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The effects of E-learning on Academic Performance

**Case Study : Masters' Two Students of Belhadj
Bouchaib Ain Temouchent University**

*An Extended Essay Submitted in Partial Fulfillment of the Requirement for a
Master's Degree in Didactics and Applied Languages*

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DEDICATIONS

To everyone who has helped in this work,

To our families, friends, and teachers.

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ABSTRACT

E-learning has become one of the most effective teaching approaches nowadays with the advancement of technology and during the sudden obligation of social distancing, learners and teachers found themselves in an obligation to switch to a more effective learning approach suitable for all parts included. The current study aims to investigate the effectiveness of e-learning regarding academic performance and achievement in English as a foreign language. A case study has been conducted in the Department of Letters and English language taking into consideration Master two sections including both that of didactics and applied languages, and literature and civilization at the University of Ain Temouchent in order to either confirm or disconfirm our proposed hypotheses. To carry out this research work, a questionnaire was administered to the participants of both sections to collect the required data. The data collected were analysed both quantitatively and qualitatively. The results showed that the majority of the students who participated in this study approve the fact that e-learning has a significant impact on the academic performance and success of the learners. The results also revealed that e-learning can be a complementary component to classroom learning for the best possible results in academic performance.

LIST OF ACRONYMS

EFL: English as a Foreign Language

E-Learning: Electronic Learning

ICT: Information and Communications Technology

SL : Second Language

COVID-19: Corona Virus Disease 2019

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GENERAL INTRODUCTION

One of the most distinctive changes that have occurred to this generation is the speedy advancement of all categories of technologies. The innovation, diffusion and research development has made technology the single greatest factor that makes our generation distinguishable from previous ones. This resulted in its implementation in all fields and branches that involve human being activities, which in turn involve the introduction of technology in education and learning activities in order to make the process of teaching and learning easier. This change has transformed the aspects of the experience of teaching and learning languages to a higher level.

One of the major instruments of technology that are having a significant impact on pedagogy are the use of the internet and digitalization in the teaching and learning process. In fact, it is an equipment that English as a foreign language learners and teachers cannot be separated from because of the advantages that it offers, also due to the simple reason that learning institutions seek an interactive system of education that provides the learner with the best experience for an effective learning. This is where electronic learning and communication and information technologies shine the most as they lie in solving the problem of the knowledge explosion and the increasing demand for education from the increasing population.

In Algeria as in many other developing countries, the Ministry of Higher Education has started to seek a proper incorporation of e-learning in all learning syllabi in general and in foreign language teaching in particular to adapt with the wave of globalization of e-learning from other universities from different nations from advanced countries, which may not be sufficient to the average student, in particular the student of the university of Ain Temouchent. Therefore, this research work aims to analyze and investigate the effectiveness of E-learning regarding the academic performance of master two sections at the department of English affiliated to the faculty of languages and social sciences in the University of Ain Temouchent.

To fulfill the research objectives, a questionnaire was addressed to the participants from both sections which include both *didactics and applied linguistics* and *literature and civilization* fields. To achieve the aims of our study, the following research questions have been stated.

- In what ways, can e learning be effective when it comes to academic performance and success?
- How is it possible for e-learning to be complementary to classroom and traditional learning?

To connect the dots, the following hypotheses have been proposed:

- E-learning is effective when it comes to the student's academic performance and greatly contributes in his/ her success.
- E-learning can be used as a complementary tool in addition to classroom/traditional learning to enhance the learners' academic achievements.

This research work consists of three chapters. The first chapter provides a general overview about the history, origins and definitions of electronic learning including its different aspects, models, and adaptations from one generation to another and its effectiveness in the teaching and learning process. The second chapter yields some details about the research methodology section, the research questions and hypotheses, objectives of the study, the target participants and the research instruments used in this research work. The third and final chapter is devoted to the analysis and interpretation of the main results obtained from the questionnaire administered to the students of master two from both sections and studying at the English department.

1.1. Introduction

E-learning is a concept that stands for “electronic learning” which if we look closely into, is the use of electronic technology in learning and teaching process, this method of learning is being used vastly in every developed and developing country for the sake of increasing the quality of education given to students and pupils. Technology in education comes in all types and forms which will certainly not stop increasing its appearance in education due to its fast phase of evolution and thanks to the enormous advantages that it offers in order in this field, in fact, E-learning may become related to adequate academic performance.

Therefore, this devoted chapter will elucidate and discuss E-learning in a general overview, its definitions, its historical background and its evolution through the pace of time, the advantages of using it instead of other teaching methods and its influence on educational systems such as in the university. Second, the remaining parts of the chapter will shed a light on the main differences between the new electronic learning and traditional classroom learning and other learning methods that are become somehow obsolete. And to finish, we will discuss academic performance and how e-learning has a relation with improving it.

1.2. History and Origins of E-learning

a. Before 1960s

The roots of E-learning dates back far before the internet, when learning was commonly a process done in class, where the teacher instructs his students using teaching methods and approaches that refer to the general principles, pedagogy and management strategies used for classroom instruction. A classroom is a place where various activities are going on, where interactions take place, social cases are improved. The instructional process that goes on in the classrooms serves the purpose of cultivating learners’ minds through significant practices accepted by the teachers. Classroom teaching is widely used in most countries of the world (SarkaHubackova, 2015).

Virtual learning, is related to ‘distance learning’ referring to any type of education in which a teacher and learners are separated by distance where the majority of the educational process takes place at a distance (Bates et al, 2016). The term also refers to “correspondence teaching” which has been around for a long time before the internet. Pitmann, known as ‘the

father of distance learning', introduced this new method of teaching in the 1840s within the time of the industrial revolution in Europe and made it as first of its kind since the system consisted of mailing texts transcribed into shorthand to his students and receiving answers that the instructor will send back after correction. The feature of feedback was crucial to be effective, and all of this was done and dependent on *courier* which back then took a long period of time to be sent or received, but the rapid development of postal services around the globe grew rapidly resulting in allowing messages to be conveyed between students and their teachers within a short time, often freeing them from the trouble of travelling to the institution itself.

The success of this pre-e-learning method was attributed to the development and mass production of printing which was beneficial to students thanks to its writing time efficiency and low cost of production (Li 2018). Printed materials were the primary resources that students studied and relied on in the learning process. With the growing popularity and availability of radios, audio broadcasts were gradually incorporated into courses with substantial numbers of students spread across a broad geographical area.

b. After 1960s: with the invention of television (telecourses)

With the invention of television that is defined as electronic delivery of moving images and sound from a source to a receiver; by extending the senses of vision and hearing beyond the limits of physical distance (Fisher 2008), TV has had a considerable influence on society. Television, uses different format from those found in printed works or textbooks, television contents. Springer (2007) uses different formats with complex symbolic system which encourages decoding by children and even adults to understand it. This has proven to be very useful when it comes to cognitive skills' development.

The use of this new technology at that time to aid learning in classroom kept increasing gradually, especially in America, by 1961, 53 tele-courses stations had been established and were connected to a National Educational Network (NET) (Jeffries, 2009) providing tele courses broadcasting in channels, but also in new telecommunication technologies such as audio/video cassettes that were paired with TVs, which allowed more flexibility and improving the efficiency of distance learning further, this boosted the spread of learning beyond classroom context.(Li, 2018)

The use of television in the learning process merely a tool used for carrying and transmitting knowledge (Portway & Lane, 1994) and was due to the limitations of correspondence learning from unidirectional communication (Sumner, 2000) which means that it was a one-sided conversation where the instructor communicates with the target student, but the target student has less means to communicate back with the teacher at the time, little attention was paid to the actual capacity of television instruction and its potential for transforming the traditional practice into a higher level of education.

c. After the 80s

With the invention of satellites, dialing phones, and new telecommunication technologies such as personal computers and the establishment of the World Wide Web from the 1980s to the 90s, distance learning gained a bi-directional communication that unlike the unidirectional communication has a two-sided conversation. (Casey, 2008) This means that the instructor communicates effectively with his students whom on their turn also send feedback to their instructor in order to measure their academic performance in a equal manner and vice-versa. The effectiveness of this process increased thanks to the advancement and popularization of computer technology that helped majorly in creating a new digitalized network through disks & compact disks (CDs).

1.3 Definition of E-learning

E-learning is defined by many people, in many ways, since the term e-learning is used inconsistently due to the change of definition that occurs to this method of learning which is somehow related to technological advancement that happens through time, older definitions from scholars may largely differ from old ones. In order to gain a clear understanding of what e-learning is, we must see different definitions from different perspectives of scholars, here are a few definitions of e-learning. Bearing in mind that the letter 'e' in E-learning stands for the word 'electronic' and its meaning is not changeable or modifiable. E-learning is a broad combination of processes, content, and infrastructure to use computers and networks to scale and/or improve one or more significant parts of a learning value chain, including management and delivery (Adrich, 2004).

Perhaps a more inclusive approach is best in defining e-learning, as suggested by Sangrà, Vlachopoulos and Cabrera (2012). In their research of the various definitions of e-learning, they have suggested the following wording, resulting from their analysis:

E-learning is an approach to teaching and learning, representing all or part of the educational model applied, that is based on the use of electronic media and devices as tools for improving access to training, communication and interaction and that facilitates the adoption of new ways of understanding developing learning. [...] e-learning is part of the new dynamic that characterises educational systems at the start of the 21st century, resulting from the merge of different disciplines, such as computer science, communication technology, and pedagogy [...] the concept of e-learning can be expected to continue to evolve for a long time. (Sangrà et al,2012, p.152, 154).

Resuming the above mentioned controversies surrounding the common terms but also ease of reference and the common understanding of the terms, *e-learning* is used throughout this work in the general meaning of education delivered via technological means, which includes digital platforms mentioned before, but most importantly, though not exclusively, the Internet, and *distance learning* in the sense of any education occurring at a distance.

In classroom teaching, instructors must create an inclusive, interactive learning environment in which students can explore their own thoughts on content; be willing to consider the opinions of others, and form their own opinions about what they hear from their peers. The art of agreeing to disagree can be learned in this type of setting if it is well facilitated. Students can learn to value both their own and their peers' opinions by developing and valuing their own. Through classroom discussion, the instructor can engage students in a learning process in which they can better understand the various perspectives on a topic, whether they are actively participating or listening in. This type of interactive learning necessitates trust and a clearly defined structure in order for these types of discussions to take place.

1.4 Adaptation of E- learning from Current Generations

The millennial generation comprises the majority of today's undergraduate students. However, the following generation of students, Generation Z, is only now beginning to enroll in universities. Although these groups have many commonalities, they each have distinct qualities that pose difficulties in the learning process. There is also a factor which directly and

strongly affects this new form of learning that is the current generations of English as a foreign language learners; recent technological and communicational technologies have become an intrinsic part of their lives. For many, it is considered as the most important and fundamental element for them to function probably in society and to acquire knowledge about subjects in a proper manner (Postolov, 2017). The two generations that are discussed in question are Generation Y also referred to as “Millennials” and Generation Z who are referred to as “Gen-Z”.

1.4.1 Generation Y (Millennials)

Learners who are born in this generation think and learn differently from the preceding generations due to the rapid change that happened to their technological environment the last refers to a generation born between the eighties and the start of the new millennium who have a different set of characteristics, values, expectations and perspectives from the predecessors. They are considered as the most educated, well-traveled and technologically sophisticated generation in general. This generation has not lived in a world without computers, DVDs, and cell phones.

This group is considered to be more process and less outcome focused (Crampton et al., 2009). This is caused by the reason that this group of individuals have never lived in a world without modern technology such as television, computers, mobile phones, the internet, all of which they were exposed to consecutively. According to Siemens (2004), it is a generation that does not know how to calculate by heart but does so with the help of computers and mobile phones.

