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Covid-19 Pandemic and Online Learning Challenges: The Case of Master Students of English at Belhadj Bouchaib University of Ain Temouchent

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Didications

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Abstract

After the spread of the pandemic of Covid-19, a number of universities around the world changed their educational system from face- to- face learning to remote learning. The purpose of this study is to understand the learners' views towards online education and to identify which educational system i.e.; online learning vs face -to-face learning is more effective. Using the quantitative method, online survey questionnaires have been used in order to test the hypotheses. This research is divided into three chapters; The first one is concerned with the concepts related to online learning and traditional education. The second describes the methodology and the instrument used in the research. The third chapter analyses, interprets and discusses the findings of the master two students of English at Belhadj Bouchaib Ain Temouchent university, it also deals with recommendation and suggestions. The results have revealed that most of the respondents agree on the fact that traditional learning is more effective than online one which is due to some problems such as lack of internet connection, lack of materials, lack of motivation and self-discipline which affect the success of the online learners. They assert that the educational effectiveness in online learning is lower than in traditional learning. In addition, it is showed that the students feel comfortable and satisfied while studying face- to- face.

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General Introduction

During these last two years, online learning has been activated in some world-class institutes. The unexpected closure of educational institutions due to COVID-19 has prompted the authorities to propose the adoption of alternatives to traditional learning methods in emergency situations to ensure that students are not left without studying and to prevent the spread of equipment. Thus, traditional educational methods were replaced by e-learning when the COVID-19 appeared because social gatherings in educational institutions were considered an opportunity for the virus to spread, and e-learning considered as being the best available option to ensure that epidemics do not spread as it ensures spatial distancing despite the challenges and studied numbers, which indicate that Students are unlikely to benefit from this type of education (Lizcano et al 2020).

This research focuses on the challenges and obstacles faced by the learner of English as a foreign language during the outbreak of the current global epidemic and the possible facilities and solutions that can be provided to overcome these problems in the future, and the importance of the current study lies in exploring the impact of the COVID-19 pandemic on the process of learning English as a foreign language. The emergence of the Corona crisis has caused serious changes in all sectors, especially in the framework of education, as these changes required the development of guidelines to rebuild and reshape the future of all sectors. Due to the spread of this virus, most countries have implemented a law to close schools and universities to prevent the outbreak and spread of the new Corona virus, as many universities were able to launch online education the day after the closure and the majority in March 2020, facilitating a rapid transition to e-learning during the pandemic. Blended learning was active in all faculties of the university with some public or elective courses using the Blackboard platform before the corona virus outbreak.

Recently, the education system faced an unprecedented health crisis "COVID-19" that has shaken its foundations, and therefore, various governments around the world launched the response to the crisis to mitigate the negative effects of the

epidemic on education, inevitably these developments. Educational institutions were forced to move to full online learning in order to allow face-to-face education. The current circumstances are unique in that they may exacerbate challenges to online learning due to restrictions on health protocols, and it is critical to understand the student's experience at the time of the COVID-19 pandemic. There are some advantages and disadvantages of online learning accessibility of online education globally such as saving time, money, efforts are advantages of online learning when students ask teachers to record the classes, teachers review and prepare well for registration, which certainly improves students' ability to access and understand lectures at any time, and one of the most important issue is the low debit of the internet.

The key difference that set the current study apart from the previous studies sheds light on the direct effect of the pandemic on the challenges that students experience in an online learning space. Thus, the present study at answering the following questions:

1- Is online education an effective substitute of traditional classrooms in the Algerian Higher education ?

2- Are students motivated in e-learning and what are their attitudes towards it?

The questions mentioned in this research helped to develop some hypotheses that might help in the study:

1- E-learning is not very developed in the Algerian higher education system in general and is less effective than the traditional education methods.

2- Students are not motivated in learning online, they show negative attitude towards it, they claim that this way of learning can never replace face-to-face learning.

The research work is divided into three chapters, the first chapter is devoted to provide an overview of the theoretical side tightly related to student's and teacher's challenge, education and online learning during the COVID-19, the second chapter aims to describe how it works the research will be conducted by discussing the

methodology and research tools used to collect data ;the study will be conducted I systematic manner through adoption of mixed research methods and through qualitative achievement and quantitative data. Thus it is conducted by the questionnaire, and the sample is assumed to be comprehensive; Therefore, both genders and the two age groups are different. The third chapter is reserved for analysis and interpret data in order to explore, understand, and identify obstacles and problems of distance education and experimentation demystifying and finding solutions.

CHAPTER ONE:
Literature Review

1.1   Introduction

Coronavirus disease (covid-19) appeared in December 2019 and the world health organization declared a public health emergency on March 11th, 2020. Since then it has rapidly developed into a pandemic and the virus spread rapidly unchecked by borders prompting countries around the world to take measures such as closing their borders, controlling entry and exit points, and tracing diseases to curb outbreaks, these measures not only have a high economic cost (Al-Awadhi et al., 2020,Laing 2020).

During the COVID-19 pandemic, most of countries and regions temporarily closed their educational institutions, affecting over 1.5 billion students worldwide (The United Nations Educational scientific and cultural organisation [UNESCO]. Mobile devices that can connect to the Internet have allowed students to continue learning in digital environments. Digital learning allowed students to follow the learning content prescribed by educational institutions and teachers using their preferred learning methods and their convenient time and location (-Martin, F., & Hertzberg, J. (2013). Educational institutions worldwide have attempted to apply educational technology for providing synchronous or asynchronous online learning. These types of distance learning have become the optimal solution for reducing the COVID-19 pandemic on student's learning and also provides flexibility to teachers, however, the use of such teaching methods may give rise to various problems, such as data security issues in teaching streaming platforms. Researchers have also warned that the pandemic would exacerbate mental stress (Flett&Zangeneh, 2020) students use the Internet to receive real-time information on the COVID-19 pandemic across the world, which may lead to changes in their online learning behaviors compared with that during the pandemic times, therefore, the goal of this study is to investigate whether the COVID-19 pandemic has affected the online learning behaviors of Algerian university students receiving asynchronous online distance learning. (write just a general idea)

1.2. Online Learning (E-learning)

It is asserted that E-learning does not just happen; it requires careful planning and implementation. Thus, rapid developments in technology have made distance education easy (Mc Brien, 2009).Most of the team (online learning,open learning web-based learning,   computer-mediated learning, blended learning, m-learning..) have in common the ability to use a computer connected to a network, that offers the possibility to learn from anywhere, anything, in any rhythm, with any means (Cojocariu, V.-M., Lazar, I., Nedeff, V., &Lazar, G. (2014).)

Online learning can be termed as a tool that can make the teaching learning process more student centered ,more innovative, and even more flexible. Online Learning is defined as learning experiences in synchronous a asynchronous environment using different devices (e.g. mobile phones, laptops,..) with internet access. In these environments, students can be anywhere to learn and interact with institutions and other students (Singh and Thurman,2019). The synchronous learning environment is structured in the sense that students attend live lectures there are real-time interactions between educators and learners, and environments are not properly structured. In such a learning environment, learning content is not available in the form of live lectures or classes, it is available at different learning systems and forums. Instant feedback and immediate response are not possible under such an environment (Littlefield, J. (2018)). Synchronous learning can provide lot of opportunities for social interaction (Mc Brien, J. L., Cheng, R., & Jones, P. (2009)). A midst this deadly virus spread such online platforms are needed where (**a**) video conference with at least 40 to 50 students is possible, (**b**) discussion with students can be doneto keep classes organic ,(**c**) Internet connections are good (Basilaia, G., Dgebuadze, M., Kantaria, M., & Chokhonelidze, G. (2020).

1.2.1. Status of Online Education

The number of online course offerings has increased in recent years, and nearly two thirds of academic institutions that offer face to face courses also offer online courses . Online education here to stay (2006, Winter) , the number of online courses offered will likely continue to increase in the foreseeable future. In fact, online education is a long term strategy for most educational institutions (Brown &

Corkill, (2007)). Distance education is any formal learning that occurs when the instructor and student are geographically separated. (Verdin & Clark, (1991) it means that learning happens without the students being physically present in class , but they communicate by using electronic platforms.

Mc ISaac and Gunawardena (1996) defined distance education as « no more than hodgepodge of ideas and practices taken from traditional classroom settings and imposed on learners who just happen to be separated physically from an instructor » (P5). Distance education, therefore, is abroad term that encompasses all formal learning that occurs by way of a variety of media these media may include radio, audio, telephone, post email, and computer networks. The majority of distance education no longer occurs. Instead, a large portion of distance leaning is communicated via internet or video (pallof & Pratt,2001). It is important to note that not all distance learning occurs by way of Internet.

Online education, however, has increased in popularity in recent years. In fact, online education is expected to continue to grow based on projected figures related to use of the Internet and advancements in technology. (Lee & Nguyen ,(2007)). Resulting change within the field of education has necessited a deeper understanding of challenges facing University administrators. Researcher have begun to analyze its effectiveness online learning is effective if it meets the needs of those it serves because students experience the need to learn, it is beneficial to better understand students 'perceptions of effectiveness within online education. When asking why do we need distance education? Moore and kearsley (2012 : 361) in their study identified the following reasons as to :

- Increase access to learning and training as matter of equity.

- Provide opportunities for updating skills of the work force.

- Improve the cost effectiveness of educational resources.

- Improve the quality of existing educational structures.

- Enhance the capacity of the educational system.

- Balance inequalities between age groups.

- Offer combination of education with work and family life.

1.2.2. Online Learning and Institution

Online Learning encompasses the use of desktop computers, laptops, tablets, virtual reality devices, mobile phones, personal digital assistance and more(Sung, Y. T., Yang, J. M., and Lee, H. Y. (2017). There are also many content and learning management systems (canvas ,moodle and blackboard) that facilitators online learning. Online Learning activity predom inantly comprises synchronous instruction that is in real-time and asynchronous instruction that many be pre-recorded or a standalone self-paced online program (Thalheimer, W. (2017)) when appraising the effectiveness of online learning, there is a mixed evidence base.On the positive side, there is meta-analytic evidence demonstrating the effectiveness, yielding generally small to moderate effect sizes (Yuwono, K. T., and Sujono, H. D. (2018)) there is also meta-analytic evidence that modele computer supported learning can enhance collaborative learning (Sung-yang,2017). On the negative side ,there is research suggesting that online learning approaches are not as effective as real-life-time in class learning. For example, (Clinton, V. (2019)) found that students reading material in paper-based from showed greater comprehension than students reading the same materials in digital form . findings from *Pisa (2015)* and Pĕna lópez (2015) found that students who used computer very frequently at school performed more poorly than students with other levels of computer use. Moreover, it seems that many teachers are not highly trained in harnessing Technology to help students learn Peña -Lôpez (2015). In study of online distance education found comparable student achievement across online and in class instructional modes One reason why there are such mixed findings is because there are many factors that are implicated in the success of online modes Factors related to technology access, technology skills, instructional and resource quality, parent/home support, ethnicity, socio-economic status, and learning support needs have all been identified support the extent to which online learning is effective or not AITSL, 2020 ;Australian Academy of Science, 2020) however, given the substantial novelty ,variability and uncertainties associated with in-line learning during COVID-19,it is also likely that various personal psychological attributed have potential to assist students' learning during this time

and in future periods of disrupted learning.

1.3   . The Difference between Face- to- face Learning and Online Learning

Learning over the last few years, digital media have improved the teaching, and learning experiences and have become a common practice for university students and lectures. According to Paechter and Maier **(2010)** e use f e-learning and of digital media for teaching and learning has grown rapidly in just a few years.

In a comparative study, Dabbagh and Ritland (2005) examined the differences between traditional and online learning environments are bound by the location and presence of the teacher and students conducted in real time, managed by the institution and are linear in teaching methods. However , according to keengwe and Kidd(2010)the online teaching and learning environments are unbound and dynamic, using evolving information and communication technologies, asynchronous communication and real time information, online learning environments involve a variety of educational practices and are often characterized by student-centered, active learning techniques.

1.4. The Necessity of Online Learning

The major part of the world is on quarantine due to the serious outbreak of this global pandemic COVID-19 and therefore many cities have turned into phantom cities and efforts can be seen in schools, colleges and universities too. All this online teaching can be termed as the pandemic for the crisis. The Corona virus has made institutions to go from offline mode to online mode of pedagogy. This crisis will earlier reluctant to change, to accept modern technology. This catastrophe will show us the lucrative side of online learning and teaching. With the help of online teaching modes, we can sermons a large number of students at any time and in any part of the world. All institutions must scramble different options of online pedagogical approaches and try to use technology more aptly. More universities

around the world have fully digitalism their operations understand the dire need of this current situation. Online Learning is emerging as a Victor ludorum amidst this chaos (Carey, K. (2020). Distance, scale,and personalised teaching and learning are the three biggest challenges for online teaching. Innovation solutions by institutions can only help us deal with this pandemic (Liguori, E. W., & Winkler, C. (2020)).These is a requirement of a quick shift to online learning mode, therefore, the products by Google can be really useful under such problematic situations, they are (a) gmail, (b) Google forms, (c) google drive (d) google classroom (e) open software. These tools can successfully be used as an alternative for face-to-face classes (Basilaia, G., Dgebuadze, M., Kantaria, M., & Chokhonelidze, G. (2020).

