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***E-learning versus Classroom Learning: EFL Teachers'  
Perceptions and Students' Attitudes  
A Case Study of Third Year EFL Students at Chadli Bendjedid  
University -El Tarf-***

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## Declaration

I hereby declare that this study entitled “ E-learning Versus Classroom Learning: EFL Teachers’ Perceptions and Students’ Attitudes ” which I now submit for assessment of the program of study leading to the award of Master in *Didactique de l’Anglais* is entirely the result of my own work and has not been taken from the work of others save and to the extent that such work has been cited and acknowledged within the context of my work.

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## **Dedications**

Above all, I would like to thank Allah, my source of inspiration, strength,

Wisdom, and Knowledge

I dedicate this work to my heart, dear mother Mrs. Hadda Benachour for her support  
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## **Abstract**

The term e-learning refers broadly to any complementary education generally related to learning/teaching by means of computer and the Internet. By using different electronic devices, learning can be supportive in terms of information transmission and inter-communication practices. As Covid-19 has brought about changes to the education landscape all over the world, e-learning and exclusive online learning became proliferated by necessity, raising questions about the differences and challenges that might fetch to the teaching/learning ground and especially if compared to the traditional classroom learning. In this dissertation, the research was carried out in the English Department at Chadli Bendjedid, El-Tarf University for the sake of highlighting teachers and students perceptions on e-learning and classroom learning. Hence, to confirm or reject the hypotheses made, the researcher relied on a descriptive method in which two questionnaires were employed for the data collection; one was submitted to 30 English as a Foreign Language (EFL) third-year students enrolled in the 2020\2021 academic year, and the other one was administered to 10 EFL teachers from the same university. The results obtained from the gathered data showed that students had an unenthusiastic attitude towards e-learning compared to learning in the classroom, and they confessed that the combination of online learning and classroom learning was their preferred mode of education. For teachers, the results showed that they had a positive attitude towards the two modes, and believed that each method has its role and advantages in the development of students' learning process. Some recommendations were provided for teachers and students to help them boost teaching/learning practices in traditional and online education.

*Key words:* E-learning, traditional classroom learning, EFL students and teachers, perceptions-

## المخلص:

يشير مصطلح التعلم الإلكتروني على نطاق واسع إلى أي تعليم تكميلي يتعلق عمومًا بالتعلم / التدريس عن طريق الكمبيوتر والإنترنت. باستخدام الأجهزة الإلكترونية المختلفة ، يمكن أن يكون التعلم داعمًا من حيث نقل المعلومات وممارسات الاتصال البيئي. نظرًا لأن Covid-19 قد أحدث تغييرات في المشهد التعليمي في جميع أنحاء العالم ، فقد انتشر التعلم الإلكتروني والتعلم الحصري عبر الإنترنت بسبب الضرورة ، مما أثار أسئلة حول الاختلافات والتحديات التي قد تجلب إلى مجال التدريس / التعلم وخاصة إذا ما قورنت بـ التعلم في الفصول الدراسية التقليدية. في هذه الرسالة ، تم إجراء البحث في قسم اللغة الإنجليزية في الشاذلي بن جديد ، جامعة الطرف من أجل تسليط الضوء على تصورات المعلمين والطلاب حول التعلم الإلكتروني والتعلم الصفي. ومن ثم ، لتأكيد أو رفض الفرضيات المقدمة ، اعتمد الباحث على المنهج الوصفي الذي استخدم فيه استبيانان لجمع البيانات ؛ تم تقديم الأول إلى 30 طالبًا في السنة الثالثة من برنامج اللغة الإنجليزية كلغة أجنبية مسجلين في العام الدراسي 2020 \ 2021 ، والآخر تم تقديمه إلى 10 مدرسين من نفس الجامعة. أظهرت النتائج التي تم الحصول عليها من البيانات التي تم جمعها أن الطلاب لديهم موقف غير متحمس تجاه التعلم الإلكتروني مقارنة بالتعلم في الفصل الدراسي ، وقرأوا بالجمع بين التعلم عبر الإنترنت والتعلم في الفصل على أنه أسلوبهم المفضل في التعلم. بالنسبة للمدرسين ، أظهرت النتائج أن لديهم موقفًا إيجابيًا تجاه الوضعين ، واعتقدوا أن كل طريقة لها دورها ومزاياها في تطوير عملية التعلم لدى الطلاب. تم تقديم بعض التوصيات للمعلمين والطلاب لمساعدتهم على تعزيز ممارسات التدريس / التعلم في التعليم التقليدي والتعليم عبر الإنترنت.

**الكلمات المفتاحية:** التعلم الإلكتروني ، التعلم التقليدي في الفصول الدراسية ، الطلاب والمدرسين في اللغة الإنجليزية كلغة أجنبية ، التصورات.

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## **List of Acronyms and Abbreviations**

EFL: English as a Foreign Language

ELT: English Language Teaching

E-learning: Electronic Learning

COVID: Coronavirus Disease.

ICT: Information and Communication Technology

IT: Information Technology

WWW: World Wide Web

Q: Question

%: Percentage

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## **General Introduction**

Advances in information technology (IT) have affected the way things are done in all domains in this world and in this vein, teaching and learning have become more complex and pervasive. The use of the latest technology means that people are no longer in need to be educated in traditional classrooms, i.e; teaching and learning can be done with the help of technology. And since we live in this age of digitization many people, especially higher education students, depend on the computer or any new device to do and complete their tasks. Indeed, most of the highest educational institutions are aware of the beneficial use of the Internet and technology tools in which it can create, nurture, impart and promote learning and enhance students' knowledge and experience. Moreover, the rapid development and growth of Information Communication Technology had a profound impact in higher education. This type of learning is called electronic learning or e-learning for short, in which teachers and students undergo comprehensive coursework through the Internet and with the help of the ever-newly-created electronic tools and applications, so that favouring a way different from traditional classrooms.

Electronic learning which is enveloping computer-based learning can be as effective as traditional learning since most students and teachers use applications in this area (web browsing, emails, social networking, blogs, sites, etc.). Generally speaking, through e-learning, it is understood that ICT means are used a lot in education environment and the technical facilities of the e-learning platform satisfy the wishes and objectives of both teachers and students. Hence, this study attempts to reveal the extent of which this overwhelming praises of e-learning is true in the Algerian ELT setting.

## **1. Statement of the Problem**

The sudden outbreak of COVID19 pandemic has challenged the educational system across the world and forced education institutions to shift to exclusively online learning or e-learning after being fully based on traditional methods of teaching/learning (classroom learning) especially in developing countries and Algeria, in this context, is no exception. In effect, e-learning is regarded as an elaborated method of teaching and learning that afford flexibility, accessibility, and life-long learning in which students can learn at anytime, anywhere, in any pace, and with any means. Nevertheless, in Algeria and more precisely in University of El-Tarf, e-learning seemed problematic for English students to develop their learning process as traditional classroom method provide .Therefore, there should be a proper way to help those learners change their unenthusiastic attitude towards e-learning such as: teaching them how to learn over online education, train them on the use of ICTs and insert some electronic applications in the classrooms and education in general.

## **2. Aims of the Study**

The purpose of this research work is to explore the teachers' perceptions and EFL students' attitude towards e-learning and classroom learning. Their views on its use and how they think each type can help them to acquire their educational qualification is the utmost aim in conducting this research.

## **3. Research Questions**

This study seeks to answer the following research questions:

- 1• What are the teachers' perceptions towards e-learning and classroom learning ?

2• Do third year EFL students at Chadli Bendjedid University have a positive attitude towards e-learning?

#### **4. Research Hypotheses**

In the light of the above raised questions it is hypothesized that :

1• EFL teachers at Chadli Bendjedid University have an encouraging stance towards the combination of e-learning and classroom learning especially if the materials are adequate ; e-learning, hence, can be seen as a helpful method that can add something to the traditional learning.

2• EFL students at Chadli Bendjedid University could show a reluctant attitude towards the use of e-learning if it replaced the classroom learning. Thus, hybrid learning, which is a combination of e- learning and face-to-face learning, would be the favored mode of learning for most of them.

#### **5. Significance of the Study**

This study can be significant for 1) EFL students as it provides a synopsis of the importance of e-learning and classroom learning and, thus, students would be expected to change their attitudes from the results of the study; 2) teachers as they may privileged the teaching by using electronic tools and online-teaching; 3) researchers since this study reviewed the literature pertaining to e-learning and attempted to give a scholarly background on the key concepts of e-learning and online learning for other researchers who wish to conduct research on this topic, and its findings will complement other studies.

## **6. Research Design**

This study is conducted as a descriptive study in which the researcher uses two questionnaires. The first one is designed for EFL students who are enrolled in the third year level at Chadli Ben djedid University of El -Tarf, while the second one is administered to EFL teachers from the same university during the 2020-2021 academic year. To this end, the research tool is employed to obtain different perceptions and opinions about e-learning and classroom learning and to verify the validity of the aforementioned hypotheses. Therefore, the gathered data are analysed qualitatively and quantitatively.

