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E-learning in EFL classrooms :

Investigating Students' Performance and Attitude

The Case of First Year Students at the Department of English, Chadli Ben Djedid University

A dissertation submitted to the Department of English in partial fulfillment of the requirements for the Master's Degree in "Didactique de l'Anglais"

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Dedication

This dissertation is dedicated to :

To my precious source of happiness and success, *to my wonderful parents Halim and Nadia, who have raised me to be the person I am today*

To the flower of hope, to who I loved her eyes and gave her soul and love forever, my princess Latifa.

To the one who love me without doubt, to my prince, Haider.

To my husband YOUCEF for his help, support ,patience and invaluable efforts to motivate me to move forward .

to my bestie partner and sister **,**Oumaima.

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To my bestie supervisor, Selma.

To all persons in my family .To my colleagues in University and work

Douniazed

To my parents Saleh and Nassira for their understanding and patience and their unconditional love.

To my lovely brothers Zaki and Omar , my queens sisters Maroua and Zineb , and to My husband Ramdan for their help and support all throughout my life.To nieces Jana and Jouri.

to my bestie partner and sister **,**Douniazed

To my bestie supervisor, Selma.

To all persons in my family .To my colleagues in University.

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Abstract

This study aims to investigating the effects of E-learning on first year students' performance and attitude during COVID-19 pandemic. It is hypothesized that E-learning affect students' performance and attitude positively and negatively and this method is better than face to face method. Also, there is a major challenges that faced either students or teachers in the use of remote assessment and E-learning method in general. Thus, this research is conducted by depending on 40 first year students of English as a foreign language (EFL) at Chadli Ben Djedid university El-Tarf and 5 teachers from the same university in 2019/2020. A mixture of qualitative and quantitative approaches was used in the data collection process. Two questionnaires were administered for both teachers and students to gather the demanded data through descriptive research method for this study. Therefore, the results collected from these questionnaires showed that E-learning affects students' performance and attitude positively and negatively. As for students, E-learning is better than face to face method ; however teachers still prefer the traditional method because of some challenges concerning the remote assessment that they have been used during the pandemic. It is recommended that ought to enhancing the use of E-learning in universities while not completely abandoning the traditional method at all.

***Keywords*:** E-learning , face to face method , Covid-19 , performance , attitude, remote assessment.

ملخص

تهدف هذه الدراسة إلى التحقق من تأثير التعلم الإلكتروني على أداء طلاب السنة الأولى خلال جائحة كورونا . افترض أن التعلم الإلكتروني يؤثر على أداء الطلاب سلباً وإيجاباً وأن هذه الطريقة أفضل من طريقة وجهاً لوجه. كما أن هناك تحديات كبيرة واجهت الطلاب أو المعلمين في استخدام التقييم عن بعد وطريقة التعلم الإلكتروني بشكل عام. حيث قد تم إجراء هذا البحث بالاعتماد على 40 طالبًا من طلاب السنة الأولى للغة الانجليزية كلغة اجنبية في جامعة الشاذلي بن جديد الطارف وخمسة (5) أساتذة من نفس الجامعة في 2020/2019. وتم استخدام مزيج من الأساليب النوعية والكمية في عملية جمع البيانات. تم عمل استبيانين لكل من الأساتذة والطلاب لجمع البيانات المطلوبة من خلال طريقة البحث الوصفي لهذه الدراسة. لذلك أظهرت النتائج التي تم جمعها من هذه الاستبيانات أن التعلم الإلكتروني يؤثر على أداء الطلاب بشكل إيجابي وسلبي ، وبالنسبة للطلاب فإن التعلم الإلكتروني أفضل من طريقة وجهاً لوجه ، في حين أنه لا يزال الأساتذة يفضلون الطريقة التقليدية بسبب بعض التحديات التي تتعلق بالتقييم عن بعد الذي تم استخدامه أثناء الوباء. يوصى بتعزيز استخدام التعلم الإلكتروني في الجامعات مع عدم التخلي تمامًا عن الطريقة التقليدية على الإطلاق.

الكلمات المفتاحية : التعليم عن بعد ، لتعلم وجها لوجه ، كوفيد-19 ، الأداء ، السلوك ، التقييم عن بعد.

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LIST OF ABBREVIATIONS

CAI	Computer-Assisted Instruction
CML	Computer-Managed Learning
EFL	English as Foreign Language
E-mail	Electronic Mail
F2F learning	Face to face learning
ICT	Information and Communication Technologies

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Chapter 01/
Introductory Chapter

Chapter One

Introductory Chapter

Introduction

Learning is the process of achieving knowledge, skill, attitude and performance. Thus learning is ultimately considered one of the most fundamental pillars of society changes. Nowadays, technology has become inseparable part of today's world and this is also true with the field of foreign language instruction. Educational technology refers to various materials used to develope the learning process and make teaching enjoyable and interesting. Teachers all over the country have risen to the extraordinary challenge of transforming their lessons into a comprehensive virtual education. As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms.

Coronavirus disease 2019 (COVID-19) is firstly identified in Wuhan city, Hubei Province, China in December 2019. (SARS-CoV-2). The virus was confirmed to have spread to Algeria in February 2020. Further, the outbreak has changed the operating conditions all over the globe within a month. The consequences of a pandemic are unstoppable and uncontrollable for many industries of the world. So, the Algerian governement have stopped face-to-face learning in all the universities from march 2020 , while the higher education system has adopted the E-learning method to complete the second semester program successfully. Meanwhile, to tackle the COVID-19 pandemic, almost all the Algerian Universities , and including the university of **Chadli Bendjedid (EL-TAREF)** which has issued the ordered to close it as an emergency measure to stop spreading the infection.SO, it using the platform MOODLE E-learning site , E-mails and facebook groups to facilitating the contact between the teacher and the students in terms of courses and assessments. Particularly conducting assessments remotely where the teachers faced many

challenges during this pandemic according to what studies? Such statements need to be supported

Statement of the problem

E-learning is covered under a larger term of technology-based learning through websites, learning portals, video conferencing, YouTube, mobile apps, and thousand types of free available websites for blended learning tools. Currently, E-learning is enhancing students' knowledge, even the academic staff and professional and industry people skills through the internet (Adams et al. 2018; Chopra et al. 2019).EL Tarf University using the plateform MOODLE E-learning site , E-mail and facebook groups to facilitating the contact between the teacher and the students in terms of virtual courses and remote assessments in COVID-19 period. Therefore , the main problem for this study is comparing the first year student' performance in semester one (S1) in which they were being taught face to face and in semester two (S2)) in which they were being taught by the E-learning methods in a light of the circumstances of the pandemic of coronavirus, and if the E-learning method affects the students' performance positively or negatively. Also, we highlight the remote assessment and its challenges on teachers especially

the purpose of the study

The purpose of the present study is to investigate :

- The effects of E-learning on first year students' performance and attitude during the COVID-19 period.
- The comparison between face to face method and E-learning method.
- The challenges that faced the teachers in the remote assessments .

The Research Questions

- How can E-learning affect first year students' performance and attitude ?
- Is E-learning method better than face to face method ?
- what are the major challenges faced by the teachers in remote assessment process during COVID-19 period?

The research Hypotheses

- E-learning affect first year students' performance and attitude positively by motivate and make the study different ans usefull than the other methods and negatively by will be less interact with their teachers and complicate the assessment of their works.
- E-learning method is better than face to face method
- The main challenges identified in remote assessment were academic dishonesty, infrastructure, teachers' lack of experience in E-learning strategies, lack of students' motivation , frequent sounds and pictures issues during virtual classes , and noncommitment of students to submit assessments.

The significance of the study

Globalization and information technologies are generally a mark of nowadays' life and areno doubt to remodel traditional teaching methods from a teacher-centered learning approachto a learner-centered instructional one by which learning interactivity and meaningfulness areconsolidated (AL-Mekhlafi, 2004; Warschauer, 2000). With the advent of technology,E-Learning has played an increasingly important role; especially in higher education as more and more college students rely on computers for learning and many higher education institutions are using E-learning to develop course materials, deliver and share the course content, lectures and presentations, facilitate communication among lectures and students, conduct research and provide administrative and management services.

This study is expected to be significant in improving teaching and learning process via technology. We do recognize that the E-learning is an advantage for the students to improve their performance and attitude better than the traditional method which is face to face learning. In addition, this alternative method manifested different challenges to teacher's assessment. This study focuses on the pre and post Covid-19 period in terms of differences between the two semesters for first year students in 2019/2020.

Research methods

This study adopted the descriptive research design by using both **Quantitative and Qualitative methods**. **Quantitative method** is used to explain and collect numerical data about first year students' results in the two semester in 2019/2020 (before and during the COVID-19 Pandemic) in a term of differences. Also, we will use the **Qualitative method** because for collecting data to explore how the E-learning method affects the first year students' performance and attitude towards the learning process, and how teachers assess their assignments and evaluative tasks in the two semesters .

The main data collection method in our descriptive research is a **case study** of first year students in 2019/2020 and the teachers of them in Chadli Bendjedid University (EL-Taref).

the data collection tool for our research paper is a questionnaire for first year students and for their teachers.

The structure of the dissertation

The present dissertation consists of **five chapters**; the **first** one is the introductory chapter to the research problem . The **second** one deals with the literature review and framework by mentioning the following points : teaching and learning processes , face to face learning E-learning, remote assessment, E-learning Vs face to face learning , online learning during the coronavirus panedmic .The **third** chapter is about the study methodology .The whole study design procedures and findings are presented in the **fourth** chapter where there is a description of the questionnaires' findings. The **last** chapter summarizes what has been discussed in the preceding chapters and adds some pedagogical implications and recommendations of the study.

Chapter 02/
Literature Review

Introduction

This present chapter intends to review literature about the teaching and learning process in general.It discusses and specifies an overview about face to face learning , E-learning , remote assessment.Also, it attends to show the differences between E-learning and face to face learning.Finally,it sheds light on online learning during the coronavirus pandemic.

Teaching and learning process

Teaching and learning process communicates between both parties, students and teachers or lectures. Someone performed their lectures in front called teaching (Caroline, 2016).Through this, it can build a better students' attitudes also in thinking and writing (Bonwell & Eison, 1991). According to Chickering & Gamson (1999), teachers and students who keeps connected to each other even outside from campus can encourage the students to be more motivated. Students who are active in learning activities tend to graduate on time (Tinto, 2004).

Face to face learning

Definition

F2F learning is an instructional method where course content and learning material are taught in person to a group of students. This allows for a live interaction between a learner and an instructor. It is the most traditional type of learning instruction. Learners benefit from a greater level of interaction with their fellow students as well. In face-to-face learning, students are held accountable for their progress at the class's specific meeting date and time. Face-to-face learning ensures a better understanding and recollection of lesson content and gives class members a chance to bond with one another.

Face to face method simply is a combining way to learn knowledge and skills including writing, reading, discussion, presentations, projects, group work, film clips, demonstration and practice.(Glossary, n.d)

Advantages of face-to-face education :

- You'll be able to concentrate harder on your learning because there'll be less distraction than if you were at home.

- You can gain greater understanding, stories and real-world examples from teachers and other students.

- You have a greater chance of completing your course successfully by doing it in a classroom situation. (Completion rate of teacher-led classes is almost 5x higher than that of on line learning)

- You may feel more comfortable and learn more easily in a familiar, traditional classroom situation.

