



People's Democratic Republic of Algeria Ministry of Higher

Education and Scientific Research

University of Chadli Bendjedid – El Tarf

Faculty of Lettres and Languages

Department of English



**Between Perceptions and Performance A Comparative Study of  
EFL Students in Online and Face to-Face Learning  
Environments  
Case Study: Third Year EFL Students at Chadli Bendjedid  
University**

Dissertation Submitted to the Department of English in a Partial Fulfillment for the  
Requirements for the Degree of Master in Didactics of English

**SUBMITTED BY**

**Ms** Fezari Kaouther

**Ms** Ayad Dalila Rayen

**SUPERVISED BY**

**Dr.** Rezig Ouarda

**BOARD OF EXAMINER**

**President: Dr.** Khaldoun Abdelkader

**MCA**

**Chadli Bendjedid University**

**Supervisor: Dr.** Rezig Ouarda

**MCB**

**Chadli Bendjedid University**

**Examiner: Dr** :Ouis Hanene

**MCA**

**Chadli Bendjedid University**

**Academic Year**

2024/2025

---

## **Dedication I**

{My Success is Only by Allah Upon Him i Have Relied and to Him I Return}.Surah Hud .

I dedicate this work to my dear grandparents, Hadj Ali Fartas and Zohra Bensebti. I carry you both in my heart and your teachings and love remain an inspiration for me daily.

To my loving parents, Sedik and Wahida, I appreciate your unconditional love, support journey, and selfless sacrifices. This accomplishment belongs to you as well.

To my sister Asma and her husband sadam, thank you for your reliable and ongoing support throughout this work . And to Chiheb and Hayder, your smiles were a light on the hardest days.

To my sweet little sister Messaouda , your love and innocence give me peace and help me reflect on what I should strive for more.

Finally, I dedicate this work to the Fartas family and the Fezari family, whose love, prayers, and presence in my life inspire me to remain strong and confident.

**Fezari**

---

## **Dedication II**

Above all, I dedicate this work to Allah, the Most Merciful, the Most Wise. Every step I took, every tear I shed, every moment I doubted..he was there, quietly placing light where I only saw darkness.

To my parents, Fadila and Nadjib your love is the quiet force that shaped me. You taught me the meaning of dignity, sacrifice, and resilience. You believed in me when I couldn't believe in myself, and for that, this achievement will always belong to you before it belongs to me. To my sisters Bouchra and khouloud ; your strength carried me through the storms I didn't know how to weather.

To Ilyes; my protector and silent warrior, your loyalty is my foundation. To my sister in law Marroua; your gentleness filled our world with warmth.

To Saned, Jana, and Anfel; you reminded me of the kind of love that heals without asking, and gives without expecting. You are my joy in its purest form.

To Khelaf Djahida, the one teacher who saw more in me than I saw in myself...you gave me English, yes, but also vision, passion, and purpose. You taught me how language can shape not only minds, but futures.

To Madam Mouhamdi Nadia; your kindness made my first steps into teaching feel like a calling. And to my students; especially Ghoufrane, Ines, and Chourouk, your sincerity, curiosity, and beautiful energy reminded me of why I chose this path. This work is a reflection of everyone who poured into me. To each of you, I offer my deepest gratitude and love.

**AYAD**

---

## Acknowledgments

First of all, we would like to raise our hands to Allah , without whose mercy and guidance, we surely would not have made it this far.

We would like to Thank Dr. Rezig Ouarda , whose endless support, useful advice, and comforting encouragement have helped formed our research. She has not just been a mentor; she has truly been a blessing.

To the examiners' board Dr Khaldoun Abdelkader And Dr Ouis Hanene , we sincerely thank you for Kindly accepting to read and examine our work. We appreciate your time and thoughtful feedback.

To the teachers and students of the third year LMD of the English Department at Chadli Bendjedid University , we thank you for your cooperation and for making our field work possible and valuable .

I really appreciate Dr. Meriem Boutarfa for all her support throughout this process. She has provided wonderful and helpful guidance and also directed me towards an area of investigation that fits my interests extremely well.

---

## Abstract

Online and face-to-face learning are two distinct pedagogical modalities within EFL education. Online learning is defined as virtual learning developed via digital platforms, while face-to-face learning occurs in traditional classrooms. This study investigates the perceptions of Algerian EFL students regarding online and face to face learning , and how this attitudes affect their academic performance.

In the context of rapidly evolving educational technologies, understanding students experiences with modes of instruction is essential. The research aims to compare the effectiveness, participation, accessibility, and overall quality of online and face-to- face instruction. A mixed-method design was employed to obtain both quantitative and qualitative insights. With a structured questionnaire, containing both closed and open-ended questions, the participants were 30 third-year LMD students from the department of English at Chadli Benjdid University .

The findings reveal that while students appreciated the convenience and flexibility of online learning . They encountered challenges with motivation, interaction, and technical problems. Conversely, face-to-face learning was preferred due to its structured environment ,higher teacher-student interaction and improved concentration . Academic permanence was generally higher in traditional education , with student reporting greater confidence and clarity in face to face instructions .

This study concludes that although online learning serves as a useful supplement, it cannot fully replace the traditional classroom in the Algerian EFL context. It emphasizes the need for enhanced digital infrastructure and strategies to promote learner autonomy in online settings. Ultimately, the research highlights the importance of aligning teaching methods with learners' preferences and needs to improve educational outcomes.

**Key words :** EFL education, Online learning, Face-to-face instruction , Student perceptions, Academic performance, digital learning challenges, Algerian higher Education.

---

## Table of Contents

Dedication.....	I
Dedication.....	II
Acknowledgments.....	III
Abstract.....	IV
Table of Content.....	V
List of Figures.....	X
List of Tables.....	XII
List of Abbreviations.....	XIII
Chapter One: Introductory chapter .....	2
Overview.....	2
General Background.....	2
Statement of the Problem.....	4
Aims of the Study.....	4
Research Questions.....	5
Research Hypothesis.....	6
Research Significance.....	6

---

Structure of the Dissertation.....	7
Chapter Two: Review of related literature.....	10
Overview.....	11
Section One: Theoretical Perspectives on Online and Face-to-Face Learning.....	13
Introduction.....	12
Cognitive Load Theory and Why It Matters for Online Learning.....	13
Sociocultural Theory and the Role of Interaction in Learning.....	14
Comparing Cognitive and Social Demands in Online and Face-to-Face Learning.....	15
Conclusion.....	15
Section Two : Online vs. Face-to-Face Learning in EFL Education.....	16
Introduction.....	16
Definitions of face to face learning.....	16
Main Features of In-Person Learning.....	18
Importance of Face-to-Face.....	19
Definition of online learning.....	19
Online Learning , Growth.....	22
Advantages of online learning.....	23
Technological Advancement of E-Learning.....	24

---

Comparison between Online and Face to Face Modalities.....	25
Students', Perceptions of Online Learning in EFL Education.....	29
Motivation and Anxiety in Online EFL Learning.....	30
Conclusion.....	31
Section three: Online EFL Education in Algeria.....	32
Introduction.....	32
E-Learning in Algeria: Developments, Barriers, and Future Prospects.....	32
Challenges Facing E-learning in Algeria.....	34
Conclusion.....	36
Chapter Three : Research Methodology.....	36
Overview.....	37
Research Design.....	37
Sample of the Study.....	38
Data Collection Methods.....	38
Description of the Research Instruments.....	38
Students' Questionnaire.....	38
Description of Students' Questionnaire.....	39

---

Data Analysis Procedures.....	40
Conclusion.....	40
Chapter Four :Analysis and Presentation of Results.....	41
Introduction.....	42
Data Analysis Phase.....	42
Analysis of the students ' Questionnaire.....	43
Conclusion.....	63
Chapter Five: Discussion and Interpretation of Findings.....	64
Overview.....	65
Discussion of the Findings.....	65
Discussion of the Students' Questionnaire .....	66
Discussion of the Hypotheses .....	68
Discussion of the research questions.....	69
Conclusion.....	72
Chapter Six: General Conclusion.....	74
Overview.....	75
General Conclusion.....	75

---

Limitations of the study.....	76
Implications of the study.....	77
Recommendations for Further Research.....	78
List of References.....	79
Appendices.....	87
Appendices.....	88
Appendices.....	89
Appendices.....	90
Abstract in French.....	91
الملخص.....	92

---

## List of Figures

<b>Figure 1:</b> Traditional Learning.....	16
<b>Figure 2:</b> Online Learning.....	30
<b>Figure 3 :</b> Age of Participants.....	41
<b>Figure 4:</b> Gender of Participants.....	42
<b>Figure 5:</b> Current Mode of Instruction.....	42
<b>Figure 6:</b> Learning Environment Preference.....	43
<b>Figure 7:</b> Students Avreage Grades.....	44
<b>Figure 8 :</b> Student Weekly English Study Hours.....	45
<b>Figure 9:</b> Students' Self-Reported English Proficiency Level.....	46
<b>Figure 10 :</b> Better Mode in Performance.....	47
<b>Figure 11 :</b> Factors Affect Academic EFL Performance.....	48
<b>Figure 12:</b> Students' Confidence Level.....	50
<b>Figure 13:</b> Student Confidence in Learning Skills.....	51
<b>Figure 14:</b> Confidence in Expressing English.....	52
<b>Figure 15 :</b> Best Mode For Improving Speaking.....	53

---

<b>Figure 16 : Best Mode of Improving Writing.....</b>	<b>54</b>
<b>Figure 17 : Challenges in Online.....</b>	<b>56</b>
<b>Figure 18 : Challenges in Face to Face Learning Environment.....</b>	<b>57</b>
<b>Figure 19 : Personal Challenges in Current Learning.....</b>	<b>58</b>
<b>Figure 20: Learning Mode Perform Better in.....</b>	<b>59</b>
<b>Figure 21: Learning_Improvement_Suggestions.....</b>	<b>61</b>

---

## List of Tables

<b>Table 1:</b> The Differences between Online Education and Offline Education.....	<b>28</b>
---	-----------

---

## List of Abbreviations and Acronyms

<b>AIM:</b> Articulated Instructional Media Project.....	<b>18</b>
<b>COVID-19:</b> Coronavirus Disease 2019.....	<b>10</b>
<b>CSCL:</b> The implementation of computer-supported collaborative learning.....	<b>23</b>
<b>EFL:</b> English as a Foreign Language.....	<b>4</b>
<b>LMS:</b> Learning Management System.....	<b>23</b>
<b>E-learning:</b> Electronic Learning.....	<b>19</b>
<b>FL :</b> foreign language.....	<b>3</b>
<b>F2F:</b> Face-to-Face.....	<b>45</b>
<b>ICT:</b> Information and Communication Technology.....	<b>32</b>
<b>CBU :</b> Chadli Bendjedid University.....	<b>38</b>
<b>MALL :</b> Mobile-Assisted Language Learning.....	<b>19</b>
<b>Tech:</b> Technology.....	<b>86</b>
<b>MOOCs :</b> Massive Open Online Courses.....	<b>20</b>
<b>VR :</b> Virtual Reality.....	<b>21</b>
<b>ZPD:</b> the Zone of Proximal Development.....	<b>13</b>

# **CHAPTER ONE**

## **Introductory Chapter**

## **Chapter One: Introductory chapter**

### **1.1 Overview**

The following Chapter serves as an introduction to this research study. It provides a general background, outlines the problem being addressed, and states the study's objectives as well as the research questions. In addition, the present Chapter discusses the significance of the current research paper. Finally, it ends with an overview of the study's structure.

### **1.2 General Background**

Science and technology have significantly influenced societies and individuals worldwide, evolving rapidly and enhancing the quality of life. In modern times, technological advancements have become integral across various fields, including education. As Richards and Schmidt (2010) explain, educational technology is the use of various machines and instructional materials, including language laboratories, tape recorders, and videos, to support instruction and learning (p. 190). With greater availability of internet-enabled technologies, more has become feasible in integrating digital technology into educational settings.

For this reason, widespread use of Information and Communication Technologies (ICTs) across higher education institutions has prompted academics and researchers to explore new and innovative, technologically enabled modes of teaching and learning.

Maouche and Guemide (2020) point out that the revolution has also demanded greater use of alternative learning techniques, such as distance learning, instead of direct face-to-face learning to enhance student learning processes.

Distance learning is a learning process in which teaching and learning take place without students and teachers having to be present in the same location at the same time. Robert and Edwards (2000) state that this form of learning enables students to learn and gain knowledge and skills through mediated instruction so that they can learn at home (p.192).

To this end, the current study examines c students' attitudes toward online courses and compares their performance in virtual and physical classroom environments.

Face-to-Face Learning is also said to be more effective in building knowledge, skills, and interpersonal skill acquisition, particularly for medical education (Ali & Farooq, 2024).

Even so, Online Learning enjoys the benefits of convenience and accessibility as the student is permitted to pursue materials from the comfort of their homes, in other cases working towards improved learning performances (Salazar et al., 2024).

Traditional learners report receiving more interaction and feedback from their teachers in traditional classrooms, which enhances attention and participation (Salazar et al., 2024). In contrast, although communication in online learning is enabled, the absence of face-to-face contact lessens the quality of learning experience (Fărcașiu et al., 2024).

### 1.3 Statement of the Problem

The rapid expansion of online learning in EFL teaching introduces both opportunities and challenges. While it offers improved accessibility and ease, it remains unclear whether it meets the specific needs of the EFL learners and whether it offers comparable learning outcomes compared to face to face instructions .

Although Previous studies have explored online EFL education, the findings are often inconclusive , and there is a noticeable gap in understanding the specific factors that influence student performance , especially in the developing context in Algeria . Furthermore, the relationship between EFL students' perception toward online education and their actual performance in online courses remains under explored.

This study seeks to address these gap by comparing students perception and performance in both online and offline EFL learning environment.It also aims to identify the main success factors that contribute to effective online learning and to explore how students attitudes may influence their academic outcomes . Such insights is crucial for educators and institutions seeking to improve the quality and effectiveness of online EFL instruction and ensure positive learning outcomes for all students.

### **1.4 Aim of the Study**

This study aims to explore how Algerian EFL students perceive and experience online learning compared to face-to-face learning. It seeks to understand how these perception influence their academic performance and engagement in both learning environments . The research also intends to shads the light on the specific benefits , limitations and factors that contribute to students success in both modalities .

### **1.5 The Subsidiary Objective**

- To examine Algerian EFL Students perception of online learning versus face to face instruction with focus on effectiveness, engagement, accessibility, and course quality .
- To investigate the relation between students perceptions of online learning and their academic performance in both learning settings .
- To identify the key benefits and challenges associated with online and face to face learning and to assess how the chosen learning environment may impact student's academic outcomes .

### **1.6 Research Questions**

This study seeks to investigate the impact of online learning environments on EFL (English as a Foreign Language) university students by comparing their perceptions and performance in online courses with those in traditional face-to-face classrooms.