## **7. Organization of the Dissertation**

This research is divided into two chapters. The first chapter is dedicated to the relevant literature that concerns e-learning and classroom learning; it covers e-learning definition, its types , forms, and benefits in addition to an overview about online learning, traditional learning and traditional classrooms. The second chapter is related to the practical part of the study. It describes the methodology used in this study and the analysis of the results obtained from the conducted questionnaires. Besides, it presents a discussion of the results and suggests some recommendations to help teachers and students understand the importance of each mode and how to develop it.

## **8.Limitation of the Study:**

Like any country in the world, Algeria is experiencing the spread of the epidemic "COVID19", so the coronavirus prevents researchers from obtaining satisfactory data as expected. In addition, all researchers have deadlines when they need to complete the study. Sometimes, Time constraints affect the research negatively. And due to COVID 19, we avoid using another method, such as interviews, which will lead to more extensive data.

## **Chapter One**

### **E-Learning and Classroom Learning**

#### **Introduction**

Websites and portable computers have existed for us for many years, but we have not fully considered how to integrate them into the teaching process. However, the e-learning model can help us integrate the digital world at home and increase teacher – student interaction at the classroom level, which is far from traditional teaching methods. In this chapter, we will provide background information about E-learning and classroom learning. Thus, it consists of three parts; the first part deals with introducing the E-Learning and its types, forms and benefits, the second part is designed to provide background information about online learning and traditional learning in addition to traditional classrooms and its definition, whereas the last part explains the relation between online learning and classroom learning and the comparison between them.

#### **1.1. Definition of E-learning**

To embark on defining e-learning method, many researchers have agreed that it is a way of teaching that depends on the use of computer network technology and in which learning materials are electronically provided to distance learners (Zhang, Zhao, Zhou, & Nunamaker, 2004).

Masrom (2007) stated that e-learning is a method that relies on the use of the World Wide Web (WWW) to support teaching and present the content of the lesson; it is also a form of education that takes place over the internet and its technologies. In other words, e-learning is a method based on supporting teaching and learning activities through the use of ICTs ( e.g. internet, cell phones, computers, interactive whiteboards and others ).

Jenkins and Hanson (2003) view e-learning as a type of learning relying on the use of information and communication technologies and the internet access that facilitate and support learning in general. Clark and Mayer (2003) define e-learning as instruction intended to promote learning which are determined by means of a computer or mobile and internet access.

In other terms, e-learning is defined by European Commission ( 2001 ) as “ the use of new multimedia technologies and the internet to improve the quality of learning by facilitating access to resources and services, as well as remote exchange and collaboration” ( as cited in Mamatah, 2016, p.4 ).

Another definition states that e-learning depends on the use of electronic technologies that help in accessing education curricula without resorting to traditional study; it is also a course or program that is delivered completely via internet. There are many terms that describes e-learning such as: online learning, electronic learning, internet learning and many others (Al-Atabi, & Al-Nouri, 2020).

## **1.2. Types of E-learning**

According to Anastasiades and Retalis (2001), e-learning consists of three different types: fully online learning, blended (Hybrid) learning and web assisted learning; for fully online learning, it is a type of distance learning that is evaluated and delivered completely via internet (Picciano, & Zeeman, 2009). In fully online learning, there are no physical contacts between the learner the instructor, everything is done fully-online through the use of internet and its technologies. Unlike in face-to-face learning which enables face-to-face interaction, between learners and with instructors, in fully-online this is not the case (Mamatah, 2016).

Watson, Murin, Vashaw, Gemin, and Rapp (2010) stated that blended learning (hybrid learning) is a type of e-learning that takes place through educational means whether it is face to face or via the internet which allows students to receive large portions of information. Blended learning is, then, a combination of online learning and face to face interaction which differ from fully online learning (Allen, & Seaman,2003). According to Mamatah (2016), some researchers view blended learning as the future of learning, and it is expected that blended learning will bring about a paradigm shift in higher education in the next few years. It is further recommended that 80% to 90% of all courses will be conducted through blended learning (Allen, & Seaman, 2003; Lorenzetti, 2005; Young, 2002).

Web assisted mode of learning is the last type, it is considered the same as fully online learning, except that the learners and teachers can interact and discuss online (Mamatah, 2016). As in traditional classrooms, there is the use of synchronization tools; real time lectures and real time interaction between students and instructors, but these interactions are not physical interaction but online (Buzetto-More, 2013).

### **1.3.Forms of E-learning**

In E-learning there are two forms of interactions: synchronous mode and asynchronous mode.

#### **1.3.1. Synchronous Learning and its Tools**

In synchronous learning, there is interaction between teacher/learners where they can exchange ideas and knowledge in a virtual location as the classroom via the internet and in the same timing. In other terms, students and teachers interact with each other at the same time from different places. Synchronous learning tools such as instant messaging enable students and

teachers to ask and answer questions immediately. Other examples of synchronized e-learning tools are online chats and video conferences. (Transitioning to teaching online, 2021).

The following presented tools are used in this form of e-learning:

**a. Instant messaging:**

Instant messaging is defined as the exchange of text messages in real time between two or more people who log into an instant messaging (IM) service. In other words, it is a type of service available on the Internet that allows students to exchange written information with other students or instructors using the service at the same time (Larson, 2016).

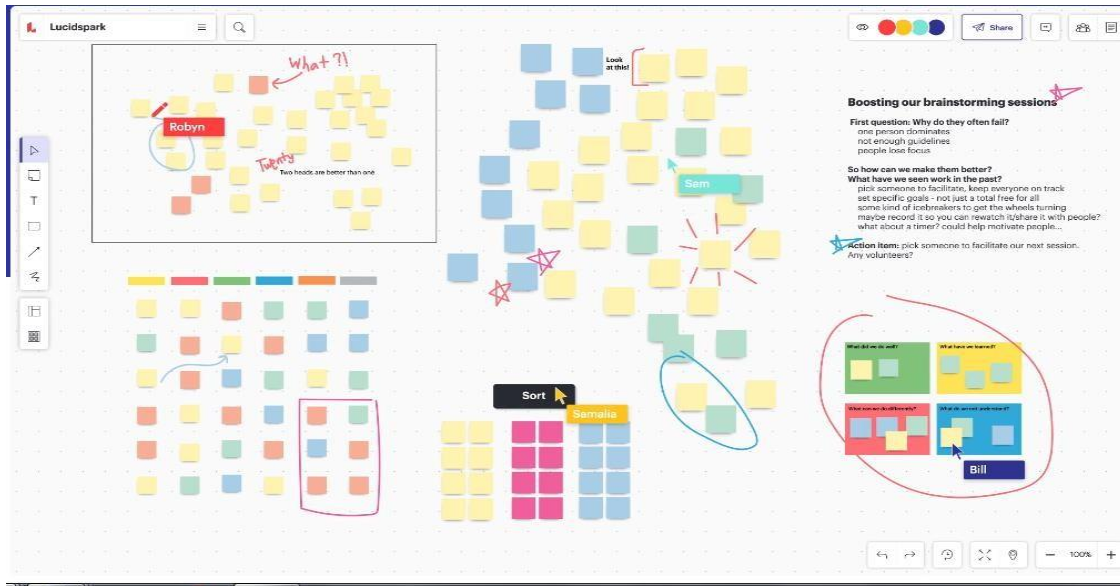
**b. Chat:** to have a conversation with another person on the Internet, students can write down what they want to say or ask, and immediately get the feedback they need just like traditional classrooms. This information is shared in the form of text or graphic form. (Obasa, Eludire, & Ajao, 2013; McGreal, & Elliott, 2004).

**c. Video conferencing:** is a way of communicating ideas where two or more people (learners /teachers) in different locations use technologies and software devices such as Skypes , google meet, zoom..etc to make video calls. Video conferences are designed to achieve a communication and collaboration at the same time ( What is audio conferencing, 2021). The figure below illustrates how video conferencing is conducted.



**Figure1:** Video Conferencing (Retrieved from: <https://www.lifesize.com/en/video-conferencing/what-is-video-conferencing/> )

**d. White boarding:** in Megowan-Romanowicz (2016) point of view, white boarding is considered as a graphic conference between a group of students to collaborate over the network so participants can write , draw or put gestures on the board then work together to solve a problem; so, they can create and modify according to the various solution. Figure 2 below is an example of white boarding.



**Figure2:** Whiteboarding(Retrieved from:<https://lucidspark.com/landing/create/whiteboard> -software?)

### 1.3.2. Asynchronous Learning and its Tools

In asynchronous learning, students do not participate in the learning process in the same time, they can learn according to their own time and schedule. For Hrastinski (2007), asynchronous e-learning allows students to log into the e-learning environment at any time from different places and download documents or send and receive messages between mates and/or teachers. Thus, it is a form of education that does not occur in the same place and at the same time; asynchronous learning is more self-directed in which students themselves decide when to learn.

Indeed, even if students or teachers are not connected, they can learn asynchronously. Course work and communication provided via the web, email, and messages posted on community forums are perfect examples of asynchronous e-learning (Transitioning to teaching

online, 2021). According to Khan (2005), asynchronous learning refers to instruction that is not constrained by geography or time.

