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The Impact of Coronavirus Pandemic on E-Learning
Case Study: Third Year EFL Students at Chadli Bendjedid
University

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SUBMITTED BY

Ms Denine Fatma Zohra

Ms Oucief Loubna

SUPERVISED BY

Dr. Khaldoun Abdelkader

BOARD OF EXAMINER

President: Mr Benachour Rida

MAB

Chadli Bendjedid University

Supervisor: Dr. Khaldoun Abdelkader

MCA

Chadli Bendjedid University

Examiner: Ms Allaoui Soumeiya

MAB

Chadli Bendjedid University

Academic Year

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Dedication

"I never dreamed about success. I worked for it." —Estée Lauder

Praise to be to Allah the Almighty my creator, and the source of my strength.

This research is dedicated to the dearest people to my heart my father Yassine, and
my mother Nadia.

To my backup in the darkest days Iman, Amira, Mohammed and my sunshine Sanad

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to be there for me

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To all the people who love me

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Dedication

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Abstract

The coronavirus epidemic undoubtedly posed significant socioeconomic challenges around the world, and many governments have undertaken restrictive actions to prevent social gatherings and foster social separation in an attempt to regulate the spread. These restrictions entail the closure of higher education institutions and a significant transition from traditional classroom-based learning and teaching toward e-learning. The current study attempts to investigate the impact of COVID-19 on e-learning, the difficulties encountered in it, and whether this change really affects students' perception and motivation. In order to achieve the research objectives and obtain the desired results, a descriptive approach is followed, adopting both qualitative and quantitative methods for data collection and analysis. Therefore, two questionnaires for both students and teachers are conducted as research tools. The participants are seven teachers and 30 third-year students from the department of English at Chadli Bendjedid University (CBU), who are accustomed to the use of e-learning during the lockdown. The results revealed that COVID-19 disease led to a huge increase in the use of e-learning and helped facilitate the learning process during the lockdown. Furthermore, it is also revealed that this transformation brought many challenges, especially for students, affecting their perception and motivation.

Keywords: Corona Virus, challenges, higher education, e-learning, perception, motivation

Abstract in Arabic

شكّل فيروس كورونا تحديات اجتماعية واقتصادية كبيرة حول العالم و التعليم العالي ليس استثناء. اتخذت العديد من الحكومات إجراءات تقييدية لمنع التجمعات الاجتماعية وتعزيز التباعد الاجتماعي في محاولة لتنظيم انتشار الوباء. تستلزم هذه القيود إغلاق مؤسسات التعليم العالي وانتقال كبير من التعلم والتعليم في الفصول الدراسية التقليدية إلى التعليم عن بعد. تحاول الدراسة الحالية البحث في تأثير فيروس كوفيد 19 على التعليم عن بعد، والصعوبات التي تواجهه، وما إذا كان هذا التغيير يؤثر حقاً على إدراك الطلاب وتحفيزهم. من أجل تحقيق أهداف البحث والحصول على نتائج موثوقة ، تم اتباع نهج وصفي ، يعتمد كل من الأساليب النوعية والكمية لجمع البيانات وتحليلها. لذلك، تم إجراء استبيانين لكل من طلاب السنة الثالثة والمعلمين كأدوات بحث. المشاركون هم سبعة اساتذة و 30 طالباً من قسم اللغة الإنجليزية في جامعة الشاذلي بن جديد ، الذين اعتادوا على استخدام التعليم عن بعد أثناء الحجر الصحي. كشفت النتائج أن مرض كوفيد 19 أدى إلى زيادة هائلة في استخدام التعليم عن بعد والمساعدة في تسهيل عملية التعلم أثناء الحجر الصحي. إضافة الى ذلك، تم الكشف أيضاً عن أن هذا التحول جلب العديد من التحديات ، خاصة بالنسبة للطلاب ، مما أثر على إدراكهم وتحفيزهم.

الكلمات المفتاحية: فيروس كورونا، التعليم عن بعد، التعليم العالي، التحديات، الإدراك، التحفيز

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List of Abbreviations

AILIT: American Institute of Leadership Innovation and Technology

CBU: Chadli Bendjedid University

CD: Compact Disc

COVID-19 : Corona Virus Disease

ETF: European Training Foundation

EFL: English as Foreign Language

H: Hypothesis

LMD: License, Master, Doctorate

L2: Second Language

PDF: Portable Document Format.

Q: Question

WHO: World Health Organization

Chapter One

Introductory Chapter

Chapter One: Introductory Chapter

Introduction

This chapter serves as an introduction to the research study. It covers the statement of the problem, the aims of the study, along with the research questions, hypotheses, and methodology. In addition to the research significance, the sample of the study and the research tools, concluding with the structure of the study.

General Background

The COVID-19 outbreak has affected all aspects of human life, not only in developed countries but all around the world. 2022) revealed that the new coronavirus disease (COVID-19) was first discovered in Wuhan, the capital of Hubei province in central China. Since that time, the virus has rapidly spread around the world, with more than 100,000 deaths and billions of people on lockdown.

The World Health Organization (WHO) has proclaimed the coronavirus epidemic a pandemic, and some presidents have declared the coronavirus as a state of emergency in their countries. According to UNICEF (2020), coronavirus disease is also known as COVID-19, where "CO" is the coronavirus, "VI" virus, "D" disease, and "19" represents 2019, when a new virus is detected. (Kwabena & Boateng, 2020).

As stated by the WHO, coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus. The WHO further claimed that people infected with the COVID-19 virus were exposed to mild to moderate respiratory illnesses and recovered without the need for special treatment. Yet, the elderly and people with chronic diseases such as diabetes, cardiovascular disease,

chronic respiratory illness, and cancer, are more susceptible to developing serious sickness or death (Aboagye et al., 2020; Jacob et al., 2020; Wahid et al., 2020).

National authorities have introduced the COVID-19 protocol or regulations in order to limit or stop the spread of this dreadful pandemic. This includes the decision to take restrictive steps to reduce social gatherings and encourage social distance under the national blockade (WHO, 2020).

Moreover, most social and economic activities have been closed, including the closure of places with large gatherings, including gyms, museums, cinemas, pools, and educational institutions to fight this invisible enemy (WHO, 2020).

The gradual outbreak of COVID-19 has caused a great deal of disruption to the educational system worldwide, even in Algeria, and posed a major challenge to the educational institutions, which have been obliged to close their doors and seek alternative approaches for learning rather than the traditional class-based learning.

The abrupt and urgent need to face unprecedented challenges has prompted Algerian higher education to adopt a virtual learning process. This digital shift might prevent the failure of higher education during the Corona pandemic (WHO, 2020).

Thus, higher education, in particular, has abandoned the traditional "face-to-face" learning method and switched to distance learning. The latter facilitated the need to finish the academic year without having to be physically present in the classrooms. The higher education system uses virtual education, which is a "web-based [e-learning] platform" in which students receive digital academic lessons and assignments sent by their teachers (Britain and Liber, 1999).

During the COVID-19 lockdown, the teaching and learning process was extremely difficult. The crisis situation has been uncommonly bizarre for most Algerian university students and teachers, yet it has not stopped them from continuing the academic year.

Statement of the Problem

The COVID-19 pandemic emergence undoubtedly resulted in destructive socioeconomic challenges across the world. In an attempt to manage the contagion, many countries have implemented restrictive measures to reduce social gatherings and to promote social distancing. This meant the closure of higher learning institutions and a major shift from traditional classroom-based teaching and learning to a virtual approach. While higher education may have transformed and moved to online learning due to COVID-19, it is unknown whether this transformation produces positive teaching and learning outcomes.

The abrupt adoption of online learning as a result of COVID-19 has proven to confront the higher education sector with a myriad of challenges. Although there have been notable successes, particularly for higher education institutions that already had well established online teaching and learning systems, the transition from classroom-based to online learning has not been completely smooth. The major challenges associated with the abrupt shift to online learning are: connectivity; network and internet issues; un-conducive physical space and environment; mental health-related issues; a lack of basic needs; and a lack of teaching and learning resources.

Aims of the Study

During the global lockdown, most Algerian higher education institutions coordinated the learning process through e-learning. This study aims to have an in-depth understanding of the effects of COVID-19 on e-learning during the pandemic, to study the challenges and difficulties of e-learning, in addition to students' perception and motivation after the implementation of distance learning and teaching during the pandemic.

The above discussion puts us in a better position to ask the following:

Research Questions

The core goal of the present study is to measure the effectiveness of e-learning during the COVID-19 pandemic from the perception of teachers' and students' perspectives. This research, hence, was conducted mainly to answer the following questions:

Q1: What is the effect of COVID-19 on e-learning at CBU ?

Q2: What are the challenges that EFL students of CBU face while using online learning?

Q3: What is the impact of the switch to e-learning on EFL students' perception and motivation ?

Research Hypotheses

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

H1: COVID-19 resulted in an increase in the use of e-learning in the learning process at CBU.

H2: There are many difficulties which confront EFL students of English at CBU while using online learning.

H3: The sudden change to e-learning during COVID-19 pandemic affects EFL students' perception and motivation in a negative way.

Research design

This study has been conducted through a descriptive approach for the purpose of collecting sample data to test the aforementioned hypotheses. Within the research paradigm, both quantitative and qualitative methods of data collection and analysis are adopted. The basic tool for carrying out the current study is a questionnaire to gather both teachers' and EFL learners' opinions about e-learning during the COVID-19 pandemic, to investigate their perspective on the impact of the pandemic on e-learning, the challenges they face, and its impact on their perception and motivation. The data gathered from the questionnaires is targeted at teachers and third-year students of English at CBU.

Sample of the Study and Research Tools

To get accurate results for the study, two questionnaires were distributed to teachers and students to collect the necessary data and to make sure the results were accurate. During sample composition, a non-random selection method was used; participants were selected from teachers and third-year students in the department of English. The sample consisted of thirty students, divided into five males and twenty-five females. In fact, we could not achieve our goal of collecting data from twelve

teachers since the department of English at CBU only has 14 permanent teachers. Only seven were sampled because most teachers were unavailable and had a strict schedule.

Research Significance

Currently, every field of life is drastically affected by COVID-19, and the field of education is no exception to it (Akhter, Javed, Shah & Javaid, 2021). The Algerian higher educational institutions had to change their educational system from the traditional one to the modern one. Though the traditional approach was preferred, this shift is considered a solution to the imposed challenges. Only a few studies settled the difference between offline (face-to-face) and online learning (e-learning) (Dawadi et al., 2020; Flores & Gago, 2020; Mariia & Strzelecki, 2020; Radha et al., 2020; Wargadinata et al., 2020; Wendelboe et al., 2020; Zhang et al., 2020).

Most of the previous studies had only reviewed feedback from students and teachers of e-learning at the beginning of the pandemic, when e-learning was seen as a challenge and people did not realize the opportunities the new system had to provide (Zethembre, 2020). Thus, this research work does not just add to the existing literature, but it also provides a deep understanding of the effects of COVID-19 on e-learning among third-year students at CBU. Moreover, it looks at students' attitudes towards the new learning system and their ability to understand their online courses.

This study is needed, especially in the Algerian educational context. Since it has not been explored yet in EFL settings, it is going to be a reliable source for future studies and researchers around the world.

Structure of the Dissertation

The dissertation consists of five chapters. The first chapter introduces the research topic, deals with the general background, the statement of the problem, the research aim, the research questions, hypotheses, and the research design, followed by the sample of the study and research tools, and ends with the significance and the organization of the study.

The second chapter is devoted to the review of the literature on the two variables of this study, where each section consists of one variable separately by tackling the important elements and concepts of each. The first section introduces the COVID-19 definition, the emergence and spread of this virus, and how to prevent its diffusion. The second section focuses on e-learning, providing its definition, types, e-learning versus traditional learning, the switch to e-learning, pros and cons of e-learning, challenges of e-learning, barriers to e-learning implementation, students' attitudes toward e-learning, students' motivation for e-learning, and teachers' role during the COVID-19 pandemic.

The third chapter is devoted to the methodological framework, which describes the adopted methodology in this research and the best possible approach to answer the raised questions. For a deeper sense of the topic, two questionnaires are submitted to third-year EFL students as well as permanent teachers of different modules, with over ten years of teaching experience and who are accustomed to the use of both traditional and e-learning.

