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**Title: Investigating EFL Students' Attitude towards E-learning:
Case Study of Master One Students of Didactics and Applied Languages Department of English, University of Belhadj Bouchaib, Ain Temouchant**

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Dedications

Special thanks to our parents for their unconditional love that never ceases.

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Abstract

E-learning is a new teaching/learning approach in Algerian Universities. It existed before the emergence of the COVID-19 pandemic yet, it was implemented as an alternative solution to carry on the educational curriculum. Since the application of e-learning at the Algerian Universities was under emergency conditions, the purpose of conducting this research work is to investigate EFL students' attitude toward e-learning and to see which gender shows a positive attitude toward it. This study seeks to determine the factors that may affect students' attitude toward e-learning negatively. To reach the research objectives, and answer the research questions, two research tools were used: a questionnaire addressed to 46 Master one EFL students of didactics and Applied Languages, and an interview targeted 05 EFL teachers from the department of English language at Belhadj Bouchaib University, Ain Temouchent. The results obtained from the analysis of data revealed that the majority of students had a negative attitude toward e-learning for both genders and that different factors negatively influenced students' attitude toward e-learning, mainly the problems in accessing MOODLE platform, and the lack of materials.

List of Abbreviations and Acronyms

- ABC:** Affective, Behavioral, and Cognitive
- AVUNET:** Algerian Virtual Campus
- CAI:** Computer-Assisted Instruction
- CALL:** Computer Assisted Language Learning
- CD-ROM:** Compact Disc Read-only Memory
- CML:** Computer Management Learning
- CNEG:** National Center for Public Learning
- CNEPD:** The International Center of Distance Vocational Education
- COVID-19:** Corona Virus Disease 2019
- EFL:** English as a Foreign Language
- ESP:** English for Specific Purposes
- EUMEDIS:** European Commission through its Euro-Mediterranean Society
- ICT:** Information Communication Technology
- MOODLE:** Modular Object-Oriented Dynamic Learning Environment
- MALL:** Mobile-Assisted Language Learning
- ONEFD:** National Office of Education and Distance Learning
- PC:** Personal Computer
- TAM:** Technology Acceptance Model
- TEFL:** Teaching English as a Foreign Language
- UFC:** University of Continuing Education
- UNESCO:** United Nations Educational, Scientific and Cultural Organization
- WIFI:** Wireless Fidelity
- 3D:** Three-Dimension
- 3G:** Third Generation
- 4G:** Fourth Generation

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General Introduction

General Introduction

The traditional classroom plays a fundamental role in the teaching /learning process. Scholars and researchers immersed in such a field of study are perseveringly looking for the best ways to maintain its value and effectiveness. However, the explosion in technology doubled the student's needs with the state of being not content with what they learn in the classroom, and a large number of students were seeking another source of learning.

This was one of the major factors that highly contributed to the innovation of a more fashionable system of learning, frequently known as “e-learning”. The facilitation, and ease of accessibility that this new system offers, with the use of different developed ICT tools from social networks, emails, applications, chat rooms...etc, increased its popularity. As a result, a considerable amount of universities, and higher education institutions gave great attention to e-learning, and they started gradually to enroll it in the teaching/learning process as additional support.

Nevertheless, the emergence of the new pandemic, COVID-19, prohibited any type of teacher, and student face-to-face meetings. Consequently, on the 12th of March, the Algerian government took an exceptional decision of closing all universities and substituting the traditional classroom with e-learning as a last solution to save the educational sector..

In this regard, distinctive attitudes were spotted toward this implementation from oppositionists to supporters, particularly among master EFL students. Hence, the current study attempts to investigate master EFL students' attitude toward e-learning at BelhadjBouchaib University, and if those students are with the idea of shifting from traditional learning to e-learning.

Accordingly, our research questions would be are as follows:

- What is master EFL students' attitude toward e-learning?
- Which gender has a positive attitude toward e-learning?
- What are the factors that negatively influence students' attitude toward e-learning at BelhadjBouchaib University?

To answer these research questions, the following hypotheses are put forward:

- Master EFL students have a positive attitude toward e-learning.
- Males have a positive attitude toward e-learning.

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- The lack of materials, problems in accessing the platform “MOODLE”.

To answer the research questions, and check the validity of the suggested hypotheses, two research tools are employed, a questionnaire that is addressed to EFL master students, and an interview that is targeted EFL teachers from the same university.

The current research work is divided into three chapters, the first chapter, as being the theoretical part and the representation of the key concepts in this research work, is made up of two sections. The first section encompasses a general overview of attitude focusing on its definition and models. The second section covers the notion of e-learning by shedding light on the theory of connectivism, the types, tools and technologies of e-learning, along with the description of e-learning in Algeria, in addition to a general description of e-learning in EFL classroom at the Belhadj Bouchaib University of Ain Temouchent during the pandemic.

The second chapter is a description of the methodology of this research work. It includes the objectives behind conducting this research, the description of the sample of the research work, the research instruments, the data collection procedure and the data analysis methods, in addition to the setting from where the data was collected.

The third chapter is devoted to the analysis and the discussion of the data gathered from EFL master students and the EFL teachers. Besides, it provides some suggestions that may contribute to making e-learning more successful in the Algerian universities, along with shedding light on the limitations that the researchers faced while conducting the research work.

Chapter One :

Literature Review

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1.1 Introduction

This chapter is designated for the literature review. As an initial part, it provides a general overview of the concept of attitude. After that, it describes the concept of e-learning, with an emphasis on the theory of Connectivism, in addition to shedding light on its types, tools, and technologies. Then, it will be followed by the presentation of e-learning in Algeria by particularly highlighting its problems. Finally, it will end with a description of e-learning in EFL classroom at Ain Temouchent University during the pandemic.

1.2 An Overview on Attitude

Attitude is an interdisciplinary concept that captivates the attention of various researchers from different disciplines such as psychology, sociology, politics, communication, and anthropology. However, from the starting-point of attitude emergence, social psychology presented a great interest in attitude (Hana, 2010), as one of its main concerns. Accordingly, Bogardus (1931); Thomas and Znaniech (1918); Folsom (1931) define social psychology as “the scientific study of attitude.” (Allport, as cited in Hana, 2010). From this regard, the social psychologist Allport (1935) states: “The concept of attitude is probably the most distinctive and indispensable concept in contemporary social psychology...it has virtually established itself as the keystone in the edifice of American social psychology.” (Allport, as cited in Hana, 2010). In other words, Allport (1935) considers attitude as the fundamental concept in contemporary social psychology, and as the pillar of American social psychology.

1.3 Definition of Attitude

Human Resources Management journal conference (2010) states that attitude as being a social psychological concept creates a great debate between social psychologists, and consequently they did not agree on a stable and accurate definition with an estimated number of one hundred definitions of attitude. However, it is important to find the most appropriate and comprehensive definition of attitude as Allport (1935) emphasizes that understanding an individual’s performance and behaviour requires understanding attitude.

Though Allport provides seventeen definitions, the last one is widely used in the study of attitude. In this definition, he defines attitude as: “A mental and neural state of readiness organized through experiences, exerting a directive or dynamic influence upon an individual’s response to all objects and situations with which it is related.” (Allport, 1935)

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In this complex definition, Allport emphasises two different aspects of attitude; “Mental readiness”, and “the stimulus of attitude.” The first one is the mental preparedness to respond to objects and situations that are related to them. The second one means that attitudes are not just constructed on previous results, and experiences of the individual, but it is also impelled by the different stimulus as Allport states in his definition “exerting a directive and dynamic influence”(Hana, 2010). In addition to the definition of Allport, Fishbein and Ajzen (1975) affirmed that attitudes have a learned nature: “an attitude is a learned predisposition to respond in a consistently favourable or unfavourable manner with respect to a given object.”(Fishbein & Ajzen, as cited in Boualem, 2014).

Moreover, attitudes refer to evaluations of people, groups, and other types of objects in society (Haddock & Maio, 2004). Eagly and Chaiken (1993) define attitude as: “a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour.”(Eagly & Chaiken, as cited in Haddock & Maio, 2004). For these researchers, attitude is seen as a predisposition expressed by evaluating emotions favourably, unfavourably, positively or negatively. Over and above, Fazio (1995) defines attitude as an association in memory between a given object, and the evaluation of the object. Furthermore, Zanna and Rempel (1988) state that attitude is the classification of a stimulus object over an evaluative dimension (Zanna & Rempel, as cited in Zanna & Haddock, 1993).

To conclude, social psychology treats attitude from different angles since it studies attitude from different perspectives. From one angle, some researchers dealt with attitude as a feeling toward an object. From another, other researchers handled it as the preparedness to respond to an object with a learned tendency.

1.4 Models of Attitude

There are distinctive models of attitude presented by different researchers. One of these models is the TAM model (technology acceptance model), the 3D model (three-dimension model), and the ABC model (affect behaviour cognitive model). Though these three models are tightly related, and share something in common since they are all parts of attitude, they are still different from each other with distinguishable characteristics.

1.4.1 ABC Model

The multi-component model, frequently known as the ABC model, is the most influential model of attitude (Haddock & Maio, 2004). It consists of three components, which are: affect, behaviour, and cognitive. Affect refers to the set of emotions that an individual has

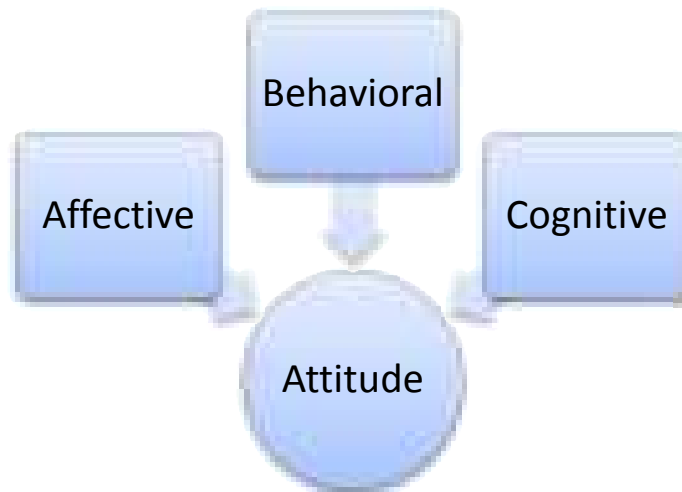
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toward an attitude object. Behaviour signifies the person's action toward an attitude object. Cognitive refers to the individual's thoughts toward an attitude object. (Jain, 2014)

As mentioned previously, there are three different components of attitude; the affective, the behavioural, and the cognitive component. Each one of these components is associated with an attitude object. (Figure 1.1)

Figure 2.1

Components of Attitude



The affective component of attitude is measured by physical indicators (feelings, emotions). It refers to a set of feeling and emotions related to an attitude object. Affective responses influence attitude in different ways according to the situation that an individual is exposed to.

The behavioural component of attitude is measured by mental readiness, observed behaviour (intentions, actions, responses). It indicates past intentions concerning an attitude object. It is about the beliefs that individuals already have formed from their previous actions. According to Bem's (1972) self-perception theory points out that individuals sometimes do not have their attitude, but outside observers have to integrate into attributional reasoning to derive their attitude from their behaviour.

The cognitive component of attitude is measured by thoughts, beliefs, evaluations, and opinions. It refers to beliefs and evaluations that an individual made about an attitude object resulted from the positive or negative features of this object (Haddock & Maio, 2004).

1.4.2 The 3D MODEL

This three-dimension model is based on the association between the three elements of attitude: behaviour, affect, and cognitive. Those three components are substantial and must be taken into account. When they are mixed they form an overall attitude about an object, however separately, they can be either positive or negative. On this premise, there are eight possible combinations, they are called triodes, and each one represents a different state of attitude (Jain, 2014). This table below gives all the possible suggestions of attitude triodes (table 1.1)

Table 1.1
Triodes (Jain, 2014)

Triode	Affective	Behavior	Cognitive
PPP	Positive	Positive	Positive
PPN	Positive	Positive	Negative
PNP	Positive	Negative	Positive
PNN	Positive	Negative	Negative
NPP	Negative	Positive	Positive
NPN	Negative	Positive	Negative
NNP	Negative	Negative	Positive
NNN	Negative	Negative	Negative

PPP Triode and NNN Triode

PPP triode appears when behaviour, affect, and cognitive are all positive i.e. feelings, beliefs are positive, and responses of an individual are favourable. NNN triode is the opposite of the previous one. It is the combination when all the components of attitude are negative. In other words, the individual has a negative feeling, and belief toward an object with unfavourable responses (Jain, 2014).

PPN Triode and NNP Triode/PPN Triode and NNP Triode

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The combination NPP happens when an individual does not like an object. The individual has a negative feeling about the object. However, the response and the evaluation of this object are positive for example, a person does not like a given brand of cars, but because of the positive attitude that people have about it, he/she will buy it. Therefore, the feelings and beliefs clash; beliefs dominate and lead to a positive response. The PNN triode combination happens when the individual has positive feelings (affect component) about an object, but the actions and the beliefs (behaviour and cognitive components) are negative. To illustrate, a girl sees on TV a makeup product she likes, but those who try it gave negative feedback. The second triodes PPN/NPP are completely the opposite of the first triodes NPP/PNN (Jain, 2014).

PNP Triode and NPN Triode

PNP triode happens when the affect and cognitive component are positive, but the behaviour component is negative. In this situation, an individual has both positive feelings and beliefs about a certain object. However, the individual response is negative. Here there is a clash between the belief and the feeling, which are positive, and the negative response. NPN is a rare combination; it is a combination of negative affect and cognitive components. In this situation, neither the individual likes the object nor the information related to the object, but his/her response is positive because of some factors, for example, some Algerian students and teachers have negative feelings and beliefs towards e-learning; however, since they have no other choice to continue the teaching/learning process, their response is positive (Jain, 2014).