In what follows are some tools that are employed in asynchronous mode of learning:

**a. databases :** It is an organized collection of data that are stored and accessed electronically from a computer system. In effect, database is “any collection of data, or information, that is specially organized for rapid search and retrieval by a computer. Databases are structured to facilitate the storage, retrieval, modification, and deletion of data in conjunction with various data-processing operations” (Britannica, 2021, para.1 ).

**b. Messaging (e-mail):** According to McGreal and Elliott ( 2004), an e-mail is a tool that allows students to communicate with each others in which they can share the course content and/or tasks. This tool permits students to share course materials among themselves and with their teachers. However, by using this tool immediate feedback could not be guaranteed if it is compared to chats and face-to-face communications in traditional classrooms.

**c. Video streaming :** it involves streaming videos of prerecorded content related to the learning course , the video can be downloaded by students and played many times until they fully understand the course content . this method also allows teachers to easily demonstrate technical issues that students might encounter. (Obasa et. al., 2013; McGreal, & Elliott, 2004).

**c. Audio streaming :** In this regard, Obasa et al.,(2013) posited that audio streaming is a form of pre-recorded lectures or sound clips related to the course content; hence these audio materials are provided to students in which they can replay them as many times as needed. One potential advantage of streaming audio is that students can play the recorded material multiple times until they understand the learning outcomes being submitted.

#### **1.4. Benefits of e-learning**

Chitra and Raj (2018) declared that online learning is the most suitable method that works with the needs of students in this digital age; through it, they can get the feedback they need at any time and at their own pace, so, no need to attend classes for hours. Moreover, e-learning provides students with a lot of time because they do not have to go anywhere, so they can save a lot of travel time. This method of learning helps them to communicate with their teachers in an easy way. As compared to traditional learning, the process in e-learning is very simple and consistent in content delivery for the reason that the design and application of the course are exactly the same every time. Finally e-students can return to the documents sent by their instructors because the information can stay and save for a long period of time.

#### **1.5. Online Learning, Traditional Learning and Traditional Classrooms**

##### **1.5.1. Definition of Online Learning**

Online learning, also called e-learning, contains a different set of programs that depend entirely on the internet, unlike traditional learning. It facilitates interaction between students and teachers and it can be completely electronic learning or mixed with face to face (Bakia, Shear, , Toyama, & Lasseter, 2012).

Online learning reflects the notion that learning happens on the Internet and it is a form of distance learning. Within this form of learning, course contents are usually stored that can be accessed at anytime and anywhere (Caroline,2021).

### **1.5.2. Definition of Traditional Learning**

As COVID19 pandemic changed the world and the teaching/learning arena as well, the debate of online/ distance/ e-learning versus traditional learning become more pertinent in the educational context. Thus, traditional learning can be defined as a form of education that takes place in a physical classroom setting in which the teacher is responsible for delivering information and knowledge (Caroline, 2021).

### **1.5.3. Definition of Traditional Classrooms**

According to Hassan, Zainal, and Khan (2014), traditional classrooms can be defined as two forms of interaction between teachers and students. In this case, there will be interaction between two parties in the classroom and they will be able to interact face to face. Some researchers affirm that the traditional classroom is a combination of the teacher-student relationship, the relationship between students and subjects and learning styles, the interpersonal relationship between students, and students' thinking about the structure of the classroom (Anderson, 1970; Jou, 2010).

Over the years, education has become increasingly concentrated and people have found that school facilities affect learning. In traditional classrooms, education is primarily based on the teaching system and generally focuses on the materials themselves, rather than the differences between students and learning abilities and skills( Kinshuk, 2005) .

## **1.6. The Relation between E-learning and Traditional (Classroom) Learning**

Through traditional learning and e-learning, students will be able to absorb knowledge and develop skills based on repeated tasks, reading, and practice and this will enrich and promote their learning in general (Bersin, 2004).

Both online learning and traditional learning require a lot of work through which giving and receiving feedback and practicing homework are very important. The challenges, collaboration, and rewards in each environment are the same. Both require students to manage their time wisely. "According to data from the American Sociological Association, although some studies show that online students perform slightly better than traditional classroom students, most studies show that there is almost no difference in overall performance between the two forms." (Morgan, 2016, para. 6 )

In a sense, E-learning and classroom learning play different roles; some researchers have proposed blended learning as a solution. A few generations ago, they had begun to use distance learning methods to provide the materials they needed to solve the problem of inappropriate interaction between students and teachers (Katz, 2002). Hence, the Internet is now easily accessible, and the learning in this digital world is enhanced by creating interactive videos, e-mails and WWW technologies, thus, the interaction between teachers and students is enormously enhanced (Katz, 2000).

### **1.7. Online Learning Versus Traditional Learning**

Online courses lack the regular physical student-teacher interaction that is common in traditional learning. However, traditional classroom learning involves direct interaction between students and teachers. (Donovan, Mader, & Shinsky,2006, p. 286 ).

According to Goura (2021), traditional learning is generally privileged by children and young students who wish to obtain the required 15-16 years of education. On the other hand, students and professionals who want to get better skills and increase the number of certifications often support e-learning. Traditional learning has long been the foundation of education systems

around the world, and e-learning can be seen as a complement to promote professional development and employment opportunities.

In traditional courses, students rarely provide course materials from teachers, so they must take notes themselves. This is important because they can save these notes and use them in future studies. Whereas, in online learning, students provide course materials in the form of audio or video text as practice (Sorenson, &Johnson, 2003 ,p.116).

Online learning that includes synchronous and asynchronous learning requires more self-direction and discipline to complete courses on time. Online feedback can be slower than face-to-face feedback in traditional classrooms. Compared to students in a traditional learning environment, all students are on an equal footing in an online learning environment. In a traditional classroom, the student who raises his hand first or speaks loudest may have an advantage over other students. In an online learning environment, everyone is the same, because no face-to-face interaction will give another student with a broader voice an advantage. The network and social interaction in the online learning environment are different from those in the traditional learning environment (Online and Classroom Learning, n.d.).

## **Conclusion**

In this chapter, the researcher wanted to give an overview about e-learning and classroom learning based on different researches and educational frame work. Thus, it dealt with e-learning definitions, types, forms and benefits. Additionally, the researcher defined online learning, traditional learning and traditional classrooms and finally the relation and the comparison between them. The next chapter will be devoted to research design, data analysis and recommendations.

## **Chapter Two**

### **Data Analysis, Discussion and Recommendations**

#### **Introduction**

The purpose of this chapter is to investigate and explain the perception of students and teachers about e-learning and classroom learning. The researcher will furnish an overview about the research design, population and sampling, description of the questionnaire, and data analysis. In addition, this chapter will provide some recommendations for both teachers and students.

#### **2.1 Research Design**

The gist behind conducting this study is to explore the perception of students and teachers towards e-learning and classroom learning. To this end, the researcher adopted a descriptive approach that enables providing accurate description of events and investigates the phenomena. The goal of descriptive research is to describe a phenomenon and its characteristics.

#### **2.2 Sample Population**

This research is interested with two types of population : students and teachers. The first one is third year EFL students at Chadli Bendjedid-El Tarf University. The sample consists of 30 students and their ages range from 19 to 39, and composed of 21 females and 09 males. The researcher provides 40 Questionnaire for the entire sample but only 30 of them responded. The selection was based on the students' experience with the two types of learning especially in COVID period; so, they have opinions about this topic. The second sample is EFL teachers from the department of English at the same university. The researcher administered the questionnaire to 10 teachers (06 females and 04 males) and yet only five who replied.

### **2.3. Data Gathering Tools**

This study aims at exploring students' and teachers' perceptions of e-learning and classroom learning. Accordingly, the researcher opted for using a questionnaire for both teachers and students as the main gathering tool to answer the put forward research questions as well as to get reliable data and results that are more accurate.

### **2.4. Description of the Students' Questionnaire**

In this study, the students' questionnaire is composed of 12 questions which are ordered logically (Appendix A). The questions included multiple choice questions where students were asked to pick the appropriate answer with justifications and closed questions in which respondents are demanded to choose between answers and justify their selection; besides, open ended questions through which we seek to get more understanding about the topic under study.

The first two questions are specific to get personal information about the chosen sample, students; they were asked to specify their gender (Q1), and their age(Q2). The other 10 questions aims at exploring the students' perspectives towards e-learning and classroom learning. At the beginning, students were asked to define both types of learning (Q3). Question (4) and (Q5) dealt with the description of e-learning and classroom learning; while in (Q6) students were required to choose their preferred method of teaching (e-learning or classroom learning). For (Q7), the respondents were asked to tick the right answer for different statements, whereas in the (Q8), they were asked to choose between electronic and traditional learning for the improvement of their grades. In question (9) the researcher asked for the level of agreement for two statements by asking the students to tick the possible answer; in (Q10), the respondents were asked to list the differences between e-learning and classroom learning. Regarding the (Q11) students were

provided by choices and were asked to select one of them, finally for (Q12), students were asked to choose between the two types according to their experience with both in the COVID period.