This research, hence, is conducted mainly to answer the following questions :

**Q1:** What are the differences in Algerian EFL students' academic performance between online and face-to-face learning environments?

**Q2:** How do Algerian EFL students' perceptions of online and face-to-face learning relate to their actual academic performance?

### **1.7 Research Hypotheses:**

In order to solve the above stated research questions, two hypotheses are proposed:

**H1:** EFL students perform better in face-to-face learning than in online learning.

**H2 :** EFL students with positive perceptions of face-to-face learning are more likely to perform better academically compared to those who favor online learning.

### **1.8 Significance of The Study**

This study is key because it examines the significant shift to online learning in English as a Foreign Language (EFL) classes, particularly in Algeria. As technology gets more mixed up in studies, it's important to know how EFL students see and do in online settings when put side by side with in-person classes. This idea could make teaching ways and results better.

This research paper will add to what we know about online learning by giving new views on the good and bad parts for EFL students. For example, previous studies have shown that an online study can make things more open and easier and might boost grades in some cases (Bi et al., 2023). Still, issues like less talk with others and technology troubles are big blocks (Mahyoob, 2020).

It may help researchers and educators know more by looking at Algerian learners, a group not much talked about in past studies. Also, this work will look into mind matters like want to learn and fear, which are key to learning new words. Previous studies have shown that learning on the web can up want to learn and cut down fear in some cases (Razmjou, 2021; Hashemifardnia et al., 2020). By checking out these things with how well they do in school, this study plans to give a full look at how good online learning is for students learning English as a new tongue. The real-world effects are just as big.

The findings will tell teachers, leaders, and schools how best to make online learning sites work well for EFL students. This means finding ways to boost involvement, tackle problems, and

make sure all can get a good education. In the end, this study will guide better and fair language teaching ways in a world that uses more digital means.

## **1.9 Dissertation Structure**

The dissertation comprises five chapters. In the first chapter, the first chapter is an introduction, which consists of the research topic and gives some background information. It explains what the problem is, what the research aims to achieve, and the questions it seeks to answer, followed by the hypothesis to guide the investigation and test the relationship between students' perceptions and their academic performance in both learning environments. It also covers why the study is important and how the rest of the paper is structured.

The second Chapter of our research study focuses on reviewing the literature related to our

topic. Starting by giving an overview about Education , then separating the chapter into section, the first section is to take a look at the two main theories that discuss how students learn and grow their language skills in different learning environments. the second section is to Compare online learning, with traditional classroom learning and how they impact the views and academic performance of English as a Foreign Language (EFL) students. We will analyze the differences between face-to-face learning environments to understand how they influence student motivation and academic success. The second section explores the details of education, in Algeria in addition to discuss the unique benefits and difficulties encountered by students learning English as a foreign language (EFL). The study intends to provide insights into how different educational settings impact EFL learning in the context.

The Third Chapter focuses on the methodological framework, including the methodology employed in this research and the most suitable means to answer the questions posed. In order to provide a more thorough understanding of the topic, this study adopted a comparative design using a mixed-methods approach with a structured questionnaire submitted to third-year EFL students from the Department of English in Chadli Bendjedid University to explore their perceptions and performance in online and face-to-face learning contexts. It aimed to provide valid, clear, and comprehensive data collected and linked to the overall purposes of this study.

The methodology Chapter identifies the research design, approach, participants and population, objectives of the research, research instruments, and description of the research instruments.

The fourth chapter discusses the Analysis and presentation of the collected data with tables and graphs displaying the various findings, followed by comments.

The five chapter provides a comprehensive discussion of the latter results and discusses the findings, answers the research questions, and provides a detailed explanation.

Finally , The last chapter examines the implications of this research, the study's limitations, and recommendations for further research.

# **Chapter Two**

## **Review of Related Literature**

## Chapter Two: review of related literature

### 2.1 Overview

The rise of technology has significantly transformed the Education system making online learning more accessible through fast internet and the digital platforms. Like many country Algeria has also adopted , espicially during the COVID-19 pandemic when schools, and universities shifted rapidly to online learning . Meanwhile, the global the demand for English as a Foreign Language (EFL) underscores the need for effective teaching methodes in both face to face and online settings .

This study investigates the relative efficacy of online learning compared to traditional face-to-face instruction in the context of English as a Foreign Language (EFL) education, specifically at the university level of Chadli Ben Djdid El Taref. The research aims to analyze student's perceptions and academic outcomes in both educational formats.

Although numerous studies have compared face to face and online learning in general , very few have examined how EFL student in Algeria universities perceive and perform in these two learning environments. Much of existing literature review either addresses global context or focus on technical infrastructure , yet it often overlooks the pedagogical , psychological and cultural challenges specific to EFL learners in developing regions. Furthermore; there's limited research exploring how factors such as motivation , anxiety and social interaction directly influence academic outcomes in Algerian Online EFL Contexts . This gaps underscores the needs for studies that offer localized insights and bridge the divide between international theory and

national practice .

The purpose of this chapter is to present relevant literature and scholarly work related to how EFL students engage with online classes compared to traditional, in-person classrooms. Specifically, this review will cover theoretical perspectives on online and face-to-face learning, define both learning environments, and offer a comparative analysis. It will also examine two key factors in language learning ,motivation and anxiety, in the context of online EFL learning.

Finally, the last chapter will explore online EFL education in Algeria, addressing its specific challenges to provide a comprehensive understanding of the topic.

## **Section One**

### **Theoretical Perspectives on Online and Face-to-Face Learning**

#### **2.2 Introduction**

To know how learning online is different from learning in person. We need to take a look at the main theories that discuss how students learn and grow their language skills in different learning environments. Two big theories that help us see these differences, which are Cognitive Load Theory (Sweller, 1988) and Sociocultural Theory (Vygotsky, 1978). This section looks into these ideas deeply, showing how they relate to EFL learning and comparing how they change the way we learn online and in person. These two theories were selected because they explicitly mention the cognitive and social dimensions in the EFL learning environments and are particularly suitable for comparing the online learning and face-to-face instruction. Both theories provide a lens through which the students' perceptions and performance challenges in online and face-to-face could be examined and analyzed.

#### **1) Cognitive Load Theory and Why It Matters for Online Learning**

Cognitive Load Theory (Sweller, 1988) says that learning changes based on how hard our brain has to work to take in new information . This theory points out three types of brain work which are intrinsic load (how hard the learning task is), extraneous load (extra brain work from bad teaching design), and germane load (where our brain effort helps us learn something well.).

Online classes can put heavy brain stress on students, mainly due to tough technology setups,

fixing technology issues, and using new digital tools (Hodges et al., 2020). This is extra hard for those teaching English as a new language, as they must deal with new language rules and hard digital systems at once (Kalyuga, 2011).

On the other hand , face-to-face learning often helps ease brain stress by having well-set classrooms and quick, direct help from teachers (Paas & Ayres, 2014). This smoother setting lets students pay more attention to the learning content itself. the bad effects of too much brain work in online learning are well shown. For example, Kizilcec and others in 2017 seen that students in online classes with bad designs, which made thinking hard, often lost interest and left.

## **2) Sociocultural Theory and the Role of Interaction in Learning**

Vygotsky's (1978) Sociocultural Theory, his ideas from 1978 tell us that when we learn, it's better to work in pairs , get help, and use what he calls the Zone of Proximal Development (ZPD). This idea means that with the help of others who know more, we can learn better and get smarter.

When students learn English face-to-face, they get a lot from real time interactions with teachers, having conversations with other students, and participation in group activities. These help a lot in learning the language well (Lantolf & Thorne, 2006). Communicating and listening in class gives immediate help and lets students practice the language, which is key for getting better at speaking and understanding (Swain, 2000). But, learning online can cut down on talks with others, making learners less active and giving them fewer chances to practice (Richardson et al., 2017).

### **3) Comparing Cognitive and Social Demands in Online and Face-to-Face Learning**

Cognitive Load Theory looks at the hard parts of online learning that come from technology and teaching methods. Meanwhile, Sociocultural Theory points out that talking with others is key for learning a language. Study shows that mixed teaching ways, mixing online and in-person teaching, can cover for the downsides of both (Means et al., 2010). Blending the two modalities of instructions ,face to face learning and online one can help students , understand better , stay more interested , and feel more connected to their learning environment.

Dooly and O’Dowd (2018) saw that mixing classroom interactions and online group work in EFL courses led to more student focus and better memory for the language. Also, a study by Wang and Huang (2018) found that using fun digital tools (like video chats and peer review sites) in online EFL classes made students want to learn more and feel less isolated .

Thus , by combining blended learning and using fun digital tools , teachers can create online spaces that make learning less difficult and help students talk and work together more . This way can help students learning English experience fewer technology issues and communication difficulties in online classes.

## **2.3 Conclusion**

This section sheds the light on how Cognitive Load Theory shows the mind's hard tasks in online learning. At the same time, Sociocultural Theory tells us how key talking and Social

networking are the main elements in learning a language. It put the mind and social needs of both ways of learning side by side, showing that mixed learning or blended learning of both modalities can even out their strengths and weaknesses . This idea makes teaching English as a foreign language better.

## **Section Two**

### **Online vs. Face-to-Face Learning in EFL Education**

#### **2.4 Introduction**

The way we learn has changed, giving rise to many ways of learning modalities . We now have online and face-to-face learning as two big ways to learn . In the field of EFL education, ,where how we connect and interact in the class is key to acquiring the language. The choice of online or in-person classes greatly affects how students learn and perform.

This section, begins by defining face to face learning, outlining its main features and highlights its importance. It then introduce online learning, its growth, its advantages and its Technological Advancement. In addition to explore how the online and face to face education differ in teaching English and examining students' perceptions. It ends with the role of motivation and anxiety in online learning.

#### **Definitions of Face to Face Learning**

In-person teaching is a well-known way to learn where teachers and students meet in a classroom. This method enables real time interaction , get quick responses, and take part in

hands-on tasks, which help learning by letting them act right away and work together (Top Hat, 2023; ProctorEdu, 2023).

Face-to-face learning has been the optimal way of learning, historically, particularly in EFL learning, in which interaction is critical in the growth of language. Learning takes place in a classroom where there is face-to-face interaction, immediate feedback, and socialization that are crucial for enhancing speaking and listening skills (Garrison & Kanuka, 2004). The proof is that face-to-face learning supports deeper engagement since learners benefit from non-verbal information and participation (Dunlosky et al., 2013).



**Figure 1 : *Traditional learning.***

Even though it has good sides, learning together in a room has many hard parts too. It may cost more due to the school's fees, travel costs, and the need for a built place (Assignmentstore, 2020; Whatfix, 2024). Also, old-style class times are set and can't be changed, which is tough for people with jobs or family needs (Whatfix, 2024). But for many people, the good things from

being able to talk face to face and learn by doing make these bad points less, making it a top pick for topics that need direct talk and hands-on skill building.

When we comparing at learning in person and online, being there in person has its own positive sides for example easy talks and fast replies. While learning online is good for setting your time and reach, learning face to face is better for making a group feel and keeping students on track. Some work says mixing both ways of learning might work best, using strong points from each (Digiforma, 2024; SUU, 2024). Ultimately , the choice between face to face and online learning changes with each person's way of learning, what the subject needs, and other out side factors .

### **Main Features of face to face Learning**

- ✓ **Being There:** Both teachers and students show up at the same place. This makes a set place to teach (ProctorEdu, 2023; SUU, 2024).
- ✓ **Live Talks:** Classes meet on set times, making the way for quick talks and direct comments (Top Hat, 2023; SUU, 2024).
- ✓ **Directly Work:** In-person classes let you do hands-on tasks and work in groups. This idea is good for learning things you need to do by hand (Digiforma, 2024; Headspace, 2024).
- ✓ **Being With Others:** Helps with social skills, being a part of a team, and making friends (Whatfix, 2024; ProctorEdu, 2023).

### **Importance of Face-to-face Learning**

Face to face learning is effective because the teacher can provide an immediate feedback, encourage interaction and collaboration . It allows teachers change how they teach by observing how students react and how they learn, giving care that fits the individual needs . This fact is hard to do in the same way with online learning . Compared to Online Learning, Face-to-face learning is great for real time interaction and building social connections , however online learning allows the student learn anytime and from anywhere .Some studies suggests that combining both modalities of learning ,face-to-face and online—might give the best way to learn.

### **Definition of Online Learning**

Distance Education, also known as online learning, is a way of education where teachers and students do not share the same time or location, they use technology to facilitate communication and content delivery (Hassenburg, 2009). This modal has changed a lot since it started in the 1700s, beginning with Online courses such as Caleb Phillips' shorthand lessons.

The 1960s saw the introduction of more advanced models, including Charles Wedemeyer's \*Articulated Instructional Media Project\* (AIM), which used television and radio to engage off-campus students" (Hassenburg, 2009).



**Figure 2: *online learning*.**

Online learning is a personalized and flexible method of instruction, where students with personal or professional commitments can learn at their own speed. According to Leverage Edu, "Online education has come as a convenient method of teaching instruction where students can access study material from home. It provides a decent chance for students who are not in a position to attend traditional classrooms as well as helps students control their own learning pace

Correspondingly, Tamm (2020) has described e-learning as "learning enabled electronically, covering knowledge acquiring with the help of electronic media and technologies, typically conducted through the internet, allowing students to learn at anytime and anywhere.

Applications of online learning have grown tremendously as a result of advancements in internet technology and requirements for flexible studies. E-learning platforms such as Zoom, Moodle, and Google Classroom facilitate teaching EFL via interactive features, multimedia content, and shared online spaces (Kuswoyo et al., 2022). Mobile-Assisted Language Learning (MALL) has also promoted autonomous learning, through which students enjoy access to

language materials on their phones and learn daily language usage on platforms like Duolingo and BBC Learning English (Stockwell & Hubbard, 2013). Moreover, Massive Open Online Courses (MOOCs) have proven to be an affluent source of learning for EFL students because they provide extensive access to online language courses from universities worldwide (Godwin-Jones, 2014).

E-learning has transformed traditional teaching methodologies from instructor-driven to learner-centered learning. Akhter et al. (2021) highlight that e-learning has replaced traditional classroom methods with web-based resources such as e-books, prerecorded lectures, and online assignments. It also enables asynchronous learning, in which learners can listen to recorded in advance lectures and upload assignments at their convenience, catering to diverse learning rates and modes (Hrastinski, 2008). Cooke (2022) emphasizes that online learning is any remote training conducted using computer tools, noting its ease and convenience. Online learning is not without drawbacks, particularly in EFL instruction.

One of the big pitfalls is the lack of immediate interaction, which precludes spontaneity in conversational practice, a critical component of language acquisition (Sun & Rueda, 2012). Motivation and enthusiasm could weaken as a consequence of the absence of immediate communication and instant response (Hodges et al., 2020). Technical issues, such as sluggish internet connection and limited use of computer gadgets, also reduce effectiveness, especially in underdeveloped regions where the technological infrastructure is inadequate (Almahasees et al., 2021).