- You can access more information and richer understanding through teacher and other students' body language and voice.

- You have the opportunity to connect with, problem-solve, and network with other students from a wide range of backgrounds.(Headspace , 2021)

Disadvantages of face-to-face education

- The lecturer only has a certain amount of time to get through subjects. If you cannot keep up with the rest of the class, you will have to schedule extra classes, which could cost you extra money.
- Due to time constraints in class, the lecturer cannot answer each and every student's questions.
- You will have to carry your textbooks to class every day. They tend to be heavy.
- If you forget a textbook or your class notes at home, you will either have to get along without it, or ask a fellow student to share his/her books with you.
- **Face-to-face** tuition can be quite expensive.
- Textbooks are rarely included in the course price, which means you will have to pay for it out of your own pocket. Extra expenses.
- You will have to spend additional money on travelling and secure parking.
- **Face-to-face classes** are at set times. If you miss a class, it is your responsibility to book an extra class to catch up.
- Classes vary from early morning to afternoons. If you have a day-time job or other responsibilities, it might not fit into your schedule.(college , 2017)

E-learning

Definition

E-learning also referred to as online learning or electronic learning, is the acquisition of knowledge and gaining of skills which takes place through electronic technologies and media. (Tamm,S.,2020)

E-learning is broadly global of all forms of educational technology in learning and teaching. and is broadly synonymous with multimedia learning, technology-enhanced

learning, computer-based instruction, computer-based training, computer-assisted instruction or computer-aided instruction, internet-based training, web-based training, online education, virtual education, virtual learning environments, m-learning, and digital educational collaboration. E-learning includes many types of media that transmit text, audio, images, animation, and streaming video, and involve technology applications and processes such as audio or video tape, satellite TV, CD-ROM, and computer-based learning, as well as local intranet / extranet and web-based learning. (Tamm,S.,2021)

For instance, it has been defined by Jama, et al., as a type or system of learning which is utilizing electronic technologies to access educational curriculum outside traditional classrooms. Sangra, et al., defined E-learning as "A method of teaching and learning that fully or partially signifies the educational model used, based on the use of electronic media and devices as tools for enhancing availability of training, communication and interaction that helps in accepting novel ways of comprehending and establishing learning" . Simply, E-learning courses are specifically delivered via the internet to somewhere other than the classroom for enhancing or supporting learning. That means E-learning is the use of network technologies to create, foster, deliver and facilitate learning, anytime and anywhere for empowering the individual learner so that the teacher/ trainer/tutor is no longer the gatekeeper of knowledge, while the role of teachers is likely viewed as facilitators of knowledge process . Oye, et al., defined E-learning as a unifying term used to describe the fields of online learning, web-based training and technology delivered instructions. Khan pointed that E-learning has been described in various ways as learning that is using a number of different technologies and methods for delivery e.g. Computerbased training (CBT), Internet-based training (IBT), Web-based instruction (WBI), Advanced distributed learning (ADL), Distributed learning (DL) Distance learning or Mobile learning, etc. (Elfaki, kh., Abdulraheem , I., & Abdulraheem, R, 2019)

E-learning covers a wide range of applications and processes to deliver education by means of electronic media that includes computer-based learning, virtual classroom and digital collaborations(Deusdado& Carvalho:2009).

According to Rosenberg (2001) "E-Learning refers to the use of Internet technologies to deliver a broad array of solutions that enhance knowledge and performance. It is based on three fundamental criteria:

1. E-Learning is networked, which makes it capable of instant updating, storage/retrieval, distribution and sharing of instruction or information.

2. It is delivered to the end-user via a computer using standard Internet technology

3. It focuses on the broadest view of learning solutions that go beyond the traditional paradigms of training" (Rosenberg, 2001:28-29)

MacDonald & al (2009: 39) define E-learning as a form of "learning that takes place via theinternet". The internet, the World Wide Web and Computer-based multimedia are considered to be primarily technologies of e-learning (Bates, 2005). Bates speaks of three main ways to make use of electronic learning by education institutions:

1- technology-enhanced classroom where the web and the Internet are integrated into traditional classroom teaching like other technologies through Web pages, PowerPoint presentations, electronically available course material,etc.,

2- Distance learning to ensure further access to education opportunities for disadvantaged Learners.

3- Distributed learning describing "a mix of deliberately reduced face-to-face teaching and on-line learning

Definition of Educational Technology

There is a wide range of terminology when we deal with technology used for learning. Media, multimedia, information and communication technologies (ICT), information

technology (IT), interactive and information technologies (IIT), advanced learning technologies (ALT) are all umbrella terms that cover all advanced technologies in manipulating and communicating information within the learning process.(Nedjah,H.,2010)

E-learning has certain benefits that facilitate the learning-teaching process because it is a web-based system. Considering that, the use of systems and technologies encouraged the development and expanding educational opportunities, using E-learning in higher education realizing the usefulness of this type of learning that has became subjects of interest for many researchers. (Tamm,S.,2021)

Types of E-learning

Computer-Managed Learning (CML)

In a computer-managed learning environment, instructors use computers to provide learning objectives and assess learner performance (Day & Payne, 1987). Computer-managed learning systems can fulfill several functions, including generating tests, analyzing the results of these tests, and keeping records of learners' progress (Sly & Rennie, 1999). Institutions also use CML systems for storing and retrieving teaching aids and tools, such as lecture information, training materials, and curriculum information (Currie & Courduff, 2015).

Computer-Assisted Instruction (CAI)

Also referred to as computer-assisted learning, CAI is a type of elearning that uses computers together with traditional teaching. This method includes a wide variety of activities, including drill-and-practice, tutorial, and simulation activities (Cotton, 1991). These activities can be offered by themselves or as supplements to traditional teacher-directed instruction. According to Tamm (2019), most online and traditional schools today use various CAI methods to facilitate skills development in students. Tamm further explains that the

primary value of CAI is interactivity, as the method allows students to become more active during the learning process.

Synchronous Online Learning

Through synchronous online learning, groups of students can simultaneously participate in activities in real-time, anywhere they are in the world (Hrastinksi, 2008). This real-time interaction is facilitated by online chat and videoconferencing, which allows students and instructors to interact with each other without delays (Types of Online Learning, n.d.). According to Tamm (2019), this type of community-oriented elearning is one of the quickest growing types of elearning because it eliminates the social isolation and poor teacher-student relationships common in elearning.

Fixed E-Learning

In fixed E-learning, the content used during the course of learning does not change once it is created. This means all participating students receive the same content. The material is usually determined by instructors; as such, it cannot be adjusted to adapt the content to the student's learning pace or preferences. Because of its rigid nature, this type of E-learning is often not ideal in E-learning environments (Tamm, 2019).

Linear E-Learning

E-Learning can also be classified by the communication model used. In a linear elearning approach, information is passed from sender to receiver. The time, order, and pace at which the information is received are determined by the sender, and there is no feedback from the receiver to the sender (E-Learning Models Explained, n.d.). Instruction transmitted through television, radio, and newspapers is a classic example of linear E-learning.

Interactive E-Learning

In contrast with linear elearning, interactive elearning enables two-way communication between the parties involved. In this approach, the sender can become the receiver and vice versa. Modern examples include instant messaging and discussion boards or forums (E-Learning Models Explained, n.d.).

Individual E-Learning

E-Learning can also be classified into its group dynamics. In individual E-learning, learners study the material individually and students are expected to meet learning objectives on their own. This mirrors learning practices in traditional classrooms.There are a number of ways to evaluate or measure students' performance against learning objectives throughout the learning process. In many massive open online courses such as Coursera, for instance, coursework and exams undergo automated evaluation or peer grading (Layton, 2013).

Collaborative E-Learning

collaborative E-learning is a more modern approach then individual one. In this type, two or more students engage in the learning process as a group. According to Tamm (2019), collaborative elearning works on the idea that knowledge is best developed in a group setting, where individuals can interact, learn from each other, and play to each other's strengths and weaknesses.

Advantages and disavantages of E-learning

Advantages

- E-learning is dynamic .
- It is individual i.e. centered across the learner and personalized to the individual.
- It operates in real time that is available for 24/24 h and 7/7 d.
- Due to its convenience and flexibility, the resources are available from anywhere and at any time.
- you are able to interact with everyone online and also clear your doubts if any. Through discussion boards and chats.
- It is network assisted and often learning is done within the fraction of time.
- Varying the types of content .
- Blend of learning methods such as virtual classroom , simulation , community and even a classroom.
- It is a very convenient and flexible option; above all, you don't have to depend on anyone for anything.
- The video instructions that are provided for audio and visual learning can be rewatchd and heard over and over again if you do not understand the topic first time (clover ,I., 2017)

❖ Compensating for Academic Loss : Online Learning and Student Performance during The COVID-19 Pandemic (Andrew E.Clark,Huifu Nong , Hongija Zhu , Rong Zhu).

The study here analyze the causal effects of online learning on student academic performance using administrative data from three middle schools in China, which implemented different educational practices for about seven weeks during the COVID-19 lockdown. Using the DID approach, we show that online learning has a positive impact on students' educational performance, when compared with those who stopped receiving learning support from their school. All else equal, online lessons recorded by higher-quality teachers confer additional academic benefits. The academic benefits of online learning are found to not differ for rural and urban students.

Disadvantages

- Most of the online assessments are limited to questions that are only objective in nature.
- There is also the problem of the extent of security of online learning programs.
- The authenticity of a particular student's work is also a problem as online just about anyone can do a project rather than the actual student itself.
- The assessments that are computer marked generally have a tendency of being only knowledge-based and not necessarily practicality-based. (clover ,I., 2017)

- **Inability To Focus On Screens**

For many students, one of the biggest challenges of online learning is the struggle to focus on the screen for long periods of time. With online learning, there is also a greater chance that students will be easily distracted by social media or other sites. Thus, it is imperative that

teachers keep their online classes clear, engaging, and interactive to help students focus on the lesson. (Gautam,P,2020)

- **Technology Issues**

The other major challenge of online classes is getting online. While spread of the internet has grown in leaps and bounds over the past few years, in smaller cities and towns, a constant connectivity at decent speed is a problem. Without a stable internet connection for students or teachers, there can be a lack of continuity of learning for a child. This harms the learning process. (clover ,I., 2017)

- **Sense Of Isolation**

Students can learn a lot from being in the company of their peers. However, in an online class, there are lower physical interactions between students and teachers. This often results in students feeling isolated. In this case, it is imperative that the school permits other forms communication between the students, peers, and teachers. This can include online messages and letters, emails and video conferencing that will allow for face-to-face interaction and reduce the sense of isolation. (clover ,I., 2017)

- **Teacher Training**

Online learning requires teachers to have a basic understanding of the use of digital learning forms. However, this is not always the scenario. Often times, teachers have a very basic understanding of technology. Sometimes, they don’t even have the resources and tools to take classes online.