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

Furthermore, the fourth chapter discusses the analysis and interpretation of the questionnaires that were given to teachers and third-year EFL students. Each questionnaire is examined independently, with tables and graphs displaying the various findings, followed by comments.

Finally, the last chapter gives a detailed analysis of the final results and discusses all of the findings, answers the research questions, and gives a thorough and extensive explanation of the findings. This chapter also discusses the implications of this research, the study's limitations, and recommendations for teachers, students, for further research, and for stakeholders who are able to make global changes concerning the faced problem.

Chapter Two

Literature Review

Chapter Two: Literature Review

Section One: Coronavirus

Introduction

The World Health Organization on March 11, 2020, declared COVID-19 a pandemic and reported a worldwide epidemic of infectious diseases.(World Health Organization, 2020). At that time, there were 118,000 confirmed cases of coronavirus in 110 countries, and China was the first country to have widespread outbreaks. (Fouad, 2020). In this section, we will provide a clear identification of COVID-19, its origins, spread, and some important preventative measures to avoid the infection.

Definition of COVID-19

According to the World Health Organization (2019), coronavirus disease (COVID-19) is an infectious disease caused by the SARS-CoV-2 virus. Most people infected with the virus will have mild to moderate respiratory illness and clear up on their own without special treatment. However, some will become very ill and need medical attention.

The Mayo Clinic has defined COVID-19 as a family of viruses that can cause illnesses such as common colds, Middle East respiratory syndrome (MERS), and severe acute respiratory syndrome (SARS).

The family coronavirus was named because it resembles a crown (corona), as shown in Figure 1 (Rahaal, 2020).

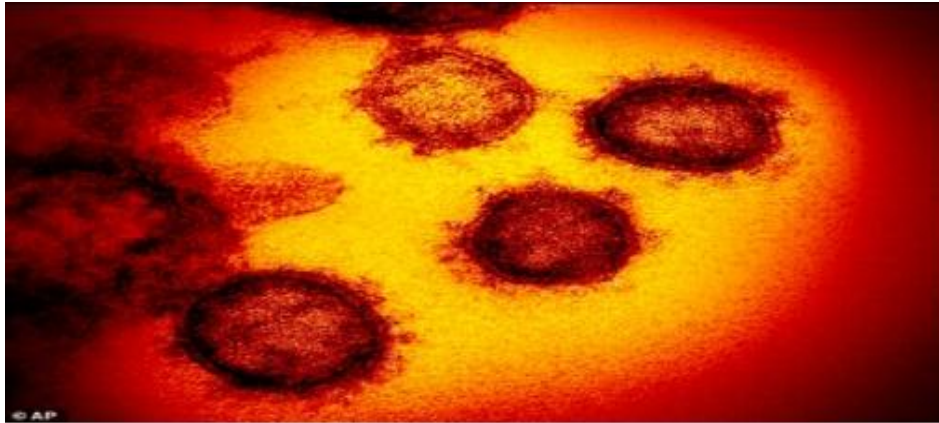


Figure 1: Coronavirus

In 2019, a new coronavirus was identified as the cause of a disease outbreak that originated in China and infected the entire world. The most common symptoms of COVID-19 are fever, cough, and malaise. Other less common symptoms include headache, pain, stuffy nose, conjunctivitis, diarrhea, loss of taste and smell, or rash or discoloration of the fingers or toes. It should be noted that some people become infected but only have very mild symptoms (WHO, 2020).

The Emergence and Spread of COVID-19

This contagious disease initially emerged in Wuhan, Hubei Province, China on December 8, 2019, causing pneumonia-like symptoms in a cluster of patients (Muralidar, Ambi, Sikaran & Krishnan, 2020). Keni et al, (2020) reported that the virus was suspected to have begun to spread in the South China seafood wholesale market in the Wuhan region. Animals carrying the virus may have been brought to market or sold there, causing the virus to spread to crowded marketplaces. One of the first claims was in an article in the Journal of Medical Virology that identified snakes as potential hosts. The second possibility was that pangolin could be a wild host of SARSCoV2, but most likely, the virus was derived from bats. Increasing evidence

and experts then collectively concluded that the virus had a natural origin in bats, like the previous respiratory viruses.

Researchers around the world claim that the coronavirus is disseminated through droplets and virus particles released into the air when an infected person breathes, talks, laughs, sings, coughs, or sneezes. Large droplets can fall to the ground in seconds, but microscopic infectious particles can remain floating and accumulate in confined spaces, especially when many people are assembled and ventilation is poor. Prevention of COVID-19 requires the use of masks, clean hands, and physical separation (WHO, 2020)

It is very important for everyone to be aware of the things that help coronavirus spread, in order to avoid them. There are also simple precautionary measures to take into consideration, which are presented in the following part.

Preventing the spread of COVID-19

The COVID-19 pandemic has been a part of our daily lives since March 2020, but due to its large spread in Algeria and the whole world, it remains as important as ever for everyone to be aware of how to protect themselves from the virus.

According to the Centers for Disease Control and Prevention (CDC), "The best way to prevent disease is to avoid exposure to this virus."

The Mayo Clinic organization (2022) stated that public health groups, including the U.S. Centers for Disease Control and Prevention (CDC) and WHO, are monitoring the COVID-19 pandemic and posting updates on their websites. These groups have also issued recommendations for prevent and treating the virus that causes COVID-19.

As the vaccine continues to roll out, here are some steps people should follow to help preventing the spread of COVID-19:

- Get COVID-19 vaccine
- Wear a mask
- Stay 6 feet away from others
- Avoid crowded places
- Wash your hands often
- Clean and disinfect
- Keep in touch with your family and friends through your phone/computer instead of physical gathering
- If you're sick, stay in a separate bedroom away from others in your home.

Conclusion

This section sheds the light on the first variable of the study, which is COVID-19. It started by providing the definition of the COVID-19 pandemic, followed by describing the way it spread all over the world. Finally, it was summed up with some preventive measures to take into consideration to prevent getting infected.

Section Two: E-Learning

Introduction

This chapter provides a deep understanding of e-learning by providing its definition and its types, followed by a differentiation between e-learning and traditional learning. Additionally, the transition to distance learning is discussed, accompanied by the pros and cons, the challenges and the barriers to e-learning. This chapter also highlights students' attitudes towards e-learning, including its impact on their motivation; finishing up with teachers' role throughout the e-learning phase during the COVID-19 pandemic.

Definition of E-learning

According to Tamm (2020), e-learning, also referred to as online learning or electronic learning, it is the acquisition of knowledge that takes place through electronic technologies and media. In simple terms, e-learning is defined as "learning that is enabled electronically." E-learning is typically done over the internet, giving students access to learning materials online anytime, anywhere.

Akhter, Javed, Shah, and Javaid (2021) define e-learning as the process of providing information through different channels such as e-books, CDs, etc. They view that learning and teaching styles have been revolutionized as education has discarded the traditional method of teaching and discouraged the use of chalk and boards to impart knowledge to learners during classrooms.

According to Sangrà, Vlachopoulos, and Cabrera (2012), e-learning delivers learning and training programs using technology as it serves the purpose of communication, as in the online learning and teaching process where students and

teachers may interact with each other. They view that online learning enhances the learning process for students, providing them access to informative and communicative technologies.

Njenga and Fourie (2010) reported that e-learning is a powerful tool and that it should be adopted by all educational institutes. They added that it may replace human interaction and reduce the economic cost of education. Nonetheless, it would make the learning process interesting as learners would not get bored using technologies.

This is web-based learning that provides training and development to learners and teachers via electronic media such as the Internet, audio and video (Akhter, Javed, Shah & Javaid, 2021).

Types of e-Learning

E-learning is a process of learning using digitally delivered content or interaction, and to make good use of e-learning, it is important to understand its different formats and classifications. After Falch (2004) started the first classification that proposed four types of e-learning, Negash and Wlcox (2008) expanded the e-learning classification into six categories:

Type 1: E-Learning with Physical Presence and without e-Communication (Face-To-Face)

This type is the traditional face-to-face classroom setting; it is classified as e-learning due to the prevalence of e-learning tools used to support classroom instruction today. In this format, teachers and learners are physically present in the classroom at the time of content delivery, so presence is always available.

Type 2: E-Learning without Presence and without e-Communication (Self-Learning)

This type of e-learning is a self-learning approach. Learners receive content media and learn independently. There is no physical or virtual entity in this format. Also, there is no electronic or other communication between the learner and the teacher. In this e-learning format, learners typically receive pre-recorded content or access archived records. Communication between learners and trainers (or groups distributing content) is restricted.

Type 3: E-Learning without Presence and with e-Communication (Asynchronous)

Teachers and learners do not meet during content delivery and have no physical or virtual presence. In this format, the teacher pre-records the content (content delivery) and the learner accesses the content later (content access). I.e., there is a time lag between content delivery and access because content delivery and content access are independent of each other. In this environment, teachers and learners often communicate using a variety of e-learning technologies.

Type 4: E-Learning with Virtual Presence and with e-Communication (Synchronous)

This is synchronous e-learning, also known as "real time". In synchronous e-learning, the teacher and the learner do not meet physically, so they always meet virtually during content delivery. In this format, e-communication is widespread, and virtual lessons are provided through the technologies of e-learning.

***Type 5: E-Learning with Occasional Presence And With e-Communication
(Blended/Hybrid—Asynchronous)***

It is a mixed or hybrid e-learning format with occasional attendance. In this format, content is delivered through occasional physical meetings (face-to-face classes—maybe once a month) between teachers and learners and through e-learning technologies for the rest of the time. This arrangement is a combination of face-to-face and asynchronous online learning. Electronic communication is widely used in this format, as is the asynchronous format. On the other hand, presence is infrequent; there is a physical presence in the face-to-face part and no physical or virtual presence in the asynchronous part.

***Type 6: E-Learning with Presence and with e-Communication
(Blended/Hybrid—Synchronous)***

It's a hybrid or hybrid e-learning format with all-time attendance. Communication is widely used in this format, as with the synchronous format. In this environment, presence alternates between physical and virtual. Some sessions are conducted in a physical presence (i.e., in a traditional face-to-face classroom) and others are conducted in a virtual presence (i.e., synchronously). With this format, the learner and teacher meet simultaneously, sometimes physically and other times virtually. However, their presence is always present.

With the development of technology, e-learning has become an important part of the educational context to meet the needs of teachers and students. It has shifted education from traditional education, where time and space are limited, to new ways of providing flexibility and breaking time and distance constraints.

E-learning Versus the Traditional learning

In his book, *21 Lessons for the 21st Century*, the scholar Yuval Noah Harari explains how schools continue to concentrate on traditional academic skills and memorization rather than skills such as critical thinking and adaptability, which seem to be more effective approaches in the future. He wonders if the transition to online learning will trigger the development of new and more successful ways to educate students. While some educators were worried that the rushing nature of the rise of e-learning may be hindering that goal, others planned to make e-learning part of the "new normal" after experiencing its benefits (Lee & Lalani, 2020).

Akhter, Javed, Shah, and Javaid (2021), note that educational procedures have become informative, effective, and productive. Teachers are aware of the latest technology; they keep students up to date with the latest knowledge. E-learning is defined as a course offered anywhere, especially via the internet. Thus, teaching and learning have both become simpler, easier, and more effective. Aparicio, Bacao, and Oliveira (2016) share the thought that e-learning is not a new term but focuses on the use of computerized systems to make the learning process easy and effective. Online learning depends on the need and purpose of education (Berrocso, Arroyo, Videla, & Cevallos, 2020).

The traditional, classroom-based mode of learning is referred to as face-to-face learning. This method of learning entails face-to-face sessions with a teacher. The instructor sets the pace of learning, and students, in this context, are passive learners. However, due to the advantages of live interaction between the teacher and the learner, face-to-face learning was also an effective approach (Berrocso, Arroyo, Videla, & Cevallos, 2020).

According to the American Institute of Leadership Innovation and Technology (AILIT), on-campus learning is still the most dominant form of pursuing higher education, as students prefer face-to-face interaction with their peers and teachers.