Virtual learning also has a tendency to fail to mirror the comprehensive linguistic environment of traditional classrooms. Research shows that face-to-face learning provides more language immersion, enabling learners to develop speaking and listening skills through direct interaction with instructors and other learners (Nguyen, 2015). Khan (2005) describes online learning as "an innovative approach for delivering a well-designed, learner-centered, interactive, and facilitated learning environment to anyone, anyplace, anytime." However, its effectiveness in EFL learning is greatly dependent on learners' ability to self-regulate and engage with digital materials.

Though the online learning ensures flexibility, access, and the availability of rich digital tools for EFL learners, it is also beset with problems to be overcome through strategic solutions. Blended designs of learning, combining online and face-to-face learning, have been proposed as the best method to take the best of both modes (Means et al., 2010). With the integration of technologies such as virtual reality (VR) and artificial intelligence (AI)-based language teachers, online learning can become a more productive and interactive platform for EFL instruction in the future.

### **Online Learning , Growth**

Online learning has grown fast in the last ten years. From 2002 to 2011, the number of people in online classes jumped by over 300%, from 1.6 million to 6.7 million. By 2011, about one in three of all college kids were in at least one web (online ) class, considering Online education is a good option to traditional class learning (Stack, 2015, p. 3).

The remarkable rise of web learning shows that it can give ways to fit, get to, and ease, making it favored by many types of students. But as more people start to teach online, we must deal with stuff like keeping school work true and making sure the teaching is good, so that students do well. (Stack, 2015).

### **Advantages of Online Learning**

- **Flexibility and Accessibility:** Distance learning provides the advantage of accessing teaching materials and lecture resources from wherever one is, enabling people to learn from any location . This idea is especially useful during crisis like the COVID-19 pandemic where it is not possible to attend . this platforms provide a window of opportunities for students from various geographic areas and backgrounds to gain access to quality education, transcending geographical limitations (IJRAR22A2854, p. 688). Recorded lectures and class notes are available anywhere at any time, enabling learners to learn asynchronously (Mukhtar et al., 2020). E-learning offers learners the flexibility of studying at their own pace, making it possible for them to customize their learning schedules based on their personal learning rhythms and domestic responsibilities (IJRAR22A2854, p. 688).
- **Student-Centered Learning:** Online learning promotes self-directed learning, which allows the learners to master their own process of learning. The study illustrates that this learning improves the learner engagement and self-directness that are essential capacities for lifelong learning, particularly for careers like dentistry and medicine (Mukhtar et al., 2020).

- **Lesser Anxiety and More Confidence:** The implementation of computer-supported collaborative learning (CSCL) in online learning can be utilized for ameliorating anxiety and developing self-confidence among EFL learners. The online setting allows the learners to engage in language practice in a less intimidating environment, which encourages greater participation and involvement in learning activities (Sundqvist, 2009, p. 178).
- **Access to Authentic Language Resources:** Websites offer EFL learners access to a multitude of authentic English materials, including videos, podcasts, and news reports. Teaching from these outside of the formal class context—a learning strategy termed extramural English—enables learners to improve their language ability through exposure to naturally occurring languages (Sundqvist, 2009, p. 26).

### **Technological Advancement of E-Learning:**

Distance learning has witnessed accelerated technological growth with e-learning. Technologies such as video conferencing, using tools like Zoom and LMS tools like Moodle have become readily available platforms for accessing learning materials and immediate, real-time interaction with the teachers and peers (Smart & Cappel, 2006; Kuswoyo et al., 2022). Such tools facilitate smooth communication, collaboration, and content delivery that makes learning online more engaging and accessible than ever before.

However, in spite of this, there is still some room for issues. Tools such as Zoom that support real-time and synchronous communication will not be able to replace the natural social dynamics

and spontaneous interaction that can take place in any typical classroom environment (Hodges et al., 2020).

For instance, communication in the virtual setting is challenging in this regard: for example, informal discussions occurring before or after a scheduled physical class, or subtle expressions that herald deeper understanding. Such limitations can then affect the sense of community and engagement of students, which are essential aspects in learning.

As a result of this evolution, technology would create a far cry among bridging the difference created by distances, and thereby more traditionalized models of educating remain to further provide a socially engaging and interactionist online-learning system.

### **Comparison between Online and Face to Face Modalities**

When we think about online learning and face-to-face, we need to know the different things each style brings. In person learning has a set way and time, helping build a routine and self-control. This old way lets people talk directly, get quick answers, and do group work. These things help build social skills and group work abilities (Rongtan Sun, 2023)<sup>1</sup>. But, it may not work well for those who need their learning times to be more open.

On the other side, learning online lets people go at their own speed, which is best for those who need to fit learning with other life jobs. Online tools let people get to their teaching stuff when they want, which is good for those who work from home, parents, or students who only go

to school part-time (Whatfix, 2024). Even with its good sides, online learning often misses quick feedback and real-life talks that you get in face-to-face classes.

This idea may hurt how well students do in school and their mind health (Rongtan Sun, 2023). When it comes to school scores, some research shows that learning in a classroom may get a bit better marks than learning online. For example, a big study with 72,000 college students found that those who studied online received lower marks than those who were in class (Fischer et al., 2020). However, other research had suggested that online learning can work just effectively, or even more, in certain situations. A report from Polytechnic University of Timisoara indicated that many students find digital learning methods as good, or even better, than old ways in some parts. They see a big room for his, her, their, etc. web teaches to get better (2024)<sup>2</sup>. How students see things is key too.

A study at Rawalpindi Medical University found that while students liked the good points of web teach, like easy get to info and quick feedback, most still picked old school ways. They liked it for its better study spot and more talk with teachers and friends (Tayyaba Idrees, et al., 2022)<sup>5</sup>. But, the ease and change in online learning make it very good for today's students, mainly in colleges and work places (Whatfix, 2024). In the end, the choice between online and in-person learning should rest on how each student learns best, what the topic needs, and practical limits. Each way has its strengths and weakness, and combining elements of each might often give the best results in learning.

Bernard et al. (2004) conducted a meta-analysis and inferred that online instruction works but is normally based on students' capacity for self-regulation. Nguyen (2015) combined several studies and found that learners taking EFL in traditional classroom contexts scored higher, particularly on speaking and listening tests. Means et al. (2010) have said that blended learning, or the combination of both online and face-to-face instruction, seems to yield the best outcomes by leveraging the best of each.

**Table 1: *The Differences between Online Education and Offline Education:***

<b>Particulars</b>	<b>Online Education</b>	<b>Offline Education</b>
<b>Method of Teaching</b>	Digitized tools and methods of teaching	Traditional tools and methods of teaching
<b>Cost and Time</b>	Cost-effective and time-saving	More expensive than online education and consumes more time
<b>Location</b>	Virtual classrooms	Physical classrooms
<b>Flexibility</b>	Online classes have a flexible schedule	Offline classes have a fixed and strict schedule
<b>Communication</b>	Facilitation and asynchronous approach	Instructional and synchronous approach
<b>Type of Approach</b>	Facilitation and asynchronous approach	Instructional and synchronous approach
<b>Pace of Learning</b>	Students largely determine the pace of learning	Teachers largely determine the pace of learning
<b>Level of Commitment</b>	Students are less likely to remain serious and committed to their studies	Students remain more serious and committed to their studies

## **Students', Perceptions of Online Learning in EFL Education**

Student expressed different perceptions about online learning, influenced by their experiences, technical abilities, and learning modes. Some EFL students prefer the convenience of online courses because they are able to study at their own time. Even so, for others, online learning is more difficult and less engaging because they get less interaction with their instructors and peers (Bozkurt & Sharma, 2020).

Ali (2020) found that those students with earlier experience in utilizing digital learning platforms are more confident in online learning. Yet, those who facing an issue in accessing the internet or technology struggle often find digital learning frustrating and unproductive. Social isolation is the biggest issue since it reduces motivation and makes the students feel lonely (Richardson et al., 2017). moreover failure to cooperate with classmates may make language learning more challenging, especially for speaking and listening skills (Reinhardt & Zander, 2011).

Online EFL education has yet to achieve significant progress in Algeria, and the majority of students are hindered due to unstable internet and poor technology. Benmoussa (2021) highlighted that most Algerian EFL learners prefer learning face to face because it is easier to interact with lecturers and peers. Correspondingly, Hamdi (2022) noted that learners are not often content with distance learning because it does not allow them to meet teachers. Bouhass (2023) noted that improvements in digital facilities and students' technical proficiency should be made so that online learning of EFL becomes more effective in Algeria .

## **Motivation and Anxiety in Online EFL Learning**

Motivation and stress are key elements in foreign language acquisition, and online learning is expected to have an impact of both positively and negatively. Some EFL learners were reported to find relief from their stress in online learning settings by participating at their own pace without the expectations of speaking in front of an entire class (Razmjou, 2021).

Hasanefardnia et al. (2020) also found that, during online learning, students became more motivated because of the availability of motivating multimedia information and interactive assignments to the learners. Conversely, no face-to-face communication and instant feedback offered in virtual settings may diminish motivation and result in dropouts.

Alsayed and Althaqafi (2022) reported that learners in Saudi EFL found it difficult to be motivated during completely online courses, as they had not undergone any face-to-face interaction. This idea insinuates the growing need to instigate social networking and collaborative learning practices to boost participation in online EFL teaching.

Hartnett et al. (2011) describe the motivation for online learning as a complex phenomenon. That is most influenced by personal characteristics and specific contexts. Motivation is worth exploring in an online course because students seem to be less interested due to the lack of participation and interaction (Kyewski & Krämer, 2018).

## 2.5 Conclusion

The focus of this section was designed to describe the important aspects of face-to-face learning and online learning in regard to EFL educational context. The section described several definitions, characteristics, benefits, technology advances, and student perceptions of online learning. It described motivation and anxiety as important concepts in online learning. In summary, this section provided a basic understanding of the fundamental implications of both learning modes, and their effects on EFL students.

## Section Three

### Online EFL Education in Algeria

#### 2.6 Introduction

Online learning has seen positive developments in Algeria notably during the Covid-19 pandemic, but it is still facing several obstacles. It is true that the Ministry of Higher Education is a promoter of online work and particularly the blended learning work. However, many difficulties are still to be overcome, especially from a structural and technical point of view.

In general, the students and teachers of Algerian higher education find themselves face to face with significant difficulties, in addition to this, there are psychological and accessibility problems. Therefore, to understand all the challenges of e-learning, this section will explore the progress, the challenges, and the future direction of online learning in Algeria, it ends with the main obstacles that stand in the way of the use of digital technologies in education in the Algerian context.

#### **E-Learning in Algeria: Developments, Barriers, and Future Prospects**

Algerian online learning has been slowly improving, especially with the outbreak of the COVID-19 pandemic that spurred the adoption of e-learning platforms. Various issues limit its effectiveness, ranging from low levels of internet access to poor connection speeds, an absence of e-resources, and poor preparation for educators (Ministry of Higher Education, 2022).

The COVID-19 pandemic has thrown Algerian e-learning into the spotlight, and the institutions were impelled to transition from conventional in-class learning to online learning. For purposes of continuing education, the Algerian Ministry of Higher Education and Scientific Research directed the employment of blended and online learning. The shift has not been seamless with a cascade of challenges. Use of Information and Communication Technologies (ICTs) has, as per findings, improved learning as a right and a process of enhancement and ensured greater flexibility and accessibility in the education system. Such difficulties apart, e-learning has also remained promising to promote greater flexibility and access in the education system.

Students and teachers have been experiencing problems in adjusting, experiencing collapse of unsatisfactory web resource availability, reduced technical expertise, and weak connection to the web. Blended education, or a combination of the online and off-line delivery modes, has been promoted most powerfully as a method for limiting the drawbacks of sole online learning and fully benefiting from its potentials. This fact is not only a short-term corona virus fix but a long-term strategy for enhancing the quality of Algerian education. To make it succeed, however, investment in massive teacher training, enhance digital infrastructure, and reorganize teaching practices to enable teachers and students with the capacity to serve the needs of online and blended learning environments (Bara, 2022) .

Boudiba (2021) found that most Algerian EFL students are hindered by limited availability of quality internet, hence diminishing the effectiveness of online learning. Chaib (2022) reported

that some instructors are faced with online teaching due to poor digital training, and this fact impacts the quality of instruction. Rahmouni and Belarbi (2023) suggested that improving digital infrastructure and offering instructors professional development courses could greatly improve the efficiency of online EFL instruction in Algeria.

However, there are also possibilities with online learning.its flexibility may allow more students to come to university, particularly in rural areas. As well, the addition of hybrid learning models that blend on-campus and web-based learning may provide a balancing solution for Algerian contexts.

### **Challenges Facing E-learning in Algeria**

E. teaching in Algeria faces many difficulties that make it tough to use and effective .

Many researches have shown big challenges for both teachers and students in using digital learning .

Some of these issues are highlighted in the following points:

- **Slight Online Tools and Weak Internet Access:** Most students lack a stable internet connection and digital tools, which holds them back from learning effectively through e-learning (Bara, 2022). A big challenge faced the Algerian students in e-learning is a bad internet setup, especially for country places. Some students face a bad connection, which prevent them from getting to online classes and being part of online lessons.

This split between city and country places leads to not fair chances in training and cuts down the help of the web-based studies.

- **Not Enough Training for Teachers and students :** It is clear that there is a lack of training programs that are intended to equip teachers with the appropriate skills needed to use ICT and e-learning systems, negatively impacting the quality of internet-based learning (Boutkhil Guemide & Chellali Benachaiba, 2012, p. 41). A lot of teachers haven't had enough help to give great online classes. Moving from classroom-style teaching to online needs good tech skills that many teachers don't have. In the same way, many students find it hard to work well with online tools because they don't know much about how to use technology . This idea makes teaching harder (Benhamou, 2020; Kherbouche, 2020; Miliani, 2020).
- **psychological Challenges and Low Student Engagement:** E-learning reduces human contact with online interactions, which can lead to feelings of isolation and negatively the general learning process of students (Bara, 2022). Not having face-to-face interaction when learning online can make students feel alone and less driven. Many find it hard to stay into their work in online rooms, as they miss the group talks and shared activities. Also, online classes don't always bring in fun or content, making few students want to join in or pay attention (Benhamou, 2020; Djeflat, 2021; Belabed, 2021; Miliani, 2020).
- **Limited Access for Students with Physical Disabilities:** The majority of e-learning systems is poor In ensuring accessible facilities for students with disabilities to allow them an active participation in the e-learning process (Bara, 2022).

Many online learning sites don't fit their needs. This makes digital schooling less open and hard to get to for these students (Belabed, 2021).

