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Online Learning: Attitudes, Issues, Possible Solutions.

Case Study of English Language Department at Dr. Moulay Taher University, Saida.

A thesis submitted as partial fulfilment of the requirements for the degree of *Master* in Didactics.

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Declaration of Originality

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

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Dedication

I dedicate this work to myself, and my beloved sister.

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Abstract

The growth of technology has led to the incorporation of technological tools almost everywhere including the educational field. Technology has been proven to be beneficial for the instructional and learning processes, especially during the outbreak of the global pandemic of Covid-19. This pandemic obliged social distancing as a measure of safety leading up to the partial or full closure of institutions and universities. The Algerian ministry of higher education resorted to the sudden shift to virtual instruction through Moodle platform, the fact that led to contrasting reactions and views on the part of teachers and students alike. This paper aims to explore the attitudes of teachers and learners towards online learning and discover the major issues that they faced during the online experience. Additionally, it also aims at putting in place a set of suggestions and recommendations that should make the online learning experience better at the level of the English language department of Dr. Moulay Taher University at Saida. The researcher used both quantitative and qualitative methods in this paper, the tools used are a questionnaire for fifty second-year students and interviews with four EFL teachers. The main findings obtained from the tools are that teachers have a positive attitude towards online learning, whereas learners have a neutral one. The hurdles that were frequently stated are the lack of ICT knowledge and availability, the lack of teachers' proper training on how to teach virtually rather than how to use technology, and the discouraging interface of Moodle platform. Among the suggested solutions are the improvement of Moodle platform experience by making access easier and updating the platform's theme and appearance. The proper training for teachers is highly suggested to give them an insight into how to implement teaching methods and strategies online, as well as using blended learning or flipped classrooms after the pandemic as an innovative step in Algerian education.

Keywords: attitudes; blended learning; Covid-19; issues; Moodle platform; online learning; solutions

Table of Contents

Table of Content

Chapter One : Literature Review

Chapter Two: Research Methodology

Chapter Three: Data Analysis and Interpretation

List Of Tables

List of Figures

List of Abbreviations

CoV: Coronaviridae.

Covid-19: Corona Virus Disease in 2019.

EFL: English as a foreign language.

E-learning: Electronic learning.

ICT: Information Communication Technology.

LMS: Learning Management System.

M: Means.

Moodle: Modular Object-Oriented DynamicLearning Environment.

PDF: Portable Document Format.

SARS: Severe Acute Respiratory Syndrome.

Wi-Fi: Wireless Fidelity.

List of Appendices

General Introduction

Technology has been a revolutionary movement in human history as it has opened doors for progress in many different areas. The rapid technological advancement did not affect only the developing countries where it has been founded, but rather spread worldwide to reach the under-developed parts of the world. Countries like Algeria have been incorporating technological tools slowly but surely. It is worth noting that some technologies such as Informational Communicative Technologies are aimed at creating a virtual world to save up time and effort. This virtual mode advantage is what led to the implementation of technology in different fields and situations such as education.

Due to the outbreak of the Covid-19 pandemic, the use of technology in education became a necessity; the quarantine obliged people to be socially distant leading places like universities to close up. Teachers and learners had to keep the instructional process going through online learning. This latter has proven to be an effective alternative to traditional learning, but locally speaking, it has not been accepted completely. The Algerian educational system assigned the Moodle platform as an educational setting despite the fact that teachers and learners were not familiar with such a platform. In addition, the sudden transition to the virtual mode of instruction resulted in conflicting perceptions of technology use in education. Therefore, the current study aims to investigate teachers' and learners' attitudes towards online learning to get a clear idea about the online learning position in Algerian education. This paper also attempts to highlight the hindrances that impede teachers and learners in their virtual learning experience, as well as striving to find vital solutions to such impediments to incorporate online learning into the educational system effectively, mainly at the English language department at Dr. Moulay Taher University of Saida.

In order to determine the scope of the current study, three main questions had to be asked:

What are second-year EFL learners' and teachers' attitudes toward online learning amid the pandemic?

1.   What are the issues that hinder online learning implementation?

2.   What are the suitable solutions to fix the problems faced by teachers and learners while learning online?

In accordance with the presented questions, three hypotheses were suggested:

1.   Teachers and learners might have positive attitudes toward online learning.

2.   The lack of ICT knowledge may be an issue.

3.   Among the solutions is the creation of an alternative to Moodle platform.

The researcher has opted for a descriptive design using both quantitative and qualitative methods to carry out the investigation including two vital research tools: a questionnaire for students and an interview for teachers. The significance of this study is to bring attention to online learning as an important tool that needs to be implemented systematically, with regard to the needs of a technologically driven world.

This research is divided into three chapters, each dedicated to serving a particular objective. The first chapter is a review of the related literature divided into different sections. The first section sheds light on online learning definitions, types, pros, and cons. Followed by a section on Covid-19 definitions and effects on education in Algeria shedding light on ICT implementation in the Algerian educational system was also given a section in this chapter, which was concluded with a section on attitudes.

The second chapter is dedicated to the methodology used in this investigation including an overview of the quantitative and qualitative designs, as well as a description of the research tools and the target population.

The third chapter highlighted the data analysis and discussion. In this part, the findings of the research tools were analyzed and interpreted in depth. Then, they were linked to the research questions of this paper to provide answers . At the end of this chapter, implications and recommendations were suggested in order to incorporate online learning into Algerian education.

The introduction of this research outlined background information about the topic, the statement of the problem, and the purpose of the current work. In addition to an overview of the research questions and the suggested hypotheses, as well as the significance of this study. The researcher also provided an outline of the chapters included in this dissertation.

In the upcoming lines, the literature review chapter will be discussed.

Chapter One: Literature Review

1.1 Introduction

The educational field has been evolving along with technological advancement. It became more obvious that technology, despite its drawbacks, still managed to become a helpful aid in school. The benefits of adopting technology became apparent, especially during the Covid-19 pandemic. This latent pandemic imposed on both teachers and learners a new instructional style; educators as well as learners had to keep the educational process active and the University of Moulay Taher, Saida is no exception. The face-to-face traditional way of learning had to be shifted to accommodate the new pandemic situation; therefore, online learning was relied on to carry out the instructional process. In this literature review, the researcher attempts to give an overview of online learning definitions, types, and its benefits and disadvantages in teaching. As well as shedding light on the Covid-19 pandemic definitions and its influence on the educational sector in Algeria i.e. the pandemic's contribution to the implementation of online learning and Informational Communicative Technologies. Last but not least, the investigator clarifies teachers' and learners' different attitudes towards online learning during the pandemic taking into consideration the three sub-domains of attitude: cognitive, affective, and behavioral aspects as well as the relationship between attitude, ICT, and online learning.

1.2 Online Learning

It is important to note that online learning played a vital role during the Covid-19 pandemic. Therefore, it will be dealt with in detail. Online learning is a widespread term. It is known all around the world due to technological advancement in the educational sector. The paragraphs below tackle online learning definitions, its types, and its benefits as well as its drawbacks.

1.2 .1 Online Learning Definitions

Online learning has emerged as a result of the development of learning theories. In the first half of the 20th century, learning was heavily influenced by behaviorist thoughts i.e. memorization and repetition rendering learners mere passive knowledge consumers.

When the focus turned to cognition, researchers discovered that the human brain can do more than just rote learning, which is why the main concern became how to exploit

Chapter One: Literature Review

cognitive abilities efficiently and how can learners learn better. With the emergence of constructivism, it became apparent that the human brain is wired to construct knowledge based on experience and stimulating input. This idea enlightened educators to implement authentic tools in the educational process and technology provided such tools. Technological advancement introduced various innovative terms to the modern educational sector among which is online learning. (Arghode, et al. 2017)

With the emergence of the internet around the 1900s, a lot of impossibilities were made possible. Thanks to the advantage of communicating through devices linked to the internet, the educational setting expanded beyond classroom attendance. The geographical distance between learners and their teachers is no longer an obstacle that faces academic achievements. This belief was supported by Greenberg (1998) (as cited in Belousova, et al. 2022) who defines learning via the net as a: "Planned teaching/learning experience that uses a wide spectrum of technologies to reach learners at a distance and is designed to encourage learner interaction and certificate of learning" p.36.

Liu (2013), defines online learning as the use of computers that are connected to the internet for the sake of the instruction of the material. The used device must be connected to the internet so that it allows for teacher-learner or learner-learner interaction. However, the term online learning is not restricted to the use of computers only as it is a part of e-learning. In this regard, Huang, et al. (2020), claim that e-learning is the use of different electronics with an internet connection in synchronous or asynchronous situations in which learners can learn independently. It is safe to link online learning with e-learning since the latter contains the first.

According to Adebo et al. (2018), online learning refers to the instruction that occurs on the internet or the conversion from the usual way of learning to fully internet-based instruction. As the name implies, online learning is the act of conducting courses via the internet making a shift in the traditional way of instruction. This type of learning has three sub-types: synchronous and asynchronous online learning.

1.2.2 Types of Online Learning

Online learning is a narrower term included within learning through technology. This term has different types each denoting a different way of receiving knowledge through the internet: synchronous and asynchronous online learning.

Chapter One: Literature Review

1.2.2.1 Synchronous Online Learning

As the term implies, synchronous online learning refers to the act of being in sync i.e. Teachers conduct the teaching with learners at the same time through video conferencing. The focus here is on instant interaction to provide a chance for inquiry in case of facing ambiguity (Al-Areibi et al. 2022). In the same vein, McBrien, et al. (2009) affirm that purposeful, simultaneous teacher-learner interaction takes place through synchronous online learning beyond geographical limits p.4. Real-time online learning emphasizes the vitality of immediate interaction during the online session.

1.2.2.2 Asynchronous Online Learning

This type of online learning does not stand on the condition of being in sync. It can be merged with traditional learning through the use of different authentic materials such as audio-visual aids. This type does not limit teachers and learners to a specific time, the material can be exchanged anytime and learners will have access to it whenever needed (Al-Areibi et al. 2022). Asynchronous learning came as a result of the investigation into how to learn better. Thus, the use of technology within the EFL atmosphere was suggested as a supplementary solution. The materials used to deliver asynchronous courses are referred to as authentic materials which are defined by Nunan (1989) as technologies that were not intended for instruction (p.54). However, the teacher can implement these technologies according to the needs of the course.

1.2.3 Advantages of Online Learning

Online learning in the digital era has proven to be useful in Algeria, especially during the pandemic. The circumstances imposed on society generally and universities particularly led to the application of online learning which seems to have many positive assets that can be summarized below:

Chapter One: Literature Review

1.2.3.1 Flexibility of The lectures

Thanks to the availability of materials online, learners can carry out their learning via different platforms and social network services. Ghounane (2020) states: "Social networks like Facebook, Youtube, and WhatsApp allow students in an international setting to meet and discuss different topics" (p. 23). This denotes that lessons would be more flexible to digest with the aid of the various perks of online learning rather than the rigid classroom attendance which could become tedious. Online learning offers the possibility to fluctuate between screen and paper learning. Skylar (2009) clarifies that students can learn according to their own pace and access lectures through a lot of technological materials which results in a flexible learning atmosphere.