1.5. Online Learning Behaviours

Online Learning is more convenient making students learn at their own pace and their time. Thus, technology is used to bridge special gap and acts as the medium of delivery for the interactive for learners which the teachers and their students are separated by flexibility, and it can be performed at any time and in any place without the need to be on a campus. There are a number of influences that impact the effectiveness of an online learning environment. Some of these factors include family distractions and obligations, time management skills, motivation and availability of resources. (Kalman & al (2020)

1.6. Benefits of Online Learning

Some of the benefits for learners and institutions are detailed below :

 a-For learners: Online learning knows no time zones and location and distance are not issues. Students can access the online materials at any time situated and the application of knowledge and skills is facilitated since the learners can use online courses on their own space.

b-For instructors: Online materials can be updated and the learners can see the changes when the learners want to access to materials on the internet. The online

education can be used to determine learners needs, and also to achieve their desired learning outcomes.

1.7. Effectiveness of Distance Education

Simonson, Schlosser, and Orellama (2011) completed a review of research about distance education and concluded that "it is not different education, it is distance education (p.124) and " research clearly shows that distance education is an effective method for teaching and learning" (p.139). Another indication that distance education has become a dominant trend in education and training is the application of comprehensive references about the field. Additionally, in 2009 the united states department of education published a meta-analysis and review of online learning studies and concluded that online learning students achieved better than traditional students. These studies build on and support previous research about the effectiveness of distance education.

According to the 248 studies that were compiled Russel (1999), there is no significant difference between distance learning and traditional classroom learning. In other words, distance can be considered as effective as to face to face learning and our results support this conclusion. Dean, Stahl, Sylwester, & Peat, 2001 (p 252) .

Simonson et al (2011) reported results that are indicative of the research on the field of distance education. Most who are deeply involved in the field of distance education are unsurprised by these summaries of the research. Unfortunately, some have ministerpreted the "No significant differences" phenomenon and assumed that instructional technology and distance education do not promote learning. This is incorrect.Actually,the evidence is quite clear that students allages can learn from instruction delivered using technology, and that distance works.

In the first years of widespread growth of distance education in the United States, Hanson et Al (1997) summarized the research on distance education in a publications of the association for educational communications and technology. This widely distributed review concluded that: comparative research studies on a achievement tend to show no significant difference between different delivery

systems and between distance education and traditional education…several recent studies indicate a significant higher achievement level in those inherent difference on achievement.In other words,it is not the fact that instruction is delivered in a traditional, face to face environment or at a distance that predicts learning . Anglin &Morrison ,2000 : Berge &Mrozowski,2001,Drawazeh,2001,Simonson ,2002, Simonson et Al 2011) .

The following conclusions about instruction delivered to distant learners related to effectiveness:

- Distance education courses should be carefully designed and developed before instruction begins.

- Training in effective instructional strategies is crucial for teachers of distant learners.

- Adequate support systems must be in place to provide the distant learner with access to resources and services.

- Interaction between the instructor and students and among students themselves must be possible and encouraged.

Distance learning can be effective can be as effective as any other category of instruction. Students have learned and think that their distance education experiences are as successful as more traditional education, and the keys to successful distance education are in design, development and delivery of instruction.

1.8. Problems Associated with Online Teaching and Learning

These are a number of technologies available for education but some time they create a lot of difficulties, these difficulties us on the modern technologies issues with audio and video …. Sometimes the students found that online education is boring and that they never find time to do it, personal attention also is a problem facing distance learning. Also, sometimes online content is all theoretical and doesn't let the student to practice and learn effectively. Students feel that lack of community, technical problem, and difficulties in understanding instructional goals

are the major barriers for online learning (Song et al .2004)

In addition, they are not sufficiently prepared for balancing for their work, family, social lives and their study lives .

1.9. Barriers to Online Teaching

a-*Pedagogy and technology* : Acquiring adequate pedagogical skills are two elements crucial to a successful transition to the online classroom. The educational community generally agrees that the success of online courses and curricula depends largely on the use of student-centered pedagogical practices (Duffy&Kirkely,2004,Grabinger,2004). Thus the role of the online teacher is to design, create and facilitate rich interactions among learners in order to keep them motivated.

In well-designed online courses, students are frequently asked to take on additional responsabilities, some of which used to the prerogative of teachers this is the reason why the shift has often been described as a shift from being "The sage on the stage is to the guide on the side" (King,1993: 30). The teachers need to be proficient in the technologies of distance education in order to select the tools that allow them to carry out their instructional goals.

b- *Student readiness*: online education is often as a new to student as it is to teachers. Students need To make adjustment to their studying habits in order to be successful online learners. Faculty have reported the lack of student discipline as a main barrrier to online learning (Seaman,2009 Vasilik &Bolliger,2009).

As teachers renounce of their control over instructional events, students must be willing to accept some of the responsibilities traditionally assumed by teachers. Many students are not prepared for this challenge, which may partially account for high attrition levels online (Henke&Russum,2000). As Dawley noted, often, they have been educated through years of skills and drill where an emphasis was placed on memorization and testing of knowledge, is it after many years of working with this

transmission model of teaching, students become comfortable with the process. They understand what is expected of them as passive learners, and they developed skills for effectively mastering the content, cognitive psychologists refer to this process as the automation of procedural knowledge. Dawley (2007: p5).

c- Perceptions of Online Learning : One of the most important challenges that faculty need to overcome before agreeing to teach online is the still wide-spread perception, both in side and outside academic circles,that online learning is less worthy form of education. Seaman (2009), Adams &Defleur (2005).The prejudice in favor of face to face instruction over distance education has its roots in the early days of the field : " Correspondence study,which was designed to provide educational opportunities for those who were not among the elite and who could not afford full time residence at an educational institution,was looked down on as inferior education". (Gunawardena & McIssac,2004,P357) . In early days correspondance study was inspired by democratic ideals and liberal thinking, and its aim was To offer educational opportunities for those who were not among higher classes and who lived in remote geographical areas. Correspondance education offended the elistist and extremely undemocratic educational system characterized the early years in this country (Pittman,1991). This negative perception has remained attached to the field of distance learning.

Distance education has always been known for its departure from the conditions in which teaching and learning naturally take place. To some extent, distance education is a pedagogical oddity, often requiring further justification, such as the extension of educational opportunities or the encouragement of online learning (Larreamendy & Leinhardt, p570, 2006). Recent quantitative data substantiate the persistence of such perceptions today as "Less than one-third of chief academic officers believe that their faculty accept the value and

legitimacy of online education" (Allen & Seaman, 2009, p3). This Sloan Consortium (Online learning consortium) report goes on to note that the situation has not changed significantly since 2002, although online learning enrollments and offerings have grown substantially. Perhaps more significantly, in 2009, 80% of U.S

higher education faculty with no online teaching or online course design experiencebelieved that the outcomes of online learning were inferior to those of face-to-facecourses. In contrast, the majority of faculty with experience in online teaching and course design believed that the outcomes were either equivalent or better (Seaman, 2009). Despite evidence that carefully designed online courses yield excellent learning.

1.10. Major Challenges for Implementing Online Teaching and Learning in Higher Education

Online education in higher education helps to provide quality open educational resources and utilize a variety of pedagogical and collaborative tools to engage the learnersfor reflective and critical thinking. Online technology must be able to increase rentention rates, and increase learning quality, and to result in good outcomes for students. Mahlangu (2018). However, student maturity level and their digital preference, digital competency and digital ability impact in online learning. Therefore, regardless of the demographic of the cohort, assumptions around technological preference and capacities should be side lined at least until the necessary social and peer support mechanisms are in place. According to Gillet-swan(2017) Adapting to online environment can be a challenge for both facilitators and students a like. According to kirkwood &Price(2014) Most of the higher education institutions are facing different challenges due to indequate physical legislative and operational capacities to accommodate online learning and the use of educational technologies.

Figure 2: Major Challenges for Online Teaching and Learning at Higher Education[1]

*1. Technological Challenges:*The emerging technology related to online teaching and learning

regard to operating different learning platforms, creating materials, sharing, communicatimg with others. As stated by Orlando and Attard (2015) teaching with technology is not a one size fits all approach as it depends on the type of technology in use at the time and also the curriculum content being taught. This shows the integration of ICT in teaching provides extra concern in terms of teaching pedagogy and construction of learning experiences. Even within this,it is often taken for granted that technologies can enhance learning (Kirkwood & Price,2014). Technological proficiency and competence, social support, interaction, and skill development (Gillett-swan,2017) .Technology is defined as the making, modifying,

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using and knowing of tools, machines technique, systems and methods of organizing them in order to

solving a problem. Technological knowledge refers to the capabilities related to operating technology that will enable academics to learn the online learning features and functions correctly and use them effectively.

In online mode of teaching, quality of virtual classrooms also depends on the students and teachers familiarity with the new technologies as well as on the technical equipment and support provided by the University (Sanchez-Serrano, et al, 2020) .While delivering class through online mode the teacher may face the difficulties related on the issues. The instructor must have the ability to motivate students, show empathy, resolve emergency problems and respond to emails rapidly (Gillett-swan,2017).

2. Pedagogical challenges: Pedagogy is concerned with enabling students in the best way to achieve learning. Successful pedagogy requires the teacher to understand how students learn then design and deliver course materials, and mentor students appropriately, so that knowledge and skills are passed on (Morley, 2010). It requires a different approach to teaching especially in the areas such as individual and group interaction and online assessment .it is a challenge how to make students motivated and keep them active. However, the technical skills and not only the issues but also appropriate designing of contents. In order for academics to effectively make the transition to become online teachers they need to do more than just develop new ICT skills;it should be pedagogy based (Morley,2010) .

The appropriate pedagogy for online Teaching consists of the approaches as to match the technology, organize and promote different tutorial modalities, organize and facilitate students participation, link the subject with scientific, social and cultural phenomenon, validation of student knowledge acquired, use a virtual classroom to facilitate learning, apply

aspects of collaborative, active, constructive, reflective and authentic learning (Ni She et al,2019) .

Pedagogy is an important and serious consideration for learning. It is not

about dumping information on a website and hoping students will learn it, but a process to be followed to enable pedagogy in the e-learning tools, which institutions should show utmost importance (Ferguson et al,2019). Pedagogy support to transmission of knowledge in a conductive and collaborative approach and provides a number of scaffolding strategies that online educators can use to better facilitate online teaching (Feng et al 2017) .

3. Attitudes: the factors related to students characteristics have a direct impact on their attitude towards e-learning and affect the adopting of e-learning, such factors are self-motivation;

patience; self-discipline; time management; computer software experience communication and organizing skills (Sabah. N.M , 2013) .

Attitudes and behaviour have a strong connection. A student who has a positive attitude creates willingness to learn the subject and help in developing positive learning behaviours on the subject (Bem,1972).Similarly Students with positive attitude show à greater probability of accepting e-learning system (Sabah .N.M, 2013) .The attitude of the teacher also affect the teaching and learning process of their Students (Nilsson, 2018). The teachers with a positive attitude are more likely to use technology efficiently in their Teaching (Yang & Kwok,2017).Abdullah et Al (2006) state that if teachers have more a positive affective, cognitive and Behavioural attitudes about technology such as virtual learning platforms, then they would have a greater intention to integrate this technology in the teaching and learning process with their Students.

4. *Access:* The online learning system automatically demands the digital operating skills in students and teacher, access of technology, electronic devices, the regular power, supply and quality of the connectivity. The low income students, who have not the connection resources and facilities for online learning. This may cause due to the low income to purchase Internet data or purchase the laptops and smartphones. The few education systems even the high performing, may not be that well equipped To offer online learning for all students at such a large scale (World Bank,2020) .the relevant literatures disclose that in recent years,there has been an increasing interest in the development and use of ICT to enhance the quality of teaching and learning

(Smith &Judd,2020, UNESCO,2020; world Bank,2020). In some areas, the unavailable of electricity and network also creates problem in online learning. The low speed of the Internet may also cause issue in online learning.

5. *Time Management*: The academician who uses online learning systems faces difficulties in managing time. The prerequiste needed to be an effective online instructor is that academics must visit the discussion page at least once a day to see if there is a posting by the students (Burd & Buchanan,2004). A question is that visiting the discussion broad once a day may not be seen as adequate according to cyber culture values (Islam, Beer & Smack, 2015). Some researchers have declared that academics should maintain a strong presence on online discussion broads so they control discussion, provide feedback that helps the students effectively.

Time management is difficult for online learner in their online courses that requires a lot of time and intensive work. Developing some digital materials for online learning may be time consuming and that institutions need to support this process both in the allocation of scheduled time and provision of professional development (Baran& Correria, 2014).The online and other digital technology is changing at a faster rate. This requires developing special knowledge and skills to the teacher as well as the students to adopt new technology system and resources.