This method, on the other hand, does not suit other students who are bothered by the lack of flexibility of time and place. Fortunately, educational technology was on their side, with the availability of e-learning as an alternative.

Table 1 The Differences between Online Education and Offline Education

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

The Switch to E-learning

The increased coverage and implications of the epidemic have resulted in the abolition of classroom teaching and learning procedures. Lalani and Lee (2020) argued that COVID-19 caused schools to shut down all around the world. As a result, education has changed dramatically with the clear emergence of e-learning, where lessons are conducted on digital platforms. Online learning seems to increase information retention and takes less time. Furthermore, the changes brought about by the coronavirus may last even if the pandemic ends.

According to the European Training Foundation (ETF), distance learning in Algeria didn't really exist before the pandemic. There had been a few initiatives previously; there was a television station that had classes to help students in their studies. Twenty years ago, there was a TV station that focused only on distance learning, but during the "black decade" [the civil war during which 200,000 Algerians lost their lives], the station vanished. Two years ago, some programs continued, but not on one particular station. The Algerian government had to move quickly and implement distance learning. There are several online courses, but not everyone is lucky enough to have a computer or internet connection. There are a lot of large families, and it's difficult for the children to find a quiet spot in the house. (ETF, 2020).

Pros and Cons of E-learning

According to Smedley (2010), adopting e-learning in education has several benefits, especially for higher educational institutions. E-learning is environmentally flexible and allows each student to choose the location and time that suits them best. Smedley also states that the adoption of e-learning gives both institutions and their

students or learners great flexibility concerning when and where to provide or receive relevant learning information. It can also improve the effectiveness of students' knowledge and skills by providing easy access to large amounts of information with e-learning and discussion forums that can be used to provide opportunities for relationships between learners. In this way, e-learning helps break down barriers that can hinder participation, such as fear of talking to other learners.

E-learning motivates students to interact with others, share and respect different perspectives as it facilitates communication and improves relationships that support learning. Wagner et al. (2008) argued that e-learning provides an additional perspective on interactivity between students and teachers during content delivery. They also added that e-learning is cost-effective in the sense that students and learners do not have to travel to learn. Therefore, it is cost-effective because it provides learning opportunities to the maximum number of learners without the need for many buildings.

E-learning always considers the differences between each learner. For example, some learners prefer to focus on certain parts of a course while others are more willing to review the entire course. The use of e-learning allows self-study. For example, the asynchronous method permits each student to learn at their own pace (Arkorful & Abaidoo, 2015). Consequently, it seems to increase satisfaction and reduce stress.

Despite its pros, e-learning has some cons too. Arkorful & Abaidoo (2015) describe e-learning as an educational method that makes learners reflective, estranged, and lacking in interaction or connection. From their perspective, it requires strong motivation and time-management skills to alleviate such influences. It is

noticed that when clarification, explanation, and interpretation are required, e-learning methods may be less effective than traditional learning methods. For some students, the learning process would be much easier when facing the instructor or teacher.

When it comes to improving learners' communication skills, e-learning can have a negative impact. Although learners may have excellent academic knowledge, they may lack some needed skills to pass on their acquired knowledge to others.

Learning is also subject to plagiarism, fraud, poor selection skills, and copying abuse. It can adversely affect socialization skills and limit the role of teachers as leaders in the educational process. It must be noted that not all areas can effectively use e-learning in education.

As an example, disciplines that demand hands-on experience can be more challenging to learn through e-learning. Researchers argue that e-learning is more appropriate in the social sciences and humanities than in areas where practical skills need to be developed. (Arkorful & Abaidoo, 2015).

Challenges of E-learning

The coronavirus pandemic caused many changes in all sectors of life, especially in the field of education. These changes are intended to make the learning process more effective in a pandemic environment. However, it can be difficult, especially in remote areas, as some students do not respond positively to these changes. (Harefa & Sihombing, 2022).

According to the Weforum organization, some students who do not have reliable internet access or technology have a hard time with digital learning. This gap can be observed between national and domestic income groups. According to the

Organization for Economic Cooperation and Development (OECD), 95% of Swiss, Norwegian, and Austrian students have computers, whereas only 34% of Indonesian students do.

In the United States, there is a big gap between people with privileged and disadvantaged backgrounds. Almost all 15-year-olds with privileged backgrounds reported having computers, but almost 25% of students from disadvantaged backgrounds did not.

Unlike some governments, which make digital devices available, including New South Wales and Australia, others are still concerned about the consequences of this pandemic, like in Algeria. (Lalani & Lee, 2020).

Barriers to E-Learning Implementation

According to Naveed, Muhammed, Sanobar, Qureshi, and Shah (2017), e-learning provides an alternative way for higher educational institutions to deliver knowledge to learners at a distance rather than the traditional way. But with the rapid development of information technology, along with the development of e-learning technology, a tension between courses has been created. Integrating e-learning into a traditional classroom is a rather difficult task that can face different types of complexity and difficulties. These issues are called e-learning barriers or obstacles to integrating e-learning into traditional classrooms.

Naveed, Muhammed, Sanobar, Qureshi, and Shah identified 16 major barriers to e-learning and grouped them into four dimensions on the same theme: students' dimensions, instructors' dimensions, infrastructure and technology dimensions, and

institutional management. Each dimension includes several factors, which can be explained as follows:

Students' Dimensions

Among the various aspects of e-learning, the student aspect is the most important. In fact, e-learning is already available in universities for students to learn. Students are far from the teacher, so some problems can occur.

These are some of the important barrier factors falling under the students' dimension: lack of ICT skills, lack of e-Learning knowledge, lack of English language proficiency, and lack of motivation.

Instructors' Dimensions

Instructors also play a major role in the entity of the E-Learning System. Many researchers, such as Ajzen & Fishbein 1980; Fazio 2007; Unwin et al., 2010, discuss different barriers related to instructors, especially in ICT skills and E-Learning training. The instructors' lack of these skills can affect their confidence in using any technology, and they will try to avoid its use. Instructors' understanding of e-learning can also influence the adoption of e-learning. This is due to the fact that, through experience and interaction with others, we can construct multiple meanings for e-learning and, as a result, shape our attitude towards e-learning. (Fazio 2007; Ajzen and Fishbein 1980).

Here are some important dimensional barriers for instructors: lack of ICT skills; lack of e-learning knowledge; resistance to change; lack of time to develop e-courses; and lack of motivation.

Infrastructure and Technology Dimensions

The technical dimension performs an essential function. It is a fundamental part of a successful implementation of e-learning. It also requires huge financial resources, making it very expensive to implement and maintain properly. To successfully implement e-learning, organizations must ensure the right hardware, software, internet connection, and technical support system.

Here are some significant barriers in terms of infrastructure and technology: inappropriate infrastructure, low internet, and lack of technical support.

Institutional Management Dimensions

Currently, universities around the world are trying to take advantage of the current technological revolution and try to provide the best possible support for students and faculty, but many developing countries are facing difficulties in implementing e-learning successfully.

These are some of the important barrier factors falling under the Institutional Management Dimensions: lack of financial support; lack of inadequate policies; lack of training on e-learning; and lack of instructional design.

Students' Attitudes towards E-Learning

With the advent of the Internet and new technologies, e-learning has become a promising solution for universities in today's rapidly changing environment.

E-learning is undoubtedly pervasive in higher education. Mixed learning modes (online and traditional approaches) have also become widespread and evolving in higher education, but their impact on student and faculty experience has not yet

been fully investigated. Traditionally, e-learning has been perceived as lacking in interactivity compared to face-to-face learning. This is mainly due to a lack of social presence, social interaction, and student satisfaction. However, e-learning is described as more cost-effective and convenient than traditional educational environments, allowing more learners to continue their education (Bali and Liu, 2018).

Student attitudes can vary depending on the use of technology, but on the positive side, e-learning seems to improve student outcomes. Furthermore, El faki (2019) explains that the scores obtained by the students on the final test of the high school through e-learning were statistically higher than those of the traditional group.

Moreover, Hendrikus (2020) shows a significant difference in learning outcomes along with positive attitudes between online and traditional learners, which could be a successful alternative learning method for higher education. E-learning plays an important role because learning activities and e-learning materials seem to affect students' motivation levels, their learning outcomes, and productivity. In particular, these e-learning materials can attract students' attention, build their confidence, and make them satisfied with their learning. On the other hand, mental health issues related to COVID-19 and the sudden switch from classroom-based to e-learning were also inevitable. (Kew Si Na, 2020)

These issues included stress, anxiety, and depression caused by sudden changes in lifestyle and uncertainty about the future (Rajkumar, 2020; Ronnie et al., 2020; Rossi et al., 2020; Tandon, 2020; Xiong et al., 2020).

According to a study done at Bloomsburg University, Pennsylvania, successful learners must have qualities such as self-motivation, patience, self-discipline, ease of use of software, good technical skills in management, time

management, communication, and organization. These factors have a direct influence on students' attitudes towards e-learning. Thus, attitudes can be positive if the new form of education suits the needs and characteristics of the student, or negative if the student cannot adapt to the new system because he has no set of required features. Students' attitudes towards online learning are influenced by its perceived advantages and disadvantages.

Boca (2021), identifies four factors that influence a student's attitude toward e-learning: the individual characteristics specific to each student; the students' knowledge; the students' needs and preferences for the quality of online education; and She agrees that students prefer online education, but it can not replace traditional face-to-face instruction. However, some students believe that it is an effective way to improve and facilitate the educational process.

Students' attitudes and beliefs about e-learning, as well as satisfaction with technology and previous e-learning experiences, are considered to be factors in the success of future e-learning initiatives.

Students' Motivation and E-learning

Before jumping into the idea of students' motivation and e-learning, we tend to provide a precise definition of motivation and its importance in higher education.

Motivation can be thought of as a form of cognitive and emotional stimulation that makes us want to do something or achieve a result. Such a desire often leads to the decision to take action and sustain our efforts for a while to achieve the goal (William, 1997).

Rehman & Haider (2013) note that without motivation, learning is not possible, so it is necessary for teachers to motivate their students. Eventually, motivation is the basis of any work, because without motivation, we cannot achieve anything.

Motivation is another question that calls for in-depth analysis when it comes to online learning environments. (Burston, 2003). Motivation in online courses has been receiving attention in recent years (Chen & Jang, 2010; Baker, 2010; Hartnett et al., 2011; Richardson et al., 2015; Li & Tsai, 2017; Kyewski & Kramer, 2018; Özhan & Kocadere, 2020). While these studies do not specifically focus on L2 courses, their findings are still relevant for learners of a foreign language in a virtual classroom. (Mese & Sevelen, 2021).

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

Furthermore, high attrition rates may cause motivational issues for instructional designers in online education.

This sudden switch and the large rise of online learning use seem to have a huge impact on students' motivation and, consequently, their mental health. Sparks (2022) maintains that, from the very first waves of school closures and lockdown in 2020, the pandemic significantly damaged students' mental health in ways instructors are still coping with and researchers are still struggling to understand. Such issues include stress, anxiety, and depression, which occur due to the sudden change in one's

life and uncertainty about the future (Rajkumar, 2020; Ronnie et al., 2020; Rossi et al., 2020; Tandon, 2020; Xiong et al., 2020). Thus, students would suffer from a lack of productivity and inhibition.

In light of the above gathered data, we can say that motivation plays a crucial role for learners in online learning since it is an enormous factor that needs to be considered in conducting online learning. Hereafter, it is worthwhile to investigate the motivation of students in their online learning as a measurement for the success of online learning in the world in general and in Algeria in particular.

Teachers' Role during Covid-19 Pandemic

Online teaching does not seem to be suitable for all teachers, as they have used classroom teaching methods to educate their students for centuries. With the advent of online education during the outbreak of the COVID-19 pandemic, teachers had to integrate technical sources to deliver courses and assignments and evaluate their students. It is noticeable that the pandemic changed the process of teaching; hence, the role of the teacher may change as well.

According to Digital Class (2021), the basic requirement of a teacher essentially remains the same, which is to guide and facilitate learning; other than that, the circumstances impose more roles for teachers. The global crisis changed the pedagogical method of learning and triggered the need to learn how to teach online for teachers, in addition to raising students' awareness towards e-learning, which is the best way to carry on their studies. Therefore, teachers' roles seem to be rapidly evolving.