1.4.3 Technology Acceptance Model

This model was proposed by Davis (1989, 1993); it is considered as the prominent model of measuring, and clarifying technology user's attitude toward its utility. According to him, attitude plays a significant role in affecting the desire to use technology, and the expectations about its usefulness. The attitude itself is also influenced by how much the person thinks that technology is useful and easy to be used. In other words, the ease of use is measured by the degree of how much efforts this technology requires, and its usefulness is measured by the degree of how much does technology contributes to ameliorating the task performance. (Djamesbi et al, as cited in Jain, 2014)

1.5 E-learning

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For many decades, students and teachers were highly restricted to the classical type of learning. However, the advancement in technology with the emergence of distinctive ICT tools contributed to the creation of a new type of learning commonly known as “e-learning” or “electronic learning”. Recently, the use of ICT has exploded, and the spread of network technologies has caused e-learning practices in a remarkable way (Kahiigi et al., 2008). In other words, the development that the world is witnessing entails the teachers and the students to use a more evolved way of learning that is “e-learning”.

1.5.1 The Theory of Connectivism

Behaviourism (1920), Cognitivism (1950), Constructivism (1991), these theories are well known in the educational environment at the time when technology did not have any part in learning. In the last twenty years technological advancement changes completely the world, it changes how individuals live, communicate, and learn. For this reason, the learning environment and theories should keep up with these changes (Siemens, 2005). This is what Vails (1996) affirms: “learning must be a way of being- an ongoing set of attitudes and actions by individuals and groups that they employ to try to keep abreast of the surprising novel, messy, obtrusive, recurring...”(Vail, as cited in Siemens, 2005). On this basis, researchers think that learning is no longer as it was; technology paves the way to the emergence of a new theory commonly known as” Connectivism”.

Connectivism is a learning theory that was developed by George Siemens and Stephen Downes as a complementation of behaviourism, cognitivism, and constructivism. It is a learning theory that blends all the principles explored by chaos, self-organization, and network (Siemens, 2005). In science week (2004), Nigel Calder defines chaos as a mysterious form of order, the distrainment of prediction, and this highlights the complicated arrangements that challenge the order, chaos, as a science realizes the connection of everything to everything by giving the example of a butterfly that flies in Pecking today, can change storm system in New York next week (Gleik, as cited in Siemens, 2005). This insight that if the primary conditions change, the decisions change .i.e. the power of knowing and checking pattern shifts are key learning task.

Luis Mateus Rocha (1998) defines self-organization as the spontaneous way of learning that affects learning systems, Jacobs argues self-organization as learning is similar to social insects. Self-organization is a micro-process to build a bigger knowledge about the instructional environment. It is about the ability to construct tights between the sources of

information which creates useful information pattern. To go further, network nodes theory is also a learning theory that changes researchers view about learning because of technological development. Simply, a network refers to the connection between entities (Siemens, 2005).

From that specific point according to Siemens (2005) in connectivism: “the starting point of learning is the individual who feeds information into the network which feeds information back to individuals who in turn feed information back into the network as part of a cycle” i.e. information is transferred consistently from one individual to another through a network. Furthermore, Siemens (2006) defines connectivism as a conceptual framework in which individuals learn through a network that is impacted by technology and interacting with each other (Siemens, as cited in Goldie, 2016), and he refers that to learning that happens outside of people, and within organizations, which according to him behaviourism, cognitivism, and constructivism did not give attention to it, and were limited only to the internal learning (Siemens, 2005). Siemens (2006) emphasizes that learning is too complicated to be processed through cognitive learning and that individuals are in demand of people connections or networks (and more importantly to technology). Siemens (2005) sees that connectivism enables learners to know the learning skills and tasks that their success in the digital age requires.

1.6 Definition of E-learning

The concept of e-learning is a subject matter that is changing through time; it is not easy to give a single definition to e-learning that would be agreed on by all scientific community (Sangra, Valchopoulos, Carbera, 2012). According to Tamm (2019) “defining what is e-learning is not as easy as it might appear.” On this premise, various researchers provided different definitions. Some specialists believe that e-learning is any type of teaching which uses any form of technology. Others consider e-learning as a teaching solution for distance education by massively using the internet to make it easier (Patricia, 2009). In addition to that, some researchers describe it as learning that is enabled by the application of digital technologies such as web pages, videos, web conferences...etc (Adewale, O-deshi, Egbe, 2014).

Mbarek and Zaddem (2013) states that e-learning is an educational and learning guidance collaborated with the employment of ICT that helps learners to grasp new information and skills transmitted electronically without thinking about the place, and time shift (Mbarek & Zaddem, as cited in Al-Nefaie, 2015). In this regard, the department of

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education and skills in the UK (2013) claims that if someone is using ICT it means that he is utilizing e-learning (the department of education and skills in the UK, as cited in R. Rao, 2011). Furthermore, Krishman and Hussin (2017) state that e-learning is centred on the use of different types of technologies and media (Krishman & Hussein, as cited in Salloum, 2018). A significant component of e-learning is the employment of electronic media, and currently, e-learning is known as learning by using computational devices like computers, mobile phones...etc(Bates, as cited in Salloum, 2018). Sangra, Vlachopoulos, Cabrera (2012) also defined e-learning as “a method of teaching and learning...based on the use of electronic media and devices as tools for enhancing availability of training, communication, and interaction, and that helps in accepting novel ways of comprehending and establishing learning.” i.e. e-learning is a way of teaching and learning via the use of various electronic instruments.

Some researchers emphasise that e-learning is restricted to the type of learning that happens within a web browser exclusively with the absence of any other software or learning resources (R. Rao, 2011). In another proposed definition of e-learning, Shultz and Forgyat (2002) describe e-learning as the way of learning with the use of the internet (Shultz & Forgyat, as cited in R. Rao, 2011). Moreover, Shank and Sitze (2004) characterize e-learning with making use of network technologies like the internet as a supportive, transmission, and evaluation tool in formal and informal teaching. However, some specialists did not describe e-learning as electronic learning with only the use of the internet, but with other ICT tools (Shank & Sitze, as cited in R. Rao, 2011). In this vein, the American Society for training and Development mentioned that e-learning encompasses a large variety of applications and processes for example web-based learning, computer-based learning, virtual classroom, and digital collaboration: it indicates content transfer through the internet, CD-ROM, satellite broadcast...(The American Society for Training and Development, as cited in R. Rao, 2011).

According to Chin Paul (2004) “e-learning is not a passive medium for delivery of content but is an interactive process between the teacher and the student, facilitated by the benefits that technology has to offer.”(Chin Paul, as cited in R. Rao, 2011) i.e. both the teacher and the student are active participants in the process of e-learning as two essential elements. Moreover, González-Videgaray (2007) emphasizes that e-learning is learning based on ICT with pedagogical interaction between students and teachers or among students through the web (González-Videgaray, as cited in Sangra, Vlachopoulos, Cabrera, 2012). Accordingly, students, teachers, and ICTs are all crucial components of e-learning. Despite all

the definitions provided to e-learning, Piskurch (2003) affirms that e-learning is still progressing, and what is seen as a good definition today, may not tomorrow (Piskurch, as cited in R. Rao, 2011).

1.7 Types of E-learning

Since 1999's, different types of e-learning have exposed to different usages. Falch (2004) classifies e-learning into four types: e-learning without the presence and communication, e-learning with communication but without presence, e-learning combined with occasional presences, and e-learning used as a tool in classroom teaching (Falch, as cited in Hana, 2010). Negash et al. (2008) has outspread the classification of e-learning into six types:

- E-learning with presence, and without e-communication (face-to-face).
- E-learning without presence, and e-communication.
- E-learning without presence, and with e-communication "asynchronous".
- E-learning with virtual presence, and with e-communication "synchronous".
- E-learning with occasional presence, and with e-communication: "blended/hybrid asynchronous".
- E-learning with presence, and e-communication: "blended/hybrid synchronous" (Negash et al., as cited in Elfaki et al., 2019).

Besides, Keegan (2020) counts ten different types of e-learning: computer-assisted instruction (CAI), computer management learning (CML), asynchronous online learning, synchronous online learning, adaptive e-learning, linear e-learning, fixed e-learning, collaborative online learning, interactive online learning, and individual online learning.

The augmentation of the needs in the educational process, especially with technological development, serves in creating different types of e-learning and each one has a role in delivering information. As long as this research work is conducted to investigate the students' attitude toward e-learning in higher education, three types of e-learning are widely used in higher education.

1.7.1 Synchronous and Asynchronous Online Learning

As the word synchronous provides, synchronous online learning is about doing face-to-face meetings at the same time supported by online classrooms, video conferences, and online chats i.e. all the participants (e-learners, e-teachers) need to be engaged in online

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learning at the same time from different places. In this type, participants do not need to be present physically; the virtual presence and the e-communication are enough. It also requires a good and fast internet in order not to be disconnected, and all the participants must be present at a fixed time. Synchronous online learning promotes collaborative learning between students, which plays a significant role in motivating students to learn.

However, asynchronous online learning is the opposite of synchronous online learning. It has a flexible nature, which makes it more favourable for those non-traditional students who combine education with work, family, or other communities (Hrastinski, 2008). It is facilitated by e-mails, discussion boards that reinforce interaction among students and with teachers. In addition to that, participants do not need to be present online at the same time. It also gives the chance to students to log in, download documents, send messages to teachers, and peers at any time, and this opportunity is not available in synchronous online learning. Hrastinski (2008) describes how, when, and why to use synchronous and asynchronous online learning in the table below (Table 1.2).

Table 1.2

Asynchronous vs. Synchronous Online Learning (Hrastinski, 2008)

	Asynchronous Online Learning	Synchronous Online Learning
When?	-Reflecting on complex issues. -When synchronous meetings cannot be scheduled because of work, family, and other commitments.	-Discussing less complex issues. -Getting acquainted. -Planning tasks.
Why?	-Students have more time to reflect because the sender does not expect an immediate answer.	-Students become more committed and motivated because a quick response is expected.
How?	-Use asynchronous means such as e-mail, discussion boards, and blogs.	-Use synchronous means such as videoconferencing, instant messaging and chat and complement with face-to-face meetings.

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Examples	-Students expected to reflect individually on course topics, may be asked to maintain a blog. -Students expected to share reflections regarding course topics and critically assess their peers' ideas, may be asked to participate in online discussions on a discussion board.	-Students expected to work in groups, may be advised to use instant messaging as support for getting know to each other, exchanging ideas, and planning tasks. -A teacher who wants to present concepts from the literature in a simplified way might give an online lecture by videoconferencing.
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1.7.2 Blended E-learning

Blended learning is an approach that mixed between online and traditional learning, i.e. it is a combination of e-learning which demand the use of a technological device such as a computer or Smartphone plus the use of internet and traditional face-to-face classes. Graham (2006) defines blended learning as a system that joins face-to-face and online instructions. Furthermore, students and teachers are present at the same time in virtual classes to interact and discuss courses, besides a traditional education where the teachers and students have a physical presence on a classroom frame. Garrison and Kanuka (2004) confirm the previous idea by defining blended learning as the incorporation of traditional learning (face-to-face learning) experiences with e-learning experiences.

1.8 E-learning Tools and Technologies

On one hand, e-learning technologies are a range of electronic media that are used in synchronous learning to create a useful learning experience of communication between participants. E-learning online technologies are audio conferencing, chat, instant messaging, video conferencing, web conferencing, whiteboarding, and sharing applications. On the other hand, e-learning tools are employed in asynchronous e-learning to give easier access to resources and information at any time, they can be: databases, document libraries, e-books, forms, e-mails, streaming audio, streaming video, blogs, and website links (Obasa et al., McGreal & Elliott, as cited in Mamattah, 2016). Numerous universities around the world are offering e-learning platforms like MOODLE and Blackboard for academic purposes. These portal sites serve students and teachers to introduce courses in a facile and effective manner (Aljawarneh et al., 2010).

1.8.1 MOODLE (Modular Object-Oriented Dynamic Learning Environment)

MOODLE is a free platform that was created by Martin Douglas in 2002 to allow educators, learners, and administrators to have a customized learning environment. Nowadays, it is considered the most utilized learning management system in the world. It can be used to construct lessons, and as a tool for teachers and learners interaction in which students can send their assignments to their teachers, or receive quizzes, and even communicate with their classmates. This platform requires creating an account to access it i.e. each user should have an account with a user name and a password. The exercises and the courses provided by the teachers can be found in the middle of the page. In addition to that, the type of resources can be word documents, links to web pages, and images...etc (Aljawarneh et al., 2010).

1.8.2 Blackboard

Blackboard is a learning system that was founded by Mathew Pittinsky and Michael Chasenin in 1997. It is a tool of teaching that is employed by teachers and students to talk about the ideas and the key points of the lectures. It proposed that only key points and main ideas should be mentioned not a large amount of information. It is a helpful tool for students to visualize the main points of the lecture; however, it is difficult if the teacher is teaching a large number of students. The assessment tools in the blackboard learning system can be texts, assignments, surveys...etc (Aljawameh et al., 2010).

1.9 E-learning in Algeria

From 1969's, the national centre for public learning (CNEG) was the first centre that adopts distance learning by focusing on universal learning and adopting teaching by correspondence, through radio, television, newspapers. In 2001, CNEG becomes a National Office of Education and Distance Learning (ONEFD), which gives chance to students to prepare for their final examination and guarantee special training as part of social and professional promotion (Djoudi, 2020).

Djoudi (2020) mentions that first class graduates in e-learning are realized by the International Computer Driving License in 2007. A graduation ceremony was organized by the International Centre of Distance Vocational Education (CNEPD), which gives an international certification; this training was started in the academic year 2006-2007 through

the internet networks CNEPD “the CNEPD, covering 45.000 trainees also offers forty training in several areas, including finance, administration, tourism, construction, management, foreign languages, and transport” (CNEPD, as cited in Djoudi, 2020).