- Bezuidenhout, A. (2018). refers to the lack of time as the 'Silent barrier' and suggests that educators and their institutions have to manage time effeciently.While preparing and conducting online learning activities difficulties may occurs about managing their time with regard to preparing new materials , answering the students the questions via learning platforms or e-mails.

6-Equity: Equity in education is a vague term. It requires an autonomous system that ensures for every child an equal chance for success. As defined by Organisation for economic cooperation and development (OR CE,2008) equity in education consists of two dimensions. The first is fairness, which basically means ensuring that personal and social conditions do not prevent students from achieving their educational potential. The second is inclusion, which means setting a basic minimum standard for education that is shared by all students despite of background, personal characteristics or location. Equity in education includes focusing particularly on

children excluded on the basis of gender, children with disabilities, the poorest, ethnic and linguistic minorities, and children affected by emergencies, minority and marginalized groups (Bista, Sharma & Raby (2020). It cannot be achieved by providing equal chances thus it requires some sort of individual support including necessary resources. There is no any remarkable provision of priority support or academic support for minority and marginalized students to overcome structural inequities in higher education (Olson-Strom &Rao, 2020). Inequity in access for female and disadvantaged social groups, the lack of access in remote area and disparities between rural and urban areas are among the key issues in Nepali higher education . Asia development Bank (ADB,2015)   .Thus, equity of education is considerably lower in Nepal and education participation across social groups remains unequal

(Educate Nepal, 2016). So, to expand the access to higher education financial support for higher education would be the most effective and efficient way to promote equity in education. Asia development Bank (ADB, 2015) For this, adequate scholarships, grants, and different types of loans could be effective ways of equalizing opportunity for higher education (Marginson, 2002).

*7- Student Guidance and Support :*Student guidance refers to assistance given to the students. It is primarly concerned with the students success in his educational career, adjustment to the institution and fulfils the needs, and interests of the students. As stated by Everitt, Neary, Delgardo and clark (2018) students personal guidance impact on the students individual effectiveness such as self-awerness and self-esteem career readiness such as career plans and decision making. Thus the student can support by timely feedback, monitoring student progress regularly, managing especial time, managing learning environment. Student support fosters, promotes and increases interpersonal competencies and achievement directly in their academic life. Shaterloo & Mohammad Yari (2011). Student support includes the social, intellectual, emotional and physical asepects of student lives.

1.10.1. Student-teacher Collaboration

Innovative research based and effective student engagement is crucial to

producing students that could perform competitively on global standards, be prepared for higher education, and could compete in the work force. Marcketti, S. B., & Karpova, E. (2014).. Consequently, one of the best ways to create academic success has been to ensure that students are engaged in the classroom as collaborators. Hoigaard & Kovac, Øverby & Hargen (2015). According to a study of Norwegian school students, academic self-efficacy was invastigated to see if both the effects of proximal and distal qualities made a difference in student achievement. Hoigaard et al (2015). According to Daniels, edwards , engestrom , Gallagher & ludivigsen ,(2013) When the students believed they could be collaborative partner with their teachers, their academic achievement increased. In this manner, the value of deep learning has been promoted.

The students have seemed to learn better than when they could be creative, solve problem, make connections to real world events and situation, make decision as co-teachers in the learning process. Both students and teachers have the possibility to benefit from more innovative relevant and effective learning processes that reach beyond the walls of a single classroom, which has been critically important for distance learning to be successful. Marcketti & Karpova (2014).

Nationally, and internationally there has been an increased focus on the teaching of 21st century skills in higher education, and how what takes place in the online classroom could directly affect how students could achieve success on the global stage Gibb & al (2014).

Marchetti and Karpova (2014) has corroborated this idea that their concept of learning in the classroom has become limited in reference to who we are globally and that what happens in the vitrual classroom needs to become a much greater part of curriculum in higher education today.

1- **The teachers' role :** The goal of the teacher should be to challenge students to higher level of academic self-efficacy one way of boosting the success of this type of learning could be to include collaborative teaching method for addressing the needs of all students who could benefit from greater teacher attention and a focus on real world,

technologically based innovation.

Collaborative teaching methods could involve educators in a number of ways in which they could have the flexibility needed to respond specifically to student's needs. (Burroughs, 2014). Another way in which to foster student-teacher collaboration could be that teachers could enhance their role and level of commitment by studying journals, viewing instructive videos, seeking information, engaging in discussions on education cantered websites, and by possibly attending classes, presentations and conferences. Hadar &Brody (2012). Without question, a difference in improvement regarding the mastery of academic skills has existed between students who have been instructed with collaborative teaching methods, as opposed to those students who were not instructed with collaborative teaching methods. Burroughs (2014).

2- **The shared role:** Grubb and Gardiner (2013) suggested that the most effective from of instruction derives from the triangle of instruction that includes teacher, the student, and the curriculum, placing the emphasis on the teacher's responses to the other two aspects of the triangle. Drawing upon Curb and Gardiner's (2013) triangle, and modifying it in the context of this study. Figure five reveals the relationship between students and teachers and places equal emphasis on the responsibilities of both the instructor and the student, positing that each of these must interact with the other two aspects of the triangle of instruction. In another similar study, it was also discovered by konings ,k,D, Seidel , T , Brand-Gruwel and van Merrienboer (2014) that, when students and teachers interact and collaborate within the scope of an ideal alignment of participation, perception and expectation, it allows for the most effective from of collaboration to take place.

Collaboration has also allowed teachers and students to talk about what students need to learn and serves as teaching guide on how to map curriculum design lessons, and construct assessments that measure whether students were achieving goals. Chenoweth (2014) .previous, traditional educational programs,

which were well intentioned in adapting innovations, have often had little long-term effect on Teaching and student achievement unless both the student and teacher were actively engaged in the educational process (Austin &Garber, 2013). In this context, a collaborative approach sees both the teachers and students as the decision makers in the distance learning environment. Daniels et Al (2013). These researchers posited that there were four different manners in which students could experience academic engagement. These consist of consultation, involvement, participation, and partnership. Healey et Al (2014).

In this study, the authors Healey et Al (2014) also posited that student-teacher partnership was important for examining what educational tools chosen for distance learning could influence student teacher relationships.

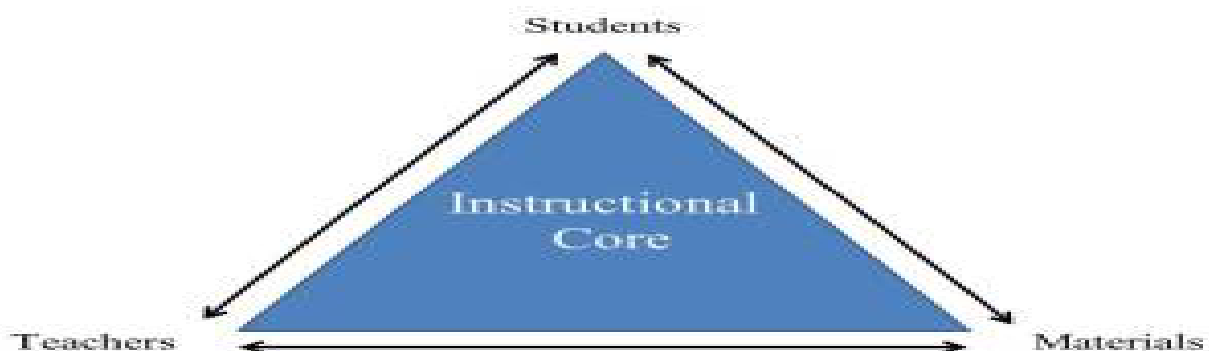Figure 3 : Triangle of Instruction[2]

1.11. Research and Evaluation

1) **Student's Motivations :** According to Duncan, Range and Hvidston (2013) student perceptions of a rigorous curriculum is defined as having a clear definitions of goals and learning outcomes. Literature also reveals that an instructor should consider different methods than those used in traditional settings in order to engage students

in online learning (Borcato, Bonanno & Ulbig, 2015).The course is organized poorly and the students spend much time to search for information. Unclear expectations or changing learning goals frequently during the class demotivate students and causes confusion about course objective (Duncan, Range & Hvidston, 2013).

According to (Duncan , Range & Hvidston,2013; Palmer&Holt,2010) research the student motivation increase in a classe when they have an opportunity to interact, as well as instructor, and gain exposure to other perspectives . Instructors must participate actively and engage with students, which means they must be available for learners and gain their trust and confidence (Borcato, Bonanno &Ulbig, 2015).

Students' motivation grow when learners can build relative knowledge and demonstrate learning, thus student motivations towards online learning are enhanced with clear organization, communication, interaction and presence of instructor.

2) **Communication:** Communication is an important part of any educational endeavor,student need to collaborate with their instructor and their peers in order to be successful in an academic course . (Brindely,W&B,2009, chen &Mato,J,H,T&Thompson ,2021) . One of the primary and inherent features of online learning is the absence of a physical environment, which would encourage communication. An online course provides students with unique opportunities for building communities in which students can ask questions, challenge each other and also construct new knowledge. (Bryant & Bates, 2015) .communication can occur synchronously or asynchronously. Synchronous communication means the communication is taking place in real time, as would be found in a traditional, face to face classroom. Methods of accomplishing similar communication in an online course would require videoconferencing or virtual sessions. Example of programs that facilitate synchronous communication are black board collaborate, Google hangouts. Asynchronous communication and subsequent responses between an instructor and students. Example of asynchronous communication method is email and discussion boards.

3) **Synchronous communication:** Real time communication between students

and instructor is supported in an online environment by many features such as audio, video, text chat, interactive white broads, application sharing, instant polling, emotions, and breakout rooms (Martin &Parker,2014). When given access to synchronous communication tools with a variety of functions, students have a tendency to exploit the arrag of features, and when technical problems occur, they can easily go beyond the limits of what an instructor can troubleshoot (Warden, 2013). In fact, utilizing too many technical features ultimately creates a work overload for an instructor (Warden,2013).

Video conferencing can be successful because it provides a platform for students and instructors to communicate with body language and nonverbal communication cues in addition to words and other traditional teaching technique such as demonstrations, screen sharing, and presentation online (wang &Reeves, 2007). However, care must be employed because students can become distracted or confused in a virtual environment (Warden, 2013).

Although students are well versed in watching video on demand and playing immersive video games, they lack experience informal synchronous learning environments (Cole, 2009).

Warden (2013) describes the various issues that arise from students who passively engage with technology from failing to download material to not learning to use software prior to class.

Instructor intervention is needed to provide students with technical support or instructions on receiving support elsewhere. Instructors and Student guidance and support: Student guidance refers to assistance given to the students. It is primarly concerned with the students success in his educational career, adjustment to the institution and fulfils the needs, and interests of the students. As stated by Everitt, Neary, Delgado and Clark (2018) students personal guidance impact on the students individual effectiveness such as self-awareness and self-esteem career readiness such as career plans and decision making. Thus the student can support by timely feedback, monitoring student progress regularly, managing especial time, managing learning environment. Student support fosters, promotes and increases

interpersonal competencies and achievement directly in their academic life. Shaterloo& Mohammad yare (2011). Student support includes the social, intellectual, emotional and physical aspects of student lives. Students benefit from understanding what to do if audio or video are not working properly (Martin & Allred, 2013).

4) Asynchronous communication: Participation in discussion boards,wikis, journals and blogs is associated with a wide variety of cognitive and social activities (Gao, Zhang & Franklin, 2013). Thus, most online courses utilize asynchronous communication tools. Gao, Zhang, and Franklin (2013, p. 472) explain that meaningful participation in a discussion board requires the following four characteristics:

1-discuss to comprehend.

2-discuss to critique.

3-discuss to construct knowledge.

4-discuss to share.

The purpose of asynchronous communication is to promote peer interaction and facilitate the sharing and distribution of knowledge and expertise among a group of learners. Thus creating online communities where students work together to achieve common academic goals and work towards objectives related to coursework is a purpose of online teaching (Macky,2007).

According to Cole, 2009, Durrington, Berry hil,& swafford ; 2006,Gao, Zhang&Franklin,2013,Jun &Park (2013), Many studies offer insights into student perceptions regarding the use of discussion boards and wikis in online courses Students note an inability to start an initial in collaborative discussion boards as a restriction.

According to Cole, 2009, Durrington, Berry hil & swafford,2006,Wang, 2010), Self-confidence issues arise because of lack of preparation, which results in a failure to post informed responses. Although students are comfortable and familiar with interacting in an online environment, many studies suggest that they are specifically

comfortable with passive social networking behaviours .

1.12. The Role of Technology in Learning Continuity

Technology provides innovative and resilient solution in time of crisis to combat disruption and help people to communicate and even work virtually without the need for face-to-face interaction. This leads to many system changes in organizations as they adopt new technology for interaction and working (Mark,G,and,Semaan,B.(2008)). However, technological challenges like internet connectivity especially for places without signals can be the greatest obstacle in teaching and learning continuity especially for academic institutions who have opted for online learning as a teaching modality. Thus, the alternative models of learning during the pandemic should be supported by a well-designated technical and logistical implementation plan. (Edizon, 2020 ; Hijozi,2020 ;UNESCO , 2020)).

