jordan: Mutah University Publication.
- Smart, K. L., & Cappel, J. J. (2006). Students' perceptions of online learning: A comparative study. *Journal of Information Technology Education: Research*, 5(1), 201-219.
- <https://www.learntechlib.org/p/111541/>
- Smith, D. (2003). Five principles for research ethics. *Monitor on psychology*, 34(1), 56.
- [https://scholar.google.com/scholar?hl=fr&as\\_sdt=0%2C5&scioq=questionnaire+in+se+cond+language+research+construction+administration+and+processing+dorneiy+2003+p9&q=principles+for+research+ethics&oq](https://scholar.google.com/scholar?hl=fr&as_sdt=0%2C5&scioq=questionnaire+in+se+cond+language+research+construction+administration+and+processing+dorneiy+2003+p9&q=principles+for+research+ethics&oq)
- Sohrabi, C., Alsafi, Z., O'Neill, N., Khan, M., Kerwan, A., Al-Jabir, A., & Agha, R. (2020). World Health Organization declares global emergency: A review of the 2019 novel coronavirus (COVID-19). *International journal of surgery*, 76, 71-76.
- <https://www.sciencedirect.com/science/article/pii/S1743919120301977>
- Taylor, S., and Todd, P. 1995. "Assessing IT Usage: The Role of Prior Experience," *MIS Quarterly* (19:4), pp. 561-570.
- UNESCO. (2020). COVID-19 Educational Disruption and Response. Retrieved from <https://en.unesco.org/covid19/educationresponse/>
- Weaver, P. (2002, August). Preventing E-learning failure. *Training & Development*, 56(8), 45-51.
- Wentling, T., Waight, C., Gallaher, J., Fleur, T., Wang, C. and Kaufer, A. (2000) *Elearning A Review of Literature*, University of Illinois at Urbana-Champaign. [online] Available from: <http://learning.acsa.uiuc.edu/papers/elearnlit.pdf>. [Accessed 22/3/2008]

World Health Organization. (2020). Coronavirus disease 2019 (COVID-19): Situation report#1. Retrieved April 6, 2020, from

[https://www.who.int/docs/defaultsource/coronaviruse/situation-reports/20200121-sitrep-1-2019ncov.pdf?sfvrsn=20a99c10\\_4](https://www.who.int/docs/defaultsource/coronaviruse/situation-reports/20200121-sitrep-1-2019ncov.pdf?sfvrsn=20a99c10_4)

. Yelland, N, Tsembras, S. (2008). *E-Learning: issues of pedagogy and practice for the information age*. University of Wollongong, OUW Library

Young, J. R. (1997). "Rethinking the Role of the Professor in an Age of High-Tech Tools," *The Chronicle of Higher Education*, 44 (6).

### **Websites:**

Arab, S (2017.12). About Algeria. The Algerian Education System

<https://www.aboutalgeria.com/2017/12/the-algerian-education-system.html>

Algeria Educational System—overview<https://education.stateuniversity.com/pages/21/Algeria-EDUCATIONAL-SYSTEM-OVERVIEW.html>

Magharebia, (2016.08). Tamazighth declared official language in Algeria, Arabic remains only state language <https://www.nationalia.info/new/10709/algeria-declara-lamazic-llengua-oficial-pero-el-mante-un-grao-per-sota-de-larab>

Sphere (n.d) *Algeria*. Higher Education in Algeria

<https://supporthere.org/social-inclusion/page/higher-education-algeria>

# *Appendix*

## ***Students' questionnaire***

Dear students;

We are students of master two degree. We are conducting a research on students' perceptions towards the use of the platform e-learning during COVID-19. We will be grateful if you answer these following questions. Your participation is really crucial.

**Section one:** the students' opinions about the use of e-learning during COVID-19.

1) In your opinion, what does e-learning mean:

- Learning on your own at your own pace. ☐
- Online learning. ☐
- Having live lectures over the internet. ☐

2) Say whether you are agree or disagree to the following statement:

- I like the idea of using the platform e-learning during COVID-19.

Agree ☐      Disagree ☐      Neutral ☐

- I think e-learning is an innovative way that must be encouraged.

Agree ☐      Disagree ☐      Neutral ☐

- E-learning gives me the opportunity to be autonomous.

Agree ☐      Disagree ☐      Neutral ☐

3) Among the following choices, which one do you prefer:

- I prefer online learning than traditional one ☐
- I like the combination of online learning and face to face learning. ☐
- I am comfortable with traditional learning than online learning. ☐

4) Has this experience of learning online is enjoyable during the COVID-19? (Please explain why).



.....  
.....  
**Section two:** the ways that Algerians EFL students find the platform e-learning beneficial.

5) For each of the following statements, indicate to what level you are agree or disagree.

- Online learning gives more time with my family.

Agree ☐ strongly agree ☐ disagree ☐ strongly disagree ☐ neutral ☐

- E-learning platform contributes to make my learning faster.

Agree ☐ strongly agree ☐ disagree ☐ strongly disagree ☐ neutral ☐

- E-learning increase my motivation for studying.

Agree ☐ strongly agree ☐ disagree ☐ strongly disagree ☐ neutral ☐

- Learning electronically can improve my course performance as I will not need to travel to the campus but studying at comfort of my home.

Agree ☐ strongly agree ☐ disagree ☐ strongly disagree ☐ neutral ☐

6) Do you believe that e-learning mode can increase your learning effectively as you will have easy access to materials?

Yes ☐ No ☐

7) How can be this platform e-learning beneficial for you?

.....

8) Online learning became compulsory due to COVID-19. However, I find it interesting because:

- I am comfortable with e-learning ☐
- I can learn at my own pace ☐
- I can learn the subjects clearly ☐

**Section three:** this section contains the challenges that EFL students may face while using e-learning.

9) I find difficulties when trying to have access to the platform e-learning:

- Always ☐
- Frequently ☐
- Sometimes ☐
- Never ☐

10) Please rate the given statements from 1 to 5 on the basis of your own experience.

Scoring scale:

1-strongly disagree

2-disagree

3-neutral

4-strongly agree

5-agree

- My classmates often make negative comment about online teaching and learning and complain it. ☐
- There is a lack of adequate materials (internet, laptop...) in my workplace. ☐
- I have difficulty in understanding the course content through online teaching. ☐