1.2.3.2 Facilitation of Foreign Language Learning

Learning foreign languages such as English became an essential requirement nowadays. However, to learn a language it is important to be indulged in its cultural context. Since traveling is not available for everybody, online learning can familiarize EFL learners with the needed cultural knowledge via authentic examples. McLuhan (2012) stated some advantages of online learning among which is the accessibility i.e. the ability to experience and learn the language without displacement. He also states that learning a language through the internet provides the EFL learner the possibility of the reputation of the material till it is learned effectively.

1.2.3.3 Learner-Centeredness

Since online learning advocates learner's independence, the learner becomes more active and involved in the learning process. According to Javed, et al. (2020), online learning renders the learner an independent learner that learns at any convenient time. It is more convenient to open an application on any available device to clarify certain concepts than to depend solely on the teacher as a source of information. The distance between the teacher and the learner opens doors for the latter to do extra research by themselves.

Chapter One: Literature Review

1.2.3.4 Comfortable Environment

Online learning provides teachers and learners with an easygoing atmosphere to carry out the instructional process. Fatonia, et al. (2020), assert that they are not constrained by a time or an enclosed place as they exchange knowledge in a convenient instructional environment. Skylar (2009), asserts that time is managed by learners themselves i.e. they have a longer time to respond to questions comfortably as well as the privilege of setting adequate communication time whenever they want. This means that they choose when to chat or email a teacher in case of inquiry.

1.2.4 Disadvantages of Online Learning

Online learning has many positive aspects; it serves as a source of acquiring knowledge. On many occasions, it has been praised, but it also has some weak points that cannot be overlooked such as:

1.2.4.1 Depressed and Anxious Learners/ Teachers

Students as well as educators, like any other human, have been affected by the pandemic. Le, et al. (2020), explained that the lack of face-to-face social interaction during online sessions disrupts the lives of university students. This disruption is represented in the abrupt change of school routines from traditional attendance to online classes. The sudden change affects the mental state due to the unfamiliarity of the situation which can cause distress. In addition, the unavailability of the requirements of online learning such as the internet induces anxiety (Pelucio, et al. 2022).

1.2.4.2 Limited Internet Access

Online learning is the act of learning through the internet, therefore the net is a basic element in conducting this type of instruction. Many students in Algeria struggle with accessing online courses due to the weak internet flow in the country. According to Benharzallah (2020, p. 81):

Chapter One: Literature Review

"The Algerian Research Network, which in particular supports the distance education system through good consolidation, has experienced a fluctuating and fragmented development, to meet the precise needs that are often urgent, especially regarding Internet access". This means that the Algerian internet flow represents an obstacle in urgent situations such as the Covid-19 pandemic. According to Manyika and Roxburgh (2011), the internet is a driving force in the economy; therefore, its availability is an indication of development. Algeria, being a developing country and still withholding a poor infrastructure, is a sign that the availability of an accessible internet is yet to be achieved.

1.2.4.3 Lack of Online Teaching Skills

Algerian educational system has strived to join the technological wave, especially during the pandemic due to the urgent need to shift from face-to-face to online learning. However, most of the educators were not accustomed to giving lectures through a screen especially teachers at the level of the Department of English at Dr. Moulay Taher University, Saida. According to Benadla and Hadji (2021), educators are not skillful enough to adapt their teaching style following the new requirements of teaching online, i.e. they do not possess strategic ways to keep learners engaged from a distance. Teachers had to teach online suddenly without prior training which is not an easy task and could lead to an online learning experience failure. Cavanaugh (2005), explored teaching online matter thoroughly and through his exploration, he found out that the process of teaching is harder online than traditional teaching. Hartman et al. (2000), assert that the increased interaction between teachers and learners in teaching online leads to higher workloads. This confirms that online teaching is more effort demanding, which cannot be handled without prior experience.

1.2.4.4 Moodle Platform Issues

During the Covid-19 pandemic, the Algerian educational system imposed the use of Moodle platform as a tool to connect learners with teachers. However, this platform has several technical issues that hinder learners' as well as teachers' access to it. Before the pandemic, teachers developed a fear of informational communicative technologies (I.C.Ts) use since they do not master it nor are they familiar with it, especially the older generation.

Chapter One: Literature Review

According to Ghounane (2020), educators who are old acquired a technophobia towards I.C.Ts and platforms. With this technological ambiguity, they faced difficulty managing Moodle platform options for uploading lectures and assignments.

1.3 Covid-19

The Covid-19 pandemic had a worldwide impact. This impact affected various areas and fields mainly the educational sector. To localize matters, the Algerian Ministry of Higher Education was obliged to adapt to the no-contact situation by seeking solutions to maintain the educational process. This pandemic came abruptly; therefore, an abrupt shift took place concerning the traditional way of knowledge transmission. This change is represented in the adoption of online learning through applications and platforms. In the upcoming paragraphs, the researcher attempts to identify Covid-19 with its origin and symptoms, as well as the impact that this pandemic had on the Algerian Educational System.

1.3.1 Covid-19 Definitions

Covid-19 is a virus that originated in the city of Wuhan in China, in December 2019. It is a flu-like disease but much more severe with deadly potential.

The first infected case was found in the wholesale Huanan market of seafood, which raised speculation surrounding seafood as a primary source of the virus. However, laboratory tests show that Covid-19, also known as SARS-COV-2, is similar to the family of viruses of bats (Banhadri, et al., 2021).

The origin of Covid-19 is unclear, it has been thought to be human-made, but its unique features prove that it is purely natural (Anderson, et al., 2020). This virus is transferred via physical touch which makes social distancing the only refuge to avoid this fatal illness.

Moreover, Covid-19 presented several symptoms that vary in degree from mild to serious. Some of the major symptoms are fever, cough, sore throat, headache, fatigue, and abdominal and chest pain. These symptoms differ from one person to another given factors such as age (Weng, et al., 2021; Struyf, et al, 2022).

To deduce, Covid-19 is a global issue that dominated various domains and imposed instant change in every country in the world and Algeria is no exception. This latter has been affected mainly in the educational field.

Chapter One: Literature Review

1.3.2 Covid -19 and Education in Algeria

In their research on Algerian Higher Education, Benchicou, et al. (2010), mention that Information Communication Technologies (I.C.Ts), as well as websites, greatly served the spread of e-learning worldwide; however, this does not apply to the Algerian Educational sector.

In a broad sense, Algerian Education was strictly attendance-based. There were some attempts to transmit educational information through television programs, but they were not fully reliable enough to be an independent way of learning. Even Informational Communicative Technologies implementation was not common in Algerian classes, developing countries like Algeria are slow followers of technological trends.

In addition, educators sought better ways to convey the input which influenced the use of technology, but the idea of learning via the internet was not adopted by the Algerian Higher Education ministry until the break of Covid-19. When it came to the actual act of teaching online, the transition from face-to-face learning to learning behind a screen was not a calculated move but rather an abrupt remedial solution to carry out the educational process. This is what Kerras and EddineSalhi (2021), agreed on by clarifying that universities were abruptly obliged to implement online platforms to convey good quality learning which is not possible without prior technological experience on behalf of the teachers.

Furthermore, Covid-19 had its fair share of causing distress in the Algerian educational field; it led to a decrease in academic achievements due to the increase in procrastination among both teachers and learners. This was supported by Howell and Watson (2007), through their investigation that shows that procrastination is tightly linked to motivation, cognition, and achievements.

Overall, Covid-19 impacted Algerian education positively by introducing online learning to the educational system, yet it led to a negative outcome due to the abrupt transition.

1.3.2.1 Moodle Platform

In 2002, Martin Dougiamas programmed a platform that can be installed on any technological device for educational purposes called: Moodle platform. The word Moodle stands for Modular Object-Oriented Dynamic Learning Environment (Huang et al., 2013).

Moodle Platform is a learning management system (LMS) that can be downloaded in a variety of download packages and can be used on all servers.

Chapter One: Literature Review

This platform is pretty popular all over the world. According to Edutechnica (2016), Moodle is the most popular LMS in Canada and the UK. In the USA however, Moodle is the second most popular LMS after Blackboard which represents 33% popularity (Al-Sharhan et al., 2020). Hontarenko (2021), asserts that Moodle platform is the most common LMS in Ukraine.

Moodle platform is popular due to several reasons among which is its design that follows the constructivist principles of learning (Petrisor, 2021). As well as its innovative pedagogical features that advocate learner-centeredness and the enrichment of the content with explanatory videos, virtual sources, etc. (Petrisor, 2021).

Furthermore, Moodle has several functional requirements for usage as listed by Dodun et al., (2015):

-Improving the educational process through generating tools.

-Managing information via the features of saving and accessing.

-Organizing activities with the features of booking classrooms, schedules, calendars, etc.

-Provide collaboration between teachers and learners through the features of chats, forums, etc.

-Promoting teamwork through generating debates.

-Providing self-assessment and student assessment by the graded assignments feature.

-Providing general structure of documents and activities.

Moodle platform is not new for developed countries but it is a new trend for developing ones. This platform appeared only with Covid-19 when countries were obliged to close off schools to contain the disease. In this regard, Belkacem and Mokeddem (2021) collected several investigations tackling hardships facing developing countries in implementing LMSs like Moodle and e-learning in general. The prominent challenges in countries like the Philippines, Pakistan, Cambodia, Nigeria, etc are:

-The poor infrastructure

-lack of resources (human and technological)

-lack of ICT knowledge

-The fluctuation of the internet

-High costs of materials

-lack of motivation and interest

Among the developing countries that implemented the Moodle platform as an emergency plan is Algeria. On the national level, the Algerian Ministry upheld this platform

Chapter One: Literature Review

for the Algerian universities during Covid-19 as a remedial tool for the no-contact situation. Through this platform, instructors publish courses along with assignments for the learners. Belkacem and Mokaddem (2021) included the challenges that faced online instruction at the level of Algerian universities. They clarified that the combined investigations from different Algerian universities highlighted the fact that the Moodle platform itself was not a problem, but it was rather about its use. For instance, the quality of the lectures was not good i.e. they were merely PDF formats that were long and demotivating. Learners faced problems understanding the content alongside the fact that they were not technically experienced. The lack of equipment and fluctuation of the internet frustrated teachers as well as learners.

Moodle platform became especially popular with the outbreak of the pandemic. The previous challenges were mentioned regarding e-learning implementation through Moodle platform. In the following paragraphs, the focus will be on Moodle platform specifically.

1.3.2.2 Moodle Platform Pros

Covid-19 initiated a shift in institutions all over the world. Algerian institutions applied a platform as a means of instruction. This platform, which has been active since 2002 globally and applied in the Algerian education system recently, is proven to be beneficial.

On one hand, it is helpful for teachers to provide lectures through the option of posting documents. It also facilitates the assessment of learners through graded assignments.

On the other hand, it is developed with both pedagogy and technology which makes it a virtual learning environment. This open-source courseware promotes learner-centredness since it gives students the ability to construct their knowledge by themselves (Al-Ajlan, and Zedan, 2008).

Furthermore, when it comes to tests learners are more interested in the use of a computer over printed material, which is also beneficial for teachers since there is no need for printed papers (Зубрий,2022).

1.3.2.3 Moodle Platform Cons

Moodle platform, thanks to its various options, has served as a connecting tool in times of distress. It has eased communication between teachers and learners. However, it still presented some disadvantages.

To initiate, teachers and learners at the level of the department of English at Moulay Taher University found themselves obliged to use a platform for the first time due to the

pandemic circumstances. This platform presented some challenges such as its unfamiliarity for beginners (Al-Ajlan & Zedan, 2008). The lack of ICT knowledge resulted in the inability to access and use Moodle.