Digital Class (2021), also states that there are some important factors that arise due to the COVID pandemic and starts from the integration of new teaching methods to teach students in a virtual classroom environment via online media (e-learning). Another element is time management, in which teachers have been readjusted to divide time into administrative tasks in addition to teaching and student engagement. (Digital class, 2021).

No matter which channel teachers use, they need to be creative in order to manage the online classes and keep students motivated and interactive. This situation seems to be difficult because students and teachers are disconnected, which is unlike in face-to-face teaching and learning.

Conclusion

This section described the switch to e-learning, starting with its definition and types, in addition to a comparison between e-learning and traditional learning. It also indicated the challenges and barriers to the implementation of this learning and teaching approach. Finally, it presented students' attitudes and motivation towards e-learning and highlighted teachers' role during COVID-19.

Chapter Three

Methodological Framework

Chapter Three: Methodological Framework

Introduction

In this chapter, we are concerned with the practical part supporting the review of literature tackled in the previous chapter, along with a detailed outline of the methods followed during the process of data collection in an attempt to understand both teachers' and students' views about the impact of COVID-19 on e-learning. Therefore, this chapter introduces the study design along with the sampling and population, and the instruments used in the data collection.

Research Design

This research is a descriptive study in which a mixed-method is implemented; it is a combination of both quantitative and qualitative tools for data analysis. This method choice is the most suitable procedure to gather data about the impact of COVID-19 on e-learning from teachers' and students' perspectives because it is rapid, practical, flexible, and can gather both quantitative and qualitative data. For that, two questionnaires for both teachers and third-year LMD students in the department of English at CBU are conducted to gather the necessary amount of data and obtain the desired results.

Participants and Population

method was used. random choice of m-In the sample composition process, a non year students at the -The participants were selected among teachers and third Tarf, Algeria. The students' sample -department of English language at CBU, El .consisted of 30 students, divided into 5 males and 25 females

le, since we could not reach the target number of For the teachers' samp teachers, which was at least 12, the teachers' sample consists of seven teachers. The reason why we chose only this number to work with is that the department of English system, only seven s, and with the new batchat CBU has only 14 permanent teacher .are available permanent teachers

Research Instruments

In order to obtain the desired results from this research work, two questionnaires for both teachers and students were conducted in order to obtain the needed data and to ensure the validity of the intended results.

This section will provide a detailed description of the research instruments.

Description of the Research Instruments

Students' Questionnaire

The data gathering tool used to test students' knowledge as well as to set their personal opinions about the effects imposed by COVID-19 on online learning is a student questionnaire. The reason behind the choice of a questionnaire as a tool is that it is more practical in gathering different views about the research matter.

Description of Students' Questionnaire

The intended population was 30 students, and the exact number was reached. The respondents were five males and 25 females of third-year EFL students at the level of the department of English at CBU.

The students' questionnaire consists of thirteen (13) questions divided into three main sections. The questions are either closed questions, requiring teachers to

choose "yes" or "no" answers, pick up the appropriate answer from several choices, or open questions where they are requested to explain or suggest other alternatives. The first section is devoted to students' experiences with the new learning method, section two is concerned with students' perceptions towards the shift from class-based learning to e-learning; and the third section is devoted to students' preferences.

Teachers' Questionnaire

A teachers' questionnaire was conducted to investigate their opinion about the impact of the pandemic on e-learning. The questionnaire is a series of questions that include open-ended and close-ended questions as well as checklists. The primary declared population of the teachers was 12 teachers, but we could only reach 7 of them. The teachers' questionnaire aims at exploring teachers' attitudes toward the impact of COVID-19 on e-learning.

This questionnaire is similar to the students' questionnaire, in which the questions are either closed questions, requiring teachers to choose "yes" or "no" answers, or to pick up the appropriate answer from several choices, or open questions, where they are requested to give an explanation or suggest other alternatives.

Description of the teachers' Questionnaire

The teachers' questionnaire consists of twelve (12) questions divided into two main sections. The first section is devoted to personal information about our sample and their opinions about e-learning during COVID-19. Section two is concerned with students' perceptions and outcomes according to the teachers' points of view.

Conclusion

This chapter outlines the methodology used to perform the questionnaires and collect data about the impact of COVID-19 on e-learning. The study was conducted at CBU , El Tarf, Algeria, and the participants were third-year EFL students alongside the teachers, using questionnaires as a data collection tool.

Chapter Four

Data Analysis

Chapter Four: Data Analysis

Introduction

The current chapter is an interpretation of the findings from the investigation procedures. The results will be presented in a variety of formats, including pie charts, bar charts, and columns. The data was gathered using two questionnaires distributed to third-year EFL students in the department of English at CBU, as well as a questionnaire distributed to seven teachers of the same department. This chapter's primary focus is data analysis, in which the results of the students' and teachers' questionnaires are discussed and interpreted.

Data Analysis Phase

In the data analysis phase, both teachers' and students' questionnaires are analyzed.

Analysis of the Students' Questionnaire

A questionnaire was distributed to third-year students at the department of English at CBU to discover their opinions and to highlight the major impact of COVID-19 on e-learning, the difficulties they faced as a consequence of the sudden switch, and the impact of this change on their perception and motivation. The sample population was 30 students, and the respondents were five males and 25 females.

Question 1: What is your gender?

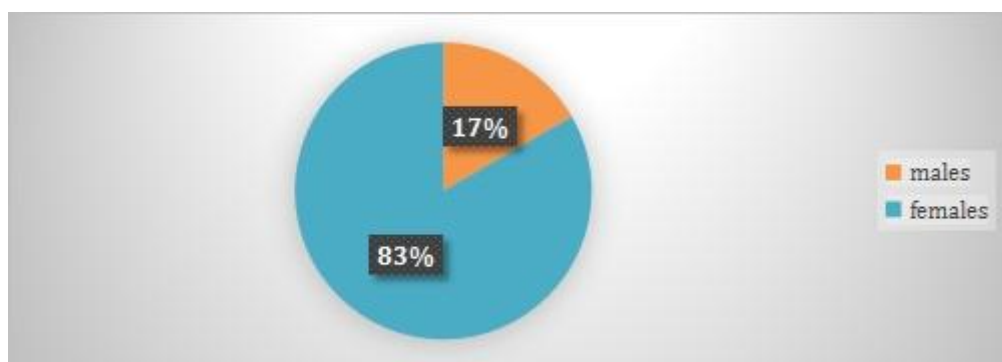


Figure 2: Students' Gender

Figure 2 shows the participants' gender. This question focuses on the identity of the respondents to the questionnaire. The result shows that 17% of the participants were males, while 83% were females.

Section 1 students' experience with the new learning method

Question 2: How was your experience with e-learning as student at Chadli Bendjedid university?

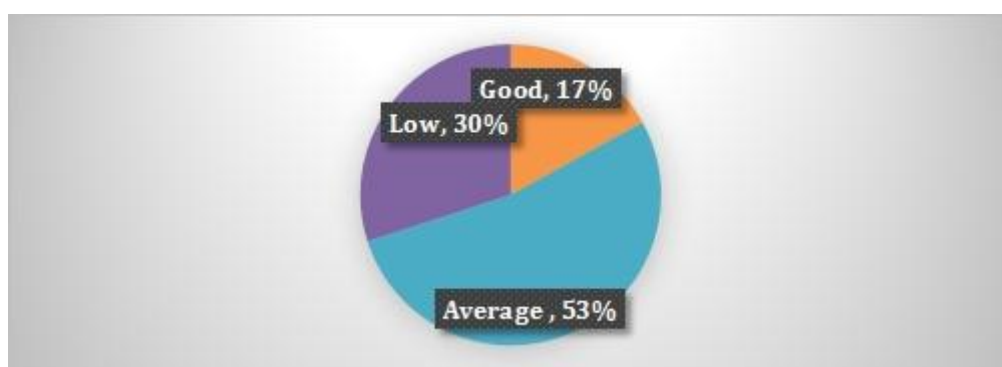


Figure 3: Students' Experience with E-learning

The results illustrated in figure 3 indicate students' experience with e-learning at CBU. It shows that 53% of students find the e-learning experience average, meaning that nothing special or interesting in this process and this method did not

impress them. 30% of students find this experience low, in the sense that they expected better modes of receiving courses and information in more modern and entertaining ways. However, they felt disappointed after experiencing the new learning technique. On the other hand, 17% of students enjoy the experience of e-learning and find it good that it is a new initiative in our country to help improve the quality of the educational system.

Question 3: Using online learning during COVID-19 pandemic was an effective compensation for traditional learning (face to face)?

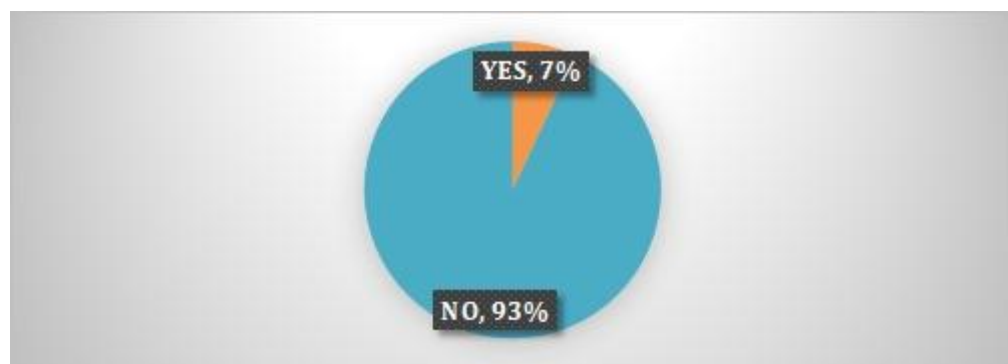


Figure 4: The Effectiveness of Online Learning as a Compensation for Traditional Learning

This figure shows the effectiveness of online learning during the COVID-19 pandemic as a compensation for traditional learning. It indicates that 93% of the students do not agree with the idea of online learning as an effective compensation for traditional learning. Although this learning method helped in preserving the educational system from failing its objectives of carrying on the learning process, students can never imagine abandoning traditional learning with their teachers' face-to-face explanation and class interaction, which are necessary for their understanding.

The other side of students, with a percentage of only 7%, believes that e-learning is indeed an effective method that can compensate for traditional learning.

Question 4: Did you face some challenges when your teachers adapted to e-learning during COVID-19 pandemic?

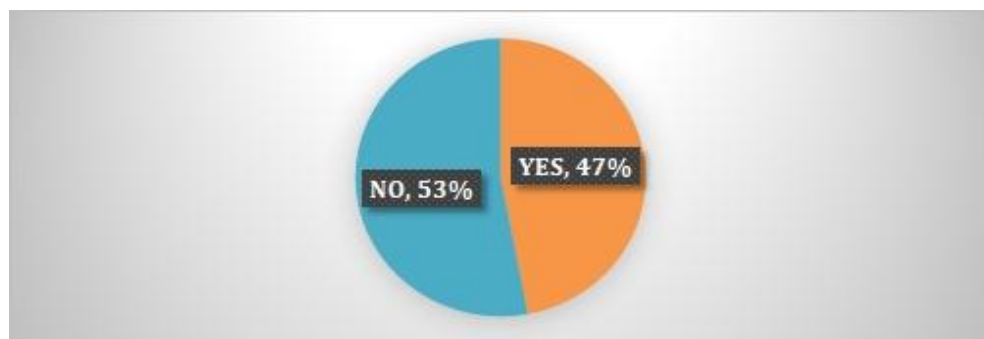


Figure 5: Challenges of E-learning

This figure indicates students' views about the challenges of e-learning. The results show that the majority of the students (53%) face some challenges when using e-learning, while 47% of the students face no challenges. It is expected that students will face some trouble when trying to get used to the e-learning method.

The following figure indicates the main challenges faced by students when teachers adapted to e-learning during COVID-19 pandemic.