1.4.2 Generation Z (Gen-Z)

Gen-Z are the offspring of Generation X represents the greatest generational shift the workplace has ever seen, For Gen Zers, the “norm” they experienced as children was a world that operated at speed, scale and scope (Tulgan 2013). They developed an early facility with powerful digital tools that allowed them to be self-reliant as well as collaborative (Postolov, 2017). Similarly, because they could learn about people and cultures around the globe from an early age, they developed a greater appreciation for diversity and the importance of finding their own unique identities.

This current generation of university students are not only students, but it is that particular group which is of interest here, is very much unlike any other that came before

them(Prensky, 2001a; 2001b) they have been called digital natives, as opposed to digital immigrants, who were not born into an already digitalized world. We may call them digital natives, students 2.0, the net generation, N-gen(eration) or D-gen(eration) (Prensky, 2001a), or find a different term, but defined they must be as a completely new group. Due to their life-long exposure to digital technology, they “think and process information fundamentally differently” (Prensky, 2001a).

They are used to receiving information that is not necessarily interrelated, but comes in large amounts, which forces them to view and evaluate information more quickly to make quicker decisions. Multitasking is also one of the results. However, the fast paced processing of information makes the process necessarily superficial. Such students might see more details and find information more quickly than the earlier generation, but they also have problems evaluating the found information, focusing, and even understanding more complex texts (Nikodemska2011).

Social network sites promise the opportunity to motivate students to constantly quest for new learning experience out of the physical locations of the university (Boumarafi, 2015) encouraging them to create and share ideas rather than only memorizing lecture notes or reading some portable document formats(PDFs). The use of social networks in education by this generation of learners has created a paradigm shift; from emphasis on teaching content to helping students develop the ability to create content that are fit to their learning needs and share it with their colleagues and pairs.

With the improvement of digital tools and internet connectivity throughout the years, educational institutions from around the world started to incorporate technology in the teaching/learning through the use of ICT, e-learning systems- such as Moodle has widely spread and it is being used as a new teaching method in universities. However, one more aspect of the situation needs to be taken into account. This current generation of university students are not only students, but are a particular group, which is of interest here, as generations differ from one another. Our generation, specifically, exceeds in using modern technology such as computers and phones. Internet-related technologies have dramatically changed the speed, scale and scope of human communications, resulting in significant changes in how people work, play, shop, find friends and learn about other people.

1.5 The Impact of COVID-19 on Learning/ Teaching Process

In the late months of 2019 and the beginning of 2020, a new virus has emerged that is highly infective to human beings “The virus can spread from an infected person’s mouth or nose in small liquid particles when they cough, sneeze, speak, sing or breathe” (World Health Organization (W.H.O), 2019). The majority of people infected with the virus experienced mild to moderate respiratory illness and recover without the need for special treatment. Some, however, became critically ill and required medical therapy.

W.H.O addressed all countries to prevent the spread of the virus by decreasing the access to areas that can possibly become crowded, and has encouraged self-isolation which is a “state or period of remaining apart from others” (W.H.O, 2019), especially in order to prevent the transmission or reception of an infectious disease such as COVID-19. The restriction includes access to pedagogical institutions, event areas, transport vehicles such as trains, and any place that can possibly become crowded in a short period. This had a huge impact on learners’ mental health as the COVID-19 pandemic has been one of the biggest disruptions to education the world has ever known affecting more than 90% of the world students’ population. Many countries turned to online based distance education to ensure that learning never stops.

Education has been hit particularly hard during the COVID-19 pandemic as many schools and educational institutions from around the world including Algeria were forced to cease using traditional face-to-face educational method and to migrate towards a newly developed method called E-learning; this approach due to the pandemic had an impact on both students and instructors. Those instructors were forced to modify their approaches and methods which resulted in making different strategies; students, however, were faced with independency, Independent learning is defined as a process and a philosophy of education where learners gain knowledge through their efforts while developing the ability to inquire and evaluate (Candy, 1991). Instructors used virtual meetings by means of computer/phone apps such as Google Classroom, Google Meet, Zoom and Skype.

When we consider the role of the teacher in the learning environment, we may conclude that the teacher’s importance is expanding (Yengin et al, 2010). A response to this topic would be for educators to devote more time and effort to adapting to new learning settings such as in the e learning case. However, there are certain difficulties in adapting to these new learning contexts in order to help the students engage during the course. To engage

an online course, the teaching method has to be learner-centered; students have to participate in the course in order to acquire instructions (Yengin et al, 2010).

a. Active learning

An active learning strategy is any type of activity during class (face-to-face, online, or outside of class) that engages learners in deep thought about the subject matter in the course rather than students passively “receiving” course content solely from live or recorded lectures or through a dependency from the instructor. Active learning requires students to become active participants in their learning process. This method of learning is specifically useful in distance, which is where e-learning domain shines. Scholars like Bonwell, andEison(1991) describe some strategies that are included in active learning:

- Students are involved in more than listening. The teacher motivates the students to get involved in more than listening.
- Less emphasis is placed on transmitting information and more on developing
- More emphasis is placed on students’ skills. The focus is more on developing students’ skills than delivering precise information.
- Teacher promotes students’ engagement by encouraging them in different activities such as reading, discussing and writing.

1.6 Adaptation of E-learning by Algerian Universities

Higher education is provided by universities, specialized institutes, national institutes of higher education, and teacher training institutes, which fall under the responsibility of the Ministry of Higher Education and Scientific Research, as well as by institutes run by other related ministries. The specific degrees awarded are declared by the field of study, not the institution. The Ministry of Higher Education approves a certain curriculum or learning program, which is standardized for each field of study.

Algerian Universities have gone through a reform of bringing the composition of degrees into accordance with international standard called LMD (Licence, Master, Doctorat) which translates in English to Bachelor-Master-PhD. The information and communications technology has become a hope for university institutions that started facing many obstacles and problems including the increasing number of students, the lack of framed structures and pedagogical buildings, etc. This hope came under the emergence of modern technology as an assisting solution to face these obstacles.

To discuss education in any form and in any country, its background needs to be analysed; the government of Algeria made a huge effort to increase the efficiency of level of its educational system and targeted clear main objectives that were mentioned in a report published by the Ministry of communication and the Ministry of higher education within the “Priorities and Planning Report for 2007”. The main strategic objective that was mentioned is the establishment of a system of distance of education as a support for modern civilizational formation and to join Algeria with global learning standards. It was a clear message of the ministry of higher education that higher education institutions must adapt a clear strategy and general policy in order to adopt this modern educational system into universities and to aware students of this evolving into a supportive environment and policy on the national level to integrate information and communications technology (ICT).

This resulted in the creation of a national committee for virtual education in November 2006, in order to cope with the increasing demand of virtual communication and learning, and to achieve a major objective that is to develop a real study program across the line. This program is based on focusing on the needs of the learners and it is based on a specific pedagogical program according to new educational techniques (otaib 2006) resulting from the introduction of information and communication technologies and E-learning.

Algeria has started its own e-learning system by doing a collaboration with the Ministry of communication and the Ministry of Higher Education with international ICT developers such as the American giants «Microsoft” and “Thomson” but also Chinese technology developers such as “ZTE” and “Huawei”, and local mobile operators in order to develop an ICT infrastructure in Algeria through opening the Algerian market for these developers and operators. This resulted in a major increase in communication and internet quality in the majority of the country throughout the years. For example, according to ITC,(2018) an astonishing increase of operator’s subscribers reaching 87 percent at the end of 2018 thanks to the third and fourth generation of wireless mobile telecommunications technology also referred to as “3G” and “4GLTE”, but also to the modernization of internet connectivity through the upgrade of asymmetric digital subscriber line “ADSL” cables to a more powerful cables referred to optic fiber cables that are capable of delivering a remarkable higher amount of internet bytes(Benchaiba et al 2012).

These efforts helped the country to provide an infrastructure that is reliable and stable for the population and made Algeria’s progress remarkable in the ranking of “ICT Index”

according to a report from the Telecommunication Union of 2017. This resulted in a somehow of “urgent and temporary standardization of E-learning” in Algerian universities due to the COVID-19 pandemic which to this day we are adapting to its aftermath.

1.6.1 Moodle

Another factor to insure the success of E-learning or ICT in Algerian universities is the development and improvement of their services towards the student by introducing new technological means which include not only computers, printers, CDs, but also, recently, digital ones such as websites of courses for different study fields- like the case of English students of Temouchent University- through the means of “*Moodle*”. It is platform for online learning that enables teachers and online developers to create online courses, add assignments, and keep an eye on their students’ progress. It also allows teachers to communicate with the students and encourage communication between them in forums and discussions, content such as PowerPoint Slides, Microsoft Word Docs are included a lot in Moodle software (Costa 2012, p. 4).

This model of online learning is one of the most used models during the pandemic especially in universities with large amount of students like the case of Ain Temouchent University. It is used for the sake to take full advantage of modern distant technologies and adapt an interface suitable for the learners needs from distance, to guarantee a smooth transition from face to face to distant learning and also to protect both teachers and workers from infection that could possibly spread from physical interaction between them inside university’s gates.

1.6.2 Video Conference Applications

Another model of delivering information used in Algerian universities is video conferencing and online group chat applications from different developers such as Google Classroom, Zoom and Microsoft’s Skype. Many researchers prop up the significance of Zoom sessions and students’ learning achievements. According to McLoughlin and Lee (2010), Zoom class sessions promote the primary skills required in language learning, such as high thinking, problem-solving skill, interacting, cooperating, and sharing information skills, but most importantly it helps to increase the critical thinking skill, which is defined as the appropriate use of cognitive skills that increase the probability of a desirable outcome. Critical

thinking is also defined as the effective application of cognitive skills to raise the possibility of a desirable outcome (Halpern 2003). This concept contains the idea that critical thinking is not just about being "fair" or "reflective," but also about thinking in ways that lead to better results. The idea of purposeful, reasoned, and goal-directed critical thinking is included in Halpern's definition.

To put it another way, when people participate in critical thinking, they are striving to achieve a specific purpose or outcome which can specifically be encouraged through e-learning video conference sessions. Technology constantly brings new tools and channels for communication to a state in which teachers and learners in EFL can use them to support effective, engaging dialogues, use an appropriate mix of these to clearly express the expectation of critical, creative thought and to provide opportunities for it (Benharzallah, 2020). This also means setting up venues for learners to express and defend their ideas, conclusions, and opinions.

1.6.3 E-mail

Another traditional learning method through the internet is the use of an electronic mailing system (E-mail) for information exchange. Sampson (2003) defines Electronic Mail as a computer-based application for the exchange of messages between users that is delivered to the intended recipient's mailbox. People from all around the globe are able to exchange messages in a matter of seconds through a worldwide e-mail network. Listening, speaking, reading, writing, and translation are all heavily emphasized in today's universities English classes.

As a result, teachers must present students with a variety of learning materials and get timely feedback from students, resulting in a vast volume of information being exchanged between teachers and students. However, in a regular English classroom, this interchange is extremely difficult to achieve (Wang, 2010). With the help of e-mail, however, this can be realized easily. A single optical fiber with a diameter of less than half a millimeter can transfer all the information contained in the constitution of the people's republic of Algeria in one second. Similarly, so many teachers and students can exchange information easily with the help of e-mail, which has proven to most universities that its use is efficient and useful for both the learner and the instructor.

In an investigation conducted by De Montes and Gonzales (2000) on the effectiveness of email in online courses, they found that electronic mailing systems allowed instructors to maintain a close relationship with their learners and provide a constant and on going support where the student can ask for help at any time in any place from their instructors and also encouraged professional intimacy between the two correspondents. They also found that emails stimulated a reflective feedback on the assigned tasks probably because of time lag between receiving a message and sending a response.

