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Department of English Language and Literature

**Master One Learners 'Attitudes Towards Online
Learning Amid The Pandemic, Between: Dependency
And Independence at Moulay Tahar University**

Dissertation submitted as partial fulfillment for the requirements of the degree of Master in
Didactics.

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Declaration

I, **FATIMA ZOHRA CHERIFI**, do hereby declare that this submitted work is my original work. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Dr. Moulay Tahar University, Saida, Algeria.

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Dedications

It is with genuine gratitude and warm regard that I dedicate this work to

*The soul of my beautiful father “**Boumedienne**” whom I will never forget*

*My beloved mother, the first of my lovely lights in my life, my pure joy ever, is my mom “**Mebarki Sotra**” who loves me unconditionally and who has taught me to work hard for the things that I aspire to achieve, supported me, and believed in me.*

*To my Diamond Shield sister “**Amina**” my back-up in life, who supported me and stood up with me, believed in my abilities, and never let me down whenever I needed her.*

*To The most supportive and overprotective uncle “**Mebarki Habib**” who supported me, encouraged me, and always stood up for me.*

To the soul of my uncle "Mohamed," who left as early.

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*Very special thanks to my brother and friend.” **Oussama Ferfoud**”. No words of thanks will do you justice.*

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Abstract:

After the spread of a dangerous virus, universities were closed and students stopped studying. The ministry of higher education and scientific research was forced to search for attempts to keep up with the educational process. They take into consideration the preservation of the students' and teachers' lives. Therefore, the appropriate solution, in this case, is to use the e-learning method by using the Internet to continue and facilitate the learning process, in addition to increasing the degree of the learner's independence and enhancing their learning outcomes. The present research intends to find out students' attitudes towards e-learning during the coronavirus pandemic between dependency and independence for master's students of English at Dr. Moulay Tahar Saida University. This investigation seeks to explore the learner's attitudes toward E-learning during the pandemic. It attempts to identify the obstacles faced by EFL students in using the Internet and their dependency level and independence. We hypothesize that: EFL learners may have a positive attitude toward online learning. To achieve the aim of this study, we adopted a mixed-methods approach. A questionnaire was designed as a data collection tool for master one EFL students to investigate their attitude about the efficacy of E-learning and how much their dependency and independence grew during the coronavirus pandemic. As a second data collection, an interview with teachers was conducted to examine the E-learning method and its' positive and negative effects on the learning process. Based on the research results obtained, we can conclude that most students have a positive attitude concerning the use of the internet while studying online during the pandemic COVID-19. Based on the research findings, several recommendations are suggested. Each teacher is recommended to take into account their learners' diversity and try to use different ways of explaining with new methods to increase the learner's independence. On the other hand, the students are advised not to rely only on what the teacher provides; they should try to be aware and responsible and use their creativity to improve their learning skills.

Key Words: E-Learning, Students Attitude, Corona virus, Online learning, Covid19

List of Abbreviation and Acronyms

COVID-19: ‘CO’ stands for corona, ‘VI’ for virus. ‘D’ for disease and ‘19’ for the year it

EFL: English as Foreign Language

E-Learning : Online Learning

HEI :Higher Education Institutions Online Teaching and Learning

ICT : Information, communication and technology

SLOAN-C :Sloan Consortium

TPACK :Technology, Pedagogy, and Content Knowledge was speared 2019.

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General Introduction

General Introduction

After the widespread of the Corona virus all over the world, recently, E-learning has taken a large part in the great development of the educational system, the use of distance education has become an ideal solution to help students continue their studies and develop their skills without facing obstacles anywhere and anytime they want. The frightening spread of this virus threatened everyone's life and caused the suspension among different fields, it became impossible for students to go to universities and study face to face, so they had to move to use learning by using the Internet through various learning platforms.

The main objective of the current study is to shed light on the importance of using E-learning in improving EFL learners' learning process. Moreover, it explores their attitude toward e_ learning during the pandemic and their dependency and independency while using the distance learning process. In addition, this study signifies the main obstacles that EFL learners faced while studying with this method.

The current study addresses three main questions:

- Q1_** What are EFL learners' attitudes toward online learning during the pandemic?
- Q2_**What challenges do EFL students encounter when using the e-learning platform?
- Q3_**To what extent did the pandemic COVID 19 affect the learner's dependency?

As a first attempt to answer the research questions, the researcher hypothesized that:

- H1** - EFL Learners may have a positive attitude toward online learning
- H2** -EFL Learners may face obstacles such as network issues, experience, and material.
- **H3**-Covid-19 may have a significant impact on the learner's dependency, leading to a sense of isolation during the learning process.

The accomplishment of this study requires the researcher to follow a mixed-methods approach to present the research dilemma. Two data-gathering tools are selected as the main methods to obtain the essential relevant data. A structured questionnaire is designed for master one English students at Dr. Moulay Tahar University. It aims to

Identify master one student's main attitudes toward E-learning during the pandemic covid19 and the obstacles that are faced while using this method. Additionally, an

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interview which is conducted with five English language teachers at Saida University, it is used to determine the learners' obstacles and their reactions while studying through the E-learning method and how it goes with their dependency and independence.

The present research is divided into three different chapters. The first chapter is a review of the literature, which deals with the theoretical background of this study. This

the chapter comprises two sections, The first section is devoted to reviewing online learning, an overview of E-learning, online teaching, and learning (OTL) which is concerned with the faculty and the student in OTL, in addition to online teaching and learning implementation tools, technology, pedagogy and content (TRACK) and the Sloan C. Moreover, this section dealt with the importance of online teaching in HEL, innovation and online pedagogy, online teaching, and learning as a necessity during Covid19, the main challenges faced during this pandemic, and students' satisfaction and dissatisfaction with studying online. In addition to the second section which represents EFL student's attitudes towards studying online and consists of a general overview of students' psychology, attitude, and definition, of its types, besides EFL student's access to online lessons during the pandemic covid-19, EFL students' attitudes towards studying online, EFL learners dependency and independence during the pandemic and EFL teachers training on online teaching approach.

The second chapter is the research methodology chapter which includes the research approach of this study; it presents the sample population and the student's and teachers' profile. After that, it deals with the student's questionnaire and its analysis followed by its discussion and interpretation.

The third and last chapter is a suggestions and recommendations chapter it comprises some effective recommendations suggested by the researcher based on the research findings. In addition to the different limitations that faced the researcher during the process.

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Appendices

Introduction

Online learning has recently played a definite role in higher educational institutions, especially during the widespread spread of the COVID-19 pandemic. Therefore, explaining and discussing how online learning systems function has held an important place in the education field. This chapter is devoted to the theoretical part of the current study, which investigates the attitudes towards online learning of master one students of English at Moulay Tahar University, Saida. This part is divided into two sections.

The first section discusses the definition of online learning, the online teaching and learning OTL and its implementation tools, then the importance of online teaching, innovation and online pedagogy besides online teaching and learning as a necessity during COVID 19, including the challenges faced. In addition, it tackles students' satisfaction and dissatisfaction. However, Section two includes a general overview of students' psychology, the definition of attitudes and its types, and EFL students access to lessons online during the pandemic COVID 19. Also, EFL students' attitudes towards online studying and EFL learners' dependency and independence during the pandemic. In addition, EFL teachers' training on the online teaching approach

Part One: General Overview about Online Learning

1.1.1 E-Learning

Online learning and distant learning are not new techniques of learning; they have emerged and evolved across the last two centuries, originating in the 18th century. Since then, its application has improved in tandem with new technology and discoveries. It is employed in national education programs, higher education, and corporate training programs.

E-learning, also known as electronic learning, refers to the whole process of learning, which includes studying, teaching, lecturing, and course sharing via online websites or various media platforms. E-learning technologies include educational videos, e-books, PDFs, Word documents, PowerPoint, online meetings, and online classes. It allows students to maintain their studies without interruption, to complete their assignments, tests, and exams from home, to have access to courses, and to participate in

online classes or meetings from home using their computers, tablets, or smart phones. E-learning allows students to be an active part of the learning process in the same way that traditional learning does. They can interact, comment, and contribute, and they can also ask for teacher's recommendations.

Online learning has become a significant educational method in higher educational institutions. Therefore, understanding and studying how online learning systems function has held an important place in the education field. The definition of online learning differs from scholar to scholar depending on their interpretation of the term. The definitions of certain researchers could be considered representations of concepts concerning online learning.

Bertea (2009, p. 1) defined online learning as an alternative to distance education that incorporates several technologies with the use of the internet to provide the transmission of information that learners require in the learning process, such as testing and assessment. Online learning is also defined as education that can only be accessed on the web. It does not include any physical learning materials given to students or genuine face-to-face contact. Pure online learning is essentially the use of e-learning tools in a distant education mode, with the web serving as the sole medium for all student learning and contact (Song, 2010, p. 17). Song stressed the way of online learning, in which online learning tools are employed without any physical interaction. As a result, it implies that online learning is a kind of distant learning.

According to Dhull and Sakshi (2017), online learning is a form of distant learning that uses a variety of technologies to impart education, including the World Wide Web, email, chat, new groups and texts, audio and videoconferencing, and computer networks. It enables the learner to learn at their own pace and at their own convenience. (p 32). In other words, Dhull and Sakshi's definition centered on online learning technologies and tools and their importance in the learning process.

This mode provides students with a learning environment outside of the classroom at any time and from anywhere. Regardless of geographic boundaries, a student can participate in a virtual meeting with his teacher and peers in cyberspace. Educational blogs and platforms are designed to help learners overcome their frequent daily classroom anxiety and rigid timetable. It also saves time for students who are employees and are

unable to attend classroom sessions (Lalima, 2017). To sum up, e-learning is seen as a major factor in the success of the student in the absence or unavailability of traditional teaching.

To conclude, it is evident that there are different definitions of "online learning." However, these definitions share one thing in particular: online learning can be considered a subset of distant learning in which some online educational technologies are hired to help learners in their learning process.

1.1.2.1 Online Teaching and Learning OTL

We need to understand the concept of online teaching and learning (OTL), as this is a key starting point for our study. A developing body of evidence suggests that OTL has numerous definitions. When web-based systems (WebCT) and learning management systems (LMS) were first established in 1995, the phrase "online learning" was coined (Singh and Thurman 2019, page 15). Fry (2001) describes online learning as the use of the internet and technological tools for educational objectives.