## 2.5 Analysis of the Students Questionnaire

Question 1: Students' Gender

Table 1

*Students' Gender*

Male	Female
3 (30%)	7( 70%)

The table above shows the gender of the participants from the department of English at Chadli Bendjedid University. Thus, we notice that the majority of the participants are females 70% and males constitute only a small minority which represents 30% of the whole sample.

**Question 2:** Students' Age

The data indicated that 98% of the respondents were aged between 19-29; while 1% belong to the age group of 40-49 and 1% below 18 years.

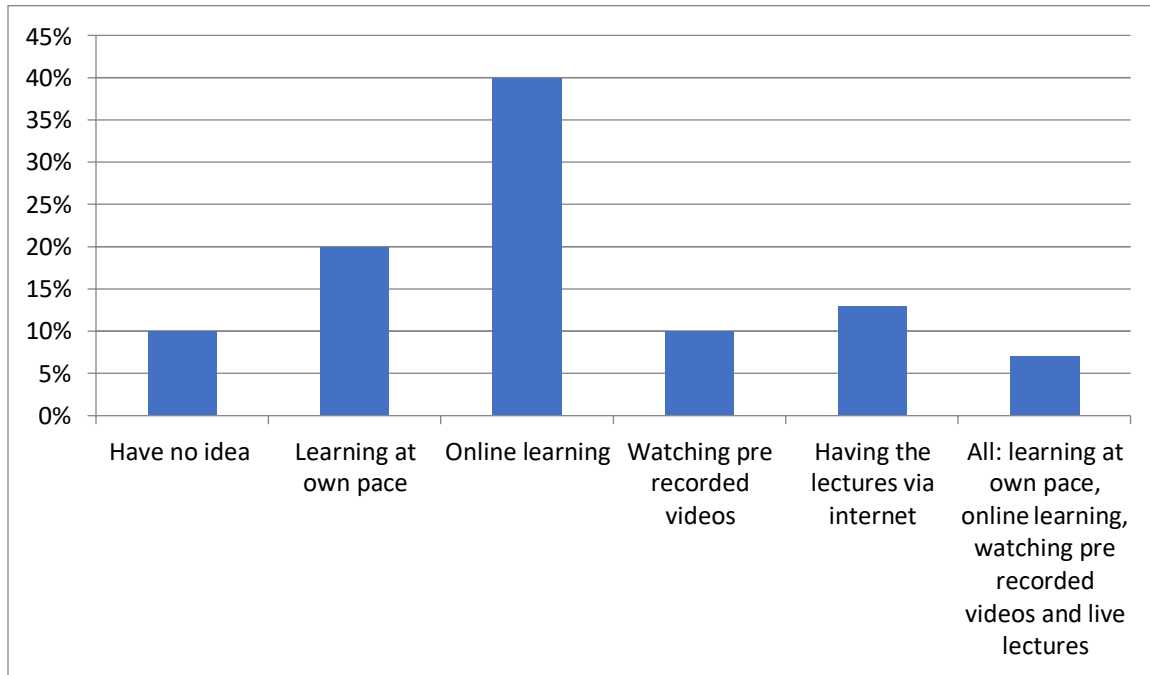
**Question 3:** Defining e-learning and classroom learning

The data indicated that 99% of the respondents were aged between 19-30; while 1% belong to the age group of 30-39 .

For the understanding of e-learning and classroom learning, some respondents believed that it is the same as online learning; whereas, some others understand it as having live lectures on the internet at home or learning by the use of electronic means, while for classroom learning mode they thought that it is the interaction between teachers and students in a community setting , and others said that it is learning by giving lessons in classrooms .

**Question 4:** In your opinion, what do you think best describes what E-learning means? Choose as many that apply.

- a. Learning on your own at your own pace       b. Online learning
- c. Learning by watching pre- recorded videos
- d. Having live lectures over the internet .       E. Have no idea.

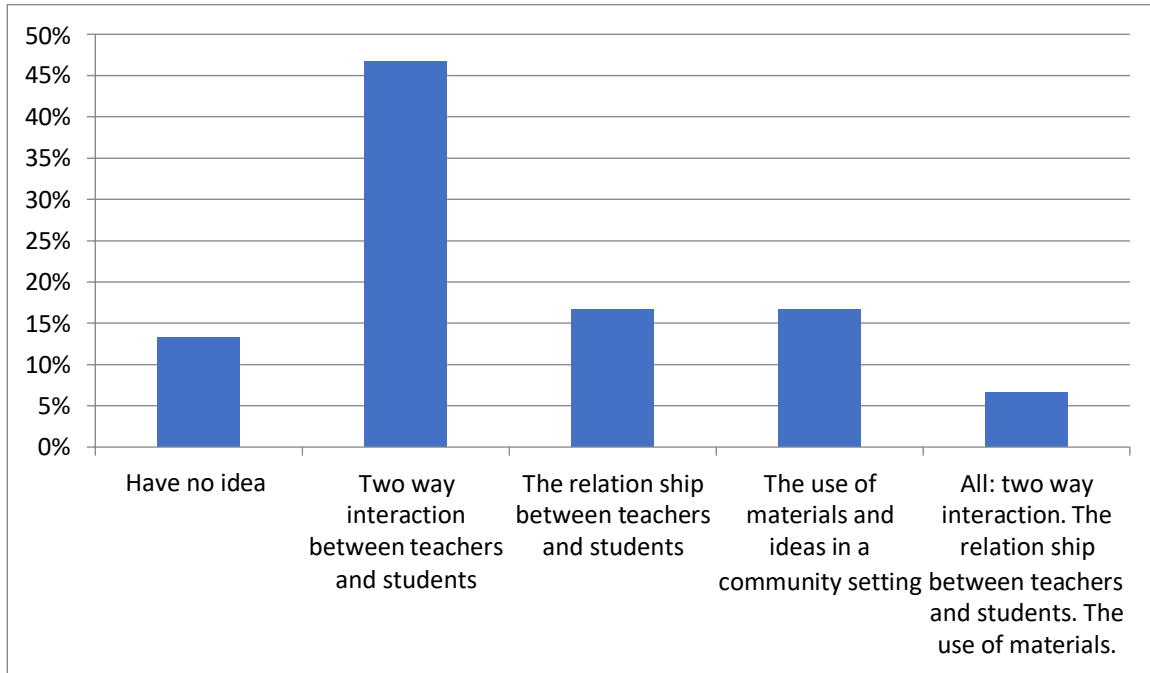


**Figure3:** Description of E-learning

The results in the figure above show that 20% of the respondents believe that e-learning is undertaken at own pace, while 40% of them understand it as online learning, 10% believe that this mode is only limited to online learning but also watching pre recorded videos, on the other hand, 13.3% of the respondents saw E-learning as having live lectures via internet. Furthermore 6.7% of them understand it as a general term that includes all the features given; on the other hand 10% indicated that they had no idea of what e-learning means.

**Question 5:** In your opinion what do you think best describes what classroom Learning means?.

- a. two way interaction between teacher and student
- b. the relationship between teachers and students
- c. the use of materials and ideas in a community setting       d. have no idea.



**Figure 4:** Description of Classroom Learning

The responses shown in the figure above revealed that 46.7% of the respondents understand classroom learning as two way interaction between teachers and students; while 16.7% of them believe that this mode is considered as the relation ship between teachers and students. Additionally, 16.7% of the respondents agreed that classroom learning means the use of materials and ideas in a community setting. However, 6.6% of them understand it as general term that includes all the features given. Finally, 13.3% indicated that they had no idea of what classroom learning means.

**Question 6:** Which method of learning do you prefer and why ?

- a. E learning       B. classroom learning

Justify: .....

**Table 2***Method of Learning*

<b>E-learning</b>	<b>Classroom learning</b>
11 (36.7%)	19 (63.3%)

Table 2 shows that 63.3% of the respondents prefer the classroom learning because they believe that traditional classes involves direct interaction between teachers and students in which they were provided by the course materials by their instructor and they were expected to take their own notes; however, 36.7% of them believe in and prefer e-learning because it is simply more comfortable for them and they can get the feedback they need at any time and at their own pace.