To combat this, it is important for schools to invest in training teachers with the latest technology updates so that they can conduct their online lessons seamlessly. (clover ,I., 2017)

- **Manage Screen Time**

Many parents are concerned about the health risks that may result from having their children spend so long hours staring at a screen. This increase in screen time is one of the biggest concerns and drawbacks of online learning. Sometimes students also develop poor posture and other physical problems by staying crouched in front of a screen. (clover ,I., 2017)

The following figure (Figure 01) shows some advantages and disadvantages of E-learning for teachers, students and university. (International Journal of Management and Information Technology , 2018)

Students	
Advantages	**Disadvantages**
Flexibility in learning	No direct contact with teachers
Complete autonomy	Frequency and distrust in the use of digital and educational tools
Follow-up and self-assessment	
Management and independence at work	
Teachers	
Advantages	**Disadvantages**
Provide the basic conditions for assessing the level of learners	Lack of direct contact
Personal training in the use of digital tools	Multiple procedures to be taken
Flexibility in tables	Communications are mostly written
Assist learners directly	Difficulties to control bad activities like cheating
University	
Advantages	**Disadvantages**
Detailed reports	Fear of some learners
Flexibles tables	Investment in the purchase of technological equipment (computer)
Group training (reducing the number of learners)	Companies have little or no information on e-learning tools
Low educational costs	Absence of incentives for some learners

Figure 01: Advantages & Disadvantages of E-learning for Students, teacher and university

Communication's tools between teacher and student during the panedmic

Schools cannot rely on a single method of communication to reach all homes with a specific message; it is imperative that a variety of strategies be adapted to the needs of families and their timelines. Not all parents can be reached the same way. When deciding which platform/method to use, the urgency of the message/the dynamic nature of the situation must be taken into account.Even more important is how reach the most vulnerable families.

Some strategies to consider include:

- Online video conferences (Zoom, Skype, etc.)
- Phone calls
- Messaging groups (WhatsApp , Viber)
- E-mail
- School website or the online conferencing platform
- Social media platforms (Facebook).
- Moodle platform.
- Google classroom (UNICEF.Romania,n.d)

E-mail

E-mail simply means electronic mail and from a user point of view straightforward. As Haworth (1995,) notes it is a ' bread –and –butter application' .

Email can help students with literacy and language learning using email exchanges and online writing exercises. Authentic learning provided through peer to peer collaboration makes students excited about school.

When students use email it can also:

- Increase motivation through self learning and collaborative.
- Improving literacy through writing activities directed to authentic audiences.
- Gain comfort with tools and skills essential for workplace today.
- Facilitate learning as a second language (ESL) and a foreign language.
- The development of knowledge and cultural understanding through the exchange of E-mail in the real-world.
- Increasing access to technology and providing new opportunities for students without ever reaching home.
- Engage in " learning anywhere, anytime " with access from school, library and home. (Weller, M., 2007).

Moodle plateform

Educational institutions increasingly need to use virtual learning environments (VLE), that is, an electronic learning platform that accompanies the traditional assessment of teaching-learning process. As a result, a series of applications appeared, having the role to enable the integral management of the on-line learning process, as well as the blended learning-type applications (Popat, K, MacLean, H, Heppell, S., 2007).

This type of platforms have two roles: on the one hand, they enable the content management (courses, homework), ensure synchronised collaboration (by chat, videoconferences), as well as non-synchronised collaboration (forum, messages, blog.) and, on the other hand, they can be used in managing the courses and the students that applied for these courses (Weller, M., 2007).

As VLE use and management is complex, this type of platforms have started being used especially in universities, in managing distance learning courses in particular (Oproiu, G. C., & Chicioreanu, T. D., 2012).

In this context, MOODLE constitutes itself as a virtual learning environment (VLE), in which the online learning process is completed, and represents a software open source dedicated to supporting the collaborative learning environment. It constitutes a new educational framework, based on the constructivist pedagogies where both teaching staff and students meet, complete collaborative activities and create information (www.moodle.org). As a free of resource, it can be installed on a server to be accessed from any computer with an Internet connection. It has a simple and logical interface, organised by modules; as a result, it can be easily used by users who do not have very advanced digital competences as well. (Weller, M., 2007).

Through this platform an interactive way of working between teaching staff and students is provided. Within this virtual environment students learn by direct, collaborative participation, where both students and teaching staff can have synchronised or asynchronised access to the platform. Moodle can be used successfully , whether the educational system or in private or public institutions. Moodle can be used in universities for various purposes, whether in full-time and part-time learning, E-learning or blended learning, both in the initial and continuous training. (Weller, M., 2007).

This e-learning platform provides users with a series of communication methods, such as forum, chat and message system, wiki space …etc (www.docs.moodle.org). Through the forums we can communicate in a asynchronous way, which can enable students to communicate with their colleagues or their professors at any time, provided there is an

Internet connection. Forum discussions can be related to general interest topics or can be focus on a specific topic, where any user can initiate a discussion.

Unlike forum, the Chat system provides the opportunity of synchronised, real-time communication between the users on the course platform. Through the messaging system, private communication between users is completed. In Moodle, wiki is a space where students can complete collaborative activities. Perfect for use in groups, and can be used in seminar or project activities.

Among the advantages of using this platform in learning activities, we can identify the following:

- Teaching staff enjoy more easy communication with the students applying for the course, through the created virtual classes .
- It may constitute an environment where necessary training courses, laboratory topics and seminars or bibliography can be posted.
- A space where students' data can be easily manipulated (virtual secretariat) can be formed
- Provides knowledge assessment and self-assessment opportunities via online test.
- Enables good communication and social communication by chat or forum, both between trainees and with the teaching staff. Individual communication with the teaching staff can be achieved or topics can be discussed by all members that access the platform.

The following figure (Figure 02) shows an example of Moodle platform :

Figure 02: Chadli Ben Djedid (El _ TARF) Moodle platform

Facebook Groups

(Daher & Shahbari, 2020) acknowledged that in using social media in virtual teaching, teachers and policymakers should involve the instructional support, services and technical support condition of learners to help them in their difficulties in using different social media platforms in teaching as it is considered to effectively create a collaborative learning environment and experience among the learners to improve their academic performance

(Manickam, Selvam, & Ahrumugam, 2020). Teachers should consider what technology and platform are best for their students (Avila & Lavadia, 2019) especially that the students perceived that the existing learning management systems are difficult to use and are very isolating. With such, the utilization of different platforms should be considered, and social media is one of the best to consider since Facebook, Twitter, Messenger and Instagram are being used by most of the students. Also, the use of social media in learning can be self-directed and are highly motivated since interaction among the members of the virtual classroom exists. (M. Lundin, Annika L. Andersson, Hillman, 2020)pointed out that teachers' use of various social media platforms like Facebook can methodologically improve their competence in promoting different, simple, and innovative platforms, thereby becoming standard tools in online classroom practice.

Due to the COVID-19 pandemic, the majority of the students work from home and the online learning stress affect their lives not just the quality of the learning outcomes. And using Facebook as a virtual classroom is considered the best option as the majority of students are more active in social media platforms during the quarantine periods. Hence, it is high recommended for use it as an online collaborative learning strategy. Teachers can use various social media applications such as Facebook, and Messenger where they can interact with their students virtually and their students can also interact with their mates.

The following figure (Figure 02) shows an example of facebook group for learning :

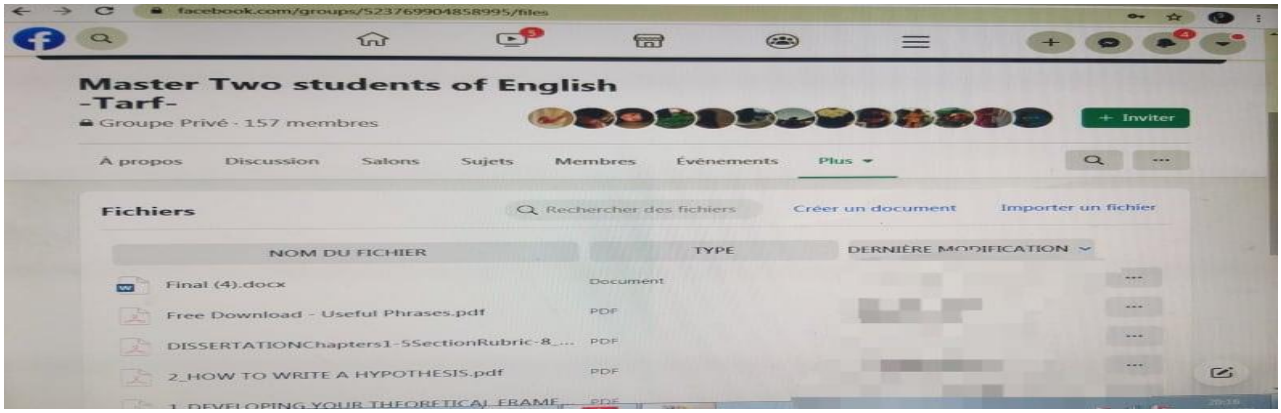

Figure 02: Master Two students of English-Tarf

Remote Assessment

Definition

« Assessment » is defined by Sommer (1989) as the process of finding out who the students are, what their abilities are, what they need to know and how they perceive the learning will affect them. Validity and reliability represent two key requirements in assessment which places the needs of the students at the centre of the teacher's planning. According to Brindley (2001, p.137) the term assessment refers to *"a variety of ways of collecting information on a learner's language ability or achievement"*.

Assessment can serve different purposes, which include:

• *Selection:* eg. To determine whether learners have sufficient language proficiency to be able to undertake tertiary study;

• *Certification:* eg. To provide people with a statement of their language ability for employment purposes;

•***Accountability****:* eg. To provide educational funding authorities with evidence that intended learning outcomes have been achieved and to justify expenditure;

• ***Diagnosis****:* eg. To identify learners' strengths and weaknesses;

• ***Instructional decision-making****:* eg. To decide what material to present next or what to revise;

• ***Motivation****:* eg. To encourage learners to study harder.(Ibid, p. 138)

In recent years, online learning has been adopted in many higher institutions and assessing students remotely has become a challeng, especially in ensuring academic integrity. Teachers are forced to devise a strategy for an appropriate method of remote assessment . A variety of remote assessments are available to assess students' online learning. These assessments are broadly categorized as (1) remotely proctored exams (time-constrained) and (2) open-ended assessments.

Types of Remote Assessment

As the objectives of assessment is to evaluate the performance of students against the learning outcomes and promoting learning activities, certain assessment methods would be appropriate and less problematic to achieve the intended objectives in remote assessing. Hence, the following assessments can be applied based on the nature of the course and questions .(Educational assessment, evaluation and accountability, 2020)

- **Series of quizzes :** Quizzes offer a low-stakes opportunity for students to demonstrate their understanding on the materials provided. It also gives ongoing information about students' understanding and serves as a feedback for improvement. Quizzes are also easier to randomize questions by using various application software such as Canvas and Sakai to make cheating more difficult. (Rutgers, 2020).
- **Open-book, take-home assessments :** These assessments are conventional and used under the traditional teaching-learning process also. However, when there is no possibility of proctored exam, take-home exam can serve as the main assessment method to cover the learning outcomes. To make sure that the assessment is done by the student, online oral

presentation, and question can be included. The challenge of take-homeexam is preparing more conceptual questions that cannot be found directly and easily in any type of sources, such as the internet and textbooks. (Rutgers, 2020).