The nation wide closure of educational institutions in an attempt to contain the spread of the virus has impacted 90% of the world's student population (UNESCO, 2020) ,it is the intent of this study to look into the challenges in teaching and learning continuity amidst the pandemic. According to (Edizon and hijazi ;UNESCO,2020)The need to mitigate the immediate impact of school closures on the continuity of learning among learning from their perspectives is an important consideration . Moreover, the teacher's perspective are equally as important as the learning since they are the ones providing and sustaining the learning process. Teacher's should effectively approach these current challenges to learners centeredness and be ready to assume the role of facilitators on the remote learning plat forms (Chi-Kin Lee, J. (2020) ,Edizon, F. (2020). , Hijazi, S. (2020).)

1.13. Conclusion

Covid-19 pandemic has changed the way of learning in Higher education. Teaching and learning activities that are usually carried out with face to face meeting,

have turned into virtual meetings in various online learning applications. The first chapter aimed at obtaining information about online learning from home and challenges, obstacles that students face during COVID-19. In chapter two, we will deal with research methodology and data collection.

CHAPTER TWO:
Research Methodology and Data Collection

Chapter 2   Research methodology and Data collection

2.1. Introduction

The purpose of this study is to determine whether or not online education produces different results in terms of students 'perceptions in learning experience and the perceived problems towards online education. The two main goals of this study:to compare the effectiveness of face to face and online education,and to find the relationship between the teacher and the student in terms of interaction and satisfaction.

2.2. Motivation of Research

This new form of teaching and learning approach has caused quite exciting stir in the world of education and a number of existing studies have shown that the perceived learning outcomes of online learning can be better than, or at least as good as traditional education. Some motives encouraged us to make a study on this topic. Firstly, we wanted to know more about online education because it is an interesting phenomenon to be studied. Secondly, because it is a controversional topic and it has become a widespread phenomenon across the world.

2.3. Research Limitations

Every research has its limitations. These ones can appear due to constraints on methodology or research design. The limitations of study are those characteristics of design or methodology that impacted or influenced the interpretation of the findings from your research (James and Judy Murnan,2004 p.66 -67).There was some limitations which were identified as significant to this study. First of all the Corona Pandemic has affected several areas like daily life, working life and system of education, and due to this disease the study was really difficult and this affected the psychology of the learners including us. We had a pressure and we felt stressed and sometimes dissatisfied. Second we didn't have enough time and we didn't find enough titles for the literature review because our topic is somehow new and this what made us to do more efforts to search about more information.

Another limitation was the sample size of participants, very few students answered our questionnaire, also we did just one instrument which is questionnaire but we did not use interview due to the country's health situation and time constraints.

2.4. Research Objective

unprecedented university facilities closure following COVID-19 has affected millions of varsity students worldwide (Li yang ,2020) .through abrupt transformations (from physical teaching modes and learning activities to virtual counterparts) to continue academic course delivery and avoid people-gathering and infection spread risks (Cornine, 2020). Educational quality has been compromised given the drastic shift to distance learning (DL) or remote teaching on digital platforms (H.C Hsu, 2019). Specifically, the sudden change in instructional delivery requires different skills from teaching faculties and students. As online teaching methods require advanced technological utilisation, distant learning inevitably induces multiple educational disruptions among most students.

This study aims at examining online learning effects regarding self-efficacy, generalized anxiety and fear of COVID-19 on high education online learning satisfaction levels among university students. A cross-sectional survey was utilized for data collection to assess students online self-efficacy general anxiety, fear of COVID-19, and online learning satisfaction. The descriptive data analysis demonstrated or fundamental understanding of the gathered data results. To be satisfied with online education, it was suggested to use data analysis as this profiling was associated with personal and educational levels,considering that COVID-19 is a cause of anxiety fear and dread in the field of education,and this is what he conducted from the analyses conducted by some researches.

This study theoretically justified the essentiality of online learning self-efficacy, moderate general anxiety, and low fear of COVID-19, in this vein, online learning self-efficacy and moderate general anxiety led to high online learning satisfaction, the fear of COVID-19 also required alleviation towards online learning satisfaction. Thus, the main objective of this study is to explore various barriers that are preventing Belhadj Bouchaib university students from learning online in this

COVID-19 pandemic.

Applying a quantitative research design, was conducted with Master 2 students. Data were collected from Belhadj Bouchaib university in Ain Temouchent. After collecting all the necessary information using the questionnaire and objective analysis, it was found that there are many obstacles and barriers that may hinder the path of distance education, among them the poor internet speed in Algeria ,where our country Algeria occupies 174th place globally in the ranking of the speed of internet flow via mobile and fixed ,power cuts in some rural areas and their of lack of technological infrastructure which leads to the difficulty of studying online students do not understand trampling during distance learning due to the lack of skills of faculty members in using technology and the difficulty of simplification, lessons, ideas and information's provided to the students .

2.5. Research Design and Methodology (writer directly behind this title data collection and Methodology)

Many researchers and students ask many questions to get an answer to help them complete their research in any field, as they have many techniques and processes to find answers to their questions, including research. According to Leedy and Ormrod (2001) Research is at times mistaken for gathering information, documenting facts, and rummaging for information. Research is a process of collecting, analysing and interpreting data in order to understand a phenomenon, the research process is systematic in terms of the objectives ,data and results that occurs within the frameworks of the current guidelines.

Research designs are plans and the procedures for research that span the decisions from broad resumptions to detailed methods of data collection and analysis. the research design is intended to provide an appropriate framework for a study. A very significant decision in research design process is the choice to be mode regarding research approach since it determines how relevant information for a study will be obtained, however ,the research design process involves many interrelated decisions(Kassu Jilcha,2019)Similarly,Kothari (2004) defines research design as the "blue print for the collection, measurement and analysis of data" for it

"includes an outline of what the researcher will do from writing the hypothesis and its operational implications to the final analysis of data" (p. 31)

We implemented survey based research with a quantitative approach to challenges data for examination the perspectives of 2nd master's students at Belhadj Bouchaib University in Ain Temouchent and the challenges they are facing in terms of online learning during the COVID-19 pandemic. Use this design file the electronic survey, which was suitable for the purpose of the study, especially during COVID-19 pandemic when students are off campus.

Prior to the COVID-19 crisis, the University of Belhadj Bouchaib offered some blended learning courses that combined face-to-face learning with online learning, during the COVID-19 pandemic, all courses have been switched to online learning mode.The descriptive analytical method Research methodology is defined by Leedy & Ormrod (2001) as "the general approach the researcher takes in carrying out the research project" (p. 14) To address the key research objectives, this research used only quantitative method.

2.7. Data Collection Methodology

Data collection is defined as the procedure of collecting, gathering, measuring and analyzing accurate insights for research using standard validated technique . The data collection components of research is basic to all fields of study including physical, sociologies, arts, business and so on while strategies differ by discipline. It is an important aspect of any type of research study because it show how the information collected is used and what explanations it can generate are determined by the methodology and analytical approach applied by the researcher. If the researcher take a qualitative method the sample size is typically small and the respondents are selected to fulfil a given question it include observation, individual interviews and focus group. Bryman and Bell (2007) stated that qualitative research is research strategy that indicates the relationship between theory and research and usually emphasizes on how theories were generated .

If the researcher take quantitative methods it is counted as it is numerical it include questionnaire, interviews (face to face, remote, telephone interviews) using either offline or online data collection. Quantitative research is an inquiry into a

social problem explain phenomena by gathering numerical data that are analysed using mathematically based methods E.g in particular statistics. Aling and Gunderson (2002).

Mixed methods is research methodology that incorporates multiple methods to adress research questions in an appropriate and principaled manner.Bryman,2012, creswell,2015, creswell &Plano clark,2011) the researcher used it to collect and analyse both quantitative and qualitative

2.5.1. Quantitative Method

  Leedy and Ormod,(2001),William (2011) describe the research methodology as the holistic step a research employ in embarking on a research work (p.14). Therefore, a quantitative research method deals with quantifying and analysis variables in order to get results. It involves the utilisation and analysis of numerical data using specific statistical techniques to answer where, when, how. Expatriate on this definition, Alistair and Gunderson (2002), describe quantitative research methods as the explaining of a issue or phenomenon through gathering data in numerical form and analysing with the aid mathematical methods, in particular statistics. Going by the above definition, it could be deduced that the first thing a research tackles or deals with is explaining of an issue ,be it qualitative or quantitative, when we embarked on a research tackles or deals with is explaining a given phenomenon which could be … A type of educational research in which the research decides what to study, asks specific narrow questions, collects quantifiable data from participants (a large number of participants) analyses these numbers using statistics , and conducts the inquiry in an unbiased , objective manner.

The aim of quantitative research design is to control the connotation between an independent variable and a population dependent variable or out comes variable. Either descriptive or experimental is this research style. In reality, only relations between variables are formed by descriptive analysis. Also, an experiment produces interconnection. For an accurate evaluation of relationship between variable a descriptive analysis also required a sample of hundreds or even thousands of subjects, only tens of subjects can need an experiment especially a crossover

.quantitative study is one in which, for example, the researcher mostly uses post-positivist arguments to evaluate knowledge, cause and effect reasoning, reduction to individual variables and theories and questions, use of the theory test .experiments and surveys ,and predetermined data collection methods that yield statistical data, are techniques commonly used in this research design (Bryman,2004)

Quantitative research has controled the western educational as the research method to produce meaning and new knowledge. What constitutes a quantitative study method involves a numeric or statistical approach to research design. Leedy and Ormrod (2001) alleged that quantitative research is specific in its observe and experimentation, as it builds upon existing theories. The methodology of a quantitative research maintains the supposition of an empiricist paradigm (Creswell, 2003).The study itself is independent of the researcher. AS a result, data is used to objectively measure reality. Quantitative research creates meaning through objectivity reveal in the collected data. Quantitative research has controlled the western educational as the research method to produce meaning and new knowledge. What constitutes a quantitative study method involves a numeric or statistical approach to research design.Leedy and Ormrod (2001) alleged that quantitative research is specific in its observe and experimentation, as it builds upon existing theories. The methodology of a quantitative research maintains the supposition of an empiricist paradigm (Creswell, 2003).The study itself is independent of the researcher. As a result, data is used to objectively measure reality. Quantitative research creates meaning through objectivity reveal in the collected data. There are three broad classifications of quantitative research: descriptive experimental and causal comparative (Leedy and Ormrod, 2001). The descriptive research approach is a basic research method that examines the situation, as it exists in its current state. Descriptive research involves identification of attributes of a particular phenomenon based on an observational basis, or the exploration of correlation between two or more phenomena.

2.6. Research Instrument

This study uses an instrument development design to determine the validity of the contents of the questionnaire. The tool or instrument used in this research is an

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online questionnaire which refers to a literature review and conceptual framework. A questionnaire is a data collection tool used when factual information is required. Best and Khan, (2003). In the conditions of the COVID-19 pandemic, the strategies carried out to break the chain of transmission, one of which is by limiting social activities. A physical distancing policy has also been created which causes the face-to-face teaching and learning process to be transformed into an online learning system. Research is needed on the factors that can affect the satisfaction of students related to online learning which requires valid instruments to answer research problems. The aim of study is determining the content validity of the questionnaire as a research instrument on the factors that influence student satisfaction with online learning during the COVID-19 pandemic. The validated instrument is an online questionnaire which is valid and reliable to assess the factors that influence student satisfaction with online learning during the COVID-19 pandemic, Since the research design is a survey, we used a questionnaire. It was important for this study because we administers the instrument for answer the questions to complete the research, we had the opportunity to explain the purpose under study, as well Explain the meanings of items that were not clear. For this research, we conducted a questionnaire on master 2 students distance learning students. The questions asked focused on the students' feelings if they are comfortable using technology during this pandemic and what are the obstacles and challenges have faced in their distance studies.

2.6.1. Participants

The target population for this study was all Students of Belhadj Bouchaib university who have taken online courses 41 participants aged between 22 to 25 were asked to respond to a questionnaire consisting of 9 questions about their experience with online learning.

Table 1. The Sample Population

Age	Male	Female	Total
21-30	11	40	51

2.8. The Case Study

Case study approach focus on using a technique that is both process and method oriented, allowing for flexibility Stake (2013) Questions like how and why have often beem used in case study designs to best understand and interpret thoughts and experiences of those who participate in the study. Yin (2014) Mitchell (1983) defined case study as a « detailed examination of an event (or series of related events) which the analyst believes exihibits the operation of some identified general theoritical principals . » (P 192)

Yin (2014) defined a case study as « an empirical inquiry that investigates a contemporary phenomenon and context are not clearly evident…relies on multiple of evidence. » (P13)

More exactly a case is a phenomenon which is spatially delimited and that the unit is studied either at one point or over a bounded periode of time. Gerring, 2004 ; Sandelowski,2011)

After all these definitions the case study is an investigation of a phenomenon in a real-life situation it used to explain, describe or explore events.This research focused on how studying online is different than traditional learning in other word if studying online will produce better results than traditional face to face instruction .