**Question 7:** Which of the following statement you agree or disagree?.

**Table3***The Level of Agreement*

<b>Statement</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>
1) Is e-learning a substitute for classroom learning	7 (23,3%)	12 (40%)	11 (36,7%)
2) Is online education as good as classroom education	9 (30%)	4 (13,3%)	17 (56,7%)

3) Studying through e-learning mode provides the flexibility to study at the time convenient	15 (50%)	7 (23,3%)	8 (26,7%)
4) Do you think e-learning will improve your skills better than classroom learning	6 (20%)	2 (6,67%)	22 (73,3%)
5) Do you believe you can have lectures over the internet as is done in the classroom	6 (20%)	3 (10%)	21 (70%)
6) Do you think that asking questions and getting immediate feedback when studying in e-learning is just as it is done in the classroom	9 (30%)	6 (20%)	15 (50%)

From the obtained results, 23,3 % of the respondents agreed that e-learning can be a substitute for classroom learning, while 40% of them were undecided, and 36,7% disagreed on the idea. For the second statement, 30% of the respondents agreed that online education could be as good as classroom education; whereas, 56,7% of them disagree and 13,3% were undecided. It can be reported also that 50% agree with the idea of the flexibility of studying through e-

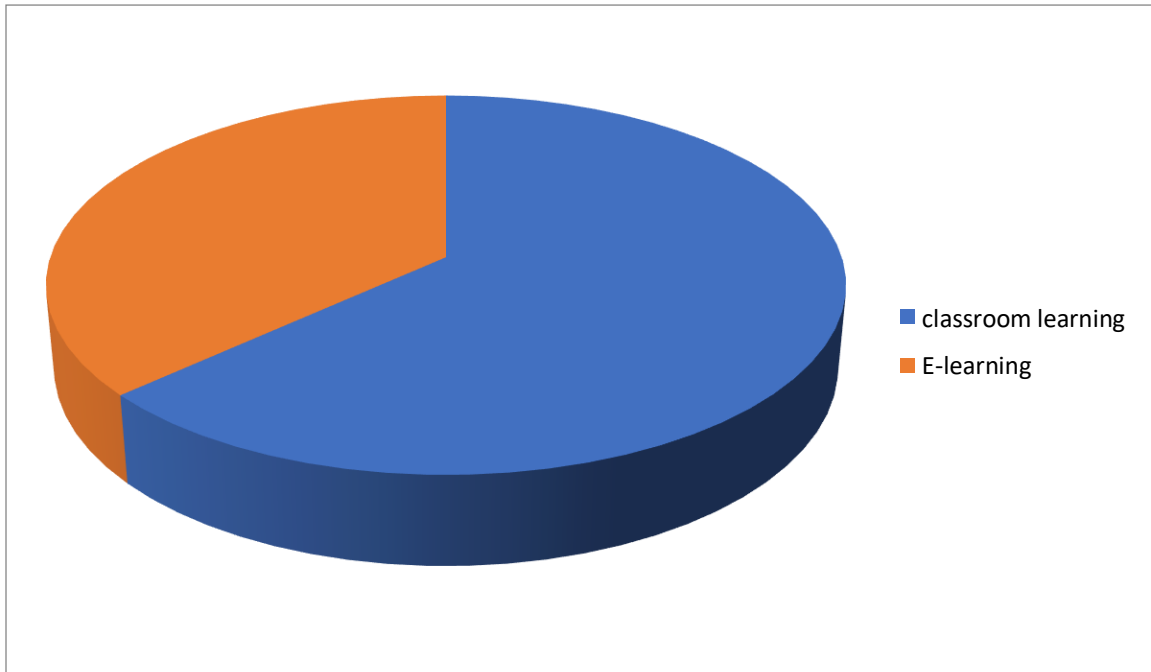
learning mode, while only 26,7% disagree and 23,3% were undecided. Additionally, 20% of respondents thought e-learning will improve their skills better than classroom learning; yet, 6,67% were undecided while 73,3% disagree.

As far as the fifth statement is concerned, 20% of the respondents agreed that they believe on having lectures over the internet is as it is done in the classroom, while 70% stated their disagreement on the idea and 10% were undecided. Finally, the data collected from the last statement showed that 30% of the respondents agreed on tha idea that asking questions and getting immediate feedback when studying in e-learning is just as it is done in the classroom; however, 50% disagreed and 20% of them were undecided.

**Question 8:**

Do you think your grades will improve by using :

- a. E-learning
- b. classroom learning



**Figure5:** Students’ Grades Improvement Via E-learning or Classroom Learning

As shown in figure5

, 36,7% of the respondents thought that e-learning mode will improve their grades, while 63,3% believed that classroom learning mode will improve their grades.

**Question 9:** - For each of the following statement please indicates to what level you agree or disagree.

**Table 4**

*The Practical Benefits of E-learning*

	<b>Strongly agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>
I don't believe e-learning is suitable for courses that need practical demonstration	14 (46.7%)	7 (23.3%)	5 (16.7%)	4 (13.3%)
In e-learning, I do believe that the role of the teacher is very crucial	10 (33.3%)	13 (43.3%)	5 (16.7%)	2 (6.7%)

From the table above, it is shown that 46.7% of the respondents strongly agree that e-

learning is not suitable for courses that need practical demonstration, while 23.3% agree with the statement, and, yet, 13.3% disagree on it while 16.7% were undecided. Regarding the second

statement, 33.3% of the respondents strongly agreed that in e-learning the role of the teacher is very crucial, while 43.3% of them agreed , and 16.7% were undecided,; however, only 6.7% of them disagreed on the idea.

**Question 10:** According to you, what are the differences between e-learning and classroom learning ? (List three differences)

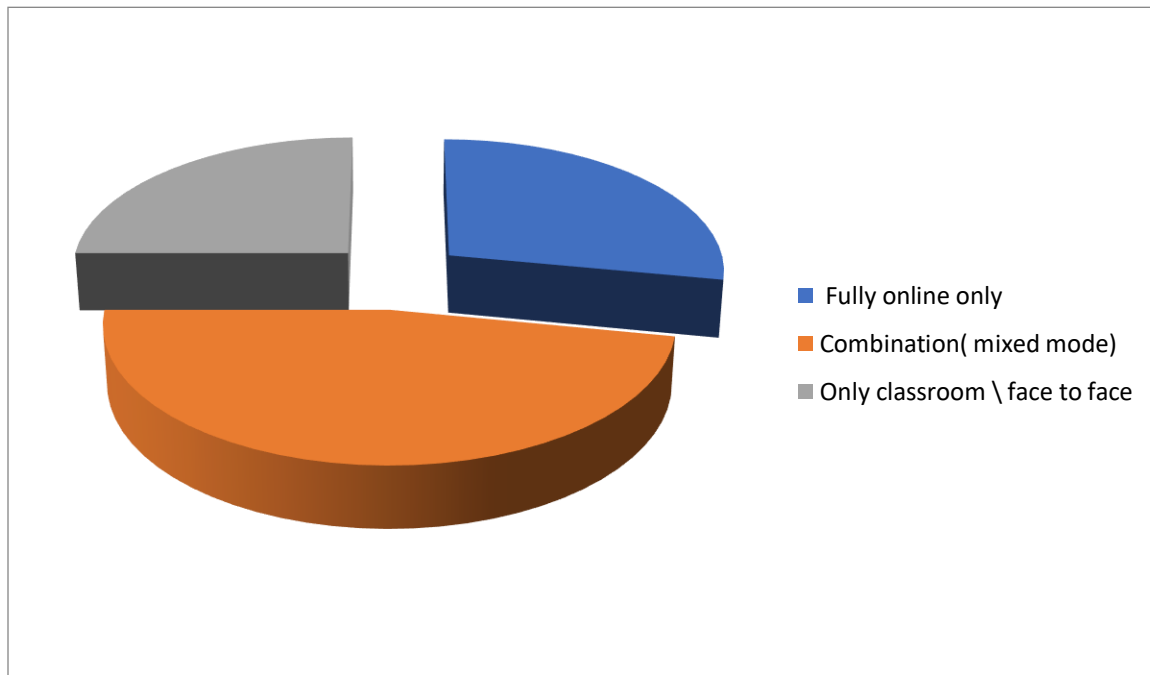
According to the respondents, these are the main differences between e-learning and classroom learning :

- 1- Student-teacher interaction: classroom learning involves face to face interaction between student, teachers. Students in classroom are learning actively and participating in asking questions and having their questions answered and clarified, but in e-learning this kind of interaction does not exist but it can be achieved through email , chat, virtual classrooms ...etc . In e-learning students can only learn under limited conditions and need to be self motivated.
- 2- Time and place : the main differences between e-learning and classroom learning is the presence of concrete classrooms in traditional setting. When doing e-learning students can sit in any place and start and or restart learning materials anywhere and at any time. E-learning provides students with a lot of time because they do not have to go anywhere, so they can save a lot of travel time.
- 3- Another important aspect of e-learning and classroom learning is that in traditional teaching methods, teachers have their own teaching style and content, in e-learning the design and implementation of the course are exactly the same every time. In addition, the process is simplified and consistent in content delivery, which may be difficult to achieve in traditional Learning methods. However by arranging group activities and classrooms where

students work together, classroom learning will be fun. Such exercises provide an opportunity to actively participate in the learning process. Students can exchange ideas with each other to make the learning process more interesting, which is not possible in e-learning.

**Question 11:** Among the following choices, please indicate which one do you prefer? (choose only one): then, Justify your answer.

- a. I prefer fully online learning to face to face
- b. I like combination of online learning and face to face learning
- c. I am comfortable with the fully face to face than e-learning



**Figure 6:** The Choice of the Learning Mode

As shown in Figure 6 , 47% of the participants preferred the mixed mode, while 28% of them liked the fully online learning; whereas, 25% of the informants preferred the classroom learning only .