In addition, during Covid-19 the only refuge for educators and the educational staff was connecting via the internet. Moodle platform served as a linking bridge between learners and their teachers; however, without internet access, this link-up would not take place. Elkateb (2022), clarifies that some learners may not be able to access the platform due to slow internet or living in rural places where the internet would not be available.

Moreover, participation in the classroom is a vital element of the lesson's conduct because it allows learners the chance to inquire about ambiguities. However, Moodle platform impedes the actual act of participation. According to Elkateb (2022), learners receive lectures uploaded by teachers on the platform without the possibility to ask for clarification.

1.2.3.4 ICT Integration in Algerian Education

Informational Communicative Technologies are revolutionary technical tools that facilitate communication and knowledge transition in various fields such as the educational field. As Guemide and Benchaiba (2012) clarify, ICTs are technologies that transfer, reserve, produce, distribute, or exchange knowledge. Algeria tried to insert ICTs into Algerian education through television and radio stations by offering educational channels, but this strategy was not effective (DjamillaKhiar as cited in Zerman&Aitouch, 2022).

ICTs were introduced to the Algerian Education System around the 2000s. The Ministry of Higher Education implemented communicative technologies within laboratories in middle schools and secondary schools by providing computers (Bensafa, 2015). These computers were supported by paid Wi-Fi.

In the case of Dr. Moulay Taher University of Saida, I.C.T. integration was linked to the implementation of data-show in addition to teachers' and learners' efforts to bring other technologies to the classroom during presentations. The outbreak of the pandemic supported the use of ICTs as necessities; technological devices are used to communicate from a distance through video conferences (Google Meet) as well as platforms (Moodle platform).

1.4 Attitudes

The study of any phenomenon requires a thorough investigation of its various dimensions in light of different aspects: psychological, behavioral, cognitive, and attitudinal.

Chapter One: Literature Review

One of the major aspects that a researcher has to identify is the attitude toward the investigated phenomenon.

The term attitude refers to the mental representation of an object, an action, or a situation shaped through experience (Breckler, 1984). Attitude is also the fact of having a bipolar evaluation shaped through prior knowledge, i.e. a negative or a positive position about something or someone.

There are four main attitudinal entities as listed by Ajzen (1989): the action, the time and context in which the action takes place, and the target that action is directed at.

1.4.1 Attitude Functions

It is vital to note that attitude serves four functions:

- **Adaptive function:** in which attitude guides behavior.
- **Knowledge function:** where attitude helps to facilitate knowledge and information.
- **Expressive function:** attitude aids the self-expression of values and feelings.
- **Ego-defensive function:** attitude protects a person from impulsive thoughts and unacceptable desires.

(Katz, 1960; Smith et al., 1956)

These functions show that attitude has a link with three dimensions: Cognition, affect, and behavior. (Ajzen, 1989; Breckler and Wiggins, 1989; Svenningsson, et al.,2022).

1.4.2 Types of Attitudes

The three attitudinal components were identified in the late 1940s as the tripartite model (Breckler, 1984). They are described by Ajzen (1989):

- **Cognitive attitude**: the mental representation of beliefs and thoughts towards an attitude object.
- **Affective attitude:** the expression of feelings, positive or negative, regarding a particular object.
- **Behavioral attitude:** the behavioral intentions towards an attitudinal object.

These three attitudinal dimensions are hypothetical mental representations that cannot be observed but can be proved by observable measures and reactions. They are related

14

Chapter One: Literature Review

since they represent the experience of a single person (Breckler, 1984). However, Greenwald (1982) sees the opposite in his "persoanalysis" (personality analysis) claiming that they are the product of different situations which makes them independent. The relationship between the three attitudinal components can not be denied, several studies have emphasized the undeniable correlation between cognitive, affective, and behavioral attitudes. Ankiewicz (2019) affirmed that the cognitive aspect affects the affective aspect, and both of them affect human behavior. In the same vein, Ajzen and Fishbein (1980) clarified in their model that affect and cognition determine behavior.

Attitude is a psychological term that has an evaluative nature enabling humans to have favorable or unfavorable thoughts, feelings, or reactions towards a certain object or a phenomenon. It serves several functions and has different types each covering an area (cognitive, affective, and behavioral).

1.4.3 Attitude: ICT and Online Learning

Attitude is the personal point of view regarding a certain phenomenon, a situation, a person, or a trend. Every single invention has either been approved or disapproved emotionally, cognitively, or through certain behaviors that conveyed rejection or admiration. Among the trends that provoked attitudes are the technological implementations within education such as online learning and ICT use.

It is a fact that favorable action will elicit a favorable reaction, if learners feel good about online learning and have positive thoughts about it they will most likely perform better. This was supported by Usta et al. (2016), who asserted that learners' attitudes determine the effectiveness of education. If students have a positive attitude towards online learning, the web-based instructional process will be successful. But if students have a negative attitude towards online learning, there will be negative academic outcomes or a failed education. In the same regard, the type of attitude learners have towards online learning will either boost the realization of learning or hinder it (Sanders and Morison, 2001; Almoyan and Au, 2004). It should be noted that learners who are interested in online learning and have a positive attitude toward it have a readiness to acquire knowledge online (Hergüner et al., 2020). It is safe to say that attitude has a strong relationship with online learning. This latter is done via technological devices or Information Communication Technologies which are also based on learners' attitudes. According to Jan (2018), there is a link between attitude toward ICT use and ICT literacy. If students have a positive online learning attitude or a readiness to learn

online but have an ICT skill deficiency the learning will not take place and learners will develop a negative attitude towards ICT. For learners to have a positive attitude towards ICT use, they should have a familiarity with technological devices. For instance, students who have computers at home are more likely to have a welcoming attitude toward ICT use in the classroom (Motshegwe and Batane, 2015; Seyal et al., 2002). In the same vein, Hargittai (2005) clarified that habitual computer use induces a positive attitude toward ICT use. Attitudes towards ICT are not based on one type of device but on any technological device that could create a technological background. Learners who use smartphones a lot have a positive attitude toward ICT use (Hatch, 2011).

Attitude is the determiner of technological use in education and a positive attitude toward ICT use leads to a positive attitude toward online learning and vice-versa. Therefore, there is an undeniable cause-effect relationship between ICT use, online learning, and attitude i.e. a good attitude towards ICT and online learning causes teachers and learners to accept their implementation and at the same time, having a prior experience with ICT and online learning will shape the attitude towards their use in education.

1.5 Conclusion

This chapter represents the review of literature relevant to the present study to give a background of various related subjects. The researcher aimed to explore online learning along with related matters to provide the reader with a general idea about what to expect in this research. Covid-19 affected Algerian education in many ways, but the most important innovations that the pandemic brought were the shift to the virtual mode and the integration of ICT. Through exploring different definitions and previous literature, it became apparent that online learning's effectiveness lies in the way of its implementation. It was also revealed that Moodle platform is not the actual issue, but it was rather the way it was used in the Algerian context that made it get an unfavorable view. Attitudes also took a part in the review of literature since it has a vital role in this research where teachers' and students' attitudes towards online learning need to be explored.

To carry out this research, the methodology used in this paper will be tackled theoretically in the upcoming pages.

Chapter Two: Research Methodology

2.1 Introduction

The current chapter is an attempt to introduce the methodology used to investigate online learning during the pandemic. The researcher used qualitative and quantitative approaches to collect data to investigate teachers' and learners' attitudes towards online learning amid the pandemic, the major hindrances imposed by online learning, and the possible solutions to overcome and remediate online learning issues in Algeria.

This research was carried out via two research tools. A questionnaire directed to students was designed to uncover their attitudes towards online learning, the issues they faced, and suggestions to improve their online learning experience. The questionnaire included a mixture of open-ended and closed-ended questions in addition to a Likert-scale part to reveal different attitudes towards online learning (cognitive, affective, and behavioral). The second research tool is a structured interview directed to teachers encompassing open-ended and closed-ended questions.

2.2 Quanitative and Qualitative Research Methods

Every investigation is carried out following a particular method based on the type of data to be collected. There are three main approaches to research; qualitative, quantitative, and mixed-method approaches.

2.2.1 Quantitative Research

It is the investigation that focuses on the use of numerical data to measure quantities in a phenomenon with rigid measurements as the main focus of this type of research (Sukamolson, 2007).

According to Sukamolson (2007), there are six cases where quantitative research is used:

- When searching for a numerical answer.
- When there is a numerical change in a phenomenon.
- Useful to segment a population.
- To quantify opinions and attitudes towards a phenomenon.
- Useful to explain a phenomenon through statistical techniques.
- To testify hypotheses.

Chapter Two: Research Methodology

The quantitative approach provides accurate results due to its standardized nature (Dörneyi, 2007); however, it neglects the qualitative humanistic aspects.

2.2.2 Qualitative Research

It is an investigation that focuses on qualitative aspects, Strauss and Corbin (1990) assert that this type of research is "not carried out by quantitative means" (p.17). In addition, Sichrest and Sidani, (1995) clarify that this approach aims to give fruitful descriptions for a deeper understanding of different phenomena. Denoting that qualitative research gives the privilege of investigating the various qualities of an issue to get a multidimensional view leading to a better understanding of the issue at hand. In the same vein, Marshall (1996), claims that the use of the qualitative method aims to provide a deep understanding of complicated humanistic phenomena. Strake (2010), states some descriptions that characterize the qualitative study among which the interpretive nature that allows deriving multiple meanings, the experiential aspect based on what participants experience, the situational characteristic of adapting to any context, and the personalistic aspect relying on individual comprehension.

These characteristics make the qualitative design useful and very beneficial on different levels, yet its non-standardized nature leads to inaccurate findings (Dörneyi, 2007).

2.3 Mixture of both Quantitative and Qualitative methods

To initiate, Gas and Mackey (2005) argue that qualitative and quantitative methods should not be viewed as separate approaches but rather related.

It is important to mention the characteristics of both methods to get a better understanding of what each method is concerned with to clarify that the characteristics of both methods are complementary. The following characteristics of both quantitative and qualitative methods are mentioned by Marshall (1996). The first characteristic of quantitative research is that it has a deductive, reductionist philosophical foundation, unlike qualitative research which is characterized by an inductive, holistic foundation. In addition to the fact that quantitative research aims to test pre-determined hypotheses while qualitative one aims to investigate complex human issues. The quantitative design relies on statistical language to answer mechanistic questions, while the qualitative one is more concerned with answering humanistic questions. These characteristics are quite complementary to each other, which is the reason behind the researcher's choice to mix them. The combination of both qualitative and quantitative methods results in the optimum outcomes since both numerical and

Chapter Two: Research Methodology

descriptive angles are investigated, as well as ensuring the validity and accuracy of findings (Dörneyi, 2007).

2.4 Research tools

The research tools play a crucial role in any investigation. These tools are guided by the subject of the research. In this research paper, the researcher opted for two research tools; a questionnaire designed for students and an interview for teachers.

2.4.1. Questionnaire

A questionnaire is a set of questions targeted to a group of people to get data. It is "a vehicle for human communication" (Stone, 1993). This means that a questionnaire is a means of communication between the researcher and the population of the study.