- **Professional presentations or demonstrations :** These assessments can be done in audiovisual and are good demonstration of the students' understanding especially when presentation is conducted online. The presentation can be done using any web based online conferencing system, such as ZOOM, MS Team, and BigBlueButton. (Rutgers, 2020).
- **Annotated bibliography :** Annotated bibliography is a summarization of essential ideas contained in a document, thesis, research article, etc. and discusses how they relate to your own ideas or thesis. An evaluative annotation adds your judgments about the quality of the author's ideas. Annotated bibliography project gives students a choice in selecting works while assessing their higher-order abilities to evaluate sources, compare multiple perspectives, and provide rationales for their choices (Rutgers, 2020).
- **Fact sheet :** A fact sheet provides information to readers in a clear and concise format. A fact sheet can be presented on a piece of paper or digitally, and it informs people about a business, organization, product, service, campaign, event, or another topic. Generally, a fact sheet should center around one issue and should not be more than one page with a clear, easy-to-read layout. Hence, students can create a fact sheet in a single page on various topics, works, or companies. Students may select their topic, or it can be assigned by the instructor. (Rutgers, 2020).
- **E-portfolio :** E-portfolio is considered a learning and assessment tool. Students compile their best or representative work from the semester, writing a critical introduction to the portfolio and a brief introduction to each piece. Students' achievement can be evaluated collectively for a module improvement. It can also be useful to organize, sample, and assess what students gained out of it. E-portfolios enable faculty not only to observe what

students know and can do, but also to indicate how students learn through their reflections (Rutgers, 2020).

Quality criteria of assessment

when choosing the type of assessments there must be certain quality criteria standards that ensure the assessment objectives are met. In this regard, the following criteria will be considered when selecting an assessment :

- **Validity :** As assessment main objective is to evaluate the students' learning on the specific learning outcome, the assessment method should be appropriate to evaluate the achievement of the learning objectives (Hsiao & Watering, 2020).
- **Reliability :** The most difficult issue in remote assessment is ensuring academic integrity. The assessment design should consider preventive measures to make assessment free from cheating and fraud. The preventive mechanisms during the assessment time and detecting mechanisms after submission should be employed (Hsiao & Watering, 2020).
- **Clarity :** During the assessment time, since there is no face-to-face communication and students may not have a chance to ask clarification, the assessment should be clear to students. Particularly when students are not familiar with the new assessment method, it is essential to explain the procedures and expectations clearly and provide related examples. This also applies if questions are asked at a different level than would normally be expected. Make sample questions, and if possible discuss these questions online with the students before issuing the assessment (Hsiao & Watering, 2020).
- **Avoid susceptibility for technical problem :** Commonly, in remote assessments, the instructor will not be in a position to solve the student's problem. The problem could arise as a result of hardware or software malfunctions, or due to lack of knowhow on the

supporting materials by the student. It is important to consider how to deal with these kinds of problems in advance (Hsiao & Watering, 2020)

E-learning Vs face to face learning (sunybroome,n.d)

- **Learning Environment**

F2F: a face-to-face classroom can be (but not always is the case) a passive learning environment. In a classroom in the traditional lecture style, information is sometimes presented to the student and returned to the teacher through controlled written assessments. The environment is also physical. Both student and teacher are able to to see, hear and pick up on physical cues and body language.

Online: The Online classroom is usually a more active learning environment. Students should work to obtain information. Through interaction and participation, students take an active role in delivering course material and. In an asynchronous online course, there is a challenge in not being able to "see" the teacher or fellow students in exchanges in real-time

- **Reading Requirements**

F2F: Students typically have regular reading assignments from the textbook and other resources provided or indicated by the teacher to supplement the face-to-face classroom material.

Online: As in face-to-face training courses, there is typically a textbook from which readings are assigned in addition to supplemental resources provided by the teacher. However,the online course also requires additional extensive reading that is not necessarily included in the face-to-face course. Lecture documents, discussion postings, student-to-student and student-

to-teacher interactions, course announcements and assignments must all be completed in writing and obtained by the student through reading.

- **Course Pace**

F2F: Class meetings happen at a specific time in a specific location on a specific schedule. When in class, the teacher usually sets the pace.

Online: It is up to the student to set their own pace for the lot of the work that must be completed in an online course. While there are deadlines and due dates that must be met, students typically have great deal of flexibility in determining and deciding where and at what time of day they participate.

- **Discussions**

F2F: Discussion takes place in the constrained environment of the physical classroom. The teacher often leads and controls the focus of the discussion to reach a conclusion in a limited period of time. Since time is limited, responses typically need to be formulated quickly. There may also be some intimidation of speak directly in a classroom setting, but there is also the benefit of visual cues of fellow students and the teacher.

Online: Students have a greater opportunity to develop well thought out and well- researched discussion responses. The students often carry the bulk of the discussion interaction with the teacher who act as a facilitator only interjecting when necessary. The online discussion develops over a longer period of time than that of the face-to-face classroom (often more than one week) allowing all students on the course to contribute and reach conclusions together.

- **Exams and Quizzes (Assessments)**

F2F: Typically , Exams and Quizzes are are given face-to-face in classroom during regularly scheduled class time. Students are usually monitored during the exam period which is limited by the length of the meeting. the assessment is usually reviewed during the class meeting.

Online: Exams and Quizzes are done online (unless other arrangements have been announced by the teacher in advance). Typically there is a window of opportunities during which a student can begin taking an online exam or test, but once it begins , the assessment time may be decided. For example : a student may have between Monday and Thursday to take a test, but once they click the "Begin" button, they have 40 minutes to complete the test. It is, therefore,it is important that you study for the Online assessment as you would for the face-to-face version and be fully prepared.
The assessment is reviewed online via internet, after the teacher has released the grades. It is up to the instructor which fields are displayed in the feedback, but common review fields include, the question, whether the student got a correct or incorrect, the correct answer, comments, and the grade.

- **Assignments (Dropboxes)**

F2F: Homework assignments, research papers, labs, etc. are usually submitted to the teacher in person and in hard copy form in the traditional classroom. Due to the dramatic increase in the number of face-to-face courses that use online technologies, however, students may be required to submit assignments online in some face-to-face courses.
Often a graded assignment is reviewed within the actual classroom.

Online: Assignments in online courses are typically submitted through an online dropbox. Depending on the settings chosen by the teacher, the student may have the ability to write directly into a message box, attach a file (or number of files), or submit their assignment multiple times. Dropboxes, like assessments have specific opening and closing dates that students must follow.

Eqtimated assignments are reviewed online. When a teacher grades an assignment online,there is an opportunity to provide a grade, feedback notes, and/or a grading file attachment.

- **Group work**

F2F: Since students are physically in the same place at the same time, the face-to-face course lends itself well to group work. Class time can be used for this collaboration and work among students can be continued after the class ends through scheduled meetings.

Online: Online courses also often involve group work. teachers have the ability to divide their online students into teams to work collaboratively on projects and interact with the discussion tool. Since most online courses are asynchronous, however, the features of being in the same place at the same time does not exist in the online classroom. Thus, it is up to each student in the group to keep up with the work involved and do their role.

Online learning is commonly defined in contradistinction to F2F learning.Its most prominent feature is the absence of the physical classroom, which is replaced by the use of web-based technologies offering opportunities for out-of-class learning independent of time, place and pace (Bernard et al., 2014; Chigeza and Halbert, 2014; Northey et al., 2015; Israel, 2015; Potter, 2015). Ryan et al. (2016) point out that “in the context of higher education, the phrase *online learning* is often

interpreted as referencing courses that are offered completely online; [..]" (**p. 286**). Typically, the online learning setting is launched through so-called learning management systems (LMS) or virtual learning environments (VLE) such as Moodle and Blackboard (Pellas and Kazanidis, 2015).

Online learning during the coronavirus panedmic

Social distancing as a response to the COVID-19 health risk has generated extensive online interaction and learning. Miami Herbert Professor Dhananjay Nanda calls the pandemic that has compelled such an expansive societal response a once in a lifetime event, but one that will likely leave a lasting impact on higher education. For hundreds of years, the format of higher education has remained unchanged. A university consists of many buildings, parking areas, administrative services, residential dormitories, and student organizations – all ancillary components that consume a great amount of resources. The business model has high operating leverage, such as fixed costs, and dedicated assets resulting in an educational system lacking in adaptability and resilience.The pandemic will fundamentally alter higher education, beginning with the abrupt expansion of online learning. Many faculty members are already adjusting to a previously unfamiliar format. Yet a more permanent transition to an online educational system, resulting in fewer students on campus, will force university management teams to contend with facilities and complex infrastructures that are not scalable. Also, educational offerings will change over the next decade according to an increase or decrease in demand for certain disciplines. Management will need to demonstrate flexibility and adaptability in adjusting and deploying resources. The pandemic has exposed higher education's weaknesses amid changing circumstances. The universities that will surmount challenges will prove capable of developing systems that are more resilient and adaptable. The most critical capital, one

that does not appear in accounting statements, consists of faculty expertise. The University of Miami's strength in this soft capital allows for an optimistic outlook. Leadership must simply deploy, leverage, and deliver its strongest asset for a continued positive student experience. Miami Herbert Business School .(2020 , Apr 6).

It plays a significant role in transforming our lives to digital world by providing flexible places, class timings and quality contents. It provides a way to the development of humanity at the time physical isolation due to pandemic. Online learning is beneficial because it is instantly accessible and offers flexible scheduling. In this system, learners use Internet technology to communicate virtually with their teachers and fellow learners through Email, WhatsApp, Videoconferencing, Instant messaging or using other tools. International journal of multi displinary educational research (2020)

Online education and blended learning play a significant role in fostering the learners' competencies and increasing their imagination, creativity and self awareness. Sun and Chen (2016). Shriner (2015), in his turn, provides seven characteristics of effective online teachers which are: (a) being passionate about the subject, (b) being passionate about teaching, (c) sees value in online education, (d) being a good time manager, (e) being flexible and open to feedback, (f) facilitates classroom community with engaging tone and creativity, and (g) trained in online teaching. Some of the effective strategies of online teaching within the global crisis include ensuring digital equity, practice, providing clear explanations to the parents, taking time to plan and establishing daily schedules, providing robust learning and designing independent learning, and most importantly choosing the right tools. Snelling and Fingal (2020).

Teachers in Algeria face many problems especially internet access and students' motivation. Thus, Covid19 provides opportunity to make a revolutionary change in

teaching and learning process. This can be achieved through the integration of online learning platforms and various online resources. After the crisis, schools and universities should not return to normal, but rather for the better. Four factors influence the most student learning habits and increasing their learning time, which are digital technologies used awareness of self-learning progress, and knowledge needed to maintain environmental development and the format of digital resources provided. Zermane and Aitouche (2020)

The Higher Education sector in Algeria, in a responsible approach, based on the commitment of the entire community of the university teachers, aims to maintain the academic relationship, between the teachers and their students, and put online teaching content in their different forms of courses, tutorials and practical works (when practical works are available online). Though COVID-19 has had a severe impact on standard educational progress, universities may take this unforeseen opportunity to detect deficiencies and speed up reform of online education through innovative course content, state-of-the-art technology, and efficient management. Zermane and Aitouche (2020)

conclusion

This chapter balances the overview about the teaching and learning process in general and specifies both e-learning and face to face methods by focusing on the differences between the two methods and the online learning during the coronavirus pandemic The next chapter will be devoted to analyze the questionnaires of both teachers and students

Chapter 03/
Research Method

Chapter Three

Research Method

Introduction

This chapter is devoted to the results of the students' questionnaires. After collecting the data which are the students' points of views and their responses from the questionnaires, and it gives information about the participants and illustrates where the study was conducted. The ultimate objective is to collect relevant ideas about E-learning in EFL classroom with the investigation of students' performance and attitude inside Chadli Ben Djedid University of EL-TAREF. In general, this chapter focuses on the research institution, which includes population sampling : teachers as participants and students as participants. It also offers the research instruments which includes teachers' and students' questionnaires. The last part of the chapter is specified to the research design and procedures.