In light of the reviewed literature , it becomes clear that while many studies have examined the effectiveness of online and face to face learning , few have explored these modalities specifically , with the context of Algerian EFL students .This study addressed this gap by focusing students at chadli benjdid university and analyzing both their perception and academic outcomes in each environment . Unlike previous research that has often emphasized global or technical aspects, this dissertation highlights the pedagogical , emotional and culture challenges facing Algerian learners . Moreover , it builds on existing theories such as Cognitive Load Theory and Sociocultural Theory to interpret how motivation , anxiety and interaction affect learning performance . Ultimately this study aims to provide localized insight that could inform more effective blended learning strategies for EFL instructions in Algeria and similar context .

## **2.7 Conclusion**

This section, examined the development of EFL education in Algeria , with a particular focus on evolution during the covid 19 pandemic. It addresses the structural, technical , sociological barriers that hinder its effective application . The section also discussed the rule the blended learning. Finally, it outlined the challenges facing students and teachers and suggested future improvement in digital tools to help them learn how use it better .



**CHAPTER THREE**  
**RESEARCH METHODOLOGY**

## **Chapter Three: Research Methodology**

### **3.1 Overview**

This chapter explains the methodological approach taken to investigate and compare EFL students' perceptions and performance, when learning in both online and face-to-face setting. It describes the research design, research method associated with data collection, participants and population of the study, and the instrument used to collect the data. The main goal is to ensure there is a clear structure to the research process with validity and the ability to achieve the aims of the study.

### **3.2 Research Design**

This research is designed to follow a comparative research , The overall goal of this design is to examine and compare perceptions and performance between online and traditional learning environments.

It used a mixed-method approach to give a general perspective of the learning experience. Quantitative data provided measurable evidence of performance, while qualitative responses captured personal perceptions, which were essential for exploring the practical aspects of learning, as well as people's emotional response to learning. To achieve this, a questionnaire for 30 third-year LMD students in the department of English at CBU is conducted to gather the necessary amount of data and obtain the desired results.

### **3.3 Sample of the Study**

This study focuses on third-year EFL students at Chadli Bendjedid University (CBU) in El-Tarf, Algeria. The target population comprised all students at this level, from which a representative sample of 30 participants was selected (5 males and 25 females). This sample was chosen to enable the collection of practical, in-depth data for analysis.

### **3.4 Data Collection Methods**

In order to collect the data required for the study, and to validate the findings, a student questionnaire was developed and administered. This section describes the research instrument and provides an overview of its structure and uses in assessing student views and experiences in various approaches to learning.

### **3.5 Description of the Research Instruments**

#### **Students' Questionnaire:**

A structured student questionnaire was used as a data collection procedure to explore students' experiences, perceptions, preferences, and challenges with online and face-to-face learning. The questionnaire was chosen for its feasibility and effectiveness in capturing a wide variety of views on students' experiences with the impact of two learning environments on their English language learning.

## Description of Students' Questionnaire

The chosen population for this investigation was third-year EFL students in the Department of English at CBU ,the sample of it consists of 30 students divided into (n=5 males; n=. 25 femelles).

- ✓ The questionnaire used in this study consisted of four sections.
- The first section gathered background information to provide contextual details for interpreting students' responses.
- The second section employed a 5-point Likert scale to assess students' level of agreement with statements related to their experiences in online and face-to-face environments. The statements addressed specific aspects such as engagement, convenience, isolation, teacher feedback, comprehension, participation, and motivation.
- The third section asked students to identify which learning mode they believed had improved their academic performance. It also explored the main factors influencing that perception, as well as students' self-assessed confidence in the core English skills (reading, writing, listening, and speaking). Additionally, it investigated students' learning mode preferences in terms of skill development and overall confidence.
- The final section required students to list the challenges they had faced in both online and face-to-face learning environments. This section also allowed them to describe their personal experiences, identify factors that helped them perform better, and suggest possible improvements to enhance the learning experience.

### **3.6 Data Analysis Procedures**

Data were obtained from a total of 30 completed questionnaire, which was distributed to third-year students in the Department of English at Chadli Bendjedid University. The responses were analyzed using both quantitative and qualitative approaches.

Quantitative data were processed through descriptive statistical methods, including frequencies, percentages, means, and standard deviations. These results were also represented visually using bar charts and pie charts to enhance clarity and facilitate interpretation.

Qualitative responses were thematically coded to identify recurring ideas and patterns relevant to students' learning experiences and challenges in both learning environments.

### **3.7 Conclusion**

This chapter shows how the study was conducted. It described the research method, the students who participated, and the questionnaire used to collect data. It was intended to examine how third-year EFL students at CBU feel and perform in online and face-to-face learning. This method is appropriate to provide clear and valid data.

**CHAPTER FOUR**

**ANALYSIS AND PRESENTATION OF**

**THE RESULTS**

## **Chapter four : Analysis and Presentation of the Results**

### **4.1 Introduction**

This section presents and discusses the results obtained from the analysis of the student questionnaire. The purpose of the questionnaire was to explore third-year LMD students' perceptions, preferences, academic performance, confidence and experiences (i.e., challenges) relating to both online and face-to-face English learning environments at the Department of English at CBU. The questionnaire results have been presented and discussed in five broad areas of inquiry: demographic/contextual information, perceptions of learning environments, academic performance and preferences, challenges of learning, and suggested areas for improvements. The data collected for this study provides an indication of how students experience each mode of instruction and identify the various factors as they engaged successfully (or unsuccessfully) with learning English as a foreign language.

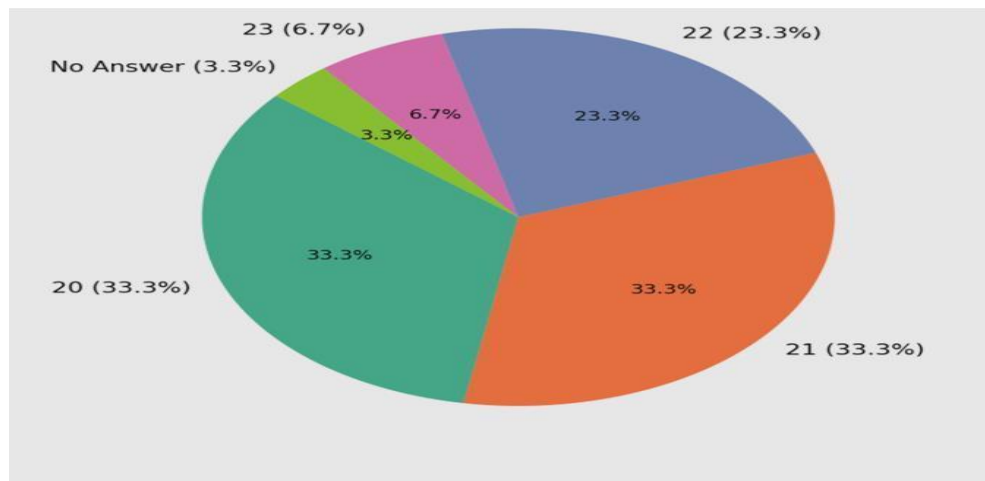
### **4.2 Data Analysis Phase**

In the data analysis phase, a students' questionnaire is analyzed.

### 4.3 Analysis of the Students' Questionnaire

#### Section one : demographic / contextual info

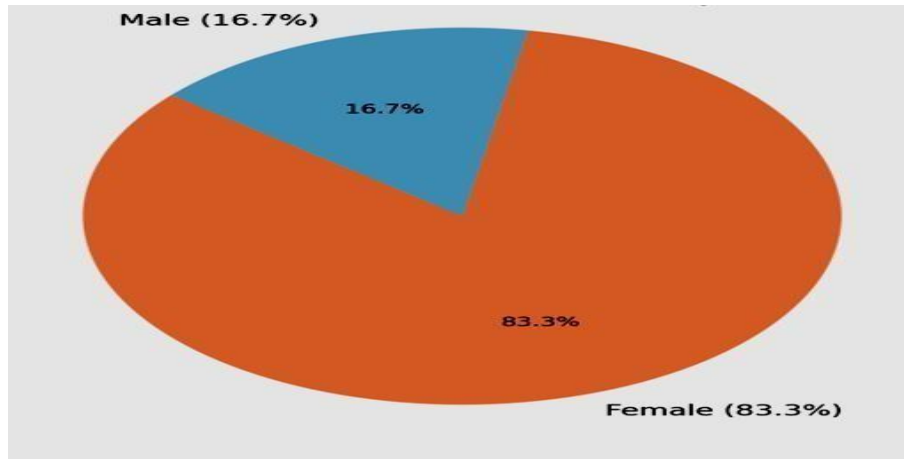
**Question 1:** How old are you ?



**Figure 3 : participants Age.**

We have asked the participants to state their age as a part of the demographics they provided. The figure three (01) shows that respondents were in fact all young adults and mostly in the age range of 20-23. Our largest groups were 20 and 21 years old (10, or 33.3% respectively). The next largest group was 22 years old (7, or 23.3%). 23 years old there were two (2) respondents (6.7%), and there was one (1) (3.3%) participant who did not answer the question. Overall, it indicates that our respondents were relatively narrowly age classified, which is common fate for undergraduate university students, and it provides some homogeneity with respect to age.

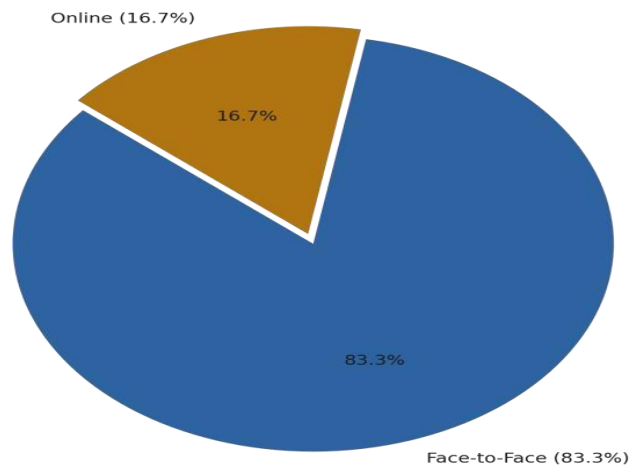
**Questions 2:** what is you gender ?



**Figure 4 : students 'Gender.**

The differences of male and female participants is clear .The figure four (4) shows that of the 30 participating learners; 25 were females (83.3%) and 5 were males (16.7%). This difference may be the finding of a higher number of females being enrolled in the field of study. The specific breakdown of gender is important to understand, as it potentially influences how students respond to and experience their learning situations.

**Question 3:** what is your current mode of instruction : online / face to face ?



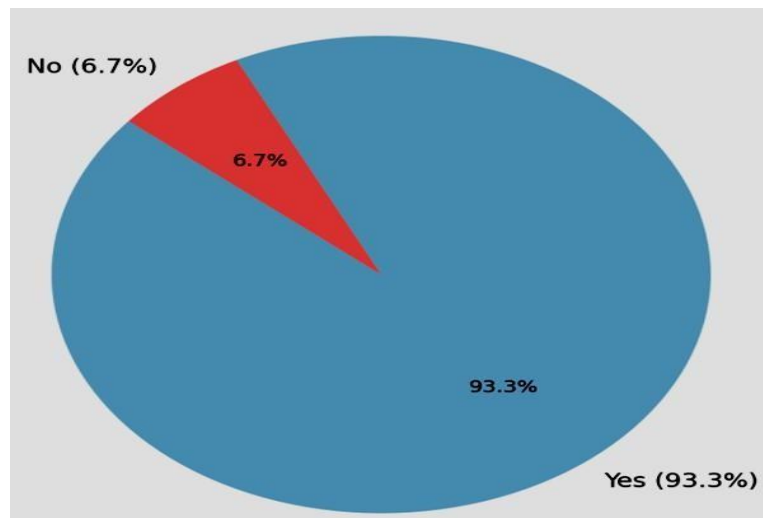
**Figure 5: Student's current mode of instruction .**

Figure five (5) represent that, regarding the learners' current mode of instruction, 25 (83.3%) of the 30 learners reported that they were learning EFL through face-to-face (F2F) instruction. The remaining 5 learners (16.7%) reported they were learning EFL through online learning.

This result reflects that face-to-face instruction places learners in a dominant role in learning EFL. It can be argued that this higher preference for education in EFL through face-to-face formats clearly , contrasts with the much smaller number of students engaged in online learning formats.

Face-to-face preferences could be driven by several reasons, which will be discussed in other sections, while students in online learning formats might report being challenged by a variety of factors.

**Question 4 :** have you experienced both learning mode ?

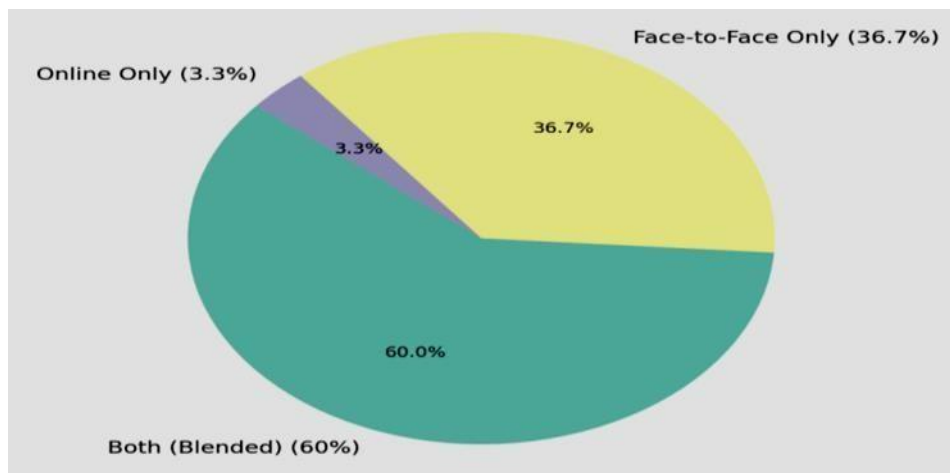


**Figure 6 :** Have you experienced both learning mode ?

Participants were asked if they had learning experiences both online and face-to-face. The figure six (6) shows that twenty-eight (28) out of thirty (30) students (93.3%) answered "Yes", indicating that they had both face-to-face and online learning experiences at some stage of their learning journey. Only two (2) students (6.7%) answered "No", meaning that they had only one out of the two learning experiences.

This implies that almost all the students have had an experience with both face-to-face and virtual learning modes, allowing them to compare the two and adopt a mode of learning that is preferable to them. It further implies that their reaction, in the terms of performance and preference, is based on direct experience with both learning modes.