There are steps to be followed to design a questionnaire some of them are according to Stone, 1993:

- Deciding the needed data according to the objectives.
- Selecting relevant items to be included.
- Designing questions according to the type of data; quantitative or qualitative.
- Formulate wording briefly and precisely.
- Designing the layout through a brief introduction.
- Thinking about coding the questions and options numerically.
- Preparing a first draft to be distributed to colleagues to spot flaws.
- Pilot and evaluate through testifying the questionnaire on a sample.

2.4.1.1 Benefits of the questionnaire

It is a very beneficial tool in the current research which relies on students' feedback to deduce some conclusions such as attitude. The questionnaire, if done correctly, can result in high-quality data, it also provides anonymity which encourages obtaining honest answers (Marshall, 2005).

According to Fife-Schaw (1995), questionnaires aid to generate hypotheses for future research as well as developing and validating tests, and through the questions, the researcher can gather various types of information; background information, demographic information,

Chapter Two: Research Methodology

behavioral information, and attitudinal information, in addition to data about knowledge, intentions, and other aspects.

2.4.1.2 Students' questionnaire

The questionnaire of this investigation consists of two sections; the first one is about demographic data about the participants to testify if gender and age have a relation to issues of this paper or not. In addition to five diverse questions; closed-ended questions where the answers are already provided for participants.

Multiple-choice questions where different options are provided to select from. Yes/no questions where participants only choose a yes or a no.

In open-ended questions where no options are provided, the participants give their answers with extra explanation.

The second section is dedicated to a Likert-scale survey of different statements with numbered options to select.

2.4.1.3 Description of the questionnaire

The first section entails two questions related to age and gender. The purpose of these questions is to investigate whether age and gender influence online learning attitudes or not. The third question is about the frequency of use of the internet in a form of a table of time and place of use. The fourth question is about the types of owned devices with four options to select from; a smartphone, a tablet, a desktop computer, or a laptop. The fifth question is a yes/no question about internet access at home. Then, the sixth question inquires about learners' preferences; traditional learning or online learning with a chance to justify the answer. The seventh question is a yes/no question related to the problems faced while learning online with five options to choose from; internet accessibility, Moodle platform issues, unavailability of ICTs, complex written materials on Moodle, or other problems to be given by the participants.

The second section is a Likert-scale table with different statements related to the three attitudinal elements; cognitive, behavioral, and affective attitudes. Numbered options are provided in the column to indicate the extent to which these statements are agreed on.

Chapter Two: Research Methodology

2.4.2 Teachers Interview

The second tool used in this paper is a structured interview. An interview is a research tool that gives the interviewer a chance to explore the interviewee's world (Qu and Dumay, 2011).

2.4.2.1 Types of Interviews

The interview has three main types which are according to (Qu and Dumay, 2011):

● A structured Interview is where questions are pre-determined and all interviewees are asked the same questions. The fact that it is standardized reduces biased results.

● Unstructured Interviews: it is the opposite of the structured type. Questions are not pre-established, and interviewees may not be asked the same questions.

● Semi-structured Interviews: are a combination of the previous types. It contains already determined questions with the possibility to modify and add questions.

The researcher has opted for a structured interview to collect systematic and straightforward data.

The first question is inquiring about teachers' attitudes towards online learning during the pandemic, the second question is about whether online learning eases teachers' work or not. The third one is related to the psychological impacts of the pandemic on teachers and learners. In the fourth question, teachers are asked about the effects of the pandemic on their teaching practices and the main measures taken to cope with the Covid-19 situation. Later on, the participants were asked to give their opinion on learners' perception of learning amid the pandemic. The sixth question is about Moodle use during the pandemic, which led to asking about teachers' ICT use before the pandemic. The last question was a chance for participants to suggest some solutions to improve online learning in the Algerian context.

2.4.2.2 Benefits of the interview

The current investigation aims to provide qualitative data (attitude, issues, and solutions) therefore, an interview gives the interviewer the ability to collect such data through face-to-face meetings to get valid information from the source which in this case is teachers.

Chapter Two: Research Methodology

2.5 The population

A target population refers to the chosen group upon which the investigation is carried out. When this population is large, the researcher opts for sampling decisions. A sample is a sub-group derived from the entire population.

In this investigation, the target population is second-year EFL students at the level of Dr. Moulay Taher University of Saïda. The sample is fifty second-year students selected randomly based on availability, and four randomly selected teachers of different levels.

2.6 Limitations

The research paper, like any other investigation, was faced with main hurdles namely the unavailability of teachers which made it hard to find interviewees and learners' disinterest in the topic which resulted in unclear responses in the questionnaire making it hard to obtain definitive attitudes. In addition to the slow internet, that is a serious issue that has been tackled in this paper as a hurdle impeding online learning in Algeria.

2.7 Conclusion

This chapter was intended to give an insight into the research methodology of this study. Both quantitative and qualitative designs were used to ensure covering both numerical and non-numerical data, and the tools and participants are introduced in detail. The upcoming chapter will be dedicated to interpreting and analyzing the gathered data.

Chapter Three: Data Analysis and Interpretation

3.1 Introduction

This chapter is dedicated to analyzing and discussing the collected data. In the following lines, each question is given a section to analyse and interpret thoroughly, followed by the discussion of the four interviews.

3.2 Questionnaire Analysis

In the upcoming lines, the gathered data of the questionnaire will be analyzed.

A. Section One:

Q1: Students' Background information

Age category	Frequency	Percentage
18	10	20.40%
19	22	44.89%
20	11	22.44%
21	4	8.16%
22	1	2.04%
27	1	2.04%
Total	49	99.97%
Gender category	**Frequency**	**Percent**
Male	19	38%
Female	31	62%
Total	50	100%

Table 3.1: Students' Background Information

Table 3.1 represents the background information of the second-year English students participating in this questionnaire. The questions include age and gender. The population consists of 31 females (62%) and 19 males (38%). Their ages range from 18 to 27, the first age category (18) encompasses 10 learners (20.40%), and the second age category which is 19 entails 22 students (44.89%) which is the dominating age of the participants. The second most frequent age category is 20 represented by 11 respondents (22.44%). The fourth age category (21) consists of 4 participants (8.16%), while the fifth age category which is 22 is represented by one person. The last age category (27) is represented by one participant as well.

Chapter Three: Data Analysis and Interpretation

Q3: Internet Access and Use

	Daily	2-4 times a week	Once a week	Less than once a week	Never	Empty	Total
University	52%	34%	4%	0	6%	4%	100%
Home	94%	2%	0	2%	0	2%	100%
Other places	48%	26%	8%	8%	6%	4%	100%

Table 3.2: Students' Internet Access and Use

Table 3.2 represents students' internet access places and frequency of use. This question aims to calculate the number of students that navigate the internet in different places (university, home, and other places). This table reveals that the most common frequency of internet use among second-year English students is either daily or 2-4 times a week which indicates the constant need to access the internet. When it comes to the places of use, it turns out that out of the 50 participants, 47 students use the internet daily at their homes (94%) which is the most frequent place of internet access. The second most frequent place of internet use is the university where 26 students (52%) of the population claim to use it daily. 24 students (48%) claim using the internet daily in other places. When observing the option 'Never' it becomes even more clear that very few of the participants chose this option which confirms that most learners cannot go about their daily lives without internet use.

Q4: Owned ICT Devices

Options	Number	Percentage
A smartphone	47	94%
A tablet	0	0%
A desktop computer	6	12%
A laptop	13	26%

Table 3.3: Owned ICT Devices

Table 3.4 is a representation of the ICT devices the participants own. Students were provided with multiple choice options to choose from (a smartphone, a tablet, a desktop computer, and a laptop). The results show that the most used ICT devices are smartphones (47 students) and

Chapter Three: Data Analysis and Interpretation

laptops (13 students). The common thing between these two devices is their convenience, i.e. easy to handle and carry out everywhere. These characteristics also exist in tablets, however, they are not owned by any of the participants. When it comes to desktops, only 6 participants own them and the reason behind this will be explored in the interpretation section.

Q5: Internet Availability at Home
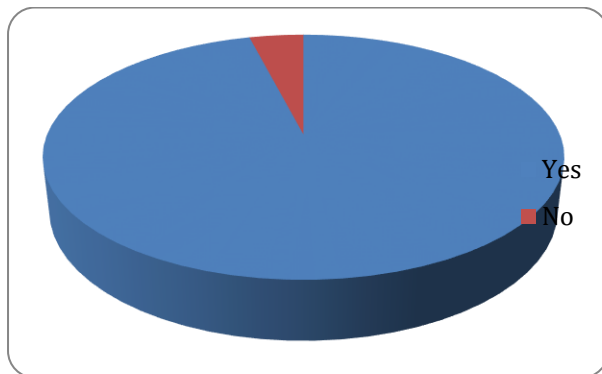
Figure 3.1: Internet Availability at Home

The 50 participants were asked whether they have internet access at home or not, and the majority answered yes (96% which is 48 out of 50). Being in a technologically driven era, the internet has become necessary at home. This synthesizes the results of the third question about places of internet use where it was revealed that the highest rank option was 'Home'. Only 4% (2) answered with no which is contrastive to the results of the third question where no participant voted on never using the internet at home.

Q6: Online Learning vs Traditional Learning
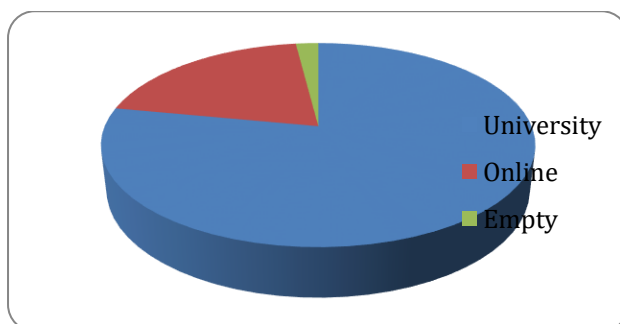
Figure 3.2: Online Learning vs Traditional Learning

The participants were asked to choose between online learning and face-to-face learning. Figure 3.2 is a pie chart representing the informants' choices. 78% (39 informants) which represents the majority of the pie chart, chose studying in the university traditionally; while

Chapter Three: Data Analysis and Interpretation

only 20% (10 informants) selected online learning. This gives the impression that learners are still not accepting the change to a virtual learning environment.

Q7: Online Learning Issues
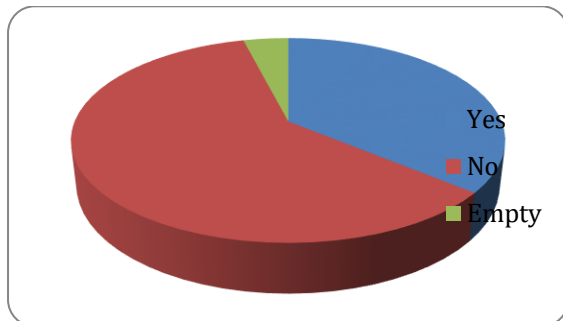
Figure 3.3: Online Learning Issues

The pie chart above represents participants' choices when asked whether they faced problems while learning online. 60% which is about 30 students selected no, i.e. the majority did not face problems while learning online. Whereas, 36% (18 students) selected yes. The results are contrastive to the upcoming question findings where 31students did select issues that they faced during online learning. This might be due to the respondents' dishonesty or the fact of providing suggested problems to choose from made them reflect better on their online experience.