E-learning in Algerian universities starts with the innovation of Avicenna Virtual Campus by UNESCO in 2002, which is funding by the European Commission through its Euro-Mediterranean Society (EUMEDIS). The objective of this program is to narrow the digital gap in higher education along the Mediterranean basin “the project engages a consortium of fifteen Avicenna Knowledge Centres, (one by country)... University of Containing Education (UFC) is the knowledge centre of Avicenna Virtual campus in Algeria.” (Mitchell, as cited in Djoudi, 2006).

The real starting point of e-learning in Algeria with the use of internet networks starts in 2006 with a collaboration with two companies “Microsoft” and “Thompson”, this service provides 4.000 courses and lectures for teaching ICTs and communication skills (Gemide and Benachaiba, as cited in Benharzallah, 2020)

After that, the Algerian Virtual Campus (AVUNET) is established for distance education and can be used for both distance and blended learning (Djoudi, 2020). The AVUNET engages three modules: an authoring system, a management and collaboration service, and a learner interface (Doudi, Djoudi, Khentout, 2017), and also many other online systems are provided by the ministry of education or a collaboration between it and another company like Ooredoo targeted to e-learning such as “Dirassati, iMadrassa.com, Dirassatic, DZCampus.com platform...”(Djoudi, 2020).

1.9.1 Problems of E-learning in Algeria

Among the most important concepts of e-learning: distance learning, direct learning, open learning, online learning by using simultaneous or recorded lessons, video technologies (image and sound), electronic presentation techniques (video lectures broadcast over the Internet) (Guesser, 2020). Guesser (2020) states that some researches and studies show that professors are somehow having theoretical knowledge about this model of learning, because they are familiar with what is published about it in scientific journals and books. However, it is not enough to have only a theoretical knowledge about e-learning; teachers need also to have an experience in using e-learning.

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COVID-19 gave teachers and even students the opportunity to apply their theoretical knowledge about e-learning. Yet, they are still struggling with e-learning and facing difficulties because of a set of problems which can be summarized as follows:

- Poor internet, according to statistics Algeria is among the weakest in the world. Also, this internet does not cover all of Algeria some places do not have any internet connection (WIFI, 4G, 3G).
- Weak university sites, all Algerian universities suffer from that problem, and the lack of periodic programming and organization, the lack of specialists which makes it difficult for both teachers and students.
- Some professors are unfamiliar with this type of learning either because of the lack of information, experience or because it was not official as a tool of education in Algeria.
- The students' lack interest in e-learning and they already have a negative attitude about it because of the previous problems.

1.9.2 E-learning in EFL Classroom at Ain Temouchent University during the Pandemic

Education is crucial paramount, for that the Algerian government gave great importance to it by using human and financial capacities to develop this domain. It emphasises that education is the best sector of investment and that elites are a key element for development and innovation. University is the homeland of development, approximately all universities around the globe use e-learning as a new way of education that facilitates learning and gives the chance for non-traditional students to continue their higher education. Ain Temouchent University is one of the Algerian universities that are late in keeping up with the rapid development, and it is centred on a traditional way of learning. However, with the COVID-19 pandemic, the world is in a state of alert which imposes a lockdown, and all the sectors are affected, among them the educational sector. This situation imposes on Ain Temouchent University to use e-learning.

The Department of English language at Ain Temouchent University tries to keep up with that decision and tries to manage this emergency by following a new procedure to create a new learning environment that serves for the continuation of receiving lectures. The starting point of e-learning at Belhadj Bouchaib University in the department of English language during the global pandemic was on March, 12th, 2020. The first thing that was taken into

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consideration, as the primary and crucial tool to maintain the bond between the EFL teachers and students, is to choose a valuable platform that is “MOODLE”. After that, EFL teachers started to post lectures on it with some assignments and exercises. However, students must have an account with a user name and a password to it, with the ability to ask questions to teachers and to download the lectures at the time that suits them.

To strengthen the interaction between the EFL teachers and students, some teachers at the department of English language created YouTube channels to present the lectures; in addition to the use of emails as another e-learning tool i.e. the department of English language followed a plan made by the Ministry of Higher education and Research Science in which they started with asynchronous online learning that enables students to learn at the time and the place they want. However, it started gradually to employ also synchronous online learning to have more effectiveness, in which EFL teachers started to use video conferencing technologies such as zoom, Google classroom to communicate with students at the same time, and to ensure that the content of the courses is directly transmitted to students. With the second semester of 2020 and the new academic year 2020/2021, blended e-learning was applied at the Department of English Language. As a result, EFL students attended courses of fundamental modules in the traditional classroom (attending courses face-to-face), and for the remained modules they study online.

1.10 Conclusion

In a conclusion, the technological era changes the way people learn, it leads to a new way of teaching and learning that makes it easier for students to learn at the time and the place that they want; that can be called online learning or e-learning. However, e-learning did not have a crucial part in the Algerian universities educational system till the appearance of the COVID-19 pandemic. For this reason, the implementation of e-learning became an obligation at the Algerian universities, and the students and teachers were forced to continue the educational curriculum with that modern way of teaching/learning with a neglecting of the classical one. The theories and definitions related to e-learning presented previously can show how the study is undertaken and which instruments are used which can be seen in the following chapter.

Chapter Two:

Methodology

Chapter Two: Methodology

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2.1. Introduction

This chapter is devoted to the methodology of the research work. It provides an overall description of the methodological process that governs the investigation of the main concern of the research, which is investigating Master one EFL students' attitude toward e-learning, at the department of English language; institute of letters and foreign languages; Belhadj Bouchaib University, Ain Temouchent. On this premise, this chapter will present the objectives to conduct this research work along with the description of the sample, the research design, the research site and the research instruments employed for gathering data, encompassing a questionnaire and an interview targeted to EFL teachers and students. Besides, it will shed light on the procedure of data collection used in this research work, and the way by which the data analysis was done.

2.2. The Objectives

The fact that e-learning helps and serves for the continuation of teaching/learning process during the lockdown because of the COVID-19 pandemic, is undoubted. However, the way e-learning was applied at the Algerian Universities was inappropriate .i.e. this new system of education was all of a sudden imposed on the teachers and the students without any preparation by both of them. For this reason, the main objective that pushes to tackle this research work is to investigate Master one EFL student's attitude toward e-learning, at the department of English language, Institute of letters and foreign languages, Belhadj Bouchaib University, Ain Temouchent. In other words, this research work aims for seeking out whether those students welcomed the experience of e-learning or not, and if they are with the idea of shifting from traditional learning to e-learning.

Another objective that leads to conduct this research work is to measure which gender has a positive attitude toward e-learning i.e. it serves to see whether female students are supporting and more motivated with the implementation of e-learning rather than males or the opposite. More clearly, this research work aims for revealing which gender emphasises the benefits of e-learning, and its role in contributing to the teaching/learning process during the spread of the pandemic.

Moreover, this research work aims for figuring out the factors that can negatively influence Master one EFL student's attitude toward e-learning. In other words, the factors that make those students have a negative attitude toward e-learning despite all its facilities, and usefulness.

2.3 The Research Design

The success of any research work entails a strong research design. The research design is a framework for organising the research work; it determines what the research encompasses, and it defines the criteria by which the researcher measures the results and draws conclusions (McCombes, 2019). Designing research includes taking into account the best method of gathering data to present relevant and accurate data that construct causality if required, and the one that helps the researcher generalise the findings.

The researchers in this research work used a mixed research model to enable them to do the investigation of EFL students' attitude toward e-learning. It includes a mixed data collection, analysis, and measurement i.e. both qualitative and quantitative instruments and methods are involved.

Wisdom (2013) states that the mixed-method approach help the researcher in making contradictions between qualitative results and quantitative findings. In addition to that, mixed-method approach helps the researcher to understand better a phenomenon and the researcher may have depth and breadth data at the same time. Moreover, a mixed-method model is beneficial to have results that are original, and free of errors (Saeed, 2020).

2.4 The Research Site

This research work is conducted at the department of English language, institute of letters and foreign languages, Belhadj Bouchaib University, Ain Temouchent, in the academic year 2020/2021. It has opened its doors as a University Centre since 2009, to become officially a University by the 22nd of November 2020. The department of English language existed at Belhadj Bouchaib University since 2012, encompassing currently 24 teachers, and 684 students. Concerning Master one degree, it includes two available specialities "Didactics and Applied Languages", and "Literature and Civilisation". More specifically, "Didactics and Applied languages" speciality include 96 students which are the target population of this

research work; it includes 8 teachers with Magister and doctorate degrees in different fields Literature, Linguistics, Sociolinguistics, Culture and Civilisation, Didactics, TEFL, ESP; and they are all full-time teachers except one teacher who is a part-time teacher but he holds a doctorate, however; only five teachers are part of the sample upon which the study is made.

2.5 The Sample of the Research Work

One of the significant elements that must be present in any research work is the sample; it is the basis upon which the results of the whole research are drawn, to be generalised at the end of the research on the target population. According to Brown (1988), the term population refers to the specific group in specific research or study from which the sample has been taken, through which the researcher made conclusions about that population (Brown, as cited in Halima & Amina, 2015). Field (2005) indicates that a sample is a smaller but hopefully representative collection of units from a population used to determine truths about that population (Field, as cited in Radia & Nour Houda, 2019) i.e. the objective behind using the sample is to draw results and conclusions for the population from which it was selected.

The respondents of this research work are EFL teachers, and Master one EFL students of Didactics and Applied Languages, at the department of English language, institute of letters and foreign languages, Belhadj Bouchaib University, Ain Temouchent, in the academic year 2020/2021. However, the sample of this research work is limited to 50 students out of 96, since they were the only ones who answered the questionnaire, in addition to 05 teachers out of 24.

The objective behind choosing EFL students, more specifically Master one students of didactics and Applied Languages, is the fact that they are more mature and responsible than first, second and third-year students, and notably because they are more motivated to learn to be ready for accomplishing their Master thesis for next year, in addition to their new experience with e-learning. Concerning the 05 teachers, the objective behind enrolling them on the sample, is their long experience in teaching with more than 08 years, and because most of them are teachers on Master one degree, in addition to their experience with e-learning during the pandemic. This assures the role of the EFL teachers, and Master one EFL students of Didactics and Applied Languages, at the department of English language, institute of letters

and foreign languages, Belhadj Bouchaib University, Ain Temouchent, for the actualisation of this research work in the academic year 2020/2021.

2.5.1 Teacher's Profile

There are 24 EFL teachers at the department of English language, institute of letters and foreign languages, Belhadj Bouchaib University, Ain Temouchent, in the academic year 2020/2021. 05 teachers out of 24 are part of the sample; they are all females and hold magister and doctorate degrees, and they are all full-time teachers with more than 08 years of teaching experience.

The first teacher is a professor with a doctorate in ESP, she taught English for 31 years at high school and university, and she taught modules such as Pragmatics, Psycholinguistics....etc. The second one is an associate professor (MCA) with a Magister and Doctorate in Applied Linguistics; she taught English for 10years (1year at high school and the rest at university), she is specialised in Sociolinguistics and Language Contact, and she taught different modules such as Applied Linguistics, Corpus Linguistics, Linguistics, Written Expression, Study Skills, Technical English...etc. The third one is also an associate professor (MCA) with a Magister and Doctorate in Sociolinguistics; she has 17 years of teaching experience (10 years at high school, and 7 years at university), she taught modules like Research Methodology, Sociolinguistics, Written Expression...etc. The fourth teacher has a Magister and Doctorate in Applied Linguistics, and TEFL, she taught English for 14 years (7 years at university, and 7 years at high school), she taught modules like Morphology, Linguistics Analysis, Sociolinguistics, Didactics, Grammar...etc. The last one is an assistant teacher (MAA) specialised in Comparative Literature with 9 years of teaching experience at university, she is a certified teacher of distance learning, and she is interested in teaching through technology CALL, and MALL; she taught modules such as University Research Methodology, Culture And Civilisation, Didactics...

2.5.2 Student's Profile

Concerning the students, the sample is restricted to 50 out of 96. They are all master one EFL students of didactics and Applied languages, with a mixture between males and

females. Their experience with e-learning started with the spread of the pandemic when they were still third-year students, till nowadays.

2.6 Research Instruments

Any research, no matter for which purpose is conducted, entails the use of research instruments. A research instrument is a tool used by the researcher to collect, measure, and analyse the data for the sake of answering the research questions, and confirming or rejecting the proposed hypothesis. Research instruments can be questionnaires, interviews, recordings, observations, surveys....etc, and the selection of the instrument to be used in particular research work or study depends on the topic and the objectives of the researcher, in addition to other factors. A good research instrument should have those qualities: validity, reliability, and usability. Validity means to which extent the research instrument measures what it aims to measure (Magno, 2015); reliability means to which degree the research tool is dependable, consistent, and stable (Meriem, 1975); and usability means to which extent the administration and the interpretation of the research instrument are easy, without problems of time, money, and effort. In this research work, two research instruments were used; a questionnaire and an interview. The questionnaire was targeted to Master one EFL students of didactics and Applied languages, whereas the interview was directed to EFL teachers.

2.6.1 The Questionnaire

Despite the existence of multiple research instruments, they are all still used for the same main purpose, gathering data. The questionnaire is one of these research instruments employed by the researcher for obtaining data by employing questions. Accordingly, a questionnaire is a research instrument made up of a set of questions for the aim of collecting information from the respondents (McLeod, 2018). Those questions can be received from the respondents in various forms; they can be open-ended questions or close-ended questions such as multiple choices, rating scale, yes/no questions...etc, and their use depends on the choice of the researcher of the form that is convenient to obtain the data that he/she requires. The questionnaire is generally used to collect quantitative data, and it is considered as a practical research instrument since it facilitates the work of the researcher i.e. it is considered as a cheap, fast, and efficient way of gathering a large number of data even if the researcher is

indirectly gathering data from the respondents (Pahwa, 2013). A good questionnaire needs to have a clear target that is related to the research objective (Roopa S, Rani, 2012).