Reasons for the different choices of learning modes:

The followings are reasons for the participants' choices of learning modes:

The respondents who chose fully online learning gave the following reasons for their choices:

1-Comfortability: No need for attending classes for hours as oppose to online , so they believe that they will easily access them from the comfort of their home as it is clearly stated in an answer of one student “ it is less stressful as compared to the normal classroom ”.

2-Learning at convenience: Some students believe that e-learning enable them to study at their own pace and at a convenient time.

3-Easy communication: When learning online , students will be able to communicate with their teachers in order to get the feed back they need.

The respondents who chose the combination between the two modes pointed out the following reasons for their choices :

1-Combination of online learning and classroom learning: students believe that classes that need practical demonstration should be done at class, and when there is no practically the electronically teaching would be welcome as addition. Further, when they miss an idea at class they can ask for it online.

2-Alternative to internet connectivity problems: Some of the respondents prefer the combination of e-learning and classroom learning, because if there is a problem with the internet , they will still have another option to catch up with the physical education class they might have missed.

Finally the remaining 25% of the respondents, hoped to continue learning as they have already done , they only accept classroom tutoring ; the following reasons are listed:

1-Interaction: Some students believe that the interaction is needed in the classroom activity because it can help the teaching learning process run smoothly , and can improve the communication skills of learners.

2- Answering the questions immediately: The respondents think they choose classroom learning simply because sometimes one needs to ask questions which demand rich away answers.

3- No need to worry about technical issues: Other respondents , in face to face learning , there is no need to worry about slow technology or unresponsiveness internet , they think that through face to face communication , you can get immediate feed back in time ,and there is no technical problems such as slow links.

**Question 12:** Since you experienced the two types of learning in COVID period, which one you find it interesting for you while learning English?

a. E-learning

b. classroom learning

Table 5:

*The Importance of E-learning or Classroom Learning in COVID19 Period*

<b>Preferring E-learning</b>	<b>Preferring Classroom learning</b>
13 (43.3%)	17 (56.7%)

As it is shown in the table above, 56,7% of the respondents find classroom learning more interesting for them even in the pandemic period. While 43,3% of them find e-learning an interesting sort of learning especially during the pandemic horrific disease “ COVID19”.

## **2.6. Description of The Teachers’ Questionnaire**

The teachers’ questionnaire was handed to 10 teachers of English department at Chadli Bendjedid University .This questionnaire includes 12 questions ( see appendix B),and the questions type are closed ended and open ended questions .

The first question was about the teachers educational Qualification (Q1), in (Q2) teachers are asked about their preferred method of teaching, also they were asked if they agree that e-

learning will have a positive impact on their teaching or not (Q3), in (Q4) teachers were asked if they agree that e-learning is better than the classroom learning regarding its quality.

Question five (5) aims at knowing the teachers perceptions regarding the quality of e-learning; whereas in the question (Q6) teachers were also asked about their opinion about the idea of substituting classroom learning by e-learning. In (Q7), they were asked about which method that enables them provide their students by a wider variety of information; in (Q8) teachers were also asked about which method that increases the students work load. For (Q9) teachers were demanded to answer the question of the tools they have used to maintain interactive communication during COVID period and what they have noticed as concerns their pros and cons.

Regarding the question 10, teachers were asked about their opinion of whether e-learning is complicated for students or not; in (Q11) teachers were asked about the resulting effect of e-learning in future, and in the last question (Q12), teachers were requested to give their perceptions about e-learning and classroom learning .

## 2.6. The Analysis of Teachers' Questionnaire

### Question 1 : Educational Qualification

Table 6

#### *Teachers' Educational Qualification*

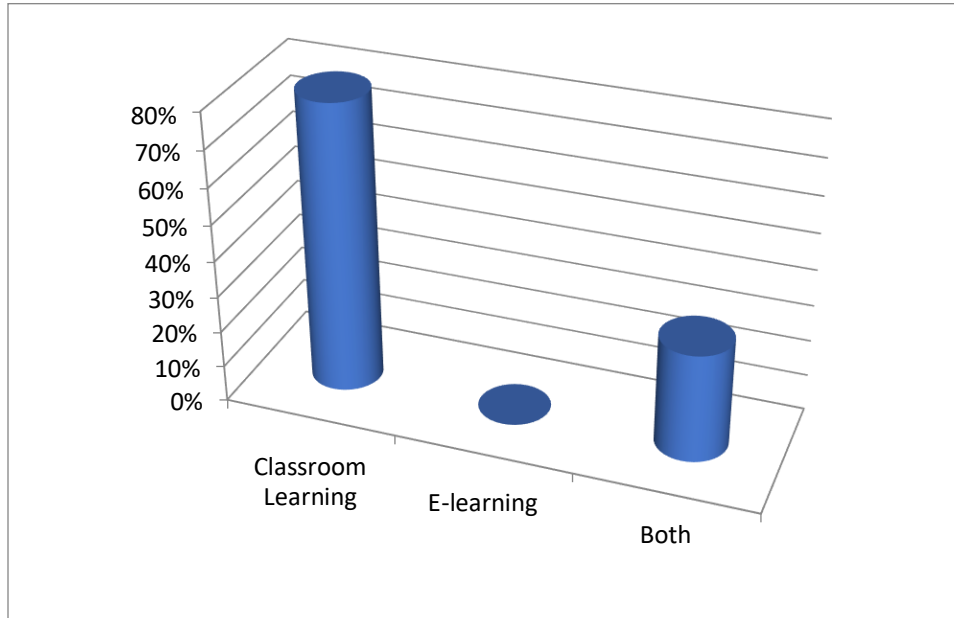
<b>PhD Degree</b>	<b>Master Degree</b>
2 (20%)	8 (80%)

The participated teachers who answered the questionnaire comprised 80 % of whom having master degree and 20% of them have PhD degree.

**Question 2:** As a teacher which method of teaching do you prefer to use and why?

- a. E -learning.       b. classroom learning       c. both

Justify;.....



**Figure 7:** Preferences in Methods of Teaching

The data displayed in figure7 indicated that the majority of respondents (70%) preferred classroom learning as a method of teaching/learning because they believe the students learn better with the presence of the teacher, also this method is more effective for modules that need practical demonstrations. None of the respondents prefer E-learning but 30% of them prioritize the combination between the two modes because they thought that they complete each other.

**Question 3:** Do you agree that e-learning will have a positive impact on your teaching?

Justify;.....

**Table 7**

*The Positive Impact of E-learning on Teaching*

Yes	No
9 (90%)	1 (10%)

The results obtained from the table7 showed that most respondents (90%) agreed that e-learning will have a positive impact on their teaching because, according to them, this mode will help more and the information will be reinforced since everything in this age is digitized, other participants said that it will spice my teaching up with the authentic materials that the learner may meet outside the classroom box. However, only 10% of the participants did not agree on the idea and they declared that it needs sophisticated materials and fast internet; so, it would not help a lot and to some extent it only requires awareness.

**Question 4** : Regarding the quality of e-learning, do you agree that it is better than the traditional method? Justify;.....

Table 8

*Teachers' Viewpoints on the Quality of E-learning*

Yes	No
0.2 (2%)	9.8 (98%)

The results showed in table 8 revealed that 98% of respondents declared that e-learning is not better than classroom learning because they believe that the presence of the teacher and the way of teaching is the half of the learning process; for other teachers, they said that there are some students and teachers who are not good in using technology so, they find it difficult to be

taught via e-learning, another one stated that it can add something to the traditional method but not to replace it because in the classroom learning, students will have the opportunity to ask and discuss questions freely; while, 2% of respondents agreed on this idea and said that it matches the requirement of the digital era.

**Question 5:** what are your perceptions regarding the quality of e-learning?

In this question, the participants provide different answers and most of them stated that they had a positive perception toward it, especially if the materials are adequate; also they declared that e-learning is something new and very helpful for both teachers and students, so they can get its advantages if they are well trained in using ICTs. For other informants, they believe that it is not efficient a hundred percent for students because it keeps them less focused and reluctant. Whereas, some others stated that it depends on the topic or module importance.