Kim's researchpaper (2008) summarized previous studies on the advantages of e-mails in learning use:

- 'Enabling immediate, frequent support for individual needs; learner-centered context; individualized instruction; exchange of resources and information (Cascio&Gasker, 2001; Cifuentes& Shih, 2001; Cook-Sather &Mawr, 2007; Davenport, 2006; Grünberg&Armellini, 2004).
- Fostering psychological comfort; intimacy; expression of personal ideas, opinions, and emotions; informal conversations; social content exchanges; interpersonal context (Clingerman& Bernard, 2004; Davenport, 2006; Harris & Jones, 1999; Poole, 2000).
- Building interpersonal skills; collegiality; awareness of others' attitudes; insights into others' perspectives; close relationship (Brown & Dexter, 2002; Clingerman& Bernard, 2004; Cook-Sather &Mawr, 2007; De Montes & Gonzales, 2000; Grünberg&Armellini, 2004; Overbaugh, 2002).
- Developing thoughtfulness; cognitive task structuring; careful analysis; critical thinking; reflection; planning (Boxie, 2004; Cook-Sather &Mawr, 2007; Overbaugh, 2002; van der Meij&Boersma, 2002).
- Encouraging interest; enthusiasm; motivation; self-esteem; self-confidence; change in personal values; active participation (Boxie, 2004)'.

1.7 E- learning vs. Traditional Learning

The use of technology is the most indispensable part of our modern life. Today's young generation is called net generation or digital natives because students spend much of their time surfing on the net, playing multimedia, interactive and social online games (Junco &Mastrodicasa, 2007). They are the biggest consumers of technology in ways that previous generation who is called digital immigrants can barely understand.

Today, there are extreme changes in the structure of the workforce and education, establishing the use of new technologies as a necessary and important tool for the success of life. E-learning is a new paradigm change in the educational industry aimed at expanding knowledge. It is today's knowledge-based society, and there is an ever-increasing demand for innovative ways to provide education. Therefore, most people use these new technologies to increase their knowledge and require new skills. These have led to changes in learning methods. Advances in computing and networking technologies have been found to help transform the way people are educated in a much different way.

We can also define e-learning as a sort of a delivery of a learning, training or education program by electronic means. E-learning includes the use of a computer or electronic means in some ways to provide training, educational or learning material". E-learning which was first called internet-based training or web-based training has been widely used in education since the mid-1990s. Many Educational service providers offer online lessons and online tests to meet the demands of the people.

E-learning is internet-based learning. To provide a comprehensive understanding, e-learning is defined as a new educational concept using internet technology. It is defined as interactive learning in which students learn using a computer as an educational medium. In addition, it has been noted that e-learning covers a wide range of applications and processes, including online multimedia activities such as the Internet, Internet Video CD-ROMs, television and radio. The e-learning components include delivery of content in multiple formats, governance of the learning experience, a connected community of learners, content creators and professionals. E-learning is personalized and focused on individual learners.

The environment includes self-study training, many virtual events, mentoring, simulation, collaboration, evaluation, competency roadmaps, authoring tools, e-stores, and learning management systems. E-learning harnesses the power of networks to enable learning not only on the Internet, but also on satellites and digital content. Researchers suggest that teachers, learners, and universities need to adapt to the changing environment. Otherwise, e-learning will fail. According to Papanis (2014) E learning provides faster learning at reduced cost, increased access to learning, and clear accountability for all participants in the learning process.

Content delivery in numerous formats, learning experience management, a networked community of learners, and content developers and specialists are all components of E-

Learning. E-learning is tailored to the needs of each individual student. Self-paced training, many virtual events, mentoring, simulation, collaboration, assessment, competency road map, authoring tools, an e-store, and a learning management system are all part of the environment. To support learning, e-learning makes use of networks, including the Internet and satellites, as well as digital content. Instructors, students, and universities should all adapt to the changing environment, according to the researcher, or E-Learning will fail.

1.7.2 Face to face learning

The lecturer conveys knowledge to pupils in a traditional, teacher-centered model of education, with little involvement from the students, (Acheampong, 2014). Traditional learning is learning in the classroom, considered a teacher center and static. Learning takes place throughout the class in classrooms and schools. Teachers carry out lessons according to the learning program and curriculum. In addition, the teacher specifies the structure of the lesson and the allocation of time. Traditional learning components include blackboards, books, teachers, and classroom students. Teachers usually speak more than students and students learn 'what' rather than 'how'. The teacher is responsible for setting all the assignments for the student.

Comparing e-learning with traditional learning, some researchers such as Wagner (2008) have found that e-learning is more effective than traditional learning. However, some have turned it down because of reduced social interaction, high investment costs, and technical problems with communications and computer technology. One of the most popular and traditional methods of delivering knowledge is through this method. In face-to-face learning, the session has a set time and date, and students are responsible for their own success. This method of instruction helps pupils in better comprehending and remembering the information taught in the classroom.

As the web scene is swiftly triumphing in our normal life, the conventional shape of head-to-head studying is slowly moving its exercise toward on-line studying. Online publications are getting a developing fashion with a bendy manner of functioning in admire to time, place and accessibility. However, although it sounds appealing, college students want to do not forget the blessings and capabilities of head-to-head studying which cannot be located on-line. Traditional education is primarily based totally on and facilitates broaden verbal exchange talents thru interplay, subject and organization, in addition to a wonderful fee that conventional stages have for destiny profession advancement.

Those in prefer of online studying could argue that verbal exchange on-line is feasible and simply as treasured of an interplay. As lots as this is probably true, it is miles plain that the web platform lets in for individuality to blossom in a manner it might now no longer in a classroom, while the principle shape of interplay is written text from unbiased locations. Students are bodily remote from the dynamics of verbal exchange in class, whether or not with their friends or teachers. It is a recognized reality that faculty, after the kid`s first years spent with the family, is an group of socialization wherein the kid learns the norms and habits, customs and values important for collaborating inside our society. The position of faculty as a group which presents a network to broaden socially cannot be taken for granted.

1.7.3 Advantages of Face to face Learning

Face-to-face learning is an educational method in which a group of students is taught course content and learning material in person. This allows a learner and an instructor to engage in real time. It is the most common method of educational instruction. Learners also benefit from increased interaction with their classmates. Students are held accountable for their progress in face-to-face learning at the class's designated meeting date and time. Face-to-face learning ensures a better understanding and retention of lesson content while also allowing class participants to bond (Kassahun, 2022). That means that face to face learning is beneficial for students when it comes to a better understanding, a good interconnection with the teacher and the other classmates.

The majority of students learn through face-to-face interactions. However, as students progress through the grades, things begin to shift. Students are now beginning to learn online. The original type of learning, face-to-face learning must be reintroduced into society. Face to face learning is preferable to online learning because it allows for greater flexibility in scheduling, allows for peer feedback, and delivers superior adult advantages. Face to face learning is preferable to online learning since it allows for a more flexible schedule. Traditional education is the best option because it allows students to have more flexibility in their schedules. When more pupils are taught face to face, information is passed directly from teacher to student. The content will usually be better understood by the students. When children skip a day of school, this gives them greater freedom with their teachers.

When it comes to the benefits of face-to-face learning, they are not just restricted to studying. There is a variety of social, psychological, and scientific advantages. Face-to-face learning increases many fundamental abilities that a student requires in order to be a useful individual in all facets of life. Face-to-face studies are the finest educational method at all levels, especially among pre-primary and primary pupils, according to a number of qualitative benefits. Real-time interaction, improved social skills, organization, motivation, and accessibility are just a few examples (Sichau & Fassler 2016).

Real time interaction; Face-to-face learning allows students and teachers to interact in real time, as well as among themselves. This is a fantastic chance for people who learn best in groups and via cooperative activities. In the classroom, asking questions and receiving real-time responses, as well as receiving feedback and assignments, creates a wonderful opportunity for connection, intimacy, and preserving interpersonal relationships.

Face-to-face learning, or simply classroom learning, is more conventional, and with the use of technology, it may even be deemed antiquated. However, those who believe it has passed its prime may be mistaken. Classroom learning has advantages that other learning modalities cannot match. 'Human interaction' is one of them. Students have greater opportunity to interact with educators and peers in a classroom setting. Students improve their social skills and learn how to initiate a discourse that can lead to the development of personal relationships, which is impossible to achieve through online study. Their friendship may lead to them exchanging experiences and providing emotional support to one another. On the educational front, this provides educators with more resources.

1.7.4 Disadvantages of face to face Learning

On the one hand, face-to-face classes, unlike online and modular distance learning, are time-bound, which means students must adhere to a strict schedule every day. Online classrooms, on the other hand, include only four to five hours per day of synchronous classes and offline activities, which students can undertake at any time of the day unless the teachers set a deadline, due to the recommendations of healthy screen time.

In online classes, students can turn off their videos or check their notes on their devices while participating in class discussions. Face-to-face classes, however, can be daunting and put a lot of pressure on students to participate in class discussions. Some children prefer online lessons since they have less interaction with their classmates. It will be

tough for these children to acclimatize to this type of setting if they return to face-to-face lessons. A single student's ability to disturb an entire class. During e-learning, the 'mute' tool is extremely handy. It allows students who are unable or unwilling to stop talking to continue speaking without disrupting their classmates.

Table 1.1: Comparison between traditional learning and E-Learning (Adapted from Titthasiri's comparison of e learning and traditional learning, 2015)

Traditional Learning	E-Learning
Classroom: The teacher usually speaks. Discussions: more than the student.	The student talks at least as much as or more than the teacher.
Learning process: The learning is conducted with the whole class participating; there is almost no group or individual study	Most of the learning process takes place in groups or by the individual student.
Subject Matter: The teacher conducts the lesson according to the study program and the existing curriculum.	The student participates in determining the subject matter; the studying is based on various sources of information, including web data banks and net-experts located by the student.
Emphases in the Learning process: The students learn “what” and not “how”; the students and the teachers are busy completing the required subject matter quota; the students are not involved in inquiry based education and in solving problems, but rather in tasks set by the teacher.	The students learn “how” and less “what”; the learning includes research study which combines searching for and collecting information from web data banks and authorities on the communications network; the learning is better connected to the realworld, the subject matter is richer and includes material in different formats.
Motivation: The students' motivation is low, and the subject matter is “distant” from them.	The students' motivation is high due to the involvement in matters that are closer to them and to the use of technology. Teacher's Role The teacher is the authority. The teacher directs the student .
Teacher's role: the teacher is the authority.	The teacher directs the student to the information.
Location of learning: The learning takes place within the classroom and the school.	The learning takes place with no fixed location.
Lesson structure : The teacher dictates the structure of the lesson and the division of time.	The structure of the lesson is affected by the group dynamics.

In spite of the advantages of e-learning may be significant, there are some significant disadvantages. Cantoni et al (2004) state that e-learning generally requires a high upfront cost, new pedagogical skills, and learners' self-discipline and motivation. In addition, consider security issues such as cyber-attacks and hacking to e-learning systems as a concern to the learners and service providers.

1.8 Academic performance

Academic performance refers to knowledge obtained as measured by a teacher's marks and/or educational goals set by students and teachers to be met over a specified time period (Narad & Abdullah 2016). It is highlighted that a student's academic performance is measured by their performance in exams, examinations, and course work (Martha 2009). Academic performance is the assessment of a student's ability in a variety of academic areas. Classroom performance, graduation rates, and standardized test results are commonly used by teachers and education administrators to assess student accomplishment.

When evaluating academic success, grades are frequently used as the primary criterion. This includes schools that rank students based on their grade point average (GPA) which stands for grade point average, and give particular honors to those who graduate first and second in their class, such as valedictorian and salutatorian. Scholarship organizations and institutions, as well as some businesses, look at grades first, especially when employing fresh graduates. Some businesses, particularly technical ones such as law, medicine, and finance, place greater emphasis on grades. Other businesses, particularly creative professions such as literature or painting, and occupations such as sales, place less emphasis on GPA.

Academic performance is a quantitative and observable behaviour of a student over time, and it is comprised of the scores acquired by a student over time. (Yucuf, Onifade and Bello, 2016). People's skills are more important than technical knowledge in these industries. Grades are not necessarily indicative of a person's intelligence or expertise. Some students struggle in the classroom yet are highly clever and score well on IQ tests, standardized testing, and college entrance exams. Universities and companies take these results into account along with other factors, and students who perform well on these tests may be forgiven a lower GPA.