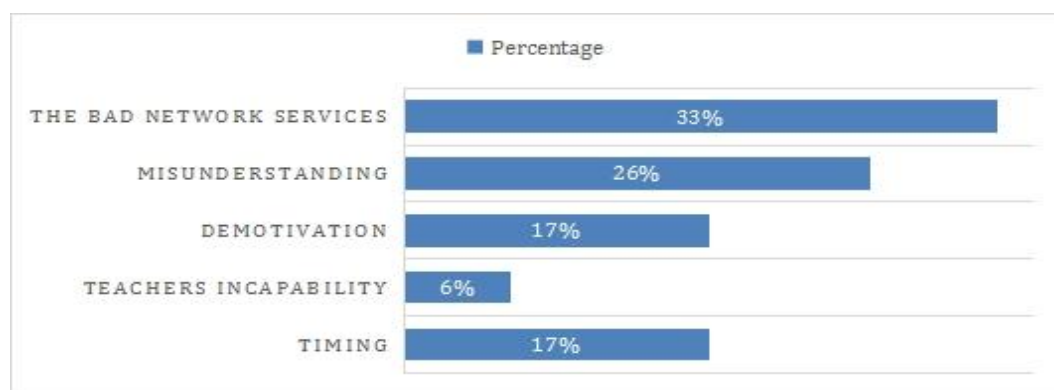


Figure 6: Frequent Challenges Faced By Students

The results shown in figure 6 indicate that 33% of the students have a disturbing problem of weak network services; this problem hinders them from taking online courses with feelings of stress and displeasure. Other students, with a percentage of 26%, mentioned issues of course understanding. They claim that sending courses in PDF (Portable Document Format) without the teacher's explanation is not enough for their understanding.

Furthermore, 17% of students are either depressed or stressed, which leads to poor grades and failure. Furthermore, 17% of students say that the bad timing of sending courses is a serious problem. Teachers send PDF format lessons a short time before the exams, giving no time for revising and understanding the course. Also, some teachers plan zoom calls or give due dates to assignments according to their schedule without taking account of their students' plans or time, i.e., students' needs and wants need to be considered when planning or scheduling online courses. Lastly, a small percentage (6%) of the participating students argued that the most disturbing problem is teachers' incapability to use e-learning platforms, claiming that teachers have to learn how to use technological means when discussing and explaining courses and avoid the old school style.

Section 2 students' perception towards the shift from class based learning to e-learning

Question 5: Which learning method do you prefer traditional learning or e-learning?

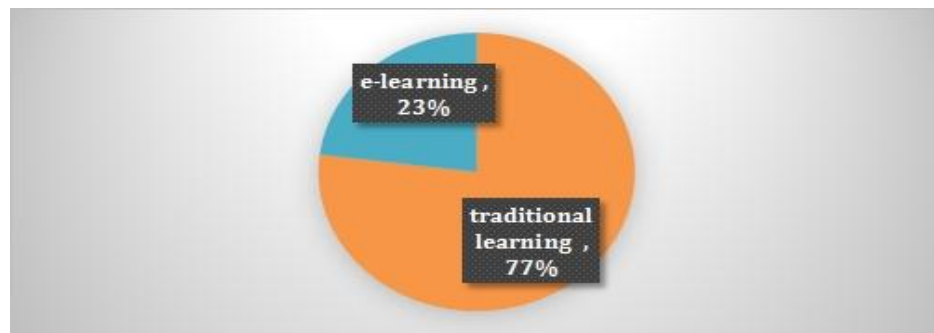


Figure 7: Students' Preferred Method

The figure above displays which learning method students prefer more. The results show that 77% of students, even after experiencing e-learning with its various benefits, still prefer traditional learning since their understanding depends on teachers' explanation and class engagement, while 23% prefer e-learning because it provides more comfortable and entertaining learning ways in which they can study from home without the need to cross a distance or pay for transportation to go to the university.

Question 6: How was the switch from class based learning to e-learning?

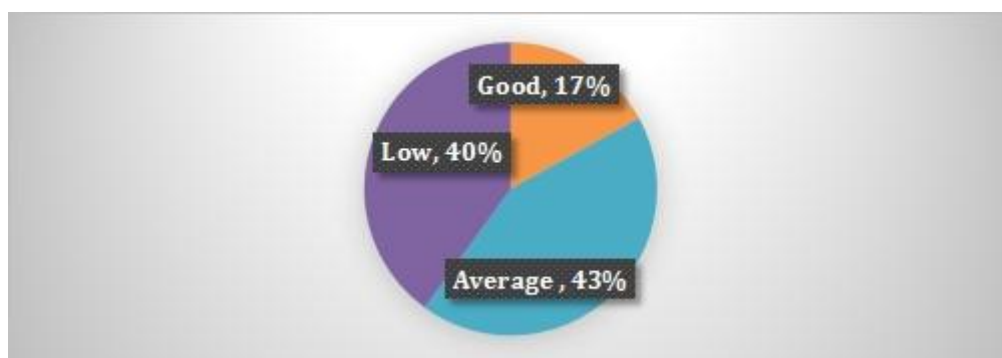


Figure 8: The Switch from Class-Based Learning to E-Learning

This figure illustrates students' views about switching from class-based learning to e-learning. The results show that 43% of students found that the switch from class-based learning to e-learning was average. According to their view, e-learning was not a special strategy for education and did not deserve to be given much importance. 40% of students found it low due to the difficulties they face affording access to online media, and 17% found it good since they are already used to taking advantage of the various benefits existing on the different online platforms. Nevertheless, they strongly support the integration of e-learning into universities.

Question 7: What was your perception of using e-learning instead of the traditional method?

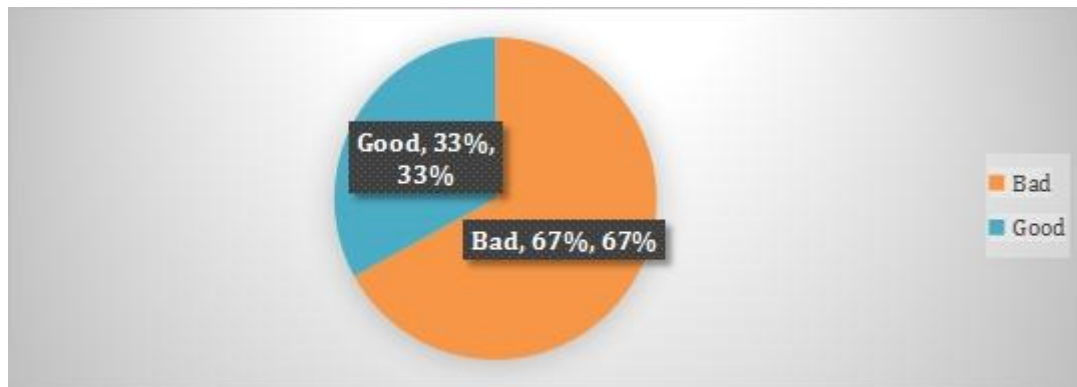


Figure 9: Students' Perception Toward Using e-Learning Instead of the Traditional Method

The above figure shows that most students (67%) have a negative perception of e-learning during the COVID-19 pandemic. It is hard for them to manage their understanding and explain the courses individually without the teachers' presence. In contrast, 33% of students have a good perception of e-learning, and they can depend on themselves to analyze the received information with the intention of understanding the meaning correctly, making use of more than one single e-learning platform. For this percentage of students, adjusting to the current situation was easy because they are adaptable when it comes to using advanced technology due to their familiarity with utilizing social media applications and some online platforms.

Question 8: Were you motivated to use e-learning during COVID-19?

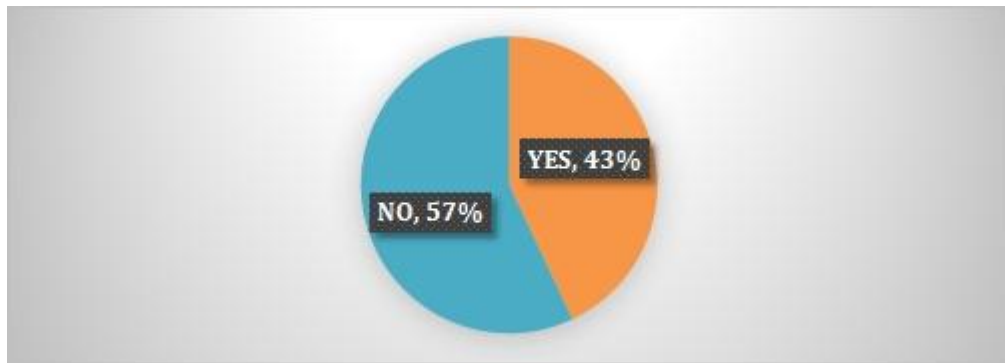


Figure 10: Students' Motivation to Use E-learning during COVID-19

The figure above presents students' motivation to use e-learning during COVID-19. The results indicate that 57% of the students were not motivated to use e-learning during the pandemic. The virus affected students' motivation negatively, preventing them from going out, meeting their friends, and living with the stress and fear of catching the disease.

In addition, it is way too obvious that e-learning facilitates students' studies way more than intended, to the point where they are too lazy to make an effort to read and understand their lessons. On the other hand, 43% of students were motivated and optimistic about the new learning technique, in which they suggested some e-learning platforms for their teachers and even searched for alternative solutions and some help information without their teachers' guide or help.

Question 9: How would you describe the adaptation of the new learning method (e-learning)?

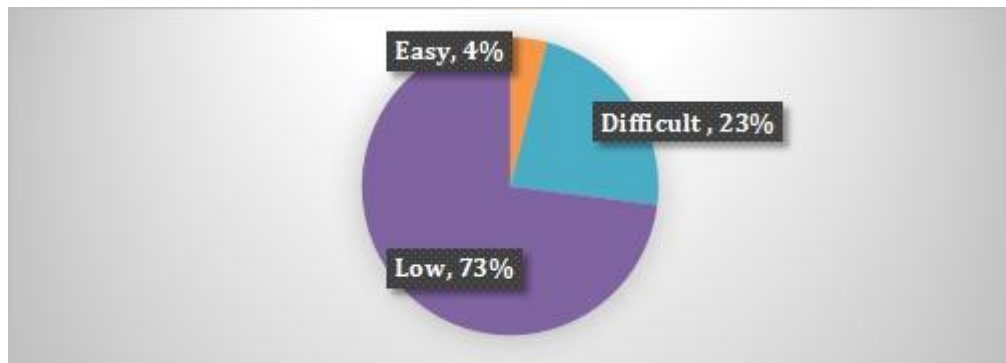


Figure 11: Students' Adaptation of E-learning

This figure describes the adaptation to the new learning method (e-learning). The above results show that 73% of the students find the new transformation to the e-learning method just normal. This means that they are neutral about this matter and it is not really considered a big change for them. While 23% of the students describe it as a difficult situation. They find it complex due to the challenges they encountered, which were previously mentioned. The rest of the students (4%) find it easy and appreciate it because they are accustomed to using the internet as a learning medium.

Section 3 students' preferences

Question 10: Do you think the use of e-learning during the pandemic affected your mental health?

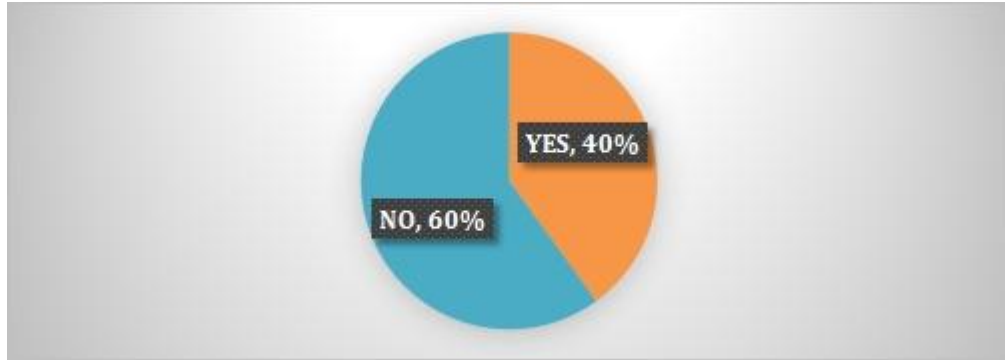


Figure 12: Students' Mental Health

Figure 12 presents how students' mental health was affected when adapting to e-learning during the COVID-19 pandemic. Although the majority of students already agreed on the fact that e-learning is demotivating, the above results show that 60% of the students said that e-learning during COVID-19 does not affect their mental health in a bad manner. This indicates that mental health problems and demotivation are separate issues and do not necessarily exist together. Some stress and anxiety are felt, but the positive characteristics of e-learning cover all the damage. On the other hand, 40% of the students agree that the switch to e-learning impacts negatively on their mental health in that the whole situation of the pandemic hampers their focus and causes a huge distraction.