The questionnaire used in this research work is divided into four parts. The first part is restricted to only one question presented in the form of a yes/no question and it is related to the student's background, specifically gender. The second part encompasses five questions related to ICT tools notably MOODLE platform and the internet; four questions are presented in the form of yes/no questions while only one question is presented in the form of a rating scale question. The third part includes ten statements with four options for each statement (strongly agree, agree, neutral, disagree, strongly disagree), and they are used by the researchers to be acquainted with the attitude of the students and their level of satisfaction with e-learning during COVID-19 pandemic. The last part consists of three questions, the first question is a multiple-choice question used to reveal the problems that students face while using MOODLE platform and the remaining questions are presented in the form of open-ended questions to allow the students to express and provide new ways to use e-learning in addition to suggestions that may reduce the problems that students face with e-learning.

2.6.2. The Interview

The interview is another research instrument used by the researcher to attain the objectives of the research work. An interview is a conversation between a person (the interviewer), and one or more other persons (the interviewee(s)); the former ask generally open-ended questions, and the latter provides answers for those questions. Those questions are made by the researcher to elicit information from the interview respondents on a particular topic or series of topics (DeCarlo, 2018). Interviews are generally used to collect qualitative data .i.e. the interview helps the researcher to get a deeper understanding of the participant's attitudes and points of view, however, it is more expensive and time-consuming than the questionnaire.

The interview of this research work is made up of 9 questions organised into two parts. The first part consists of three questions related to the teachers' background particularly their degree, years of teaching experience, and subject matter. The second part is made up of six questions; four questions are designed to provide a clear understanding of the teachers' attitude toward e-learning during the pandemic; one question is made to sheds light on the

problems that teachers face while using e-learning, and the remained question is used for the suggestions of the teachers for a better e-learning experience.

2.7 Data Collection Procedure

Data collection procedure plays an essential role in any research or study; it is a systematic process of collecting quantitative or qualitative data or both in the same particular research. Sajiid Kabir (2016) pointed out that the data collection procedure is a process of gathering, measuring information, testing hypothesis, and evaluating outcomes. In this research work the researchers followed a mixed data collection procedure i.e. the researchers collect both quantitative and qualitative data (triangulation method). However, before starting gathering data a pilot study was conducted to test the effectiveness and the usability of the research instrument in addition to the aim of figuring out if the participants are interested in the topic that the researchers are seeking to investigate and if they provide sufficient and relevant data to the research topic. The researchers collect the quantitative and qualitative data through a questionnaire of mixed questions to master one EFL respondents at the department of English language, Institute of letters and foreign languages, Belhadj Bouchaib University, Ain Temouchent, to explore their attitude toward e-learning, in addition to an interview to EFL teachers from the same research setting.

2.7.1 The Administration of the Questionnaire

The questionnaire was administrated through distinctive steps. As a starting point, the questionnaire designed by the researchers was examined by the supervisor, and then it was modified and amended depending on his feedback. After that, a pilot study was tackled on two participants to examine the clarity and the effectiveness of the questionnaire. After assuring the participants' capability to answer, the questionnaire was posted online to the target population at different times, with an explanation by the researchers to the participants about the nature of the research, and they were informed to ask any question to the researchers for any clarification, or any help by the researchers if they face or struggle with any problem while answering the questionnaire. The answers were automatically stored for analysis, and regarding the anonymous responses, the participants were frequently reminded to answer the questionnaire each time.

2.7.2 The Administration of the Interview

The researchers of this research work followed a semi-structured interview with the five teachers. However, the interview was done directly (in person) with two participants in which one of them was a tape-recorded interview after taking the permission of recording from the teacher, and indirectly (online) through the use of e-mail with the rest participants. The interview was done in a formal manner restricted to the use of English. The direct semi-structured interview with the two teachers took 20 minutes for each interviewee to answer the questions, and the interviewers introduced the research work topic before questioning them, and at the end of each interview, the interviewees were asked to give any suggestions or extra information to be added to the research work. Regarding the indirect semi-structured interview, the answers to the interview questions were received randomly by the researchers.

2.8 Data Analysis

After the selection and the administration of the research instruments in addition to the collection of data, the role of the researcher now is to analyse the data to reach his/her research objectives and answer the research questions. Data analysis is a systematic use of logical and/or statistical strategies to describe and evaluate the data and illustrate it through the use of images, graphs, tables to gain meaningful results (Arora, 2021). Bhatia (2018) pointed out that data analysis is how you move from a large amount of data to meaningful insights. There are different types of data analysis and each type is suitable for the type of the research, and the aims of the researchers. In this research work, there are two types of data analysis. Data obtained by the questionnaire were analysed quantitatively, except the data obtained by the open-ended questions which were analysed qualitatively along with the data obtained by the interview.

2.8.1 The Analysis of the Questionnaire

Quantitative analysis is a technique that employs mathematical and statistical measurement to comprehend behaviour in which the researcher introduces reality in a way of numerical value (Kenton, 2020). Since the questionnaire of this research work was administrated online, and designed through the use of Google-forms which is a web-based app, the data are stored automatically in a spreadsheet, and the results are done automatically

by the web-based app through the mathematical equation by multiplying the number of the answers on 100% then divided on the number of the participants. However, when we attempt to compare the results, we separate them manually.

2.8.2 The Analysis of the Interview

While quantitative analysis is related to quantity, qualitative analysis deals with quality. Qualitative analysis is far from numerical or statistical data; instead, it is concerned with analysing qualitative data related to opinions, attitudes...etc. Qualitative data analysis is a systematic process of searching and organising interview transcripts and observation notes that the researcher gathers and analyses to comprehend a phenomenon. In this research work, the qualitative data of the interview and the open-ended questions of the questionnaire was analysed in the form of quotations.

2.9 Conclusion

This chapter provides a clear description of the steps followed in the methodological process of this research work. It gives a general overview of the research design, the objectives, the sample, the research site, the research instruments and the data collection procedure along with the methods of data analysis that will be used in analysing the data and drawing the conclusions and the results of this research work which will be seen in the next chapter.

Chapter Three

Data Analysis and Suggestions

Chapter Three: Data Analysis and Suggestions

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3.1 Introduction

This chapter is dedicated to the analysis and the discussion of the results obtained by the questionnaire and the interview. It provides a systematic analysis of the results in the form of tables and graphs for discussion by the researchers of this research work for the aim of answering the research questions, and confirm/reject the research hypothesis. In the first part of this chapter, the researchers will present the results of the questionnaire targeted to 46 Master one EFL students of Didactics and Applied Languages, at the department of English language, Faculty of Letters, Languages, and Social Sciences, Belhadj Bouchaib University, Ain Temouchent. Accordingly, in the second part, the researchers provide a discussion of the results of the questionnaire. Then, in the third part, the researchers present the results of the interview that was targeted at 05 EFL teachers from the same research site. As a result, the fourth part is devoted to the summary of the main findings of the questionnaire and the interview. Therefore, in the fifth part, the researchers provide some suggestions for students, teachers and decision-makers, and the final part is dedicated to the limitations of the research work.

3.2 The Results of the Questionnaire

The questionnaire of this research work was posted online to 46 Master one EEL students of Didactics and Applied languages, at the department of English language, Institute of letters and foreign languages, Belhadj Bouchaib University, Ain Temouchent.

Part One:

The first part of the questionnaire has only one question about the gender of the respondents. In this research work, the number of females was more than the number of males, the number of females was 42 respondents, and the number of males was 04 respondents as shown in the following table (table 3.1):

Table 3.1

Gender of the Participants

	Female	Male
Number	42	04
Total: 46	91.3%	8.7%

Part Two:

The second part consists of five questions:

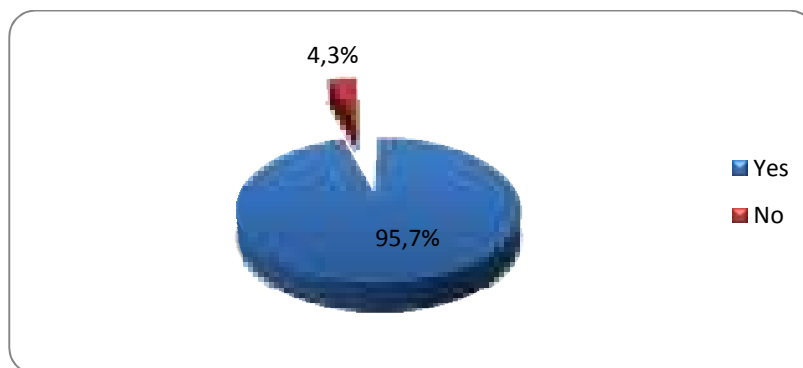
Question n°02: do you have a Smartphone?

- Yes: 44 students (95.7%)
- No: 02 students (4.3%)

The following chart shows the results (figure 3.1):

Figure 3.1

The Ownership of Smartphone



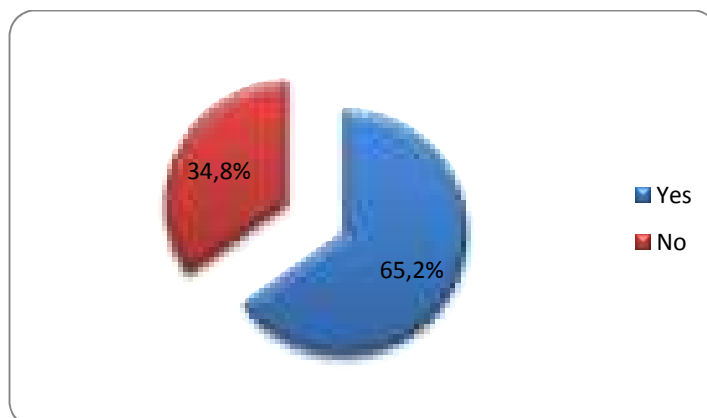
Question n°03: do you have a PC?

- Yes: 30 students (65.2%)
- No: 16 students (34.8%)

The following chart demonstrates the results (figure 3.2):

Figure 3.2

The Ownership of Pc



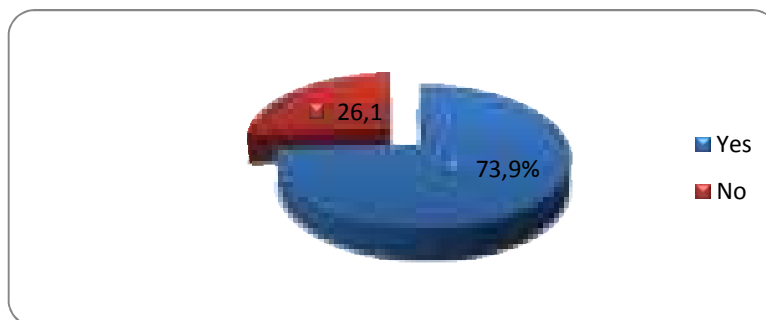
Question n°04: do you have internet at home?

- Yes: 34 students (73.9%)
- No: 12 students (26.1%)

The following chart summarises the results (figure 3.3):

Figure 3.3

The Availability of Internet



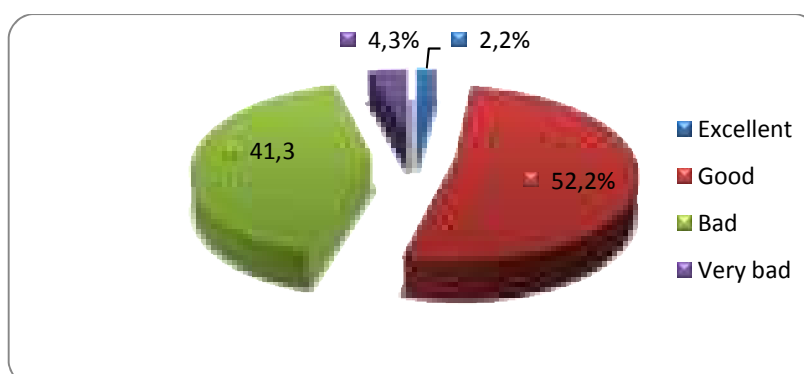
Question n°05: how do you describe your internet quality?

- 01 student (2.2%) described his/her internet quality as excellent
- 24 students (52.2%) described their internet quality as good
- 19 students (41.3%) described their internet quality as bad
- 02 students (4.3%) described their internet quality as very bad

The results following chart illustrate the results (figure 3.4):

Figure 3.4

The Quality of Internet



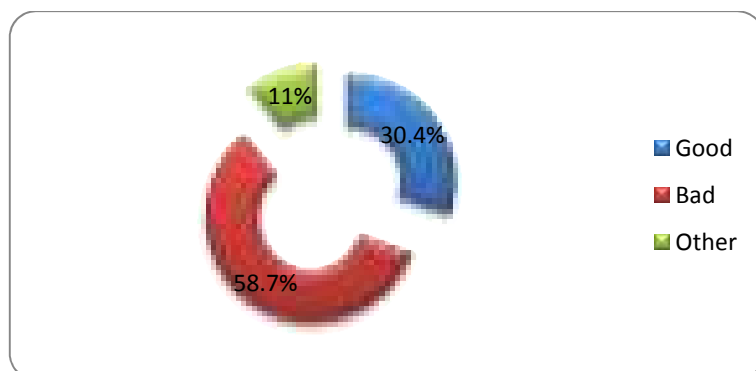
Question n°06: how do you evaluate MOODLE platform?