Singh and Thurman (2019, page 15) define online learning as an environment in which students and professors can be located in different locations and interact synchronously or asynchronously via an internet connection. Hrastinski (2008) distinguishes two forms of online teaching: synchronous and asynchronous. Online synchronous teaching necessitates the use of technology and is focused on the teacher rather than the learner. It can be challenging due to the various tools employed.

Besser, Lotem, et al. (2020) suggest that proper investment in technology and pedagogical expertise is required for synchronous online instruction. They add on to say that this synchronized transition needs a great deal of adaptability and might be stressful if it is accompanied by uncertainties. The synchronous mode can be paired with an asynchronous mode, which has been shown to be effective in terms of student engagement, active learning, and content delivery (Sunasee 2020). Students can watch recorded faculty lessons, read instructions or lesson modules, complete assignments or formative assessments, ask questions, and participate in discussion forums in the asynchronous mode. While synchronous sessions are held during class time utilizing a video conferencing platform, asynchronous sessions are held at the students' convenience (Guo 2020). For

teaching and learning to be efficient and effective, institutions, faculty members, and students must grasp the benefits and limitations of synchronous and asynchronous modes (Hrastinski 2008).

Rapanta, Botturi et al. (2020) claim that technology facilitates online learning and the researchers agree with Singh and Thurman (2019, p. 15) that in OTL, both the faculty and the student are separated by distance, that they require access to technology, that they interact with technology, and that they both require encouragement while using various tools and techniques. This perspective is regarded as essential in assessing the impact of the support provided to faculty and students during the pandemic.

A 30-year longitudinal study based on a comprehensive literature review (1988–2018) was conducted, Singh and Thurman (2019, page 15) analyzed several online education terminologies and definitions to discover common factors across them all. Researchers found that all definitions featured technology as a means to supply instruction and increase engagement, but none mentioned the term learning. The study came to a close with a number of suggested definitions that incorporated both technology and learning.

As a result, the term I will employ for this study is based on one of the definitions proposed by Singh and Thurman (2019, p. 15) that is relevant for the OTL used during the COVID-19 pandemic:

Online education is defined as education provided in an online environment using the internet for teaching and learning. This includes online learning by students that does not rely on their physical or virtual co-location. The educational content is offered online, and educators create teaching models that promote learning and participation in both synchronous and asynchronous environments.

Based on this statement, faculty are part of this OTL, but they are not a homogeneous group, and they will each require criteria to help them in their OTL activities (Daumiller, Rinas, et al. 2020).

1.1.2.2 Faculty and Students in OTL

Internal and external entities such as Alumni, funders, and board members are essential stakeholders in higher educational institutions, although students and professors are the primary stakeholders. Because of COVID-19, the expanding expectations of online education overwhelmed professors and students who were used to traditional in-person delivery methods. While some professors and students were considered tech savvy and digital natives because they possessed the digital competences, abilities, and tools required for online teaching and learning (Prensky 2001, Raza, Qazi et al. 2021), Others lacked the essential competencies. Many students and professors found it challenging to adapt to the emerging online shift because they lacked the necessary skills and resources (Bozkurt and Sharma 2020).

Moller, Foshay, et al. (2008) state that understanding faculty perspectives on OTL is essential for adapting to changing teaching modalities and sustaining institutional development. HEIs need to help faculty overcome any obstacles to OTL in order to create an environment in which they can work confidently. Such an environment can be difficult because it necessitates the application of technology that many faculty members may be unfamiliar with. Some professors may be threatened by the OTL model since it may lead them to believe they may lose their positions (Fox and Helford 1999).

Furthermore, mastering the OTL technologies and processes is a time-consuming process that could distract faculty from their research. Because OTL takes twice as long as traditional approaches, professors must be compensated and rewarded for their extra labor (Cavanaugh 2005). Faculty may confront many challenges in delivering online courses, and institutional support is important to their satisfaction within their online experience, which will translate into student satisfaction.

Students are at the center of the OTL atmosphere. According to Meyer (2002), students learn similarly online as they do in traditional classes, and this learning experience can be improved when faculty prepare for lessons, interact with students, and communicate with them using appropriate online resources (Moore 1989).

Learners' online experiences are improved when instructors have adequate support and training to promote cooperation and create innovative and engaging tasks using the

OTL experience (Berge 1999, Maloney 1999). Students will assess and rate the success of the OTL experience, and their assessments have been shown to be valid and reliable across many studies (Marsh 1987, Greenwald 1997). Northrup (2009) indicated that when instructors use appropriate communication and engagement strategies and foster cooperation through planned and interactive activities, students are better satisfied with their OTL experience. In his research, Northrup (2009) emphasizes that students in the OTL environment need effective time management coaching. The students also have diverse roles to play in the online environment.

Young (2006) stated that students must be engaged. Other researchers discovered that, in addition to the course material, students in OTL can be distressed by a lack of communication and frustrated by a lack of proper technology reliability and feedback quality (Tricker, Rangecroft et al. 2001, Spangle, Hodne et al. 2002). OTL should not be isolated, and instructors and students should collaborate with defined roles in the learning process. I address the matter by studying faculty and student experiences with OTL during a period of crisis when OTL was not planned for and, in many cases, was not adequately resourced.

1.1.3 Online Teaching and Learning Implementation Tools

1.1.3.1 Technology, Pedagogy, and Content Knowledge (TPACK)

TPACK is an evaluation method for incorporating technology into online education that will be useful in my research. Researchers have demonstrated the need for incorporating technology into education and knowledge rather than dealing with it in isolation (Bailey and Card 2009). In the late 1980s, Shulman (1987) delivered the TPACK framework to assist researchers and instructors in effectively integrating technology into their learning environments. Recently, Glowatz and O'Brien (2017) proposed that TPACK is a complicated framework that generates adaptable knowledge to assist faculty in integrating technology into their teaching. Technology provides a variety of tools and qualities that must be apparent to educators.

Using TPACK according to Koehler, Greenhalgh et al. (2017) includes plenty of digital portfolios that will aid in the use of technology for academic objectives. Teaching is a complicated phenomenon and Koehler and Mishra (2009) point out that practicing,

developing, and comprehending the use of technology in online teaching is a major effort that professors should perform on a regular basis. From this perspective, incorporating technology as a solution to the COVID-19 conflict added complexity to teaching, which is both a complex and challenging mission. Online teaching is more than just uploading and downloading knowledge from a website. It is a learning process that needs planning, designing, and involvement. Bozkurt and Sharma (2020) feel that what education experienced during the epidemic was emergency remote teaching, a temporary solution that differs from the accurate online distance learning that will prosper after COVID-19.

Based on Shin et al.'s studies, when studying the development of evaluation tools, three elements are crucial for the success or failure of online instruction: Content, pedagogy, and technology (Shin, Koehler et al. 2009). The TPACK framework collects technological knowledge as well as how content and pedagogy interact with the technology employed. Dhawan (2020) contends that TPACK is not one-size-fits-all, as integrating technology occurs with sufficient infrastructure and a culture prepped to embrace this tool with no limitations to online teaching. Each HEI exists in its own area, with complex and different cultures and governance. For faculty to properly use any OTL limitations and turn them into a formula for success, that space must invoke and accept change, as well as demonstrate the appropriate modifications (Mishra and Warr 2021). Writing about higher education technology professional development, Lidolf and Pasco (2020) argue that TPACK:

1. Restricts faculty members from being technologically ineffective by combining technology with content and pedagogy
2. Permits professional advancement
3. Provides shared goals for the implementation of educational transformation
4. Improves ICT expertise and trust
5. Transforms pedagogy

In this study, I use the TPACK tool to evaluate faculty use of technology during COVID-19, as I am interested in determining motives that explain the differences between satisfied and dissatisfied teachers employing OTL. While some instructors assume that incorporating technology is a simple activity that does not necessitate advanced technological expertise (Benson and Ward 2013), Stover and Veres (2013) used TPACK in higher education to better assess faculty learning of technology, pedagogy, and content,

and it was discovered that faculty rated themselves lower on technology than on pedagogy and content.

Benson and Ward (2013) agreed with Stover and Veres (2013) when they used TPACK to assess faculty expertise in OTL, they found that there are various factors that contribute to faculty knowledge development. In their research, pedagogy was found to be more important than technological knowledge. Although there is a connection between technology, pedagogy, and content knowledge, their study found that they are not equally important. Before attending the face-to-face classroom, the content knowledge is acquired, and the pedagogical skills will be acquired through experience (Shulman 1987) However, acquiring technology competencies in OTL is more difficult. This lack of integration between content, pedagogy, and technology may also be related to the rapid evolution of technology (Ertmer and Ottenbreit-Leftwich 2010) making it challenging to keep up with the improvements.

The limitations of this tool are that it is unclear how faculty perceive learning in OTL and what elements can contribute to faculty and student satisfaction; hence, in this study, it is supplemented by using the Sloan C.

1.1.3.2 Sloan C

Sloan C. developed the five pillars of an excellent framework in 1993 as an initial guide for universities to follow in order to achieve successful online pedagogy (Moore, 2005). Sloan C is an effective structure that focuses on five pillars to provide an efficient and high-quality online learning environment. The framework's primary goal is to assist educational institutions in improving the quality of their online education and also making it accessible and affordable to all across all disciplines. According to Sloan C, cooperation and sharing good practices are the main factors in successful online learning.

The Sloan C framework is comprised of five quality pillars:

1-Access: Online learning is available to all learners

2-Learning effectiveness: Online learning produces comparable learning outcomes as face-to-face learning

3- Faculty satisfaction: Faculty are satisfied with and rewarded for their efforts in online education

4- Student satisfaction: Students are satisfied with their online learning

5- Scale: Scale is being decreased while services are being improved



Histogram 1.1 Sloan-C Continuous Quality Improvement (CQI)
(Mayada, 1997)

Sloan C was initially used as a framework to assess and measure asynchronous learning (Moore and Moore 2005); however, some scholars have adopted it to assess blended learning (Vignare 2007, Laumakis, Graham et al. 2009).

Using the five pillars, Sloan C considers the input, process, and output of teaching and learning. Laumakis, Graham et al. (2009) claim that the 5 Pillars Framework contains variables that help in assessing the quality of online learning and supply a comparative platform for mixed, online, and face-to-face learning.

Sloan C will be employed as a framework in the task to redesign and evaluate online learning at HEIs, as well as to bridge the gap between online, blended, and face-to-

face learning by integrating many factors that lead to both educator and learner satisfaction.