Q7.1 The Main Problems faced during Online Learning

Options	Number	Percentage
Inaccessibility to internet	3	6%
Issues with Moodle platform	21	42%
Unavailability of ICTs	3	6%
Complexity of the written materials sent on Moodle	2	4%
Other problems	2	4%
Left empty	19	38%

Table 3.3: The Main Problems faced during Online Learning

The participants were given five choices of the main problems they face while learning online during the pandemic. The majority selected issues with Moodle platform as the main hurdle, which highlights the fact that Moodle implementation in Algerian education induced issues

Chapter Three: Data Analysis and Interpretation

rather than solutions due to the way of overnight implementation without training. The other suggested issues such as internet inaccessibility, unavailability of ICTs, and complexity of the written materials on the platform can also be linked to Moodle's unsuccessful implementation.

B. Section Two: Likert-Scale Survey

A Likert-scale survey is a scale that calculates the intensity of certain attitudes. In this case, the focus is on three attitudinal domains: Affective, cognitive, and behavioral attitudes. The respondents are given numbered items with five numbered choices to select from ranging from Strongly agree (5) to strongly disagree (1).

To calculate the mean, the choices were given numbers: strongly agree= 5, agree= 4, not sure= 3, disagree= 2, strongly disagree= 1. Then, the number of respondents who chose each choice was calculated, e.g. 16 selected 'strongly agree' in the first statement. This number is to be multiplied by the number given to the corresponding choice, e.g. 10*5. Then the same thing is done for each choice. The result of the first statement is divided by the whole number of participants (50) and the found number is the mean.

E.g. 16*5+ 11*4+ 13*3+ 6*2+ 4*1= 179/50= 3.58

1. Students' Affective Attitudes towards Online Learning

Statements	N	Minimum	Maximum	Mean
1-I enjoy online learning	48	1	5	3.4
2- Moodle platform is hard to use	49	1	5	2.63
3- Online learning kills motivation	48	1	5	3.27
4- I like having virtual online sessions	47	1	5	3.40
5- Online learning makes learners feel comfortable learning from their homes	46	1	5	3.93

Table 3.4: Students' Affective Attitudes towards Online Learning

Items 1-5 aimed at investigating learners' affective attitudes towards online learning. The mean is ranging between 2.63 and 3.93 (disagree to not sure almost agree). In other words, the results are not varied a great deal, and the responses are mostly neutral, except for the second

Chapter Three: Data Analysis and Interpretation

item, which is a negatively worded statement concerning Moodle platform, that garnered disagreement and this implies a positive attitude towards Moodle. Item 3 is another negatively worded statement that garnered neutral results. Through the results of the given statements, learners' feelings towards online learning are not quite clear; four items out of five got neutral responses. To sum up, the respondents' affective attitudes towards online learning are almost positive.

2. Students' Cognitive Attitudes towards Online Learning

Statements	N	Minimum	Maximum	Means
6- Online learning is more complicated than traditional learning	49	1	5	2.85
7- Online learning is helpful because it saves up time and effort	49	1	5	3.77
8- The lack of ICT use limits the instructional process	45	1	5	3.26
9-Online learning affected Algerian education positively	50	1	5	3.58
10- Moodle platform is a reliable source of information	49	1	5	3.77

Table 3.5: Students' Cognitive Attitudes towards Online Learning

Items 6-10 in table 3.6 are dedicated to exploring students' cognitive attitudes toward online learning. Participants were given five statements related to cognitive attitudes to evaluate. The range of the mean is from 2.85 to 3.77, from disagree to not sure. Learners are not sure if online learning saves up time and effort or not, if it affected Algerian education positively or not, if they find Moodle a reliable source of information or not, or if the lack of ICTs limits the instructional process or not. However, item 6 which is a negatively worded statement regarding online learning being complicated, was disagreed on which implies a positive attitude towards online learning. Overall, the respondents have neutral thoughts toward online

Chapter Three: Data Analysis and Interpretation

learning which means that, similar to affective attitudes, they have unclear cognitive attitudes toward online learning.

3. Student Behavioural Attitudes

Statements	N	Minimum	Maximum	Means
11- I use Moodle platform to revise my lectures	50	1	5	4.14
12- I rely on virtual online sessions to understand the lecture better	49	1	5	3.91
13- I use online ready texts more than books	49	1	5	3.51
14- I do my tasks relying on social media platforms such as Youtube and Facebook	50	1	5	3.46
15- I merge online learning with traditional learning to learn effectively	48	1	5	4.10

Table 3.6: Student Behavioral Attitudes

When it comes to the behavioral attitudes of learners towards online learning, the items from 11 to 15 were dedicated to examining it. The overall mean ranged from 3.46 to 4.14 (not sure to agree). The learners expressed favorable attitudes towards using Moodle to revise (Item 11: M=4.14) and merging online learning with traditional learning for effective learning (Item 15: M=4.10). Items 12, 13, and 14 had a mean ranging from 3.46 to 3.91 which expresses neutrality to almost agreement to relying on virtual sessions to understand better, using online ready texts more than books, and doing tasks relying on social media platforms. Therefore, even though three items out of five are neutral, they were close to agreement in addition to the two items that have been agreed on. This highlights the fact that the respondents have a positive behavioral attitude toward online learning.

Chapter Three: Data Analysis and Interpretation

3.3 Discussion and Interpretation of the Questionnaire

Concerning internet access and use, it became apparent that the participants have regular internet access at their homes and university. This indicates that the internet has become a crucial necessity nowadays. According to Livingstone and Bober (2004), the internet became a part of our lives and a determiner of what we deem as a good school and a comfortable home. Yalichani (2021) reported that since 2000, the number of internet users in Algeria has grown significantly and in 2021, over half the population (about 26,350,000) had internet access which indicates that the use of the internet has increased especially after Covid-19.

Regarding owned ICT devices, the majority of the informants own smartphones (94%) and some of them have laptops too (26%). This emphasizes the fact that smartphones are the most popular ICT in the Algerian context. According to an electronic marketing study done by Yalichani (2021), Algeria is the leading African country in possessing mobile phone access due to the successful electronic marketing in Algeria which is why most students' owned devices are smartphones.

Nowadays technological development emphasizes the importance of the internet in economic development, and at the same time, the financial development of the country leads to internet availability (Haseeb, 2019). In addition to the fact that internet knowledge is more common nowadays than before which is proven by the fact of internet availability at schools and homes (Livingstone &Bober, 2004).

Upon investigating learners' preferences, most second-year English students prefer studying traditionally at the university over learning virtually. Online learning is still not accepted due to its unfamiliarity. In multiple countries, the teachers were stressed out due to the urgent shift to the online mode without prior preparation; therefore, they could not implement positive psychology principles in their online classes (Al-Jarf, 2022) such as motivation and positive reinforcement of favorablebehaviors through rewards which could have broken down learners' resistance to online learning and reduced the anxiety that came with it.

The mass majority of the participants indicated that they had no problems learning online during Covid-19. This comes in contrast to the results of the interview which reveal that teachers did face problems during online learning amid the pandemic. In addition to the fact that the majority that answered 'no' selected problems, they faced the subsequent question. Many hurdles are faced in online learning implementation at the level of the

Chapter Three: Data Analysis and Interpretation

department of English at Dr. Moulay Taher University, Saida. Mainly the misuse of Moodle platform.

Through the multiple options question regarding the main issues imposed by online learning, it became obvious that the majority highlighted Moodle platform issues as being the major hurdle. Moodle is a successful tool worldwide, it has been proven to be effective in the educational sector, but in the Algerian context, it is quite the opposite. The implementation of this platform was not successful due to several hurdles. Guemide and Maouche (2021), summarized some of these issues as follows:

- The platform is not implemented properly.
- Students and teachers have difficulty using the platform due to technical issues and a lack of technological knowledge.
- Lack of guidance to use this platform.
- Lack of motivation.

Through the Likert-scale survey, learners' attitudes toward online learning were unveiled. The affective attitudes are revealed to be neutral yet lean towards the positive. Learners have mixed feelings toward online learning. It is worth noting that affect plays an important role in determining actions. In this regard, Bagozzi (2007) asserts that affective attitudinal aspects predict performance. Henceforth, if learners do not have positive affective attitudes toward online learning, this latter will face resistance which Huijts et al. (2012) refer to as actions done against technology such as not using it as a way to protest against it.

Moreover, the cognitive attitudes garnered neutral responses which can be interpreted as indecisiveness of the sample population. Learners are aware of the positive points of online learning such as saving up time and effort, and having Moodle platform as a reliable source of information; however, they do not stand in a clear position towards online learning. This is what Huijts et al. (2012) define as tolerance, i.e. when people do not take an action despite being in favor of technology. Hence in our case, the learners tolerate online learning cognitively.

Lastly, the behavioral attitudes section has been all agreed on. When it comes to online learning behaviors, students have a positive standpoint on using Moodle to revise, using online platforms, and using virtual learning as an addition to traditional learning to learn better. Therefore, learners accept online learning when it comes to behavioral attitudes. Huijts et al. (2012) define technological acceptance as behaviors that foster technological use and promote it rather than resisting it.

Chapter Three: Data Analysis and Interpretation

All three attitudinal aspects affective, cognitive, and behavioral are influenced by the expected outcomes. According to Lindenberg and Steg (2007), people's evaluation of situations, knowledge, and attitudes' cognitive accessibility are determined by goals. Huijts et al. (2012) highlight three goals or outcomes that influence people's attitudes to do action toward technological implementation: finances, risks, and benefits. Therefore, the Algerian educational sector must take action to: make ICTs and teaching technologies more affordable and accessible to the stakeholders to overcome the financial hurdles, avoid the implementation of technologies that could risk the deviation of the instructional process such as focusing on the technology as an entertainment rather than a tool to learn, and raise awareness about the limitless benefits that stem from the use of online learning in the instruction. In addition, the focus should be on reinforcing a positive attitude toward online learning. The ministry of higher education should implement classes to enlighten teachers as well as learners on how to deal with the virtual instructional atmosphere to overcome online ambiguity and highlight the positive side effects of online learning.

3.4 Teacher's Interview Analysis

The conducted interview is a mixture of open-ended and closed-ended questions to get accurate answers. The content of the interview is as follows:

- Teachers' attitude towards online learning.
- Online learning effects on teachers' job.
- Attitudes towards the psychological impact of Covid-19 on teachers and learners.
- The pandemic's effects on the teaching practices and the measurement taken to cope with the new situation.
- Learners' perception of studying during Covid-19.
- Attitudes towards Moodle use.
- The difficulties presented by Moodle use.
- ICT use in teaching
- Teachers' suggested solutions to improve the online learning experience in the Algerian educational system.

Chapter Three: Data Analysis and Interpretation

Q1: Teachers' Attitudes towards Online Learning during the pandemic

When asked about their attitudes towards online learning amid the pandemic, one interviewee had a negative view of it "It was a catastrophe". The second interviewee said that it succeeded for master students only "it has succeeded in a way for master students but not for license students". The two other interviewees gave neutral responses "It was the only solution to the situation in which we found ourselves, there was no other way to bring students to the university so we had to deliver lectures online", "The online learning was supposed to be a tool, an electronic tool of reinforcement". This indicates that some teachers do have positive attitudes towards online learning, and some have negative attitudes towards it which is due to different factors like personal preferences, and experiences i.e. some teachers are experienced in using virtual mode and some are not.

