

People's Democratic Republic of Algeria

Ministry of High Education and Scientific Research

Salhi Ahmed University Centre

Department of Foreign Languages

Section of English



The Challenges of Algerian Universities during the COVID-19 Pandemic

**The case of Master degree students
in Salhi Ahmed University Centre, Naama.**

Dissertation submitted to the Department of Foreign Languages as a partial
fulfilment for the Degree of Master in Linguistics.

Presented by:

Brahim Brahma

Fethi Mekhlouf

Supervised by:

Dr. Nabila El Hadj Said

Academic year : 2020/2021



In the name of Allah

the most Beneficent

the Most Merciful

Dedications

I dedicate my dissertation work to my beloved
people who have meant and continue to mean so much to me.

A special feeling of gratitude to the soul of my father, Haj Mohammed,
whose words of encouragement and push for success ring in my ears.
to my lovely mother, Zohra, who has never left my side.

I also dedicate this dissertation to my family. My loving wife, who has
supported me throughout my studies and to my dearest sons:

Ishak, Yacoub and Youcef.

A very special note of thanks goes to my peer fethi Mekhlouf who, in
many different ways, contributed to this work. And to all my precious
friends with whom I shared the life's most memorable moments.

To all of you I dedicate this humble work.

_____Brahim_____



Dedications

Words can never express my deep love and gratitude to my parents, the bless Allah granted me with, in this life. To my brothers and sisters. To all my family members, whose care and tenderness filled me with joy and confidence. And to all my precious friends with whom I shared the life's most memorable moments.

I also dedicate this dissertation to my partner Brahim Brahma who, in many different ways, contributed to this work.

To all of you I dedicate this humble work.

_____Fethi_____



Acknowledgements

The accomplishment of this work would not be possible if there was no guide; we are therefore gratefully indebted to our able supervisor Dr. **Nabila El Hadj-Said**, who proved to be at once a scholar, a conductor, and a human being. We would like to thank her for the illuminating insights, the empowering criticism and the patience she provided for us, without which we might not have reached this end.

We totally indebted to the board of examiners who have devoted some of their time to read and evaluate this work.

Our heartfelt appreciation and thanks go also to all us teachers at Salhi Ahmed Naama University Centre for being there for me throughout the Master program. All of you have been the best teachers.

Finally, we would like to thank all the ones who helped us and made the completion of this research work an enjoyable experience.

Abstract

This research is going to shed light on the present circumstances of Algerian students at Salhi Ahmed Naama university centre and their exposure to the English language through the online learning platforms. Thus, this research deals with the field of applied linguistics which combines two different disciplines in relation to language; E-learning and some areas of Linguistics. The research main goal is to answer the problematic: To what extent did E-Learning help the Algerian universities overcome the challenges of the pandemic period? The present research is an attempt to provide information about COVID-19 that concerns the virus, transmission and prevention .It also attempts to shed light on teaching within the pandemic in Algeria. This will emphasize on a huge part of the learners' development that takes an important role in their way in mastering the target language. to study this exposure the researcher used a mixed methods approach in order to have complementary ideas about the use of online learning platforms among the English language master students in Salhi Ahmed university centre, and also the effects of distance learning on their language. Online , printed questionnaire and interview are designed to the English language master students in Salhi Ahmed university centre and sent through their email addresses or different online communities, particularly facebook group pages of students to collect the necessary data to draw some results which indicate that the major findings reveal is that teachers in Algeria face many problems especially internet accessibility and students' motivation. Therefore, COVID-19 gives opportunity to make a revolutionary change in the process of teaching and learning. This can be achieved through the integration of online learning platforms and different online resources. After the crisis, schools and universities should never be back to normal, but to better.

Table of Contents

Dedications	I
Acknowledgements	iii
Abstract	IV
Table of Contents	vii
List of Acronyms	viii
List of Tables	ix
List of Charts and Graphs	x
List of Figures	x
General Introduction	1
CHAPTER ONE	
I.1 Introduction	5
I.2 COVID-19	5
I.2.1 MODE OF TRANSMISSION	6
I.2.2 THE CHAIN OF INFECTION	7
I.2.3 PREVENTION	8
I.3 E-Learning	9
I.3.1 E-LEARNING GOALS	10
I.3.2 E-Learning techniques	11
I.4 The Role of the Teacher in E-Learning	13
I.5 E-University Education	14
I.5.1 International Experiences in E-Learning	15
I.5.2 E-Learning in Algeria - Naama University Centre Mode l	16
I.6 The implication of the learning theories on implementing	18
I.6.1 INTRODUCTION	18
I.6.2 Beahaviourism	19
I.6.3 Cognitivism	20
I.6.4 Constructivism	21
I.7 Conclusion	23
CHAPTER TWO	
II.1 Introduction	26
II.2 Defining the Research	26

II.3 The Research Approach	28
II.4 The Study Population and Sampling	29
II.5 Data Collection	30
II.5.1 RESEARCH INSTRUMENTS	30
II.5.1.1 Description of the questionnaire	30
II.5.1.2 Description of the Interview	32
II.5.2 DATA COLLECTION PROCEDURES	33
II.5.3 RESEARCH ETHICS	34
II.6 Data Analysis and Discussion	35
II.6.1 ANALYSIS OF THE QUESTIONNAIRE	35
II.6.1.1 The Results	35
II.6.1.2 Discussion of the Results	45
II.6.2 ANALYSIS OF THE INTERVIEW	46
II.6.2.1 The Results	46
II.6.2.2 Discussion of the Results	48
II.7 Interpretation of the Results	49
II.8 Study Limitations	50
II.9 Conclusion	51
General Conclusion	53
Bibliography	56
Webography	59
Appendices	60

List of Acronyms

EFL: English as a Foreign Language

SLA: Second Language Acquisition

COVID-19: Corona Virus Disease 2019

WHO: World Health Organisation

SARS: Severe Acute Respiratory Syndrome

MERS: Middle East Respiratory Syndrome

List of Tables

TABLE 1 MOST COMMON SYMPTOMS OF COVID-19).....	6
TABLE 2 : SUMMARY OF THE IMPLICATION OF LEARNING THEORIES ON IMPLEMENTING E-LEARNING COURSES	22
TABLE 3 : RELEVANT SITUATIONS FOR DIFFERENT RESEARCH METHODS.....	27
TABLE 4 : STUDENTS' ACCESS AND FEELINGS USING THE INTERNET AND UNDERSTAND- ING THE COURSES.....	40

List of Charts and Graphs

PIE-CHART 1: THE COMPOSITION OF THE SAMPLE BASED ON GENDER	35
PIE-CHART 2: PROFICIENCY IN THE FOUR SKILLS BASED ON THE SAMPLE SELF-EVALUATION.....	38
PIE-CHART 3: STUDENT'S UNDERSTANDING OF THE COURSE	41
PIE-CHART 4: FREQUENT DIFFICULTIES FACED BY STUDENTS WHEN MISSUNDERSTANDING.	42
PIE-CHART 5: STUDENTS' LEVEL OF AGREEMENT ON THE FIRST STATEMENT	43
PIE-CHART 6: STUDENTS' LEVEL OF AGREEMENT ON THE SECOND STATEMENT	43
PIE-CHART 7: STUDENTS' LEVEL OF AGREEMENT ON THE THIRD STATEMENT	44
PIE-CHART 8: STUDENTS' LEVEL OF AGREEMENT ON THE FOURTH STATEMENT.	44
PIE-CHART 9: STUDENTS' LEVEL OF AGREEMENT ON THE FIFTH STATEMENT	45
BAR GRAPH 1: THE SAMPLE COMPOSITION BASED ON THE AGE OF THE PARTICIPANTS.	36
BAR GRAPH 2: COMPOSITION OF THE SAMPLE BASING ON THE LEVEL OF THE STUDENTS	36
BAR GRAPH 3: PARTICIPANTS' DURATION OF STUDYING ENGLISH.....	37
BAR GRAPH 4: ENGLISH LANGUAGE PROFICIENCY SELF-EVALUATION	37
BAR GRAPH 5: TYPE DEVICE USED FOR E-LEARNING	39
BAR GRAPH 6: TIME SPENDING ON DISTANCE LEARNING.....	40
BAR GRAPH 7: DURATION TO COMPLETE THE COURSE	41

List of Figures

FIGURE 1: CORONA VIRUS	5
FIGURE 2: TRANSMISSION OF COVID-19 (GALBADAGE, PETERSON, & GUNASEKERA, 2020).....	7
FIGURE 3: CHAIN OF INFECTION	8
FIGURE 4: CONSTRUCTIVISM AND E LEARNING DESIGN.....	21

GENERAL INTRODUCTION



General introduction

In March 2020, the World Health Organization announced that the new Corona virus is a global pandemic. The WHO and the public health authority of various countries are working to contain the spread of the virus through quarantine. But these crises raise the level of stress and psychological tension on individuals and society. As well as Algeria is not an exception and this research will be on the extent of the impact of the pandemic on the conduct of lessons at the universities level in Algeria.

Many teachers and learners encounter problems of shifting from face-to-face to online e-learning environment for several reasons. First, this research tries to provide an overview of COVID-19. Second, it attempts to shed some light on the most common difficulties faced by educators in online teaching. It also endeavours to provide a set of solutions to these problems and give some tips to guide teachers towards effective teaching practices. This considers keeping the students engaged and most importantly motivated to learn.

The core of this research is to answer the main problematic, that is: To what extent did e-learning help the Algerian universities overcome the challenges of the pandemic period?

Along the way to find the answer to this problematic, other questions must be answered also such as;

a)-Was the adaptation of e-learning in universities during the pandemic period a boost or a hold back of the learning process?

b)-Did the Algerian universities follow the procedures of e-learning?

c)-How did students integrate in the e-learning ?

The hypothesis set by the researcher is that The Algerian universities were successfully adapted to the pandemic period through e-learning. Other sub-hypotheses set by the researcher are;

a)-maybe the EFL learners find more suitable and real input in e-learning than that of classroom.

b)-Learning platforms can provide gradual and progressive challenges and a free-tension environment, in which, the learner is the controller of the process and its focus too.

c) Maybe the e-learning exposure has such effects on the learners, because it has many advantages that are suitable for different styles of learning and supports the learner along the process.

Since, this research deals with e-learning, which means outside the formal educational settings, the researcher has chosen to make an exploratory case study, which will help us to shape a complementary understanding on the two facets of the phenomenon, the use of e-learning among the sample population and also its effects on their language.

Therefore, this research will be divided into two chapters; the first chapter is concerned with literature review to give us a clear idea on the major concepts (Corona virus and E-learning) and also various information about the case in hand from different perspectives, while the second one is dedicated for the research design and findings.

This research can highlight another aspect of learning which takes a great part of present EFL learners' daily life. It will give the readers, teachers and learners as well a better understanding on how e-learning can contribute greatly to the learners' progression, and how e-learning exposure touches the learners' competence and even views and personality.

CHAPTER ONE

LITERATURE REVIEW ON COVID-19

AND

E-LEARNING



TABLE OF CONTENTS

I.1 Introduction

I.2 COVID-19

I.2.1 MODE OF TRANSMISSION

I.2.2 THE CHAIN OF INFECTION

I.2.3 PREVENTION

I.3 E-Learning

I.3.1 E-LEARNING GOALS

I.3.2 E-Learning techniques

I.4 The Role of the Teacher in E-Learning

I.5 E-University Education

I.5.1 International Experiences in E-Learning

I.5.2 E-Learning in Algeria - Naama University Centre Mode

I.6 THE implication of the learning theories on implementing

I.6.1 INTRODUCTION

I.6.2 Behaviourism

I.6.3 Cognitivism

I.6.4 Constructivism

I.7 Conclusion

I.1 Introduction

Life has dramatically changed for people all around the globe due to the novel corona-virus outbreak referred to as COVID-19. Since its first appearance in December 2019, precisely in Wuhan, China, the world strives to overcome the crisis. People are left with numerous questions concerning the pandemic, the virus, and how to stop its spread.

Educators however, are more concerned with how to enable their students to keep learning despite the current circumstances. The present research is an attempt to provide information about COVID-19 that concerns the virus, transmission and prevention .It also attempts to shed light on teaching within the pandemic in Algeria.

I.2 COVID-19

COVID-19, stands for Corona-virus Disease 2019, is the infectious disease that is caused by the most recently discovered corona-virus (SARS-CoV-2), identified in Wuhan, China, in December 2019. COVID-19 is now considered as a pandemic that affects many countries worldwide at different levels (Kowalik, et al., 2020; WHO, 2020). Corona-viruses are a large family of viruses that may cause illness in animals or humans. In humans, they usually cause respiratory infections ranging from the common cold to more severe diseases such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS) (Carlos, et al., 2020). Corona-viruses, as a family, are named by the resemblance of their shape to crown (corona), as shown in Figure 1 (Rahaal, 2020).