The questionnaire was sent to the master two students of english to see their point of views about this phenomenon.

2.8.1 Questionnaire

master 2 students were asked to answer the questionnaire for a research purpose ,Participants were also asked to share the questionnaire link among their colleagues; Therefore, the questionnaire could reach many members, An online google form questionnaire link was shared with different groups on various social media platforms (Facebook groups and google). The final questionnaire for this study consisted of 9 questions (1 closed-ended and 8 open-ended) into two sections

as follow: The first section included 1 questions about the demographic characteristics of members (gender, , age, country, residence place, university, program level, and academic year).). The second section evaluated the effect of COVID-19 pandemic on the study or research, and distance education during the lockdown (the effect of lockdown on academic performance, electronic device used to study online, virtual learning tools used, time spent per day in online learning, instrument of online learning both in the theoretical or practical parts, common issues encountered in the online learning, and suggestions to improve the online learning). This section consisted of nine questions as follow: one single-choice question, four multiple-choice questions, two bar charts question, and two questions with free text answer

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires can be thought of as a

kind of written interview. They can be carried out face to face, by telephone, computer or post. Questionnaires provide a relatively cheap, quick and efficient way of obtaining large amounts of information from a large sample of people. A questionnaire is essentially a structured technique for collecting primary data. It is generally a series of written questions for which the respondents has to prepare the answers (Bell 1999).While authors such as Kervin (1999) offer a very narrow definition of questionnaires (whereby the person answering the questions actually records his or her own answers), deVaus (1996) sees a questionnaire in a much wider context (namely as a technique in which various persons are asked to answer the same set of questions).

2.8.2 Questionnaire Layout

Through the questionnaire, a large amount of information and data will be collected at a low coast an very quickly, according to Gilbert‚s view, questionnaire allow the collection of a large amount of data .The questionnaire distributed by mail is sent to the target group and they can choose the appropriate answer for them. Through gilberts words,he explained how the questionnaire works, where the

research asks a set where the research asks a set of questions and sends them to the via e-mail or through social networking sites to shorter the distance and take advantage of the remaining time to complete the research and the results, less coast and less effort.

The questionnaire contains three types of questionnaire available to the research;(1) open-endedwhich is not resticting the answers and identifiying them providing many of the wide set of responses. Open closed ended questions enable a broad range of answers, open question allow people to express what they think in their open-ended question enable the respondent to answer in as much detail as they like in their own words for example, « Can you tell me how happy you feel right now. » open questions are often used for complex questions that cannot be answering in a few simple categories but require more detail and discussion .

(2) closed-ended means that the question may have a contradictory answer, closed questions structures the answer by only allowing responses which fit into pre-decided category which called nominal data .The category can be restricted to as few as two options, i.e, Dichotomous (e.g, 'yes' or 'no' , 'male' or 'female'), and it is considered one of the easiest questions and the best types of questionnaire . Multiple branching ; providing more answers as they tend to be easier with the excluded and on the same score than the questionnaire, can also provide ordinal data (which can be ranked).This often involves using a continuous rating scale to measure the strength of attitudes or emotions for example, strongly agree/agree/ natural / disagree/ strongly disagreed/ unable to answer/.

2.9. Conclusion

In the second chapter of this research, we sought to give an overview of the approach taken, the method we have taken to collect information, and the methods used to facilitate research during this pandemic. The questionnaire was the only and easy way to get information from the students. Behind the conduct of this research

the main objectives and results that we will reveal in Chapter Three, there is an in-depth discussion and interpretive analysis.

Chapter Three:
Data Analysis and
Interpretation

3. 1. Introduction

This chapter represents the practical part of discussion, interpretation and analysis of the two questionnaires sent to the students and teachers of English, and according to the participants'answers, we can reveal the indications which support our research questions and hypotheses that are mentioned in the general introduction.

3. 2. Data Analysis

This study discusses and analyses the data collected from the questionnaire , there were open-ended and closed-ended questions asked to participants.The questionnaire was sent to 51 students.Some questions were a multiple choice and each respondants' answer   is analysed in order to reach conclusion to the main findings. (it's to short)

3.3. Students' Online Questionnaire Analysis

Question 1 : what is your gender ?

Table 3.1 : The Participants' Gender (it not a necessary because it does help us in this dissertation)

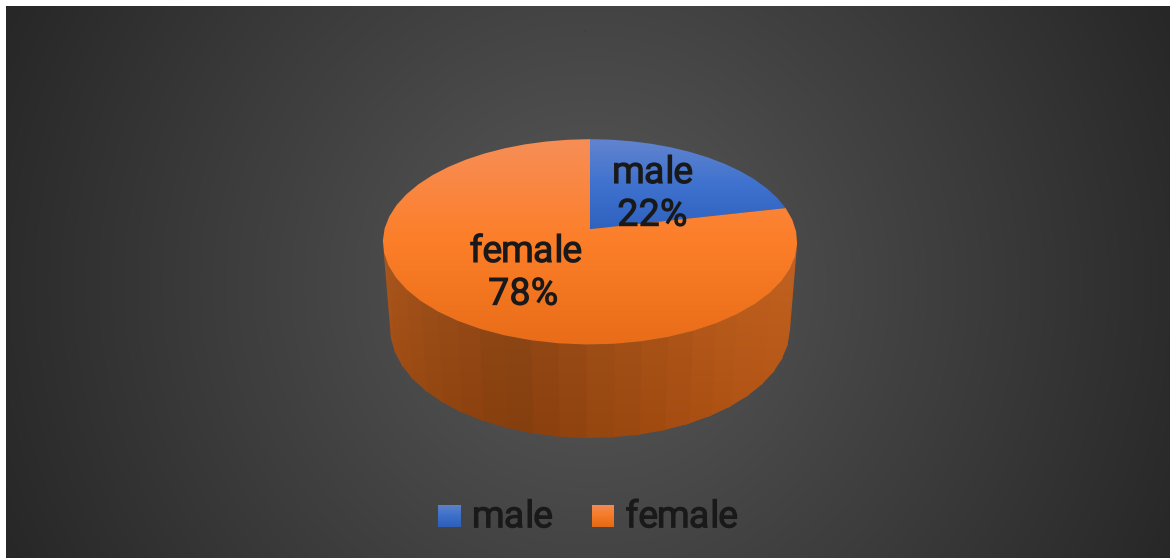| Gender	Male	Female
N-°	11	40
%	22%	78%

Figure 3.1.participants' Gender

In this study, the participants were asked to identify their gender. It was noticed that a higher number of females with a percentage of (78%) compared to males (22%) filled the questionnaire.

Question 2 : What technology based application have you used for online learning ?

Table 3.2. The Participants' Use of the Technological Applications

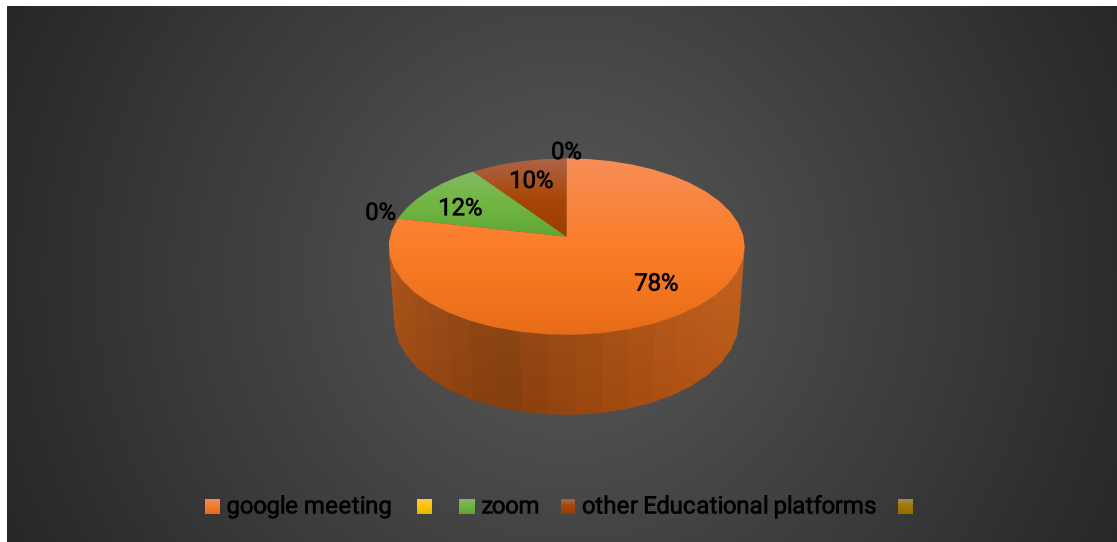| Option	Google Meet	Zoom	Other Educational Platforms
N-°	40	6	5
%	78%	12%	10%

Figure 3.2 The Participants' Use of the Technological Applications

When we say remote study, the student begins to search for means by which he can communicate and attend lessons with professors. Among the questions raised in the research: what are the most widely used distance learning methods? the largest percentage was 78% for Google Meet, then Zoom with a percentage of 12%, and the minority with 10% for other educational platforms, so the method used and preferred by university students is Google Meet.

Question 3 : How do you feel overall about distance education ?

Table 3.3The Students' Experience in Distance Education

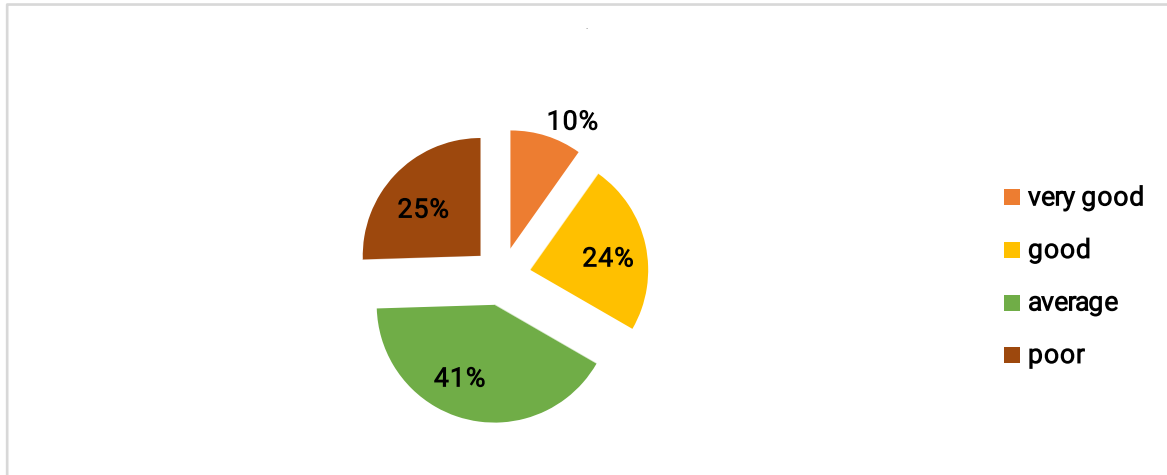| Option	Very good	Good	Average	Poor
N-°	5	12	21	13
%	10%	24%	41%	25%

Figure 3.3The Students' Experience in Distance Education

The ratios ranged between (very good, good ,poor and average), the highest percentage was 41%with the option average, but good and poor rates ranged between 24%(good) and 25%(weak) and the last rate of 10%(very good).It means that most of them have a bad experience when studying online .

Question 4 : What is your biggest barrier in effectively learning from home?

Table 3.4 Difficulties Faced in Online learning

Option	Lack of internet	Lack of time	Lack of quite place to study
N-°	26	12	13
%	51%	24%	25%
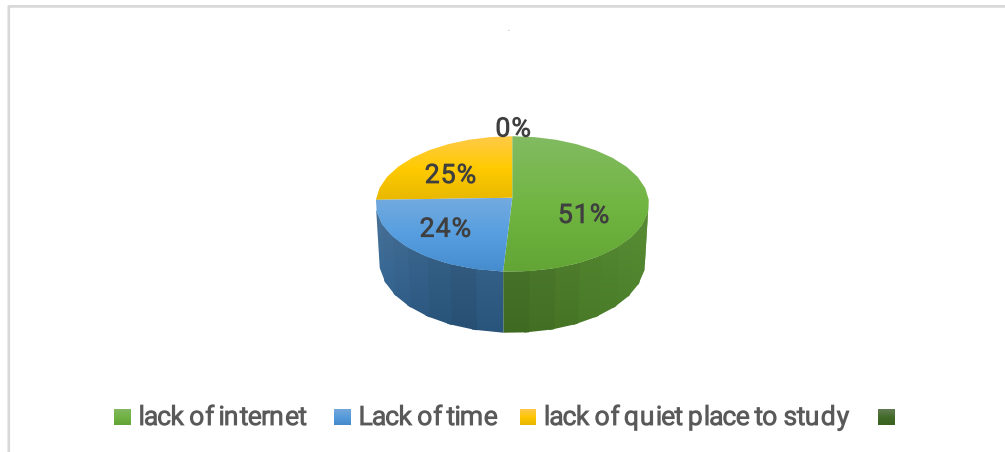
Figure 3.4. The Difficulties Faced in Online Learning

A higher Percentage was51%lack of the Internet it is the biggest obstacle in distance learning,25%the students said that finding a quite place was definitely one of the difficult things for them, on the other hand 24% said that they have a problem with lack of time.