Q2: Online learning effects on teachers' job

Three out of four interviewees gave a negative answer when asked whether online learning eased their work or not. "It is supposed to make things easier and more effective; however, we faced several challenges with the way online learning was implemented, with students' attitudes, with the type of tools we were provided that made things a bit harder", "you have to prepare the online lecture more than being in the classroom because in the classroom you get a hand from your students". The third interviewee exclaimed that it made teachers do a double job "most of the time it was tiring for us as teachers because it consisted of doing a double job; being present with the students and posting courses on moodle". Whereas the last interviewee agreed that online learning eases their work "yes it solved many problems we can teach from a distance with different apps". The majority of interviewees do not consider online learning as a supplementary tool that eases their work, but rather a burden that causes hurdles and workloads.

Q3: Attitudes towards the psychological impact of Covid-19 on teachers and students

All the interviewees agreed that the pandemic had psychological impacts on teachers and learners. The first interviewee explained, "Yes of course, people were in quarantine for almost a year, that was not normal, people were not allowed to travel, to meet other people, they went out just to get the basic things". The abrupt change of routine induced a negative psychological impact on people. The second one's answer focused on the fact that the

Chapter Three: Data Analysis and Interpretation

pandemic obliged technological use on everyone despite their age or technological knowledge level which led to developing anxiety "we focused just on finishing lectures rather than what students need. Due to the generational gap, some teachers had anxiety and techno-stress, for students they developed learning anxiety and were less motivated". The third interviewee answered that people were affected psychologically to the point that they could not produce "people felt stressful and could not produce". Respondent number four said that the impact was obvious on learners, but not apparent on teachers.

Q4: The pandemic's effects on teaching practices and the taken measurements to cope with the new situation

Upon being asked about the effects the pandemic had on teaching practices and the measures taken to cope, each interviewee gave feedback. Teacher number one said that the pandemic situation imposed the shift to online learning which resulted in a change in many aspects "we had to adapt our materials, we had to learn new skills like how to upload on Moodle, we had to learn how to use tools like video conferencing. The second respondent put into words "as teachers we are researchers, we stopped attending conferences, carrying out research, participating in workshops and seminars, we switched to virtual mode". The response of the third teacher was that the effect of the pandemic on teaching practices was the fear that came with the pandemic "we developed a fear of the pandemic, twenty four hours in front of the television waiting bad news and counting deaths, it took us out of our practices as teachers, we could not think of measures to teach". The last interviewee asserts that the major effect was the time shortage "I did my best to manage online courses and maintain the same contents and explain it to my students in a short time which was challenging because we had a strict time to manage all the content of the semester". Teachers had to oblige to the change of the instructional situation resulting in remedial choices such as minimizing the content to fit the given time, adapting to technology, and seizing real-time activities. These decisions had to be taken to carry out the teaching process.

Q5: Learners' perception of studying during Covid-19

When asked if students' perception of learning changed during online learning, the first participant said that learners' perception did not change because they still prefer face-to-face learning and that they claim that online learning is not effective. Teacher number two said "yes it changed, nothing was systematic and they were affected due to synchronous mode

Chapter Three: Data Analysis and Interpretation

i.e. total absence of the teacher" learners did not take online learning seriously due to not being guided by a systematic routine such as in traditional learning i.e. obligatory class attendance. The third Interviewee also agreed that it changed "most teachers just read from papers behind a screen so it demotivated students because I believe teaching should be face-to-face". Learners' perceptions shifted due to the change in the way teachers presented their courses. Respondent number four also agreed that it changed without elaborating more on their response.

Q6: Attitudes towards Moodle use

Out of the four respondents, one had a positive attitude toward the use of Moodle. "It is a very positive tool that's going to be with us in the future not just for the pandemic, it is only limited by the way it is used which in our context is wrong…now students already study in the classroom so no one is using Moodle, they just use it to get handouts or submit homework, other than that they do not care about it". The other three respondents had a negative view on the platform "It was a failure, we are forced to just post lectures, but the way we conduct the lecture was neglected", "For me, it was just a bank for lectures, it does not bring something new for students or teachers, it was a disaster most teachers adapted a kind of copy-paste of lectures from other sources", "For me, Moodle platform was a tool that encouraged indolence, passiveness, and dependence". The majority of teachers do not have a positive standpoint toward the platform because of the faulty way that it has been implemented i.e. posting lectures with no regard to the content.

Q7: The difficulties presented by Moodle use

The first interviewee pointed out: "the lack of internet, students' reluctance even if you show them how to use it, and it is a double job for me". While the second one asserted: "it's not about how lectures should be posted but about the way lectures should be prepared". The third one pointed out technical issues concerning logging into the platform while the last one highlighted the fact that some teachers were not technologically skilful.

Q8: The pandemic influence on ICT use in teaching

When given a yes/no question about whether teachers used ICT in teaching before Covid-19, three teachers said yes, while just one said no "I was not accustomed to technological means". This indicates that, in the case of the department of English at the level

Chapter Three: Data Analysis and Interpretation

of Moulay Taher University, the pandemic was not an initial step toward using technological means as teachers are familiar with using ICTs in their teaching practices even before the outbreak of Covid-19.

Q9: Teachers' suggested solutions to improve the online learning experience in the Algerian educational system

Teacher number one suggested providing tools, the internet, training for teachers and students, and effective incorporation of online learning. The second one also suggested providing training for teachers, but the focus must be on how to design online lectures and e-assessment, as well as developing a canvas specifically for online learning, and the combination of both synchronous and asynchronous teaching. The third interviewee recommended a reformation to add entertaining spaces within the platform to motivate learners. Like the first interviewee, the last one recommended using electronic tools correctly which is very important since the main impairment of online learning is the wrong way of implementation.

3.5 Interview Discussion and Interpretation

The respondents were asked about their standpoints regarding online learning, and the results show that only one had a negative attitude toward it, which means that teachers have a clear positive attitude toward online learning, unlike the students who are indecisive. This confirms one of the suggested hypotheses of this research which is that teachers have a positive attitude towards online learning. It is crucial to highlight the fact that we are in a technological era; therefore, new reforms in the educational field should be expected. However, teachers are unsure of the shift to a mode that requires them to do additional tasks: curriculum designers, coaches, team builders, and other tasks imposed by online learning (Means & Olson, 1997). In addition to the fact that teachers were obliged to accept the abrupt change without prior preparations which led them to have a negative attitude towards online learning. Means and Olson (1997), asserted that teachers need time to learn the use of technology to implement it effectively into their practices and goals.

When it comes to the evaluation of online learning's effects on teachers' work, only one asserted that it eases their job while the others disagreed. The implementation of online

Chapter Three: Data Analysis and Interpretation

learning in the Algerian context made teachers see it as an unnecessary addition that increases workloads. The online experience requires teachers to create activities that are appropriate to students' needs, teachers' skills, and institutional capacity, in addition to the chance given to learners to contact their teachers anytime about anything (Anderson, 2004). This can be stressful for teachers since they are obliged to put more attention to designing an online lecture and they have to be present all the time to respond to their students.

As for their attitudes towards the psychological impact of Covid-19 on teachers and learners, all the interviewees agreed that the pandemic had a psychological impact on them and the learners. The pandemic caused a shock to the daily routines of people, knowing that it is a deadly virus that could get to anyone at any time. According to Troyer et al. (2020), people were unsure of the future, therefore anxiety levels increased among the population. Chatruvedi et al. (2021) also add that the quarantine led to depression and frustration. These issues presented hurdles facing teachers and students in proceeding with the educational process.

Regarding the pandemic's effects on teaching practices and the measurements taken to cope with the new situation, the teachers claimed that the major change was the shift to virtual mode. The pandemic has urged teachers to use technology to continue their teaching practices virtually (Mazhar, et al. 2020). Many teachers had to adapt by learning new skills in using technological tools and cease carrying out research and conferences. Moreover, social distancing was the main measurement to be done during the pandemic which led to changes in the educational field, Bensaid and Brahimi (2021) clarified the virtually based reforms in education: the adoption of platforms, e-assessment through online assignments and tests, and the creation of virtual classrooms (video conferences). Hence, the pandemic resulted in obligatory reforms in the instructional process leaving teachers with no choice other than to cope and adapt.

Concerning learners' perception of studying during Covid-19, the majority of respondents agreed that learners' had a different perception of learning during the pandemic. Due to the major shift of displacing the learning activity from classrooms to virtual environments, learners developed learning anxiety not knowing when the situation will get back to normal (Daniel, 2020). This led learners to perceive learning as a minor matter compared to the life or death situation of the pandemic resulting in decreasing their motivation to learn as well as their academic performance.

Chapter Three: Data Analysis and Interpretation

When investigating teachers' attitudes towards Moodle platform and the issues they faced, the majority have a negative attitude towards it similar to the findings of the questionnaire where students had a negative attitude towards it. It became obvious that these negative views are due to the way this platform is implemented and not the platform itself. Moodle platform has been proven to be beneficial due to its various features (Dodun, et al.,2015); however, in the Algerian context, it was considered a bank for lectures and homework submission only which encouraged learners to be dependent on it. Among the major issues that teachers encountered amid using the platform are the lack of internet (Elkateb,2022), students' reluctance, workloads, lack of technological skills, and the lack of designing online lecture skills. Therefore, the issues are outside factors affecting the use of the platform and not related to Moodle itself which disconfirms the suggested hypothesis that among the issues facing online learning is Moodle platform itself.

Upon inquiring about ICT use before the pandemic, the majority claimed that they have used them even before Covid-19 and only one participant did not use technological tools before the pandemic due to a lack of technological skills. Teachers of old age do not tolerate using ICTs due to their unfamiliarity. However, ICTs are supplementary tools that can boost the quality of the lectures and keep learners engaged. The fact that most of the teachers claimed using ICTs even before the pandemic is a positive point that the department of English at the level of Dr. Moulay Taher University possesses because it confirms the acceptance of technology use in the teaching/learning process. The fact that the only interviewee that did not use ICT before the pandemic asserted that the reason was their lack of ICT knowledge confirms the hypothesis that lack of technological knowledge is an issue facing online learning.

The main suggested solutions are: providing tools, securing a good internet flow, designing training for teachers and learners to use technology, providing training on how to design an online lecture, developing a canvas for online mode, making reforms to render Moodle platform entertaining, fixing Moodle's technical issues, motivating students, and using technology correctly. Despite no actual efforts from the ministry of higher education to incorporate online learning effectively, teachers are striving to implement technologies into their teaching practices on their own which insinuates a positive future for online learning implementation.

Chapter Three: Data Analysis and Interpretation

3.6 Linking the findings with the research questions

The collected data via the questionnaire and the interviews made it possible to answer the questions of the current research. The main questions of this study are:

●   What are the attitudes of teachers and students of second-year English language at the level of the department of English at Dr. Moulay Taher university towards online learning?

●   What are the main issues that faced teachers and learners of second-year at the department of English language at Moulay Taher University during online learning?

●   What are the possible solutions that can be adopted to improve the online learning experience at Moulay Taher University at the level of the English language department?

A: Learners' attitudes towards online learning

Learners' attitudes were measured in terms of the three attitudinal perspectives: affective, cognitive, and behavioral attitudes. From the findings obtained from the questionnaire, it became apparent that students had neutral to positive attitudes toward virtual learning.

When it comes to the affective attitude, the questionnaire revealed that the responses were neutral leaning toward positive. Learners feel that online learning makes them comfortable, yet the findings are inconclusive.

Regarding cognitive attitudes, learners were indecisive. Despite their awareness of the positive points of online learning and Moodle platform, students demonstrated a neutral cognitive attitude.