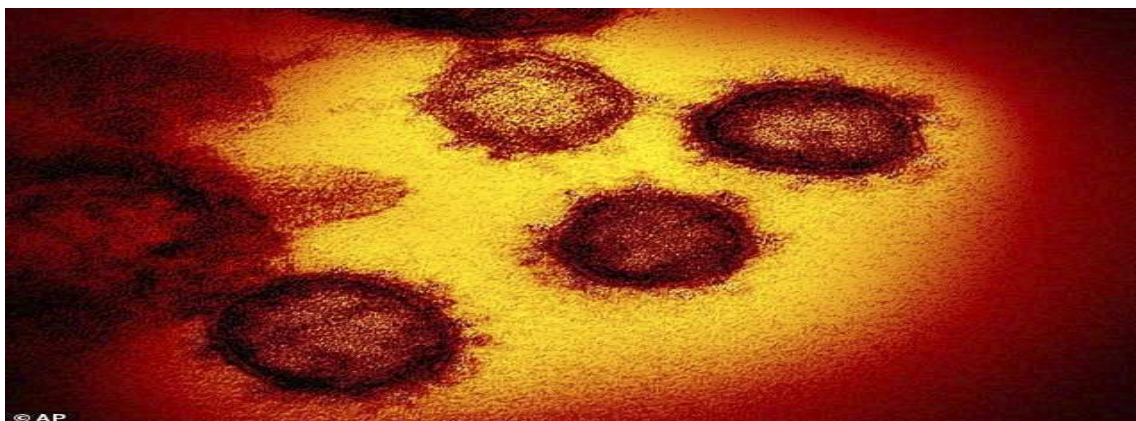


Figure 1: Corona Virus

In 2019, a new corona-virus was identified as the cause of a disease outbreak originated in China and infected the entire world. The most common symptoms of COVID-19 are: Fever, cough, and tiredness. Other less common symptoms include headache, aches and pains, nasal congestion, conjunctivitis, diarrhea, loss of taste or smell or a rash on skin or discoloration of fingers or toes. It should be noticed that some people become infected but only having very mild symptoms. According to the WHO, around 1 out of 5 people may become seriously ill and develop difficulty of breathing. Older people, and those with underlying medical problems such as high blood pressure, heart and lung problems, diabetes, or cancer, are at higher risk of developing a serious illness (WHO, 2020)

The virus can lead to complications that manifest in the form of pneumonia, respiratory failure, septic shock, and death. Many of these complications may be caused by a condition known as cytokine release syndrome or a cytokine storm. The most common symptoms among people who had Covid-19, as declared by Chinese researchers in China are displayed in Table 1 (Smith, 2020).

Symptoms	Percentages
Fever	99%
Fatigue	70%
Cough	59%
Lack of appetite	40%
Body aches	35%
Shortness of breath	31%
Mucus/phlegm	27%

Table 1: Most Common Symptoms of COVID-19

I.2.1 Mode of transmission

It is essential to have a clearer idea about the mode of transmission of SARS-CoV-2 since it keeps spreading (Bi, et al. 2020). There are, so far, two modes of transmission: Droplet transmission and contact transmission. People can catch Covid-19 from other infected ones with the virus. SARS-CoV-2 mainly spreads from person to person via tiny droplets from the nose or the mouth. These droplets are expelled when an infected

person coughs, sneezes, or even talks. These drops do not travel long distances and infected person can spray drops as far as six feet away. Consequently, it is crucial to stay at least 1 meter away from others. Contact transmission happens when there is a physical contact between an infected person or a contaminated object and another person.

The transmission occurs directly when an infected person touches others or indirectly when a person touches contaminated objects. To explain further, droplets can land on different objects and surfaces when an infected person coughs or sneezes. If people touch these contaminated objects and surfaces, they contaminate their hands, and once they touch their faces they become infected. Therefore, washing hands regularly is extremely important. The use of sanitizers is effective to get rid of the virus. Most viruses can live for many hours on objects and surfaces. This does not exclude SARS-CoV-2 which can last even for days on some surfaces. It lasts 4 hours on copper, up to 24 hours in cardboard and 2 to 3 days on plastic and stainless steel (Smith, 2020; WHO, 2020).

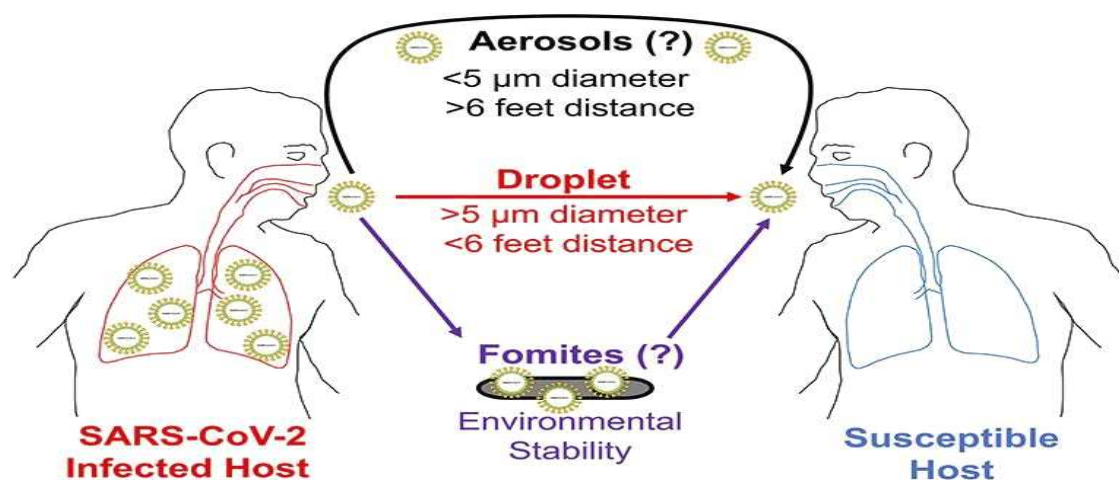


Figure 2: Transmission of Covid-19 (Galbadage, Peterson, & Gunasekera, 2020)

1.2.2 The chain of infection

It is worth mentioning that some people can spread the virus even if they do not have symptoms. This explains the rapid spread of the virus despite the global public health measures adopted to stop the transmission (Huff & Singh, 2020).

A crucial item of any infectious disease is the chain of infection. It refers to the path that a virus takes to enter in a host or to be transmitted from an infected host into a susceptible one. It is known that there is no definitive treatment or a vaccine for COVID-19 so far. The number of deaths is alarming worldwide since there is no treatment strategy to avoid the possible worst scenarios (Alanagreh, Alzoughool, & Atoum, 2020)

Hence, it is extremely important to break the chain of infection through the interruption of the transmission (Shaban, Sotomayor-Castillo, Radford, Malik, & Bell, 2020). There are six elements in the chain of infection for the virus to spread. If one of the steps is interrupted, this means that the chain is broken and the transmission is not possible (Figure 3) (MBRU, 2020).

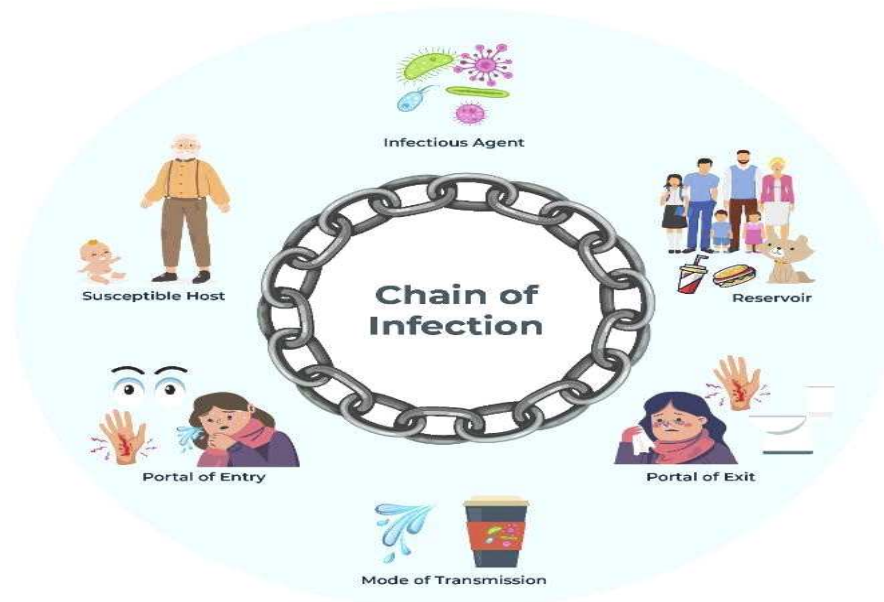


Figure 3: Chain of Infection

I.2.3 Prevention

In order to prevent the infection and to stop the spread of the virus some precautions are highly recommendable. This includes washing hands and using sanitizer, avoiding touching the face, and following coughing and sneezing etiquettes (mouth and nose should be covered, tissues should be thrown away and the hands should be cleaned immediately), and social distancing (maintaining a distance between people of at least 1 meter and avoiding crowded places and mass gatherings like weddings). It is also

recommended to cover the face with a mask in public spaces, such as the grocery store as it is hard to avoid close contact (Mayo Clinic, 2020; Shaban, et al. 2020; WHO, 2020).

Due to the incubation period of the virus (from 2 days to 14), it may take up to 14 days for a host to develop symptoms after being exposed to the infectious agent (SARS-CoV-2), i.e. From another person or a contaminated item. If one has been in a highly affected area or visited someone with Covid-19, they should stay home for at least 14 days (Carlos, et al., 2020). There is, nonetheless, hope since most cases in Algeria are mild and many people get better. Hence, people need to be aware and stay informed about any updates that concern the pandemic. Infection in health care providers is associated with unprotected and sometimes prolonged contact with patients. Therefore, it is recommended to wear a mask only if the person is a healthcare provider, sick or taking care of a sick person, or instructed by the government (Heinzerling, et al., 2020; MBRU, 2020). The spread of Covid-19 around the world has a negative impact on any country's economy. Masks, sanitizers or gloves, for instance, are limited resources that are highly needed by healthcare providers and patients. Buying them with large amounts may create economical crisis for the country. Having a sufficient knowledge about the infection and the virus enables people to act reasonably. This explains the amount of information devoted only to describe and explain the pandemic in this research. The coming section is devoted to higher education within the current pandemic.

I.3 E-learning

Knowledge is not only a transfer of information from teacher to student, but also how the student receives this knowledge from a mental point of view, e-learning enables the student to take responsibility in the educational process through exploration, expression and experience, changing roles where the student becomes educated instead of a recipient and the teacher is directed instead of an expert.

Dr. Ghazi Al-Qusaybi says that this education began in Chicago and Moscow in the early 1960s, but it was not born a real birth until the Open University of Britain in 1980, initially mail and television were the main means in e-learning, but now the Internet is playing a distinct role besides the two traditional methods (Abdullah Al-Aziz,

2002), and Salem mentioned that e-learning has gone through many stages, including the era of the traditional teacher and from it to the era of multimedia and then the emergence of the internet of information and from it to the second generation of the information network where the design of web sites became more advanced (Abdullah Al-Aziz, 2002).

I.3.1 E-Learning Goals

Some of the goals to be achieved from e-learning include:

- Providing a rich and multi-source educational environment that serves the educational process in all its aspects.
- Reformulating roles in the way the process of education and learning is carried out in accordance with the developments of educational thought.
- .Creating incentives and encouraging communication between the scientific educational system such as communication between teachers and students, university and the surrounding environment
- Modeling and presenting education in a standard form.
- The transmission of educational experiences through the creation of channels of communication and forums that enable teachers and all those interested in the educational affairs to exchange opinions and discussion through a specific site that brings them together in a virtual room despite the distance.
- Preparing a generation of teachers and learners capable of dealing with the technology and skills of the times and developments in the world.
- Help to spread technology in the society to become an electronic intellectual and keep up with what is going on in the far reaches of the earth.
- Providing education that suits different age groups, taking into account the individual differences between them.
- Providing the largest number of people in the community to access education and training, by overcoming the obstacles of space and time, also reduce the cost of education in the long term, in addition, the provision of e-learning does not require huge budgets to create large buildings and classrooms, and the spread of e-learning also due

to the flexibility of learning, and the technical development and intense competition between the providers of study and training programs made these programs accessible to large segments of society, which led in turn to the spread of e-learning.

- E-learning is considered the optimal exploitation of human and material resources; it solves the problem of rare disciplines.
- Transform the traditional educational philosophy based on the group to the individual by time, curriculum and exercises depend on the level and skills of the student and not on the average of the group.
- A distinguished student can apply not dependent on the weak.
- The lowest level student has time to raise his level.

I.3.2 E-learning techniques

E-learning is based on the use of different electronic means in the education process, whether real formal education that takes place within the classroom or distance learning, and these electronic means are: computer, internet, television, radio, video, video conferencing

- **Computer:** It is used as an educational tool to help the teacher and the learner, and has several types or software methods to use the computer in formal or electronic education:
 - Training and practice software,
 - Special education software,
 - Simulation software,
 - Dialogue software,
 - Problem solving software,
 - Survey software,
 - Multimedia software,
 - Speech processing software,
 - Super media software,

• **Internet:** where all its subscribers are provided services in all fields of life in general and in the educational process and e-learning in particular, including:

- E-mail service,
- Information transfer protocol,
- Web service,
- Communication service to another computer,
- Speech service,
- Dialogue service,
- Mailing lists service,
- Finger service for investigation,
- System search service,
- Internet phone call service,
- Internet broadcasting service,
- White page indexing service,
- Automated copying service,

• **E-book:** is a new method of displaying information with its images, movement, audio conferences and film clips in the form of an integrated book that is copied by the bug of CDs, and is browsed through the computer and can be searched for or subject easily .

• **Visual Book:** A book that contains hundreds of pages and provides the reader with information in a visual, audio and readable image, easy to modify and develop by the user, can be read or seen by how many people at the same time from all over the world .

• **Video Conference:** A visual audio communication between several people who are located in geographical lye spaces where ideas, experiences and information elements are discussed and exchanged in an interactive atmosphere aimed at achieving cooperation and mutual understanding.

- **Satellite programs:** This technology is characterized by the speed of transmission of programs and events to all parts of the earth in addition to the possibility of transferring written and spoken messages, and to be used in e-learning.
- **Text and graphic images remotely:** This technique is used to send symbolic digital information as part of the TV signal to be displayed to the future and be in the form of text or diagram after decoding.
- **Audio conferences:** This technique consists of the use of a regular phone connected to several telephone lines that connect the lecturers remotely to a number of students in different places and away from the classroom and characterized by interaction between them.
- **Interactive video:** is the integration of computer and video and the integration process included the same video that played an active role where studies indicated that the interaction between the learner and the educational program improves the performance of the learner and helps to keep the information for a longer time.
- **Virtual campus:** a website that the student can access and walk between virtual colleges and departments and contact boards by connecting to the Internet without actually going to the institution study site.
- **Virtual classroom:** A set of activities that resemble the activities of the traditional classroom carried out by a teacher and a student, separated by spatial barriers but they work together at the same time regardless of where they are where they are where students interact with each other through online dialogue, and they print messages that everyone who contacted the network can see.