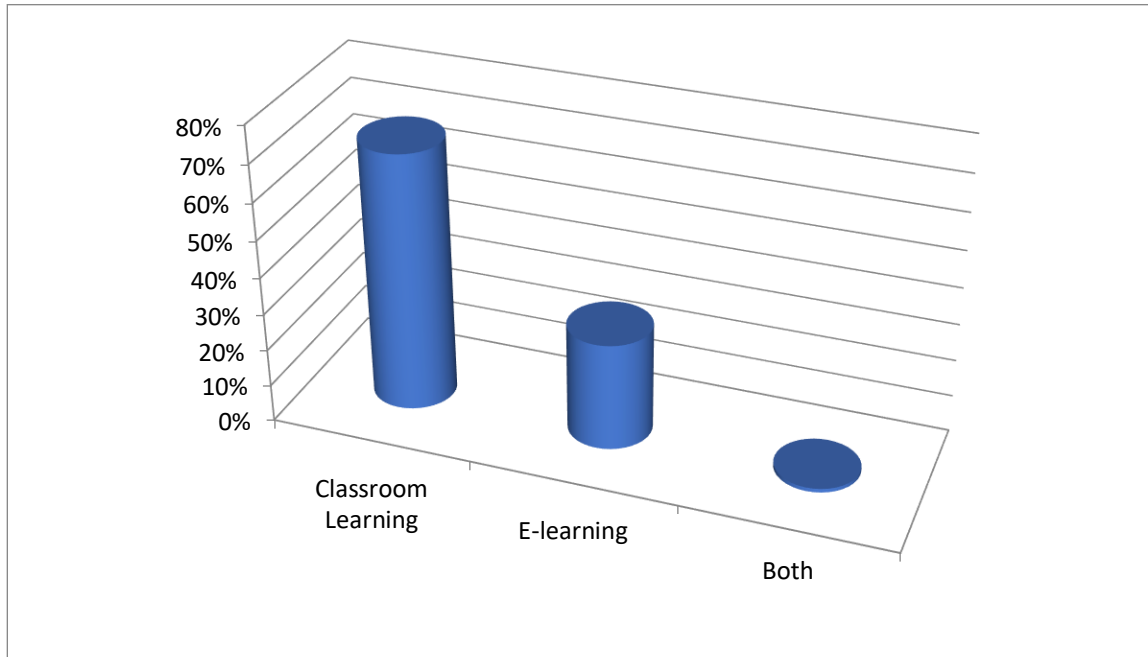
**Question 6 :** Are you for the idea of substituting classroom learning by e-learning ?

Justify:.....

All the participants did not agree on the idea of substituting classroom learning by e-learning because they believe that the two modes complete each other and they emphasized on the idea that classroom learning has a crucial role in teaching and learning, especially the importance of face to face interaction because there are a lot of aspects that can be missing in e-learning like body language, live discussion...etc. Indeed, they stated that it will not work effectively because of the lack of technology (internet) and learners have a negative attitude towards e-learning.

**Question 7:** which method enables you provide your students by a wider variety of information?

Justify:.....



**Figure 8:** The Provision of Wider Information via Classroom Learning or E-Learning

As shown in the figure above, 70% of respondents believe that classroom learning is the appropriate method that provide the students by a wider variety of information because in classroom setting the teacher will be ready for any type of guidance at any time; for others, they stated that they get their habit in giving more information in the traditional classroom more than e-learning. Some other respondents said that in classroom learning, there is a kind of interaction in conferencing and asking questions and this lead towards getting more information and details. However, only 29% of the participants declared that in e-learning method, students would get more information since it is done via internet where they had plenty of sources and information; while 1% of them believe on both methods because they affirmed that even the teachers experience is important.

**Question 8:** For you, which method increases the work load of students?

**Table 9**

*The Increased Work Load for Students in the Two Mode of Teaching*

<b>E-learning</b>	<b>Classroom learning</b>
4 (40%)	6 (60%)

The results shown that 60% of respondents believe that classroom learning method increases the work load of students, while 40 of them believe that e-learning is the only method in increasing the work load of students.

**Question 9:** During COVID19 period, which tools have you used to maintain interactive communication between you and your students without meeting face to face?

- a. Moodle
- b. Google classroom
- c. Zoom
- d. MOOC
- e. Others specify .....

So, what have you noticed about the pros and cons of the tool that you used:.....

Table 10

*Types of Electronic Teaching Tools Used in COVID19 Period*

<b>Moodle</b>	<b>Google classroom</b>	<b>Zoom</b>	<b>Mooc</b>	<b>Others</b>
3 (30%)	2 (20%)	0 (0%)	0 (0%)	5 (50%)

The results showed in table 10 revealed that 30% of respondents used Moodle as a tool to maintain interactive communication between the teacher and students; whereas, 20% of them use Google classroom, but none of them use Zoom or MOOC. While 50% of the participants declared that they used other tools such as e-mails or they combine between two like e-mails and Moodle or Moodle and Google classroom.

Regarding to the noticed pros and cons of the tools used, the respondents provides the following: for the pros they declared that it is easy , handy, practical and the documents are saved for any time; for the cons, they stated that learners did not understand the lessons sent by the teachers because there is no reactions and interactions between the teacher and the learner; they do not know how to use some tools such as Moodle, Google classroom and in addition most of them were not satisfied of the means used, they felt lost and were not committed to take their courses seriously.

**Question 10:** Do you think that e-learning is complicated for students to grasp the online learning system? Justify:.....

**Table 11**

*Grasping the Online Learning System*

Yes	No
6 (60%)	4 (40%)

We noticed from table11 that 60% of the respondents think that e-learning is complicated for students to grasp the online learning system for many reasons like: some students were not familiar with e-learning and online education, so they did not know how to use it and in addition to this, many students, in the COVID19 period, were complaining that they could not understand

the lessons appropriately. However, 40% of the participants did not see e-learning as a complicated method in which they declared that learners need to be taught of its use and be organized to respect time courses .

**Question 11:** what would be the resulting effect of e-learning in the educational sector in future?

Some respondents stated that, if the mode of teaching is mixed between face to face and e-learning it could be good in future; but if it is online only, it would have bad results in our educational context. for others, they declared that this is something debatable because no one can predict what may be happen in the future; while, others said it would have a positive effect if both teachers and learners get a kind of training, and also they were provided by materials for facilitating online education. Further, some respondents declared that the educational sector would be more developed, the source of information would be multiple, and the means of data would be also changed and, hence, students might become more reliable on themselves than on the teacher.

**Question 12:** In general what is your perception of e-learning and classroom learning as far as teaching English language is concerned?

Different answers were provided from the respondents in which they stated that; if we combine the two modes we can have the advantages of online learning when necessary and consolidating our courses via classroom learning, other respondents declared that, as far as English language is concerned, document materials are always available online and in case teachers want to use e-learning they may ask learners to use that materials while attending his course. Additionally, they stated that both e-learning and classroom learning are helpful in learning particularly for English language, but sometimes we obliged to use one mode such as the use of e-learning in COVID-19 period. However, some respondents stated that classroom

learning is more beneficial for both students and teachers whereas e-learning cannot substitute classroom learning but it can add some positive aspects with training.

## **2.7. Discussion of the Findings**

The aim of this study is to explore the perceptions of EFL teachers and students toward e-learning and classroom learning and, hence, the results that we have obtained from the questionnaires' analysis led us to draw up and discuss the following points:

The analysis of students' questionnaire shows that the respondents delineate E-learning as online learning occurring by having live lectures at home via the internet by the use of electronic means, whereas classroom learning, according to them, is the interaction between teachers and students in a community setting .The majority of students who participated believed that e-learning is undertaken at once own pace, while classroom learning happened in the classroom where two way interactions are between learners and their instructor. Further, most of the participants declared that they prefer the classroom learning since the students were provided by the course materials by their teacher which involve his/her explanation and guidance through the direct contact between them.

Moreover, the results showed that e-learning mode can add something to the traditional one, but it never be a substitute for it; so, most of them asserted that studying through e-learning mode may provide flexibility to study at the time convenient but it may not improve the learners skills because they cannot have lectures over the internet, ask questions and get immediate feedback and also they cannot improve their grades better than classroom learning. Additionally, the majority of the respondents strongly agree that e-learning is not suitable for courses that need practical demonstration, and they believe that in this mode the role of the teacher is very crucial. Further, they presented some differences such as: student-teacher interaction, time and place,

teaching style and content. Indeed, the majority of participants showed a negative attitude towards e-learning for which they prefer the mixed mode (combination between online and classroom education) and in COVID19 period they affirmed that traditional learning is an interesting type rather than only electronic learning. Hence, the first put forward hypothesis is validated.

The data gathered from teachers questionnaire indicated that most teachers prefer classroom learning than e-learning because they believe that the students learn better with the presence of the teacher who has a crucial role in teaching and learning and because there are lot of aspects that can be missing in e-learning such as face to face interaction, body language, demonstrations, live discussions...etc; whilst, they showed their positive attitude towards e-learning especially if the adequate materials are authentic and available; according to some of them, this mode will help both students and teachers and the information will be reinforced since everything in this age is digitized. They added that e-learning is something new and very helpful and it can add something to the traditional learning but not to replace it; so, it would be possible to combine the two modes and get the advantages of online learning when necessary and when students had a problem with the internet, they will still have another option to catch up with the physical education class.

Regarding the quality of e-learning, the participated teachers supplied different answers and on the whole, they asserted that they had a positive perception towards it, and stated that e-learning is very supportive for both teachers and students who can attain its benefits if they are well trained in using ICTs. Conversely, when they were asked to point out their preferences over one of the two modes in terms of quality, the majority of them confessed that e-learning would not be better than classroom learning because the presence of the teacher and the method of

teaching is the half of the learning process; further, they declared that some students and teachers are not fully good in using technology; so, this would hamper the process of learning.