Question 5: How helpful are your teachers while studying online

Table 3.5. Teachers' Assistance Rate

Option	Very helpful	Slightly helpful	Not at all helpful
N-°	8	32	12
%	16%	63%	21%

Figure 3.5. Teacher's Assisstance Rate

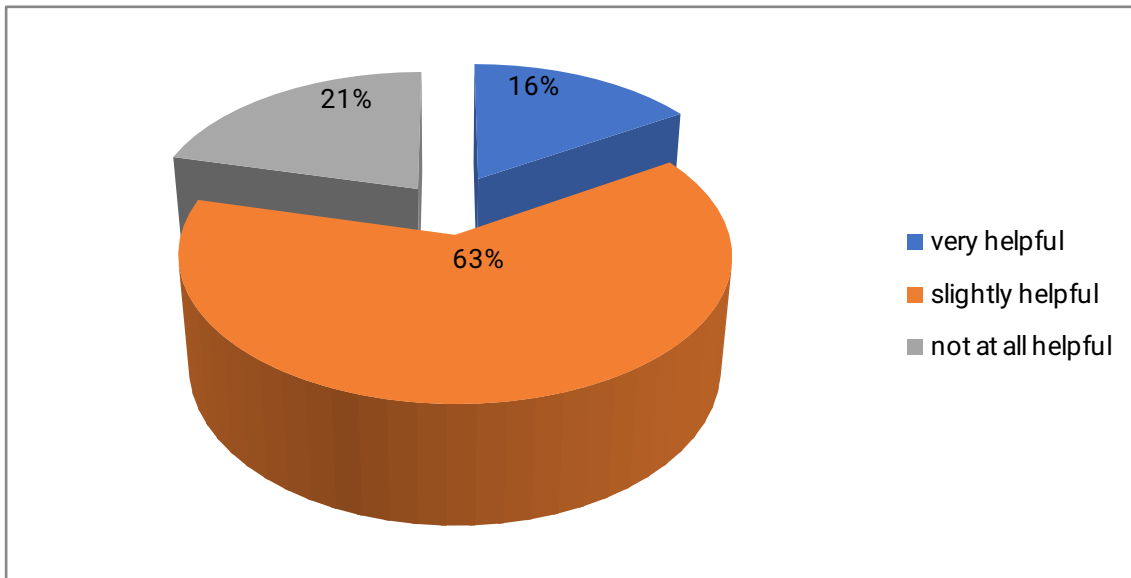The results show that 16% of the students said that the teachers are very helpful while studying online, it means that the teachers stand with them all the time and when they need any help,63% said that the teachers are slightly helpful and the other rates 21% said the teachers are not at all helpful. This means that distance education lacks proximity with teachers. It is difficult to learn a subject and students take more time to understand the courses.

Question 6: How much time do you spend each day in distance education ?

Table 3.6. Time Spent in Online Learning a day

Time	2 hours	Less than 2 hours
N-°	11	40
%	22%	78%
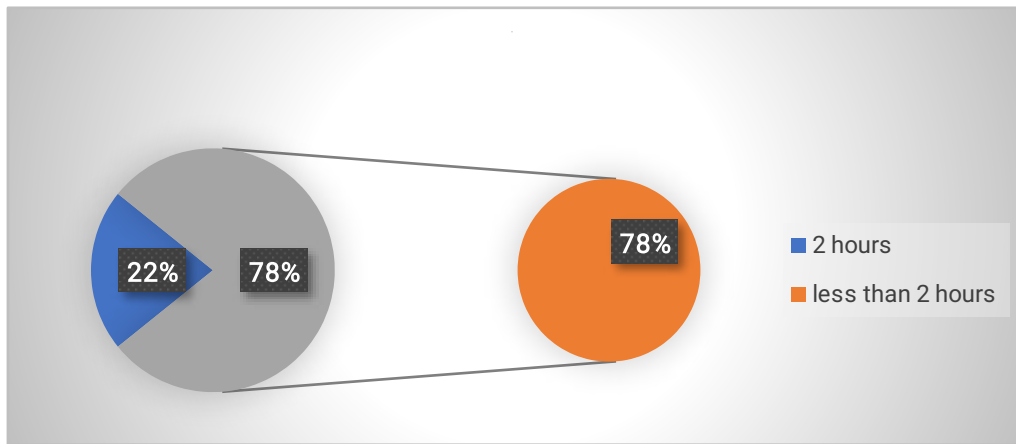
Figure 3.6. Time Spent in online Learning a day

The next question relates to the time students spend in distance learning. The results revealed that the most of the students 78% study less than 2 hours, and the others 22% said that they study 2hours.So, it indicates that the majority of them didn't spend more than 2 hours in studying online in contraste with studying in class.

Question 7: How many online classes have you held ?

Table 3.7. The number of Online classes held by the students

Class	1-6	6-11
N-°	39	12
%	76%	24%

Figure 3.7. the number of online classes held by the students

Another question was related to the number of classes the students attend online ; unfortunately, classes did not exceed the number of 6,and the respo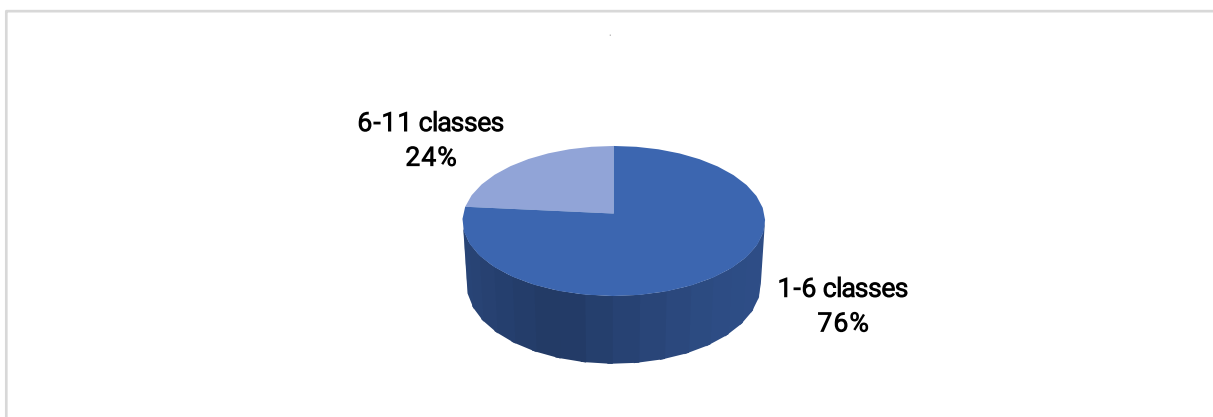nse rate was 76% for 24% they attended 6 to 11 classes, so we can draw two conclusions ,this indicates that the reason why students take 6 classes online is because they are not satisfied with this new system.

Question 8: Do you consider that face to face contact with the instructor is necessary for learning?

Table 3.8 the importance of connection between teachers and students

Option	Agree	Disagree
N-°	35	16
%	69%	31%

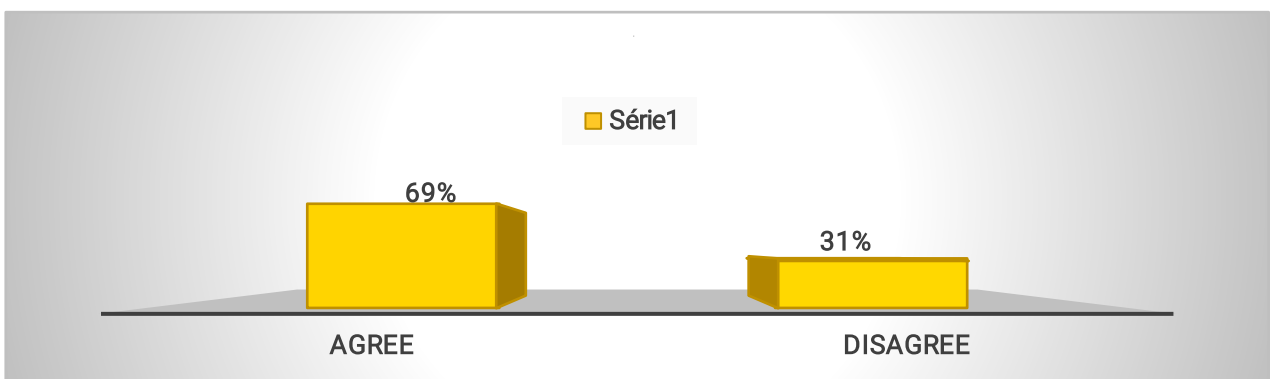**Figure 3.8. The Importance of Connection between Students and Teachers**

The above figure shows that 69% of the students agreed on the fact that face to face contact with the teacher is necessary this indicate that face to face interaction with instructor is better for learning process, and the rest of them 31% disagree it means that face to face contact with the instructor is not something that

Chapter 3   Data Analysis and Interpretation

can prevent them to study and limits their motivation.

Question 9: Do you think that learning on the internet is more motivating than regular course ?

Table 3.9. The motivational education system

Option	Online education	Regular course
N-°	16	35
%	31%	69%
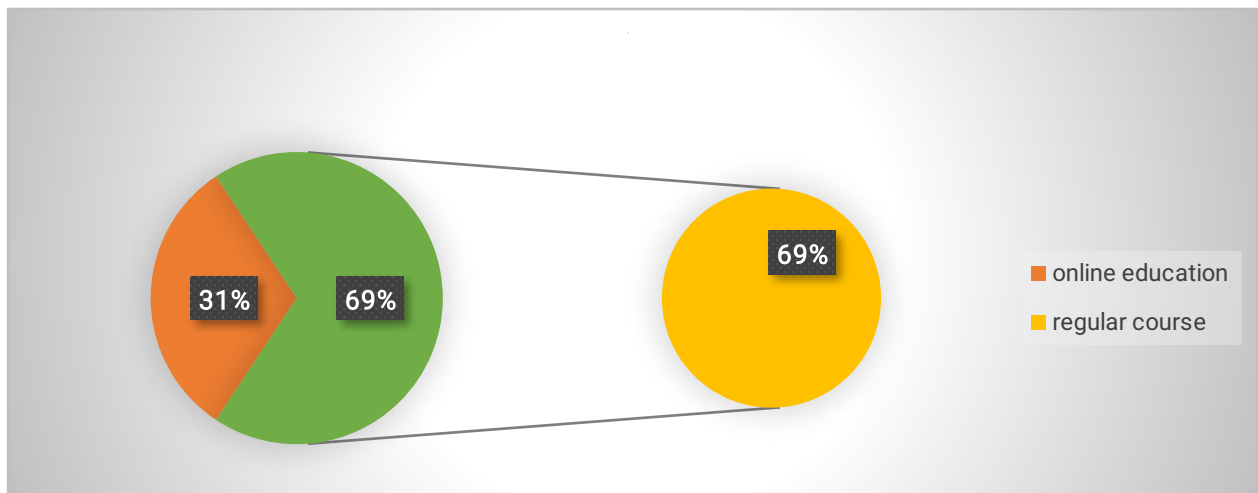
Figure 3.9. The motivational education system

The results shows that 69% of the students agreed that traditional learning is more motivating than online education, because traditional learning offres a more likely and interactive environment. In addition 31% disagree it   means that they believed that online courses are much better than the traditonal classes

Question 10: Are you keeping up with your school home works as much as were before the covid 19 crisis?

Table 3.10. The Students' school home works during the pandemic

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Option	Yes	No
N-°	31	20
%	61%	39%
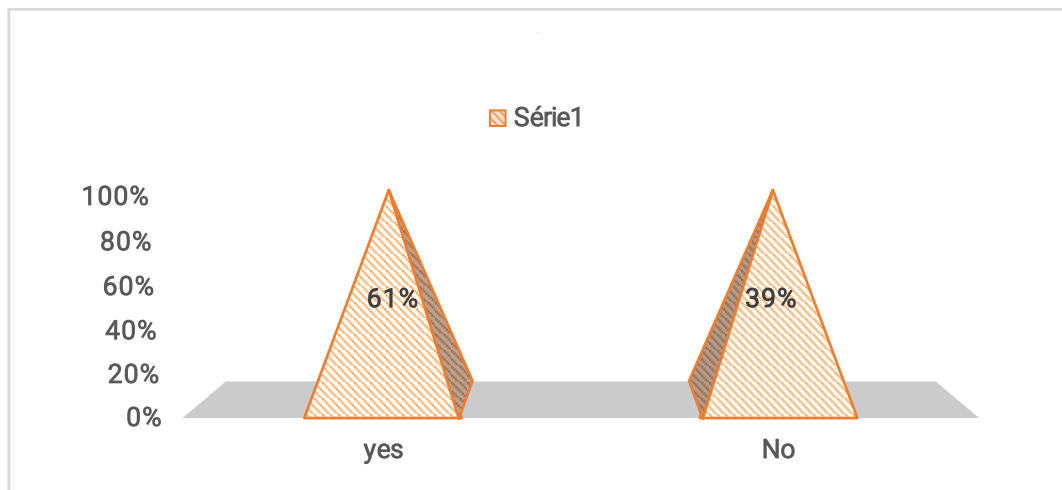
Figure 3.10. The students' school homeworks during the pendamic

The results shows that 61% of the students keeping up with their school homeworks this indicates that despite all the changes that occured they have maintained their enthusiasm or studying, the other rates 39% said 'No' which means that they find diffuculties To adapt to the situation and the new method of studying.