1.1.4 The Importance of Online Teaching in HEI

As previously said, distance teaching and learning have been present since the 1700s and have grown in recent years (Seaman, Allen et al. 2018). HEIs invested in full or partial online programs (Harvard, Durham, Liverpool...etc) and Many countries have created suitable legislation and policies to accommodate the change in higher education and make online degrees compliant (Powell, Watson et al. 2015). However, online teaching was viewed as an alternative rather than a genuine approach to ensuring consistent and efficient educational activities (Ribeiro 2020).

OTL creates a flexible and pleasant environment for learners and educators once proper course design and effective pedagogy are used. Online education is a practical way to deliver courses that many students can access regardless of their physical location (Keengwe and Kidd, 2010). A range of techniques can be used, When professors and experienced technical staff integrate to build a perfect online learning environment (Oblinger and Hawkins, 2006). The various deliverable types available assist in creative and innovative learning and the attainment of new levels of education; yet, these instruments are ineffective when used in isolation. To attain the proper teaching and learning outcomes in OTL, professors and students must be engaged in a well-designed course (Everson, 2009). To support what came before, it is critical to understand the function of faculty and the elements that lead to teacher and student satisfaction and dissatisfaction in OTL.

In this study, I discuss the lessons learned from the OTL experience during COVID-19, as well as the factors that influenced faculty and student satisfaction, in order to better understand what makes a successful online learning and teaching experience.

1.1.5 Innovation and Online Pedagogy

The pandemic has helped accelerate the transition to digital technology in higher education. Kopp, Gröblinger et al. (2019) suppose that change, pace, technology, competencies, and funding can all obstruct digital transformation in higher education.

Online education is one aspect of the digital transformation that guaranteed education's persistence during the pandemic. Many researchers indicate that teachers are the principal catalysts for online learning success if they apply suitable online pedagogy (Pelz 2010, Crawford-Ferre and Wiest 2012, Kilgour, Reynaud et al. 2019).

To make effective use of online learning, a modified pedagogy is required (Bunnell and Bernstein 2012). Meyer and Land (2003) propose that online learning needs confrontations with new requirements and challenges since it pulls faculty out of their comfort zones in their classrooms and necessitates the application of new concepts to master the new online environment. With the sudden transition to online during the pandemic, there was not much time to transform pedagogy or apply new principles (Manfuso 2020). Online teaching and learning pedagogy is not equivalent to face-to-face pedagogy since it requires preparation, curriculum design, planning, different teaching methods, engagement, and interactions (Hodges, Moore et al. 2020); This may contradict prior faculty experiences and methods of teaching (Major 2010) and it might cause fear and doubt when faced with obstacles and when teaching practice has to be modified (Redmond, 2011).

Kilgour, Reynaud et al. (2019) affirm that online teaching necessitates an ontological and epistemological shift: educators need to engage with both technology and pedagogy. The pedagogy of online education poses challenges, as many faculty members lack competence in generating activities and resources for online teaching (Vlachopoulos, 2020). It is critical for educators who teach online to comprehend the potential obstacles encountered and recognize that online teaching necessitates a pedagogical shift (Adedoyin and Soykan, 2020). Online pedagogy should not be considered a reproduction of face-to-face teaching modes using technology. It is a transformation of teaching methods using new and developing technologies (Wilson and Stacey, 2004).

1.1.6.1 Online Teaching and Learning as a Necessity during Covid-19

The Covid-19 pandemic resulted in shutting down the world and in isolating countries. Depending on the pandemic infection rate, a lockdown mode was activated at different points in time and across different areas. The timing and degree of lockdown relaxation were determined by whether the pandemic curve peaked or flattened (Koh 2020). COVID-19's impact on the educational sector has become obvious, affecting

faculty, students, administrators, and the entire community. The pandemic clearly altered the norms. Social distancing had to be used, and universities had to overcome this challenge because there was no question it harmed teaching and learning chances (García-Morales, Garrido Moreno et al. 2021).

COVID-19 generated health, social, economic, and educational concerns that needed to be confronted (Adedoyin and Soykan 2020, Mseleku 2020, Pokhrel and Chhetri 2021). As the pandemic spread, many institutions were forced to close their campuses, and students feared that they might miss their semesters, if not the entire academic year (Bao 2020). There were no indications of how long the pandemic would last. Universities were struggling to discover a way out. This was a crisis that colleges had not anticipated and were unprepared to deal with due to a lack of resources and strategies (Huang, Tlili et al. 2020). Ministries of education, in collaboration with university administrations, formed task teams to provide quick solutions to “save the day” and it quickly adopted online teaching and learning as a form of support for students and faculty.

The World Bank (2020) report indicated that many countries were assisted and led by the relevant ministries of education to help implement the sudden OTL method despite the shortage of infrastructure and resources. This was referred to as the “remote learning paradox”. For example, Haiti, Nigeria, and Peru Governments, implemented remote learning strategies despite a lack of appropriate technology infrastructure or internet access. In other nations, governments used public-private partnerships to facilitate the OTL process. According to the World Bank (2021), 70% of the 143 countries polled announced that access to the internet will be free in 2021 and beyond. Some of those countries are: Chile, Colombia, Thailand and Saudi Arabia.

The adoption of OTL occurred at different times. China, for example, invested in OTL and adopted online systems in February 2020. Bulgaria’s Ministry of Education has initiated e-learning systems in April 2020, as soon as the lockdown was begun, the ministry of education in Finland had appropriate guidelines and instructions to facilitate e-learning and constructed an e-Content repository (UNESCO 2020). Other countries, however, were left behind. The World Bank report (2021) claimed that as of June 2021, 40% of sub-Saharan African countries had not started any sort of remote learning, despite lockdowns resulting in many students receiving no education due to a lack of resources and training.

Online learning was quickly adopted as a means to assist students in continuing their education. The move to online learning has occurred at an unprecedented level of speed and scale. Institutions that had previously relied on traditional methods of teaching, as well as those that had previously invested in blended and online learning were rocked by the unexpected spread and were faced with the difficulty of switching to an online method of teaching delivery overnight (Dhawan 2020).

COVID-19 generated an impending crisis and disorder among institutions. Faculties were removed from their classrooms; students were no longer able to live the campus experience or engage in their graduation procession to celebrate their achievements; they were unable to take regular tests or engage in experiential learning. Students felt trapped in a new situation that they did not necessarily agree with or invest in.

The COVID-19 pandemic is the world's second-most catastrophic pandemic, behind the Spanish Flu in 1918 (Hale, Angrist et al. 2021). According to the WHO, more than 220 countries have been affected by COVID, with 146,841,882 confirmed cases and 3,104,743 deaths as of April 26, 2021. Teachers and learners around the world are living in fear because it is unclear how long this pandemic will persist and when they will be able to return to their usual lives.

The consequences affect not only teaching and learning but also people's emotional health. There are impacts for both students and instructors. At the time of writing, there is no miracle treatment or indication that the pandemic will end. In fact, it is immediately spreading, rapidly evolving, and arriving in waves. This pandemic impacted all parts of life, and current research shows that its mental health impact is very important and will persist for an extended period of time (Kola, Kohrt et al. 2021).

Universities all across the world had to rapidly adjust to this method of delivery, which was best defined as "emergency remote education," due to a lack of preparation, resources, and training in most cases (Literat 2021). Without sufficient support and online course design, faculty and students were obligated to move overnight or in a few days, posing several obstacles.

1.1.6.2 Challenges Faced

A number of research studies prior to COVID-19 investigated the challenges involved with the move from traditional face-to-face learning to online learning in the educational industry. Creates exciting challenges with online learning in terms of support, communication, engagement, motivation, resources, technical skills, time, cost, and access. The Sloan C online quality framework identifies cost and access as two of the five pillars. Other scholars like Borotis and Poulymenakou (2004) Discuss that institutions must be ready to provide an excellent online experience. Online teaching and practices differ from traditional pedagogy and necessitate sufficient planning modifications, preparations, and resources. Failure to have these will end up resulting in low learners motivation and student and faculty dissatisfaction.

According to research, both students and instructors can have a bad online experience, resulting in low student satisfaction (Kenny 2003), if they are not ready for it (Maltby and Whittle 2000). These bad experiences can be due to poor internet connectivity, high internet bundle costs, and problems evaluating course material (Aboagye, Yawson et al. 2021). Hoic-Bozic, Mornar et al. (2008) feel that for online learning to be effective, it needs to go through blended learning, which did not occur during the pandemic. This shift increased stress and pressure for both faculty and students who were trying to manage teaching, research, and personal lives amid uncertain and challenging times (Houlden and Veletsianos, 2020). Furthermore, students and faculty have to be concerned about privacy weaknesses when using online platforms, along with technical problems and a lack of technology support (Hodge, 2020).

Another significant problem for teachers engaging in the online process is a lack of technology, pedagogy, and content knowledge (TPACK). To facilitate the online experience in a successful online environment, teachers must have an appropriate pedagogical base and relevant knowledge (Kali, Goodyear et al. 2011).

The pandemic created fear and uncertainty about what is to come. It is unclear when it will stop, whether there will be a cure, and what the long-term consequences will be. Putting teachers and learners out of their comfort zones at such difficult times is an absolutely the procedure for resistance to change.

1.1.7 Students' Satisfaction and Dissatisfaction towards Studying Online

Online learning has emerged as a prominent mode of education. That HEI offered for students to complete their degree programs during the lockdown offering flexibility. Learners required a flexible manner of teaching and learning. The convenience and flexibility of the OTL modality improves students' satisfaction (Arbaugh, 2000). However, due to the COVID-19 pandemic, students had to restart their classes online. According to Northrup (2009), one advantage of OTL that students value is flexibility, as they have control over their time management and are free to do their work at their own pace and accessibility to learners. However, The number of online courses increased, and universities tried to ensure students satisfaction and dissatisfaction in online learning environments.

Moore and Moore (2005) consider the satisfaction of students as one of the five basic components that contribute to the success of online teaching and learning. Many scientists have determined that satisfied online students may enhance program success and have a beneficial impact on retention, attrition, and motivation (Aragon 2003, Boles, Cass et al. 2010). According to research, satisfied learners can contribute to successful e-learning programs and effective student outcomes (Stickney, Bento et al., 2019).