I.4 The Role of the Teacher in E-Learning

The role that focuses on the teacher in education in general is an important and key role in the educational process because it is one of its pillars, and in e-learning the role of the teacher increases and this is contrary to what some believe that e-learning leads to the marginalization of his role and ultimately dispensed with it, and in order to become an e-teacher needs an intellectual formulation through which he is convinced that the traditional teaching method must change to suit the vast amount of knowledge that is encased in all areas of life, It is necessary to learn modern methods of teaching and effective strategies and to deepen understanding of its philosophy and master its

application, so that it can convey this thought to its students and practice it through e-learning techniques (Abdel-Wakeel,2002).

I.5 E-University Education

The educational process needs to interact between the teacher and the learner and the students among themselves, and the need to catch up with the university e-education does not mean the dispensation of the traditional university or teacher, but we are in an era of increasing demand for education where it is not possible to settle for cement and iron universities, and it is necessary to move in part to air universities or open or electronic universities, the names are multiple and one concept, the need for these universities increases year after year. Because almost every year thousands of students coming to universities do not have seats to study, and the options in front of them are limited and narrow, this is the case of opening the horizon of choice by introducing e-university education .(Abdel-Wakeel,2002).

A university institution that provides telecommunications education through modern electronic media, the product of information technology and communications such as the Internet, channels and satellites that publish lectures, programs, courses, design and production of educational information, evaluate students and implement successful goals for specific purposes (Abdel-Wakeel,2002).

It is also an academic institution that aims to ensure the highest levels of higher education for students in places of residence through the Internet, through the creation of an integrated e-learning environment based on a sophisticated network (Abdel-Wakeel, 2002).

On the learners' hand, the difficulties of applying e- learning are:

- Difficulty in switching from the traditional method of education to the modern way.
- Difficulty of application in some materials.
- The difficulty of the availability of computers in some students.
- Directing some teachers may lead to misperception. On the teachers' side:
- Difficulty dealing with learners who are not trained in self-education.
- Difficulty to make sure that the student is able to use the computer.

- The degree of complexity of some materials.
- Copyright problem.

It was added that there are a number of obstacles to achieving e-learning, the most prominent of which are:

- Poor infrastructure for most developing countries.
- The difficulty of internet access and its high fees.
- Lack of knowledge of computer-learning internet browsing techniques.
- Difficulty in applying the tools and means of evaluation.
- The failure of some official bodies to recognize the certificates granted by electronic universities.
- Faculty is not convinced of the use of electronic media.
- High cost in the design and production of educational software.

I.5.1 International Experiences in E-Learning

Many countries have conducted pioneering experiments in the application of different e-learning systems, and here we will review some of them:

- **Japan experience:**

Japan started in 1994 with a television network project in which educational materials are broadcast via video materials for schools on demand through cable as a first step to distance education, and in 1995 started the 100 schools project, where schools are equipped for the purpose of processing and developing educational activities and educational software through that network.

In 1996-1997, the Center for Electronic Libraries approved the support of scientific research, support, especially in terms of scientific research techniques and support for the employment of Internet networks in institutes and colleges, and Japan is now one of the countries that officially apply modern e-learning methods in most Japanese schools.

- **Experience USA:**

In 1995, the United States completed all of its plans for computer applications and was interested in training teachers to help their colleagues, also students, and providing the infrastructure for the process (21).

In the United States of America today, more than 2,000 higher education institutions broadcast at least one of their programs online, and this percentage increases annually and these universities vary in the number of online courses and specialties offered by them (Polfelaf,2013).

- **Malaysia experience:**

In 1996, the State Comprehensive Development Committee developed a comprehensive technical plan and a symbol of education in it in the 1996 education contract, which aims to introduce computers and internet connection in each classroom, and in 1999 the percentage of schools reached more than 90 percent and called smart schools.

- **Experience Britain:**

In Britain, a national education network has been established, through which more than 32,000 schools have been connected to the Internet, nine million students, 40,000 teachers, and each student has been given an electronic address and various educational sites have been connected to this network, and this process is constantly evolving in Britain.

I.5.2 E-Learning in Algeria - Naama University Centre Model

Education in Algeria is a priority in development projects, and in its future policy, as well as the subject of attention attached to the state in its various segments and categories, believing that education is the best investment and that the educated individual is the basis of progress and advancement in a changing society, developed and open to all that is new.

Most universities in the developed world are turning to the increasing use of e-learning due to the extreme importance that distinguishes it from traditional education, coinciding with the emergence and development of the information-communication

revolution and the accompanying unprecedented flow of information and knowledge, the form of e-learning is one aspect, because of the uniqueness of this unconventional pattern of easy use of its services, and the provision of educational opportunities for people who may be It is difficult for them to join the education system in its traditional form, in addition to contributing to overcoming some of the problems of higher education.

Despite the delay of our universities in this field, they are currently witnessing some attempts in this context, which shows that the use of e-learning in higher education levels in particular, is an end and goal sought by all educational institutions advanced in Algerian universities, where work has begun on the preparation of infrastructure, the preparation of human resources, as the state has provided Algerian universities with internet lines, computerization centers and information in all college locations, Despite all this, communication is still weak between faculty members and students, and the lack of online content of courses all the time and in a way that encourages study, many faculty members still rely on traditional teaching to provide lectures and lessons as a way of teaching, and this calls for knowing the reality of using this type of education in Algerian universities. (Polfelaf, 2013)

Among the most important concepts related to e-learning are the concept of distance learning, direct learning, open learning, online learning using simultaneous or recorded lessons, video technologies (image and sound), electronic presentation techniques (video lectures broadcast over the Internet).

Through the results of some researches and studies in this context it turns out that professors are sufficiently familiar with the concept of e-learning and have a good knowledge of the most important concepts related to what allows to say that theoretical knowledge of this modern technology is not a problem for professors and this is because they are either familiar with what is published about them in scientific journals and books or because they are users of these techniques in teaching as well as in research work.

The application of e-learning at the university varies from department to college to college, increasing its use in scientific and technical disciplines, while reducing its use in scientific and applied disciplines more than theoretical scientific disciplines.

Its use is generally average, as presentation techniques such as "Data Show", i.e. the presentation of information, and the preparation of lectures in the form of PowerPoint, have evolved remarkably, but the availability of lessons and availability on the Internet is still somewhat decent, as some professors resort to showing their lessons in their own blogs instead of the university site because of its weakness and lack of greetings.

With regard to the difficulties faced by the application of e-learning at the Algerian University, they can be summarized in the following points:

- Poor internet, where there must be a high flow speed, which is what Algeria lacks, as the speed of flow according to the latest statistics is among the weakest in the world.
- The weakness of university sites, their non-permanent and non-organization, due to the lack of specialists in this field.
- The lack of awareness of the professor as well as his lack of interest in this type of education due to the lack of interest on the part of officials in this type of education because they are from the traditional education generation.
- The university's lack of interest in this type of education, and its lack of activation by states by not harnessing all the possibilities for this type of education.
- The student's lack of desire for this type of learning because he wants ready-made lectures, and prefers the traditional method so that the latter is characterized by the lack of effort on the part of the student who is content to receive only.

I.6 The implication of the learning theories on implementing

E- Learning courses

I.6.1 Introduction

E-learning is the delivery of education including the activities of instruction, teaching, learning and assessment through various electronic media. E-learning lets the learner learn and get knowledge at a distance, over the Internet. For example, a class student can get real-time training on new subject without traveling to class. All they need is a computer, an Internet connection, and access to the course materials that reside on the Web. Implementing e-learning courses can be seen as a complex process going beyond systematically executing steps within an instructional design model. Learning

theories provide empirically based accounts of the variables which influence the learning process, and provide explanations of the ways in which that influence occurs. A learning theory is an attempt to describe how people and animals learn; thereby helping us understand the inherently complex process of learning. Imagine of learning as a relatively permanent change in behavior with behavior including both observable activity and internal processes such as thinking, attitudes and emotions.

I.6.2 Behaviourism

The behaviourist school sees the mind as a “black box,” in the sense that a response to a stimulus can be observed quantitatively, totally ignoring the effect of thought processes occurring in the mind. Early computer learning systems were designed based on a behaviorist approach to learning. The behaviorist school thought of postulates that learning is a change in observable behavior caused by external stimuli in the environment. Skinner argued that since it is not possible to prove the inner processes with any available scientific procedures, researchers should concentrate instead on ‘cause and-effect relationships’ that could be established by observation. Behaviorists claim that it is the observable behavior that indicates whether or not the learner has learned something, and not what is going on in the learner’s head. However behaviorists suggest Implications for Online Learning with respect to the behaviorist school:

- Learners should be told the explicit outcomes of the learning so that they can set expectations and can judge for themselves whether or not they have achieved the outcome of the online lesson.
- Course designers have to define sequences of instructions using conditional or unconditional branching to other instructional units and pre-determining choices within the course.
- Learners must be tested to determine whether or not they have achieved the learning outcome.
- The behavioristic approach for learning suggests to demonstrate the required operation, procedure or skill, and to break it down into its parts with appropriate explanation before learners are expected to copy the desired behaviour. Learners are

supposed to build proficiency from frequent review or revision with check tests at strategic points or repeat practice with feedback.

I.6.3 Cognitivism

The cognitivism paradigm essentially argues that the “black box” of the mind should be opened and understood. The learner is viewed as an information processor (like a computer). Cognitive psychology claims that learning involves the use of memory, motivation, and thinking, and that reflection plays an important part in learning. They see learning as an internal process and contend that the amount learned depends on the processing capacity of the learner, the amount of effort expended during the learning process, the depth of the processing, and the learner’s existing knowledge structure. They also look at learning from an information processing point of view, where the learner uses different types of memory during learning.

The cognitive school recognizes the importance of individual differences, and of including a diversity of learning strategies in online instruction to accommodate those differences. Learning style refers to how a learner perceives, interacts with, and responds to the learning environment; it is a measure of individual differences.

Some aspects have to be followed by the Instructional designers for realizing the online courses:

- Online learning materials should include activities for the different learning and cognitive styles.
- The teaching strategy should enhance the learning process by facilitating all sensors, focusing the learner’s attention by highlighting important and critical information, reasoning each instruction, and matching the cognitive level of the learner.
- The instructional designer should tie up to new information with existing information from long-term memory using advanced organizers to activate exiting cognitive structures.
- The learning content should be chunked to prevent cognitive overload. Exceeding a number of five to nine items to learn, linear, hierarchical, or spider-shaped information maps should be provided. And responds to the learning environment; it is a measure of individual differences.

I.6.4 Constructivism

Constructivism learning theory is defined as active construction of new knowledge based on a learner's prior experience. Research agrees that constructivism learning theory, which focuses on knowledge construction based on learner's previous experience, is a good fit for e-learning because it ensures learning among learners. A major emphasis of constructivists is situated learning, which sees learning as contextual. Learning activities that allow learners to contextualize the information should be used in online instruction. In most pedagogies based on constructivism, the teacher's role is not only to observe and assess but to also engage with the students while they are completing activities, wondering aloud and posing questions to the students for promotion of reasoning.

Constructivists see learners as being active rather than passive so he will be the center of the learning, with the instructor playing an advising and facilitating role. That will encourage the learner to arrive at his or her version of the truth, influence by his or her background, culture or embedded worldview.

Learning should be an active process by means of keeping learners active doing high-level activities such as asking learners to apply information in practical situations, facilitating personal interpretation of learning content, discussing topics within a group, assessment and so forth.

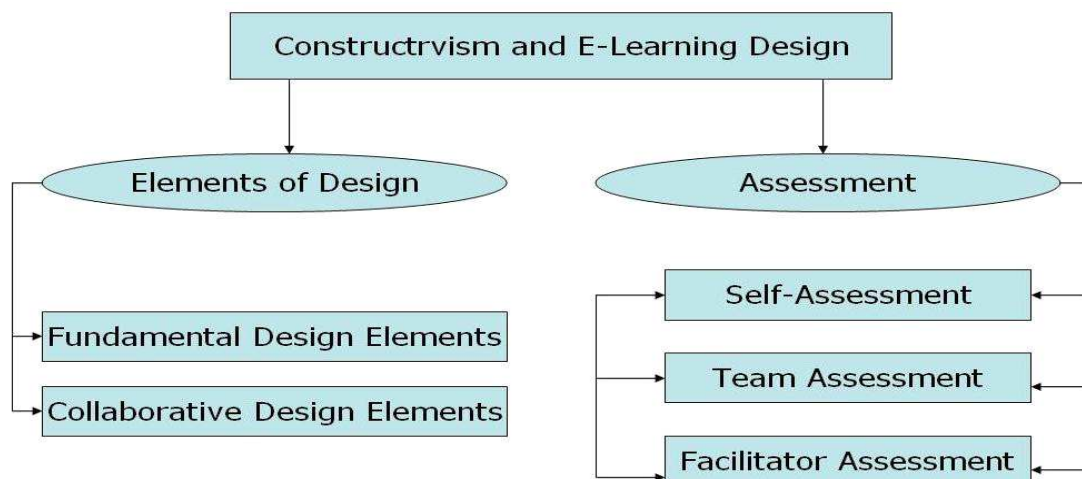


Figure 4: Constructivism and e learning design

Learning theories	Explanation	Implication on e-learning course
Behaviorism	Stimulus and response: - Students remember and respond (change in clear behaviour due to conditioning) - Teachers present and provide for practice and feedback	Sees mind as “black box, so very little effect on e-learning courses
Cognitivism	Information transmission processing: – Students remember strategies, rules and pattern – Teachers plan for cognitive Learning strategies.	The min should be opened Understood Therefore it has high effect on e-learning courses
Constructivism	Personal discovery knowledge: – Discovery relationships between concepts,e.g. addition subtraction – Teachers provide Instructional context of active an self-regulated Students.	Sees each learner as a unique individual with unique needs an backgrounds so it has very high effect on e-learning courses

Table 2: Summary of the implication of learning theories on implementing
E-learning courses

I.7 CONCLUSION

COVID-19 pandemic has changed education. Most of the teachers are forced to quickly shift from their classical teaching way to online teaching. This quick change has led to a number of obstacles and challenges. It is worthy to mention that teaching should be reshaped after the pandemic and it is time to get rid of the stated obstacles. To say it differently, implementing technology and different online resources is compulsory. Thus, teachers need to start working on self development to be ready to integrate online teaching as a support to face-to-face classroom. Despite its impact on the whole world, there is a bright side of the pandemic as concerns upgrading online education Thomas and Rogers (2020). Hence, to cope with the pandemic and be ready for the after crisis phase, big changes are unavoidable. The future of education in Algeria will witness many reforms after the crisis. Technologies and different digital resources will be used more frequently in the classroom. Nonetheless, the reforms need collaboration and connectivity between teachers, students, syllabi designers, and government authorities. The authorities need to furnish the Algerian schools and universities with the necessary material for better application of distance learning. They need to consider the improvement of the quality of education with social and economical support.