**Question 5 :** which learning mode do you prefer ?



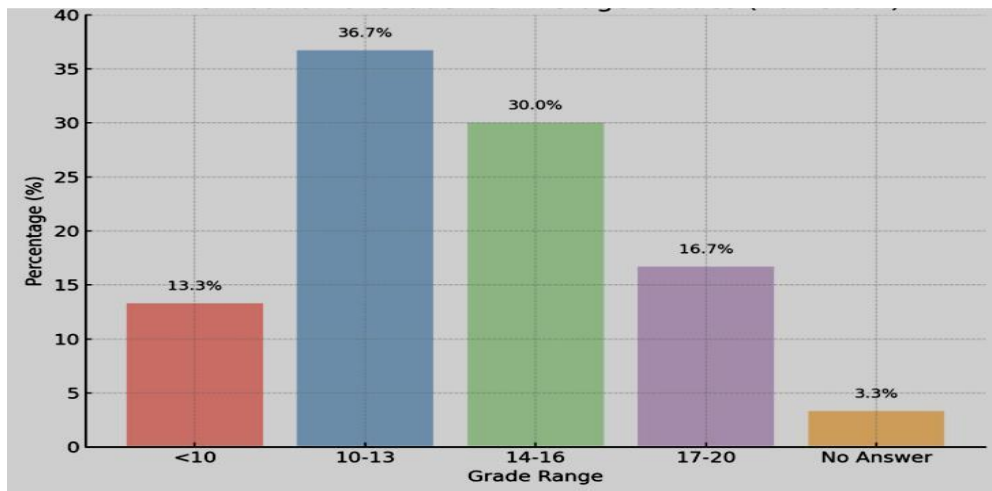
**Figure 7 : Students learning preferences .**

The figure seven (7) indicates that the majority of participants preferred a blended mode of learning. Specifically, 18 out of 30 students (60%) preferred face-to-face learning and online learning equally, showing a preference for blended learning. Meanwhile, 11 participants (36.7%)

preferred face-to-face learning only, and the remaining 1 participant (3.3%) preferred the online learning mode.

This suggests that while traditional classroom settings are still very much in demand, many students also appreciate the convenience and flexibility offered by online learning. The very low rate of students who preferred online learning alone may indicate that, for the majority, online learning is optimal is most effective when combined with face-to-face interaction.

**.Question 6:** what is your average grade in EFL courses ?



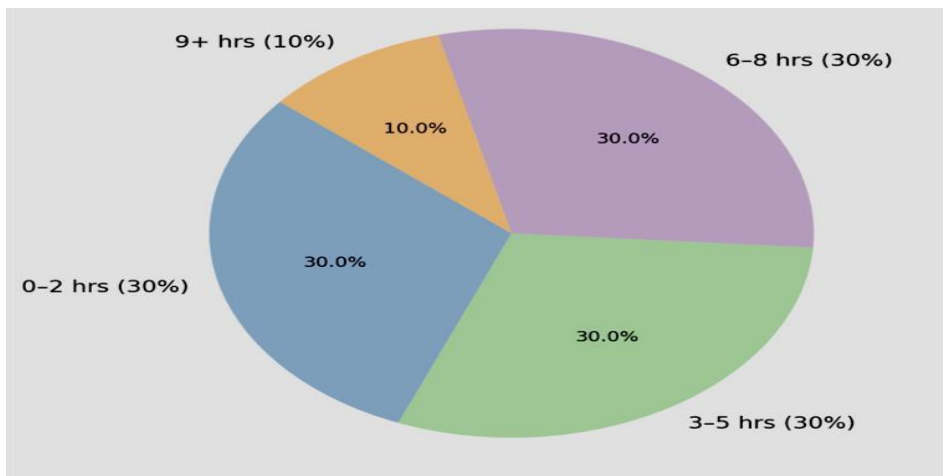
**Figure 8 : Students Average Grades .**

The figure eight (8) reported that 36.7% of students had average grades of 10-13, indicating that the majority of the group is achieving passing grades but not improving significantly. Another 30% had average grades from 14-16, suggesting some good academic performance and stability. A few students, 16.7%, had average grades from 17-20, indicating excellent academic levels.

Unfortunately, 13.3% had averages of less than 10, indicating under performance. One student (3.3%) chose not to answer this question.

On a broader scale, there aren't many learners outside the average range of academic performance, while others stand out as either under performers or high achievers.

**Question 7:** How many Hours do you study English outside class per week ?



**Figure 9 : Student Weekly English Study Hours .**

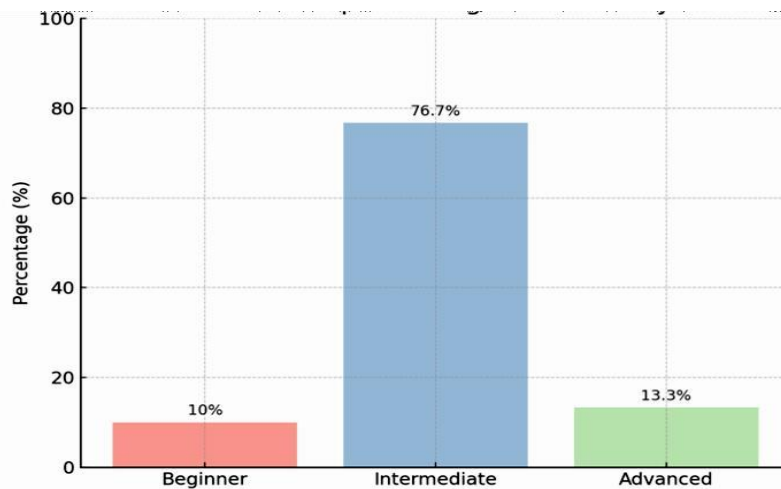
The above figure nine (9) shows the students answer about the number of hours they study English in a week quite evenly. 9 students (30%) stated that they study 0 to 2 hours, yet another 9 students (30%) study 3 to 5 hours, and 9 students (30 % ) also they study 6 to 8 hours. Only 3 students (10%) stated that they study more than 9 hours a week.

The majority of students study English for a relatively short time each week, with 60% of students studying for less than 6 hours. This likely implies that many students either do not see themselves prioritizing English, or have difficulty in committing to studying more. It may also be that only 10% of students study more than 9 hours a week because they are serious about

mastering the language.

This breakdown still shows diversity in how students are devoted to the study of English, as there is clear contrast between students who are learning the language minimally and those who are trying to dedicate significantly more time to their studies.

**Question 8 :** what is your English proficiency level ?



**Figure 10 : participants 'Self-Reported English Proficiency Level**

When asked to grade their English level, the figure ten (10) shows that the most students (76.7%) identified themselves as intermediate learners. This means that the most of the group feels secure in their ability to handle day-to-day communication using English, they can receive and express ideas in familiar situations although they may still be in the process of building fluency, accuracy, and vocabulary.

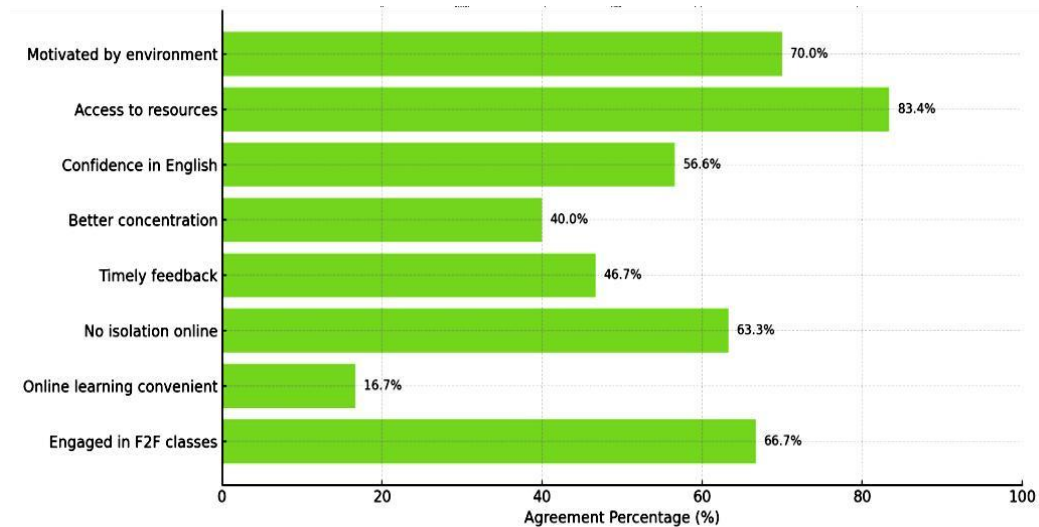
Fewer students around (13.3%) were at an advanced level, which means they likely possess good language skills, are more confident in using English in study or work

situations, and would likely need fewer scaffolds in language learning tasks.

However 10% of participants self-described as beginners, meaning they are likely learning the basics of grammar, vocabulary, and communication. These learners would require additional assistance and more leveled-down materials so that they could contribute in a productively .

The results shows that while most students already have a sound foundation in English, the group still contain learners at very different levels. This range of language proficiency can have implications for how learners engage with the course material and respond to diverse teaching styles or learning environments.

## Section Two: perception of learning environments.



**Figure 11 : Student Response: Perceptions of learning Environments .**

The purpose of this section was to examine the emotional and educational factors affecting learners within their current learning settings. The findings uncovered valuable information about learners participation in both traditional classroom instruction and digital learning

experiences.

The figure eleven (11) shows that the Student engagement through face-to-face instruction received strong support from 46.7% of students and another 20% of students which equals 66.7% showed that in-person learning environments (face to face) provide the most engaging approach.

When students were asked about their perception of the convenience and flexibility of online learning , 33.3% expressed disagreement while 16.7% expressed strong agreement. The remaining students distributed their responses across different levels of online learning flexibility and usefulness.

Many learners expressed their disagreement with feeling isolated or disconnected during online learning while 23.3% strongly denied this experience. A total of 63.3% of students did not feel isolated during online instruction despite the remaining learners having mixed experiences.

Participants showed strong agreement with timely and helpful feedback by 26.7% and another 20% also in agreement. Others remained neutral on the matter at 33.3% which indicating potential problems with feedback delivery in different learning settings.

The participants' responses on concentration showed a split. A total of 16.7% and 23.3% of learners strongly agreed that their current learning mode allowed them to concentrate better while 40% felt neutral and 13.3% disagreed. The data reveals that concentration represents a major issue for a significant portion of students.

The confidence level for using English was reported at 43.3 percent by learners who strongly

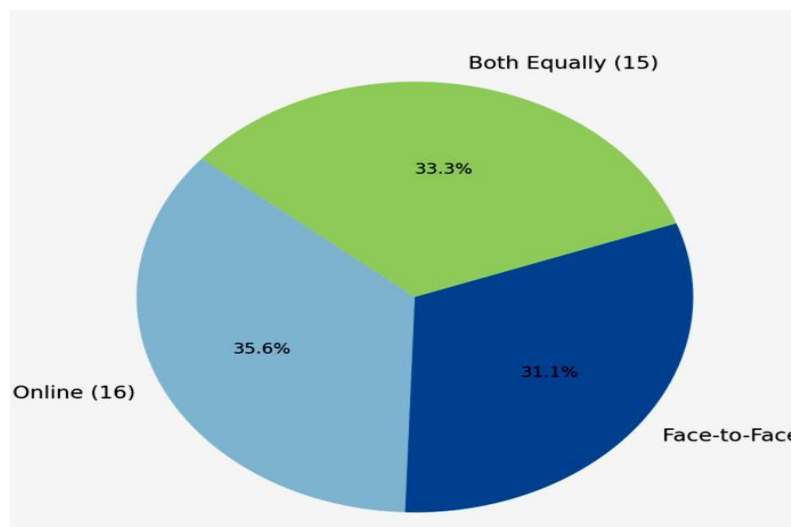
agreed and 13.3 % percent by learners who agreed. The data indicates that 56.6 percent of learners felt competent enough to participate in English-language learning activities.

Learners expressed high satisfaction with their access to learning materials since 46.7% of students strongly agreed that they had the resources they needed while 36.7% agreed with this statement. The data shows that access to learning materials does not present a significant problem for students as only 3.3% (1 student) reported they disagreement .

The participants reported high levels of motivation in their learning environment. The percentage of students who strongly agreed and agreed with the motivating effects of the learning environment reached 70%.

### Section Three: Academic Performance and Preferences.

**Question 9 :** Which mode helped you perform better academically ?



**Figure 12 : Better mode in performance.**

The figure twelve (12) illustrates that The participants shared their opinions about learning

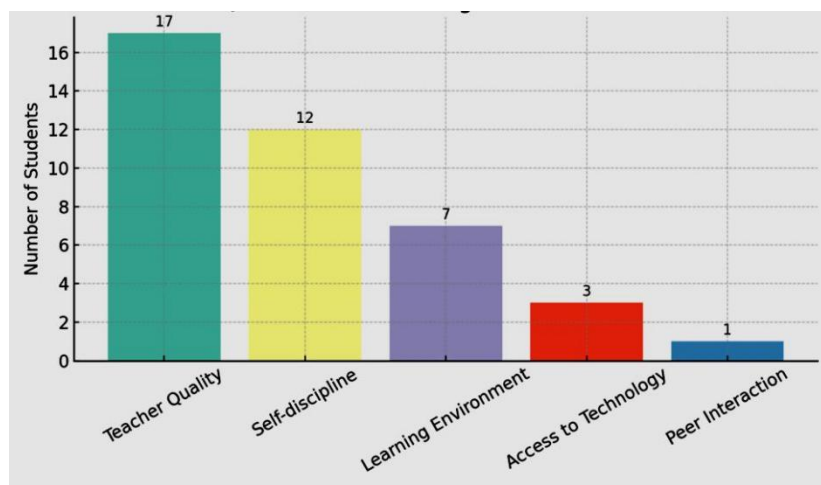
modes that produced the best study outcomes. Different learners responded with varying answers. The majority of them 35.6 % reported that online learning represents their most beneficial learning setting.

The remaining percentage of 31% believed that face-to-face learning provided the most effective results. 33.3% of the learners expressed an equal preference for both learning approaches.

The survey data indicate that most learners gain positive outcomes from both types of learning methods.

Some learners find online learning convenient because it allows them to create their own schedules while others value the face-to-face interaction that in-person learning provides. A substantial student population shows interest in using a combination of both methods thus indicating that blended learning could provide the best results.

**Question 10 :** what factors affect your EFL performance the most ?

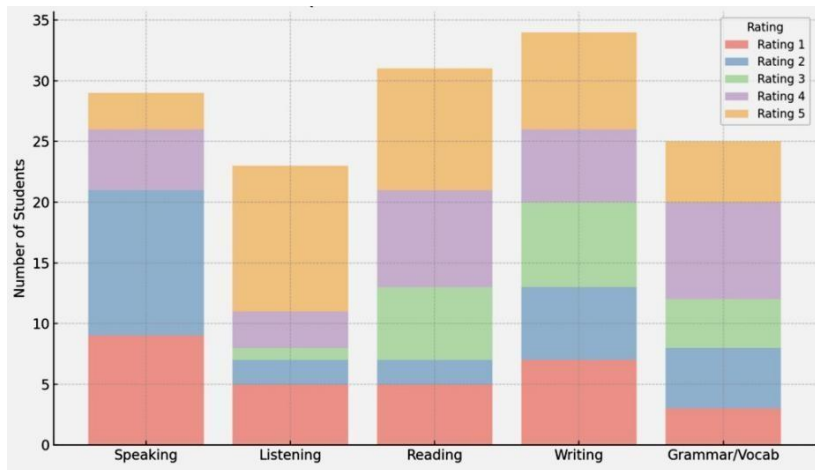


**Figure 13: Factors affect EFL performance.**

Learners participated in a survey which required them to identify the primary factors that influences their academic achievements. As The figure thirteen (13) indicates that the majority of them selected teacher quality as the leading factor. Students ranked self-discipline as their second most important factor because they think individual effort plays a significant role.