Many factors impact student satisfaction or generate resistance to using OTL during a crisis those factors include communication, interaction and engagement, In actuality, scholars studied student communication, interaction, and engagement or involvement and discovered a beneficial association between different types of interaction and positive learning outcomes. Rapanta, Botturi et al.(2020) discovered that communication is a crucial aspect in establishing teacher presence in an online learning environment. This communication is about providing timely feedback and making suitable assessment comments. Another factor that can affect students' satisfaction and achievement in online learning is Instructor Support and Communication: Effective communication and enough instructor support are crucial for student satisfaction. Prompt feedback, clear directions, and teachers' availability all contribute to a great learning experience.

According to Hammoud (2010, p. 12), the teacher has a significant influence on the performance of online courses; the instructor's involvement, supervision, and communication with the student will improve student achievement and participation in the

online courses. Students' connections with teachers, whether synchronous or asynchronous, can give motivational and emotional support (Bernard, Abrami et al. 2009). Another role teachers had to perform during COVID-19 was that of being a coach, mentor, and good listener, helping students during this difficult time (Oducado 2020, Power and Warren 2021).

One of the factors that could affect students' attitudes satisfaction is their skills and experience in using technology Butnaru et al. (2021, p. 3) discovered that when students feel comfortable and competent using technology, it improves their learning and increases their satisfaction with the online learning experience. Students (generation Z) were mostly satisfied with their online experience throughout the crisis because they are more digitally equipped than other generations (Aristovnik, Keri et al. 2020). Technological Infrastructure: A dependable and accessible technological infrastructure is required for an enjoyable online learning experience. Student satisfaction is positively influenced by easy access to course materials, multimedia resources, and technological support.

According to Delon and McLean (1992, p. 64), system quality can be evaluated by data currency and accuracy, response speed, reliability, turnaround time, completeness, adaptability, and utility. Kuo, Walker, et al. (2013) indicate that, in addition to effective communication and interaction, having suitable technology and support contributes to students' satisfaction with online learning.

Online learning also presents challenges and sources of dissatisfaction for students that can prevent students from getting the best online learning experience. Starting with main challenge which is Technical Issues: Connectivity issues, software errors, and difficulties navigating online platforms can cause students to become frustrated and dissatisfied. Many researchers have found that technical issues are the most frustrating and challenging issues faced in OTL. According to Hillman, Willis, et al. (1994), students who are unable to interact with technology are unable to interact with the subject or with the instructors. Integrating technology into the teaching and learning processes demands new tools and methods. Technological tools can be a source of frustration and obstacles for both students and professors and cause many problems. These concerns may be connected to the functionality or reliability of the technology (DeBourgh 2003).

Isolation: The lack of face-to-face interaction and physical presence in online learning can lead to feelings of isolation and lower student satisfaction. This issue is exacerbated by a perceived lack of instructor and peer assistance. In that saying A student must feel socially present and connected (Aragon 2003), and strong teacher communication reinforces this bond (Easton 2003).

Distance learners face diverse obstacles compared to those in a typical face-to-face classroom. The student must accept responsibility for their education, Effective time management and self-regulation are required for online learning. Students who battle with self-control or find it difficult to manage their time properly may be dissatisfied. Hardy (1999) discusses qualities that will improve a learner's performance in online education. Online students must demonstrate focus and time management abilities, as well as the ability to work both independently and collaboratively with classmates. and be driven to succeed, and even possess the skills and abilities to engage in self-regulated learning strategies. Self-regulated learners make goals, self-monitor and evaluate their progress, approach activities with accuracy and complete them on time, and express highly motivating beliefs (Zimmerman, 2000, Zimmerman & Kitsantas, 1999).

Student satisfaction might be constrained by a lack of consistency between teaching approaches and the online environment. Dissatisfaction may be exacerbated by a lack of engaging teaching methodologies, an overreliance on passive content delivery, or insufficient opportunities for critical thinking and application. Institutional assistance had to be provided to ease students anxieties and fears in a variety of ways to ensure that OTL can actively lead to successful engagement.

To enhance student satisfaction in online learning, Educators might explore strategies including providing clear communication requirements and instructions and promoting students' success in navigating the online learning environment also Particular support, immediate feedback, and the opportunity for one-on-one confrontations with teachers, Incorporating interactive activities, group projects, and virtual debates increases student involvement and belonging. Students can overcome possible barriers and gain confidence in using online platforms with extensive technological training and technical support.

Understanding students' satisfaction and dissatisfaction with online learning is critical for improving the overall educational experience. By analyzing factors that influence student satisfaction and resolving sources of dissatisfaction, educators can design engaging and supportive online learning environments that enhance student learning outcomes.

PART TWO: EFL Students Attitudes towards Studying Online:

1.2.1 General Overview on Student's Psychology:

Educational psychology refers to the study of how people learn in relation to educational processes, teaching approaches, and different ways to gain knowledge. Educational psychology has found a number of aspects that affect how individuals learn, such as experience, behavior, and cognitive ability. Behavioral psychology holds that people learn behaviors through conditioning, reinforcement, feedback, or reward and punishment. Cognitive psychology concerns itself with how memories, emotions, motivation, and beliefs influence a student's learning process. Development psychology argues that students acquire and improve their intellectual level and skills through development. The learning process involves childhood, adolescent, social, emotional, and cognitive processes throughout one's life.

Psychologists such as Carol Dweck, Sigmund Freud, and Jean Piaget have conducted studies to uncover a portion, if not all, of students' educational cognitive psychology. Aside from their formal education, educators have to understand the psychology of their students. It enables them to better teach each type of learner and create better ways of delivering information by making studying productive additionally interesting and satisfying. Students' psychology is influenced by different factors, including their home, friends, community, learning environment, and teachers.

Each student comprehends differently with particular learning abilities and possibilities, which results in different student types such as visual, auditory, kinesthetic, verbal, logical, intrapersonal and interpersonal and learning styles. First, visual learners are those who learn better using visual aids like worksheets, pictures, videos, diagrams, using colors with different study tools. Second, auditory learners, who require hearing to grasp and retain knowledge, prefer to learn by listening and speaking and responding to sounds,

recordings, and rhythms. Kinesthetic learners prefer to learn through physical exercise rather than listening to a lecture or viewing an explanation or educational video.

Furthermore, introverted learners are often shy and prefer to study independently, similar to autonomous learners. Whereas extroverted students like to learn and work collectively. Also, verbal learners often like to express themselves, both in writing and verbally, by playing on the meaning or sound of words. The logical-mathematical learning style, on the other hand, relates to a student's capacity to reason, solve problems, learn using numbers and abstract visual information, and analyze cause-and-effect relationships.

Gardner in his book "Frames of Mined" 1983 claimed that Students do not have a single learning style but rather multiple intelligences. Students blend diverse learning approaches to acquire and apply knowledge in different settings of learning. It is more advantageous for learners to be taught in classrooms equipped with diverse learning aids that stimulate all of the learners' senses to serve different learning and studying styles. Understanding student psychology can help educators develop better ways to teach and create an inviting classroom. To be fair and impart information to all sorts of students, teachers must diversify their materials and techniques.

Students' conversation and debate improve their perceptions of intelligence and knowledge. According to studies, prior knowledge helps students become more open-minded to new concepts by starting from what they know to reach what teachers want them to know, often known as the "I +1" scaffolding technique.

Students have unlimited cognitive potential and creativity, yet their levels of intelligence differ. Teachers and learners have roles to play and objectives to fulfill in the classroom. Educators work on facilitating the context and the co-text so that students can better understand the ideas and information. Learners can improve their short and long term memory through regular testing and practice.

In brief, student psychology is related to educational psychology and comprises many subcomponents and beliefs that educators must be aware of in order to facilitate the process of teaching and learning and treat students with divergent psychological differences equally.

1.2.2 Attitude

1.2.2.1 Definitions of Attitude

In psychology, attitude describes a set of behaviors, feelings, and beliefs toward a particular person, event, thing, or object. Attitude is related to a certain memory, situation, or experience that has a significant impact on behavior. The cognitive component refers to your views and thinking, while the behavioral component and affective component refer to how someone or something makes you feel.

An individual's attitude is a changeable, complex psychological, mental, and emotional state. It is influenced by experience and the expression of beliefs about something or someone. According to Gordon Allport (1935), "mental is the most distinctive and indispensable concept in contemporary social psychology" (en. m. Wikipidia.org).

Attitude is a psychological inclination manifested through a judgmental point of view towards a person, concept, or thing. As an example, consider like or disliking, approving or disapproving, and preferring or disfavoring. The psychology of Attitude, Eagly and Chaiken (1993, p. 1).

Personal ideas, mental states, values, experiences, and societal influences all play a role in the creation of attitudes. It influences how we think, feel, and act toward a person, thing, or event. How we react and feel in a particular situation. They can be stable over time or subject to change based on new information or experiences. Attitudes can also vary across different contexts or situations, reflecting the complexity of human behavior and the multifaceted nature of attitudes.

Humans react differently to diverse stimuli in various contexts. Furthermore, the three parts of psychology behavioral, cognitive, and effective serve as the foundation of an entire attitude. The attitude can be positive or negative, depending on how it is organized and structured. Moreover, people hold diverse attitudes with varying degrees of strength for a range of reasons, with significant consequences. Human science researchers are still working to reveal facts regarding human psychology from different angles. These advancements in human psychology will provide a greater grasp of the mechanism of

where and how attitude is represented with the frame of mind, in addition to the ability to identify which attitude is conscious or unconscious.

1.2.2.2 Types of Attitude

Winston Churchill once stated, "Attitude is a small thing that makes a big difference." Attitude is a fundamental notion in social psychology and a component of human psychology. Furthermore, attitude influences how people think and the character they want others to see in them. The basic combination of an attitude that defines your abilities, personality, and behaviors with life issues is your point of view, beliefs, mentality, emotional, cognitive, and behavioral. Because of previous experience or a current situation, one's attitude toward people, things, or locations might swing from good to bad or positive to negative.

1.2.2.2.1 Positive Attitude

A positive attitude makes everyone feel more satisfied with himself, better, and more optimistic despite the obstacles encountered every day, aside from pushing them for greater success and achievements. People with this attitude, despite life's difficulties, tend to have a positive outlook on the future. Positive people deliver positive energy wherever they go and see the good in everyone and everything. Marcus Garvey stated, "If you have no confidence in yourself, you are twice defeated in this life." Confidence, happiness, determination, and honesty are necessary pillars of a positive attitude that help people feel relieved, highly motivated, do everything without fear, and not always confused or worried about the consequences.