The proliferation of information over the Internet and the introduction of ICT in education altered the way people learn. As states, online information is not actual knowledge, but how this information is treated makes it knowledge. Evaluation of e-learning programs has shown that they lack in fundamental educational principles. Hence, there is a need to reconsider e-learning in educational basis in order to enhance online education qualitatively. In an attempt to overcome deficiencies regarding teaching strategies and content delivery, time and pace management, interface design and preservation of learners' focus, some good practices of e-learning design were presented. Such solutions are partially grounded on the core principles of LTs. However, as argued earlier, e-learning research is still far from stating an explicit e-learning theory and designing an integrated solution with concrete learning outcomes that covers the online learners' needs.

Chapter Two

Research Design and Findings



Table of Contents

II.1 INTRODUCTION

II.2 DEFINING THE RESEARCH

II.3 THE RESEARCH APPROACH

II.4 THE STUDY POPULATION AND SAMPLING

II.5 DATA COLLECTION

II.5.1 Research Instruments

II.5.1.1 DESCRIPTION OF THE QUESTIONNAIRE

II.5.1.2 DESCRIPTION OF THE INTERVIEW

II.5.2 Data Collection Procedures

II.5.3 Research Ethics

II.6 DATA ANALYSIS AND DISCUSSION

II.6.1 Analysis of the Questionnaire

II.6.1.1 THE RESULTS

II.6.1.2 DISCUSSION OF THE RESULTS

II.6.2 Analysis of the Interview

II.6.2.1 THE RESULTS

II.6.2.2 DISCUSSION OF THE RESULTS

II.7 INTERPRETATION OF THE RESULTS

II.8 STUDY LIMITATIONS

II.9 CONCLUSION

II.1 Introduction

Knowledge is not only a transfer of information from teacher to student, but also how the student receives this knowledge from a mental point of view, e-learning enables the student to take responsibility in the educational process through exploration, expression and experience, changing roles where the student becomes educated instead of a recipient and the teacher is directed instead of an expert.

This current chapter is dedicated for the practical part of this research. Therefore, we will go through the research design, the sample studied, data collection procedures and tools, data results, analysis and interpretation, and at last we will draw our conclusion upon what we would have got from the results obtained. Besides, the choices made by the researcher concerning the research approach, sampling and data collection will be explained and justified to give the reader a complete description about the research in hand. Then, we will attempt to come at a satisfactory answer for the case study problematic which is;

To what extent did e-learning help the Algerian universities overcome the challenges of the pandemic COVID-19 period?

II.2 Defining the Research

Every empirical research should be designed precisely in order to meet the academic standards and also to tackle the problematic issue appropriately. The research is a new subject which brings new knowledge and challenges for the researchers. So, choosing the right methodology and tools is a crucial part in the success of the research. The type of the study plays a great role in the way the research is carried out and also the instruments used in it. Researches have been categorized basing on three conditions;

- a) The type of research question.
- b) The extent of control an investigator has over actual behavioural event.
- c) The degree of focus on contemporary as opposed to historical events.

These three conditions will result in defining the research methods as demonstrated in the next table:

METHOD	(1) Form of Research Question	(2) Requires Control of Behavioural Events?	(3) Focuses on Contemporary Events
Experiment	how, why?	yes	yes
Survey	who, what, where, how many, how much?	no	yes
Archival Analysis	who, what, where, how many, how much?	no	yes/no
History	how, why?	no	no
Case Study	how, why?	no	yes

Table 3: Relevant situations for different research methods

So, basing on that distinction between these three categories we can clearly define the type of research in hand. Firstly, as stated before in the previous chapter, the problematic of the research is aiming at defining ‘what and how’ e-learning influences the EFL learners’ competence. Secondly, the exposure to English language content on the learning platforms cannot be controlled by the researcher in informal settings. And thirdly, the focus of the study is on contemporary events. Therefore, we can confidently say that the suitable research method for this research is the case study.

Yet, even case studies are divided into different categories, as stated by Yin (1984), there are three categories; exploratory, descriptive and explanatory case studies. quoted in. The first one is set to explore any phenomenon in the data which serves as a point of interest to the researcher. The second type is set to describe the natural phenomena which occur within the data in question. However, the third type is set to examine the data closely both at a surface and deep level in order to explain the phenomena in the data. With that being said, the researcher opted for an exploratory case study to investigate the impact of e-learning on EFL learners, because it is the most suitable type

of research to tackle this issue, which blends two disciplines together. Besides, the situation of the Corona Virus pandemic period done about this topic, especially in the Algerian universities, made it helpful to conduct an exploratory case study about the topic in hand.

The researcher's choice of this type of research is also due to the nature of the topic, which tackles the language learning development of EFL learners, as it is acknowledged by Mackey and Gass; **"case studies generally aim to provide a holistic description of language learning or use within a specific population and setting"**. Moreover, Zoltán Dörnyei states that: **"...the case study approach has been productive and highly influential in applied linguistics. In fact [...] the foundations of the whole discipline were based on the results of the first wave of case studies of language learners in the 1970S and 1980s"**.

Case studies are known for their advantages which allow the researcher to have insights into the complexities of the phenomena in their particular context i.e. to obtain detailed data from phenomena in their real-life context without manipulating the environment or the situations that the phenomena are in. Thus, it keeps the natural settings intact.

For all these reasons mentioned before, the researcher has chosen the exploratory case study to investigate e-learning during the Corona virus pandemic period impact on EFL learners within the English language Master students in Naama University centre Salhi Ahmed.

II.3 The Research Approach

In conducting an exploratory case study, the researcher is going to choose a research approach. Among the approaches used in educational researches we have; quantitative research approach, qualitative research approach, and mixed methods approach.

Quantitative research approach is an approach which emphasizes the numeral data i.e. analysing phenomena using measurable data in form of numbers. Zoltán Dörnyei

defines it as a research that involves data collection procedures which give numerical data which in turn can be analysed through statistic methods.

Qualitative approach on the other hand, involves the collection of open-ended, non-numerical data which is later analysed through non-statistical methods.

However, the mixed methods approach is that which combines both quantitative and qualitative research, either on the level of data collection, or on the level of analysis methods.

Basing on the nature of the topic, which is related to learning English as a foreign language through the learning platforms, the researcher decided to choose the mixed methods approach. The use of this approach will permit the researcher to collect quantitative and qualitative data in order to shape an idea based on in-depth information which is supported by measurable facts.

II.4 The Study Population and Sampling

The population investigated in this case study is all the English language master students in Naama university centre. There are about 200 students in total between first and second year master at the university centre of Naama in the academic year 2020/2021. The researcher chose the master students specifically, because they are supposed to be the members with the greater exposure to English language during the pandemic COVID-19 period in the department of foreign languages at Salhi Ahmed university centre, and also because they are more able to reflect on what they have been gone through along their experience in learning English language both in formal and informal settings.

In designing the sample of the study, the researcher chose the quota sampling strategy concerning the sample meant to answer the questionnaire, in order to guarantee the presence of all the possible components of the population studied, especially, the older members of the population. However, the sample concerned with the interview was selected by the researcher through the maximum variation sampling strategy, which aims at getting an in-depth qualitative data from markedly different experiences.

The sample of the study is composed of 69 respondents to the questionnaire and 10 respondents to the interview.

II.5 Data Collection

In order to cover the different sides of the issue in study, the researcher has chosen, as mentioned before, the mixed methods approach. Thus, the data collected will be both quantitative and qualitative in nature. The nature of the topic requires the gathering of measurable data and also precise and in-depth data about learning platforms use and also the learners' language development caused by it. Accordingly, the researcher has used certain research instruments to collect the data with certain procedures and in respect of certain ethical considerations.

II.5.1 Research Instruments

The researcher used two instruments in this current investigation; a printed questionnaire for a sample of 35 members from master 1 level, an online questionnaire for a sample of 34 members from master 2 level and an interview with 10 members for master 2 students levels.

II.5.1.1 Description of the questionnaire

The questionnaire set by the researcher is aimed at getting quantitative data about different aspects related to e-learning and EFL learners' language development.

In general, the questionnaire was divided into three parts. Each part aimed at gathering specific data. The **Part One** was set to collect information about the sample (such as age, gender, level...) and also their self-evaluation. The **Part Two** was set to measure the use of learning platforms by the students and also what frequent difficulties they may encounter when using learning platforms. **Part Three** was set to collect the students' opinions and attitudes about their experience in exposure to e-learning during the pandemic.

Now, we will look at each part of the questionnaire in details.

Part one:

I.1/ Gender: This question is set to define the composition of the sample basing on gender. The aim is to verify the representativeness of the sample.

I.2/ Age: This question aims at defining another possible independent variable within the sample. It is also so important in defining the composition of the sample.

I.3/ Level: This question is set to ensure the participation of both levels in the questionnaire, besides it will give us an idea on the composition of the sample and its representativeness.

I.4/ This question is set to determine the students' duration of their learning English. It can give us an idea about the length of their exposure. It is also believed to be an independent variable in this study.

I.5/ This question is a self-evaluation question. It aims at knowing the level of proficiency of the sample basing on their own judgement. It also describes to some extent their satisfaction with their current level.

I.6/ This question is about the learners purpose behind studying English, but it aims implicitly at defining their orientations too.

I.7/ This question is more specific version of the question "I.5", it emphasizes the four skills of the learners and their self-evaluation. The results of these questions are believed to help us understanding the possible impacts of e-learning.

Part Two:

II.1/ This question is set to measure the frequency of the participants use of different type devices to learn from the platforms with English . The type devices are selected basing on different hardwares

II.2/ In this question we attempt to have information about the duration of time learners use of the internet. This question aims at discovering to what extent students are exposed to learn remotly.

II.3/ This question is set to know if the students feel comfortable using the devices and the internet. It aims at discovering the amount of students exposed to English language through electronic devices.

II.4/ This question aims at defining the amount timing and interest the participants usually use when learning from the platforms.

II.5/ This question is set to have an idea about how long did the participants spend to complete the course. Thus, it aims at shaping an idea about the learner's interest while learning from home.

II.6/ This sub-question tackles the participants reaction when having problems in understanding the content. It aims at discovering the strategies used to overcome this problem.

Part Three:

III.1/ This question aims at discovering the attitudes of the participants towards e-learning during the pandemic COVID -19 and its impact on English content (sentences 1 and 2), the interaction with others through e-learning and its psychological effects (sentence 3 and 4), and finally the focus of the participants' satisfaction when interacting via the software technology (sentence 4).

II.5.1.2 Description of the Interview

The interview is composed of 8 questions; it aimed in general to have an in-depth qualitative data about the impact of e-learning during the pandemic COVID-19 on the participants.

- 1) The first question is an open question which aims at knowing how the participants feel and what they think about their English language learning process so far.
- 2) The second question is set to know how effective was e-learning for each participant. It aims at knowing whether they share the same experience when they were learning at home or not.

- 3) The third question is about the development of their exposure through time, which gives us an idea about the kind of development in the content of exposure, its form, its intensity, and also their strategies development through time.
- 4) The fourth question is set to have insights of the impact of that way of learning and its influences their English language positively or negatively.
- 5) The fifth question is set to detect what are the benefits of e-learning on English content that the participants found as advantages, and what disadvantages they suffered from. It aims at gaining different data about the advantages and disadvantages.
- 6) The sixth question is about whether the participants touched that the learning platforms have really contributed in their language development or not, in other words does it complement their English language learning in classroom and in what aspects.
- 7) The seventh question focuses more on the participants' way of using the learning platforms during the pandemic COVID-19, and how will it change their behaviour and /or practice. This question implicitly defines the level of familiarity with e-learning, the level of the participants and their focus when using English on the learning platforms.
- 8) The eighth question explicitly addresses the challenges that face the Algerian universities to prepare learners to study in an e-learning environment.

II.5.2 Data Collection Procedures

In collecting the data through the questionnaire, the researcher has found some difficulties due to the pandemic COVID-19 lockdown which affects the timing of the collection, especially for both levels : first and second year master students, which made the researcher design of two forms for the same questionnaire; a printed one for the first year master students, and an electronic one for the second year master students. This happened because the second year master students had no studies in the second semester. There was no opportunity to give them a printed form of the questionnaire.

The printed questionnaires were distributed on the members of the sample and gathered immediately after answering all the questions. The researcher was always ready to give any clarifications about the questions or the way to answer them. Concerning the electronic version of the questionnaire, it was a modification-restricted document. It was designed to make sure that no one can change the form or the content of the document. The participants could only choose among the available options or write in reserved spaces for the open questions. Then, it was distributed on the member of the sample from the second-year master English students through Facebook group page.

Concerning the interview, the researcher sent an online interview to selected students from master 2 on their own facebook page following the instructions of distantiation during this period.

II.5.3 Research Ethics

In conducting the research, the participants were asked to participate voluntary i.e. no participant has given his answers unwillingly. Thus, the participants were given their right of deciding whether to participate or not.