Research framework

Sampling and Population

Students as Participants

For the present study, we dealt with a sample of fourty (40) students, from a total population of about one hundered (100) students of First year in 2019/2020, University of El-Tarf, department of English. In fact, the informants were selected randomly (male/female) from three groups (3).

We are choosing to work with second year (1st Year 2019/2020) because in their first year are new with the university system (modules , methods of learning …) and with the outbreak of Covid -19 everything had changed for them .

Teachers as Participants

Concerning the teachers as participants, a questionnaire is administrated to five (05) teachers of first year in 2019/2020 from the same university. The selection of this sample has into consideration the teachers of all modules of the academic year 2019/2020 but since we are in 2020/2021 the half of teachers change the university.

Research Instruments

In this study, the questionnaire was the main tool that has been used in order to collect information about the topic. A questionnaire is a research instrument consisting of a set of questions or other types of stimuli aimed to collect information from a respondent. A research questionnaire is typically a mix of close-ended questions and open-ended questions. This study is based on two questionnaires; one for the students and the other one was prepared for the teachers.

Students' Questionnaire

The students' questionnaire was composed of (13) questions started of students' Gender as a background information .The rest of questions are related to each other which supports all the hypothesis . The questions are either close-ended questions, requiring from the students to choose "yes" or "no" answers, pick up the appropriate answer from a number of choices , or open-ended questions which offer the respondent the ability to elaborate on their thoughts.

Teachers' Questionnaire

The teachers' questionnaire depend on (12) questions which started by the teachers' background information that it was about the teachers' experience in teaching . The questions are either close-ended questions, requiring from the students to choose "yes" or "no" answers, pick up the appropriate answer from a number of choices , or open-ended questions which offer the respondent the ability to elaborate on their thoughts , and all the questions support the hypothesis.

Research Design

The recent study employed a descriptive research design by describing our research problem without consider on the causes of subject by using both Qualitative and Quantitative methods.It means we use qualitative method because we collecting data to explore how the E-learning method affect the first year students' performance and attitude, and how the teachers assess their assignments remotely. On the other hand, we have used also **quantitative** data in order to understand the relationship between the independent and dependent variables in our selected population.

The main data collection method in our descriptive research is a Case Study of first year students in 2019/2020 and their teachers at Chadli Ben Djedid University (EL-TAREF).

Research Procedures

In this descriptive research , students' questionnaire was supplied online since the online questionnaire is more easier and productive at the same time .But for teachers' questionnaire was supplied at the university and online too.

Conclusion

This chapter provides an overview about the methods used in order to accomplish our study. The study was managed at Chadli Ben Djedid University, El Tarf, Algeria. The participants were first year EFL students and EFL teachers at English in 2019/2020.

Chapter 04/
Data Analysis

Chapter Four

Results Analysis

Introduction

This chapter is dedicated to the interpretation and version of students' questionnaire, which is addressed for 40 students (EFL learners) from the department of English at Chadli Ben Djedid El Tarf. Besides to the interpretation of teachers' questionnaire which is devoted for five (5) teachers from the same university.

Moreover, below each table there is an additional analysis of the data.The tables have been used in order to exhibit the results in an exact and accurate manner and to clarify each question in detail.

Students' Questionnaire Analysis

Q1 : Gender

Answer's choice	Responses	Ratio
Female	32	80%
Male	8	20%

Table 01 *: Gender*

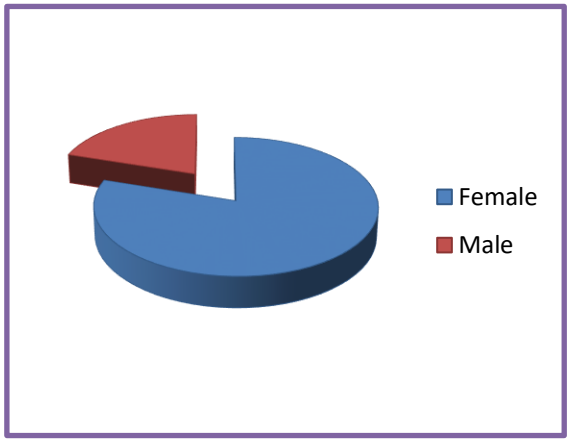

Figure 01 *: Gender*

As data findings illustrate, among **40** participants,**32 (80%)** of them were female and only **8 (20%)** were male who answered the questionnaire.

Q2 : Did you use online learning before COVID-19 in your studies ?

Answer's choice	Responses	Ratio
Yes	20	50%
No	20	50%

Table 02 *: The use of online learning before Covid-19 in students' studies.*

Figure 02 *: The use of online learning before Covid-19 in students' studies.*

The figure shows that the half of students **20(50%)** use online learning befors Covid -19 in their studies and the other half **20(50%)** were not .

Q3 : During COVID-19 which tool(s) did you prefer to get lessons from your teacher ?

Answer's choice	Responses	Ratio
Email	23	57.5%
Facebook group	18	45%
Video conferencing	11	27.5%
Moodle platform	11	27.5%
Google classroom	10	25%
Messaging groups (WhatsApp , Viber)	3	7.5%

Table 03 *: The tool(s) that students prefer to get lessons from their teacher .*

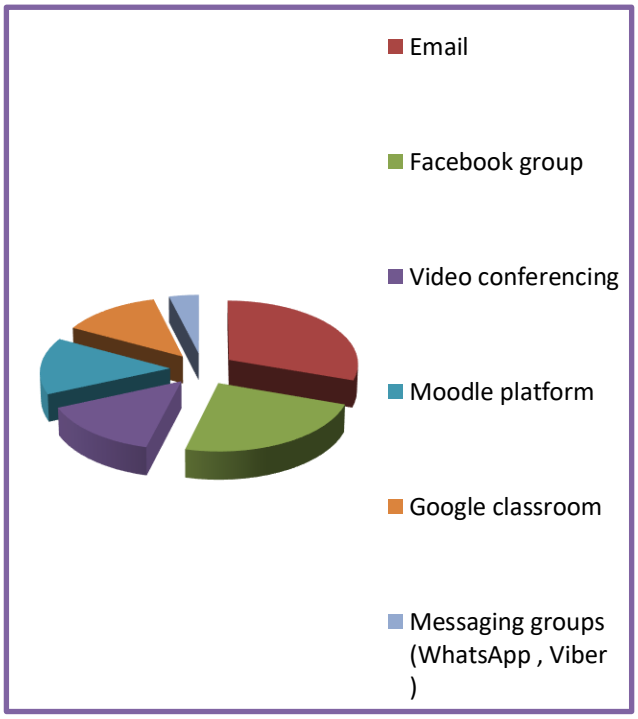

Figure 03 *: The tool(s) that students prefer to get lessons from their teacher .*

Supposing that about the half of students **23 (57.5%)** would very likely use **e-mail** yo get lessons from their teacher in the period of Covid-19 ,while **18(45%)** indicated the likelihood of using facebook group. Similar ratios **11(27.5%)** using video conferencing and Moodle platform .Google classroom tool was used by **10 (25%)** of students, but only **3(7.5%)** were used messaging groups (WhatsApp , Viber).For the second part of the question when the students can mention other tools : (**35**) students added nothing else , while **(05**) of them reported they use instagram application tool

Q4 : How often did your teacher send you courses ?

Answer's choice	Responses	Ratio
once a week	12	30%
twice a week	16	40%
three times a week	6	15%
more than three times a week	6	15%

Table 04 *: The frequency of perceive courses from their teacher*

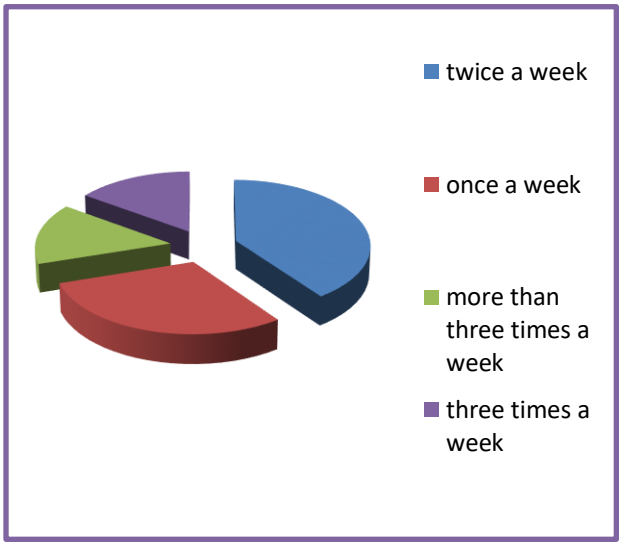

Figure 04 *: The frequency of perceive courses from their teacher*

The above table shows that **16 (40%)** reported that their teacher send them courses twice a week, **12(30%)** said that they received courses once a week.while the two ratios **6(15%)** of sample received courses for three and more than three times a week.

Q5 :How often did you do and send assignment to your teacher ?

Answer's choice	Responses	Ratio
once a week	17	42.5%
twice a week	14	35%
three times a week	5	12.5%
more than three times a week	4	10%

***Table 05**: The frequency of sending courses by teacher*

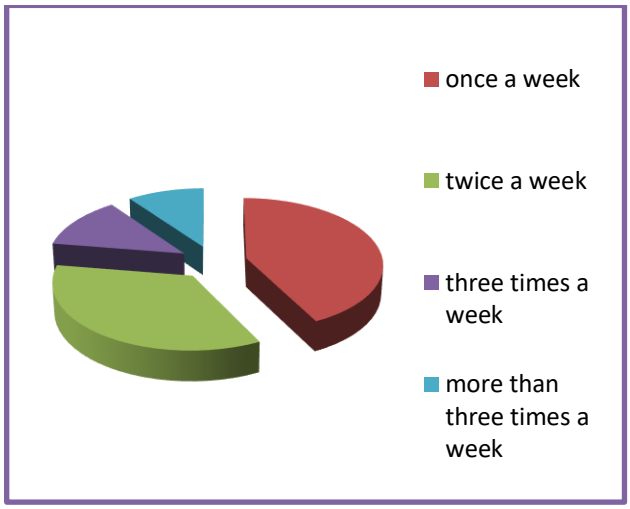

***Figure 05** : The frequency of sending courses by teacher*

As it is indicated in the graph below**,17(42.5%)** of students do and send assignment to their teacher once a week ,14(**35%**) of them send twice a week ,5(**12.5%)** and 4(**10%)** students do it three and more than three times a week .

Q6 : How did you access online course content ?