All in all, as proclaimed by most participants, the two teaching modes are of paramount importance and their advantages could be attained if they were combined in a way we can have the benefits of le-earning when necessary and consolidate the courses via classroom learning. Nevertheless, classroom learning is still seen as more beneficial for both students and teachers while e-learning cannot substitute classroom learning but it can add many positive aspects to the learning process. In this regard, we declare that the second formulated hypothesis is confirmed.

## **2.8. Recommendations**

E-learning can be as effective as traditional learning and as based on the main results of this research, some recommendations will be provided to help students and teachers understand the importance of each mode and how to develop it.

### **2.9.1. Recommendations for Teachers**

- It is very suitable for English teachers to use different technologies in the learning process, which will improve students' motivation and interaction.
- Teachers can combine face-to-face learning with e-learning, allowing students to experience blended learning, which is their preferred mode, as shown in this research.
- Giving students the opportunity to choose what to learn and how to learn will motivate them and make them interested in what they are learning.
- It is of paramount importance that teachers receive good training in the use of ICT, because the teaching experience can be a reason for the development of student learning.
- Teachers can use e-learning as a teaching method, especially for modules that do not require a practical demonstration.

- Teachers have to advise their students that online learning can be an interesting method to be applied in classroom.
- Teachers can take the benefits of e-learning by improving training techniques and methods to change student attitudes from negative to positive.
- Teachers of e-learning programs should be trained in information technology and the Internet to work with students in virtual classrooms. In addition, they should successfully manage all applications and track the development of e-learning and distance learning.
- Teachers should know that blended learning can be offered at all levels of education as a solution to minimize the negative impact of online learning on students.
- Teachers need to create an effective and engaging online learning environment to encourage their student to acquire new skills.
- Teachers should find out the reasons why students doing online learning are not as good as classroom learning and try to find solutions to improve the quality of online learning.

### **2.9.2. Recommendation for Students**

These are some recommendations suggested for students to help them developing their learning in online and traditional education.

- Students should take the courses offered via the Internet seriously to stay informed and involved.
- Students must understand the benefits of e-learning, such as convenience, ease of communication, and self-paced and less time-consuming learning to develop their learning.
- Students have to change their negative attitude towards e-learning by training themselves on using the technological tools used in online education.

- The young generation has grown connected to the Internet, so students should feel comfortable while participating in online education modes.
- Students should be aware that e-learning may be an excellent choice for future education, especially when there would be a hindrance in traditional learning situations (such as the COVID19 period).
- Students should know that in an e-learning environment, students can maintain the teacher-student relationship at different times and locations.
- In the absence of the physical face-to-face learning interaction, students must embrace digital technology for learning.
- Students must know that they need good technical training to be successful in handling e-learning.

### **Conclusion**

This chapter was devoted to the practical part of this research, in which the researcher analyzed the data obtained from the questionnaires of both third year EFL students and teachers. The researcher, later on, discussed the results obtained from the views of teachers and students on the use of e-learning and classroom learning. Additionally, some recommendations were provided to offer better solutions based on the results and data analysis.

## **General Conclusion**

This research work explores EFL students' and teachers' perspectives and practices about e-learning and classroom learning especially after experiencing the two modes of education in the COVID19 pandemic. Its main objective, hence, is to report the attitudes of third-year students and the perceptions of EFL teachers on the two models. To answer the put forward research questions, the researcher used questionnaires directed to EFL teachers and EFL students at Chadli Bendjedid University in the 2020\2021 academic year; and accordingly, a mixed method (qualitative and quantitative ) was followed to analyze the data gathered from the questionnaires.

The results obtained from the collected data provide a clear indication about teaching/learning via the use of e-learning and/or classroom learning in EFL classes. This also shows that, contrary to classroom learning, students have a negative attitude towards e-learning or exclusively online learning. They declared that it is a complicated and difficult method used in which they could not easily grasp the input. It is different from face-to-face classroom learning in terms of teacher-student interaction, time and place, teaching style, and course content. In addition, they reported that it can never be as good as traditional learning, but we can combine the two methods to achieve a better and developed educational attainment. For teachers, the findings showed that they have a positive attitude towards these two modes. They said that e-learning is a new thing and very helpful for both teachers and students; so, if they have received good training in using ICTs , they can get its advantages and it can add something to classroom learning, but it cannot replace it.

To change the students' perceptions vis-à-vis e-learning, department responsables and even teachers could provide some training about the techniques and methods of being taught through online learning in which they can handle this mode of education in an easiest way.

The results of this study were only limited to third year EFL students at Chadli Bendjedid University. Some recommendations were provided for both teachers and students to understand the importance of the two modes and their role in the educational process. Hence, further studies about this subject area can be tackled from different angles and standpoints.

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## *Appendices*

**Appendix A:** Students' Questionnaire

**Appendix B:** Teachers' Questionnaire

**Appendix : A**

**Student's Questionnaire**

This Questionnaire is aimed at soliciting information from students on their perception about E-learning and classroom learning. Please (tick  $\surd$  or  $\times$ ) on the possible answer next to the box .

1-what is your Gender ?.

a.male                       b.female

2-Age group?                      a.19-30            0-39     

3-According to you what is :

- a. E-learning :.....
- b. classroom learning:.....

4-In your opinion what do you think best describes what E-learning means? Choose as many that applies .

- a. Learning on your own at your own pace
- b. Online learning
- c. Learning by watching pre- recorded videos
- d. Having live lectures over the internet .
- E. Have no idea

5-In your opinion what do you think best describes what classroom Learning means?.

- a. two way interaction between teacher and student
- b. the relationship between teachers and students
- c. the use of materials and ideas in a community setting
- d. have no idea.

6-Which method of learning do you prefer and why ?

a.E learning

B. classroom learning

Justify: .....

7- Which of the following statement do you agree or disagree with ?.

- Is E-learning a substitute for classroom learning?.

a. agree       b.undecided       c.disagree

- Is online education as good as classroom education ?.

a.agree       b.undecided       c.disagree

- Studying through e-learning mode provides the flexibility to study at the time convenient to the learner ?.

a.agree       b.undecided       c.disagree

- Do you think that e-learning will improve your skills better than classroom Learning?

a.agree       b.undecided       c.disagree

- Do you believe that you can have lectures over the internet, as is done in the classroom?

a. agree       b.undecided       c.disagree

- Do you think you can ask questions and get immediate feed back when studying in e-learning just as it is done in the classroom ?.

a.agree       b.undecided       c.disagree

8 - Do you think your Grades will improve by using :

a.E-learning      b.classroom learning

9- For each of the following statements please indicate to what level you agree or disagree:

A. I do not believe e-learning is suitable for courses that need practical demonstration

B. a.strongly agree

b.agree

c.undecided

d.disagree

B. In e learning, I do believe that the role of the teacher is very crucial

a.strongly agree

b.agree

c.undecided

d.disagree

10- According to you, what are the differences between e-learning and classroom learning ? (List three differences)

.....

.....

.....

.....

.....

11- Among the following choices , please indicate which one do you prefer (choose only one):

a. I prefer fully online learning to face to face

b. I like combination of online learning and face to face learning

c. I am comfortable with the fully face to face than e-learning

Please indicate reasons for your answers

.....

.....  
.....  
12- Since you experienced the two types of learning in COVID period , which one do you find it interesting for you while learning English ?.

a. E-learning

b. classroom learning

Thank you for your time and collaborations

**Appendix : B**

**Teachers' Questionnaire**

This Questionnaire is aimed to soliciting information from teachers on their perception about E-learning and classroom learning .Please tick (✓ or ×) on the possible answer next to the box

1- Education Qualification :

- a. PhD Degree                       b. Magister Degree

2- As a teacher which method of teaching do you prefer to use and why ?

- a. E -learning.       b. classroom learning       c. both

Justify;.....  
.....

3 -Do you agree that e-learning will have a positive impact on your teaching ?

- yes                       b. No

Justify..........  
.....

4-Regarding the Quality of e-learning , do you agree that it is better than the traditional Method?.

- a. yes                       b. Nok

Justify.....  
.....  
.....

5- What are your perceptions regarding the Quality of E-learning ?

.....  
.....

.....  
.....

6- Are you for the idea of substituting classroom learning by E-Learning?

a. yes

b. No

Justify.....

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

7- Which method enable you provide your students by a wider variety of information?

a. E-learning

b. classroom learning

Justify.....

.....

8- For you , which method increases the work load of students ?

a. E-learning

b. classroom learning

9- During COVID period, which tools have you used to maintain interactive communication

between you and your students without meeting face to face?

a. Moodle

b. Google classroom

c. Zoom

d. MOOC

e. Others specify .....

➤ So, what have you noticed about the pros and cons of the tool that you used: .....

.....

.....  
.....

10- Do you think that E-learning is complicated for students to grasp the online learning system?

- a. Yes
- b. No

Justify.....

11-What would be the resulting effect of E-learning in the educational sector in future?

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

12- In General, what is your perception of E-learning and classroom learning as far as English language is concerned?

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

**\* Thank you very much for your time and collaborations\***