When collecting the data through questionnaires, the participants were supplied with sufficient information about the topic of the study to limit their choices, and to make the questions clearer for them to guarantee the comprehension of the questions on the part of the participants. They were also ensured that their answers will be anonymous to comfort and encourage them to give sincere and honest answers. They were also reminded that their answers are not to be judged, but to be viewed as opinions which are crucial in the research.

The questions were formed in simple style with no vague or ambiguous words or terms, the researcher used some terms that are strongly related to the participants' field of study.

Concerning the interview, the participants were also given the choice to participate or not. They were also informed about the study and the topic which is tackled. The questions were all in simple style and were clarified when required.

In conclusion, the researcher tried as hard as possible to respect the ethical rules of the research, which are; voluntary participation, ensuring confidentiality, the supplience of sufficient information, and the comprehension on the part of the participants.

II.6 Data Analysis and Discussion

II.6.1 Analysis of the Questionnaire

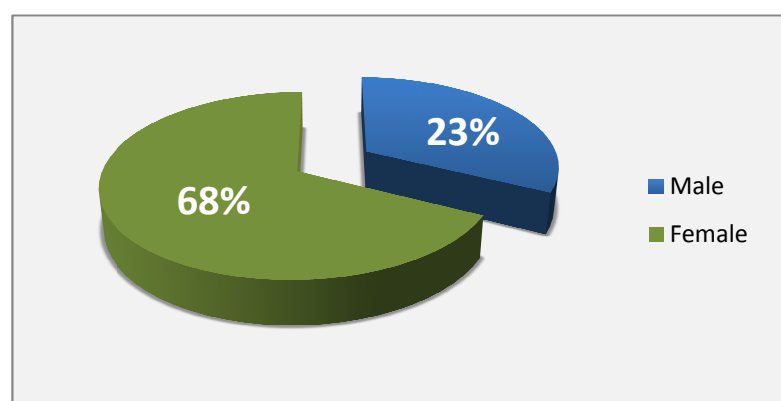
After collecting the data from the participants' answers on the questionnaire, the researcher has gathered an important amount of information to analyse. Thus, the information gathered about the sample will be presented in form of pie charts, tables and graphs to simplify it and make it more understandable.

II.6.1.1 The Results

Part One:

In this part, the researcher has gained some general and more specific information about the members of the sample. This part, can give us an idea about the composition of the sample, its representativeness, and also some information about the participants' history of learning English and their proficiency in general and in specific skills.

❖ The participants' gender:

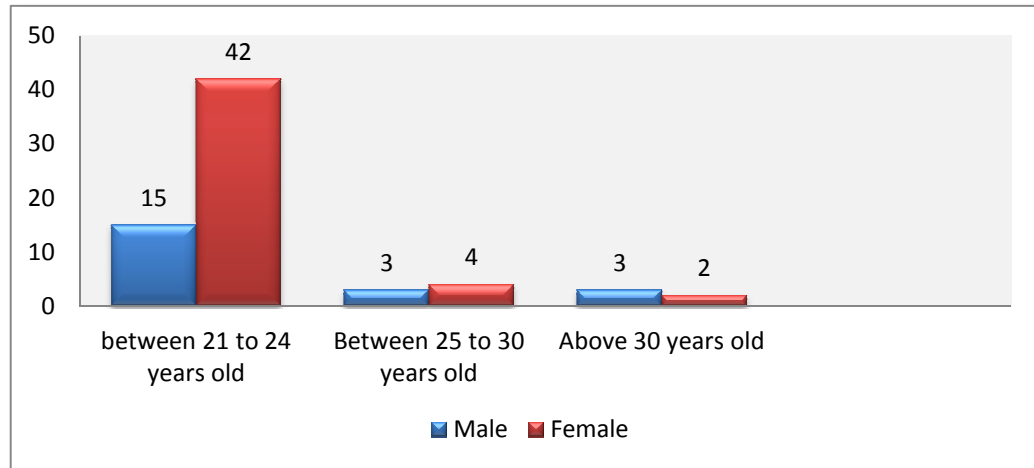


Pie-chart 1: The composition of the sample based on gender

The sample studied contains 21 males and 48 females, which is a normal composition when looking at the whole population. The number of females is greater

than the number of males in the population studied. Thus, we can say that this sample presents the whole population very well.

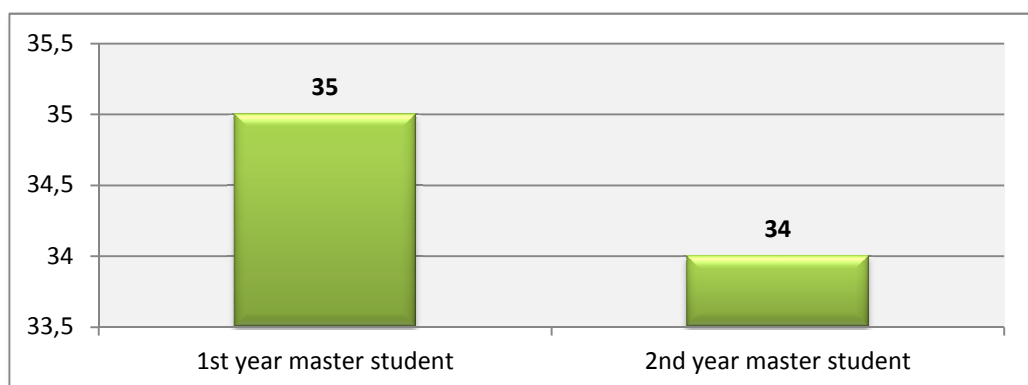
❖ Age of the participants:



Bar graph 1: the sample composition based on the age of the participants

This bar graph illustrates the diversity of the sample; it contains students from different ages which in turn represent the whole population. As it is demonstrated in the graph, the majority of the participants are young students between the age of 21 and 24 (57 students), while other participants are older (7) between 25 and 30 and (5) above 30. These percentages reflect also the composition of the population. Therefore, it is a kind of help when it comes to generalizing the results of this study..

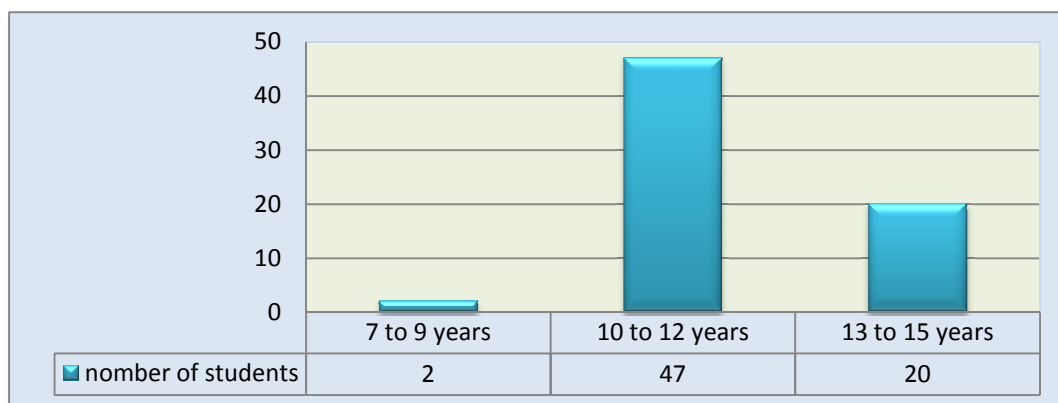
❖ The level of the participants:



Bar graph 2: Composition of the sample basing on the level of the students

This sample is composed of students from both levels, since the students of the first year master are nearly the same in number as the students of the second year master (35 and 34 respectively), this sample is a good representation of the whole population.

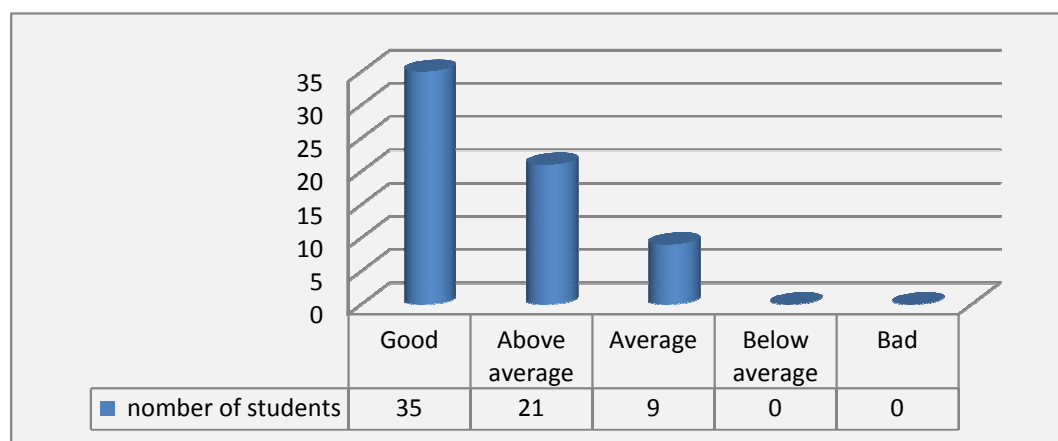
❖ Duration of studying English language



Bar graph 3: participants' Duration of studying English.

This graph shows that the whole sample members have almost the same duration in studying English, only one case has a longer duration, but it is normal since the sample, and the population too, contains older members. This result indicates the possible huge exposure to English language from multiple sources.

❖ Self-evaluation of English language proficiency



Bar graph 4: English language proficiency self-evaluation

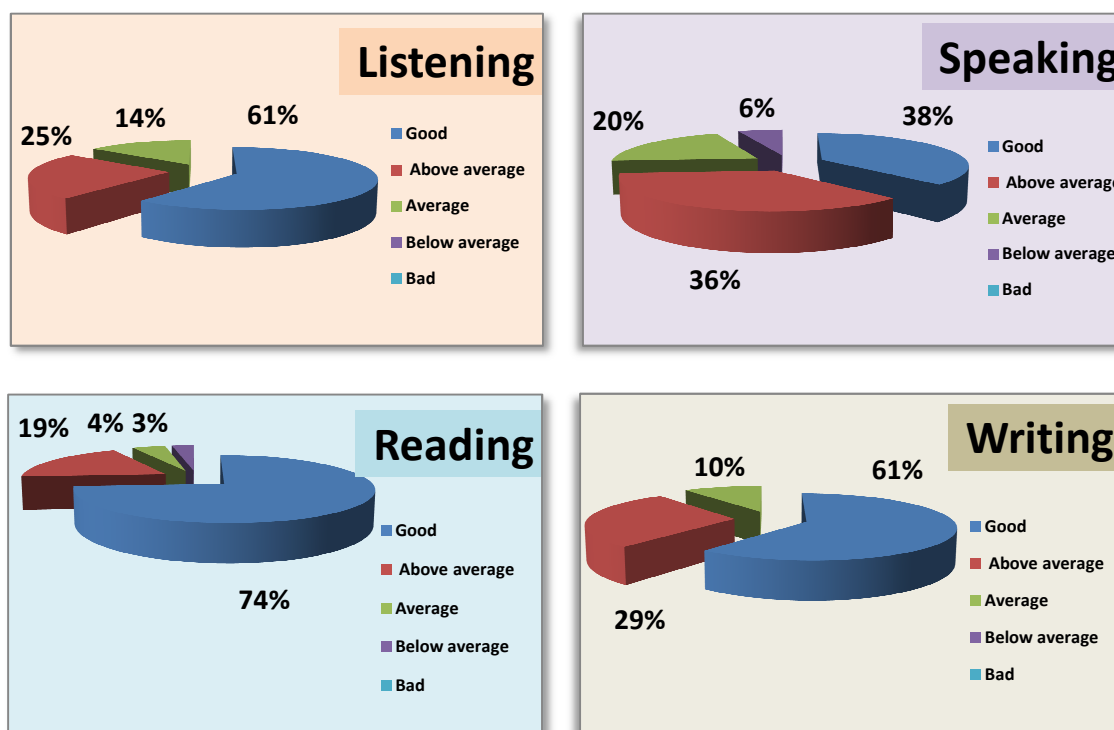
According to the participants' self-evaluation, the sample proficiency in English language ranges between average and good proficiency. As the graph illustrates 35 have

good language proficiency, 21 above average, and 9 average proficiency. These results indicate again the diversity of the sample studied. If we wanted to describe the sample, then we would say that our sample have more than acceptable language proficiency.

❖ The participants' aim behind studying English.

This is an open question for all students, but the results obtained shows that there are mainly four categories in which we can label these aims. The first one is professional aims; with 38 participants who aim at becoming future teachers. The second one is personal interest in the language, in which another 20 participants who want to explore the language because they like it at first place. The third category is self-improvement in which 6 students declared that they study English to improve their skills, personality and capacities. The fourth category is those who study English to explore other cultures, 5 participants declared that they study English to explore other culture, and because it is the dominant language and culture in present time

❖ Self-evaluation of the four skills

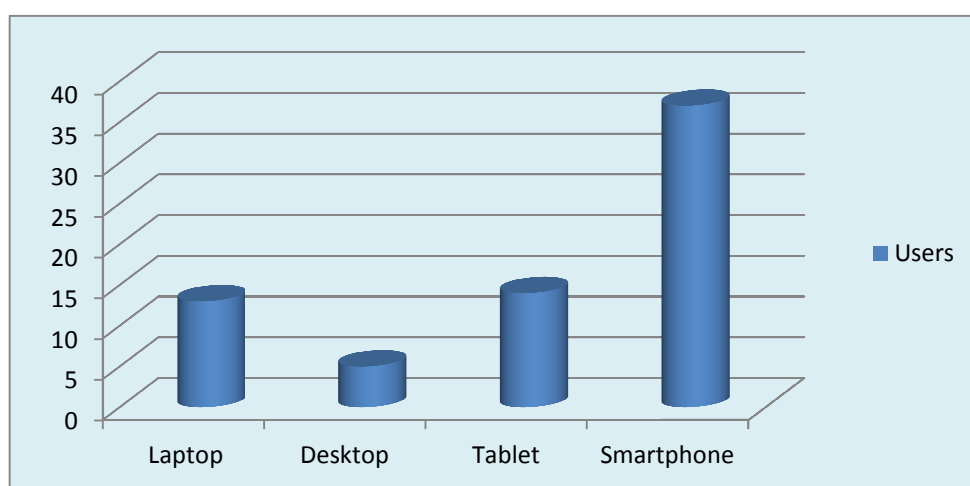


Pie-chart 2: proficiency in the four skills based on the sample self-evaluation

This is the participants' self-evaluation of their four skills, as it shows there is diversity in each skill evaluation, which indicates the variation of skills' proficiency among the sample. But, we can notice that the sample shows a better proficiency in the receptive skills comparing to the productive skills (when we take into consideration the sum of good and average proficiencies evaluation in all skills). Thus, we can say that the sample studied is better in listening and reading comparing to speaking and writing skills.