Answer's choice	Res-ponses	Ratio
I have my own personal computer, laptop or tablet	19	47.5%
I share a home computer, laptop or tablet	5	12.5%
I am only able to use my cellphone to access content	16	40%

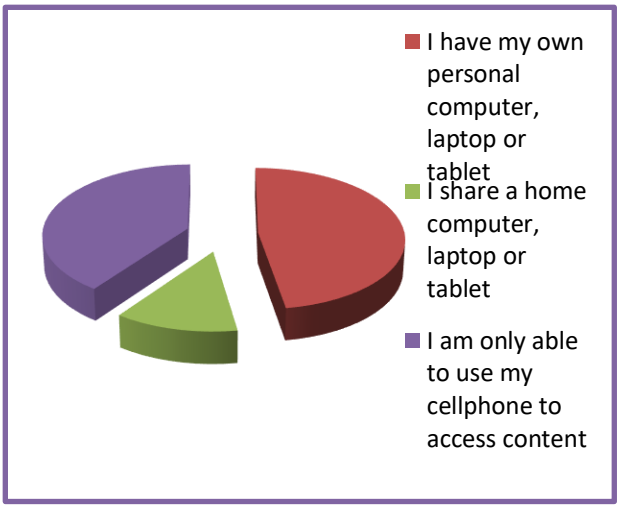

***Table 06**: The online access of Course content.*

***Figure 06**: The online access of Course content.*

From **40** students , **19(47.5**%) have their own personal computer, laptop or tablet , **16** (**40%)** are only able to use their cellphone to access content and **5(12.5**%) share a home computer, laptop or tablet .

Q7 : How do you rate your average in second semester compared to the first semester ?

Answer's choice	Responses	Ratio
Bad	6	15%
Average	10	25%
Good	18	45%
Excellent	6	15%

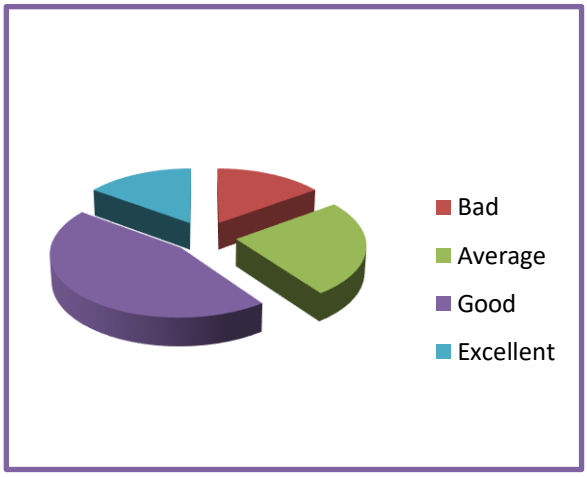

***Table 07**: The average of students in second*

***Figure 07** : The average of students in second*

Semester compared to the first semester. *Semester compared to the first semester.*

Few participants **6 (15%**) reported that their average in second semester was bad compared to the first semester ,also another **6 (15%**) of them their average was excellent. The other participants **10(25 %)** reported that their average was average ,whereas the majority **18 (45%)** had a good average in second semester.

Q8 : How did E-learning affect your performance and attitude ?

Answer's choice	Responses	Ratio
Positively	27	67.5%
Negatively	13	32.5%

***Table 08**: The Efect of E-learning on Students' performance and attitude.*

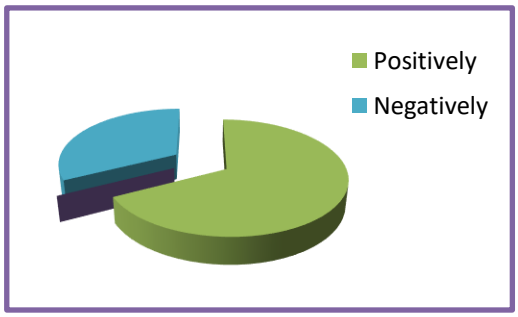

***Figure 08** : The Efect of E-learning on Students' performance and attitude.*

The majority of informants' responses who are **67.5%** reported that E-learning affect their performance and attitude **positively** ,however, **32.5 %** reported **negatively**. The participants explain in this question why they said either positively or negatively.

For that E-learning affect students' performance and attitude positively they giving the justification bellow :

- E-learning improve our skills in using the technology since we are with the speed of it.
- E-learning give us the opportunity to study any time and any where.
- E-learning motivate us better than the traditional method.

Q9 : E-learning is better than Face to face learning method ?

Answer's choice	Responses	Ratio
Agree	21	52.5%
Disagree	19	47.5%

***Table 09**: Asking if E-learning was better than face to face method .*

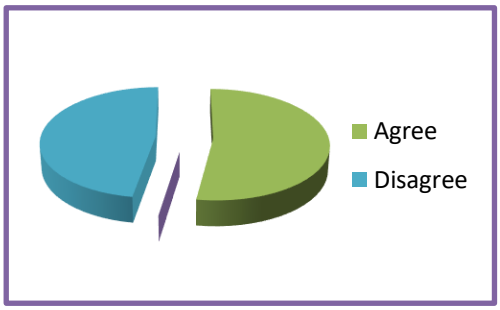

***Figure 09** : Asking if E-learning was better than face to face method .*

According to the results of this question, the ratios are very close , since 21(52.5 %) of students agree that E-learning is better than face to face learning method . While 19(47.5 %) disagree on this point.

Q10 : Do you agree that when your teacher assess and evaluates you remotely give you more opportunities to success and motivate rather than the traditionnal evaluation ?

Answer's choice	Responses	Ratio
Yes	28	70%
No	12	30%

***Table 10**: The agreement of students about The assessment remotely compared with The traditional evaluation*

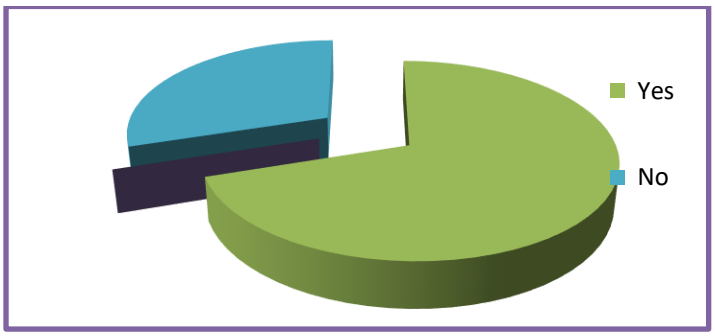

***Figure 10** : The agreement of students about The assessment remotely compared with The traditional evaluation*

The answers for the above question clarify student's agreements about when their teacher assess and evaluates them remotely give them more opportunities to success and

motivate rather than the traditionnal evaluation : **28 (70%)** are strongly agree, while **12 (30%)** disagree.

Q11 :what are the diffuculties and challenges that you faced when using E-learning method ?

Answer's choice	Respo -nses	Ratio
less interaction with my teacher and classmates.	18	45%
Need live question and answer with professors.	15	37.5%
Connectivity issues.	12	30%
Personal motivation.	10	25%
Mental health, stress, isolation.	7	17.5%
Difficulty with technology for coursework.	6	15%

***Table 11**: The diffuculties and challenges faced students when using E-learning.*

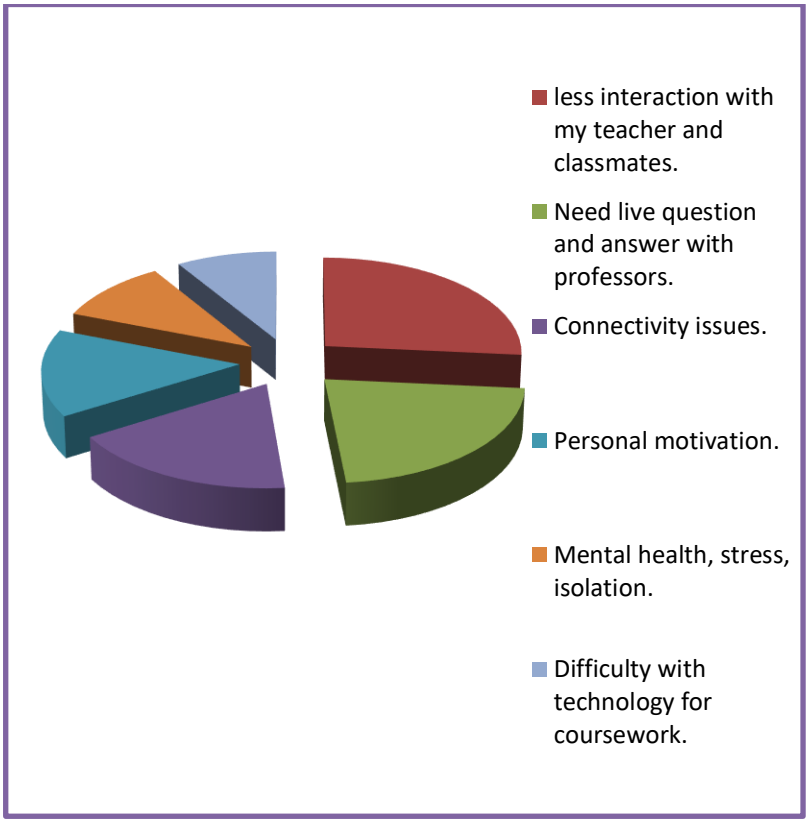

***Figure 11** : The diffuculties and challenges faced students when using E-learning.*

The above results reveal the different students' perspectives regarding the diffuculties and challenges that they faced when using E-learning method . The majors challenge shown in the figure was « less interaction with my teacher and classmates. » reported by

18(45%) of participants .**15(37.5%)** of students need live question and answer with professors.12(30%) argued on connectivity issues , while **10(25%)** assumed that personal motivation was a challenge when using E-learning method. But only **7(17.5%)** felt with Mental health, stress , isolation .Finally, just **6(15 %)** of participants who have difficulty with technology for coursework.

We give students opportunity to mention other difficulties which is some of them added challenges such ;

- Bad study habits and bad internet.
- Computer Literacy as an exmple i still can't use MS Word and PowerPoint
- It is the lack of direct communication with my fellow students and doctors, and sometimes there are subjects that we need to be at the university in terms of practical application, and the biggest problems that I faced during the last period were the “online” exams and it was very difficult to adapt to them.”
- Lack of familiar structure and routine .
- some teachers who give us assignments in really limited time and the unfair evaluation
- Difficulty with technology for course work

Q12 : Satisfaction with the online tutoring services :

Answer's choice	Responses	Ratio
Somewhat satisfied	16	40%
Satisfied	14	35%
Not satisfied	6	15%
Somewhat unsatisfied	4	10%

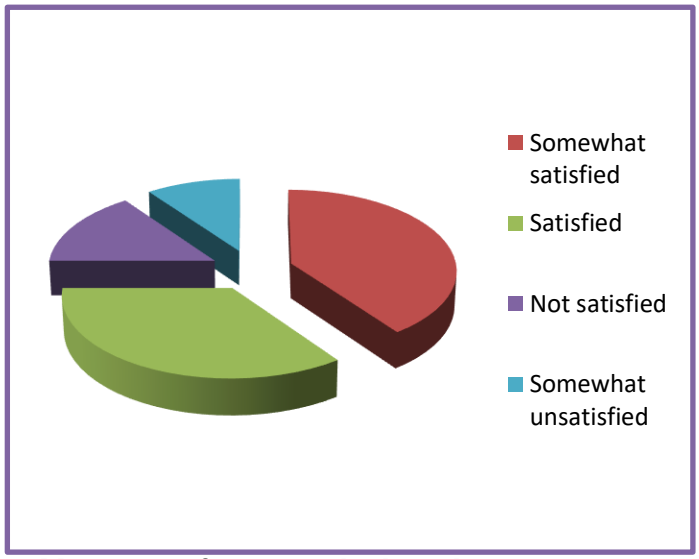

***Table 12**: satisfaction with the online Tutoring services*

***Figure 12** : satisfaction with the online Tutoring services*

By this question,**11 (40%)** of the students stated that they Somewhat satisfied with the online tutoring services,**14 (35%)** students are the ones who said satisfied, other **6(15%)** students said not satisfied. However, those who said somewhat unsatisfied are only **4 (10%)** students.