Some institutions will admit and even grant scholarships to students who have mediocre grades but have demonstrated a pattern of performance by learning new abilities on a regular basis. Many employers consider this as a plus, believing that these applicants are eager to learn and will be simple to teach. It is often known as academic performance, refers to how

far a student, instructor, or institution has progressed toward their short or long-term educational objectives.

It is arguable that academic achievement should be a direct result of attaining learning objectives acquiring desired skills and competences. However, York and Rankin find a conceptual reason to separate academic achievement as it captures “only a student’s performance ability and not necessarily their learning.” (York et al, 2015, p. 6).

In a study conducted by York et al (2015), titled “Defining and Measuring Academic Success” for the sake of having a clear definition of academic performance, they found that the concept is closely related to academic success, as it is in the form of academic achievement, accomplishment of learning objectives, and the acquirement of new skills and competencies that were not present in the student before, the delivery of information by the instructor, in addition to academic achievement, attainment of learning objectives, acquisition of desired goals and competencies, satisfaction, persistence, and post college performance. Good academic performance leads a successful learning and knowledge acquirement process.

The investigation concluded a theoretically grounded definition of academic achievement that is made up of six components: academic achievement, satisfaction, acquisition of skills and competencies, persistence, attainment of learning objectives, and career success. Choi (2005) describes successful completion of course activities by students as ultimately improving students’ academic performance; he uses the term “success” to refer to an academic achievement that has been measured through GPA (Grade Point Average).¹

Beghetto (2004) thinks that one of the most important factors in students’ academic success is their motivation. In a similar vein, satisfaction is an outcome variable that gives a measurement for contextual elements that are frequently viewed as essential to the learning environment and required for academic achievement which is a certain measurement of the completion of educational milestones such as secondary school diplomas and bachelor’s degrees.

Academic accomplishment is routinely measured through exams or continuous assessments, but there is no consensus on how it should be evaluated or whether components of procedural knowledge, such as skills, are more significant than declarative knowledge, such as facts. Furthermore, because studies on whether individual characteristics correctly

¹GPA : a number that indicates how well or how high you scored in your courses on average.

predict academic performance are inconclusive, aspects such as exam anxiety, surroundings, motivation, and emotions must be taken into account while building school achievement models. Schools are being paid based on their pupils' academic results. A school with higher academic performance would be given more point. The authors' (York et al) definitions illustrate that academic achievement is determined by measurable outcomes such as class exercises, tests, and examination results.



Figure 1.1: Model of Academic Success. (Adapted from York, et al, 2015)

1.9 E learning and Academic Performance

The impact of e learning is increasingly dominating the current educational system as the impact of technology continuously dominates our day to day activities worldwide (Bass, 2006). Other studies from different scholars such as Cardak & Selvi (2016) state that there are some aspects that have a significant relationship with implementing e learning towards academic performance among students. The major goal of e learning is to improve students' academic achievement while also increasing accessibility to education and lowering expenses

and time. It helps in enabling access to efficient teaching and learning thus improving efficiency for students whom tend to have a difficult situation when it comes to the perfect time for studying, i.e., time flexibility.(Habib, 2019).

This kind of instruction also allows learners from several places to attend the same classes practically simultaneously. In addition, it motivates students and improves their academic performance by encouraging self-learning and providing a sense of ease in use and interaction, allowing for more flexibility in learning time, monitoring academic performance and giving instruction in online courses are important issues for educators. Because of the spatial, temporal, and interactive distance, this style of education necessitates higher commitment, accountability, and self-regulation of learning in order to achieve educational goals. Educators want devices to systematically monitor and evaluate students' academic achievement in this regard.

There is a considerable body of evidence to suggest that different teaching delivery styles can have different degrees of success as measured in terms of academic results (Emerson & Taylor, 2004). Some researches suggest that online teaching has a positive impact on student's performance, (Smith and Hardaker, 2000). Other research, on the other hand, shows that more online instruction has a detrimental impact on performance, (Johnson, 2005). Besides having a good impact on pupils' academic progress in other subject areas (Chambers, 2003).

Other advantages of electronic education include increased enrollment or school time as education programmes reach underserved areas, a broader educational opportunity for students who are unable to attend traditional schools, access to resources and instructors not available locally, and improved student-teacher communication. Critical thinking, researching, using computers, learning independently, problem-solving, creative thinking, decision-making, and time management were all areas in which virtual school students outperformed their traditional school peers (Barker and Wendel, 2001).

In some cases, electronic schooling is not the best option. Students may feel isolated, parents may be concerned about their children's social development, students with language difficulties may be at a disadvantage in a text-heavy online environment, and subjects such as music, physical education, or foreign language may not be practical in a technology-mediated setting. According to a research paper published by Razak et al,(2018) investigating the

major advantages of e learning including flexibility of time and place, and self-efficacy when it comes to rating academic performance through GPA, academic performance is closely related to e learning. Schrire (2005) suggests that students obtain better academic results when participating in discussions with each other rather than proceed with the teacher. interactive types and factors affecting students' learning outcomes. The chain of online learning activities developed reflects the operational interaction between actors: student-teacher, student-content, student-student, and student-technology.

The findings showed that online learning activities in the blended learning model have an impact on student learning outcomes, with student-student interaction having the greatest impact and proposes a model to assess the incidence of learning outcomes based on interactive learning through learning activities. Self-directed learning (SDL) is thought to be the teaching-learning approach in e-learning. It is an active information process, according to constructivism theory, because knowledge is generated via individual experience, maturity, and interaction with one's surroundings. The educational philosophy of constructivism differs from objectivism in that the student is considered as a passive recipient of knowledge as a result of this viewpoint(Rovai, 2004).

Self directed learning is one option affiliated to e learning. The rationale for this is that an e-learner simply attends a lecture to record the time, place, and subject of the lecture, as well as to change the sequence in which they attend lectures. In comparison to the currently used off-line education, proper student's monitoring is challenging, not only because the learning progress method of evaluation is being changed, but also because personal interactions with the teacher are no longer part of the process. As a result, managing one's ability to arrange self-learning time, digest information, plan data, and regulate data is critical. E-learning has emerged as a new essence and underlying principles in library and educational services, with the goal of serving as a development platform for today's knowledge-based society.

1.10 Conclusion

This chapter has tackled the literature review of the E-learning and its relation to academic performance; it has also demonstrated some previous knowledge and understanding the vast roots of e-learning, its history and evolution, and its promoting potential. This chapter enhances the important role of E-learning in today's world of education and its standards.

Chapter Two: Methodological Concerns

2.1 Introduction

The previous chapter dealt with the literary review part concerning the different models and concepts concerning E-learning; definition, concepts and technologies, its history and origins, and its different adaptation from various generations, but also its relation to academic performance in universities and its advantages compared to traditional learning methods (face to face learning). In this second chapter, we deal with the practical study of this research work starting with analyzing the situation of the Master Two section, instruments of data collection, sampling, and the methods that are used for data collection and analysis.

The objective that has been set, in this chapter, is to present a detailed description of the research methodology that has been undertaken in this research work. It also shows the selected population of this study who helped us in testing the hypotheses to either verify and validate them, or to decline them. In addition, this chapter gives the description of the approach followed conducting this research and the research instruments that have been used concerning the progress of this study. All of that will be tackled before discussing the interpretation of the results obtained from the data collected from the students' questionnaire.

2.2 The Situation of Master Two sections

The Department of Letters and English language has been founded in the year of 2012 and it is affiliated to the faculty of Letters, Languages, and Social Sciences in the University of Belhadj Bouchaib, Ain Temouchent. It hosted in the academic year of 2021/2022 over 200 students in both Licence and Master sections combined, these are divided as the following:

- ❖ Licence level studies the common branch of English and has about X students that are disassociated into three categories :
 - The first year of licence section hosts more than X students divided precisely into six groups whom follow a curriculum of modules which include : Grammar, oral expression, written expression, an introduction into linguistics, literature of the language, culture and civilization of the language basic Spanish, sociology and human sciences (studied in Arabic), techniques of university work, phonetics.
 - The second year section of licence also enrobes all of the previous modules apart from sociology and human sciences, which makes the total studied modules into ten.

- The third year section, holds about X students and divided into three groups that deal with eleven modules, this level of licence is “the first last step” in order to attain a diploma in the English section also referred to as “Licence of English”
- ❖ Master section, on the other hand, also referred to as the second level of graduation is divided into two major sections.

Master 1: has two main branches:

Didactics and applied linguistics : is a branch that combines the science of teaching and learning of English language, with branches of linguistics that are concerned with practical applications of language studies, translation and speech therapy, majorly applied linguistics (Kostoulas, 2018). This particular branch hosts about more than sixty students who are divided into two groups; most of the modules studied in this section are related to linguistics and didactics; they includes : Sociolinguistics, applied linguistics, psycholinguistics, academic writing, educational psychology, language acquisition, ESP (English for specific purposes), teaching English as a foreign language (EFL), reading skills and strategies, thesis writing.

Literature & civilization: is another branch of English as a foreign language in the university of BelhadjBouchaib in Ain Temouchent, it includes some modules that are concerned with the literatures of English civilizations, this includes western philosophy, British civilization, American civilization, English literature, American literature, academic writing, aesthetics of the English language, methodology and oral communication.

Master 2:

Didactics and applied linguistics :

- A number of nearly 59 students divided into two groups occupy this branch, and are exposed to ten modules accordingly : Sociolinguistics, applied linguistics, psycholinguistics, academic writing, educational psychology, language acquisition, ESP (English for specific purposes), teaching English as a foreign language (EFL), reading skills and strategies, thesis writing.

Literature & civilization: on the other hand, master two students of this section share the same modules of their previous year,

2.2.1 Description of the Target Situation

This research work was carried out at Ain Temouchent University- Department of English. It should be mentioned that this study does not involve all the students of English, but rather the Master Two sections that have been exposed to E-learning methods that were previously defined and reviewed in chapter One (Moodle, portable document formats, video conference apps, etc.), it is targeting both didactics and applied linguistics & literature and civilization branches in order to accommodate the full size of the Master Two section with all its students and studied modules.

2.2.2 Research Objectives

The aim of this research work, as previously stated, is to conduct an investigation, an observation and to question the The Effect of E-Learning on the Academic Performance: Case Study of EFL Master Students at Ain-Temouchent University's classrooms. The findings of this study will establish whether E-learning methods approaches have any effect in enhancing students' competence and their academic performance or not and whether it can possibly be complementary to traditional learning. If the results of the sample picked are as predicted, E-learning may become extremely important for all EFL teachers in order to improve the study of foreign languages, mostly the English language.

2.3 Research Methodology

The aim of this study is to investigate, observe and question electronic learning in EFL classrooms and its effectiveness in enhancing EFL students' proficiency in the department of English at BelhadjBouchaib University. The results of this research will determine whether E-learning approaches have any considerable effect on the student's academic performance and if it has some sort of good use and help in improving students' competencies. Therefore, the research methodology adopted in this extended essay is a case of study. The latter is a method used in both qualitative and quantitative but also mixed research methodologies. A case is investigated for understanding a problematic subject, but according to Relacion, a case study can also help in providing proof on an existing theory that has already been tackled or make a new theoretical concept. "A case study's unit of measurement is associated with the entity

concept). In the contingent upon E-learning, the case study method may have multiple cases; therefore, the specific case that has been discussed in this research paper by the researcher is the case study of the masters' 2 section of the department of English that is affiliated to the department of foreign languages and literatures of Ain Temouchent's BelhadjBouchaib University.