Question 11: Do you think that online learning will become the future alternative of education ?

TABLE 3.11 THE STUDENTS' ATTITUDE TOWARDS E-LEARNING

Option	Yes	No

N-°	36	15
%	71%	29%
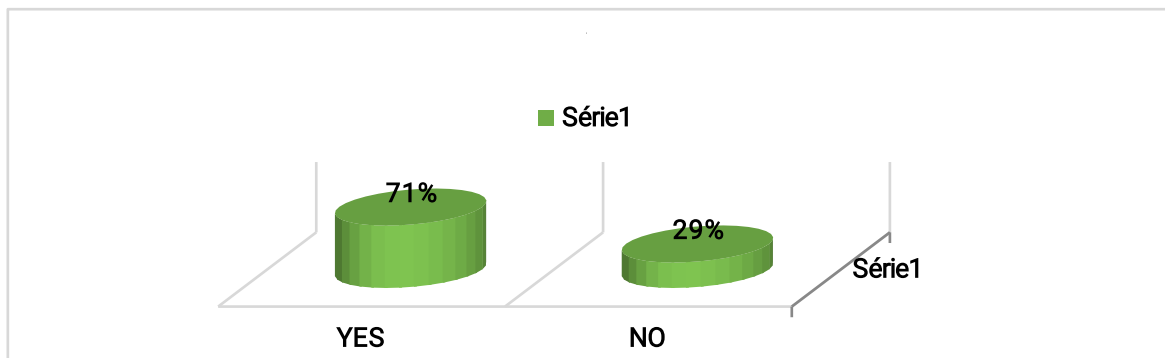
Figure 3.11. The Students' Attitudes towards e-learning

Most of the students 71% said that online learning can become the future of education because across to online experience the students can gain important skills like time management, self-motivation and critical thinking;29% said 'No' because they think regular course can not be replaced by remote learning .

Question 12: What is the solution that makes online learning more effective **?**

According to students' answers is that the universities must support both students and teachers so that they can make extra efforts in studying and teaching , also the teachers need a training about this new learning method.

3.4. Teachers' Online Questionnaire Analysis

Question 1: what is your gender?

Table 3.12 Teachers' Gender

Gender	Male	Female
N-°	4	6
%	40%	60%
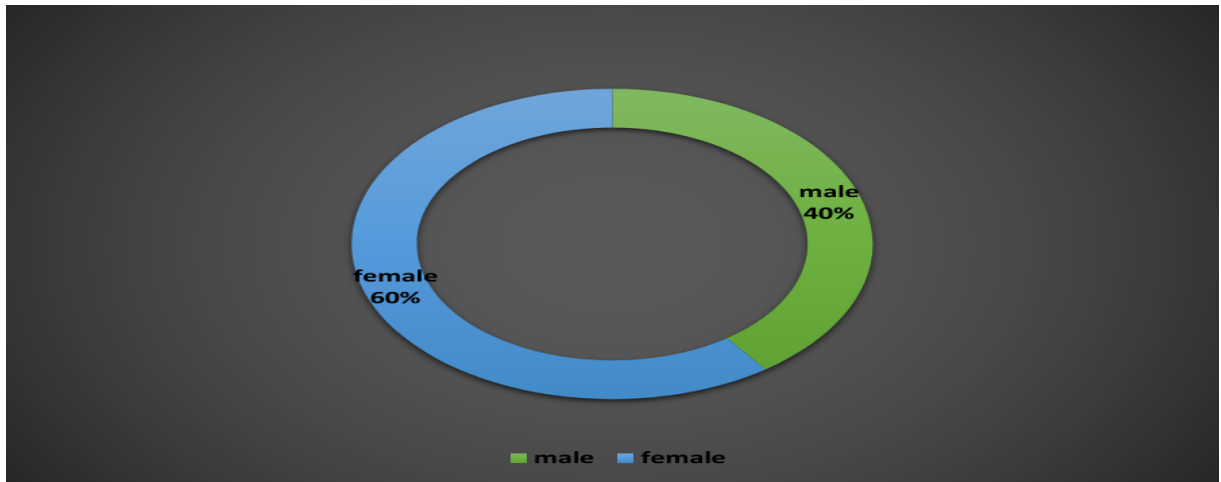
Figure 3.12. Teachers' Gender

From the table and the figure above we noted that 10 teachers replied to the questionnaire the high percentage 60% are females while 40% are males.

Question 2: What is your age ?

Table 3.13 Teachers' Age

Age	20-30	30-40	40-50
N-°	2	3	5
%	20%	30%	50%
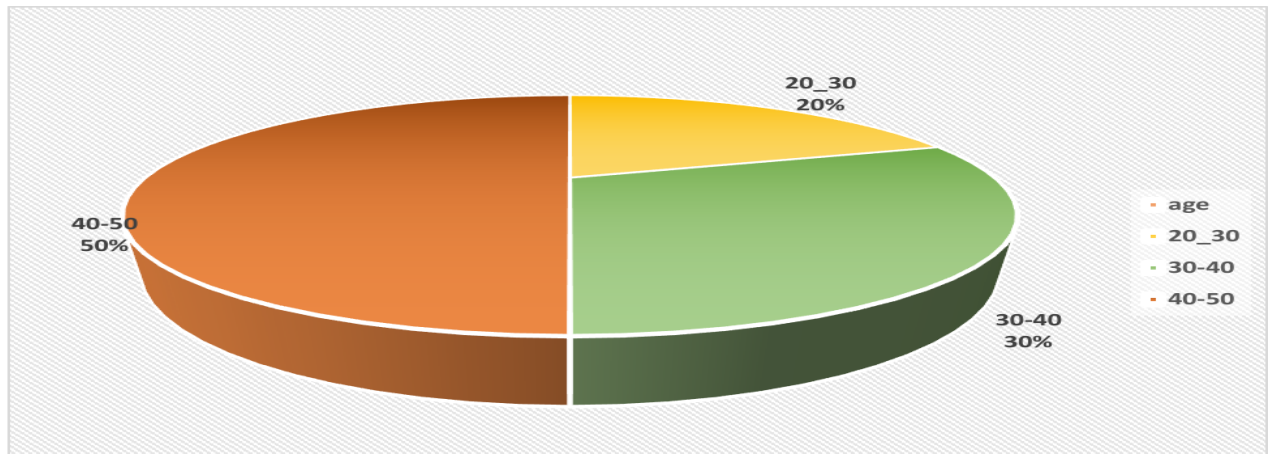
Figure 3.13. Teachers' Age

From the graph above 20% of teachers are between the age of 20 -30 , and from 30-40 with a percentage of 30 % , he other rate 50% from 40-50 .

Question 3: what technology based applications have you used for online teaching ?

Table 3.14. The Teachers' Use of the Technological Applications

Option	Google Meet	Zoom	OtherEducational platforms
N-°	6	3	1
%	60%	30%	10%
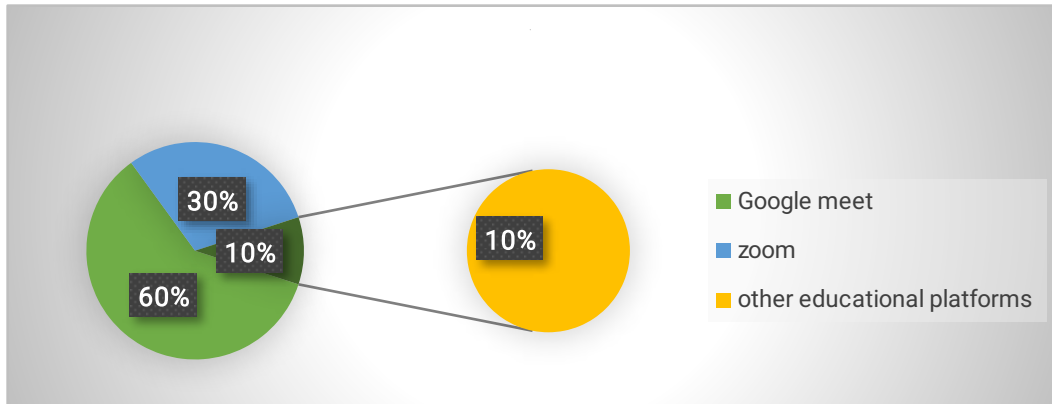
Figure 3.14. The Teachers' Use of the Technological Applications

The results show that 60% of the teachers used Google meet application to teach, and 30% of them used zoom application, the least percentage of 10% for educational platforms. It means that google meet is the preferable application used by the most of the teachers.

Question 4: Did you face challenges when you teach online ?

Table 3.15. The diffuculties in teaching during the pandemic

Option	Yes	No
N-°	5	4
%	56%	44%
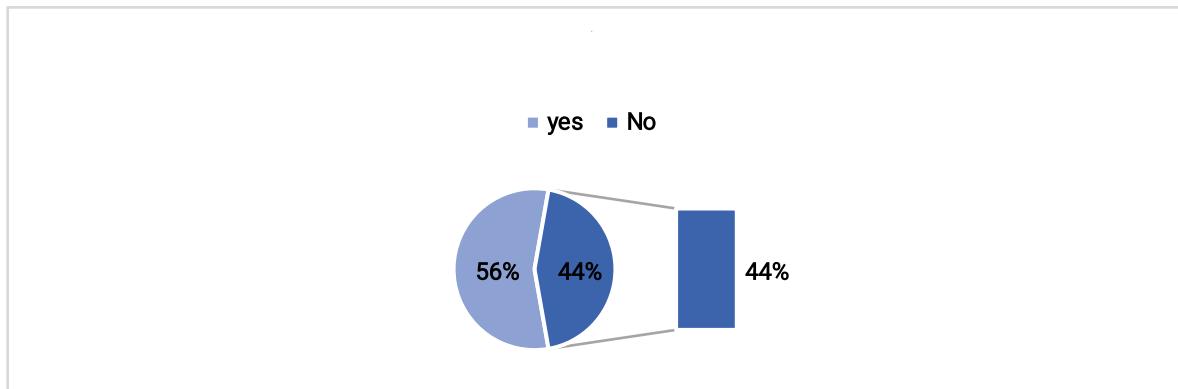
Figure 3.15. The difficulties in teaching during The pandemic

The graph above indicates that 56% of teachers said that they didn't keep with their school works as they were before the covid 19 and the others 44% said 'Yes' they are keeping with their school works without any problem. It means that most of the teachers find diffuculties in this new system of teaching.

Question 6: Are your students learning as much as they were before switching to online learning ?

Table 3.16 .The extent that keeps to which students maintain their studies after switching online learning

Option	Yes	No
N-°	2	8
%	20%	80%
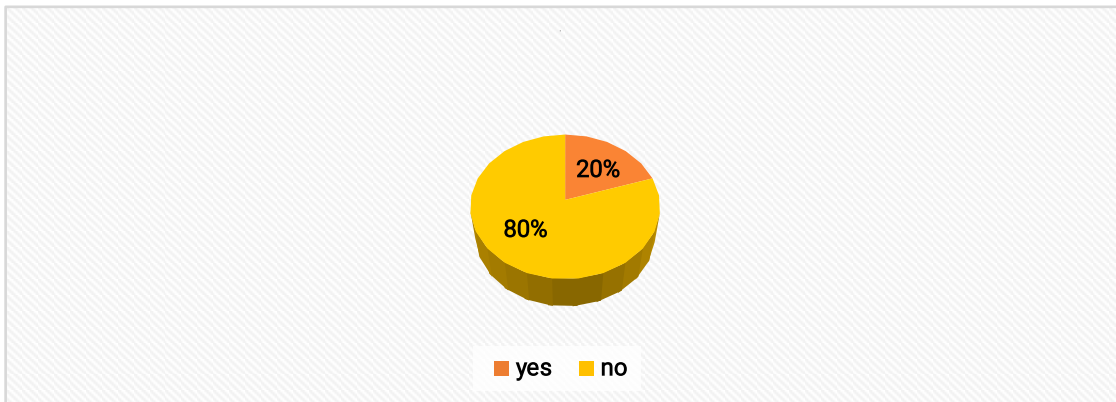
Figure 3.16.the extent that keeps to which students maintain their studies after switching online learning

The results shows that most of the students 80% are not studying as they were before the emergence of the new system because they find studying different and difficult , while 20% of the students stay as they were before because online learning did not limits their motivation in studying.