Question 11: Were the courses you received through online during COVID 19 beneficial?

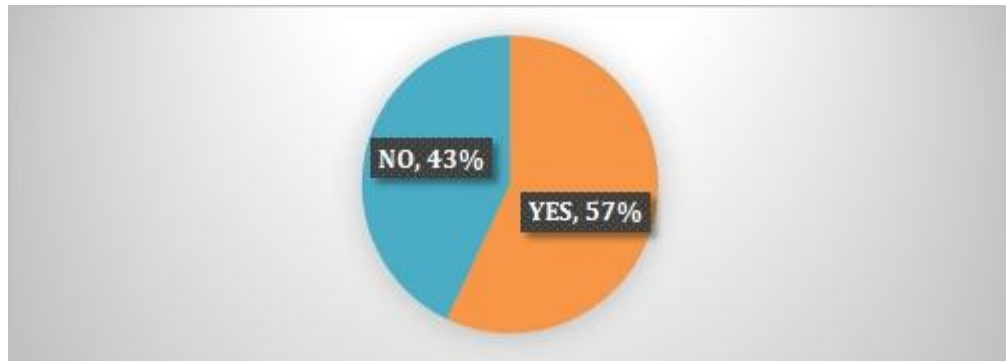


Figure 13: The Effectiveness of Online Courses

The figure shows the effectiveness of online courses distributed during COVID-19. The results show that 57% of the students find the online courses beneficial and help them upgrade their level and achieve better scores. However, 43% of the students stated that the delivered courses were not beneficial, especially the ones in PDF format. From a student's perspective, these courses add nothing to what already exists on the internet. It is obvious that the missing key is the teachers' explanation and classroom interaction.

Question 12: Do you believe that e-learning is an effective way to improve and facilitate the educational process?

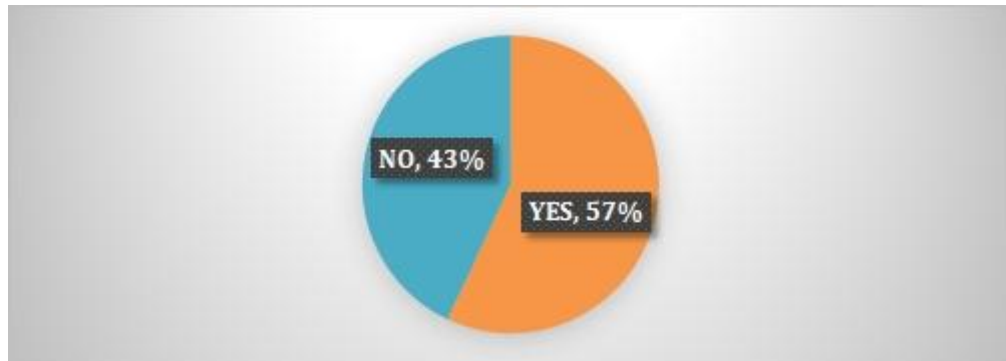


Figure 14: The Integration of E-Learning to Facilitate the Learning Process.

The above figure shows students' opinions about integrating e-learning to facilitate the learning process. Regardless of the challenges, 57% of the students believe that e-learning is an effective way to improve and facilitate the learning process. They view this integration of online media as a sign of modernization that is popular worldwide. However, 43% of students disagree with this thought, maintaining that it is not a big deal for the educational system due to uncontrolled limitations.

Question 13: Which Online learning platforms seemed to be more helpful during the pandemic?

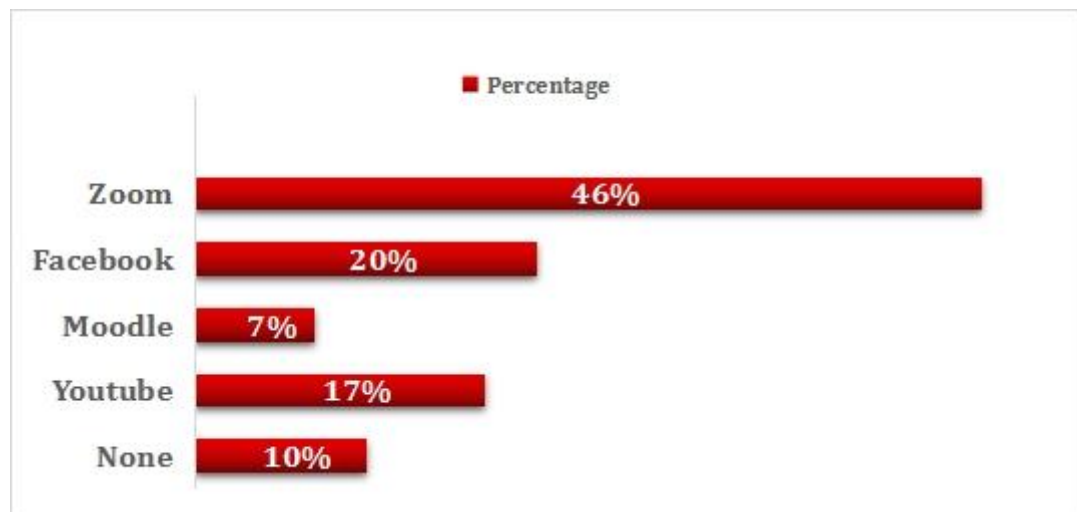


Figure 15: Effective E-learning Platforms

The figure above illustrates the frequently used e-learning platforms. The results show that the majority of students (46%) prefer the Zoom application because they can see and listen to the teacher's voice, as well as ask questions or write comments that are visible to the teacher and the classmates participating in the Zoom call. This process is preferred because it is the closest to class interaction. Moreover, 20% of the students choose Facebook to receive courses because they are always connected to this application, like most of the Algerian population. Also, 17% prefer to watch YouTube videos for more detailed information from more than one source or channel. Furthermore, a small percentage of students (7%) mentioned Moodle as a simple and easy-to-use platform, and it was suggested by a student to her teachers when she saw some teachers in foreign countries using it. Finally, 10% claim that none of the platforms is effective for them.

Analysis of the Teachers' Questionnaire

A teachers' questionnaire was conducted to gather different views about teachers' attitudes toward the impact of COVID-19 on e-learning, along with investigating students' perceptions and outcomes when adjusting to the newly adjusted method. For that sake, in this process, EFL teachers at the level of the English language department at the CBU participated. The sample population consisted of seven permanent teachers. The teachers' questionnaire aims at exploring teachers' attitudes toward the impact of COVID-19 on e-learning.

Section 1: Teachers' information and opinions about e-learning during COVID-19:

Question 1: How long have you been teaching English at the University?

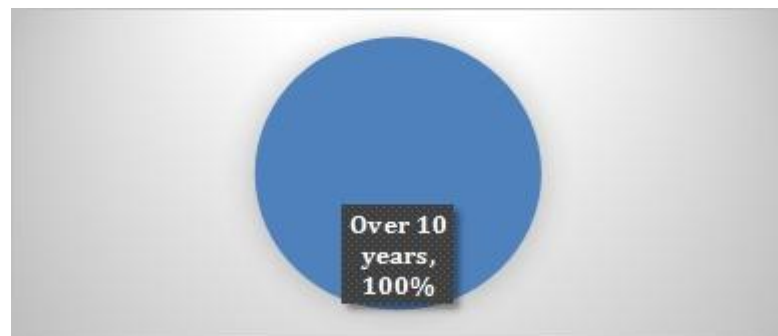


Figure 16: Teaching Years

The above figure represents the time that teachers spend teaching at the university. This question was included to guarantee obtaining reliable answers from experienced teachers whose perspectives are certain and worth investigating.

Question 2: Do you think that covid-19 led to the rise of e-learning?

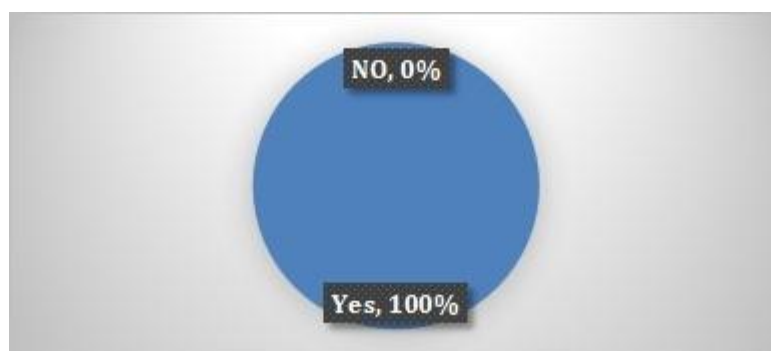


Figure 17: Teachers Opinion about the Rise of E-Learning during Covid-19

The remarkable result to emerge from the data presented in figure 18 is that all teachers 100% agree that the COVID-19 pandemic led to an increase in the use of e-learning. They indicated that the reason was the lockdown of educational institutions because of the spread of the dangerous virus. The situation of COVID-19 imposed this huge change to e-learning in the entire world in general and in Algeria in particular.

Question 3: What is your opinion about integrating e-learning during covid-19 pandemic?



Figure 18: Teaches' Opinion about Integrating E-Learning during the Pandemic

The results presented in figure 18 indicate that 57% of teachers describe their experience with the integration of e-learning as a good experience for both teachers and students. They enjoy the process of distance teaching with its various means and think of it as a pleasurable modern method of teaching. On the other hand, 43% of teachers explain that they were obliged to integrate distance teaching and had no other choice in which e-learning was the only available solution to keep the learning process ongoing.

Question 4: Do you think that using e-learning platforms to deliver courses is an effective compensation to traditional teaching?

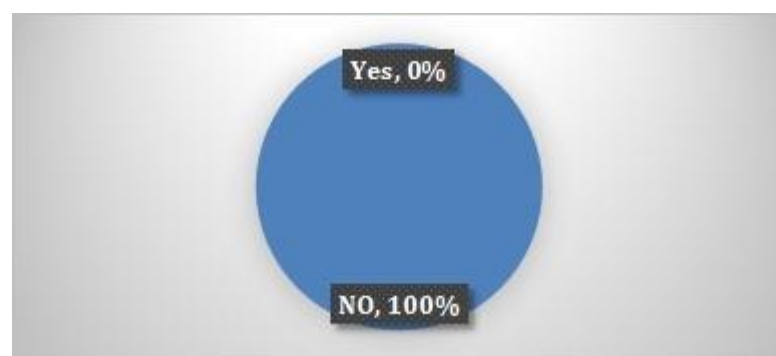


Figure 19: Teachers' Views about Using E-Learning Platforms as a Compensation for Traditional Teaching

As illustrated in the figure above, all the teachers 100% refuse the idea of compensating face-to-face delivery by sending courses through online platforms. They agreed that nothing compensates the teacher who provides a satisfying explanation for the students, which creates an interaction and a relaxed learning atmosphere that helps them better understand the courses. The total dependence on e-learning leads to serious issues and obstacles that hinder both students' and teachers' abilities. Therefore, the teaching and learning objectives will not be achieved as

intended. Teachers no longer see e-learning as a supplement to traditional learning and a type of aiding method, particularly in the case of coronavirus disease.

Question 5: Do you think that distance teaching/ learning is more beneficial than face-to-face teaching/ learning?