2.4 Restating the Research Questions and Hypotheses

The vitality of a complete research paper comes in its research questions and hypotheses; it is the reason that the researcher started the investigation in the first place. Connelly defines research hypothesis in her understanding research as “a specific statement that predicts the direction and nature of the results of a study” (2015, p435), through her understanding we can conclude that a study is guided by research questions and hypotheses, which provide a framework and guides the researcher to analyze the data. They lead to the study objectives, which detail the specific methods and procedures that he will employ to arrive at his intended results.

In the light of this, the researcher of this paper opted for two research questions and hypotheses that are related to the case study of master two English as a foreign language learner that are affiliated to Ain- Temouchent university.

- RQ 1: In what ways, can e learning be effective when it comes to academic performance and success?
- RQ 2: How is it possible for e-learning to be complementary to classroom and traditional learning?

To answer these questions, the following hypotheses are stated:

- H1: E-learning is effective when it comes to the student's academic performance and greatly contributes in his/ her success.
- H2: E-learning can be used as a complementary tool in addition to classroom/traditional learning to enhance the learners' academic achievements.

2.5 Sample Population

Before tackling what is meant by sample population, we need to define the term first, “a sample is any sub set of population, it represents all types of elements of population is called sample” (Satishparkash, 2020, p.7) while population refers to a group of all the units on which the findings of a research need to be limited and are being applied to.

Sampling is the process of choosing or narrowing population to match the research goals and aims. It is in fact a must in a lot of researches and studies in order to confirm or deny a hypothesis because simply speaking, a case study or population is required for any research and this is in order to test the hypotheses that leads to answering the required research questions. Using correct sampling methods gives the researchers the ability to reduce the research costs economically, but also to develop the research more efficiently, and have greater flexibility and freedom. The technique of sampling that the researcher has opted for is a random sampling from students’ who have participated on it. Random sampling is creation of a balanced quantity of individuals that are representative of a larger group that would be too difficult to sample, this is specifically useful in the open question that will be given to the students concerning the justification of whether E-learning is better than classroom learning or not.

Students’ Profile :

A questionnaire which consists of twelve (12) questions administered to Master Two students of English as a foreign language at Ain Temouchent University has been created. The questionnaire targeted all of 59 of the didactics and applied linguistics and the 20 students of literature and civilization that occupy the master two section of the university. Most students share the common fact that they are part of Generation-Z, which means that they are born between the year of 1994 and 2000 and use the information and communications technologies very often. The majority of students in the didactics and applied linguistics section are from the female gender, while a few minority are males. On the other hand, literature and civilization section consists of one group that is half females and half males.

2.6 Research Instruments

Research instruments, also referred to as research tools are used when the investigator or researcher wants to collect the data and analyse it; the researcher must confirm that the instruments that he is using are reliable and valid. According to Annum (2017, p.6) whatever “research tool or procedure” used to collect must be scrutinized rigorously to see if it is likely to provide the desired outcomes and in order to test the hypothesis. The research tool that has been used in this work is a questionnaire specifically designed for students, which will be discussed in the upcoming section.

Students’ Questionnaire:

The most common method of gathering quantitative primary data is through a questionnaire; it allows for the collection of quantitative data in a standardized manner, resulting in data that is suitable, consistent and coherent for analysis (Roopa et al, 2017). Questionnaires should always have a clear purpose that relates to the study objectives, and it should be obvious from the start how the results will be used.

Therefore, a questionnaire composed of simple and specific language and demands an answer on a specific dimension of the investigated subject that is researched that is the effects of E-learning in academic performance case study was delivered to second year master students of didactics and applied linguistics and literature and civilization sections. This is to collect students’ different viewpoints about the incorporation of E-learning in the teaching/learning process and its effectiveness in promoting M2 academic performance and results, but also to check if it has facilitating properties in their learning process in general. Thus, two types of questions were used:

- ❖ Closed questions: The responses of respondents are limited to a set of options.
- ❖ The majority of scales have a closed end. Closed-ended inquiries include yes/no questions but also several options that the student is demanded to choose from.
- ❖ Open questions: which is a kind of questions where the answer is completely unstructured and the student has the opportunity to express his/ her ideas accordingly.

The students’ questionnaire is composed of 12 questions which aim at gathering information about the incorporation of electronic learning in Master two EFL classrooms, and its effectiveness in enhancing EFL students’ proficiency level. The questionnaire is divided into two sections, and each section supplies an ultimate importance to the study.

- Background information: this first section of questions consists of four (04) questions, which are proposed in order to recognize the profile of the selected students, and to examine their previous knowledge and proficiency level in English as a foreign language.
- Students' achievements and academic performance in E-learning: the second section of questions consists of eight (08) questions that are proposed for investigating whether E-learning has any effect on the participants' academic performance and to see if students' improve in learning EFL using electronic learning and information and communications technology.

2.7 Research Procedures and Methods of Data Analysis

The data analysis section of the research is the most crucial part of the study; any well conducted (2014, p.1) as a “method of putting facts and figures to solve the research problem” Thus it requires specific methods and procedures of data analysis in order to have answers to the research question and to either confirm or deny a hypothesis.

In this research work, the researcher used one research instrument that is a quantitative digital questionnaire made using “Google Form”, it is a free open-source online tool from the tech giant google that allows users and researchers to create forms or quizzes but also surveys that collaboratively used by researchers and students in order to collect data and information.

The questionnaire was sent to students through their E-mails and Facebook accounts in order to have as much quantity of data as possible, this has proven to be a very effective way to reach students for questionnaire especially when we take into consideration the unavailability of students in vacation days or during pandemics such as covid-19. However, a mixed methods approach was used based on both quantitative and qualitative approaches to analyse the gathered data, a qualitative method will be used on some questions that have been administered to the targeted students in the questionnaire. These questions are open-ended and require this method in order to get the best results and analysis out of the data.

2.7.1 Quantitative Approach

The quantitative method is a model of data analysis that deals with the collection of data using closed-ended questions, which are analogous to the multiple-choice questions that are probably preferred by the researcher for many reasons. According to Bennane (2005),

close-ended questions offer speedy response as respondents can answer these questions quickly. A fast response per question offers more questions on a wider aspect of the proposed investigational research paper such as this. Not only that, but a close-ended question offers a more easy way in data collection.

2.7.2 Qualitative Approach

The qualitative method has been used in this research work in order to analyze the open-ended questions of the questionnaire. The term qualitative is derived from the term "quality," which suggests that a qualitative method supports and seeks a complete description. This technique is based on an in-depth investigation of a person's behavior, language context, and other factors. This method of data analysis is thought to be very useful for acquiring a thorough knowledge of underlying reasons and motivations. It provides information about the context of an issue while also providing solutions. Unlike quantitative data, the qualitative approach collects answers in the form of words or pictures rather than simple numbers.

2.8 Presentation of the Questionnaire

No case study research can be started or completed without a proper research methodology that helps in either confirming or denying a hypothesis. A research must have a significant instrument that can help in shedding light on the investigation to start the quest of finding answers. This is why the researcher has opted for a specific questionnaire that can lead him to obtain the sought answers that deal with the already stated hypotheses. As stated before, the researchers proposed two types of questions that were administered to the target students: Background information, students' achievements and academic performance in E-learning.

2.8.1 Background Information

In order to proceed in an in-depth study of a case, the researcher must know the background information of his/ her students to help in having clear results; the questions related to this section are presented as follows :

- **Q1- What field do you study?**

- This question was administered to divide the students of the two sections which are didactics and applied linguistics and literature and civilization of English.

➤ **Q2- What gender are you?**

- The question was proposed to know the percentage of females compared to males of the section.

➤ **Q3- From what generation are you?**

- This is to know whether the target is from the new generation of human-beings or the old one.

➤ **Q4- How do you evaluate your level in English?**

The purpose of this question was to know about the students' proficiency in English to start a research of this kind.

2.8.2 Students' Academic Performance in E-learning

➤ **Q5: How often do you use the Internet for studying EFL?**

- To simplify the answer, the target population was given the opportunity of choosing from four (04) answers that are :
 - *Daily: the students study EFL through the Internet on a daily basis.*
 - *Sometimes: the students use it but not as routinely as the first choice given.*
 - *Once in a while: the students study EFL occasionally through the internet.*
 - *Never :the target students never use the Internet.*

➤ **Q6: What platform do you use for studying online?**

- The students' were given the freedom to choose one or more answers from the following :

Moodle: A website conducted by UBBAT that is used by teachers in order to enroll students in the online courses that are included in it.

Video Conference Apps:

PDFs/ Email Instructions:

Educational videos from SM (Social Media):

All of the above: the target uses all of the previously stated methods of E-learning.

➤ **Q7: Do you learn EFL more easily through E-learning?**

- A simple yes or no question that leads to a qualitative approach on the next question.

- **Q8: If yes, how?**
- Four answers to choose from were given which are :
 - *Gives complete control overtime, pace and convenience for learning*
 - *Freedom on picking the right courses from the internet*
 - *Cost-effectiveness*
 - *Can communicate with my teacher at anytime.*

- **Q9: What kind of difficulties do you find while using e learning?**
- The following answers were proposed:
 - *I do not encounter any issues.*
 - *Bad internet access at home.*
 - *Unable to learn individually.*
 - *I do not have enough computer literacy skills.*

- **Q10: Do you find E-learning better than traditional learning?**
- This is a simple *yes* or *no* question that leads to a justification on the following question.

- **Q11: Justifying the answer**
- A qualitative approach will be used by the researcher on the data collected from this specific question due the question being open-ended and result in a variety of answers.

- **Q12: How do you feel generally about the use of E-learning in our university?**
- *Excellent : the students have an excellent experience with E-learning in UBBAT.*
- *Good: the students has more satisfying experience with E-learning in UBBAT.*
- *Fair: the students has a satisfying experience with E-learning in UBBAT.*
- *Poor: the students has a less satisfying experience with E-learning in UBBAT.*

2.9 Conclusion

This chapter has intended to focus on the research methodology and the techniques that have been used in this study, i.e., is a case study that investigates the effects of E-learning on the academic performance of students of the master two sections of the Department of English- AinTemouchent university. It has provided some interesting insights on the research methodology followed, the procedures of data analysis, the research instruments, the research objectives, and a brief description of the situation of Master two sections. The latter promises to provide great conditions for the researcher in order to analyse data in the next chapter.

Chapter Three: Data Presentation, Analysis and Interpretation

Chapter Three: Data Presentation, Analysis and Interpretation.

3.1 Introduction

3.2 Analysis of the Students' Questionnaire

3.3 Interpretation and Discussion of the Main Results

3.4 Conclusion

3.1 Introduction

This chapter is an investigation of the students' views and responses regarding the effects of E-learning on their academic performance and achievement. Moreover, this chapter includes the practical part, which, in turn, includes the answers to the research questions and hypotheses. For this investigation, the researchers have conducted an online questionnaire addressed to both master two-section students of the English department at the University of Ain Temouchent as mentioned in the previous chapter. Their comments and opinions will be analysed and studied in order to have a clearer view that will shed light on this case study and accomplish it.

3.2 Analysis of Students' Questionnaire

This section is devoted to the analysis of the results obtained from the questionnaire administered to the target population.