Other learners mentioned identified learning environment and technology access as well as peer interaction as contributing factors but these options received fewer votes. According to student responses good teachers and self-motivation represent the two essential factors for academic success.

**Question 11: what is your confidence level in EFL skills ?**



**Figure 14 : Confidence EFL In Skills.**

According to the students' self-assessment, the students evaluated their speaking skills as well as their listening and reading skills and writing abilities along with vocabulary and grammar proficiency. The figure fourteen (14) indicates that students generally demonstrate a modest

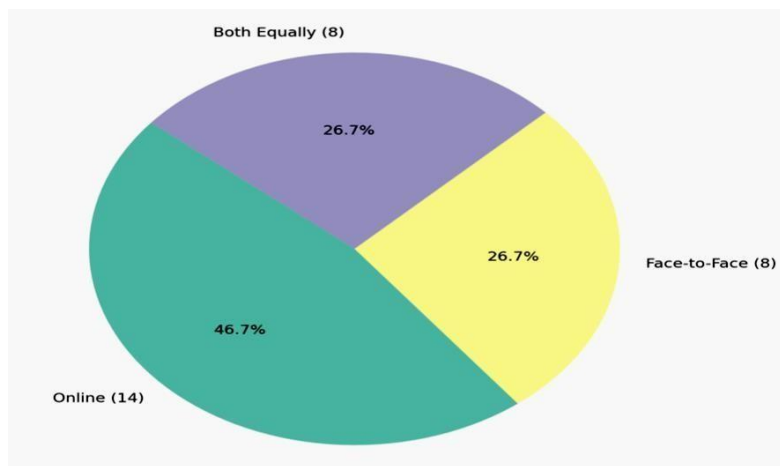
level of confidence in speaking because most students selected 1 or 2 ratings.

The evaluation also revealed that grammar skills received negative marks from some students. The results indicate some students struggle to express their thoughts properly while using correct language structures.

Students showed a positive trend in their listening, reading and writing abilities compared to their speaking performance. A large number of students selected either 4 or 5 ratings for listening skills to demonstrate their strong understanding of spoken English. Students demonstrated their best abilities in reading and writing throughout the survey.

The overall responses indicate a better comprehension of English language material than proficiency in using the language when spoken. The results point to required classroom activities that focus on practice for spoken English communication together with grammar exercises.

**Question 12:** Where do you feel more confident expressing yourself in English ?

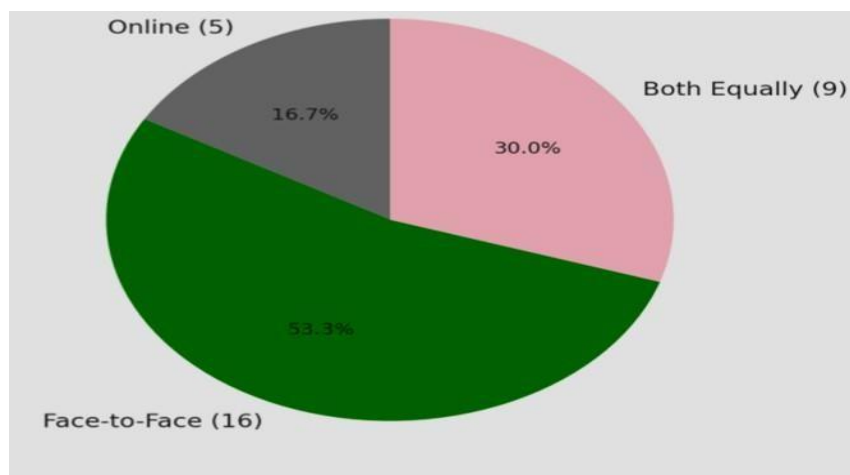


**Figure 15 : Confidence in Expressing English .**

The study examined student preferences regarding three distinct English learning methods online learning, face-to-face learning and both options equally. Students were asked which learning mode made them feel more confident when using English online or face-to-face or both equally. The figure fifteen (15) shows that 14 students (46.7%) felt more confident in online learning, while 8 students (26.7%) felt more confident in face-to-face learning. Another 8 students (26.7%) said they felt confident in both modes equally.

The results demonstrate that almost half of the student population finds satisfaction with using English through online educational methods. The study indicates that traditional classroom education along with a well-rounded learning approach continues to be essential for multiple students. The survey shows students develop their linguistic confidence through diverse methods which correspond to their learning preferences and educational history.

**Question 13:** which environment is better for improving the EFL skills ?



**Figure 16 : Best Mode For Improving Speaking Skills .**

Speaking and writing were the two English skills that learners indicated their preferences. Learners indicated their preference for speaking by selecting face-to-face learning for 53.3% of the group while two other groups showed preference for both online learning at 30% and 16.7% respectively.

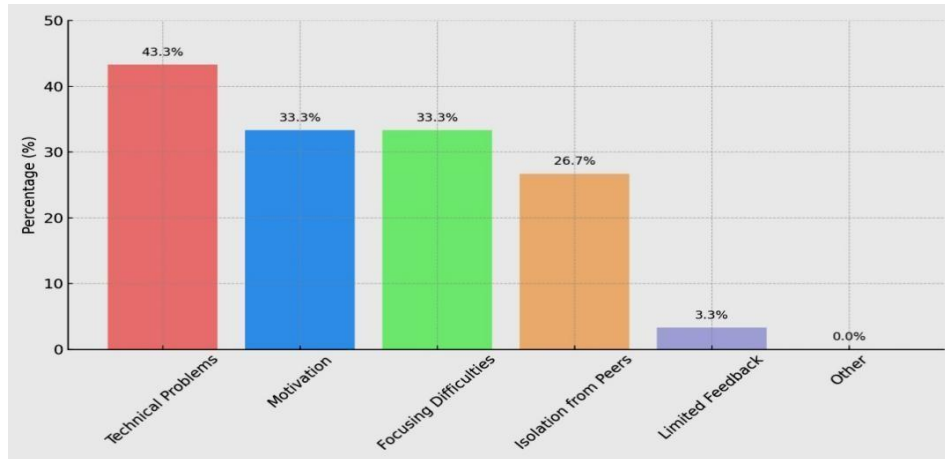
The study revealed equal student preference between face-to-face and both modes for writing skills. The study showed 43.3% of students preferred face-to-face learning while 40% chose both modes equally and 20% selected online learning.

Writing received a positive balance when learners were asked about learning preferences: 13 learners (43.3%) preferred face-to-face learning, 12 (40%) chose both methods equally and 6 others (20%) preferred online learning.

This demonstrates that learners believe face-to-face learning produces better results for speaking since it provides opportunities for immediate interactions and hands-on practice. Students tend to develop their writing abilities through both learning modes since written work can receive feedback and be revised independently of the educational environment.

## Section Four : Challenges

**Question 14:** What are the challenges EFL Student faced in online learning ?

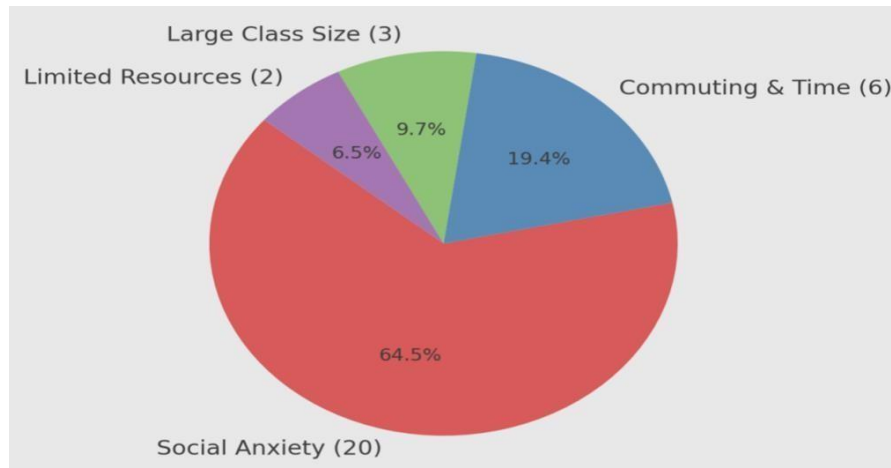


**Figure 17 : Challenges in online learning.**

Learners were asked to select the primary problems they may face when learning online. The figure seventeen (17) shows that the most chosen problem was technical problems, identified by 13 students (43.3%). Both motivation and focusing difficulties were identified by 10 students (33.3%) each.

Isolation from peers was identified by 8 students (26.7%), and only 1 student (3.3%) mentioned limited feedback from the teacher. No students selected “other.” The majority of online learning problems appear to be related to technology and staying focused.

**Question 15 :** what are the challenges EFL student faced in face to face classroom ?



**Figure 18 : challenges in face to face learning Environment.**

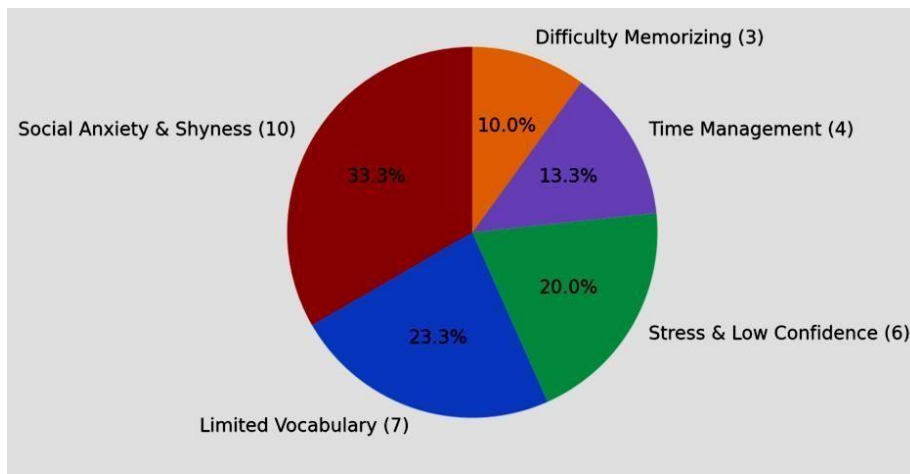
The figure eighteen (18) shows the challenges Learners undergoing face in the in person learning .Their primary issue was the social anxiety according to 20 students or 64.5% of the total which shows most students experience anxiety and social discomfort in traditional classrooms. The students explained that time constraints and commuting issues were the main problems experienced by 6 students who accounted for 20% of the group. Three students or 10% of the total student population expressed concerns about large class sizes because they wanted more opportunities to participate and gain attention. Limited resources was the second issue mentioned by only 2 students who represented 6.7% of the group. The majority of students feel they have enough resources available to them.

Traditional classes provide students with direct interaction and bonding opportunities. However students still encounter various emotional and practical challenges. The high level of

social anxiety among students makes it difficult for many to participate effectively in classroom activities. Classroom settings should provide supportive environments which promote inclusion while helping students build their confidence and comfort levels for active classroom participation.

### Section Five : Open Ended Questions

**Q16 :** What challenges have personally faced in your current learning environment ?



**Figure 19 : Personnel Challenges in current Learning.**

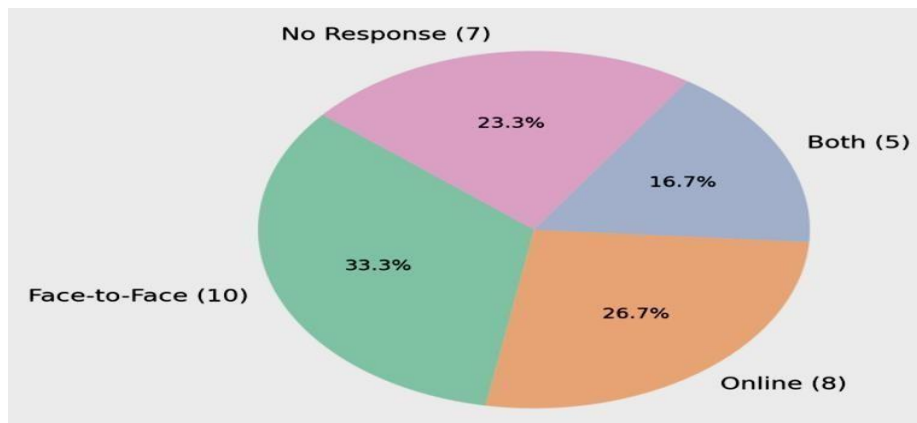
As the figure nineteen(19) shows Students provided explanations about their primary challenges in learning English language. The most commonly mentioned difficulty was social anxiety and shyness.

The latter was mentioned by 10 students (33.3%) as what makes it hard to speak in the classroom or participate in group efforts. The second most reported hardness was vocabulary mentioned by 7 students ( 23.3%), which prevents them from sharing their ideas accurately.

Stress and low self-confidence were reported by 6 students (20%) because they are afraid to make mistakes. Time management issues were mentioned by 4 students (13.3%), and memorizing grammar and vocabulary was reported by 3 students (10%).

The learners' responses indicate that most of their experience language issues alongside personal and emotional problems. The difficulties they are facing prevent them from both taking part in activities as well as making progress. Teachers together with schools need to offer learners additional emotional support while establishing classroom safety measures.

**Question 17 :** What helped you perform better in English- online or face to face ? Why?



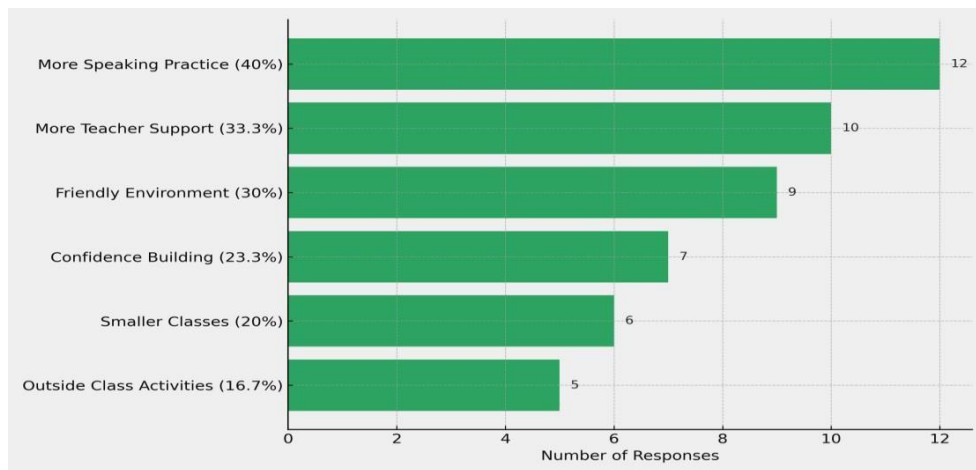
**Figure 20 : learning mode perform better in English .**

The figure twenty (20) shows that 33.3% of students stated face-to-face learning as the language improvement method. 26.7% of students selected online learning and 16.7% considered both approaches beneficial based on their learning strengths. The 23.3% group did not provide any specific response to the question. The ones who selected online learning as their choice

mentioned that it offered them enhanced comfort together with greater adaptability and lower stress.