1.2.2.2.2 Neutral Attitude

A neutral attitude is one that is neither positive nor negative. Sometimes people do not feel obliged to take a position on an issue, either positively or negatively, and instead remain neutral. People with a neutral attitude are frequently unmotivated; they do not care or think much about life's issues, they are satisfied to live their lives as they are. Those with a neutral attitude may develop a positive attitude.

1.2.2.2.3 Negative Attitude

People with a negative attitude tend to criticize everything and disagree with everyone, they ignore the positive in everything, and they have a pessimistic perspective

on future life challenges. They also believe that they will fail and avoid challenges rather than confront them. People with a negative attitude are furious most of the time for no reason, which leads to self-destruction, and they have doubts about their own and others' skills and intentions. As a result, they become frustrated over simple issues, as reflected by their body language and behaviors, resulting in mistakes and problems communicating with others. People should avoid negative attitudes and making decisions while they are in poor condition.

1.2.4. EFL Student's Access to Online Lessons During the Pandemic Covid-19

Distance education technologies existed before COVID-19 and evolved over time as ICT, teaching and learning platforms, and apps that supply students with online classes and lectures. The COVID-19 crisis accelerated international higher education's digital transition. It has also made digital writing easier in distant classrooms. Because institutions were closed owing to the spread of the corona virus, EFL students had to shift from traditional learning to online learning because they couldn't physically attend classes. Online learning students, unlike traditional learners, do not have to attend actual classrooms at schools or universities; instead, they can learn from home using the internet to access online classes, lectures, and meetings.

Teachers and students use various educational platforms and applications that simplify the learning process, connect teachers and students, and reinforce student interaction in virtual learning settings. Educators post or download lessons on educational platforms like Moodle, apps such as Facebook and YouTube, or share them with student study groups. Furthermore, students can access lessons at any time from any technological device with an internet connection. Additionally, students become more independent and autonomous in their studies as a consequence of having access to classes and different sources of information using the internet, as well as being in contact with teachers or classmates. Meanwhile, learners become more independent and autonomous in their studies as they can access web classes, more knowledge sources, and reach teachers or classmates through social media devices.

The institution of higher education has set up a dissertation platform for undergraduate learners to simply find sources for their research. Students have accounts and passwords to enable access to online lectures through simple methods. Some students

may not have simple access to online classes due to a lack of awareness about the use of ICT, a poor internet connection, particularly in rural regions, or students with learning disabilities who require help accessing and understanding online lectures. Other learners needed to perform actual field work to complete their assignments or dissertations, such as classroom observation, which was not possible since universities were empty.

1.2.5. EFL Student's Attitude towards Online Studying

As a result of the constantly wide spread of COVID-19, e-learning has emerged as a substitute for face-to-face instruction for EFL students amid university lockdown. According to the findings of a study conducted at Al Baha University's Department of English Language, social networking sites can be used as an educational tool that serves both social and academic needs, as well as a means for students to access courses and lessons through online learning platforms and websites. Furthermore, they have a positive attitude because of the benefits of using the internet for online studying during the outbreak, with only a few people having a negative attitude. Social media has increased student involvement in virtual EFL sessions.

On the same hand, another study conducted in Algeria's Said University's Department of English Language and Literature indicated that EFL students were not adequately prepared for such a rapid move to online learning in order to remain secure and complete the learning process. Moreover, the findings revealed that students were motivated and engaged positively in online learning. Moodle, for example, was effective in providing the material in a safe and welcoming atmosphere. Eighty percent of students believe that social media has improved their foreign language acquisition of "English" and that their use of social media has developed their culture regarding the English society at the same time as they have become more interested in learning and have increased their language skills.

Other students, on the other hand, have a different attitude since they have encountered technical difficulties and believe that face-to-face teaching is more effective. The study also stated that many factors influence students' attitudes toward online learning, such as teachers' training, students' efficiency in technology use, the frequency of interaction between both students and teachers, the availability of collaborative learning, as well as teaching styles, student styles, student types, and experience in studying online.

To conclude, students' attitudes toward digital media use in online learning assist educators and universities in providing a better-prepared setting for learning online to serve both teachers and students.

1.2.6 EFL Learners' Dependency and Independence during the Pandemic

During the COVID-19 pandemic, online learning kept teachers, students, and even parents busy adapting to the changes. Many concerns emerged over the implementation of online learning. One of the concerns is the student's dependency on the teacher to learn. In addition to this issue, most students are inactive in online learning. Since learners rely on their teachers to point out their errors, almost all students prefer to receive feedback frequently. They also like to be informed about what to improve rather than reflect on their learning. This indicates that students are unable to recognize their own mistakes in their learning. They do not appear to be able to rely on themselves in the field of education. In terms of assessment, students cannot evaluate themselves. They expect their teachers to grade them.

Learners are more confident when teachers are around to guide and control their learning. However, Blesia found that self-confidence is an important element in students' achievement in both non-academic and academic settings. Furthermore, Wanabuliandari stated that self-confidence is a significant skill students should possess to win any competition in the current world.

According to Holec (1981), a learner is independent if he is capable of taking control of his own learning and nothing more. To take charge of one's learning means carrying out responsibility for all decisions regarding all aspects of this learning. (p. 3).

Holec (1981) describes autonomous learning as a "capacity or personal trait that a student possesses," while ignoring other external variables such as learning environments and teachers' roles. That is, independent students can take complete responsibility for their learning and assume the teacher's functions in selecting the objects, topics, and methods of learning and in monitoring and assessing the learning process.

Students, had difficulties in the learning process due to their attitude toward being independent learners during the crisis. They were said to be less prepared to learn independently. As they had a positive attitude toward e-learning since it provided them

with a flexible way to learn during COVID-19 using different electronic learning tools and sources of knowledge, but they also had a negative attitude sometimes because of their regular reliance on teachers and their presence in classrooms and instructions.

Otherwise, flexibility is characterized as both a student's privilege in online learning and a challenge for which they must be responsible in their learning. Students' commitments to online learning make the concept of self-directed education very relevant, which reappeared when the entire world suddenly had to move their learning mode online.

Independent students must be motivated and ready to take control of their learning while keeping the benefits of this in mind. Furthermore, learning autonomously necessitates active participation from learners through independent and collaborative work.

1.2.7. EFL Teacher's Training on Online Teaching Approach:

Through a number of processes and strategies, the Internet and ICT aided in the process of education during the COVID-19 pandemic crisis. Some educators were more committed to online education than others, or they used online teaching tools to provide textures or assignments to students more frequently. Other teachers, on the other hand, were entirely dependent on personal interaction in teaching or had minimal presence on online teaching platforms with intermediate skills in teaching online, thus acclimating to the new teaching stream with some helpful steps and strategies.

During COVID-19, EFL teachers aim to address the educational needs of EFL students by interacting with them via messages or email to listen to their concerns or answer their inquiries in order to foster trust and an interesting studying atmosphere online. Teachers had study and training sessions at university libraries and laboratories to learn and train how to use teaching platforms like Moodle, for example, to upload lectures, organize online classes and meetings, and assess students online or at home. Teachers had study and training sessions at university libraries and laboratories to learn and train how to use teaching platforms like Moodle, for example, to upload lectures, organize online classes and meetings, and assess students online or at home. Creating learning targets based on teachers' and students' technological capabilities. Moreover, EFL teachers can schedule time with students to participate in online activities or lectures like Google Classroom that better serve both students and teachers. Teachers can also provide students with apps, websites, or e-books that better benefit their learning objectives.

In online teaching EFL teachers get to use authentic summative or formative assessment. Students have quizzes to assess their learning at the end of online classes, such as Kahoot, which provides fun and easy quizzes online. Instructors may obtain student records on oral tests or performances by using an audio recording file or video. Teachers can also offer feedback, motivate students, and monitor their progress on assignments.

Conclusion

To conclude, the transitional stage that the educational field is witnessing at present has directly affected the field of foreign language learning. Online learning is regarded as an important method in the educational field. It is viewed as a form of distance learning and teaching in which the internet is used. The new requirement for more independent learners marks a turning point in EFL learning in particular. Thus, a substitution in teachers 'and learners' roles is more than indispensable to attaining qualitatively satisfactory learning. Moreover, it looks for better ways to improve itself, meet the challenges of technological expansion, and correlate with the recent advancement of globalization.

E-learning emerges to provide a new dimension to a teaching or learning process. It comes to consolidating the different instructions towards a new form of teacher-learner interaction that is labeled by a more active learner who is able to take charge and make the right decisions about his learning. In online learning, there are some online educational implementation tools and technologies that can be used to facilitate the process of learning. To make online learning systems more effective, the factors that affect students' attitudes towards online learning should be considered; this may include system quality, technology control, students' characteristics, and teachers' characteristics.

Chapter Two: Data Analysis

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Introduction

The current chapter is devoted to the practical fieldwork of this study. At first it introduces the two research method; the quantitative and the qualitative method, then, it presents the sample population of both students and teachers. it also mentions the different research instruments which are the questionnaire and the interview. It seeks to analyse and discuss the obtained results, which are used to prove the research main hypothesis ‘ the master one EFL students attitudes’ towards online learning amid the pandemic between dependency and independency at Dr. Moulay Tahar University’. It also attempts to collect data to examine the main research questions. The data collection tools involved students' questionnaire and teachers' interview.

2.1 The Research Approach of this Study

This study relied on the mixed approach (the qualitative and quantitative approaches together) because it is appropriate to the nature of the study as well as it helps to obtain more credible responses as it allows obtaining information about master one learners’ attitudes towards online learning amid the pandemic; between dependency and independency .It also attempts to study the relationship between the different variables of the study.

2.2 Sampling Decisions

In this research study, the main target groups are teachers and students, and two instruments were employed to gather data: an interview with five English department teachers and a questionnaire for master one EFL students at Saida University (n=47).

2.2.1 Students’ Profile

The volunteers who took part in this study were master one LMD students of Saida University's English department. They were chosen at random from a group of Forty-seven (47) students to respond to a questionnaire to give their opinions about learners attitude towards online learning during the pandemic : between dependency and independency

2.2.2 Teachers’ Profile

In this research study, teachers of English as a Foreign Language also took part. They were five teachers, three female and two male, who held a degree of doctorate or magister. From first-year license to master's level, they instruct modules at various LMD grades. Those

instructors were chosen for the reason that they have experience dealing with the Corona virus and were teaching during the pandemic.