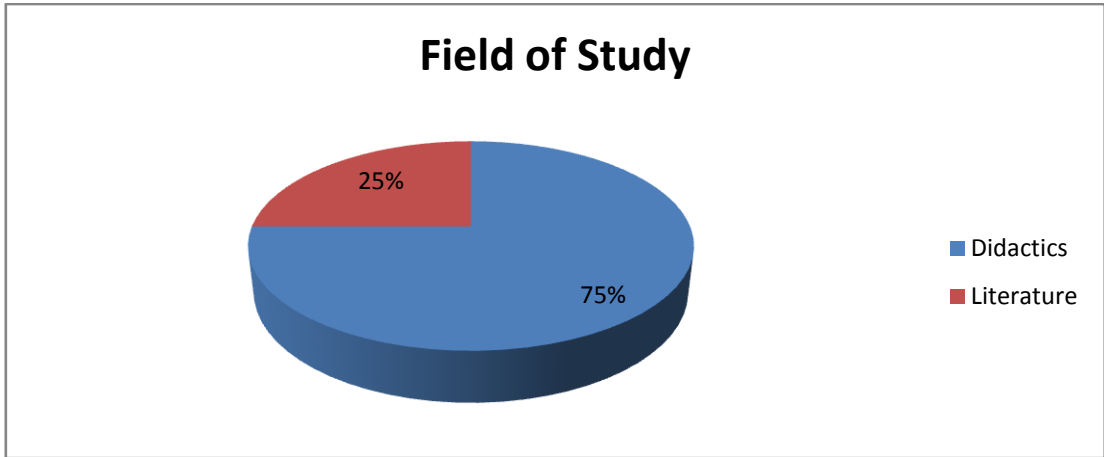
Section One: Personal Information:

Question 1:What field do you study?

Table 3.1: Students' field of study

Field of study	Didactics & Applied Ling	Literature and Civilization
Number of students	30	10
Percentage	75%	25%

According to the table above, the majority students whom have answered this questionnaire (75%) are affiliated to didactics and applied linguistics master two section, while the minority (25%) are affiliated to literature and civilization master two section.



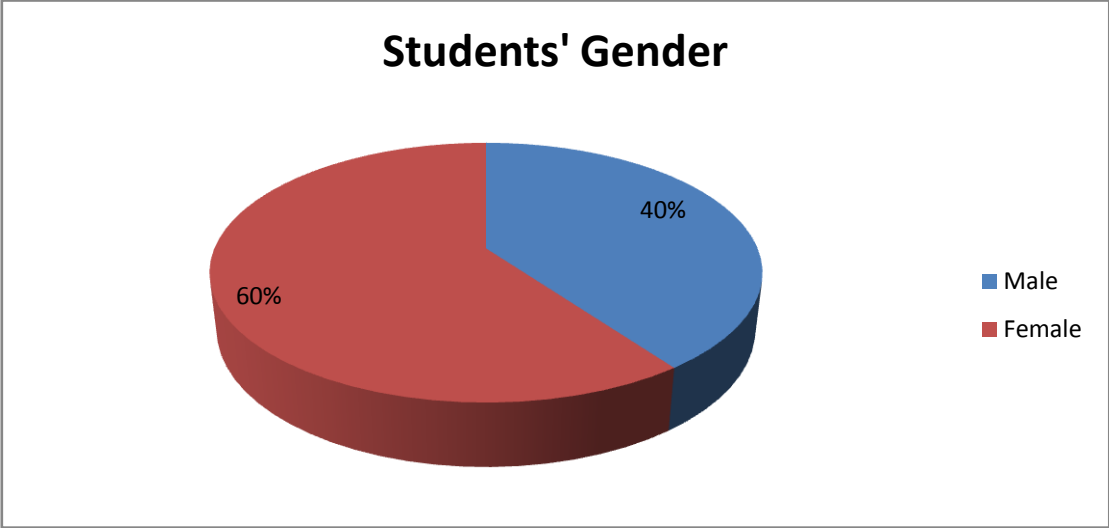
Pie chart 3.1: Students' field of study

Question 2 :What is your gender?

Table 3.2: Students' gender

Gender	Male	Female
Number of students	16	24
Percentage	40	60

More than half of the participants (60%) claimed to be from the female gender, while 40 % of the other participants claimed to be males.



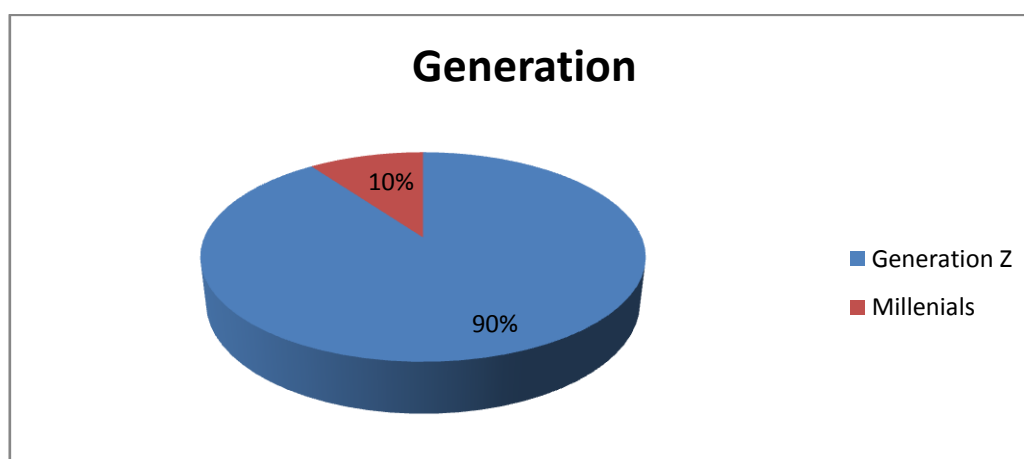
Pie chart 3.2: Students' gender

Question 3:From what generation are you?

Table 3.3: Students' generation

Generation	Generation Z (Gen-Z)	Millennials (Gen-Y)
Number of students	36	4
Percentage	90	10

The table above shows that the great majority of participants who study English as a foreign language in the master two sections at the university of Ain Temouchent are born between nineteen ninety four (1994) and the year two thousand (2000) which means that they are part of Generation-Z, while the remaining 10% of the students are from an older generation (Generation-Y/Millennials).



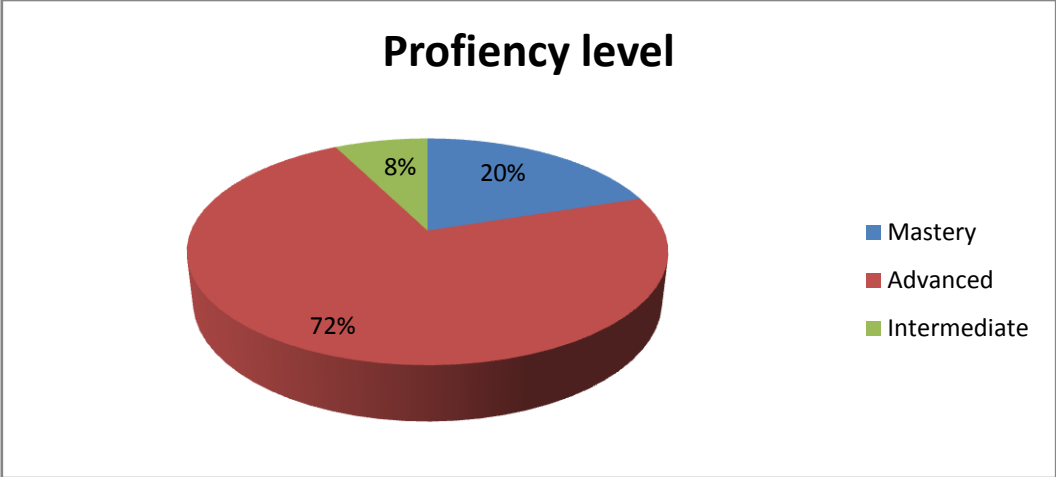
Pie chart 3.3: Students' generation

Question 4:How do you evaluate your level in English?

Table 3.4: Students' level in English

Proficiency level in English	Mastery (C2)	Advanced (C1)	Intermediate (B2)
Number of students	8	27	3
Percentage	73%	20%	8%

According to table 3.4, more than seventy percent (72.5%) of the students have an advanced level in English as a foreign language which means that they can produce clear, detailed text and interact with a degree of fluency and spontaneity, while twenty percent (20%) of the participants have a mastery level in EFL, they can understand and express everything with ease, and differentiate finer shades of meaning. The remaining seven percent (7.5%) consider themselves to have an intermediate level in English proficiency.



Pie chart 3.4: Students' proficiency in English

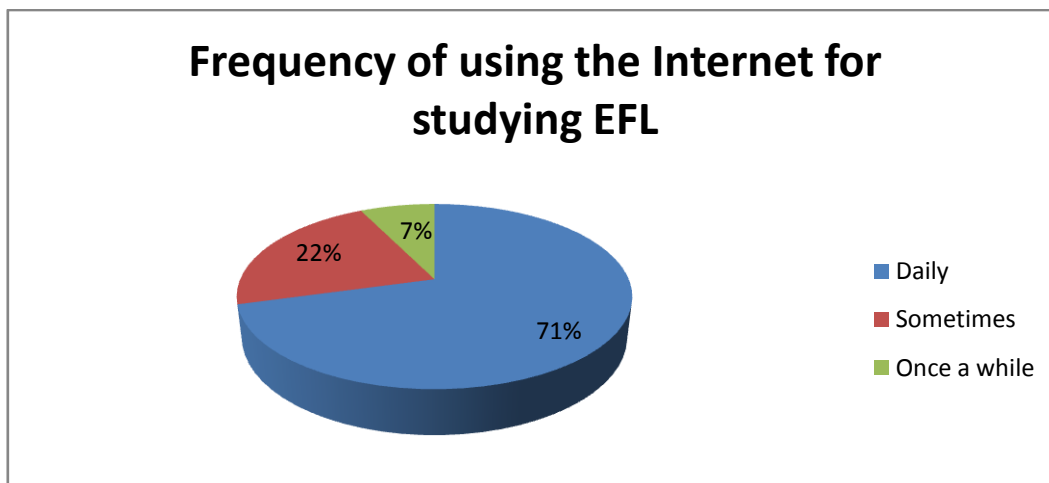
Section two: Students' Academic Performance in E-learning

Question 5: How often do you use the internet for studying English as a foreign language?

Table 3.5: Frequency of using the internet for studying EFL

Field of study	Daily	Sometimes	Once in a while	Never
Number of students	29	9	3	0
Percentage	70.7%	22%	7.3%	0%

This table gives details about the E-learning EFL frequency by master two students, every participant (100%) that has answered this questionnaire uses the internet for studying English as a foreign language while the frequency of this latter differs; most students (70,7%) use it daily, while a few others (22%) use it every so often, while the fewer rest (7,3%) claim to studying EFL through the internet once in a while.



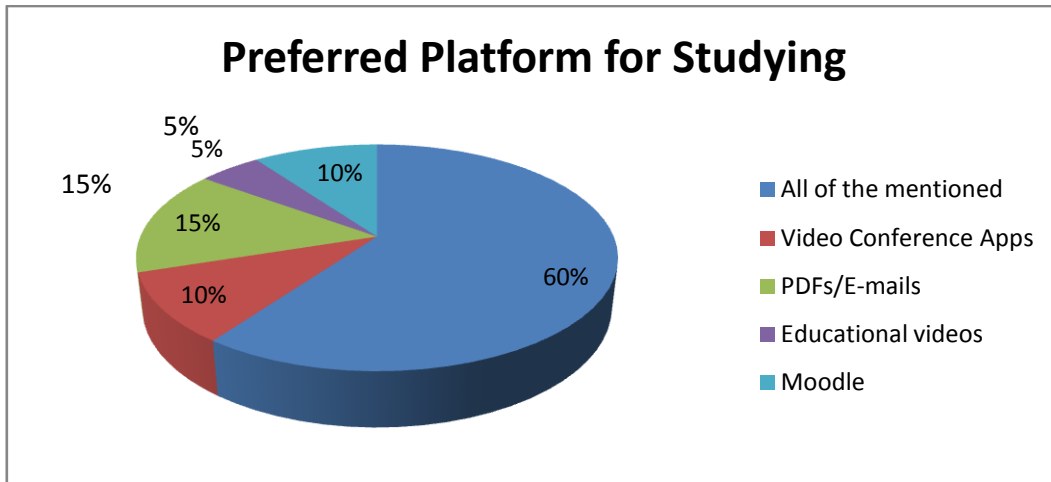
Pie chart 3.5: Frequency of using the internet for studying EFL

Question 6: What platform do you use for studying online?