Question 7: How much time a day do you spend when teaching online ?

Table 3.17. The Time Rate in Online Teaching

Time	1-2 hours	2-3 hours
N-°	7	3
%	70%	30%
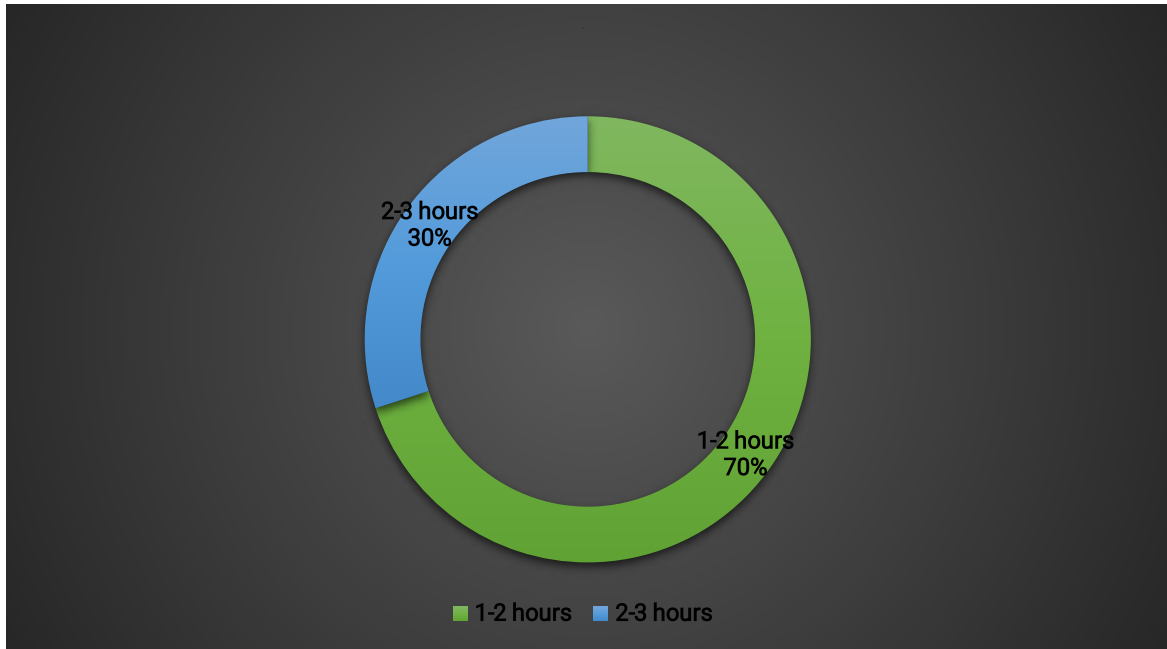
Figure 3.17.The time Rate in online Teaching

The graph above indicates that 70% of teachers spend from 1 To 2 hours in teaching online which is a very short time as compared with teaching before, while 30% of teachers spend 2-3 hours in teaching online.

Question 8: How was your experience teaching students from home as compared to teaching the mat the university ?

According to the most of teachers' answers their experience with online teachimg has a positive side and negative side as well and others said that traditional classroom is far much better and fruitful than online one because it is easier to check for example students' understanding in face to face than online one .

3. 5. Disscussion

Because of the covid 19 crisis has forced education system to find alternatives to face to face teaching and learning. So,online learning has become an important tool to teach and learn in all over the world. This chapter is presented the

main findings and discuss the results of our investigation to which this part of the study will assist to the accepting or refusing of the hypotheses that were given in the introduction.

The purpose of this study is to examine the perception and learning experiences of the students in the online course environment at a university of Belhadj Bouchaib. In this study a web-based survey instrument was used to collect data from those who study and/ or teach online courses .

The results of this study indicate that Face-to-face learning were perceived more positive than online learning in term of social presence, interaction, satisfaction and overal quality.Although online classes were reported to be convenient in term of saving time, still both teachers and students perceived it to be less effective and structured when compared to classroom mode of learning. Technical support was found to be an important factor critical to determine satisfaction with online classes.

It is noticed findings from current survey which is found that students faced many difficulties like technical issues and internet connection only add to the online environment'sfrustration and interrupt online sessions, and this what makes it challenging to keep up with the virtual classmates and with the teachers.

Accroding to the findings, it was found that students initially feel that they are unable to learn as much in online courses as they used to in face to face courses this dissatisfaction further effects on the learning process.

The first hypothesis suggests that E-learning is less effective than traditional education method. Thus, according to the results, most of the students believed that traditional education is much better than remote learning because traditional education is an effective educationl system that seek to collaborate and encourage the students to be more productive.According to the second hypothesis, the students are not motivated in online learning.The participants' answers reveal that the majority believed that online learning is one of the most frustrating learning method as compared to regular course due to lack of interaction with classmates and teachers, lack of self-regulation and motivation the students are less motivated in online courses this means that both students and teachers had an unsatisfactory

and negative experience in online learning and teaching.

3.6. Suggestion and recommendation

It has become clear in the 21 st century that online learning is entering mainstream and becoming growing as it continue to expand to learning for more people (Gallagher &la-Brie,2012). Therefore,online teachers and students need to synthesize information across subjects to critically weigh significantly different perspectives and incorporate various investigations.They need to construct such possibilities to increase Students'capacities of analysis, imagination, self-awarness, creative. Education is about encouraging different ideas, various view points. online instructors are widely viewed as facilitators ,who should foster a merger between diverse theories and live experiences.(Brindly et Al,2009, crawford-ferre& weist,2012;Gabriel & Kawfield,2008, keengwe&kidd,2010) .

The instructors should encourage students to relate discussions, asignments and group work to their experiences, to the view points of others, to subject matters, it means that the instructor give the opportunity to the students to ask questions and this is a way of moving deeper into the subject and going deeper makes the subject more comprehensible , and it is necessary the instructors try their best to keep in touch with their Students and communicate with them in a more informal way like throug instagram, whatsApp, messenger ...

The instructors should make great efforts to value the differences that exist within online classes regardless of race, gender, ethnicity, learning ability. They should also try to facilitate, develop and promote an environment where all the students are able to learn from one to another. In addition, university should be aware of lack of Internet, time and lack of technological tools.

To conclude not only because the instructor faces students directly, but also because more responsibilities have been put on the instructors' shoulder. This does

not mean that the administrator should be set a side in the quality assurance of online learning. More importantly the administrators should provide sufficient supports, hire qualified faculty,and motivate faculty to provide effective online teaching.

3.7. Conclusion

This chapter provides the practical work, one instrument was used, a questionnaire which was designed for the second master english students of Belhadj Bouchaib university. This work tries To test the hypotheses which were made for the research questions and explain the results. According to the main findings, it can be said that the students prefer traditional learning than online .

General Conclusion

General Conclusion

The Coronavirus 2019 (COVID-19) pandemic has caused extraordinary challenges in the global education sector , Most countries temporarily closed educational institutions in an attempt to contain the spread of the virus and reduce infections .Education is implemented   through active, student-cantered learning strategies, as opposed to traditional educator-centered pedagogies. At the time of the COVID-19 outbreak, the decision to boost the use of active student-centered learning methods and digitalisation .

The study took place in   Belhadj Bouchaib University of Ain Temouchent with The main purpose of knowing which educational system is more effective and preferable to the students, and to find out how was their experience towards distance education. Many students now have to make a clear choice whether to take lessons by studying face to face or online. And this is what we will talk about in the results that were taken from the students' answers.

The dissertation is divided three chapters the first one provides a literature review related to the topic of online learning. A second chapter presents the methodology part and data collection. The third chapter concerned with the analysis, interpretation and discussion of the findings that will answer the research question in order to accept or refuse the hypotheses.

Finally the main findings have shown that face to face learning is play a major role in raising the Educational level of the students, also evaluation of educational value levels in online and traditional education shows that traditional education is highly valuable compared to online education. It appears true that online education does not produce highly competent students, despite its popularity and sophistication. However, the adoption of technology in online education has embroidered online courses with an element of reliability and flexibility; thus, most people believe that online education encompasses an exceptional value compared to the classroom education. This is false because quantitative analysis show that classroom education enhances the students' performance and comprehension, unlike online learning , also traditional classroom teaching environment increases

interaction among students and provides conducive environment to learn fellow students.

To sum up, the final results of this study helped the researchers to confirm both the hypotheses and prove that it does not fit with the interpretation that have taken from the main findings.

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Appendices

APPENDIX A

1.what is your Gender?

Male☐ Female☐

2. What technology based application have you used for online learning ?

Google meet   ☐   Zoom   ☐   Other educational platforms ☐

3.   How do you feel overall about distance education ?

Very good   ☐Good   ☐ Average   ☐ Poor   ☐

4. What is your biggest barrier in effectively learning from home?

Lack of internet   □   Lack of time   □   Lack of quite place to study □

5. How helpful are your teachers while studying online ?

Very helpful   □   Slightly helpful   □   Not at all helpful □

6. How much time do you spend each day in distance education ?

2 hours   □Less than 2 hours□

7. How many online classes have you held ?

1-6 classes   □   6-11 classes□

8. Do you consider that face to face contact with the instructor is necessary for learning?

Agree   □   Disagree□

9. Do you think that learning on the internet is more motivating than regular course ?

Online education   □   Regular course □

10. Are you keeping up with your school home works as much as were before the covid 19 crisis?

Yes   □   No□

11. Do you think that online learning will become the future alternative of education ?

Yes   □   No□

12. What is the solution that makes online learning more effective ?

....

THANK YOU

APPENDIX B

1.what is your Gender ?

Male   ☐   Female☐

1.   What is your Age ?

20-30   ☐   30-40   ☐   40-50☐

2.   What technology based application have you used for online learning ?

Lack of internet   ☐   Lack of time   ☐   Lack of quite place to study ☐

3.   Did you face challenges when you teach online ?

Yes   ☐   No☐

4.   Are your students learning as much as they were before switching to online learning ?

Yes ☐   No☐

5.   How much time a day do you spend when teaching online ?

1-2 hours☐   2-3 hours   ☐

6.   How was your experience teaching students from home as compared to teaching the mat the university ?

……………………………………………………………………………………..

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Thank you

الملخص:

شهد العالم في السنوات الأخيرة تطورات تكنولوجية و إنفتاح على الثقافات المختلفة، الأمر الذي يحتم على المؤسسات التعايش مع كل التغييرات و التطورات التي تطرأ، و في ضوء الاتجاهات العالمية و سياسات تطوير التعليم منها التعلم الإلكتروني أو عن بعد نظرا للظروف التي يعاني العالم بأكمله في الوقت الحالي المتمثلة في إنتشار فيروس كورونا، فقد و جدت المؤسسات نفسها فجأة مجبرة على التحول للتعليم عبر الا نترنت بإستخدام الهواتف الذكية و الحواسيب في التواصل مع الطلبة. كما يركز هذا البحث على معرفة الإ يجابيات و السلبيات للدراسة عن بعد و كيف يقوم طالب بلحاج بوشعيب بإستخدام الأنترنت في الدراسة و ماهي التحديات التي تعيقه في إستخدام الطريقة الجديدة في التعلم.

الكلمات المفتاحية:التكنولوجيا- الانترنت- المؤسسات- الهواتف الذكية- التعلم الإلكتروني او عن بعد، الحواسيب، التحديات.

Résumé

Ces dernières années, le monde a connu des évolutions technologiques et une ouverture à différentes cultures, ce qui rend impératif la coexistence des institutions avec tous les changements et évolutions qui se produisent, et à la lumière des tendances mondiales et des politiques de développement de l'éducation, y compris l'apprentissage en ligne ou à distance. Au vu des circonstances dont souffre le monde entierTout au long de la période actuelle de propagation du virus Corona, les établissements d'enseignement se sont soudainement retrouvés obligés de passer à l'enseignement en ligne en utilisant des smartphones et des ordinateurs pour communiquer avec les étudiants. Cette recherche vise également à connaître les avantages et les inconvénients de l'enseignement à distance, comment un étudiant de l'Université Belhadj Bouchaib utilise Internet pour étudier et quels sont les défis qui l'empêchent d'utiliser la nouvelle méthode d'apprentissage.

Mots clés : technologie - Internet - institutions - apprentissage électronique ou à distance, téléphones intelligents - ordinateurs, défis.

Summary

In recent years, the world has witnessed technological developments and openness to different cultures, which makes it imperative for institutions to coexist with all the changes and developments that occur, and in light of global trends and education development policies, including e-learning or distance learning، and due to the circomstances that the world suffers from Throughout the current time of the spread of the Corona virus, educational institutions suddenly found themselves forced to switch to online education using smartphones and computers to communicate with students. Through this study, we aim to take a look at the situation of distance education and discuss the challenges that hinder education. This research also focuses on knowing the pros and cons of distance

learning, how a student at Belhadj Bouchaib University uses the Internet in studying, and what are the challenges that hinder him in using the new method of learning.

Keywords: technology - the Internet - institutions - electronic or distance learning, smart phones - computers, challenges.