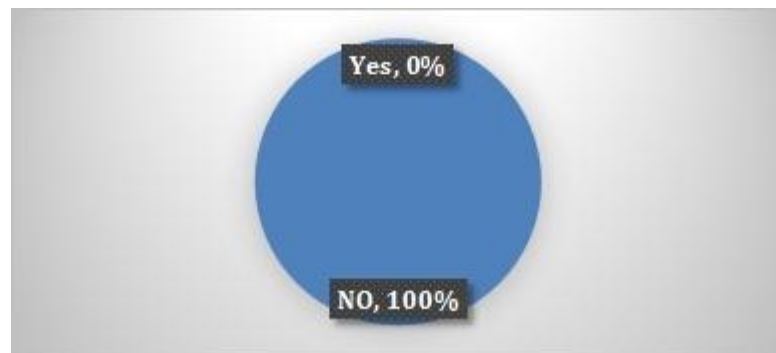


Figure 19: Teaches' Opinion Comparison between Distance Teaching and Face To Face Teaching.

As the figure above shows, 100% of the teachers confirmed that distance teaching is not more beneficial than face-to-face teaching. Teachers have explained the obstacles students may encounter when learning lessons alone, without explanations and without classroom interactions. Three teachers said that e-learning creates some misunderstanding and confusion. Nevertheless, it cannot be perceived as a better way of receiving and understanding information. According to their perspectives, face-to-face delivery is the best way to get a satisfying explanation from teachers, and the classroom environment creates the appropriate atmosphere for grasping more information, which provides a better understanding than e-learning.

Question 6: What are the difficulties you encounter when integrating distance teaching?

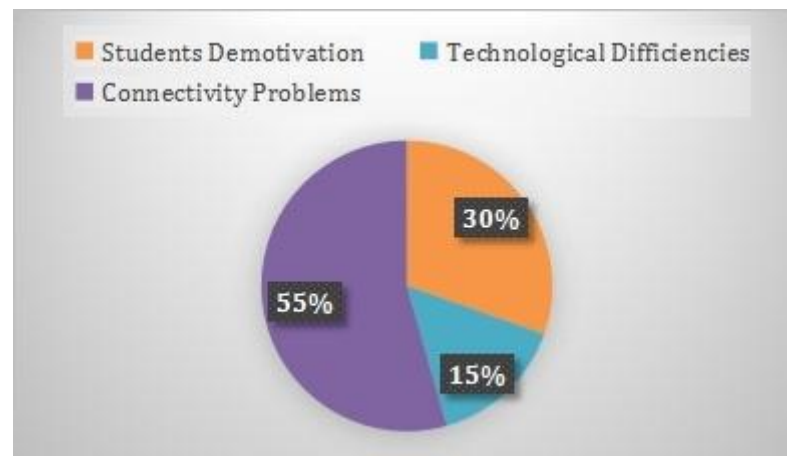


Figure 20: The Difficulties of Distance Teaching According To Teachers.

As presented in the figure above, the results indicate that the difficulties faced by teachers when integrating e-learning during the COVID-19 pandemic are quite similar to those faced by students. The majority of teachers (55%) mentioned connectivity problems, in which a weak network is a serious issue that hampers the process of delivering courses, whether in written form, audiovisual or any other form. 30% of teachers said that students' demotivation really impacts their motivation to perform their role as teachers. Finally, 15% of teachers mentioned technological deficiencies, including the need to learn how some online platforms work. This last initiative is a great effort undertaken by instructors to achieve their goals and provide the perfect learning opportunities for their students.

Question 7: Which teaching method do you prefer?

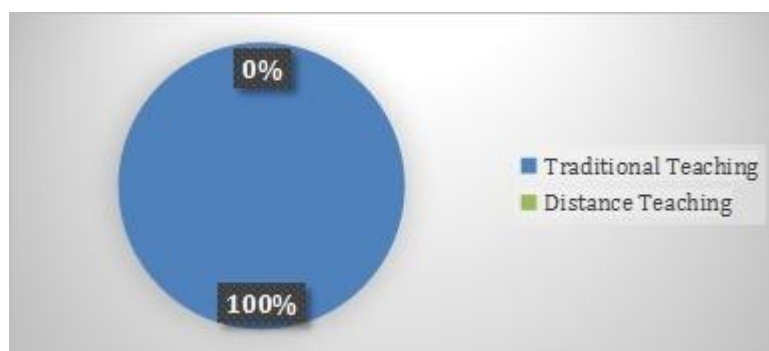


Figure 21: Teachers' Most Preferred Teaching Method

The results of this question revealed that all the teachers 100% prefer traditional teaching over distance teaching because of its multiple peculiarities. On-campus learning, as mentioned in the results of question 5, provides satisfying information with the ability to see and hear the instructor as well as discuss with other students. These characteristics are not provided by e-learning platforms.

Question 8: What are the online platforms you find more helpful to deliver courses to your students?

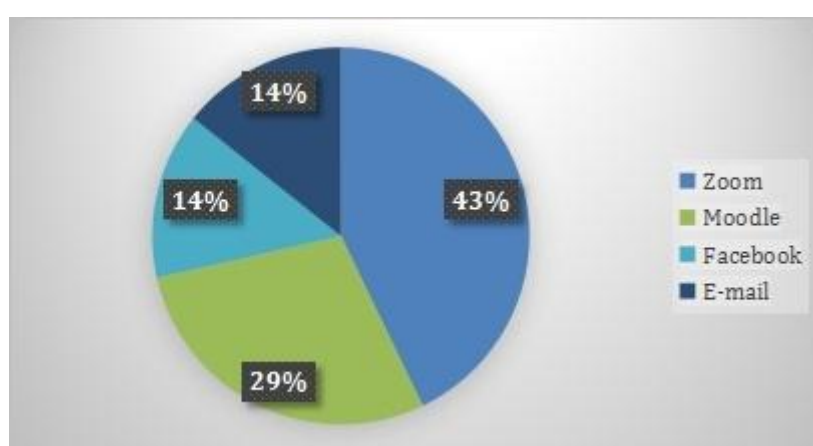


Figure 22: The Effective Online Platforms According To Teachers

Figure 22 shows that 43% of the teachers selected Zoom as the most helpful online teaching platform, 29% chose Moodle, 14% said Facebook, and 14% chose email. Their preferences are chosen according to the qualities and features of each platform, which are already mentioned by students in the students' questionnaire in question 13.

Section 2: Students' Perception and Outcomes

Question 9: Could you please describe the outcomes of your students after the integration of e-learning (during covid-19) compared to traditional teaching (before COVID-19)?

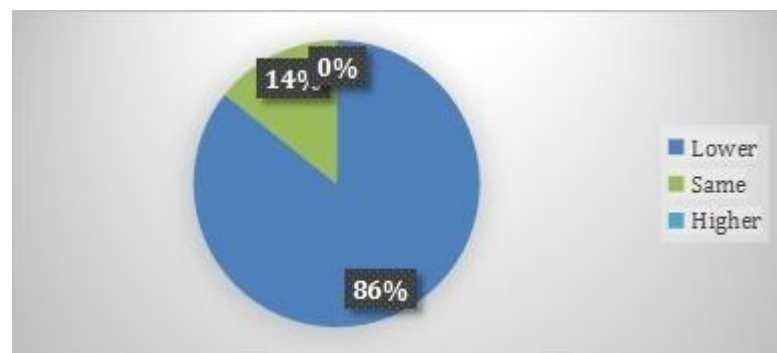


Figure 23: Teachers' Views about Students' Outcomes

The above results show that 86% of the teachers find that their students' outcomes when using e-learning (during the COVID-19 pandemic) are lower than before; however, 14% of teachers find that the results remain the same, and adapting to the online learning during the pandemic did not really influence students' grades. Finally, none of the teachers 0% found that their students' outcomes increased when they used e-learning.

Question 10: Do your students complain about the way courses are distributed (online) during the pandemic?

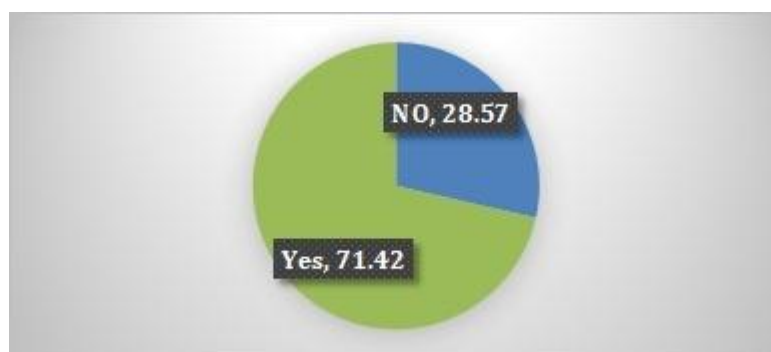


Figure 24: Students' Response to Online Courses According to Teachers' Views

The figure illustrates whether teachers get complaints from their students about how courses are distributed. The majority 71,42% of teachers answer yes, they get complaints about sending a lot of online courses especially in PDF formats. Their students also claim that they send courses a short time before evaluation, which is not enough to revise and prepare well for exams. In addition to the length of courses and the short duration given to students during online assignments. 28,57% of the teachers state that they receive no complaints and that students should cooperate with their teachers because the situation is difficult for both parties, but e-learning is adapted to facilitate the learning system.

Question 11: Do you think distance teaching limits students' perception and interaction?

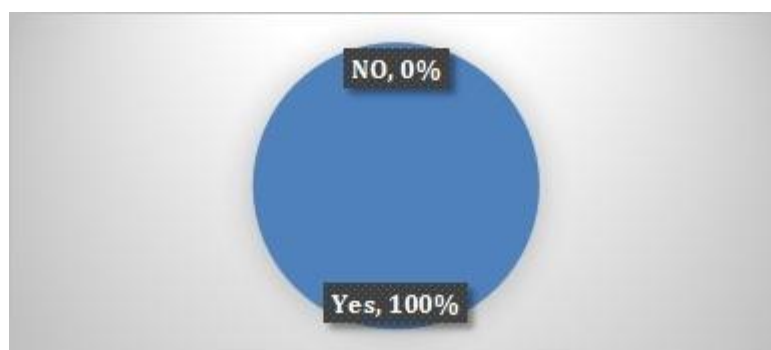


Figure 25: Teachers' Views about Students 'Perception and Interaction during E-learning

The results revealed that all the teachers 100% agree that distance teaching limits students' perception and interaction. They explained that some students do not even read the courses or ask questions, which results in a decrease in their interaction and creativity.

Question 12: Do you believe that distance teaching is an effective way to improve the educational process and upgrade students' learning abilities?

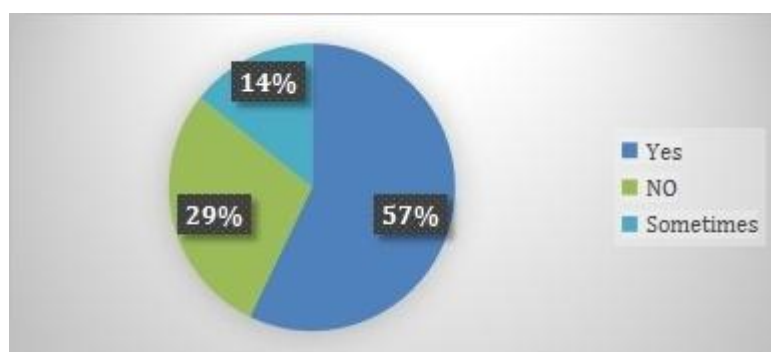


Figure 26: Teachers' Opinion About Integrating Distance Teaching To Improve The Educational Process And Upgrade Students Learning Abilities.

The results obtained from the data presented in figure 26 indicate that 57% of the teachers agree that distance teaching is an effective way to improve the educational process and upgrade students' learning abilities. 29% of the teachers declare that e-learning can ameliorate the learning process in case it was integrated appropriately to fill the gaps produced by the pandemic, but not all the time. Lastly, 14% of teachers affirm that online learning cannot even serve as a helping feature in enhancing the educational process, especially with the bad conditions existing in our country.

Conclusion

This chapter is devoted to the analysis of results obtained from the questionnaires that were conducted with teachers and students of the department of English at CBU of El Taref. The data is collected to carry out satisfying results for the research subject. This analysis paved the way for the next chapter, the discussion. These results will be discussed in the following chapter by providing interpretations and explanations.