2.3 Data Gathering Tools

To achieve the objectives of our research, we collected data by using a quantitative method, which is a learner's questionnaire for master one EFL learners at the department of English language in Dr. Moulay Tahar university of Saida. Besides, an interview as a qualitative data gathering method for Teachers at the same department.

2.3.1 Students Questionnaire

2.3.1.1 The Administration and Aims of the Questionnaire:

Forty-seven (47) were the target participants at Dr. Moulay Tahar University in Saida for the questionnaire in this research study. The administration of this questionnaire was done online using Gmail. It was designed on the Google Forms platform. This questionnaire seeks to collect information and opinions from learners about their attitudes towards online learning during the pandemic and to evaluate their dependency level. The learners' responses are very important and useful to strengthen this research; they also help to determine the obstacles they faced while using the e-learning process to accomplish the academic year. In terms of the kind of questions employed in this study, the researcher relied on open-ended, multiple-choice, and closed-ended questions.

2.3.1.2 Description of the Questionnaire

The students' questionnaire includes (18) items, distributed into four sections in which each section has a specific purpose, these sections are expressed as follows:

Section One: Students Profile (Q1-Q4)

This section aims to gather general information about learners' use of the internet and its uses in the educational field.

Section Two: Students Attitudes toward Online Learning (Q5-Q8)

The present section tries to find out students attitudes toward online learning. (Q5)

Students were asked if incorporating online learning is crucial to an efficient and successful learning process. Then (Q6) was an open-ended question about students beliefs about whether online learning is time-consuming. In question (7), learners were asked about the kind of online technique they prefer to use. Through Q8, the researcher tried to determine the learners evaluation of the online learning experience.

Section Three: Online Learning during the Pandemic COVID 19(Q9-Q14)

In this section, we are going to gather learners' responses about their online learning experience during the crisis. In the question, nine learners were asked about the impact of studying during the pandemic on their motivation. (Q10) was about the most difficult skills to maintain during distance learning. (Q11) was asked to check how often teachers provide their students with online lectures and lessons. In Q12, students were asked if online learning allows them to improve their individual skills. In question 13, learners were asked about the effect of online learning on their autonomy and whether it had a positive or negative effect. (Q14) is about how teachers help when their students encounter online misunderstandings and challenges.

Section four: Students' further Suggestions and Recommendations

In this section, students were asked about their further suggestions and recommendations

The researcher used structured interview in this study as a primary data collection method.

2.3.2 Teachers Interview

2.3.2.1 The Administration and Aims of the Interview:

This interview was devoted to EFL teachers; it consisted of seven questions and was set orally and in person at Moulay Taher Saida University. The purpose of this interview was to acquire information and find out the teachers' opinions toward learners attitudes toward e-learning during the pandemic. in addition to defining students dependency levels.

2.4 Data Analysis

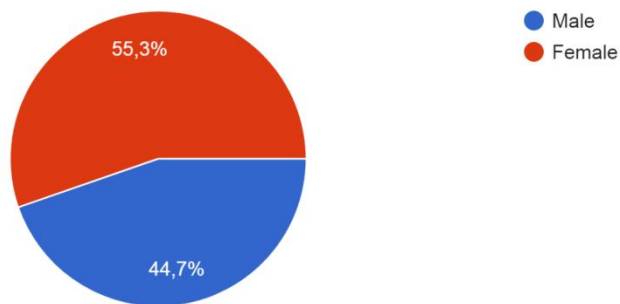
This section provides a thorough explanation, analysis, discussion, and interpretation of both research instruments—the questionnaire and interview—that were retrieved from the participants, who were selected EFL students and teachers.

2.4.1 Analysis of the Questionnaire

Table 2.1 Students' Gender

Option	Respondents	Percentage
Male	21	44.7%
Female	26	55.3%
Total	47	100%

Gender
47 réponses



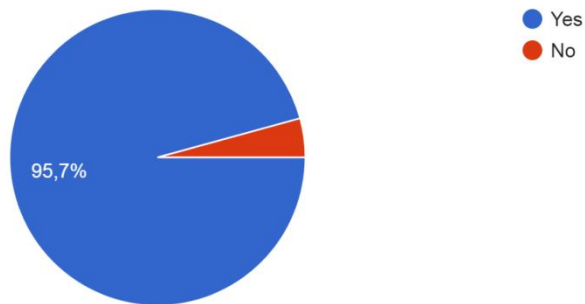
Histogram 2.2 Students' Gender

The first question is designed to show the gender of the learners. As the results reveal, The vast majority of the respondents (55.3%) asserted that they are females, whereas (44.7%) are males.

Table 2.2 Students' Internet Access

Option	Respondents	Percentage
Yes	45	95.7
No	02	4.3%
Total	47	100%

Do you have access to internet connection?
47 réponses

**Histogram 2.3 Students' Internet Access**

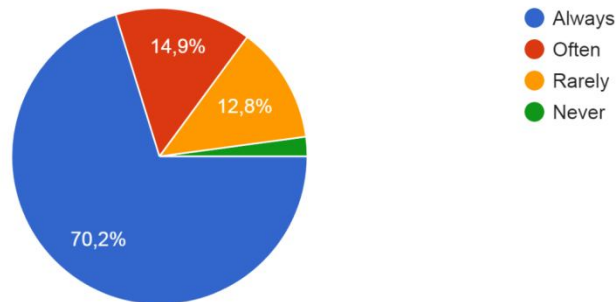
This question aims to show how long the internet has spread in the learners environment. The highest percentage is 95.7%; they have an internet connection, and a low percentage of respondents (4.3%) do not have an internet connection.

Table 2.3 Frequency of Students' Use of the Internet in Studying

Option	Respondents	Percentage
Always	33	70.2%
Often	07	14.9%
Rarely	06	12.8%
Never	01	2.1%
Total	47	100%

How frequently do you use internet to study?

47 réponses



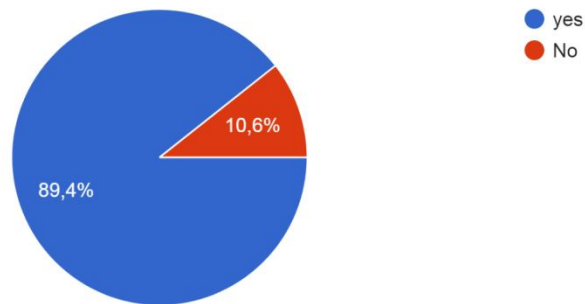
Histogram 2.4 Frequency of Students' Use of the Internet in Studying

The above item seeks to reveal how students rely on the Internet while studying. The great majority (70.2%) of learners stated that they always use it. On the other hand, 14.9% of learners chose the often option. Others (12.8%) rarely used the internet. (2.1) Selected "never" as a choice.

Table 2.4 Students' Opinion concerning the Use of the Internet while Studying

Option	Respondents	Percentage
Yes	42	89.4%
No	05	10.6%
Total	47	100%

Do you support the use of internet in the learning process ?
47 réponses

**Histogram 2.5 Students' Opinion concerning the Use of the Internet while Studying**

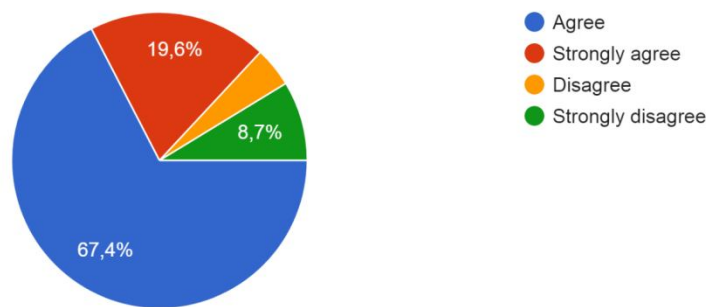
The aim behind such a question is to try to find out if the students' support the use of the internet in the learning process (89.4% of the respondents reported that they support the internet in education). Others (10.6%) chose the option of "no, which means they don't really like the idea.

Table 2.5 Students' Views about the Incorporation of Online Learning

Option	Respondents	Percentage
Agree	31	67.4%
Strongly agree	09	19.6%
Disagree	02	4.3%
Strongly disagree	05	8.7%
Total	47	100%

Incorporating online learning is crucial to an efficient and successful learning process

46 réponses



Histogram 2.6 Students' Views about The Incorporation of Online Learning

The item above is designed to explore the degree of effectiveness of online learning and improve the learning process. From the shown results, 67.4% of the respondents chose 'agree,' whereas 19.6% claimed that they strongly agreed. Some of the learners (8.7%) answered strongly disagree, and others (4.3%) disagree.

Item 6 **Do you believe that online learning is time consuming? Please justify your answer**

The objective of this question is to discover if online learning is time-consuming or not for EFL learners. A large percentage of the respondents (78.3%) denied this idea by answering "no" under several justifications. However, 21.7% answered that distance learning and teaching are a waste of time for many reasons.