- No student (0%) described MOODLE as perfect
- 14 students (30.4%) described MOODLE as good
- 27 students (58.7%) described MOODLE as bad

The rest of the students (11%) gave other responses. Among those students; one student (2.2%) said that he could not access MOODLE; one student (2.2%) claimed that it depended: sometimes it was good, and sometimes was not; another student (2.2%) stated that he/she had no idea about it because he/she had never accessed it; another student (2.2%) said that he/she did not have access to MOODLE, and another one (2.2%) said that it was extremely bad. The following chart shows the results (figure 3.5):

Figure 3.5

The Evaluation of MOODLE platform



Part Three:

This part of the questionnaire includes ten statements used to be acquainted with the student's attitude toward e-learning. For each statement, there are five options (strongly agree, agree, neutral, disagree, strongly disagree) and the respondents were asked to read the statements and tick the relevant choice which suits their level of agreement/disagreement. The following table displays the results (table 3.2):

Table 3.2

Students' Attitude toward E-learning

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
E-learning contributes in the continuity of lectures during the pandemic		2	3	26		9	1	2		3
E-learning gives more effectiveness to teaching and learning process than the traditional classroom		2	1	9		6	2	11	1	14
I prefer studying online rather than studying in the traditional classroom		4	2	5	1	5		10	1	18
I prefer studying in the traditional classroom rather than studying online	2	24		11	2	4		3		
Dealing with e-learning increased interaction between me and the teachers	1	7		10	1	9		10	2	6
I appreciated the experience of e-learning	1	4	1	18	1	13		3	1	4
I understand the lessons provided by teachers through e-learning better than in			2	6		8		4		3

the traditional classroom										
E-learning did not give a great addition to teaching/learning	2	8	1	18		8		4		3
The platform MOODLE is useful	1	3	1	6		15		9	2	9
I face no difficulties during the use of the platform MOODLE		3	1	6					3	14

This table determined student's attitude toward e-learning, the majority of those participants were females (42). In the first statement "e-learning contributes to the continuity of lectures during the pandemic" the majority of students (29) showed their agreement, while 03 students showed disagreement. However, 03 students strongly disagreed with this statement, and 02 students strongly agreed, and the rest of the students (09) were neutral.

In the second statement "e-learning gives more effectiveness to teaching and learning process than the traditional classroom". The responses were divided into 02 respondents who strongly agreed, 15 respondents who strongly disagreed, 10 respondents who agreed, 13 respondents who disagreed, and the remained respondents (06) were neutral.

In the third statement "I prefer studying online rather than studying in the traditional classroom" there were just 04 participants who strongly agreed with this statement. Yet, 19 students strongly disagreed with it. The rest of the 23 participants were divided between 07 who agreed, 10 who disagreed, and 06 who were neutral.

In response to the fourth statement "I prefer studying in the traditional classroom rather than studying online" the majority of students (26) showed a strong agreement with it, and none of the students strongly disagreed with the statement. However, 11 students agreed, 03 disagreed, and 06 were neutral with the statement.

In the fifth statement "Dealing with e-learning increased the interaction between me and the teachers" there was equivalence between the number of the respondents who strongly agreed (08) and who strongly disagree (08) with this statement. Similarly, there was equivalence

between the numbers of the respondents who agreed (10), disagreed (10), and who were neutral (10) with the statement.

Concerning the sixth statement “I appreciated the experience of e-learning”, (05) respondents strongly agreed, and (05) strongly disagreed with the statement. While, (19) agreed, (03) disagreed, and the rest of the respondents (14) were neutral with it.

Nearly the quarter (17) of the number of participants strongly disagreed with the seventh statement “I understand the lessons provided by teachers through e-learning better than in the traditional classroom”. However, (08) showed agreement, 13 showed disagreements, and 08 participants were neutral, and none of the participants strongly agreed with the statement.

In response to the eighth statement “E-learning did not give a great addition to teaching/learning process” nearly half of the students (19) agreed with the statement, whereas, (10) students strongly agreed with it. For the remained students, (03) strongly disagreed, (05) disagreed, and 08 took a neutral position.

In the ninth statement “The platform MOODLE is useful”, just (04) respondents strongly agreed with the statement, while (11) respondents showed a strong disagreement, (07) respondents showed agreement, and (09) disagreed with it. The remained (15) respondents were neutral.

In the last statement “I face no difficulties during the use of the platform MOODLE” a small number of participants (03) strongly agreed with the statement, whereas the majority of the participants (17) strongly disagreed. Among the total number of the participants (46), 07 participants agreed, 09 participants disagreed with it, and 10 participants took a neutral position.

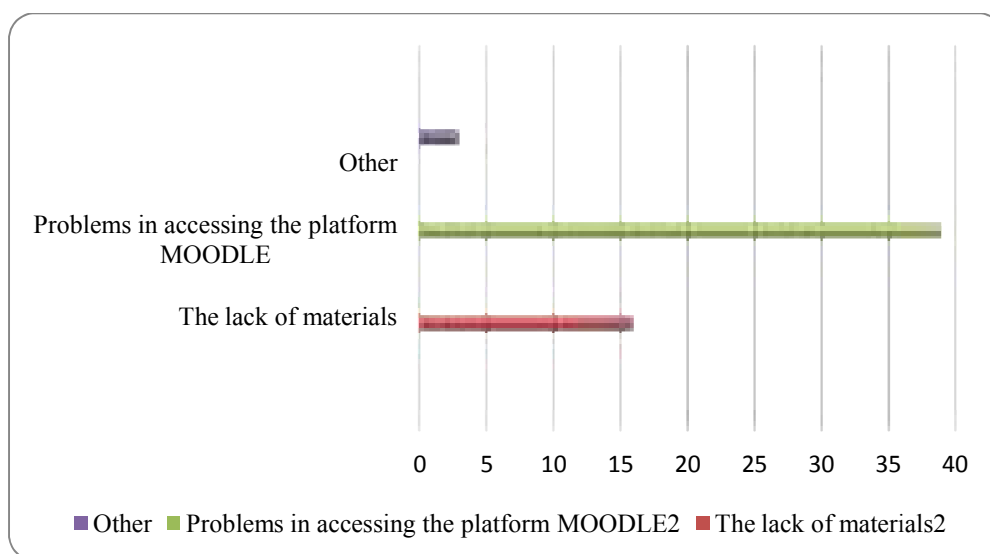
Part Four:

Question n°08: what are the problems that you face while using e-learning?

- 16 students said that the problem is the lack of materials.
- 39 students said that the problem is in accessing the platform MOODLE.

Some students gave other responses, among those students; one student mentioned that he did not face any problems while using e-learning. Another student stated that the problem is in the bad quality of the internet while one student said that the problem is centred on the pressure of home-works and deadlines. The following chart represents the results (figure 3.6):

Figure 3.6

The Problems of E-learning

Question n°09: what are the tools and technologies that you prefer to use while using e-learning?

This open-ended question is devoted to figuring out the tools and technologies of e-learning that the students prefer to use. Among the responses of the participants, the majority recommended the use of email and Google classroom which can be illustrated by some participant's answers "e-mail or Google classroom", "e-mail contacting teachers, and even my classmates", "contacting by e-mail because most of the students couldn't access MOODLE", "teachers provide us the lessons on Google classroom since some have difficulty to get in MOODLE".

In some responses, many participants proposed other tools and technologies of e-learning, such as the use of videos "personally I prefer studying using videos rather than PDF for a better understanding", "I prefer videos made by teachers explaining their courses; zoom meetings face-to-face meeting interaction as it is the case in zoom"; "Google meet I enjoy the platform Google meet where the teacher delivers the lecture and then we have a discussion, and YouTube". In addition to that, other respondents recommended the use of Smartphone, PC "I usually prefer the computer because it is a bit complicated with Smartphone (...)", "internet and Facebook". Furthermore, in various answers, some participants collaborated between the use of tools and technologies which can be shown in these examples "I would be grateful if we can have zoom classes along with sending our home-works via e-mail", "sharing lectures and

videos through e-mail or face-book even”, “Google classroom is easier, zoom meetings, too face-book pages/groups(...)”, “YouTube, email”.

Question n°10: do you have any suggestions to make e-learning successful in Algeria?

This open-ended question was formulated to give students the chance to provide any suggestions that might be a key to the success of e-learning at Algerian universities. In response to this question, the majority of the participants suggested the enhancement of internet quality which appears in these answers “Improve the quality of internet”, “Maybe a good quality of internet”, “ increasing the internet quality is significant”, “Give us a strong quality of internet”, “ I have no idea about how we can make e-learning successful because before this we have to deal with the internet issues first (fix it)”, “ we as Algerians need a good internet because we are all suffering from that problem(...)”, “ I think the increasing of internet quality would help much and make the platform more accessible”.

In a couple of responses, some participants suggested the improvement of MOODLE platform in addition to solving the problems that students struggle with when utilising it. This can be seen in these answers “(...) besides the platform should be well designed”, “(...) they should check the logging problem, why we could not access to MOODLE”, in addition to suggesting to design new websites and employ interactional platforms which can be shown in these answers “Creating new websites”, “(...) forming teachers to use interactional platforms to make a beneficial addition to their learners”. Moreover, some respondents suggested the use of videos, recording and pictures which is demonstrated in these answers “(...) I find it is necessary for the teachers to make an audio or a video if it is possible, to explain their lessons clearly (...)”, “I suggest the teacher do recorded lessons on the internet explaining the lessons and the students can access anytime they want (...)”, “(...) using videos or pictures to facilitate the process of learning (...)”.

In various responses, some participants suggested providing students with materials, and technological tools which can be shown in these answers “Provide students with materials or at least help them buy them or make a special promo for students or allow them to pay in different tranches”, “(...) increasing the availability of the technological tools will be more than beneficial for students to make e-learning effective and successful in Algeria”, “ I would suggest more supporting materials, more techniques to facilitate understanding for learners”, “To make e-learning successful in Algeria, learners should have materials (...)”, “By the

development of materials teachers use since they are not correspondent with specific needs". Furthermore, some participants suggested the amelioration of the management of the e-learning educational system which can be illustrated in these answers "I suggest making a schedule to study strictly, taking into consideration the lack of materials for many students (...)", "Google classroom is better for teaching", "Don't give home-works all at once, we have to do home-works of all modules with a deadline which create stress", "provide better conditions", in addition to that, there is one student who suggested the use of e-learning only for necessity "To use it only in necessity and keep the traditional classes", and only one student who suggested, " (...) better effort from teachers, better concentration from the students".

3.3 Discussion of the Results of the Questionnaire

This part is dedicated to the discussion of results obtained by the questionnaire. The total number of students who participated in the questionnaire was (46).

Part One:

Question One:

The aim of questioning the participants about their gender is to figure out which gender had a positive attitude toward e-learning and showed more interest in using it. The first thing to be noticed was that the majority of the respondents were females (42) which represented a percentage of (91.3%), while the rest 04 participants were males which represented a percentage of (8.7%).

Question Two:

The purpose of using this question is to know if all the participants own a Smartphone or not. The remarkable thing was that the majority of students with the percentage of (95.7%) that was, (44) had Smartphones; just (02) students with a percentage of (4.3%) did not have a Smartphone. This meant that the majority of the participants had one of the ICT tools that facilitate the implementation of e-learning. However, this did not abolish the fact that there were students who did not have a Smartphone which may make the process of e-learning hard to be continued.

Question Three:

This question aims to see if the students own a PC or not. The thing that noted was the majority of students owned a PC at home, with a percentage of (65.20%) that was, (29) students; it revealed that (16) students did not have a PC due to financial problems, with a percentage of (34.80%). This indicated that even if the students who did not have a PC were of a small percentage, it was considered a significant number (16) that may also obstruct the process of e-learning since the PC is an essential ICT tool.

Question Four:

The aim of using this question is to get knowledge about how many students have the internet at home. According to results obtained by this question, it was observed that the majority of the participants have the internet at home with the percentage (73.9%) that was, (34) students in which only (12) students which represented the percentage of (26.1%) did not have the internet at home. Though the number of students who did not have the internet at home was small in comparison to the number of students who had it, it was considered a serious problem since the internet is the pillar that e-learning is built upon.

Question Five:

The purpose behind using this question is to know about the quality of the internet of the participants. It was noticed in the results that nearly half of the participants had a bad quality of the internet with a percentage of (41.3%) that was (19) student. This indicated that the bad quality of the internet may influence students' attitude toward e-learning and that they may have a negative attitude toward it since the internet is the most important ICT tool and a crucial element that must be present in any e-learning class and its absence will surely prohibit the continuation of the process of e-learning, in addition to that, students will not support the continuation of using e-learning.

Question Six:

The aim of using this question is to be acquainted with how the participants evaluate MOODLE platform. It was remarked that more than half of the respondents with a percentage of (58.7%) was, (26) students described MOODLE as a bad platform. This revealed that another factor that may affect students' attitude toward e-learning was the bad quality of MOODLE platform, and students may not be motivated to use e-learning for the fact that this

ICT tool of e-learning is a significant means of communication between the teacher and the student, especially during the pandemic.

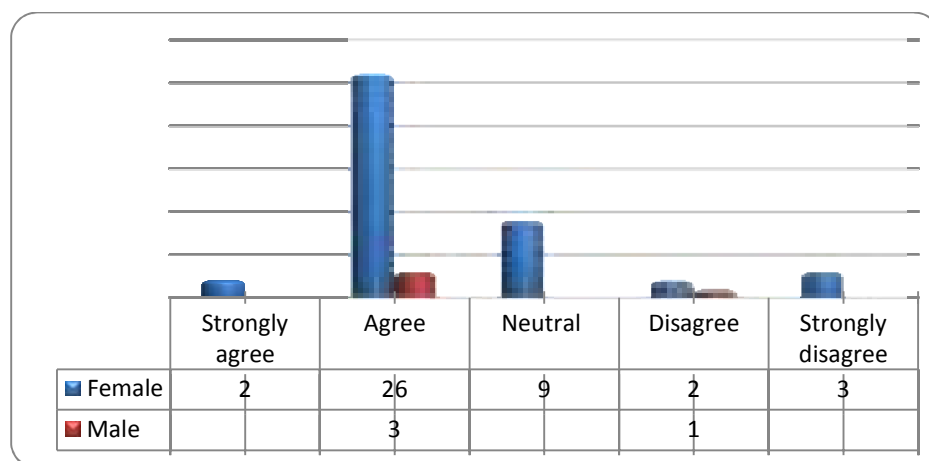
Part Three:

3.3.1 Female VS Male Students' Attitude toward E-learning

The purpose behind using this table of statements is to distinguish students' attitude according to gender whether it is positive or negative. In the first statement "E-learning contributes in the continuity of lectures during the pandemic" the majority of females (28) with a percentage of (61.9%) agreed, (4.76%) who strongly agreed) had a positive attitude toward the idea that e-learning serves for the continuity of lectures during the pandemic. Yet, just a minority of females (05) with a percentage of (4.76% who disagreed, 7.14% who strongly disagreed) responded negatively to this statement, and (21.42%) of females showed neither a positive nor a negative attitude toward the statement. Likewise, the majority of males (75%) showed a positive attitude toward the same idea, while only (25%) of males showed a negative attitude toward the statement.