The findings highlight a positive behavioral attitude. Students have a positive standpoint towards using Moodle platform, virtual sessions, online ready texts, and social media platforms, as well as merging the virtual mode with face-to-face learning.

Chapter Three: Data Analysis and Interpretation

B: Teachers' attitudes towards online learning

To investigate teachers' attitudes toward online learning, a set of questions were asked through the interview. When confronted with a direct question, the majority have a positive attitude toward online learning despite their negative view towards Moodle platform. Teachers encounter technical issues using Moodle platform which results in their negative attitude towards it; however, they comprehend the potential of online learning and strive to implement ICT in their teaching practices.

C: The issues facing online learning

The second research question aims at unveiling the main hurdles that face teachers and learners while learning online. The questionnaire and interview findings highlighted some of these issues.

- Lack of ICT knowledge and availability: Not all teachers and students have experience using technologies, some students may not be fortunate enough to own certain ICT devices and some teachers may not be acquainted with technological tools which have been revealed in the interview.

- Lack of teachers' training: Teachers' unfamiliarity with the virtual atmosphere presented a major hurdle regarding online learning as it resulted in ineffective courses. Some teachers are not acquainted with using Moodle platform; hence, they did not know how to plan a lecture online.

- Moodle platform's discouraging theme: This issue was highlighted by an interviewee who claimed that the platform had a boring atmosphere. Learners and teachers are more stimulated by an entertaining, colorful space rather than that of Moodle platform.

D: Possible solutions

This research question will be answered in the upcoming section on implications and recommendations.

3.7 Recommendations and Implications

Through this section, the third research question will be answered based on the findings of the interview. A set of suggestions were made by teachers regarding the issues facing online learning, the most frequent ones are:

Chapter Three: Data Analysis and Interpretation

3.7.1 Improve Moodle platform experience

Moodle platform is a good tool for instruction; however, teachers pointed out the logging-in issues that they constantly encounter. Hence, it is recommended to make access easier through a single login button instead of needing to enter a username and a password. In addition, teachers claim that the platform itself is not a problem, but the way of its implementation is not accurate. Therefore, it is suggested that the administration informs teachers and learners of the platform's various options, and themes that they can customize to make Moodle's use accurate.

3.7.2 Provide training for teachers

Some teachers do not know how to teach virtually due to a lack of technological skills and experience. The provided training was not effective because the main focus was on the technical side rather than highlighting how they could teach an online course. Therefore, it is highly recommended to provide thorough training for teachers on online teaching focusing on:

- Familiarizing old teachers with technology
- Making teachers aware of the steps of designing an online course instead of focusing on the technical side only.
- Teaching teachers how to use Moodle platform effectively following the teaching/learning process.

3.7.3 The use of blended learning

The unstandardized use of online learning leads teachers and learners to think that it is not necessary. Therefore, it is recommended that the ministry of higher education incorporates online classes along with face-to-face learning, or what is known as a flipped classroom to standardize online learning. Blended learning has proven to be successful in many countries such as Canada and Australia where learners have in-class activities and out of classroom courses through a provided video in parallel; hence, it is an effective solution that can upgrade the virtual mode usage in Algerian education. According to Fulton (2012), the flipped classroom approach increases teacher-learner interaction, gives learners the opportunity to access the course anytime and anywhere. Surely, blended learning imposes on teachers

workloads, but it is worth it for the sake of the instructional process (Fulton, 2012).

3.8 Conclusion

The third chapter was dedicated to exploring the methodology used in this paper, the analyses of the research tools as well as the discussion and interpretation of the gathered data through the questionnaire and the interview. The in-depth investigation of the findings led to highlighting teachers' and learners' attitudes towards online learning, the issues impeding online learning, and the solutions that can be done to improve online learning at the level of the English language department at Dr. Moulay Taher University. Henceforth, answering the main questions of the current research.

General Conclusion

Technology has a great impact on different tasks given the fact that time and effort are the major provided benefits. The educational sector has been evolving towards more effective methods of instruction, and technological interference was inevitable. ICT tools provided authenticity through the audio-visual characteristics, which led teachers to adapt them to enhance the teaching-learning experience.

The outbreak of the Covid-19 pandemic back in 2019 caused a major shift to the virtual mode in different domains due to the social distancing measure. This latter was the main reason that universities and other institutions had to cease face-to-face activities. Different countries, despite their economical status, had no choice other than to implement technological means of communication. In education, teachers had to carry out their teaching practices through online learning. To localize matters, the Algerian ministry of education instructed universities to incorporate Moodle platform as the new environment of instruction. This research paper focuses on exploring teachers' and learners' attitudes towards online learning, and the issues that they faced, as well as the plausible solution to such hindrances.

This research is divided into three main chapters: A methodology chapter, a literature review chapter, and a data analysis chapter.

The methodology chapter focuses on describing the qualitative and quantitative designs used in this investigation, the research tools, the target population, and the limitations that merged when conducting this work.

The second chapter is dedicated to the literature related to the topic. It is divided into three sections. The first section of the second chapter is related to online learning definitions, types, advantages, and disadvantages. The second section contains Covid-19 definitions and effects on education including ICT implementation in the Algerian educational system. The third section explores attitudes and their different types.

The third chapter is an analysis of the data obtained from the research tools: the questionnaire, and the interview. It also includes the recommendation and implications deduced from the research results.

The research questions are as follows:

1.   What are second-year EFL learners' and teachers' attitudes toward online

learning amid the pandemic?

2.   What are the issues that hinder online learning implementation?

3.   What are the suitable solutions to fix the problems faced by teachers and learners while learning online?

The research questions inspired the emergence of three main hypotheses:

1.   Teachers and learners have positive attitudes toward online learning.

2.   The lack of ICT knowledge may cause an issue.

3.   The creation of an alternative application instead of Moodle may be a solution.

The findings of the research tools led to the confirmation of a part of the first hypothesis. Teachers do have a positive attitude towards online learning despite the issues they face; however, the second part of the hypothesis is disconfirmed because the findings were inconclusive. Learners' answers displayed a favorablebehavioral attitude towards online learning, and a neutral attitude when it comes to cognitive or affective attitudes.

The second hypothesis of this research was proven to be correct. The lack of ICT knowledge is an issue, because teachers who do not know how to use technology may hinder online learning implementation.

 The last hypothesis concerning the creation of a new application instead of Moodle platform could not be confirmed in the current work; however, it could be further tested in the future.

 This investigation highlights several findings among which are the positive attitudes of teachers, as well as the neutral to positive attitudes of learners towards online learning. On one hand, teachers acknowledge the potential of online learning in Algeria. On the other hand, learners have a positive behavioral attitude towards online learning in the sense that they use virtual features to study, but when it comes to affective and cognitive attitudes, learners are neutral.

The main issues that hinder online learning implementation:

●   Lack of ICT knowledge and availability.

●   Lack of teachers' training.

●   Moodle's discouraging theme, and technical issues.

The base of online learning is the technology and the skill of using it in an instructional setting. Hence, if technological tools are not available, online learning would not be achieved. Moreover, the lack of teachers training causes a hurdle to online learning.

Teachers do receive sessions on how to manage the technology at hand, but they do not receive proper training on how to implement the teaching practices effectively in an online mode. Furthermore, Moodle platform's theme along with the improper use causes teachers and learners to disagree on online learning. The ministry of higher education has assigned Moodle platform as a means of online learning associating the whole virtual instruction experience with it; therefore, the technical issues of this platform along with its tedious theme do not serve online learning acceptance hence, implementation.

The third section of the findings will be dealt with as the recommended solutions to improve the online learning experience. The first step is to provide proper training for both teachers and learners. It is important to note that some teachers do not have the technological skills of using ICT tools, especially teachers of old age. Some learners do not possess ICT devices which results in poor technological knowledge. Henceforth, teachers and learners should be familiarized with technological tools via extensive sessions that include the proper ways of using technology to instruct and comprehend instruction.

Another solution is the improvement of Moodle platform experience. The findings show that teachers struggle with access to this platform; therefore, it should be made easy via a single log-in button. It has been revealed that the platform is used just as a "bank of lectures" which is not the proper way to use Moodle. The Algerian ministry of higher education should instruct teachers to use the various features of the platform such as video-conferencing to enhance the quality of lectures.

The use of blended learning is another suggested solution. Blending face-to-face instruction with virtual assignments or lectures results in workloads, but at the same time leads to higher academic achievements.

This research paper focuses on exploring the virtual instruction experience at the level of the English language department at Dr. Moulay Taher University of Saida. The main focus is given to attitudes, issues, and solutions. These three criteria were discussed briefly, hence it is recommended that each criterion is given individual attention in future research papers. It is highly suggested that the findings of this paper are taken into consideration and practically implemented so that online learning becomes a reality rather than a work on paper.

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Appendices

Appendix A:Students' Questionnaire

Students' Questionnaire

Dear students,

You are kindly invited to fill in the following questionnaire which is about online learning during the pandemic. Your answers will be handled confidentially. We really appreciate your cooperation. Thank you.

Section One: Background Information

Please tick the appropriate choices and provide the necessary information below.

1**. Age:** ………

2**. Gender:** Male Fer[   ]   [   ]

3. How often do you use the internet?

	Daily	2-4 times a week	Once a week	Less than once a week	Never
University					
Home					
Other places					

4. Which of the following devices do you possess?

a. A smart phone

b. A tablet

c. A desktop computer

d. A laptop

5. Do you have access to internet at home?

a. Yes ☐

b. No ☐

6. Which one do you prefer?

a-Traditional way of learning (face to face) ☐

b- Distant learning (online) ☐

Justify your answer please.

……
………………………………
……..

7. Did you face problems learning online during Covid19?

- Yes

- No

Tick the problems that you have faced

- Inaccessibility to internet

- Issues with moodle platform

- Unavailability of Informational Communicative Technologies I.C.Ts

- Complexity of the written materials sent on moodle platform

- Other! Please specify:

………………………………………………………………………………............

....

Section Two: Attitudes

Please read carefully, then indicate the extent to which you agree with these statements by circling the numbers in the columns ranging from 1 (Strongly agree) to 5 (strongly disagree)

Statements	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
1- I enjoy online learning	1	2	3	4	5
2- Moodle platform is hard to use	1	2	3	4	5
3- Online learning kills motivation	1	2	3	4	5
4- I like having virtual online sessions	1	2	3	4	5
5- Online learning makes learners feel comfortable learning from their homes	1	2	3	4	5
6- Online learning is more complicated than traditional learning	1	2	3	4	5
7- Online learning is helpful because it saves up time and effort	1	2	3	4	5
8- The lack of I.C.T. use limits the instructional process	1	2	3	4	5

9- Online learning affected Algerian education positively.	1	2	3	4	5
10- Moodle platform is a reliable source of information.	1	2	3	4	5
11- I use Moodle platform to revise my lectures.	1	2	3	4	5
12- I rely on virtual online sessions to understand the lecture better.	1	2	3	4	5
13- I use online ready texts more than books.	1	2	3	4	5
14- I do my tasks relying on social media platforms such as YouTube and Facebook.	1	2	3	4	5
15- I merge online learning with traditional learning to learn effectively.	1	2	3	4	5

Appendix B : Teachers' Interviews

Interview A:

Interviewer: First of all, thank you very much for your time to answer my interview, the first question is going to be about..of course this interview is about online learning during the pandemic: attitudes, issues, and possible solutions. So the first question is: what do you think about online learning?