Table 2.6 The Respondents Justified their Answers by the Following Claims:

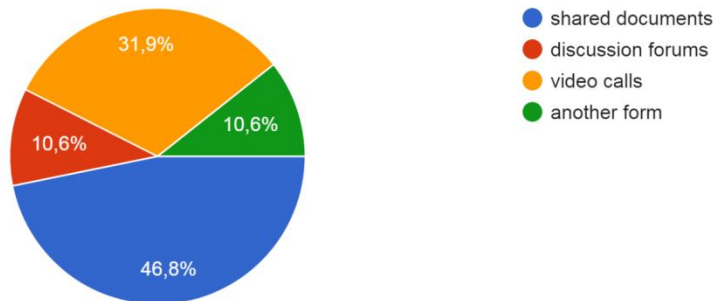
YES it is Time Consuming	NO it is not Time Consuming
<ul style="list-style-type: none"> ✓ •Yes it is . First, let's talk about the internet in Algeria. It's really a disaster. Perhaps if we want to search for something, it will take hours only for the Internet signal to return. This is for many things such as wrong references and inaccurate answers ✓ •Yes, it is because there are many resources so the researcher spend long time to choose the suitable one. ✓ •Yes, it consumes time and save time you can repeat and make pause wherever you want ✓ •Yes, it is because most of the learners are not interested in the online learning ✓ •Yes,it is. it might be at school time consuming however at home it helps since you have ✓ enough time to search ✓ •Yes, because reaserch takes time ans Online Learning Needs A Less Time-Consuming Commitment ✓ •Yes, because there are many students don't know how to use it with the best manner ✓ •Yes,it is , because some teachers and most of learners were not interested and tried to make excuses every time to not to attend their lectures 	<ul style="list-style-type: none"> ✓ •No,because it's something benefit.I think its beneficial since we are learning so we are making progress and we can not consider this by waisting of time ✓ •No , i dont believe so it is the easiest and the fastest way of learning and teaching where you can stay home and study at the same time without going anywhere. ✓ •No,it is not, in fact i think it's more efficient you study online because of the benefit of being to access the web almost everywhere and anytime ✓ •No ,I don't believe that online learning is time consuming , but I do believe it's more efficient and cutt time unlike traditional methods ✓ •No.Because it's time saving and more learning ✓ •No , i dont believe , i think that the online learning IS usefull so it s not a Time consuming ✓ •No,we can use the net as source of information ✓ •No, because we can't replace online learning by classroom learning but e- learning is always a plus ✓ •No,it helps you to gain more free time because we use materials and connection ✓ •No its not if we use it appropriately ✓ •No. Online learning is not time consuming because it is becoming very important in teaching and learning languages quickly

Table 2.7 The Different Online Techniques Used by Students

Option	Respondents	Percentage
SHARED	22	46.8%
Discussion forums	15	10.6%
Video calls	05	31.9%
Another form	05	10.6%
Total	47	100%

what kind of the following online techniques do you prefer ?

47 réponses



2.7 The Different Online Techniques Used by Students

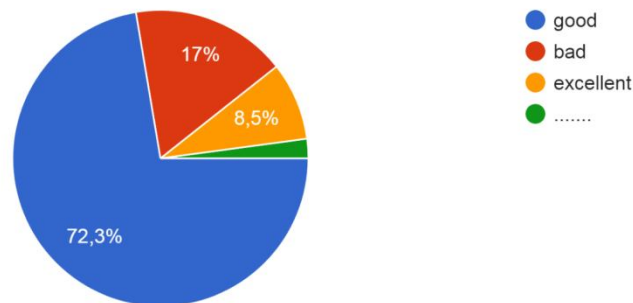
The question is asked to check the different kinds of online teaching techniques students' prefer most. As it was expected, 46.8% of respondents shared documents since it is the easiest way, according to the majority of learners. (31.9%) of the informants ticked the video calls option. Some respondents (10.6%) selected discussion forums, and others prefer other forms.

Table 2.8 The Learners' Evaluation Experiences in Online Learning

Option	Respondents	Percentage
Good	34	72.3%
Bad	08	17%
Excellent	04	8.5%
.....	01	2.2%
Total	47	100%

How would you evaluate your online learning experience ?

47 réponses

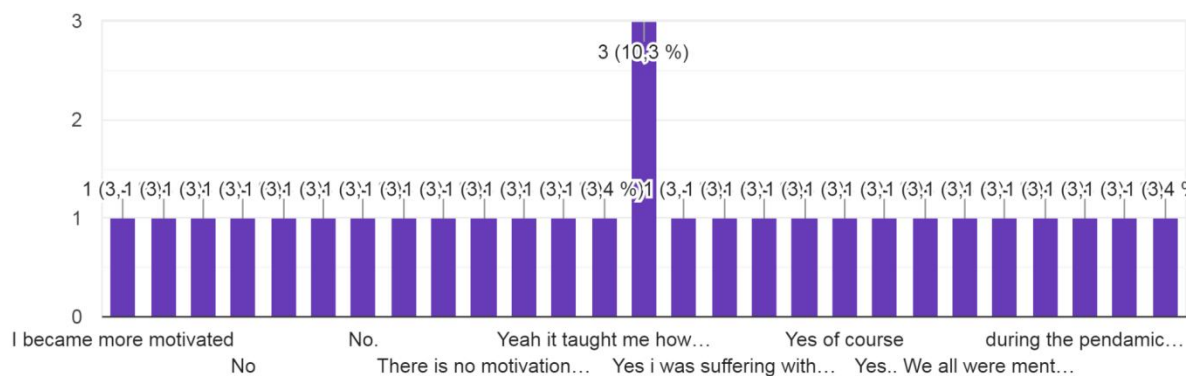


Histogram 2.8 The Learners' Evaluation Experiences in Online Learning

This question intends to explore how the learners online learning experience went. It aims to show the value of online learning to the learners during the learning process. From the results shown in the figure above, 72.3% of the respondents claimed that it was 'good'. It has a positive impact on the learner's learning performance. (17%) of the informants claimed that it was 'bad' and (8.5%) asserted that it was an "excellent" experience.

Did studying during the pandemic have a significant impact on your motivation ?

29 réponses



Histogram 2.9 Students' Opinion about the Impact of the Pandemic on Their Motivation

This is an open-ended question. It aims to show the impact of the COVID-19 Pandemic on EFL learners motivation. The highest percentage (61.8%) was given to the respondents who answered that they were motivated in the online learning process; this can show that they enjoy staying home and learning alone with teachers distance guidance. But the remaining respondents (38.2%) stated that the pandemic had some negative impact on their motivation.

Respondents' Justifications:

- i became more motivate, I was enjoying that so much.
- Sure it greatly affected students' progress. Online learning was a solution in this Era however WE cannot depend just on it.
- There IS no motivation because there is no education that worth it.
- yes since it was our first experience with the online learning WE found difficulties in using the learning apps
- yes it taught me how to study far away from the university

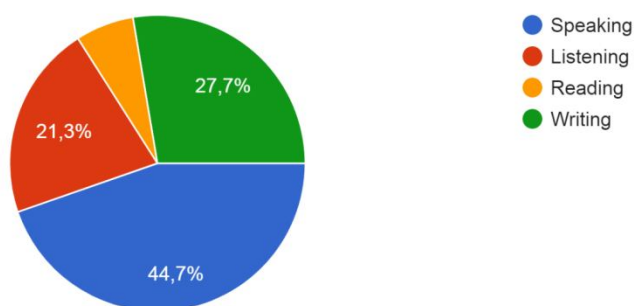
- yes it was suffering with the fear of losing someone of my family members so i lose all my attention not only in studying
- yes it rises the desire to study alone and know how to manage yourself without the teacher.
- yes it was so hard for me to accept the situation and manage everything in my life especially studying.
- yes i was so disappointed because we don't know what is going to be in the next days.
- yes studying during the pandemic have affected our lives negatively because of the fear of being infected
- yes WE all were mentally tired personally i wasn't have the ability to study.
- yes it was so good because we have enough time to study and share information together.
- during the pandemic period students became less motivated then they were actually being far from school effect learners motivation.

Table 2.9 The Most Difficult Skills Used during Distance Learning

Option	Respondents	Percentage
Speaking	21	44.7%
Listening	13	21.3%
Reading	03	6.3%
writing	10	27.7%
Total	47	100%

Which of the following skills was the most difficult to maintain during distanced learning?

47 réponses



Histogram 2.10 The Most Difficult Skills Used during Distance Learning

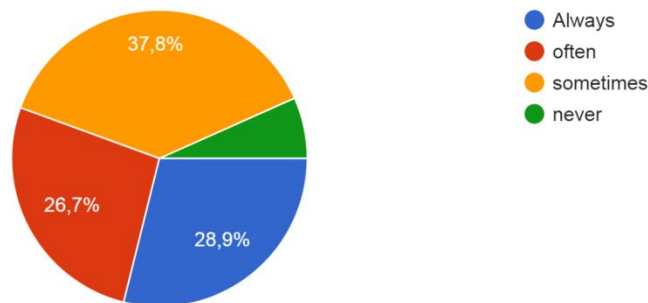
All students faced challenges and difficulties in monitoring their studies and developing their skills. The figure above shows which skill was the most difficult to maintain during online learning. It is noticed that the first choice, "speaking," gained 44.7%. It shows that even if learners are not in the class, they are still facing the same obstacle: expressing their thoughts orally. In one hand (27.7%), they chose the "writing" skill, which should be developed by their awareness and hard work; in the other hand (21.3%), they selected the listening skill, which reflects their poor vocabulary; and finally (6.3%), they ticked the reading skill, which is the enjoyable skill according to them.

Table 2.10 The Required Online Lectures and Lessons

Option	Respondents	Percentage
Always	13	28.9%
Often	13	26.7%
Sometimes	18	37.8%
never	03	6.6%
Total	47	100%

How often do your teachers provide you with online lectures and lessons?

45 réponses



Histogram 2.11 The Required Online Lectures and Lessons

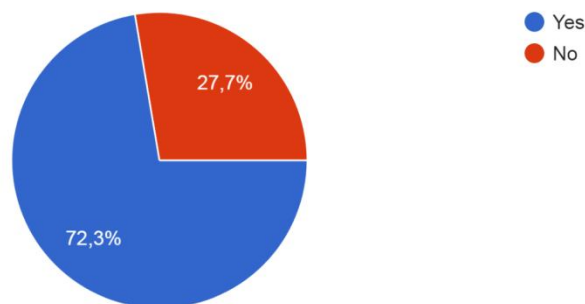
The present question tries to find out how often teachers provide their learners with online lessons. 37 respondents "sometimes" which means there are some obstacles between teachers and learners in sharing and receiving lessons. On the other hand, 28.9% chose "always," which shows that the online learning process is successful. (26.7%) chose "often," and the lower percentage (6.6%) selected "never," which indicates that a small number of participants faced difficulties in this process.

Table 2.11 Students' Views about the Use of Online Learning in Improving their Learning Skills

Option	Respondents	Percentage
Yes	34	27.7%
No	13	72.3%
Total	47	100%

Do you believe that online learning allows you to improve your individual learning skills?

47 réponses



Histogram 2.12 Students' Views about the Use of Online Learning in Improving their Learning Skills

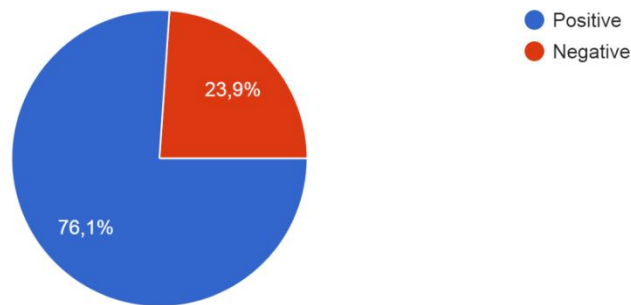
The question is asked to show whether online learning helps them improve their skills or not. The highest percentage (72.3%) was given to the respondents who answered "Yes," which can show that the process encourages them to enhance their skills and abilities. But the remaining respondent (27.7%) stated "no" because of some of the different difficulties they had faced.