Among the learners who selected face-to-face learning, direct teacher and peer interactions proved essential for their comprehension and engagement. Students discovered that they could benefit from both online learning and face-to-face learning because the former enhanced their grammatical skills while the latter developed their speaking and listening abilities. this study demonstrate that a combined approach of both methods would address various student learning requirements.

**Question 18 :** What change would improve your learning experience the most ?



**Figure 21 : learning\_improvement\_suggestions.**

Learners were asked to list things they would change to enhance their learning of English. The figure twenty one (21) represent that the most frequently mentioned suggestion was

requesting more speaking or conversation practice, this was mentioned by a total of 12 students (40%) suggesting that they wanted more opportunities to use English for productive practice.

10 learners (33.3%) asked for more teacher support, like better feedback and more clear instruction. 9 learners (30%) mentioned that they wanted to be in a friendly and relaxed class environment. 7 others (23.3%) asked for help in building confidence and overcoming social anxiety. 6 (20%) indicated that being in smaller classes would help them participate more.

Finally, the rest 5 learners (16.7%) mentioned doing activities out of class such as watching movies, reading and speaking with friends.

Their suggestions approve that learners want more opportunities to use English in actual situations and need a classroom environment where they feel supported and motivated to participate.

#### **4.4 Conclusion**

This chapter focuses on analyzing the results obtained from the questionnaire administered to 30 Algerian students of third year in the English Department at CBU El Taref. The collected data aims to provide valuable insights related to the research topic . This analysis forms the basis for the next chapter , which will devote into a deeper discussion by interpreting and explaining the findings

**CHAPTER FIVE**

**DISCUSSION AND INTERPRETATION**

**OF THE FINDINGS**

## **Chapter Five : Discussion and Interpretation of Findings**

### **5.1 Overview**

In this Chapter, we provide and analyze data collected from a survey of 30 Algerian EFL students on their perceptions of online learning in comparison to face-to-face learning and how these perceptions impacted their academic performance. The study examines four research questions which are the following students' perceptions on the online learning environment compared to a traditional classroom environment, the comparison of academic achievement and outcomes in both modes of delivery, the influences that contributed to success in online learning environments, and the connection between students' perceptions of learning and their academic performance.

The primary aim of this chapter is to understand how Algerian EFL students engage with their learning experience in online learning environments versus face-to-face learning environments in effectiveness, engagement, and accessibility, as well as to identify barriers to success.

### **5.2 Discussion of the findings**

This dissertation, entitled *Between Perceptions and Performance a Comparative Study of EFL Students in Online and Face-to-Face Learning*, was carried out to investigate whether students had differing perceptions, and academic performance between both modes of learning.

More specifically, this study looked at third- year LMD students, in the Department of English at Chadli Benjdid university, El-Taref .

### **5.3 Discussion of the Students' Questionnaire**

The analysis of the students' questionnaire data showed that face-to-face teaching and learning is the preferred mode of instruction for students. The results reported that most of the students feel more engaged, motivated, and self-assured when attending learning environments in a traditional classroom environment because they engage directly with teacher and peers.

The findings definitely supported that many respondents preferred face-to-face learning because of immediate feedback, the interactive nature of the space, and the general atmosphere produced by a classroom of students studying together.

On the contrary, the questionnaire showed that several students liked the flexibility and access to resources provided by online learning. Many students said that online learning allowed them to control their time and develop self-discipline. However , several respondents noted significant challenges they faced while learning online, such as technical challenges, staying focused, lack of motivation, and isolating experiences online.

In regards to skill development, students stated that face-to-face learning is more effective to develop both their productive skill (speaking) and the receptive skill (listening) , while online learning was only helpful in terms of writing productivity . There reported differences in

confidence levels across learning environment, though speaking and grammar were reported the least self-confident areas for students regardless of the mode of learning.

Ultimately, the analysis showed both online and face-to-face learning approaches have benefits, however, most students appreciate the structure, interaction and support associated with classroom-based education. These findings suggest that a combination of both approaches - blended learning - may offer a more balanced and effective option for supporting EFL learners.

#### **5.4 Discussion of *the Hypotheses***

The findings obtained from this study are in line with the work of Nguyen (2015), Benmoussa (2021), which emphasized the advantages of face-to-face learning for EFL students in terms of academic performance, interaction, and motivation. Thus, the first hypothesis which proposes that EFL students perform better in face-to-face learning than in online learning is true .

The results of the questions designed to test the second hypothesis, EFL students with positive perceptions of face-to-face learning are more likely to perform better academically compared to those who favor online learning, show strong agreement with the findings of Richardson et al. (2017) and Mahyoub (2020). Their studies highlighted that students attitudes and perceptions toward the learning mode whether face to face or online , significantly influence their academic performance. As discussed in the previous chapter , the data obtained from the students questionnaire revealed that learners who favored face to face instruction reported also greater success; confidence, and satisfaction with their academic progress. Challenges identified by EFL student in online learning such as technical issues , lack of motivation , poor communication and limited teacher support further reinforce the preference for traditional classroom . Taking into consideration the obtained result, it is conformed that the second hypothesis is valid.

## 5.5 Discussion of the research questions

### ➤ **EFL Students' Perceptions Towards Online and Face-to-Face Learning:**

The survey suggested that the majority of EFL students perceived face-to-face learning more positively than online learning in their second language learning experiences. The students considered face-to-face learning more interactive, engaging, and, ultimately, more beneficial in regard to language learning. The students highlighted the importance of real-time feedback, spoken communication, and collaboration with partners and small groups, which can be limited when learning online.

In contrast , the learners had mixed perceptions of online learning, which were mostly negative. Some learners appreciated the Accessibility of recorded course content, and adaptability provided by online learning , however most learners indicated that their views of online learning were related with Reduced motivation, distractions, and a lack of self-discipline. These negative opinions of online learning were shared by others in the literature considering the multiple issues regarding learner engagement in the online learning context.

➤ **EFL Students' Outcomes in Online and Face-to-Face Learning.**

The data analysis also indicates differing academic outcomes across online and face-to-face learning. Students who participated in more in-person classes exhibited better academic performance. They reported greater confidence in their use of English in speaking, writing and understanding complex grammar. These students were regularly provided with opportunities to practice their language skills and receive immediate teacher feedback and that made a difference to their performance.

In contrast, the students who studied online as their primary delivery mode reported that they had in general many times felt less confident in their abilities using English. They mentioned the challenges of using complex grammar and correctly using new vocabulary. A handful of students who reported that they had done well in their online learning, said they had established sound study habits and educated themselves, but that didn't apply to the majority of participants. Thus, it appears that face-to-face learning affords students a wider support mechanism, and can lead to improved learning outcomes for EFL students.

➤ **Factors Influencing EFL Students' Performance in Online Learning.**

Several significant factors influenced students' performance during online learning. One of the primary challenges was technical in nature, including poor internet connectivity, lack of

adequate devices, and frequent power outages. These issues often prevented students from attending classes consistently or participating fully in online activities.

Another major obstacle was a decline in motivation and concentration. Many students reported feeling bored or easily distracted during online sessions, particularly when interaction was minimal and teaching methods lacked variety.

Additionally, students noted a reduction in the amount and quality of feedback they received on their assignments. This made it difficult for them to gauge their progress or recognize and correct their mistakes.

Furthermore, students struggled with time management and staying organized. In face-to-face contexts, their schedules and routines were explicitly detailed. However, in online settings, it requires so much self-control to take learning seriously, which many students found challenging. These barriers limited the online learning process for many students and negatively impacted their overall academic achievement.

➤ **Exploring the overlap between EFL Students' Perceptions and Academic Achievements within Online Learning .**

This study showed a direct connection between students' perceptions of online learning and their academic performance. Students who had negative views about online learning – such as feeling unmotivated, isolated, or confused – were also the ones who revealed lower academic

achievement. They felt that online learning did not help them improve their language skills effectively and that they learned better in face-to-face settings.

However, a small number of students who had positive experiences with online learning also reported doing well in their studies. These students said they enjoyed working independently and using digital tools. They had strong time management skills and were able to stay focused and organized, even without in-person support. This indicates that personal variations, such as learning preferences, motivation, and self-discipline, can impact a student's success in an online learning environment.

In summary, the results suggest that although online learning has its advantages, it is probably not the best option for all students, particularly in language learning, where interaction, practice and feedback are key elements. If there was more support and a better course design in the online course itself.

## **5.6 Conclusion**

In conclusion, the results indicate that face-to-face learning is perceived by Algerian EFL students as being more effective than online learning and is preferred. Students felt more engaged and supported in physical classrooms, where they were able to interact with both teachers and fellow students and experience direct feedback. Although a proportion of students adapted to the online learning environment and appreciated having less rigidity in their study time, many students reported difficulties in motivation, managing their time, and technical difficulties while

taking part in online education. For many of these students, they were not used to online completion of assessments in this mode which caused constrictions in time and resulted in poorer academic performance. Therefore, while it is clear that online learning has its benefits, it is not suitable for all learners ,especially in the field of language learning, where active participation and consistent guidance are currently required.

**CHAPTER SIX**  
**GENERAL CONCLUSION**

## **Chapter Six : General Conclusion**

### **6.1 Overview**

This final chapter provide a detailed synthesis of the findings, limitations, implications and recommendations of this study. It provide a general conclusion that summarizes the aims and outcomes of the research, reflect on limitations of the research process, pedagogical and institutional implications of the findings, with a special focus on Algeria's context in EFL education, and recommendations for future research to better understanding of the challenges and opportunities related to online learning environments versus face-to-face learning environments.

### **6.2 General Conclusion**

This study aimed to examine the impact of online learning on the performance, motivation, and participation of third-year English as a Foreign Language (EFL) of 30 students at Chadli Bendjedid University in El-Tarf, Algeria. The research was driven by the growing integration of digital platforms in higher education and the increasing reliance on online instruction as a mode of delivery.

The primary objective was to explore students' experiences and attitudes toward both online and face-to-face learning environments, with particular attention to how these modes influenced their language acquisition, confidence, and overall academic achievement.

Using a mixed-methods approach, data were collected through a standardized questionnaire administered to a representative sample of 30 students. The findings revealed several key insights:

- ✓ Technical obstacles ,including poor internet connectivity, lack of adequate devices, and frequent power outages, significantly disrupted students’ ability to attend classes consistently and engage in online learning activities.
- ✓ Many participants reported a noticeable decline in motivation and concentration, often linked to reduced teacher-student interaction and repetitive teaching methods that lacked variety and engagement.
- ✓ Students expressed lower confidence in their English language abilities in online settings, largely due to limited feedback and instructional support compared to the traditional classroom.
- ✓ Despite the convenience offered by online learning, most students showed a strong preference for face-to-face education, citing increased participation, better skill development, and more effective communication.

In conclusion, while online learning provides flexibility and wider access, it remains an incomplete substitute for traditional language education—particularly in contexts where technological infrastructure is limited and learners rely on interpersonal interaction and real-time support. The study highlights the need for blended learning models and adaptive teaching strategies that respond to the cognitive, emotional, and technical demands of language learning in the digital age.

## **6.2 Limitations of the Study**

Despite its contributions, this study is subject to several limitations that should be acknowledged.

First, the sample size was relatively small and limited to 30 third-year EFL students from a single institution — Chadli Bendjedid University. This narrow sampling frame may limit the

generalizability of the findings to the broader Algerian EFL learner population.

Second, the study relied primarily on self-reported data via questionnaire , which are inherently subjective and vulnerable to social desirability bias or memory inaccuracy. Participants may have reported what they believed was expected rather than their actual perceptions or performance experiences.

Third, the lack of longitudinal data restricts this study to a snapshot view. It captures perceptions and performance at a single point in time rather than changes over time or under evolving technological and pedagogical conditions.

Fourth, while the study used a mixed-method approach, the qualitative component remained underdeveloped. More in-depth interviews or classroom observations would have enriched the findings and revealed more nuanced aspects of learner motivation, anxiety, and interaction patterns.

Lastly, institutional and infrastructural limitations—including inconsistent internet connectivity, lack of access to advanced e-learning tools, and limited teacher training in online pedagogy—may have influenced both the learning experiences and the research process itself.

### 6.3 Implications of the Study

This research has several implications for EFL pedagogy, policy-making, and instructional design, particularly in Algerian higher education:

- ◆ **Pedagogical Design:** The findings highlight a strong learner preference for blended learning, suggesting that EFL instruction should integrate the flexibility of online tools with the structure and interpersonal richness of face-to-face interaction.

- ◆ **Teacher Training:** Given that teacher quality emerged as a decisive factor influencing performance, teacher education programs must prioritize digital literacy and blended methodology so instructors can navigate both online and physical classrooms with confidence.
- ◆ **Student Support Services:** The presence of social anxiety, motivation issues, and self-discipline challenges among students implies a need for academic counseling, peer mentoring, and confidence-building activities, especially in online contexts where student isolation is more common.
- ◆ **Policy Planning:** This study reinforces the urgent need for infrastructure development, particularly in under served regions, to support stable internet access and digital equity—without which the promise of e-learning will remain unevenly realized.
- ◆ **Curriculum Reform:** The data indicate that speaking and interactive skills suffer most in online learning. Teaching content need to be redesigned to ensure interactive language use, especially oral communication, is embedded even in virtual spaces.

## 6.4 Recommendations for Further Research

To build on the current findings and address the gaps, the following recommendations are proposed for future research:

- ✧ **Expand the Sample Size and Diversity:** Future studies should include a larger, more diverse population across multiple universities and regions to increase generalizability and reflect broader linguistic and technological realities.
- ✧ **Employ Longitudinal Designs:** Tracking students' progress and perceptions over multiple semesters would reveal how attitudes, motivation, and performance evolve with sustained exposure to blended or online modalities.