Teacher1: So the online learning was supposed to be a tool, an electronic tool of reinforcement.

Interviewer: Okay, so did online learning ease your work?

Teacher1: Somehow but most of the time it was tiring for us as teachers because it consisted of doing a double job: being present with the student and posting courses on Moodle platform.

Interviewer: Do you think tat the pandemic had a psychological impact on learners and teachers? Would you explain how?

Teacher1: yes, regarding students it was quite obvious that it had got psychological effect on them, but for teachers it was not obvious and it wasn't noticeable.

Interviewer: So how did the pandemic affect your practices as a teacher? What are the measures you took to cope with the new situation?

Teacher1: I did my best to manage my online courses and maintain the same content and explain it to my students in a lacks of time which was really challenging and constraining because we had Amel a very restricted time and we had to manage all the content in all the semester.

Interviewer: So time was an obstacle?

Teacher1: It was.

Interviwer: Do you think that students' perception on studying has changed during online learning? In which sense?

Teacher1: Yes of course,students' perceptions have change in the pre pandemic in the amid pandemic and post pandemic and their perception have changed regarding learning.

Interviewer: What do you think about the use of Moodle? How would you evaluate your experience with it?

Teacher1: So for me, in my sense Moodle platform was a tool that encouraged indolence, passiveness and dependence among students.

Interviewer: What are the difficulties that faced you when using Moodle, I mean technical issues or?

Teacher1: We have faced as teachers technical issues regarding the mastery of technological use, some teachers weren't so skillfull in technology when it comes to technology so this is the constitutive, the major hindrance.

Interviewer: Did you use ICTs before the pandemic? Or were you influenced to use them because of Covid-19?

Teacher1: I was personally obliged to require some skills and wasn't accustomed to use technological means before.

Interviewer: So the last question, what do you suggest as solutions to improve online learning so that it can be incorporated into our educational system?

Teacher1: Nowadays, and the world have changed because conventional ways are not sufficient, but we have to back upwhat we are doing in the class by the electronic support, just the way we have to handle them used to be erroneous, we have to use them in the correct way.

Interviewer: Thank you very much, I appreciate your answers.

Interview B:

Interviewer: Thank you very much for taking time to answer my questions, so the topic is about online learning during the pandemic: attitudes, issues, and possible solutions. The first question is going to be: what do you think about online learning?

Teacher2: If I want to talk about E-learning that is restricted between me and my students using other tools than the platform of the university, it was something that has succeeded in a way, especially with master students for what we call the theoretical background of lesson, it was quite successful for master students not for license.

Interviewer: Did online learning ease your work?

Teacher2: I don' t believe that there would be for an online lecture to be easier, it would be kind of comfortable because you are going to be at home, feel at ease, but you have to prepare more than when you are in the classroom, because when you are in the classroom you have the opportunity to do a warm-up, students are going to give a kind of a hand to the teacher.

Interviewer: Do you think that the pandemic had a psychological impact on teachers and learners, would you explain how?

Teacher2: For sure, especially during the lockdown people felt stressed, couldn't produce though we had enough time to read, to make a lot of readings and a lot of researches, but very few of us have succeeded in doing extra activities, it was both with negative impact for students and teachers..

Interviewer: How did the pandemic affect your practices as a teacher? What are the measures that you took to cope with the new situation?

Teacher2: At first, we have developed a fear because of the pandemic, we were 24/7 on television waiting for the bad news,counting the dead, it was terrifying at that period of time,

it took us out of our task as teachers, we could not think about teaching: what are the measures that I should adopt for my students? But we have developed a psychological terror.

Interviewer: Do you think learners perception on studying has changed during online learning? In which sense?

Teacher2: Yeah for sure, 100% because most of teachers just had a paper and read from it, they couldn't manage the lecture with students especially when you are behind a screen and students listen to your voice only, they don't see you, so it has created laziness for the teacher and has demotivated the student, because I believe strongly that teaching is a face to face connection.

Interviewer: What do you think about the use of Moodle? How would you evaluate your experience with it?

Teacher2: I need to be honest with you, for me Moodle is just a kind of a bank for lectures, it doesn't bring something new for students neither for teachers, and it was a kind of a disaster since most of teachers adopted a copy-paste from other sources.

Interviewer: What are the difficulties that faced you when using Moodle?

Teacher2: Technical difficulties to log-in and log-out, we could not log-in we could not gather students, I just completely canceled using Moodle and I just used Google Meet though it is not something official.

Interviewer: Did you use ICTs before the pandemic or were you influenced to use them only because of Covid?

Teacher2: No, I always used to use ICT in my teaching because students need entertainement while learning, it's motivating students.

Interviewer: What do you suggest as solutions to online learning so that it can be incorporated into our educational system?

Teacher2: I believe that Moodle sould be um there should be some reformation updating there should be more colors and entertaining spaces, it is good to use an official platform for the university, but it's a dead space where you cannot exchange anything, as I mentioned earlier it is just a bank of lectures, you cannot get entertained, I believe that students feel that too, the technical staff should make an adjustment according to the needs of learners.

Interviewer: Thank you very much for your valuable time.

Interview C:

Interviewer: Thank you for taking time to answer my questions which are going to be about online learning during the pandemic: attitudes, issues, and possible solutions. The first question is: what do you think about online learning during the pandemic?

Teacher3: in fact it was a catastrophe because we haven't planned, we are not familiar with online learning at all, mainly our university, although there are some universities which have implemented online learning years ago, for example Constantine and Annaba universities you find that they have some achievements through introducing Moodle platform years ago before Saida university, generally in the Algerian context it was a mess because teachers were not familiar with online learning, only the use of e-mails to communicate with their students. When we were trained, some teachers have technoresistance, it means that they share negative attitude towards the use of online learning in education, they say that nothing can replace face-to-face learning. So we were forced to take a training, but it took just two sessions, these sessions were just devoting on training teachers how to access Moodle platform, put lectures, and how to arrange for a test, that's all. Just technical training, not on how to prepare lectures, the difference between an online course and face-to-face course, and how to prepare it which mode you are going to use: asynchronous, or synchronous, they told us just put lectures.

Interviewer: Did online learning ease your work?

Techer3: Of course yes, online learning has solved many problems, it makes the distance shorter so we can arrange sessions with our students whether through the informal way: Zoom, Google Meet, or the use of e-mails, the Moodle platform has many benefits for example you can download your lecture asynchronously and you can arrange for an online video conference with your students?

Interviewer: Do you think that the pandemic had a psychological impact on teachers and learners? Would you explain how?

Teachers3: The impact affected students more, the only impact on teachers is that they stopped working in a systematic way, the choice of the lectures, we focused just on finishing the 7 weeks rather than what students need to improve their skills. It was a mess, nothing was organized, teachers were stressed mainly teachers who have a generational gap, it caused them anxiety and techno-stress because they are not familiar with the use of technology, there are some teachers who don't even know how to prepare a powerpoint, this is for teachers.

For students, it has deep psychological impact on their psychological side, they develop learning anxiety, and become less motivated to learn, because with the outbreak of the pandemic the ministry of higher education rushed to put lectures on platform without taking into account the manners on how to prepare those lectures, the interaction between teachers and students was absent.

Interviewer: How did the pandemic affect your practices as a teacher? What are the measures you took to cope with the new situation?

Teacher3: As teachers we are researchers, so we stopped carrying research, going to conferences, doing research laboratories, participating in workshops and seminars, so we switched to the virtual mode.

Interviewer: Do you think that learners' perception on studying has changed during online learning? In which sense?

Teacher3: It changed by the end of 2019 when we had that boycott, online learning changed their perception where there is an absence of the teacher, and the teacher role cannot be replaced, we cannot replace face-to-face learning by online learning, this latter can be an addition.

Interviewer: What do you think about the use of Moodle? How would you evaluate your experience with it?

Teacher3: The use of Moodle was a failure, because we are forced just to post lectures, but how the course and online assessment should be structured and organized we haven't learnt these. So we rushed just to post lectures to save the academic year, it was not systematic and even now it is not.

Interviewer: What are the difficulties that faced you when using Moodle?

Teacher3: Not about how lectures should be posted, but the way it should be prepared, an online course is not like the handout given to students by teachers during face-to-face learning mode, we are not trained on how to prepare an online lecture hat fits students' needs.

Interviewer: : Did you use ICTs before the pandemic or were you influenced to use them only because of Covid?

Teacher3: I used ICTs before, yes. For example the field of phonetics I used applications to teach them pronounciation.

Interviewer: : What do you suggest as solutions to online learning so that it can be incorporated into our educational system?

Teacher3: To train teachers on not only how to use Moodle, but how to design an online course, and assessment, developing a canva for online learning mode. Any platform should be used to support face-to-face mode.

Interviewer: Thank you, it was really helpful.

Interview D:

Interviewer: Thank you very much for taking time to answer my questions, so the topic is about online learning during the pandemic: attitudes, issues, and possible solutions. The first question is going to be: what do you think about online learning?

Teacher4: It was the only solution to the situation we found ourselves at, there was no other way to bring students to the university so we had to deliver our lessons online, I think it was a solution.

Interviewer: Did online learning ease your work?

Teacher4: It depends, online learning is supposed to make things easier and more effective; however, we face a number of challenges with the way it is implemented, students attitudes, the type of tools we were provided withit was harder.

Interviewer: Do you think that the pandemic had a psychological impact on teachers and learners? Would you explain how?

Teacher4: Yes of course, people were in quarantine for almost a year, that was not normal, people weren't allowed to travel, weren't allowed to meet other people, they used to go out only for most important things.

Interviewer: How did the pandemic affect your practices as a teacher? What are the measures you took to cope with the new situation?

Teacher4: First of all, we had to cope with a limited time, so we have like 7 or 6 weeksfoe each semester in which we had to cover all the syllabus, and we had to shift to teaching online so we had to adapt our materials to be put online since they needed to change. We had to learn new skills: how to use Moodle, how to publish lessons there, we needed to learn how to use different tools like video conferencing, we had to adapt.

Interviewer: Do you think that learners' perception on studying has changed during online learning? In which sense?

Teacher4: Not really, our students to this day they haven't accepted online learning 100% they still prefer face-to-face, they claim that online learning is not clear, not effective, not accessible, they have some technical issues, some of them don't have tool, they don't have phones, computers, internet connection. So there are a lot of challenges impeding them from

embracing online learning, it changed it a little bit.

Interviewer: What do you think about the use of Moodle during the pandemic? How would you evaluate your experience with it?

Teacher4: Moodle is a very positive tool, that's going to be with us in the future, it is only limited by the way it is used which is wrong in our context. In the pandemic it was understandable to use Moodle, but now we are doing a double job. Students only go to Moodle to get the handout or submit a homework.

Interviewer: What are the difficulties that faced you when using Moodle?

Teacher4: It was the lack of proper internet connection and students'reluctance. Also the burden of double job.

Interviewer: Did you use ICTs before the pandemic or were you influenced to use them only because of Covid?

Teacher4: I started using learning management system since 2015, I already taught with it before so I am acquainted with these types of technologies.

Interviewer: What do you suggest as solutions to online learning so that it can be incorporated into our educational system?

Teacher4: Providing the tools, atleast internet connection, providing training, and incorporate the online aspects effectively.

Interviewer: Thank you so much for your valuable time and answers.