Figure 3.7

Students' Attitude according to Gender in Statement 01

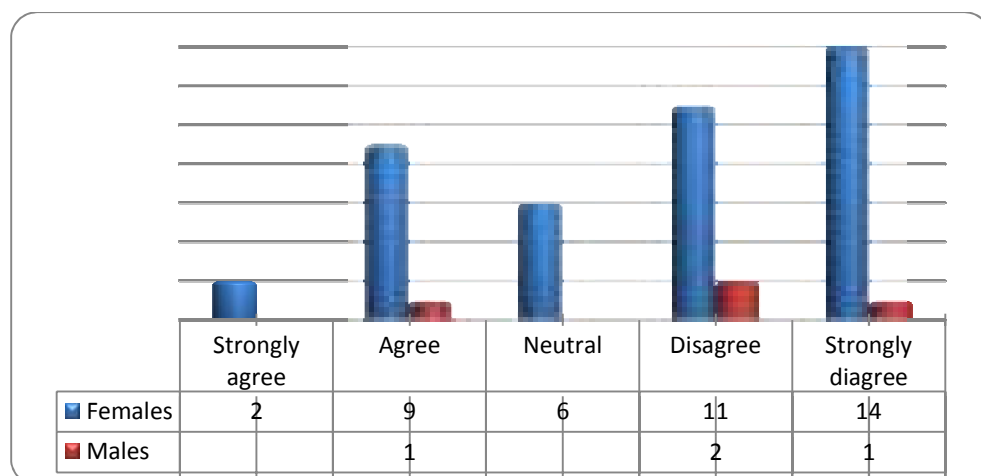


In the second statement "E-learning gives more effectiveness to teaching/learning process than the traditional classroom" the majority of females (25) with a percentage of (26.19% who disagreed, and 33.33% who strongly disagreed) responded negatively to the statement, while a small number of females (11) with a percentage of (21.42% who agreed, and 4.76%) who strongly agreed) showed a positive attitude toward the idea that e-learning gives more effectiveness to the teaching and learning process than the traditional classroom, and (14.28%)

of females were undecided. Similarly, the majority of males (03) with a percentage of (50% who disagreed, 25% who strongly disagreed) showed a negative attitude toward this statement, and only (25%) responded positively to the statement.

Figure 3.8

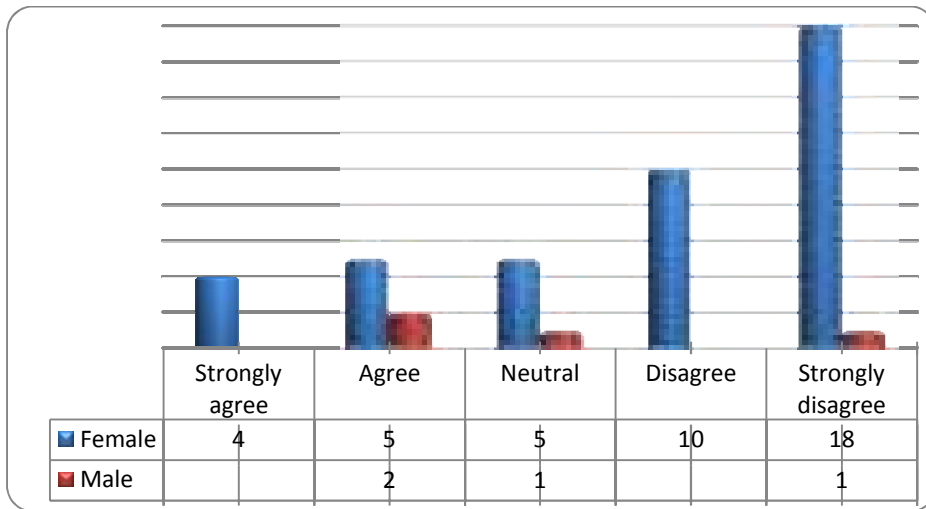
Students' Attitude according to Gender in Statement 02



In the third statement "I prefer studying online rather than studying in the traditional classroom" more than half of females (28) with a percentage of (23.8% who disagreed, and 42.85% who strongly disagreed) responded negatively to studying online rather than studying in the traditional classroom, whereas only (09) females with a percentage of (11.9% who agreed, and 9.52% who strongly agreed) showed a positive attitude toward this idea, and (11.9%) did not show their attitude. In contrast, half of the males (02) with a percentage of (50%) responded positively to this statement, while (25%) of males showed a negative attitude toward it and the other (25%) were undecided.

Figure 3.9

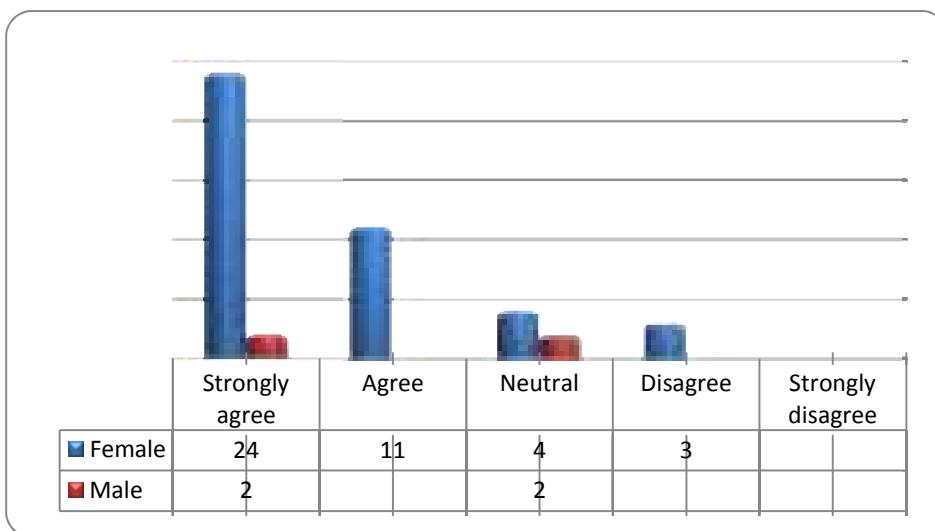
Students' Attitude according to Gender in Statement 03



In the fourth statement “I prefer studying in the traditional classroom rather than studying online” all the female except (07) of them with a percentage of (26.19% who agreed, and 57.14% who strongly agreed) responded positively to studying in the traditional classroom rather than studying online. On the contrary, (50%) of males showed a positive attitude toward the statement, and the other (50%) were undecided.

Figure 3.10

Students’ Attitude according to Gender in Statement 04

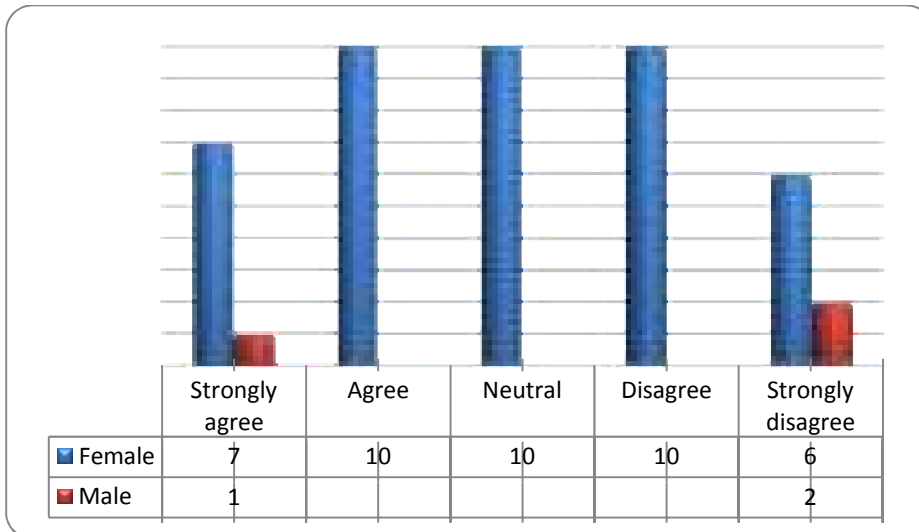


In the fifth statement” Dealing with e-learning increased the interaction between me and the teachers” females with a percentage of (23.8% who agreed, and 16.66% who strongly agreed) showed a positive attitude to the idea that e-learning increased the interaction between his/her teachers, and (23.8% who disagreed, and 14.28% who strongly disagreed) showed a negative

attitude with this idea. Unlike, (50%) of males responded negatively to this statement, and 25% showed a positive attitude toward the statement, and the other 25% were undecided.

Figure 3.11

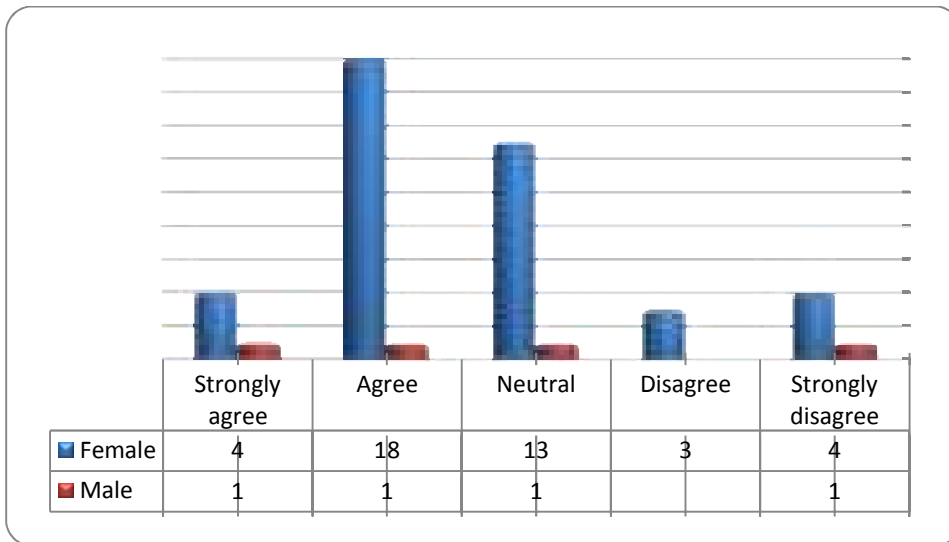
Students' Attitude according to Gender in Statement 05



In the sixth statement "I appreciated the experience of e-learning" approximately half of the females with a percentage of (42.85% who agreed, and 9.52% who strongly agreed) responded positively, and appreciated the experience of e-learning, while (30.95%) did not show any position, and (7.14% who disagreed, and 9.52% who strongly disagreed) showed a negative attitude toward this statement. However, half of the males with a percentage of (25% who agreed, and 25% percent who strongly agreed) showed a positive attitude toward the statement, while (25%) of males showed a negative attitude to it, and the rest (25%) did not take a position.

Figure 3.12

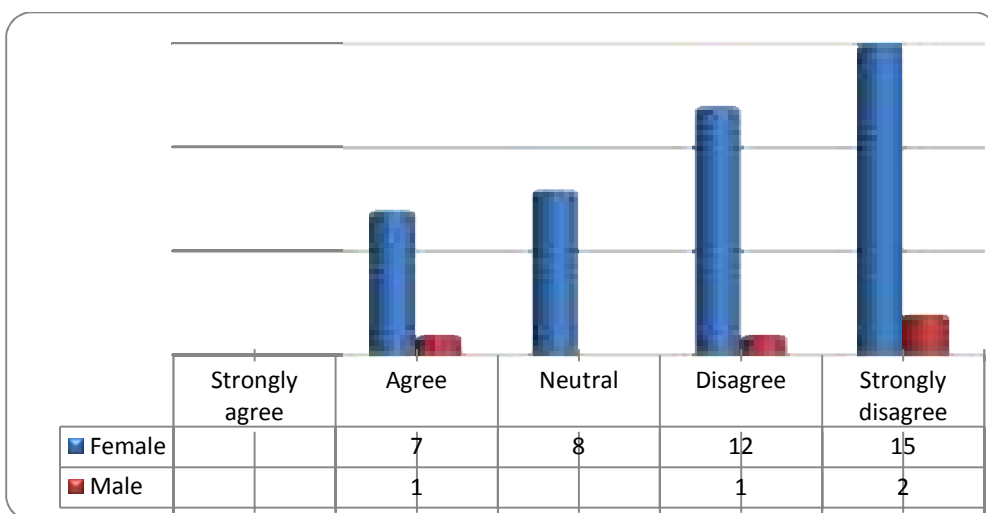
Students' Attitude according to Gender in Statement 06



On one hand, in the seventh statement” I understand the lessons provided by teachers through e-learning better than in the traditional classroom” the majority of females (27) with a percentage of (28.57% who disagreed, and 35.71% who strongly disagreed) responded negatively to the idea of understanding the lessons through e-learning better than the traditional classroom, whereas, (16.66%) responded positively to this idea, and only (19.04%) did not show any attitude. On the other hand, the majority of males (03) with a percentage of (50% who strongly disagreed, and 25% of males who disagreed) responded negatively to it, and (25%) of males responded positively to the statement.