Part Two

❖ II.1 What type device do you use for e-learning?



Bar Graph 5: Type device used for e-learning

This bar graph shows the different devices that are used by students. It can give us insights about what students usually use and can be related to other information gathered about the sample. We can say that according to these results; smartphones are used by the majority of the participants. Tablets and laptops also have an important space in the daily life of the students. However, desktop is a less usual practice in students' daily life. Therefore, the sample's daily use to English content on learning platforms can be described as dependent mostly on smartphones and, with less intensity, on tablets and laptops.

- II.2 Do you have daily access to a device with internet access?
- II.3 Do you feel comfortable using a device and the internet?
- a/ if no, why?

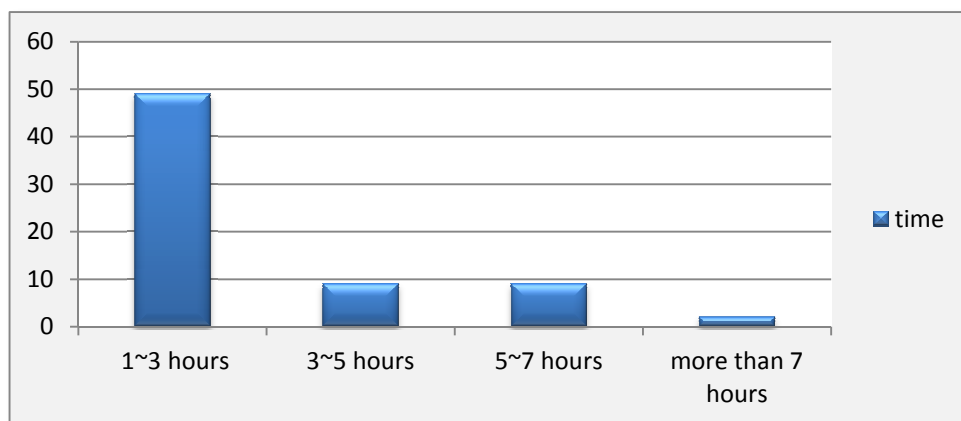
Students' responses	daily access to internet	feeling comfortable using a device and the internet	Understanding the information of courses	Percentages		
Yes	57	64	51	82.6%	92.8%	74%
NO	12	5	18	17.4%	7.2%	26%
Total of students	69			100%		

Table 4 : Students' access and feelings using the internet and understanding the courses .

This table summarizes the results of 3 questions; it shows that the majority of the students have daily access to the internet (82.6%). And most of students feel comfortable while using the device with internet to study from the learning platforms (92.8%). And they don't find difficulties in understanding the content of the course (74%).

This results show that students have access to different options that meet their feelings and also their needs.

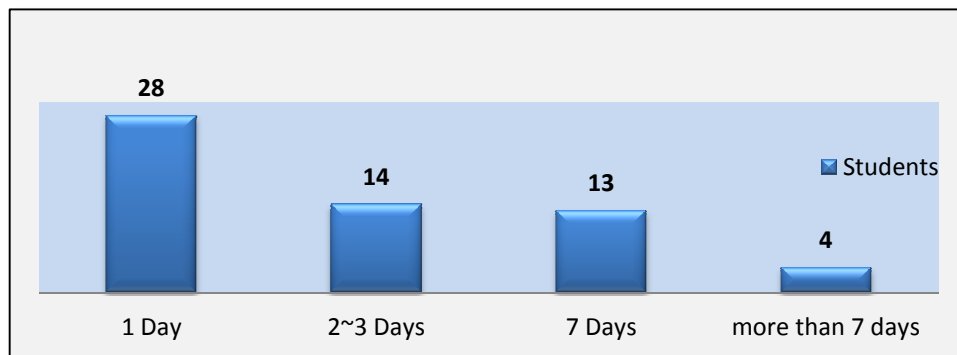
❖ II.4/ How much time do you spend each day on average on distance learning?



Bar graph 6: Time spending on distance learning.

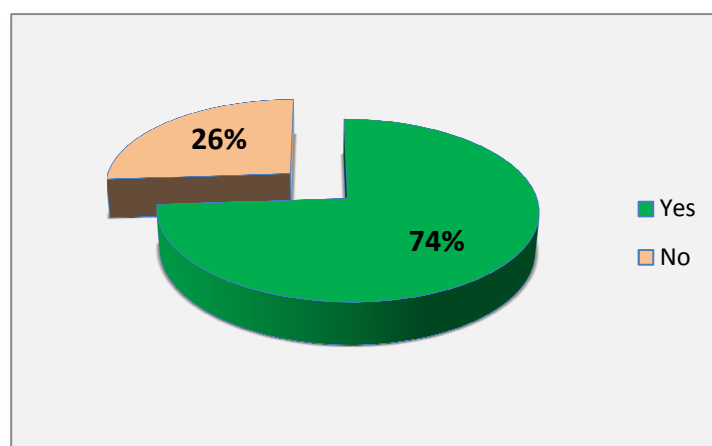
This graph shows that 49 of students spend from 1-3 hours a day on distance learning which is a huge percentage. This result can help us to define another kind of exposure to English language.

❖ II.5 How long did it take to complete the course?

**Bar Graph 7: Duration to complete the course**

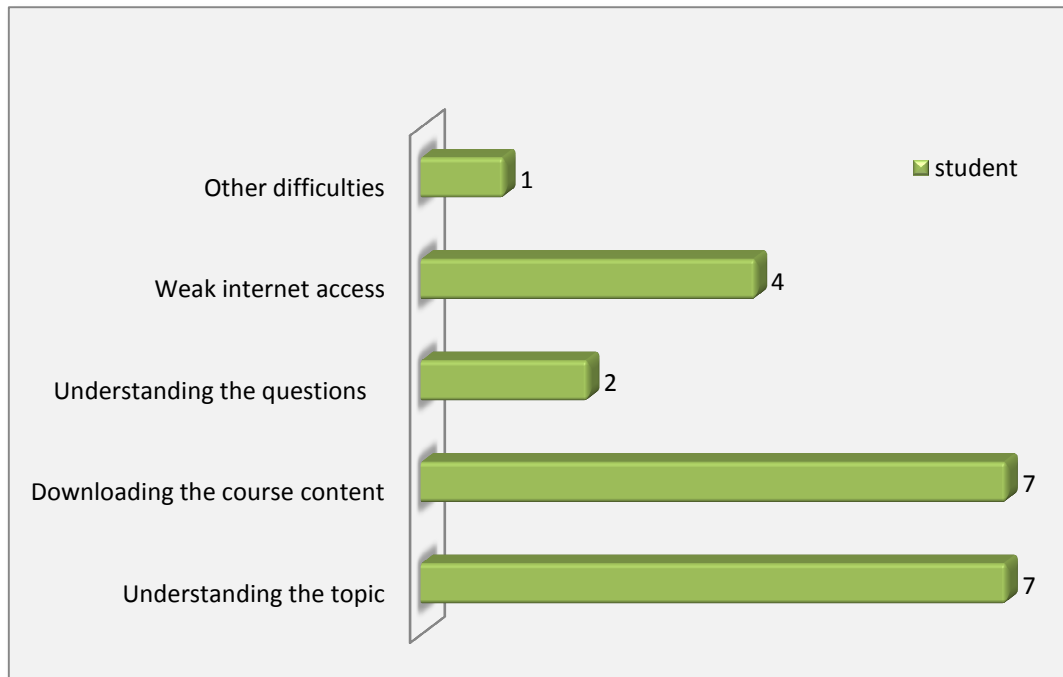
This bar graph shows that the students are active users in using learning platforms. As expected, Facebook, YouTube, Google + and Twitter are the most used social websites that may help users among the sample to complete their courses quickly. This indicates that there is a real engagement from the part of the participants with e-learning. This active participation is also another key point in the study of distance learning during the pandemic COVID-19 period, since it is not considered only as exposure to input from the internet, but also it is a way of acting and engaging in situations that may require from the students to produce English output. Thus, the importance of this result is to demonstrate that the sample has a great engagement that act both as source of input and a place of opportunities for producing output.

❖ II.6/ Was the information in the course easily understandable?

**Pie-chart 3: student understands of the course.**

The majority of students (74%) declared that they can easily understand the course on the learning platform. This result shows that there is a great possibility that the students can improve their language through distance learning.

❖ II.6.a/ if no, what difficulties do you face ?



Pie-chart 4 : Frequent difficulties faced by students when misunderstanding the course.

This chart illustrates the difficulties that students have when they didn't understand the course content on the learning platforms; it shows that the course downloading (due to weak internet streaming) and understanding the topic content are the major difficulties they face (with 7 students and 7 students respectively) then with relatively small proportions comes weak internet access (4 students) and then understanding the questions (2 students). It is worth noting that the participants had the ability to choose more than one answer among the four suggestions provided.

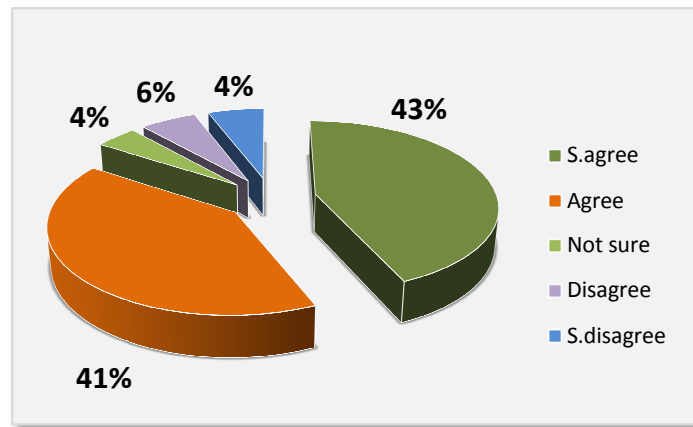
❖ II.6.b/ other difficulties

This was another optional open question which only 1 student responded to. But the results show that the other difficulties are mainly concerning other aspects.

Part Three

❖ III.1/ state to what extent you agree or disagree with the following statements

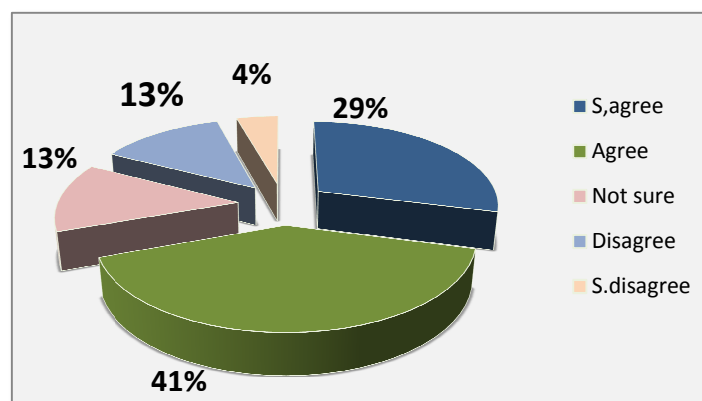
- Face-to-Face communication is important for you while learning remotely .



Pie-chart 5 : Students' level of agreement on the first statement

All the students agree with that claim; (43% strongly agree and 41% agree), this result shows that the students have a good attitude towards the contribution of face-to-face communication to English content in their learning process.

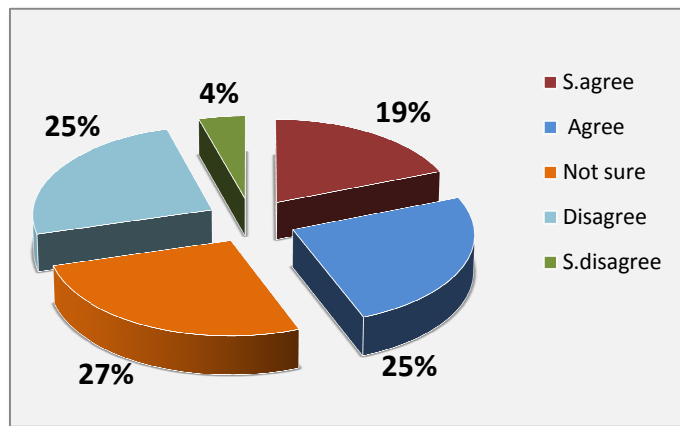
- The course was effective at helping you reach the learning objectives .



Pie-chart 6: students' level of agreement on the second statement

The majority of students agree (41% agree and 29% strongly agree) with that claim too, except for small proportion which has neutral response to it (13%). This also proves another attitude of students towards English content on distance learning.