- ✧ **Deepen Qualitative Inquiry:** Incorporating interviews, focus groups, or reflective journals would add depth to the analysis, capturing student voices more richly and uncovering hidden affective or cognitive dimensions.
- ✧ **Evaluate Teacher Perspectives:** Further research should investigate how instructors perceive the effectiveness of each modality and how their pedagogical practices adapt across contexts.
- ✧ **Investigate the Role of Digital Tools:** Future studies might focus on specific technologies (e.g., Zoom, Moodle, AI-based tutors) and their impact on language skill development, particularly in speaking, writing, and listening.
- ✧ **Assess Mental Health and Motivation Trends:** Given the recurring issues of stress, anxiety, and lack of motivation—especially in online contexts—research that integrates psychological metrics will be crucial for designing holistic, learner-centered solutions.

## 6.5 Conclusion

This chapter provides a general conclusion of the research, summarizes the main findings connected to EFL students' perceptions and performance in online and face-to-face learning. It also discusses the limitations of the study, outlines important pedagogical implications, and gives recommendations for future researchers.

# **Reference list**

### Reference list

Adnan, M. (2020). Online learning amid the COVID-19 pandemic: Students' perspectives. *Journal of Pedagogical Sociology and Psychology*, 1(2), 45–51.

<https://doi.org/10.33902/jpsp.2020261309>

Ali, A., & Farooq, S. (2024). Face-to-face learning and its role in knowledge and skills development. *Journal of Educational Research*, 58(1), 88–99.

Assignmentstore. (2020). *Traditional classroom learning: Advantages and disadvantages*.

<https://www.assignmentstore.com>

Bara, Y. (2022). E-learning and students' well-being in Algerian universities. *Algerian Journal of Educational Technology*, 5(1), 88–95.

Belabed, M. (2021). Exploring psychological barriers in Algerian online EFL classrooms. *EFL Journal of North Africa*, 3(2), 101–114.

Benhamou, N. (2020). Online teaching in Algeria: Challenges and future directions. *International Journal of Language and Education*, 9(4), 67–75.

- Bi, P., Zhang, L., & Zhao, J. (2023). Revisiting online vs face-to-face learning effectiveness in post-COVID education. *International Journal of E-Learning & Distance Education*, 38(2), 55–70.
- Boutkhal Guemide, C., & Chellali Benachaiba, C. (2012). Exploiting ICT and E-learning in teacher professional development in Algeria: The case of English secondary school teachers. *Turkish Online Journal of Distance Education*, 13(3), 33–49.
- Chaib, A. (2022). Barriers to effective online learning among Algerian university teachers. *Journal of Modern Education*, 12(3), 122–135.
- Djeflat, A. (2021). A socio-technical perspective on digital learning in Algeria. *Mediterranean Journal of Educational Technology*, 7(2), 110–126.
- Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving students' learning with effective learning techniques. *Psychological Science in the Public Interest*, 14(1), 4–58. <https://doi.org/10.1177/1529100612453266>
- Fischer, C., Xu, D., & Warschauer, M. (2020). Online and face-to-face learning in higher education: Evidence from California community colleges. *Educational Evaluation and Policy Analysis*, 42(4), 595–617.

Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *The Internet and Higher Education*, 7(2), 95–105.

<https://doi.org/10.1016/j.iheduc.2004.02.001>

Hashemifardnia, A., Shafiee, S., & Gholami, H. (2020). The effects of online learning on EFL students' motivation and anxiety. *Journal of Language and Education*, 6(3), 25–34.

Hassenburg, A. (2009). Distance education and online learning. In R. Anderson (Ed.), *The evolution of e-learning systems* (pp. 190–198). New York: Routledge.

Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online learning. *Educause Review*. <https://er.educause.edu>

Kherbouche, F. (2020). Blended learning in Algerian universities: Potentials and limitations. *ELT Voices in North Africa*, 8(1), 44–52.

OpenAI. (2025, July 1). *EFL classroom with Algerian and Palestinian flags* [AI-generated image].

ChatGPT. <https://chat.openai.com>.

OpenAI. (2025, July 1). *EFL students attending an online class with Sahrawi and Palestinian flags* [AI-generated image]. ChatGPT. <https://chat.openai.com>.

- Kuswoyo, H., Sujatna, E. T. S., & Wahyudin, A. Y. (2022). Enhancing EFL learners' digital communication skills through LMS platforms. *Asian EFL Journal*, 24(1), 120–142.
- Mahyoob, M. (2020). Challenges of e-learning during the COVID-19 pandemic experienced by EFL learners. *Arab World English Journal*, 11(4), 351–362.  
<https://doi.org/10.24093/awej/vol11no4.23>
- Maouche, S., & Guemide, C. (2020). Teaching and learning English online during COVID-19: Challenges and strategies. *Journal of English Language and Pedagogy*, 5(1), 32–47.
- Miliani, M. (2020). Teacher adaptation to online education in Algeria: A case study. *International Journal of Teaching and Learning*, 4(2), 44–58.
- Politehnica University of Timisoara. (2024). *Digital learning perceptions of university students*.  
<https://www.upt.ro>
- ProctorEdu. (2023). *Features of effective classroom-based learning*. <https://www.proctoredu.com>
- Razmjou, L. (2021). A study of online language anxiety and motivation among Iranian EFL students. *Language Teaching and Learning Studies*, 9(2), 33–50.

Richards, J. C., & Schmidt, R. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics* (4th ed.). Routledge.

Rongtan, S. (2023). Face-to-face vs. online learning: A comparative study on student outcomes. *Asian Journal of Education and e-Learning*, 11(1), 12–25.

Denine, F. Z., & Oucief, L. (n.d.). *The differences between online and offline education* (Unpublished master's dissertation). Chadli Bendjedid University, El Tarf.

Salazar, R., Gonzalez, M., & Perez, A. (2024). The impact of learning modality on EFL student achievement. *International Journal of Language Studies*, 18(1), 71–89.

Smart, K. L., & Cappel, J. J. (2006). Students' perceptions of online learning. *Journal of Information Technology Education*, 5, 201–219. <https://doi.org/10.28945/243>

SUU (Southern Utah University). (2024). *Blended learning models in higher education*. <https://www.suu.edu>

Sundqvist, P. (2009). *Extramural English matters: Out-of-school English and its impact on classroom English learning*. Karlstad University Studies.

Tayyaba Idrees, M., Ahmad, S., & Qasim, M. (2022). Medical students' perception toward e-learning and face-to-face learning. *Rawalpindi Medical Journal*, 47(2), 100–107.

## List of References

---

Top Hat. (2023). *In-person learning: Best practices and benefits*. <https://www.tophat.com>

Whatfix. (2024). *Online vs traditional education: What to choose?* <https://www.whatfix.com>

---

## Appendices

### Appendix A: students 'Questionnaire

#### Questionnaire

We invite you to share your perspectives on learning English as a foreign language through online and in-person means. This study aims to uncover both the benefits and drawbacks of each approach based on students' personal reflections. By completing **this anonymous survey**, you will provide valuable insight into how the learning environment might impact satisfaction, challenges faced, and perceived progress over time. There are certainly advantages to online education in terms of access and flexibility, yet the in-person classroom also provides irreplaceable social and experiential benefits. We hope this comparison will lead to optimized EFL programs that harness the strengths of each while minimizing weaknesses.

Your input is greatly appreciated.

#### Section 1: Demographic & Contextual Information

1. Age: \_\_\_\_\_

2. Gender:  Male  Female

3. Current mode of instruction:  Online  Face-to-face

4. Have you experienced both learning modes?  Yes  No

5. Which learning mode do you prefer?

Online  Face-to-face  Both equally

Why? \_\_\_\_\_

6. Average grade in EFL courses:

A (17–20)  B (14–16)  C (10–13)  D (Below 10)

7. How many hours do you study English outside class per week?

---

0-2  3-5  6-8  9+

8. What is Your English proficiency level ?

Beginner  Intermediate  Advanced

### **Section 2: Perceptions of Learning Environments**

(Scale: 1 = Strongly Disagree → 5 = Strongly Agree)

I feel more engaged in face-to-face classes than online ones.  1  2  3  4  5

Online courses are convenient and flexible.  1  2  3  4  5

I feel isolated or disconnected during online classes.  1  2  3  4  5

I receive timely, helpful feedback from my teachers.  1  2  3  4  5

I concentrate better in my current learning mode.  1  2  3  4  5

I feel confident participating in class (in English).  1  2  3  4  5

I have access to needed resources (books, internet, tech).  1  2  3  4  5

My current learning environment motivates me to study.  1  2  3  4  5

### **Section 3: Academic Performance & Preferences**

9. Which mode helped you perform better academically?

Online  Face-to-face  Both equally

→ Why? \_\_\_\_\_

10. What factors affect your EFL performance the most?

Teacher quality  Learning environment  Self-discipline  Tech access  Peer interaction

---

11. Rate your Confidence level in EFL skills (1 = Low, 5 = High):

- Speaking: \_\_\_\_\_

- Listening: \_\_\_\_\_

- Reading: \_\_\_\_\_

- Writing: \_\_\_\_\_

- Grammar/Vocabulary: \_\_\_\_\_

12. Where do you feel more confident expressing yourself in English?

Online  Face-to-face  Both equally

13. Which environment is better for improving:

- Speaking:  Online  Face-to-face  Both

- Writing:  Online  Face-to-face  Both

#### Section 4: Challenges

14. Select the challenges you face in Online learning(check all that apply):

Technical issues  Motivation  Focus  Isolation  Feedback  Other: \_\_\_\_\_

15. Select the challenges you face in Face-to-face (check all that apply):

Social anxiety  Commuting  Class size  Rigid schedules  Resources  Other:

\_\_\_\_\_

#### Section 5: Short Open-Ended Questions (Optional but Valuable)

16. What challenges have you personally faced in your current learning environment?

→ \_\_\_\_\_

---

17. What helped you perform better in English—online or face-to-face? Why?

→ \_\_\_\_\_

18. What change would improve your learning experience the most?

→ \_\_\_\_\_

**Thank you for your Time And valuable input .**

---

## Abstract

L'apprentissage en ligne et en face à face sont deux modalités pédagogiques distinctes dans l'éducation EFL. L'apprentissage en ligne est défini comme un apprentissage virtuel développé via des plateformes numériques, tandis que l'apprentissage en face à face se produit dans les salles de classe traditionnelles. Cette étude examine les perceptions des étudiants algériens EFL concernant l'apprentissage en ligne et en face à face, et comment ces attitudes affectent leurs performances académiques. Dans le contexte de l'évolution rapide des technologies éducatives, il est essentiel de comprendre les expériences des étudiants avec les modes d'enseignement. La recherche vise à comparer l'efficacité, la participation, l'accessibilité et la qualité globale de l'enseignement en ligne et en face à face. Une conception à méthodes mixtes a été utilisée pour obtenir des informations quantitatives et qualitatives un questionnaire structuré, contenant à la fois des questions fermées et ouvertes, les participants étaient 30 étudiants en troisième année de LMD du département d'anglais de UCB. Les résultats révèlent que bien que les étudiants aient apprécié la commodité et la flexibilité de l'apprentissage en ligne. Ils ont rencontré des défis avec la motivation, l'interaction et les problèmes techniques. Inversement, l'apprentissage en face à face a été préféré en raison de son environnement structuré, de l'interaction plus élevée entre l'enseignant et l'élève et d'une meilleure concentration. La permanence académique était généralement plus élevée dans l'éducation traditionnelle, les étudiants rapportant une confiance et une clarté accrues dans les instructions en face à face. Cette étude conclut que bien que l'apprentissage en ligne serve de complément utile, il ne peut pas entièrement remplacer la salle de classe traditionnelle dans le contexte EFL algérien. Il met l'accent sur la nécessité d'une infrastructure numérique améliorée et de stratégies pour promouvoir l'autonomie des apprenants dans les environnements en ligne. la recherche souligne l'importance d'aligner les méthodes d'enseignement sur les préférences et les besoins des apprenants pour améliorer les résultats éducatifs.

**Mots clés :** éducation EFL, apprentissage en ligne, instruction en face à face, perceptions des étudiants, performance académique, défis de l'apprentissage numérique, enseignement supérieur algérien

## الملخص

يعد التعلم عبر الإنترنت والتعلم وجهاً لوجه طريقتين تربويتين متميزتين في تعليم اللغة الإنجليزية كلغة أجنبية . يتم تعريف التعلم عبر الإنترنت على أنه التعلم الافتراضي الذي يتم تطويره من خلال المنصات الرقمية، في حين يحدث التعلم وجهاً لوجه في الفصول الدراسية التقليدية. تتناول هذه الدراسة تصورات طلاب اللغة الإنجليزية كلغة أجنبية الجزائريين فيما يتعلق بالتعلم عبر الإنترنت والتعلم وجهاً لوجه، وكيف تؤثر هذه المواقف على أدائهم الأكاديمي في سياق التقنيات التعليمية سريعة التطور، من الضروري فهم تجارب الطلاب مع أساليب التدريس. يهدف البحث إلى مقارنة الفعالية والمشاركة وإمكانية الوصول والجودة الشاملة للتدريس عبر الإنترنت وجهاً لوجه. تم استخدام تصميم مختلط الأساليب للحصول على معلومات كمية ونوعية . وباستخدام استبيان منظم يحتوي على أسئلة مغلقة ومفتوحة، شارك في الدراسة 30 طالباً وطالبة من السنة الثالثة بكلية الدراسات العليا من قسم اللغة الإنجليزية بجامعة الشاذلي بن جديد. تكشف النتائج أنه على الرغم من تقدير الطلاب لراحة ومرونة التعلم عبر الإنترنت. لقد واجهوا تحديات تتعلق بالتحفيز والتفاعل والقضايا الفنية. وعلى العكس من ذلك، تم تفضيل التعلم وجهاً لوجه بسبب بيئته المنظمة والتفاعل العالي بين المعلم والطالب والتركيز الأفضل. كان الدوام الأكاديمي أعلى بشكل عام في التعليم التقليدي، حيث أبلغ الطلاب عن زيادة الثقة والوضوح في التعليمات وجهاً لوجه. خلصت هذه الدراسة إلى أنه على الرغم من أن التعلم الإلكتروني يشكل مكملاً مفيداً، إلا أنه لا يمكن أن يحل محل الفصول الدراسية التقليدية بشكل كامل في سياق اللغة الإنجليزية كلغة أجنبية في الجزائر. ويؤكد على الحاجة إلى تحسين البنية التحتية الرقمية والاستراتيجيات الرامية إلى تعزيز استقلالية المتعلم في البيئات عبر الإنترنت. وفي نهاية المطاف، يؤكد البحث على أهمية لتنمashi مع أساليب التدريس مع تفضيلات المتعلمين واحتياجاتهم لتحسين النتائج التعليمية .

**الكلمات المفتاحية:** تعليم اللغة الإنجليزية كلغة أجنبية، التعلم الإلكتروني، التعليم وجهاً لوجه، تصورات الطلاب، الأداء الأكاديمي، تحديات التعلم الرقمي، التعليم العالي الجزائري .