Figure 3.13

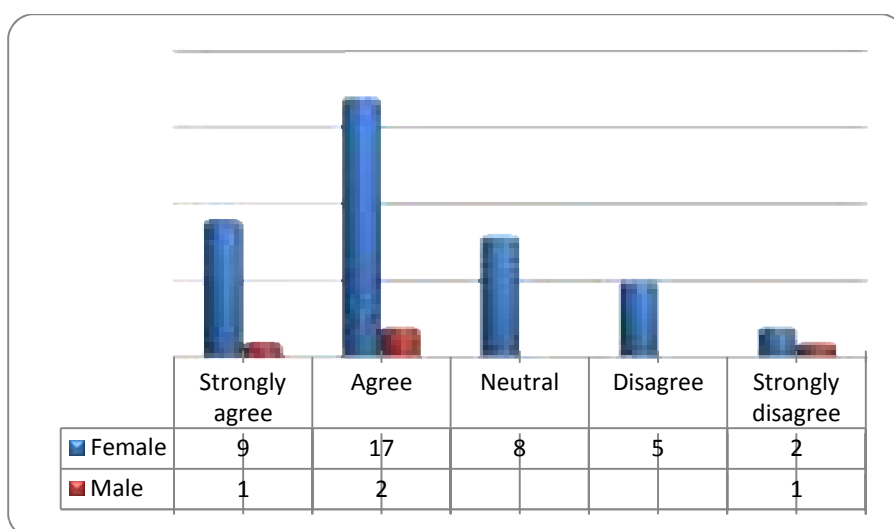
Students’ Attitude according to Gender in Statement 07



In the eighth statement "E-learning did not give a great addition to teaching/learning process" more than half of females with a percentage of (42.85% who agreed, and 19.04% who strongly agreed) responded positively toward this statement, (9.52% who disagreed, and 7.14% who strongly disagreed) responded negatively to it, and the remained (19.04%) were undecided. In contrast, the majority of males (03) with a percentage of (50% who agreed, and 25% who strongly agreed) responded positively to the idea presented in the statement, the rest (25%) were undecided.

Figure 3.14

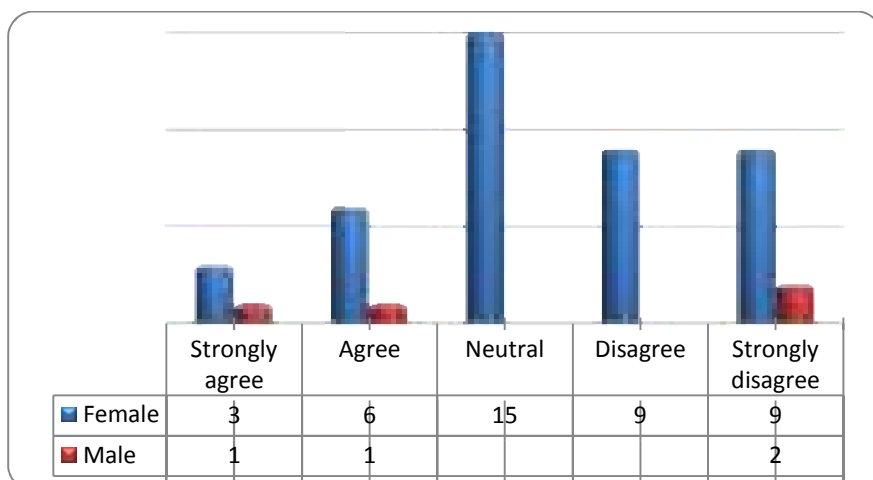
Students' Attitude according to Gender in Statement 08



In the ninth statement "The platform MOODLE is useful" more than the quarter of females with the percentage of (35.71%) did not take a position toward the statement, but (18) of females with the percentage of (21.42% who disagreed, and 21.42% who strongly disagreed) showed a positive attitude toward the idea that MOODLE platform is useful, and (07) females with the percentage of (14.28% who agreed, and 7.14% who strongly agreed) showed a negative attitude toward this idea. Unlike, half of the males with the percentage of (50%) responded negatively to the statement and the rest of males with the percentage of (25% who agreed, and 25% who strongly agreed) responded positively to it.

Figure 3.15

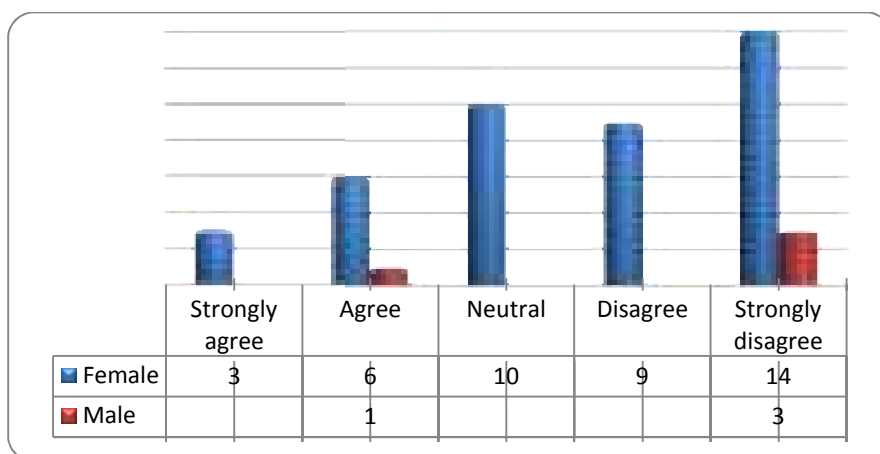
Students' Attitude according to Gender in Statement 09



In the last statement” I face no difficulties during the use of the platform MOODLE” more than half of females (23) with the percentage of (21.42%who disagreed, and 33.33% who strongly disagreed) responded negatively to the idea demonstrated in the statement, while, only (09) with the percentage of (14.28% who agree, and 7.14% who strongly agree) responded positively to it, and (23.80%) of females were undecided. Oppositely, the majority of males with the percentage of (75%) responded negatively to the statement, and the remained (25%) responded positively to it.

Figure 3.16

Students’ Attitude according to Gender in Statement 10



Part Four:

Question Eight:

The aim of using this question is to seek out the problems that students face during the application of e-learning. According to the results, it was noticed that the major problem of the

participants was the problems in accessing the platform MOODLE with a percentage of (84.78%) who claimed this, i.e. the students faced different obstacles for even accessing the platform. This revealed that another substantial factor that may affect students' attitude toward e-learning, and may lead or result in a negative attitude. Furthermore, it was noted that the problem stated previously was not the only problem that students go through while using e-learning; the participants struggled with the problem of the lack of materials with a percentage of (38.09%) of the participants who stated this. In addition to the problems stated as options in the question, it was remarked that some of the participants face other problems that also may affect the experience of e-learning such as the bad quality of the internet, and the pressure of deadlines and home-works.

Question Nine:

The purpose behind using this question is to know what tools and technologies those students prefer to use during the e-learning process. According to what the results revealed, the majority of students felt comfortable in using e-mail, Google classroom, zoom, Google meeting, and YouTube, and it was understood that they considered them as the easiest technological instruments to be used during this process. They showed an intention that those instruments increase the interaction between them and their teachers.

Question Ten:

The purpose behind using this question is to open the door for students to provide any suggestions that may foster the process of e-learning at Algerian Universities. It was noticed that the majority of the participants showed a positive willingness to answer this question by offering a set of suggestions. According to the results, it was remarked that the majority of participants recommended the enrichment of the quality of internet in which they assured their sufferance with its bad quality. Furthermore, it was detected that the majority are not satisfied with MOODLE platform which may result in a negative attitude toward e-learning. As a result, they proposed some suggestions to improve this academic platform. Moreover, the respondents displayed a great interest in the practical side of this type of learning by suggesting the employment of technological tools and materials such as laptops, PCs...Etc. Additionally, they suggested ameliorating the management of e-learning through the use of other platforms, or applications that are available in the Google play store for all students

3.4 The Results of the Interview

For the sake of exploring EFL teachers attitude toward e-learning and their beneficial suggestions that may lead e-learning in the Algerian universities to success, the researchers in this research work conducted a semi-structured interview set up on 05 selected interviewees. This interview is made up of 06 questions and each question seeks out teachers perspectives from different angles concerning e-learning during the pandemic.

As a reply to the first question “Do you think that e-learning is equivalent to the traditional classroom in terms of results?” all the teachers agreed on the fact that e-learning was totally different from the traditional classroom regarding the results, and they answered by “No, it is not”, “No, it is not”, “No, they yield different results”, “No, the results are better in the traditional classroom”, “As far as my experience is concerned, I can definitely say no”. Some of the interviewees emphasised and strengthened their point of view by saying “In fact, we need face-to-face contact, body language offers great help in clarifying any ambiguity”, “The traditional way is more convenient and successful than e-learning”, “There is no eye contact between the teacher and the students, there is no facial expression these add to the learning experience, and because there is no eye contact between the teacher and the student, the student feels as if he is not in a learning environment”, “It is not our style of teaching, the undeveloped country does not have appropriate materials”.

In response to the second question “Do you think that e-learning will have a role in the teaching/learning process when the pandemic ends?” four interviewees showed their acceptance of the idea that e-learning will have a part in the teaching /learning process after the disappearance of the pandemic and even some of them emphasised the importance of involving e-learning in the Algerian educational system which can be seen in these answers “Yes, to some extent it will help fostering the educational process”, “I think it is high time to foster e-learning since we are leaving in the age of technology and development”, “Yes of course it is an opportunity to deal with e-learning because it could fill the gaps of some course elements that teachers could not introduce”, “Yes, of course; the Algerian government is trying to implement e-learning in the universities”. However, one interviewee disagreed with the other ones, and she claimed that in these actual conditions e-learning will not have a role in the teaching/learning process because of different issues which can be illustrated in “I think that e-learning will disappear, it will just stay for the emergencies, it is not our style and it is

imposed because of the pandemic”, “Teachers and students are not trained to use e-learning technologies, bad internet debit, students are not motivated”.

Concerning the third question “Do you support the continuation of using e-learning at the Algerian universities?” The answers of the interviewees were approximately similar to each other. The majority of them supported the continuation of using e-learning at the Algerian universities under solving some problems in which they stated “Yes, but we have to provide them with the adequate materials to facilitate this new method of teaching”, “Yes, however, we have to resolve all the problems that could affect the process such as providing students with rooms where they can have access to the internet besides the electronic device such as good computers”, “Yes I really support the continuation of using e-learning, the conditions are not helping to finish using it”. On contrary, one interviewee disagreed with the other interviewees. However, she claimed that she may change her point of view if the conditions will be better in which she said “No, because we are poorly equipped for that specific mode, and I may say yes if better training, material and equipment will be available to both teachers and students”.

In response to the fourth question “Does e-learning succeeded in replacing face-to-face learning during the pandemic?” The majority of the interviewees agreed that e-learning does not succeed in replacing face-to-face learning during the pandemic; four teachers stated “Not at all” justifying by “It has been a disaster as regards the students’ standards. For me it will never replace face-to-face learning/teaching process”, another one said “Students did not know how to work with it, they are not motivated” and she added “From 200 students just 35 students attend e-learning classes”, and another one argued by “because students were not ready” and she said that the first impression of the students were” I am not going to see the teacher, I am with the teacher and I do not understand”. In addition to what another interviewee stated “e-learning will not succeed in replacing the traditional classroom in these conditions, maybe in the future yes”. However, one teacher indicated that e-learning somehow succeeded in replacing face-to-face learning, but she added “the lack of appropriate materials can inhibit the process”.

Regarding the fifth question “As a teacher, do you face any difficulties while using e-learning?” All the interviewees’ responses assured that they faced a lot of problems. Some interviewees assured the problem of the internet connection which can be illustrated in those

answers “The bad connection of the net”, “one of the major obstacles is the bad internet connection”. However, this was not the only problem; most of the interviewees complained of the lack of interest and motivation of students, and that they are content with the idea that they will not understand if they use e-learning and not face-to-face learning which appears in their answers “It is difficult to attract the students’ attention since most of them do not possess a pc or laptop, the lack of motivation is another problem”, “students are not interested they do not give it a try if they give and then they have a bad experience it is ok I understand but they did not give a try; the maximum number that I get in a zoom-call is 40”, “the students were silent and you beg them to speak, please can you speak, can you talk, can you say something, can you participate”. In addition to the problem of the students who were recording without taking permission which was also a problem that made students do not participate because they know they are going to be recorded. Another problem that some interviewees emphasised is that they were not used to e-learning for what they said “The lack of competence, we are not trained how to use it, because we have never used it before the pandemic”, “We need to be guided to use such material”. There was another problem that one interview declared which was the paid applications “The applications that are not free...zoom is good in comparison to Google meet but you have only 40 minutes otherwise you need to pay, and we do not even have the means to pay, not the money, how we are going to pay them, the electronic payment things we do not have them in Algeria, so each time I cut and they come back again”.

In response to the final question “Do you have any suggestions to make e-learning succeed in the Algerian universities?” The answers of the participants were nearly different from one to another. Some interviewees insisted to take the situation seriously in which one interviewee indicated “All stakeholders from top to bottom need to take this problem seriously and try to find solutions to this issue”, while others suggested training for that new system in which they stated “To train teachers...to use it as a module to know how to use it in emergency situations and train them to use MOODLE”, “Training, training, training for both the teachers and the students, and students I prefer that they introduce them to that from first year”. In some responses, some interviewees suggested making the students aware of the significance of e-learning along with motivating them to use ICT tools and motivating them toward e-learning by showing them that e-learning is an interesting experience, innovative, attractive, different from the old one and that it is updated. In addition to that, some interviewees suggested the

need of providing them with materials. Furthermore, one interviewee suggested creating a platform in which teachers post videos which are shown in her answer “I prefer that the Algerian university make a platform where each teacher when he/she put a video is only there, it is not allowed to be download only the students who have access to that module can watch the video in their e-learning platform”. Moreover, another interviewee claimed that there is a need of taking into consideration the social status and the financial situation of the students and she said that there were some students who do not have the materials and to provide good internet connection, and another interviewee declared that teachers and students should strive to deal with this situation, and try to exchange information via different platforms and using different strategies.