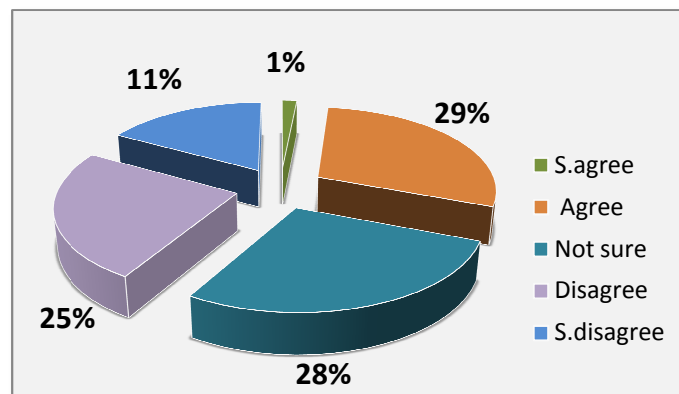
- Your university has been helpful in offering you the resources to learn from home during the pandemic COVID-19.



Pie-chart 7: students' level of agreement on the third statement

25% of the students agree and 19% strongly agree on the statement provided. And 27% showed neutral response. Thus, we can say that the majority of the students feel more comfortable and relaxed towards the use of e-learning in their university.

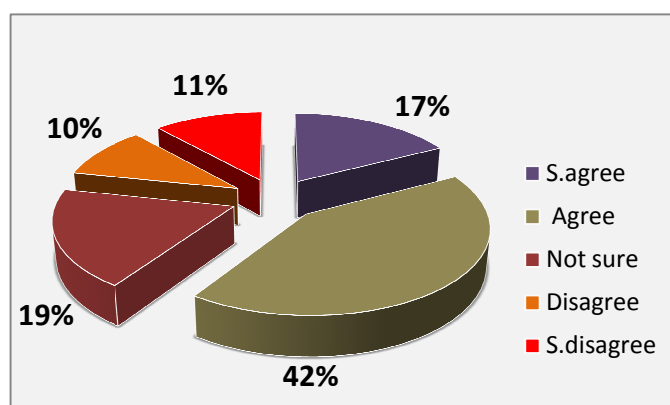
- Your teachers are helpful while studying on line.



Pie-chart 8: students' level of agreement on the fourth statement

This result shows a kind of diversity in opinions since 29% of the students agree on the statement above, while another close proportion with 25% disagree with this claim; however, another 11% strongly disagree (which makes the total of disagreement on the statement about 36 %) and only 28% gave neutral response.

- ❖ You are satisfied with the technology and software you are using for E-learning.



Pie-chart 9: students' level of agreement on the fifth statement

The majority of students agree (42% agree and 17% strongly agree) with that claim too, except for small proportion which has neutral response to it (19%). This also proves another attitude of student's satisfaction in using e-learning technology.

II.6.1.2 Discussion of the Results

The results obtained from the questionnaire has been analysed quantitatively. The sample studied showed a number of interesting behaviours and attitudes toward the use of e-learning and learning by the help of the learning platforms. In order to create a fully understandable picture drawn from the results obtained, we will look at each part of the questionnaire separately. Thus, the results of the first part give us an idea about the sample, which is composed of students, both males and females, from different ages, but most of them are young. They have a long duration of studying and exposure to English. The sample above shows average and good proficiency in English with a better proficiency in receptive skills comparing to that of productive skills. The members of the sample have different aims in learning English.

The second part of the questionnaire gives us insights into the sample usual behaviours and also the usual difficulties when they use the learning platforms. Therefore, we can describe the students as usual users of internet.

The third part introduces us into what students think about the learning platforms and its English content. The students showed their belief in the benefits of e-learning for

them. They also looked at the learning platforms as suitable for them and more relaxing during the pandemic COVID-19 period.

Broadly speaking, the students showed positive attitudes towards e-learning experience in general. They have shown also the great exposure experience they have through different learning platforms and the frequent use of these platforms in their studies. Which indicates that there is a huge possibility they have been influenced by this exposure in a way or another.

II.6.2 Analysis of the Interview

II.6.2.1 The Results

- ❖ First question: Can you give us an idea about your English language learning from the first day in class until today?

All the interviewees showed that their love for the language makes its learning easy and enjoyable experience, they also declared that they went through gradual progress. The multiple opinions obtained reveal the fact that their intrinsic motivation helped them in attaining a progressive and continuous learning experience.

- ❖ Second question: How effective has e-learning been in offering you the resources to learn from home?

This question addresses the use of e-learning at home. The results obtained show that e-learning was effective for learning English and it has been a great help and the main source of knowledge during the lockdown.

- ❖ Third question: Can you give us an overall view about your development with e-learning through time?

The participants showed almost a common exposure development process. The most of the interviewees stated that their exposure started with the use of various electronic devices in order to be able to use them in research and learning, and gradually they became independent from relying on downloading books and courses, the interviewees also showed the same patterns in development, they started by listening to scripts and understanding them by the help of written ones, then by time they developed

their listening skills. Other students reported another kind of development which is concerned with output on social sites and chatrooms.

- ❖ Fourth question: Do you think that this way of learning influenced your English language positively or negatively? And how?

All the interviewees answered the same. Concerning the first part of the question; they all think that e-learning influenced their English language positively. However, the manner in which this happened was different from one participant to another, with some similarities such as: It's the best way to learn a language. Concerning the distinct reported answers, we have: providing chances for gradual improvement, raises the familiarity with the English language, and helping in dealing with communicative situations.

- ❖ Fifth question: How does e-learning benefits your level? And what are the disadvantages you suffered from?

In answering this question the interviewees have all reported that they found many advantages in the learning platforms and only few disadvantages. The advantages that were reported can be summarized mainly in the following: the availability of real language, the huge quantity of input, the different kinds of topics and subjects available, less stressing environment, available opportunities to develop the different skills, and the ability to control the platforms

However, the disadvantages reported are: the difficult of the input at the beginning, and also the distraction that may be caused by the learning platforms.

- ❖ Sixth question: Do you think that learning English through e-learning has filled some gaps that have been emerged after learning in classroom? Can you cite some of them?

The first part of the question has been answered positively by the students, they all reported that there were some gaps in their language after learning in classroom, and later it was fulfilled by the exposure to the learning platforms.

Concerning the second part, the participants gave many responses. Almost all participants mentioned: Vocabulary, cultural aspects and pronunciation. Beside, these three previous answers there are others such as: giving real meaning to the language

learnt and not just learning words and rules of grammar without knowing where and how to put them, helping in memorizing new words in different contexts, and fluency.

- ❖ Seventh question: Has using the course led to /will lead to you changing any of your behaviour and / or practice?

All the interviewees have reported that when they are using the learning platforms they usually think about communicating and using the language . Because, according to some of them, they have exceeded the phase of learning English directly through platforms, their main concern now is communication using the language rather than learning it. However, they also reported that learning occurs sometimes without any planning from their part in situations when new information is presented.

- ❖ Eighth question: Finally, what challenges are facing the Algerian universities to prepare learners to study in an e-learning environment?

The participants have reported that there are difficulties dealing with learners who are not trained for distance education, the availability and prices of devices in Algeria are also a huge issue. the main challenge is then using it in its proper context and getting the maximum benefits from it .

II.6.2.2 Discussion of the Results

The interview has been a valuable instrument of gathering in-depth information about distance education in the students' life. The data gathered showed different ways in which this exposure influenced and helped the learners to become better at English.

The information obtained have shown us the different ways in which students' exposure has been developed through time, its influence on their learning, the gaps it filled, and also the competencies developed through it. Therefore, we will describe the exposure of the students basing on the results obtained. The students have already a satisfaction about their learning experience so far as indicates the first question, this was helped by their interest in this language in the first place, so the intrinsic motivation is already there to maintain a long experience of learning. As EFL learners in EFL context, the students in their early stages of learning have access to English input

outside the classroom through different learning platforms. However, the matter of use has been developed by time since the learners were getting better and looked for more challenges.

The influence of e-learning has been a positive one since it allowed students to make a gradual improvement in many aspects such as lexis, syntax, phonological and cultural aspects. This was possible thanks to the advantages that the learning platforms have such as: availability of huge input both in quantity and quality, its authenticity, besides the ability to have English conversations with other English speakers. Indeed, the materials provided by the learning platforms has great potentials that can complement the learning experience in formal settings, since the Algerian student is in an EFL context, he cannot have enough input and information about the target language in classroom that is why students have found what they lack from these sources. Finally, all the features that the learning platforms and the English content on it have, contributed in developing certain competencies.

II.7 Interpretation of the Results

The results obtained from the questionnaire and the interview have given us the opportunity to test the hypotheses set in the beginning of the research. Basing on what we have seen in the theoretical part and what we have got from the data collection instruments, the researcher will try to interpret the results and verify the hypotheses. As a start the researcher will focus on input from the learning platforms and the students output, the development of the exposure and its effects on the learner, and at last the success adaptation to the pandemic Covid-19 period by the Algerian university.

As the *input hypothesis* states, in order for learning to occur; there must be a comprehensible input. According to the results obtained the students have control over the kind and amount of exposure. And since the learners are the most knowledgeable about their needs, the comprehensible input is controlled by them most of the times. And when difficulties occur the students will use other strategies to overcome them. Another important idea is the diversity of input provided by the learning platforms. They spend a lot of time using different learning platforms, and they have a long duration studying English and being exposed to it on the learning platforms. The input

provided by e-learning has many forms (visual, audio, and written texts) which suits different styles of learning that the students have, it also allows them to use their strategies easily since they have control over the platforms.

Concerning the development of the exposure, it was obviously a gradual one; the shift from one phase to another is logical in terms of challenge and difficulty, at first phase when the students were still novices they depended on their interest, then, by time the exposure developed to include more English learning .

The importance of e-learning is not only in what it provides but in the way it provides it too and its impact on the learners' psychology. The students have shown that they are more comfortable when using the devices with internet, and freer in controlling the input which makes them more relaxed and feel at ease.

Therefore, e-learning influences the development of the learners by providing a better environment of learning and also better conditions.

II.8 Study Limitations

The researcher has done his best to overcome certain obstacles such as: the novelty of the topic and also the few similar investigations about it, the ambiguous nature of the relation between the two disciplines; e-learning and applied linguistics. Nonetheless, there are some limitations that have emerged along the research process.

This study has been carried out to explore the possible impact of e-learning on EFL learners. The observation could have been of a great help in this case, since it reveals much more facts about the phenomena and strengthen the validity of the research. Another limitation is the investigation of the relation between learning styles and strategies and the use of e-learning by the learners, since it is too complicated and time consuming task. Another limitation is that of the pandemic Covid-19 period impact of studying on learners. For the lack of resources about that topic and the limited proportion of students that attained to some extent a native-like accent, the researcher couldn't investigate this important and most remarkable aspect of e-learning

II.9 Conclusion

This chapter has demonstrated the empirical part of the current research; it has been formed to cover all the necessary information about how this research was carried out. All the choices made has been justified and clarified to give a better understanding about the research tools, sample, approach, and methods used in analysis.

The researcher has concluded that the learning platforms have a great impact on the EFL students' English learning. Furthermore, other hypotheses have been confirmed, namely; the learning platforms provide learners with relaxing environment, and also that learning platform use goes hand in hand with the learner's language development. Other hypotheses that have been verified is that learning platforms content is suitable for EFL learners, and also that these platforms help learners not only to promote his receptive skills but also to promote his productive skills.

The researcher ends up by introducing some limitations that occurred while conducting the research, in order to shed light on the missing pieces in this research which might be completed in other future researches

GENERAL CONCLUSION



General Conclusion

Learning is an important part in the daily life, especially, for the youth. Its influence can be seen in many aspects of people's daily life and the whole society in general. The several forms and tools of learning make it available for everyone. This was possible because of the huge development in technology and for other reasons such as globalization, and the need for new ways of effective communication to cover the mass audience demands and needs.

This research is an attempt by the researcher to shed light on this phenomenon that takes a great part in the students' learning process. Therefore, the research was divided into two chapters; the first one presents the main concepts such as; COVID-19, second language acquisition, and e-learning exposure. It contains also some theories of learning, other aspects of SLA, and also some ideas taken from other works that highlight the relationship between distance education and learning. However, the second chapter presents the empirical investigation of the research. It contains all the information about how was this research carried out; the sampling, the approach, the methods used in collecting and analysing data, and its interpretation.

This research is an exploratory case study which aims at exploring the phenomenon of distance education and the learners' language development. The researcher has opted for mixed method approach in dealing with the case in hand, by using a quantitative data collection tool (questionnaire) and a qualitative data collecting tool (interview) in order to have a complementary view about the case.

Through this research, the researcher tried to look for a satisfactory answer to the main problematic which is:

To what extent did e-learning help the Algerian universities overcome the challenges of the pandemic period?

Other sub-questions have been introduced to cover other areas of this phenomenon, which are:

a)-Was the adaptation of e-learning in universities during the pandemic period a boost or a hold back of the learning process?

b)-Did the Algerian universities follow the procedures of e-learning

c)-How did students integrate in the e-learning?

The researcher has put some hypotheses for the main problematic and the sub-questions too. The main hypothesis is that: The Algerian universities were successfully adapted to the pandemic period through e-learning.

Concerning the sub-hypotheses, the researcher set three possible answers which are: a) maybe the EFL learners find more suitable and real input in e-learning than that of classroom.

b) Learning platforms can provide gradual and progressive challenges and a free-tension environment, in which, the learner is the controller of the process and its focus too.

c) Maybe the e-learning exposure has such effects on the learners, because it has many advantages that are suitable for different styles of learning and supports the learner along the process.

After collecting, analyzing and interpreting the data related to e-learning exposure on EFL learners within master degree students of English in Salhi Ahmed University centre, the researcher has come to verify the hypotheses set before. The students have been exposed to English content on the learning platforms for relatively long duration. This huge exposure has contributed in developing their language on many levels, mainly the linguistic competence (in the four skills), their communicative competence, and also their cultural competence in the target language. the reason for this contribution is that students find what they need in the learning platforms, which is the material that is not provided in classrooms. The findings have shown us that students were developing their use of English content on e-learning gradually and progressively, which indicates that they have found a supportive environment that allowed them to take control over their progress in parallel with their level and needs. This contribution was also possible because of the huge input provided in different qualities, difficulties and also modalities. Hence, the many advantages the learning platforms have can support the learner in developing his language progressively on so many levels.