Table 3.6: Preferred platform for studying

Platform	All of the mentioned	Video Conference Apps	PDFs/E-mail Instructions	Educational videos from S.media	Moodle
Number of students	24	4	6	2	4
Percentage	60%	10%	15%	5%	10%

Most participants on this questionnaire (60%) mentioned that they use all of the included answers, 15% percent of the students use only PDFs and E-mail instructions, while the remaining percentage of students either use video conference applications (10%), Moodle (10%) or educational videos from social media such as Youtube, Facebook, Tiktok, and other sites of this kind (5%).



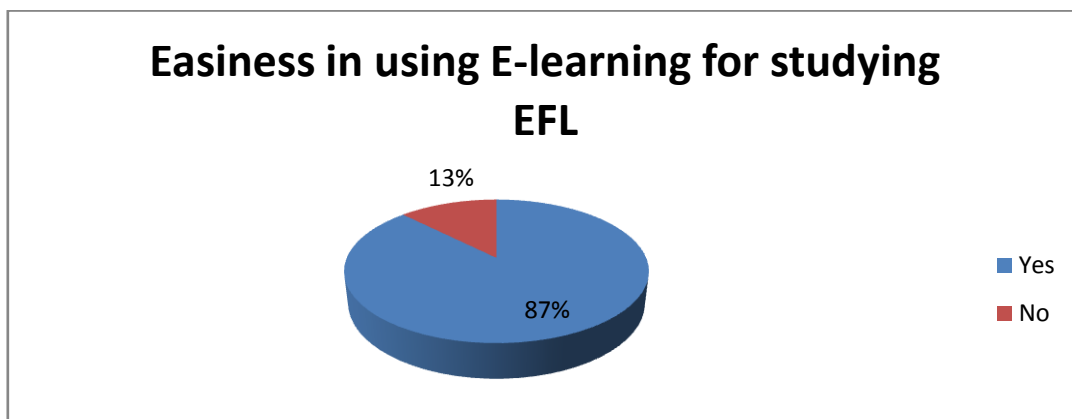
Pie chart 3.6: Preferred platform for studying

Question 7: Do you learn more easily through E-learning?

Table 3.7: Easiness using E learning for studying EFL

Difficulty in learning EFL through E-learning	Yes	No
Number of students	35	5
Percentage	87.5%	12.5%

The data extracted from this question shows that the majority (87.5%) the respondents learn more easily through electronic learning and are comfortable, and they experience great easiness and comfort while using E-learning technologies, while a very small minority do not experience the same easiness that the majority have.



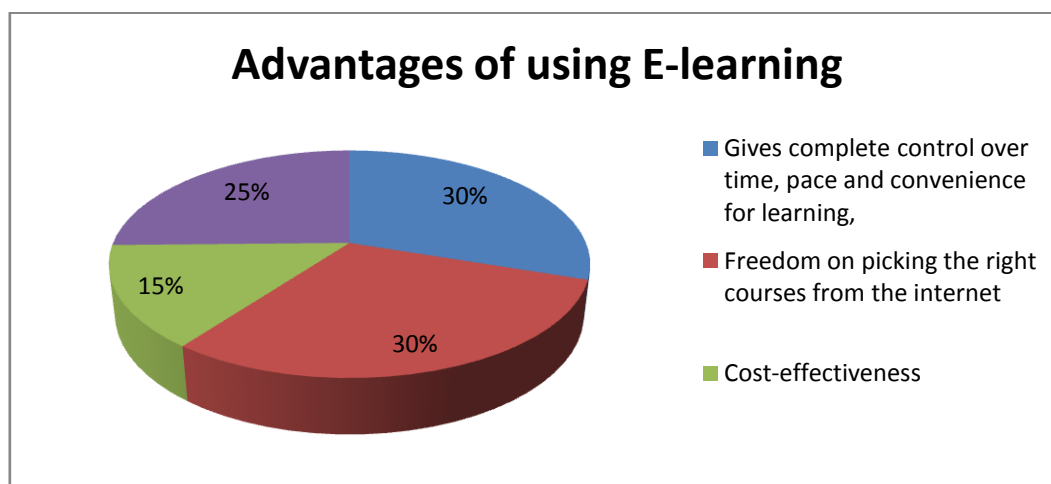
Pie-Chart 3.7: Easiness using E learning for studying EFL

Question 8: If yes, how so?

Table 3.8: Advantages of using E-learning for studying EFL

Advantage of using E-learning	Score	Percentage
Gives complete control over time, pace and convenience for learning.	25	69.4%
Freedom on picking the right courses from the internet.	25	69.4%
Cost-effectiveness.	12	33.3%
Can communicate with my teacher at anytime.	21	58.3%

Students were given the freedom of choosing more than one answer; the responses were somehow balanced, more than 69 % of the students said that they prefer E-learning as it gives them complete control over time and convenience for learning, but also for the freedom on picking the right courses from the internet. More than fifty eight of the participants (58,3%) believe that E-learning is preferable for the reason that it gives them the ability to communicate with their teacher at anytime, while thirty three percent (33.3%) of students say that it is more cost-effective and eco-friendly than traditional learning.



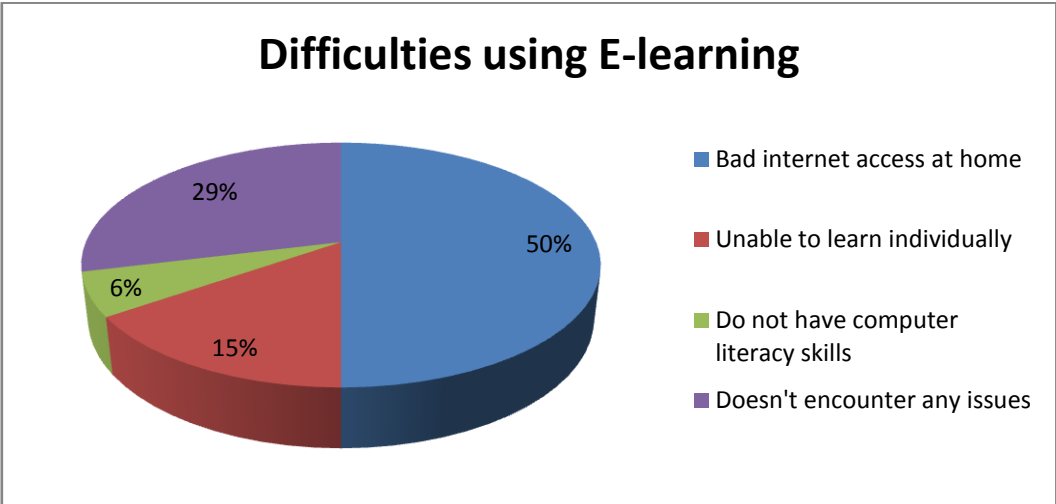
Pie chart 3.8: Advantages of using E-learning for studying EFL

Question 9:What kind of difficulties do you find while using E-learning?

Table 3.9: Difficulty in using E-learning for studying EFL

Difficulties using E-learning	Score	Percentage
Bad internet access at home	26	65%
Unable to learn individually	8	20%
I don't have enough computer literacy skills	3	7.5%
I don't encounter any issues.	15	37.5%

Students were given the freedom of choosing more than one answer to this question, sixty five percent (65%) of the participants claimed to encounter a bad internet access at home which stutter their e-learning process; twenty percent (20%) of students say that they are not able to learn individually or independently from the traditional pedagogical environment; seven percent (7.5%) of students say that they do not have enough computer literacy skills acquired for using E-learning, while more than thirty seven percent (37.5%) of the participants say that they do not encounter any sort of issue when it comes to using E-learning for education. Therefore the majority (of the participants claimed to have somehow of an issue when it comes to using E-learning, while the more than twenty eight percent (28.85%) of the participants claimed to not encounter any sort of issue when it comes to it.



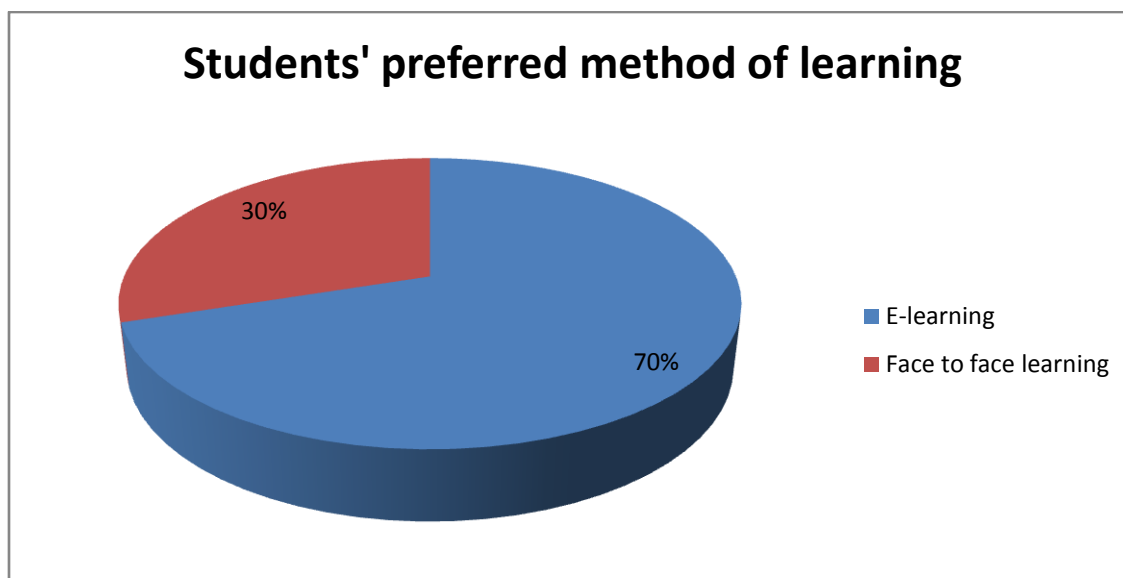
Pie chart 9.9: Difficulty in using E-learning for studying EFL

Question 10: Do you find e-learning better than traditional learning?

Table 3. 10: Preferred method of studying

Answer	Yes	No
Number of students	28	12
Percentage	70%	30%

The majority of the students (70%) who have answered this questionnaire agreed on finding E-learning better than traditional learning when it comes to effectiveness in academic performance. While the smaller minority (30%) believed that e-learning is not any better than traditional face to face learning.



Pie chart 3. 10: Preferred method of studying

Question 11: Please justify your answer.

Student1: “It's easier for me to use e learning because I can learn EFL whenever I want wherever I want, and this helps me a lot as an individual learner.”

The student sent this answer; he prefers E-learning over traditional methods of learning due to the fact that the latter gives him the freedom in choosing time, pace and convenience for learning which one of the major advantages of electronic learning is.

Student2: “I can learn on my own better, I'm used to internet.”

This answer provides us with a clue about the student; he is an autonomous learner who can support independent learning, which means that he can acquire knowledge without the need of the teacher guidance or with few instructions or clues.

Student3: “Through E-learning, I get access to any kind of lesson I want; I can choose one of the best teachers in the world to learn from, also I can listen to native speakers of different English language accents regardless of learning any time and place that suits me.” This student prefers E-learning over traditional methods of learning due to the freedom that it offers when it comes to picking the right courses from the internet.

Student 4: “It doesn't cost too much and let the learners to explore information from different teachers.” One advantage that this student is referring to is the cost-effectiveness when learning through the internet.

Student 5:“I'm an introvert so studying at home makes me comfortable.” The student identifies himself as an introvert who is a shy and reticent person, he finds himself comfortable studying at home which is a sign of an independent learner.

Student 6:“I'm used to computers and digital tools which makes learning way easier for me” the participant relate on having enough computer literacy skills, he finds learning English as a foreign language through electronic learning and information and communications technology to be easier than traditional methods of learning.