Q13 : After the pandemic, do you still as a second year student use the E-learning method in your study ?

Answer's choice	Responses	Ratio
Yes	33	82.5%
No	7	17.5%

***Table 13**: The use of E-learning method after the pandemic as a second year students*

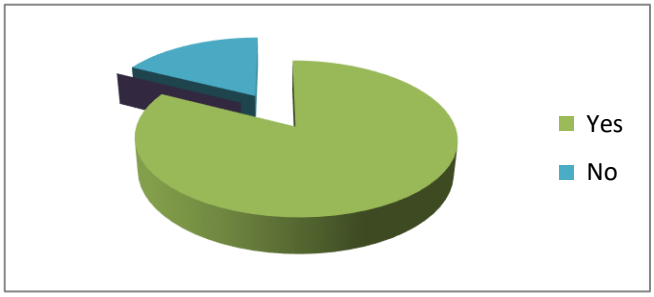

***Figure 13** : The use of E-learning method after the pandemic as a second year students*

Among the 40 of the participants, the majority 33(82.5%) indicating they use the E-learning method in their study as a second year student after the pandemic. Meanwhile, only 07(17.5%) of them they said No.

teachers' Questionnaire Analysis

Q1 : How long have you been teaching ?

Answer's choice	Responses	Ratio
more than six year	1	20%
For 7 years	1	20%
9 years	1	20%
10 years	2	40%

***Table 14**: teacher's experience in teaching*

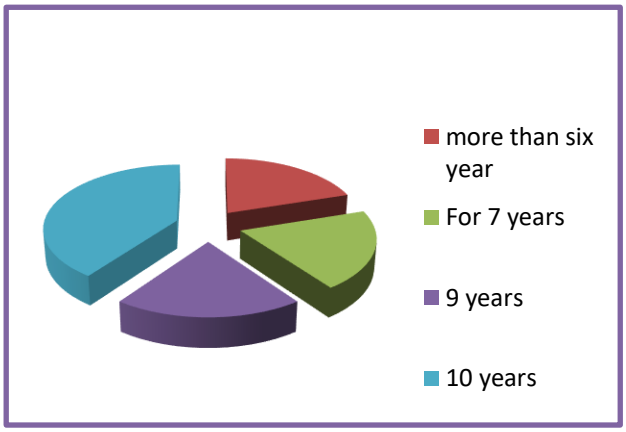

***Figure 14** : teacher's experience in teaching*

As it is shown in the graph that the **5** participants have been teaching from six to ten years.Meanwhile , **2** of participants have experience more than **six** years and the other one for **7** years, and the last participant teach for **9** years.While **2** of participants have been teach for **10** years ago.

Q2 : Which module did you teach ?

For this open question the most 5 teachers taught many modules such as :

Civilisation **(2)** , Didactics of evaluation **(1)** , Linguistic reinforcement **(1)** ,written expression **(2),** didactics of oral **(2).**

Q3 : Did you use E-learning as a teaching method before COVID-19 ?

Answer's choice	Responses	Ratio
Yes	3	60%
No	2	40%

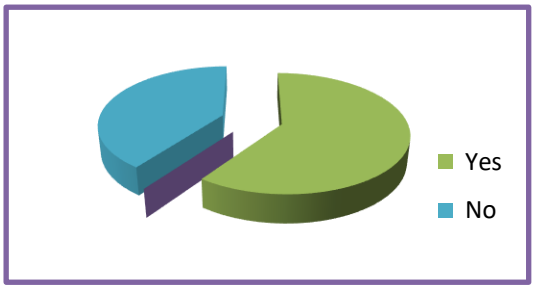

***Table 15**: the use of E-learning as a teaching method before Covid-19*

***Figure 15** : the use of E-learning as a teaching method before Covid-19*

According to the results of this question, **3(60%)** of the participants use E-learning as a teaching method before Covid-19,however, **2(40%)** did not use this teaching method before.

Q4 : How do you rate your ICT (Information and Communication Technology) use ?

Answer's choice	Responses	Ratio
Bad	0	00%
Average	5	100%
Good	0	00%
Excellent	0	00%

***Table 16**: the teacher's use of ICT*

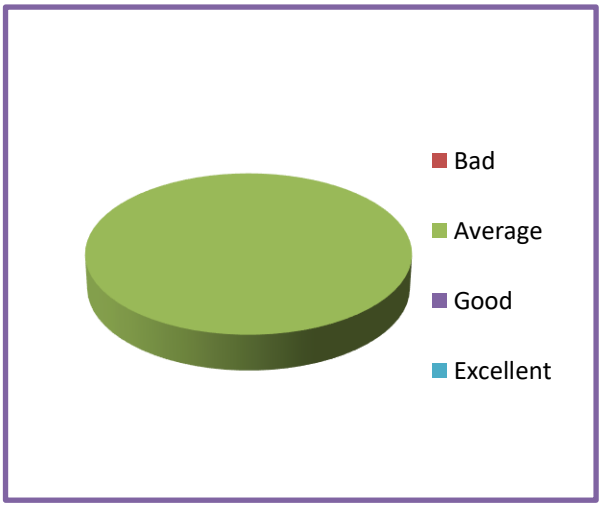

***Figure 16** : the teacher's use of ICT*

As it is indicated in the graph below,the whole **5(100%)** of teachers reported that their ICT (Information and Communication Technology) use was Average.

Q5 : During COVID-19 , by which means did you communicate with your student in terms of courses , assignment and exams ?

Answer's choice	Responses	Ratio
Email	5	100%
Facebook group	1	20%
Video conferencing	0	00%
Moodle platform	0	00%
Google classroom	0	00%
Messaging groups (WhatsApp , Viber)	0	00%

***Table 17**: the tool(s) of communication between teachers and students*

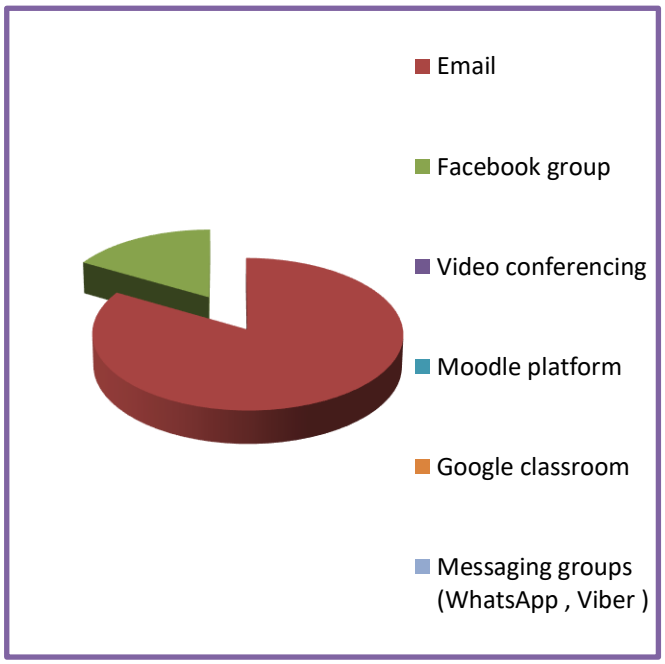

***Figure 17** : the tool(s) of communication between teachers and students*

The above table shows that the most tool used by the 5(100%) teachers to communicate with their student in terms of courses,assignment and exams was E-mail.However, 1(20%) of them used Facebook group as a tool.the other tools mentioned in the question, none of the participants have been used in the communication process.In addition, one(1) of the participants added that he/she used E-quizes as a tool during the Covid-19 period.

Q6 : What online activities have you used to assess and evaluate your students ?

Answer's choice	Res-ponses	Ratio
Exercises,quizes and MCQ	2	40%
Project works	2	40%
Videos and online interview	1	20%

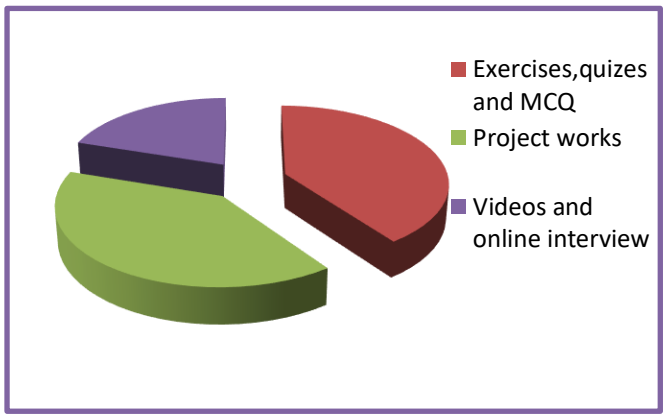

***Table 18**: Assessment's activities for students* ***Figure 18** : Assessment's activities for students*

In the open question above, 2(40%) of participants use exercises,quizes and MCQ to assess and evaluate their students , another *2(40%)* of participants use project works and 1(20%) of participants use Videos and online interview in their assessment process.

Q7 : Is remote assessment different from the traditionnal one in terms of ways and techniques ?

Answer's choice	Responses	Ratio
Yes	5	100%
No	0	00%

***Table 19**: Asking if remote assessment was different From the traditionnal one*

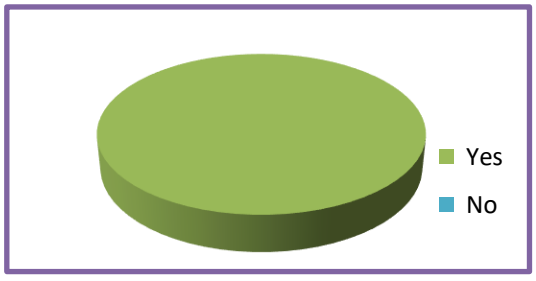

***Figure 19** :Asking if remote assessment different From the traditionnal one*

This figure show teachers' opinion if it is remote assessment different from the traditional one in terms of ways and techniques, the total participants **5 (100%)** said **"yes".**

Q8 :How do you rate your students' online outcomes and their interaction with you ?

Answer's choice	Responses	Ratio
Bad	1	20%
Average	4	80%
Good	0	00%
Excellent	0	00%

***Table 20**: the average of students' online Outcomes and their interaction with teachers*

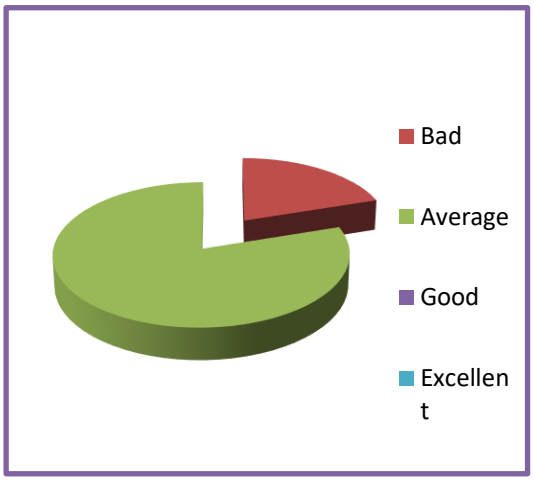

***Figure 20** : the average of students' online Outcomes and their interaction with teachers*

Regarding teacher's answers,**4(80%)** rate their students' online outcomes and their interaction with them that it was average and just **1(20%)** of them said that i twas bad.