These results, and the research in all, can be of great significance in understanding what happen when learners are the ones responsible for their own learning process in the presence of appropriate instruments and environment. It also can help us to understand the mechanisms of learning English in EFL contexts, and also to understand a life-long process of learning that can be developed by the new technologies.

This research is concerned with the learning processes in which there are many things to investigate about. The researcher tried to explore the most important features of this exposure. The study of the relation between distance education and EFL learning can be investigated on so many levels, either from the part of the learning platforms used or from the part of the learners' use of it. This research can be considered as a first step towards more specific studies in this domain. It can open the door for further researches in the future to explore more and more about what happened in this unusual learning process.

Bibliography

- Pedro Isaías • J. Michael Spector Dirk Ifenthaler • Demetrios G. Sampson Editors
E-Learning Systems, Environments and Approaches Theory and Implementation, Springer
International Publishing Switzerland 2015
- Alan S. Weber • Sihem Hamlaoui Editors E-Learning in the Middle East and North Africa
(MENA) Region, Springer International Publishing AG 2018
- Algerian University During the Corona Virus Pandemic: COVID-19 - Bechar
University as a Sample, Souad Guessar Dr., University of Tahri Mohamed- Bechar, Algeria
- Alanagreh, L., Alzoughool, F., & Atoum, M. (2020). The Human Coronavirus Disease
COVID-19: Its Origin, Characteristics, and Insights into Potential Drugs and Its
Mechanisms. *pathogens* , 9 (331), 1-11.
- Bensaid, B., & Brahimi, T. (2020, April 15-17). Coping with COVID-
19: Higher Education in the GCC Countries. 72 . RII Forum, Athens.
- Bi, Q., Wu, Y., Mei, S., Ye, C., Zou, X., Zhang, Z., et al. (2020, April 27). Epidemiology
and transmission of COVID-19 in 391 cases and 1286 of their close contacts in Shenzhen,
China: a retrospective cohort study. Elsevier Ltd, *Lancet Infect Dis* , 1-9.
- Carlos, G. W., Dela Cruz, C. S., Cao, B., Pasnick, S., & Jamil, S. (2020). What is
COVID-19? *ATS Patient Education Series* , 1-2.
- Dignan, L. (2020, March 22). Online learning gets its moment due to COVID-
19 pandemic: Here's how education will change. Retrieved May 31, 2020, from ZNnet
Between the Lines
- Erkut, E. (2020). Covid-19 sonrası yükseköğretim (Higher Education after
Covid-19). *Yükseköğretim Dergisi / Journal of Higher Education* .
- Friedman, A. (2019, March 03). Definition of Online Education. Retrieved
June 08, 2020, from The Classroom
- Galbadage, T., Peterson, B. M., & Gunasekera, R. S. (2020, April 24). Does
COVID-19 Spread Through Droplets Alone? Retrieved June 6, 2020, from
Frontiers in Public Health
- Gunawardena, C. N., & McIsaac, M. S. (2004). Distance Education. In D. H.
Jonassen (Ed.), *Handbook of research for educational communications and technology*
(2 ed., pp. 355-395). New Jersey: Lawrence Erlbaum Associates, Inc.,
- Heinzerling, A., Stuckey, M. J., Scheuer, T., Xu, K., Perkins, K. M., Resseger, H., et al.
(2020). Transmission of COVID-19 to Health Care Personnel During Exposures to a

-
- Hospitalized Patient — Solano County, California, February 2020. *MMWR Morb Mortal Wkly Rep* , 69 (15), 472-476.
- Huff, H. V., & Singh, A. (2020). Asymptomatic transmission during the COVID-19 pandemic and implications for public health strategies. *Clinical Infectious Diseases* (ciaa654), 1-15.
- Jena, P. K. (2020). Impact of Pandemic COVID-19 on Education in India. *Purakala (UGC Care Journal)* , 31 (46), 142- 149.
- Kowalik, M. M., Trzonkowski, P., Łasińska-Kowara, M., Mital, A., Smiatacz, T., & Jaguszewski, M. (2020). COVID-19
Toward a comprehensive understanding of the disease. *Cardiology Journal* , 27 (2), 99-114.
- Li, C., & Lalani, F. (2020, April 29). The COVID-19 pandemic has changed education forever. This is how . Retrieved May 30, 2020, from WorldEconomicForum
- Mayo Clinic, S. (2020). Coronavirus disease 2019 (COVID-19). Retrieved April 23, 2020, from MAYO CLINIC
- MBRU. (2020). MBRU Community Immunity Ambassador Program. Let's Break the Chain of COVID-19 Infection UAE
- Nantwi, W. K., & Boateng, B. (2020). COVID-19 and Education in Ghana: A Tale of Chaos and Calm. *African Journal of Emerging Issues* , 2 (5), 41-52.
- Radcliffe, D. (2020, May 17). Lessons learned: 9 takeaways from teaching online during COVID-19. Retrieved June 9, 2020, from Medium
- Rahaal, N. (2020, February 17). Fascinating microscope images reveal the coronavirus's 'crown' shape as it attacks the cells of one of the 15 patients infected in the US. Retrieved May 30, 2020, from Mail Online
- Shaban, R. Z., Sotomayor-Castillo, C., Radford, K. H., Malik, J., & Bell, S. (2020, April 07). COVID-19 and breaking the chain of infection. Retrieved May 30, 2020, from Hospital Health Care
- Shriner, B. (2015, May 6). 7 Characteristics of Effective Online Teachers. Retrieved April 17, 2020, from Adjunct World
- Smith, M. (2020, June 09). Coronavirus and COVID-19: What You Should Know. Retrieved June 09, 2020, from WebMD Medical Reference
- Snelling, J., & Fingal, D. (2020, March 16). 10 strategies for online learning during a coronavirus outbreak . Retrieved June 6, 2020, from ISTE

-
- Sun, A., & Chen, X. (2016). Online Education and Its Effective Practice: A Research Review. *Journal of Information Technology Education: Research* , 15, 157-190.
- Thomas, M. S., & Rogers, C. (2020). Education, the science of learning, and the COVID-19 crisis. *UNESCO IBE* , 1-5.
- Upoalkpajor, J.-L. N., & Upoalkpajor, C. B. (2020). The Impact of COVID-19 on Education in Ghana. *Asian Journal of Education and Social Studies* , 9 (1), 23-33.
- WHO. (2020, April 17). Q & A on coronaviruses (COVID-19). Retrieved June 03, 2020, from World Health Organization

Webography

- <https://www.zdnet.com/article/online-learning-gets-HYPERLINK>
["https://www.zdnet.com/article/online-learning-gets-its-moment-due-to-covid-19-pandemic-heres-how-education-will-change/its-moment-due-to-covid-19-pandemic-heres-how-education-will-change/](https://www.zdnet.com/article/online-learning-gets-its-moment-due-to-covid-19-pandemic-heres-how-education-will-change/its-moment-due-to-covid-19-pandemic-heres-how-education-will-change/)
- <https://www.theclassroom.com/definition-HYPERLINK>
["https://www.theclassroom.com/definition-online-education-6600628.html"](https://www.theclassroom.com/definition-online-education-6600628.html)[online-education-6600628.html](https://www.theclassroom.com/definition-online-education-6600628.html)
- <https://www.frontiersin.org/articles/10.3389/fpubh.2020.00163/full>
- <https://www.weforum.org/agenda/2020/04/coronavirus-education-global-covid19-online-digital-learning/>
- <https://www.mayoclinic.org/diseases-HYPERLINK> ["https://www.mayoclinic.org/diseases-conditions/coronavirus/symptoms-causes/syc-20479963"](https://www.mayoclinic.org/diseases-conditions/coronavirus/symptoms-causes/syc-20479963)[conditions/coronavirus/symptoms-causes/syc-20479963](https://www.mayoclinic.org/diseases-conditions/coronavirus/symptoms-causes/syc-20479963)
- <https://learn.mbru.ac.ae/courses/covid19>.
- <https://medium.com/damian-radcliffe/lessons-learned-9-takeaways-from-teaching-online-during-covid-19-8400cc3b36b0>
- <https://www.dailymail.co.uk/health/article-8013667/Fascinating-microscope-images-reveal-coronaviruss-crown-shape.html>
- <https://www.hospitalhealth.com.au/content/clinical-services/article/covid-19-and-breaking-the-chain-of-infection-691528450#axzz6OyH0jdj3>
- <https://adjunctworld.com/blog/7-characteristics-of-effective-online-teachers/>
- <https://www.webmd.com/lung/coronavirus>
- <https://www.iste.org/explore/learning-during-covid-19/10-strategies-online-HYPERLINK>
["https://www.iste.org/explore/learning-during-covid-19/10-strategies-online-learning-during-coronavirus-outbreak"](https://www.iste.org/explore/learning-during-covid-19/10-strategies-online-learning-during-coronavirus-outbreak)[learning-during-coronavirus-outbreak](https://www.iste.org/explore/learning-during-covid-19/10-strategies-online-learning-during-coronavirus-outbreak)
- <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/question-and-answers-hub/q-a-detail/q-a-coronaviruses>

Appendix A: Printed form of the questionnaire

Dear student, you are kindly requested to help us by answering the following questions concerning e-Learning in Algerian universities during the pandemic COVID-19 period. This questionnaire is addressed only for master degree students of English in Naama University Centre Salhi Ahmed. Your responses will be completely anonymous. Please, be aware that there are no “right” or “wrong” answers, all that matters is your personal opinion. Your sincere answers will guarantee the success of the investigation.

Thank you very much for your time and help.

Part One:

- Gender: ☐ Male ☐ Female
- Age: _____
- Level: ☐ 1st year Master ☐ 2nd year Master
- For how long have you been studying English? (since the first time you have studied English in classroom)

- How do you describe your level in English?
- ☐ Good ☐ above average ☐ average ☐ below average ☐ bad
- What is your purpose behind studying English?

- How do you see your level in each skill? (please, circle your answer)

Listening: good above average average below average bad

Speaking: good above average average below average bad

Reading:	good	above average	average	below average	bad
Writing:	good	above average	average	below average	bad

Part Two:

- What type device do you use for e-learning ?

☐ Laptop ☐ Desktop ☐ Tablet ☐ Smartphone

- Do you have daily access to a device with internet access ?

☐ Yes ☐ No

- Do you feel comfortable using a device and the internet?

☐ Yes ☐ No

If no , why ?

☐ The state of the device. ☐ Internet streaming.

☐ Other difficulties:

- How much time do you spend each day on an average on distance education?

☐ 1-3 hours ☐ 3-5 hours ☐ 5-7 hours ☐ +7 hours

- How long did it take to complete the course ?

☐ 1 day ☐ 2-3 hours ☐ 7 days ☐ +7 days

- Was the information in the course easily understandable?

☐ Yes ☐ No

- If no, what difficulties do you face ?

☐ Understanding the topic. ☐ Downloading the course content.

☐ Understanding the questions ☐ Weak internet access.

☐ Other difficulties:

Part Three:

• State to what extent do you agree or disagree with the following statements:

• Face-to-face communication is important for you while learning remotely.

☐ Strongly agree ☐ agree ☐ not sure ☐ disagree ☐ strongly disagree

• The course was effective at helping you reach the learning objectives.

☐ Strongly agree ☐ agree ☐ not sure ☐ disagree ☐ strongly disagree

• your university has been helpful in offering you the resources to learn from home.

☐ Strongly agree ☐ agree ☐ not sure ☐ disagree ☐ strongly disagree

• your teachers are helpful while studying online.

☐ Strongly agree ☐ agree ☐ not sure ☐ disagree ☐ strongly disagree

• You are satisfied with the technology and software you are using for E-learning .

☐ Strongly agree ☐ agree ☐ not sure ☐ disagree ☐ strongly disagree

Appendix B: Interview with Students.

Interview

Full name:

Age:

Level:

- Can you give us an idea about your English language learning from the first day in class until today?

.....
.....

- How effective has E-learning been in offering you the resources to learn from home?

.....
.....

- Can you give us an overall view about your development with e-learning through time?

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

- Do you think that this way of learning influenced your English language positively or negatively? And how?

.....
.....

-
- **How does e-learning benefits your level? And what are the disadvantages you suffered from?**

.....
.....

- **Do you think that learning English through e-learning has filled some gaps that have been emerged after learning in classroom? Can you cite some of them?**

.....
.....

- **Has using the course led to /will lead to you changing any of your behaviour and / or practice?**

.....
.....

- **Finally, what challenges are facing the Algerian universities to prepare learners to study in an e-learning environment?**

.....
.....

Summary

This research is about the use of e-learning and EFL learners' language development; it sheds light on the present circumstances of the youth in Willaya of Naama, and how they manage to develop their competence in English language through exposure to English content on different learning platforms.

Key words: Exposure to the learning platforms, E-learning, The pandemic Covid-19, EFL learning.

الملخص:

رہان هذا البحث كان قائما حول استكشاف استعمال التعليم الالكتروني خلال جائحة كورونا في تطوير اللغة الانجليزية واتخذت طلاب المركز الجامعي بالنعامة نموذجا، نظرا لظروفهم البعيدة عن أي احتكاك مباشر بهذه اللغة. وبالرغم من ذلك استطاعوا تطويرها تدريجيا خلال هذا الظرف بفضل استخدامهم المنصات التعليمية لمحتوى اللغة الانجليزية عبر وسائط التعليم المختلفة.

الكلمات الدلالية: التعرض للمنصات التعليمية ، جائحة كورونا ، تعلم اللغة الانجليزية كلغة

اجنبية

Résumé

Cette recherche porte sur l'exposition e-learning pendant la pandémie Covid-19 et le développement des apprenants EFL des langues ; elle met en lumière les circonstances actuelles de la jeunesse dans Willaya de Naama, et comment ils parviennent à développer leurs compétences en langue anglaise par l'exposition au contenu anglais sur différentes plates-formes.

Mot Clés : exposition, E-learning , Pandémie Covid-19, EFL apprentissage