Student 7: this particular participant said that “as part of the new generation he finds that module of EFL from his field of study can be researched in the internet which he finds way easier than searching through physical libraries or archives.

Student 8: “I'm able to concentrate harder on my learning through traditional classroom learning because I'm a mom and there is less distraction than when I'm at home”. The student finds learning through distance difficult due to the reason that she cannot concentrate properly at home, thus she prefer traditional face to face learning inside the classroom of the university of Ain Temouchent.

Student 9: “It is a complementary tool to traditional education; e learning could be a part of it.” This participant believes that traditional learning would be more effective if e-learning is involved in it.

a mixture of information and communications technology and traditional classroom face to face learning would be way better.

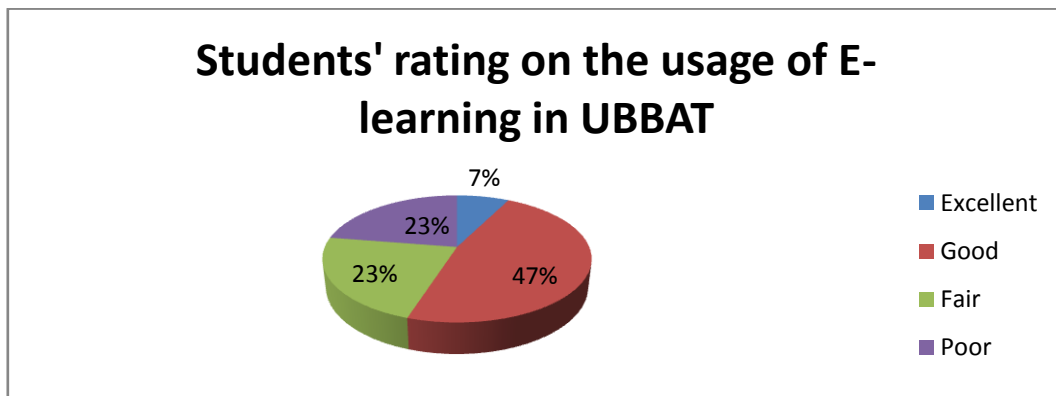
Student 10: “” The last student suggests that combining both e-learning and classroom teaching also called blended learning could be more effective for his case.

Question 12: How do you consider the platform that you use for studying online?

Table 3.11: *Students’ rating on the usage of E-learning in UBBAT*

Platform	Excellent	Good	Fair	Poor
Number of students	3	19	9	9
Percentage	7.5%	47.5%	22.5%	22.5%

Almost half (47.5%) of the students rate the E-learning in experience in the university of Ain Temouchent as acceptable or good, while twenty two percent of them rate it as fair or sufficient, another twenty two percent of these participants claim the latter as poor or insufficient, only the remaining seven percent (7.5%) rate e-learning usage in UBBAT as excellent.



Pie chart 3.11: *Students’ rating on the usage of E-learning in UBBAT*

3.3 Interpretation and Discussion of the Main Results

Based on the analysis of the data, the first interpretation that can be revealed from the participants' responses concerning the effectiveness of E-learning when it comes to academic performance, that it has some sort of a positive influence or effect on the learner. The majority of students of master2 sections studying at the University of Ain Temouchent have participated in the questionnaire related to this research work, and they have agreed on the fact that electronic learning and information and communications technology in general have a significant impact on the learners' abilities to acquire English as a foreign language. Each participant has his/her preferences when it comes to electronic learning as it gives many advantages that are suitable for their different and unique needs; for example, some students find it easier to study at home while others are more familiar with computer literacy skills which makes learning for them much easier.

The inquiry also revealed that although the advantages of the electronic learning method are vast and many, some students may encounter certain difficulties while using it; the transition to e-learning might not be well received and adopted from the concerned participants, for instance, one of the encountered issues that the students have faced are the immaturity of electronic technologies and internet in Algeria (bad internet connection) compared to more developed countries, but also to the fact that many Daïras, Wilayas and remote villages suffer from inequality due to the reason that they lack a viable and stable internet network compared to other more populated places.

The collected data, from the students' questionnaire confirm our hypotheses which entail E-learning may be effective when it comes to academic performance and success and E-learning can be complimentary to traditional learning. Students' data has revealed that E-learning is suitable for most of them in order to develop and acquire knowledge more easily due to reasons that differ depending on each one of them, the data also revealed that the majority of the participant students (32 out of 40) have indeed found an easy adaptation to e-learning which makes them learning English as foreign language more easily through electronic learning and information and communications technologies (E-learning & ICTs).

3.4 Conclusion

To sum up, what has been tackled in this third chapter, the collected data from the students' questionnaire which consists of twelve (12) questions using quantitative and qualitative approaches, has shown that E-learning is a choice of many students thanks to the many advantages it offers. The data showed that this new method of learning helps quite a lot in increasing the capacity of the students and their academic achievement, while a few students prefer a blended learning style where both electronic learning and traditional learning are used. The chapter has also provided an insight on students' preferences and choices regarding the use of E-learning at the University of Ain Temouchent.

General Conclusion

The current research work was concerned with the effects of E-learning on academic performance of master two students from two distinct sections affiliated to the English department at Belhadj Bouchaib university of Ain Temouchent. Based on the hypotheses that e-learning has a significant impact in improving students' academic performance, and that E-learning can be complementary to classroom learning, the researchers conducted a case study investigation to see if e-learning has any positive effect on the teaching and learning process.

The results showed that most students experienced a positive occurrence while using it on their daily pedagogical tasks away from physical learning institutions such as the university. Almost all the students who participated in this research work have taken advantage of one or many features that e-learning offers which other teaching and learning methods lack; this includes cost-effectiveness as students save more money from learning at home, the freedom of picking courses from the internet at anytime and anywhere where internet connection is available, the complete control over convenience for learning or even the ability to communicate with the teacher at any time through the use of communicational web-sites or applications. The results obtained for this study resulted in the confirmation of our research hypotheses previously stated (see General Introduction), and that e-learning has, indeed, an impact on the academic performance of the students.

However, due the limitations that E-learning and the Internet network suffers from in general in some rural areas and villages in Algeria which include lack of a stable and complete internet infrastructure and of which almost 80 percent of the participant students suffer from. It has been deduced that even tough e-learning has a positive impact on the academic performance of the master two students in one way or another, it is a far less effective experience in reality than its promoting and giant potential.

In a nutshell, although E-learning is in its baby phase and is still in the beginning of its evolution towards a future where it must be more implicated, it cannot be ignored or just be left for the future students. Its implication in general pedagogical activities, needs to be provided even more than what it is in the year of 2022 in order to have an effective development and to improve the academic performance of the students through the use of both e-learning materials and traditional learning materials to obtain a noticeable peak in academic performance from university students.

While conducting a research, it is obvious that the researcher will inevitably face some challenges and limitations that hinder and make the progress of the research in a higher level

of difficulty. One critical limitation that made the conduct of this research challenging, is the lack of participants and the limited amount of students in the master section compared to lower levels of EFL learning such as in the licence level which has more than the double of students of masters' section. This limitation results in a generalization that cannot be applied to all of the larger population that may join the master section in the following years.

This current research paper may have been unable to tackle and measure all the angles of the debated effectiveness of e-learning on academic performance, but it may open new tunnels and views for other university students and researchers to extend and provide more detailed and different investigations related to this topic that might have been ignored in the one at hand.

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Appendix



The Effect of E-Learning on Academic Performance: Case Study of EFL Master Students at Ain-Temouchent University

Dear colleagues, by answering the following form you will contribute to the credibility of my research paper, please take your time to answer the below questions based on your E-learning experience and knowledge.

Connectez-vous à Google pour enregistrer votre progression. [En savoir plus](#)

***Obligatoire**

What field do you study? *

- Didactics & Applied Linguistics
- Literature & Civilisation of English

What gender are you? *

- Male
- Female

From what generation are you? *

- Gen-Z (1995-2010)
- Millenial (1985-1994)
- Older Generation

How do you evaluate your level in English? *

- Intermediate (A2)
- Advanced
- Mastery

How often do you use the internet for studying EFL *

- Daily
- Sometimes
- Once in a while
- Never

What platform do you use for studying online? *

- Moodle (University website)
- Video Conference Apps (Zoom, Google Classroom)
- PDFs / Email instructions
- Educational videos from social media (Youtube, Facebook, Tiktok etc)
- All of the above

Do you learn EFL more easily through E-learning?

- Yes
- No

If yes, how so?

- Gives complete control over time, pace and convenience for learning.
- Freedom on picking the right courses from the internet
- Cost-effectiveness
- can communicate with my teacher at anytime

What kind of difficulties do you find while using E-learning?

- I don't encounter any issues.
- Bad internet access at home.
- unable to learn Individually.
- I don't have enough computer literacy skills.

Do you find E-learning better than Traditional *
learning?

Yes

No

Please justify your answer.

Votre réponse _____

How do you feel generally about the use of E
learning in our university?

Excellent

Good

Fair

Poor

Résumé

Le E-learning, aussi connu comme l'apprentissage en ligne est devenu l'une des approches pédagogiques les plus efficaces de nos jours avec l'avancement de la technologie et lors de l'obligation soudaine de distanciation sociale, les apprenants et les enseignants se sont retrouvés dans l'obligation de passer à une approche d'apprentissage plus efficace et adaptée à toutes les parties incluses. La présente étude vise à étudier l'efficacité de l'apprentissage en ligne en ce qui concerne les performances académiques et la réussite en anglais comme langue étrangère. Une étude de cas a été menée au sein du Département des Lettres et Langue Anglaise prenant en considération les deux sections de Master comprenant à la fois celle de didactique et langues appliquées, et celle de littérature et civilisation à l'université d'Ain Temouchent afin soit de confirmer soit d'infirmier nos hypothèses proposées. Pour mener à bien ce travail de recherche, un questionnaire a été administré aux participants des deux sections afin de recueillir les données requises. Les données recueillies ont été analysées à la fois quantitativement et qualitativement. Les résultats ont montré que la majorité des étudiants qui ont participé à cette étude approuvent le fait que l'apprentissage en ligne a un impact significatif sur le rendement scolaire et la réussite des apprenants. Les résultats ont également révélé que l'apprentissage en ligne peut être un élément complémentaire à l'apprentissage en classe pour obtenir les meilleurs résultats possibles en matière de performances scolaires.

ملخص

أصبح التعلم الإلكتروني أحد أكثر مناهج التدريس فاعلية في الوقت الحاضر مع تقدم التكنولوجيا وأثناء الالتزام المفاجئ بالتباعد الاجتماعي، وجد المتعلمون والمعلمون أنفسهم ملزمين بالتبديل إلى نهج تعليمي أكثر فاعلية ومناسب لجميع الأجزاء المدرجة. تهدف الدراسة الحالية إلى التحقق من فعالية التعلم الإلكتروني فيما يتعلق بالأداء الأكاديمي والتحصيل في اللغة الإنجليزية كلغة أجنبية. تم إجراء دراسة حالة في قسم الآداب واللغة الإنجليزية مع الأخذ بعين الاعتبار قسمي الماجستير بما في ذلك قسم التربية واللغات التطبيقية والأدب والحضارة في جامعة عين تموشنت من أجل تأكيد أو رفض فرضياتنا المقترحة. لتنفيذ هذا العمل البحثي ، تم إرسال استبيان إلى المشاركين من كلا القسمين لجمع البيانات المطلوبة. تم تحليل البيانات التي تم جمعها من الناحيتين الكمية والنوعية. أظهرت النتائج أن غالبية الطلاب الذين شاركوا في هذه الدراسة يوافقون على حقيقة أن التعلم الإلكتروني له تأثير كبير على الأداء الأكاديمي ونجاح المتعلمين. كشفت النتائج أيضاً أن التعلم الإلكتروني يمكن أن يكون مكوناً مكملاً للتعلم في القسم للحصول على أفضل النتائج الممكنة في الأداء الأكاديمي.