Q9 : How did E-learning affect your students' performance and attitude ?

Answer's choice	Responses	Ratio
Positively	0	00%
Negatively	5	100%

***Table 21**: the effect of E-learning on*

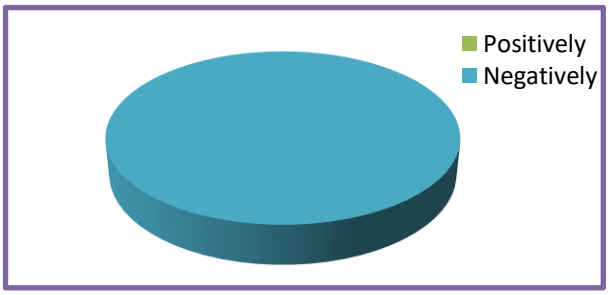

***Figure 21** : the effect of E-learning on*

In this question, all the participants **5 (100%)** reprorted that E-learning affect their students' performance and attitude negatively at all.

Q10 : E-learning is better than face to face learning method :

Answer's choice	Responses	Ratio
Agree	0	00%
Disagree	5	100%

***Table 22**: Asking teachers if it is E-learning better than face to face method*

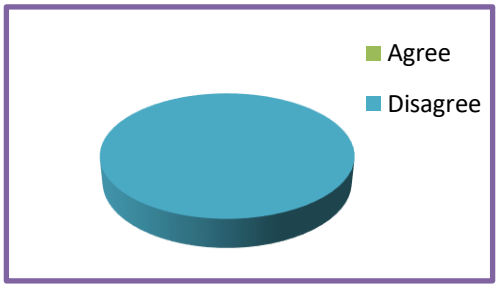

***Figure 22** : Asking teachers if it is E-learning better than face to face method.*

Also in this above question too, the total teachers 5 (100%) disagree on the point of E-learning is better then face to face learning method with giving justification bellow for each one :

- Students get familiar with traditional learning .that's why E_learning not interesty them.they were not motivated.
- Nothing replaces the physical presence of the teacher.
- face to face learning method enable the teacher to know if his students really understand him or not
- Face to face learning increases learners willingness and motivation to learn;However, E learning Can be full of distracting items.
- Face to face is better because you can determine what students want or not if they are anxious or not.

- both students & teachers need more time to be used to such type of evaluations.

Q11 : What are the major diffuculties that faced you when assessed and evaluated students remotely ?

Answer's choice	Responses	Ratio
less interaction with my students	5	100%
Feels like we are teaching ourselves	3	60%
Mental health, stress, isolation	3	60%
Difficulty with technology for coursework	1	20%
Connectivity issues	1	20%
Personal motivation	0	0%
Generally unhappy with having to move online	0	0%

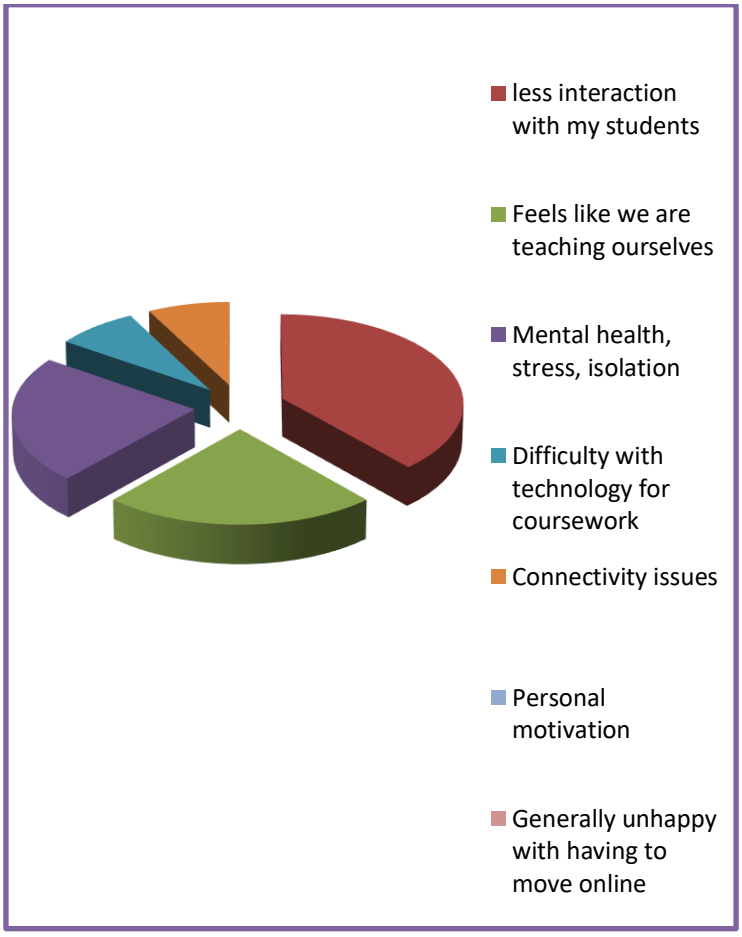

***Table 23**: the major difficulties that faced teachers when assess students remotely*

***Figure 23** : the major difficulties that faced teachers when assess students remotely*

The above results reveal the different teachers' perspectives regarding the diffuculties and challenges that they faced when assessed and evaluated their students remotely . The majors challenge shown in the figure was « less interaction with my students. » reported by **5(100%)** the total participants .**3(60%)** of teachers feel like they are teaching themselves.

1(20%) argued on connectivity issues , another **1(20%)** of them who have difficulty with technology for coursework. while **3(60%)** felt with Mental health, stress , isolation .

Q12 : After the pandemic, you still use the E-learning method in teaching process ?

Answer's choice	Responses	Ratio
Yes	3	60%
No	2	40%

***Table 24**: The use of E-learning method*

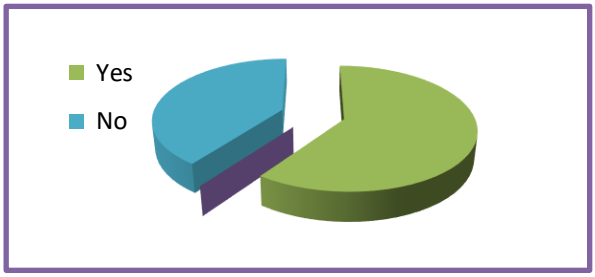

***Figure 24** : The use of E-learning method by teachers after the pandemic.*

The figure (24) above representing the final question focuses on whether teachers still using the E-learning method in teaching process or not. **3(60%)** of teachers use dit after the pandemic ,however, **2(40%)** use not it again.

Conclusion

This chapter was based on a case study in which the questionnaire was selected as a research tool to collect and analyses data. From the questionnaires (teachers and students), it has become clear enough that E-learning affects first year students' performance and attitude positively and negatively.Also the majority of students argued that E-learning is better than face to face method while all teachers not argueed on the same point which is the opposit of our hypothesis.Finally, the major challenges argued by the two sample of students and teachers are less interaction with teachers and students, Mental health, stress, isolation, Difficulty with technology for coursework and personal motivation.

Chapter 05/ Disscussion

Chapter Five
Discussion and Recommendations

Introduction

This chapter discusses the results of the study in an attempt to prove or disprove the already stated hypotheses . Adding to this, the researcher proposed some recommendations for students, teachers and further studies. Lastly, it includes the implications and limitations that faced the researchers while conducting the data.

Discussion of the Research Questions and Hypotheses

The first hypotheses in the present study was : E-learning affect first year students' performance positively and negatively. The hypothesis given by researchers was right through the analysis of questionnaires' result of students and teachers, which showed that most students of Chadli Ben Djedid University reported positively about the effect of E-learning method and were somewhat satisfied for the online learning method. In addition,the total participants of teachers of the same university reported negatively. Thus, this hypothesis is proved.

Secondly, it is hypothesized that E-learning is better than face to face learning method. For this hypotheses, the most students 32 females and eight males proved it by their strongly agreement about this point. Also they reported that they had good average in second semester compared by first semester , it means before and after the pandemic. However, the all five teachers agreed that face to face learning is better than E-learning method and think that their students' average were average and bad during the pandemic although the most of them used E-learning before Covid-19 and their ICT use was average too. Therefore, the second hypotheses proved by students and disproved by teachers.

The last hypotheses for this study was: The main challenges identified in remote assessment are less interaction with teachers and students, Mental health, stress, isolation, difficulty with technology for coursework , personal motivation and feels like teachers teaching themeselves. During the pandemic, the students and teachers agreed that they sent and perceived from the two parts and in the questionnaires' results agreed that the most tool used was E-mail and facebook groups too .

For the remote assessment that all teachers agreed that it was different from the traditional one, teachers sent activities focuses on homeworls,project works, quizes,videos and online interviews ,and students perceived and sent their assignments for once to twice a week by their own computer,laptop or tablette.Hence, the two sample either teachers or students faced a set of difficulties when used E-learning method and the remote assessment included the most agreed ones ; less interaction with teachers and students, Mental health, stress, isolation, Difficulty with technology for coursework ,Personal motivation and the teachers feel that they were teaching themeselves.So, the third hypotheses is proved from teachers and students

Limitations of the Study

Although the research has reached its aims, there were some unavoidable limitations :

- The Covid-19 effects on the learning system which be by groups in 2020/2021 and that affected our research especially for the suppmession of the questionnaires
- The sample size, we conduct a study only with 40 students and just 5 teachers compared to the whole population.
- the questionnaires were supplied online for students and teachers, and the participants took a long period of time to send the answers which affected the advancement of the research.

- The time constraints, the data analysis and interpretation consume more time.
- The lack of relevant sources.

Recommendations and suggestions

Recommendations for Teachers

- ✓ It is indeed essential for teachers as agents of change in the classroom to keep in mind that one of their tasks is to involve students not only in learning English as a foreign language but also in assessing their own learning.
- ✓ Teachers ought to be good practitioner for the ICT use since the speed of technlogies' developpement in all field especially education.
- ✓ Enhancing the use of E-learning in universities while not completely abandoning the traditional method at all.
- ✓ Universities had to insert the modern educational method to improve and facilate the learning process by activate also the Universities' Moodle Platforms.
- ✓ Creating an appropriate atmosphere and environnement not only with the effort of teacher but also with the participation of students and taking into consideration the given opportunities to enhance their performance and attitude

Recommendations for students

- ✓ Students should enhance their skills and performance not only with teachers in the face to face classroom, but also by the use of E-learning and technology after the classroom time for example when the students not understood well the lesson and they are shy or have anxiety , can ask their teachers or classmates online via communicative tools.And this strengthen the relationship between teachers and students, therefore, increase the learning process and motivation.

- ✓ Students ought to be good practitioner for the ICT use since the speed of technlogies' developpement in all field especially education

- ✓ Students ought to be self-careful to develop positive feelings and attitudes in the learning environments.

Recommendations for Future Studies

- ✓ For further studies, it ought to shed light on the effect of E-learning and face to face method together on each one of the four skills of students. yet, the most of the participants still used the E-learning process after the Covid-19 pandemic.

Conclusion

This chapter presented several pedagogical recommendation and outcomes that could assist students and teachers to work better in the learning process.

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