3.5 Summary of the Main Findings

This research work is conducted for the sake of investigating EFL students’ attitude toward e-learning. Based on data analysis of the questionnaire and the interviews that were administrated in the same site, the research work accomplishes the following findings:

After analysing the data obtained by the questionnaire, we reached the point that the majority of Master one EFL students of didactics and Applied Languages have a negative attitude toward e-learning.

After tackling the questionnaire, the hypothesis that males have a positive attitude toward e-learning is rejected. It was revealed that both genders have negative attitudes toward e-learning i.e. they are not satisfied with this type of learning due to different factors, which reflected this negative attitude.

After conducting the students’ questionnaire and teachers’ interviews, we confirm the hypothesis that problems in accessing MOODLE platform, the lack of materials are factors that negatively influence students’ attitude toward e-learning. Besides, it was detected that other factors in addition to the previous ones influence both teachers and students’ attitude, like the lack of motivation of students, and teachers, the bad quality of internet, and the pressure of home-works, and deadlines.

Romeo and Barbara (2011) suggested that students were not interested in e-learning and it is not beneficial and they prefer the traditional classes.

According to the findings obtained by Cinkara and Bageci (2013), the gender did not differ between students attitude towards online language courses, and this supports the findings of this research work where EFL students both females and males had the same attitude.

The findings of this research work are compatible with the findings of Erarslan and Topkaya (2017) in which they found that students had a negative attitude toward e-learning, and that happened because of a set of factors.

3.6 Suggestions

Technology facilitates the teaching and learning process in a manner that anyone can learn at the time or place that suits his/her conditions and needs. However, the implementation of e-learning at Belhadj Bouchaib University is not welcome by the students. Yet, this doesn't abolish the value of e-learning and the importance of the presence of technology in EFL classrooms. For this reason, a set of suggestions for students, teachers and decision-makers must be taken into consideration for the sake of ameliorating the situation of e-learning at Belhadj Bouchaib University.

3.6.1 Suggestions for Students

Studying through e-learning is not an easy task especially when the students are not interested and motivated to adopt this new way of learning for the fact that EFL students need face-to-face interaction to improve their language competence. However, in exceptional conditions, especially during the COVID-19 pandemic, students must accept studying online and must start learning how to adapt to e-learning through:

- Students need to know more about e-learning through interacting with other students from other universities in which e-learning succeed, and because the experience of e-learning at Mentouri Brothers University of Constantine is considered as the most successful one till now, we have to consider this through making the students in contact with the students of this University for the aim of motivating them and help them change their attitude from a negative to a positive attitude.
- Students must take the situation seriously i.e. students must consider e-learning as an essential, not a complementary process.
- Students try to train themselves to use e-learning through watching videos about how to use e-learning tools and technologies like zoom, Google meeting...etc, and to ask

practitioners for recommendations that may enhance their level in using such type of technological tools.

- Students must focus on the strengths of e-learning, and work on developing it by taking it from a positive perspective, and try to eliminate the weaknesses.
- Students must respect the deadlines, and respect the time of sending the home-works to teachers to have an organised process of e-learning.

3.6.2 Suggestions for Teachers

Teachers are the core element in the teaching/learning process. They are the guiders who serve for fulfilling the needs of the students. This is the case in the application of e-learning at Belhadj Bouchaib University, in which the teachers are the guide for the students to know how to deal with this new system of learning. For the aim of the enhancement of e-learning at Belhadj Bouchaib University, teachers should:

- Teachers need to take surveys for students to be acquainted with the ways that students prefer to better understand the courses while using e-learning.
- Teachers need to take into consideration the conditions of the students because some students do not have the technological tools like Smartphone, PC...etc, and they should look for alternative solutions.
- Teachers need to post videos on YouTube channels for the ones who accept the idea or to create a platform in which the teachers can post private videos, and only the students and teachers can access it with no ability to download those videos.
- Teachers should employ adequate and efficient technological tools that better help students grasp the content of the courses.
- Teachers should motivate students to work with this contemporary and updated system of learning by emphasising its facilities and usefulness.
- Teachers should attend training sessions either at the University or out of it, for example at institutions that offer that type of training, if it is available.
- Teachers should manage the time of sending home-works and assignments to students i.e. teachers should make a schedule in which not all teachers of different modules send the home-works at once; each teacher should have a specific time to send them in order not to make students under pressure.

3.6.3 Suggestions to Decision Makers

The situation of e-learning at the Algerian Universities entails the intervention of decision-makers at the Ministry of Higher Education and Scientific Research. Students and teachers are struggling with different problems during the process of e-learning. Therefore, a set of suggestions are targeted to decision-makers for a better experience of e-learning.

- Decision-makers should establish collaboration between the Ministry of Higher Education and Scientific Research and the Ministry of Post and Communication by making a convention that helps students, especially those with financial problems, to buy ICT tools (PC, Smartphone, laptop...) by reducing the price for them, and to use partial payments.
- Decision-makers need to take COVID-19 as the starting point to think seriously and to include a module at universities to teach students what is e-learning and how to use it appropriately.
- Decision-makers should make periodic training for teachers in using e-learning tools and technologies, and keep them abreast with all the developments, and updates that take place in this field.
- Decision-makers should provide universities with all necessary materials, and types of equipment, and create specialised rooms at universities for e-learning.
- Decision-makers should enhance MOODLE platform, and solve the problems that students face while using this platform, especially the problem of accessing and registration in the platform.
- Decision-makers should enhance the bad quality of the internet since it is considered as one of the major problems for both the students and the teachers, and to train both of them how to use it.
- Decision-makers should solve the problem of payment methods of premium versions in some applications used in e-learning, which are not available in Algeria.

3.7 The Limitations of the Research Work

In any research work, the researcher may face difficulties that hinder his/her work. In this research work, as researchers, we also faced a couple of limitations. Among the limitations

that we struggled with, is the small number of males who participate in the questionnaire in which the majority of participants are females. Furthermore, it was impossible to do a printed form of questionnaire due to the protocol imposed by the Ministry of Higher Education and Research Science in which students of different levels carried their studies in the form of groups, for this reason, as an alternative solution, we decided to do an online questionnaire. Moreover, it took time to have the representative group, because we were asking them each time to respond. Besides, in some questions students were not helpful, they gave no sense answers.

3.8 Conclusion

This chapter provided data analysis and discussion of the results. It presented the summary of the main findings that researchers reached after the analysis of the data. In addition to that, the researchers proposed some suggestions to improve the process of e-learning at the Algerian universities, and they highlighted the limitations that they face while conducting this research.

General Conclusion

General Conclusion

E-learning in its broadest sense refers to any learning that is electronically enabled. In its narrower sense, it is learning that is enabled by the application of digital technologies such as web pages, videos, web conferencing, online classroom...etc. Nowadays, it became a crucial element in the teaching/learning process; Universities around the world enrolled e-learning in the teaching/learning process as a means of facilitating the interaction between the learner and the teacher. However, it was not the case at the Algerian Universities because the gap between the application of e-learning in Algeria and the developed countries was huge. This contemporary system of learning was put into action in Algeria with the emergence of the COVID-19 pandemic as an inevitable solution to maintain the teaching/learning process even though both teachers and students were not prepared and equipped to use e-learning. Therefore, this research work is conducted to investigate Master one EFL student of Didactics and Applied Languages' attitude toward e-learning at the Department of English, Institute of Letters and Foreign languages, BelhadjBouchaib University AinTemouchant.

In this research work, two research tools were employed to gather data. A questionnaire was submitted online for 46 Master one EFL students of Didactics and Applied Languages, and an interview with 05 EFL teachers who are both from the Department of English at BelhadjBouchaib University.

To accomplish this research work three research questions were set up. The central question was related to Master one EFL students' attitude toward e-learning, the other complementary questions were related to which gender had a positive attitude toward e-learning, and the last question was related to the factors that influenced negatively students' attitude toward e-learning. The researchers undertook the investigation based on three hypotheses. The first hypothesis was rejected since the main findings showed that the majority of Master one EFL students had a negative attitude toward e-learning. Similarly, the second hypothesis was refuted because the findings proved that both male and female students had a negative attitude toward e-learning. The third hypothesis confirmed that problems in accessing MOODLE platform and the lack of materials were factors that negatively influenced students' attitude toward e-learning.

The results of this study showed that there were distinctive factors that affected students' attitude toward e-learning negatively in which the answers of the students proved that problems in accessing MOODLE and the lack of materials were factors that result in a

General Conclusion

negative attitude. In addition to that, it was exposed that students and teachers are experiencing other problems such as the bad quality of internet, and the pressure of homeworks and deadlines.

Even though the researchers faced some obstacles while accomplishing the research work, this research is an initial step to improve the situation of e-learning not only at BelhadjBouchaib University but hopefully in all Algerian Universities.

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Appendices

Appendix A

Questionnaire for master dissertation

Dear students,

The present questionnaire is a part of our master degree dissertation by answering the following questions you will highly contribute in helping us to answer our research questions, and making a great progress in our research work. So, please answer these questions depending on your real experience with e-learning in Belhadj Bouchaib University during the spread of the pandemic. THANK YOU

*Obligatoire

What is your gender? *

- Male
- Female

Do you have smartphone? *

- Yes
- No

Do you have PC? *

- Yes
- No

Do you have internet at home? *

- Yes
- No

Appendix A

How could you describe your internet quality? *

- excellent
 - good
 - bad
 - very bad
-

how do you evaluate Moodle platform? *

- perfect
 - good
 - bad
 - Autre : _____
-

read each statement and tick the relevant box which suits your level of agreement/disagreement: *

	strongly agree	agree	neutral	disagree	strongly disagree
E-learning contributes in the continuity of lectures during the pandemic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix A

E-learning give more effectiveness to teaching/learning process than the traditional classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I prefer studying online rather than studying in the traditional classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I prefer studying in the traditional classroom rather than studying online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dealing with e-learning increased the interaction between me and the teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I appreciated the experience of e-learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the lessons provided by teachers through e-learning better than in the traditional classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-learning didn't give a great addition to learning/teaching process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The platform moodle is useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix A

I face no difficulties during the use of the platform moodle

what are the problems that you face while using e-learning? you can tick more than one. *

- the lack of resources.
- the lack of materials.
- problems in accessing the platform moodle
- Autre : _____

What are the ways that you prefer to use while using e-learning? *

Votre réponse _____

do you have any suggestions to make e-learning successful in Algeria? *

Votre réponse _____

Envoyer

N'envoyez jamais de mots de passe via Google Forms.

Ce contenu n'est ni rédigé, ni cautionné par Google. [Signaler un cas d'utilisation abusive](#) - [Conditions d'utilisation](#) - [Règles de confidentialité](#)

Google Forms

Appendix B

Interview Questions :

Part One :

1. What is your degree ?
2. For how many years have you been teaching?
3. What is your subject matter?

Part Two:

1. Do you think that e-learning is equivalent to the traditional classroom in terms of results?
2. Do you think that e-learning will have a role in teaching/learning process when the pandemic ends?
3. Do you support the continuation of using e-learning at the Algerian Universities?
4. Does e-learning succeed in replacing face-to-face learning during the pandemic?
5. As a teacher do you face any difficulties while using e-learning?
6. Do you have any suggestions to make e-learning succeed at the Algerian Universities?

ملخص:

التعلم الإلكتروني منهج تعليم و تعلم جديد في الجامعات الجزائرية الذي وجد قبل ظهور جائحة كوفيد19 مع العلم أن تطبيقه كان كحل بديل لمواصلة المنهج الدراسي. بما أن تطبيق التعلم الإلكتروني في الجامعات الجزائرية كان في ظل ظروف طارئة, الغرض من إجراء هذا البحث هو بحث موقف طلاب اللغة الانجليزية من التعلم الإلكتروني, و معرفة أي فئة من الجنسين أظهرت موقف ايجابي نحوه. يسعى هذا البحث لتحديد العوامل التي قد تؤثر سلبا على موقف الطلاب تجاه التعلم الإلكتروني. لتحقيق أهداف البحث و الإجابة على أسئلته, تم استخدام أداتين للبحث: استبيان موجه إلى 46 طالب لغة انجليزية من السنة الأولى ماستر علم التعليم و اللغات التطبيقية, و مقابلة تستهدف 05 أساتذة من قسم اللغة الانجليزية في جامعة بلحاج بوشعيب عين تموشنت. أظهرت النتائج التي تم الحصول عليها من تحليل البيانات أن غالبية الطلاب من كلا الجنسين كان لديهم موقف سلبي تجاه التعلم الإلكتروني, و أن هناك عوامل مختلفة أثرت سلبا على موقف الطلاب تجاهه خاصة مشاكل الولوج إلى منصة "MOODLE" ونقص الإمكانيات.

Resume :

E-learning est une nouvelle approche d'enseignement/apprentissage. Il existait avant l'émergence de la pandémie de Covid-19. Pourtant, il a été mis en œuvre comme une solution alternative pour poursuivre le programme d'enseignement. Étant donné que l'application de l'apprentissage en ligne dans les universités algériennes était en cas d'urgence, le but de mener à bien ce travail de recherche est d'étudier l'attitude des étudiants de l'EFL à l'égard de l'apprentissage en ligne et de voir quel sexe montre une attitude positive à l'égard de celle-ci. Cette étude cherche à déterminer les facteurs susceptibles d'affecter négativement l'attitude des étudiants à l'égard de l'apprentissage en ligne. Pour atteindre les objectifs de la recherche et répondre aux questions de recherche, deux outils de recherche ont été utilisés: un questionnaire adressé à 46 étudiants de master un en EFL de didactique et de langues appliquées, et une interview a ciblé des enseignants de l'EFL au département anglais, à l'université du Belhadj Bouchaib, Ain Temouchent. Les résultats obtenus à partir de l'analyse des données ont révélé que la majorité des étudiants ont eu une attitude négative à l'égard de l'apprentissage en ligne pour les personnes et que différents facteurs ont influencé négativement l'attitude des élèves à l'égard de l'apprentissage en ligne, principalement les problèmes d'accès à la plate-forme Moodle et au manque des matériaux.