Chapter Five

Discussion

Chapter Five: Discussion

Introduction

This is the final chapter of the dissertation, which summarizes all the results, answers the research questions, and provides a comprehensive and detailed interpretation of the findings of the students' and teachers' questionnaires as well as the hypotheses. This chapter also shows the implications of this research work and seals it with the limitations of the study, recommendations for teachers and students, further research, and recommendations for stakeholders.

Discussion of the Findings

on 19-This dissertation was conducted to investigate the impact of COVID perception and motivation. The learning, its challenges, and its impact on students'-e d teachers at the year LMD students an-study was carried out particularly with third .department of English at CBU

Discussion of the Students' Questionnaire

The results obtained from the analysis of the students' questionnaire proved that e-learning increased widely during the outbreak of the COVID-19 pandemic. After analyzing and interpreting the findings, it is inferred that thanks to this new learning/teaching technique, students were able to continue their studies throughout the difficult situation of the disease by exploiting the availability of online platforms like email, Facebook, and Zoom application.

This study emphasized that those various means were intended to connect teachers and students from far distances and reduce the damage caused by the lockdown of universities and educational institutions.

However, the findings of the questionnaire revealed that the switch from class-based learning to e-learning had negative aspects, and it does not represent a perfect solution as assumed by some people from inside and outside the educational system. The analysis of the data gathered from the questionnaire showed that students suffer from multiple complications when adopting e-learning during the COVID-19 pandemic. Students proclaimed the harsh challenges that confronted them, in addition to the impact of the whole transformation on their perception and motivation.

Discussion of the Teachers' Questionnaire

After analyzing the results obtained from the teachers' questionnaire, it is confirmed that students are not the only people affected by the change that occurred due to the spread of coronavirus disease, which led to the adoption of an e-learning system in universities. In this study, the participating teachers did not hesitate to praise the advantages of e-learning as they viewed it as an acceptable and decent solution to help resume the academic year during the lockdown of universities and educational institutions. They found that various online platforms were trustworthy for delivering courses to their students. Among these means, they mentioned Facebook, Zoom calls, email, and Moodle. This research proved that the distance teaching and learning process kept both teachers and students in contact and limited the damage that could have happened as a reflection of COVID-19 and its impact on higher education.

On the other hand, the results showed that e-learning, even though it saved the academic year and may continue to be used after the pandemic ends, is not as good as the traditional way of teaching and learning. According to teachers' perspectives, online learning lacks a lot of important attributes that qualify it to reach the reliability of face-to-face learning. They confirmed that the teachers' explanation of the delivered courses and class discussion are essential features that cannot be reached via online means only. Additionally, despite technological development and a wide range of information sources, nothing can compensate for the way teachers simplify lessons for their students and answer their inquiries. Furthermore, it was concluded that the classroom environment creates a great atmosphere for learning and grasping information in which students are engaged. This increases their chances of having the correct perception and increases their motivation to learn.

Discussion of the Hypotheses

The findings obtained from this study are in line with the work of Lalani and Lee (2020), which indicates that the learning and teaching processes changed dramatically with the outbreak of COVID-19 and led to a remarkable increase in the integration of e-learning programs in educational institutions. Therefore, the first hypothesis, "COVID-19 resulted in an increase in the use of e-learning in the learning process at CBU," is correct.

The results of the questions asked to test the second hypothesis, "There are many difficulties which confront EFL students of English at CBU while using online learning," show a good agreement with the findings of Harefa & Sihombing, (2022), which confirm that the integration of e-learning during the COVID-19 pandemic led to many difficulties for students. As explained in the previous chapter, the data

obtained from question (4) in the students' questionnaire proved that students face many challenges, including misunderstanding of the online courses, demotivation, slow internet connection, in addition to the inappropriate time of sending courses. Taking into account the obtained results, it is confirmed that the second hypothesis is valid.

The last hypothesis assumed that the sudden change to e-learning during the COVID-19 pandemic affects EFL students' perception and motivation in a negative way. The collected data concerning this matter, particularly in question (8): were you motivated to use e-learning during the COVID-19 pandemic? The results indicate that the lockdown of educational institutions due to the COVID-19 pandemic did not damage students' mental health. On the other hand, the majority of students admitted that they were not motivated to use e-learning media and were negatively affected by the changes brought by this virus. Therefore, the last hypothesis is valid and correct.

Pedagogical Implications of the Study

Based on the results obtained and the previous findings mentioned in the study, it is important to highlight some practical implications:

This research contributes to raising students' awareness of the importance of e-learning. Despite its challenges, e-learning kept the learning and teaching process going and prevented the educational system from collapsing.

Our research proved that e-learning could present a temporary solution to the problematic situation of the COVID-19 pandemic.

Reading this research work will encourage students and teachers to not give up on their studies or occupation. Furthermore, it will make them appreciate the new

learning and teaching method as it complies with the challenges they both face, provides an understanding of their situation, and offers some recommendations at the same time.

Limitations of the Study

Despite efforts to obtain enough data to address the research questions, there were significant limitations to this study.

First, the lack of sources and documentation like books or articles related to our topic is a new issue, which hindered us from getting more information in the theoretical part.

The second one was students' and teachers' availability. We had to keep waiting and go back several times to get the questionnaires back and well completed.

The third problem was the weakness of internet services. When we decided to conduct our research tools through the internet (online questionnaires), participants wouldn't respond since they had the same issue; consequently, we had to type them.

The fourth issue was the inability to conduct either a classroom observation or a survey. Lessons were still distributed online, and the new attendance system was still in place, which meant that teachers and students were not always available. Furthermore, some students did not have access to the internet at home, making it difficult to collect the required data through such a tool.

Recommendations and Suggestions

In the learning process, teachers and students are complementary factors, and each of them is responsible for a distinct task. After examining the findings related to

the investigation of the impact of COVID-19 on e-learning at CBU, the outcomes of this study are based on the analysis of the results of the questionnaires, which led to a set of recommendations that should be followed by teachers and students, and some suggestions for further investigation.

Recommendations for Teachers

- ✓ Teachers need to be flexible and adjust to the worldwide transformation. They should try to involve e-learning materials in traditional learning. The COVID-19 pandemic shows how unprepared the educational system was, and changes need to be made in anticipation of what might happen in the future.
- ✓ Teachers should know when to send courses and when students can be available, but it is better to inform them before or set a delay so they can be ready.
- ✓ When choosing a platform to study, students' needs and wants must be taken into consideration by teachers, who decide what is best for the majority.
- ✓ Teachers should provide students the freedom to create their own goals and gradually include them in online learning activities.
- ✓ Teachers should know more about e-learning (ICT, computers, the internet, social media, trends).
- ✓ Teachers should assist students in developing learning techniques that are tailored to their own needs and interests.
- ✓ Teachers should instruct their students about e-learning and how they might profit from it in terms of improving their sense of self-reliance.

Recommendations for Students

- ✓ In online learning, students need to pay attention to their teachers and focus on the lessons that are being broadcast rather than waste time on social media.
- ✓ Students need to inform teachers or the administration in the case of any distraction or any condition they face.
- ✓ Students need to take advantage of e-learning techniques to develop fundamental skills such as decision-making, critical thinking, self-management, communication, and so on.
- ✓ Students should learn properly outside and within the classroom by utilizing technology tools themselves.
- ✓ Students should pursue their own projects and inquiries in order to broaden their knowledge autonomously.

Recommendations for Further Research

- ✓ Recommendations for further research related to this study are primarily related to creating and integrating online learning more into education to enhance learners' abilities at the university level.
- ✓ Creating some convenient ways to apply online learning within the education system.
- ✓ More participants should be included in the research to obtain valid results that are more reliable and significant.

Recommendations for Stakeholders

- ✓ The e-learning method needs to be supported financially, and major changes need to be taken into consideration.
- ✓ Taking into consideration these study limitations, the internet issue should be solved, where the internet connection should be provided free to students.
- ✓ It is better to create an online learning platform at the university level, where students can have access to their lessons in many formats: online documents, PDFs, videos, mp4, tapes and recordings (Mp3).

Conclusion

This chapter provides a comprehensive discussion of the results obtained from the research tools, which are the teachers' and students' questionnaires that were conducted with teachers and students at the department of English at CBU. Moreover, it includes a confirmation of the previously mentioned hypotheses, which were discussed in detail. This chapter is also devoted to the pedagogical implications and the limitations of the study, in addition to recommendations and suggestions for teachers, students, further studies, and stakeholders.

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Appendices

Appendix A: students' Questionnaire

Questionnaire

Dear student this questionnaire is a part of a research study carried at the department of English at Chadli Bendjedid University (El Taref); it attempts to gather data about the impact of Covid-19 on e-learning. We would be very thankful if you answer the following questions. Please tick the appropriate answer or provide full answers where needed.
Thank you in advance for your collaboration.

1. What is your gender :

➤ Male ☐ Female ☐

Section 1 students' experience with the new learning method

2. How was your experience with e-learning as Chadli Bendjedid university student?

➤ Good ☐ Average ☐ Low ☐

3. Using online learning during COVID-19 was an effective compensation for traditional learning (face to face) :

➤ Yes ☐ No ☐

If yes, please explain why

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

4. Did you face some challenges when your teachers adapted to e-learning during COVID-19 pandemic?

➤ Yes ☐ No ☐

In both answers justify

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

5. How the switch from class was based learning to e-learning?

➤ Good ☐ Average ☐ Low ☐

Section 2 students' perception towards the shift from class based learning to e-learning

6. What was your perception of using e-learning instead of the traditional method?

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

7. Were you motivated to use e-learning during COVID-19?

➤ Yes ☐ No ☐

In both answers explain why

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

8. How would you describe the adaptation of the new learning method (e-learning)?

➤ Easy ☐ difficult ☐ normal ☐

9. Which learning method do you prefer traditional learning or e-learning?

☐ traditional learning ☐ E-learning ☐

In both answers explain why

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

Section 3 students' preferences

10. Do you think the use of e-learning during the pandemic affected your mental health?

➤ Yes ☐ No ☐

If yes explain why

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

11. Were the courses you received through online during COVID 19 beneficial?

➤ Yes ☐ No ☐

12. Do you believe that e-learning is an effective way to improve and facilitate the educational process?

➤ Yes ☐ No ☐

In both answers justify

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

13. Which Online learning platforms seemed to be more helpful during the pandemic?

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

Appendix B: Teachers Questionnaire

TEACHERS QUESTIONNAIRE

Dear Teachers,

We are currently conducting an investigation on the impact of COVID-19 on e-learning. We shall be, therefore, very grateful to you if you take part in this study by answering the following questions. Please, tick the appropriate box and answer whenever necessary.

May I thank you in advance for your collaboration.

Section 1: Teachers' information and opinions about e-learning during COVID-19

1-How long have you been teaching English at University?

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

2- Do you think that covid-19 led to the rise of e-learning?

Yes ☐ No ☐

- Whatever your answer, please explain?

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

3- What is your opinion about integrating e-learning during covid-19 pandemic?

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

4- Do you think that using e-learning platforms to deliver courses is an effective compensation to traditional teaching?

Yes ☐

No ☐

- Whatever your answer, please explain?

.....

.....

5- Do you think that distance teaching/ learning is more beneficial than face-to-face teaching/ learning?

Yes ☐

No ☐

- Whatever your answer, please explain?

.....

.....

6- What are the difficulties you encounter when integrating distance teaching?

.....

.....

.....

7-Which teaching methods do you prefer?

Traditional teaching ☐

distance teaching ☐

8-What are the online platforms you find more helpful to deliver courses to your students?

.....

.....

Section 2: Students' perception and outcomes

9- Could you please describe the outcomes of your students after the integration of e-learning (during covid-19) compared to traditional teaching (before COVID-19)?

Lower ☐

the same ☐

higher ☐

10-Do your students complain about the way courses are distributed (online) during the pandemic?

Yes ☐

No ☐

- Whatever your answer, please explain?

.....

.....

11-Do you think distance teaching limits students' perception and interaction?

Yes ☐

No ☐

- Whatever your answer, please explain?

.....

.....

.....

12-Do you believe that distance teaching is an effective way to improve the educational process and upgrade students learning abilities?

Yes ☐

No ☐

- Whatever your answer, please Explain?

.....

.....

.....

Thank you so much for your collaboration.