Table 2.12 The Effect of Online Learning in Improving their Learning Skills

Option	Respondents	Percentage
Positive	35	76.1%
Negative	12	23.9%
Total	47	100%

what do you think about the effect of online learning on student's autonomy ?

46 réponses



Histogram 2.13 The Effect of Online Learning in Improving their Learning Skills

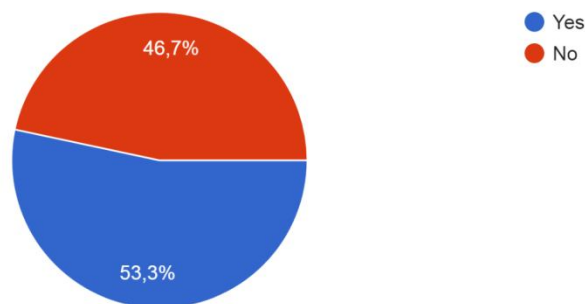
This question intends to reveal the positive impact of online learning on learners autonomy. Since it is very essential in our research to take into account whether learners are autonomous or not, The majority of the respondents (76.1%) answered that the online learning process affects EFL learners' autonomy in a positive way. Whereas only 23.9 percent of the respondents were negatively affected. This reveals that the way of being affected, whether in a negative or positive way, is related to the situation and the student's character.

Table 2.13 Teachers' Help while Students Faced Online Misunderstandings and Challenges

Option	Respondents	Percentage
Yes	25	53.3%
No	23	46.7%
Total	47	100%

Do your teachers help you when you encounter online misunderstandings and challenges?

45 réponses

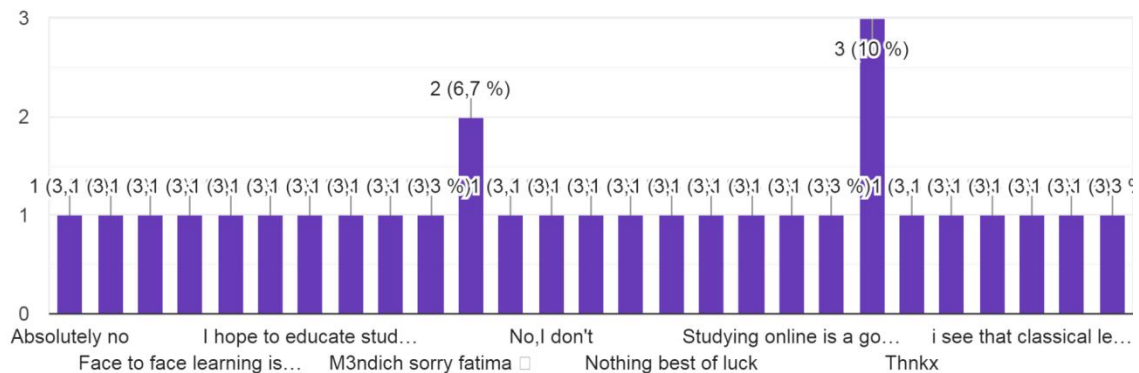


Histogram 2.14 Teachers' Help while Students Faced Online Misunderstandings and Challenges

The question is asked to show whether teachers are helping their learners while encountering online misunderstandings and challenges or not. The highest percentage (53.3%) answered "yes", which can show that teachers are always present in the distance teaching process or within classrooms to help their students. But the remaining respondent (46.7%) stated "no," because some teachers prefer making learners more active by making them aware of their acquisition, recognize their mistakes, and face their challenges by themselves.

Do you have any further suggestions and recommendations ?

30 réponses



Histogram 2.15 Students' Further Suggestions

Learners' further suggestions

- *All universities should apply online learning to minimize sessions
- *Create different learning platforms for students and teachers learning and teaching.
- *Face to face learning is the best way to get knowledge
- *For the love of God gets a professional web designer to fix the universico and moodel sites because they are barely working
- * I hope to educate students about the importance of studying online
- * I think that we need to improve our online learning experience by fixing the main problems that students face during the learning online
- * just I want to say that all the universities must have a module called online learning
- * nothing best of luck
- * online learning is beneficial if we use it in the way that serve our needs
- * studying online is a good idea especially during the pandemic but it makes us lazy sometimes so we better be presents in classes

- * successful online learning requires teachers to be competent in the use of technology and an good platform websites
- * yes by creating a group's chats so people from around the world can talk with difference languages and learn it at the same time
- * I see that classical learning in the classroom I mean is better than online learning
- * making a clear and organized schedule for online sessions making access to online learning platforms more easy for none school
- * online learning helps students to improve their learning skills whether receptively or productively however we can follow it.

2.4.1.1 Discussion of the Findings of Students' Questionnaire

This section focuses on the discussion and interpretation of the main findings from the student questionnaire. To figure out some answers to fundamental research questions, to start with the importance of the internet which provides us with facts and data, as well as information and knowledge that we may use to advance our social, personal, and economic development. The internet has many applications, but how we use it in our daily lives is determined by our particular needs and ambitions.

In the field of education the internet enables international access to a large amount of knowledge and skills. It enables students and educators to easily search for and obtain information on a wide range of topics, making it an effective research and learning resource. It provides alternative learning materials that can supplement traditional classroom instruction, responding to diverse learning styles and needs.

the majority of students have access to internet connection which means that most of students are capable of being online learners , engage in educational activities , courses , use digital platforms and tools to access and participate in educational content on top of that interact with instructors and peers .

almost all of students are always or often using Internet to study Since it facilitates access to online education, the collaboration among students and educators provides learners and instructors with instant access to a vast amount of information from around the world while minority of learners are rarely to never using the internet in the learning

process as they believe that is time wasting also it is seen as a source of distraction for students , social media gaming and other useless websites which can easily divert student's attention away from their concerns on top of that the absence of in-person communication , it reduces social interaction in sense of isolation .

A great number of learners support the use of Internet in their learning process. This means that, they use it while studying. According to Stander (2020), online learning primarily provides a variety of educational applications and advantages. For example, students can submit their work and activities and receive feedback online. Students can also connect and interact with their classmates and teachers via virtual classes, materials, and assignments. By contrast, few students are against its use for their educational process. This is due to the fact that some of them have no access to internet or they do not master computer and technology-based tools. Technology issues can make online studying frustrating, especially when materials and notes are unavailable and the connecting network is of poor quality. As a result, it may constitute a barrier to completing online learning. Therefore, the only requirement for both students and teachers is an understanding of technology (Ghoshal, 2020, p. 984). or they face time management issues . an important number of Students agree that integrating online learning is critical to an efficient and successful learning process. as it supply learners with flexibility to study at their own pace where they are less anxious and comfortable, Online learning allows for self-paced learning. The asynchronous method, for example, promotes each learner to learn at his or her own pace and speed, whether quick or slow. Furthermore, online learning improves satisfaction while decreasing stress (Codone, 2001; Amer, 2007). different learning environments especially those who disfavor daily classroom attendance , they can access learning materials and lectures at any time and from anywhere as long as they have internet access , According to Thomson (2010, p. 667), online learning allows students to work at a time and location that best suit their learning needs. contrary to the misconception that online learning is isolating , many online courses promote cooperation and interaction among students and educators however few learners disagree with the idea because they find it challenging receiving immediate feedback and clarification from teachers ,Online learning, according to Colin, Hammoud, and Willington (1997), cannot provide for as much discussion and engagement as traditional learning. When applying the face-to-face method with teachers, the learning process is simplified and more effective. In that saying Dhull and Sakshi (2017, p. 33) highlighted that with online learning, the

learner does not have the opportunity to interact with the teacher face-to-face. it also make it more difficult to address questions and concerns . Additionally , in one hand online learning requires students to be more self-directed and disciplined in staying motivated and managing their time, in the other hand Dhull and Sakshi (2017, p. 33) stated that online students struggle with motivation when learning. This is usually because these devices act as distractions, depriving students of the focus they need to understand and absorb what is being said. on top of that, online learning heavily relies on technology and internet access , so students may face obstacles in fully engaging in online classes or accessing learning materials if they are without reliable access to necessary devices or stable internet connection .

Major part of learners believe that online learning is not time consuming thus its significance in the learning process , E-learning enables learners to join whenever students have desire and to complete their training as soon as possible. It also helps to finish training in a few hours, saving time and efforts. Rather than wasting time sitting in a classroom with people of different skills and learning rates, e-learning may be the platform, customized to the learning needs, assessing learners' progress, and enabling them to determine their own pace. Concentrating on the important areas in which students need to learn and quickly completing areas of expertise. Moreover online learning platforms give them immediate access to a variety of resources. With only a few clicks, students can access course notes, readings, videos, and other materials. This saves time spent looking for physical materials or waiting for library access. On the other hand some students believe that online learning is time wasting due to the low rate to access the internet, virtual course through different digital devices need a high rate of internet access . low financial state since students are living in different situations , Glucha (1991, p. 10.18) mentioned expensive costs, hardware problems, connection issues, content quality (courses, materials), and an unstable financial position as means that makes e learning time consuming . Collin et al. (1997, p. 10.16) clarified that online learning may lead to excessive use of some websites, resulting in unanticipated expenses in both time and money.

Shared documents is the most preferable online technique for major part of students as it provides the learners with course materials, resources, and activities at their own pace, asynchronous learning permits learners to progress through the course material at their

preferred rate. They have the flexibility to spend more time challenging topics or breeze through content they are already familiar with. According to Hassett, Spuches, and Webster (1995, p. 221.222), email is an effective educational tool that can enhance learning by providing grade reporting for exams and assignments, presenting course content, providing learning guidance and feedback, and finding information. It also gives the students the opportunity to engage with course materials at different times. Shared documents sites allow users to publish and share documents in the virtual world in privately or with other users. (Delvalle.bphc.org).whereas other learners appreciate video calls as an online method to use since they are found of synchronous learning, they rely on the presence of teacher virtually for direct interaction in that saying Woodall (2010) supported virtual classrooms, focusing on the distinction that virtual classrooms create by allowing learners and teachers to be present at the same time even if they are in distinct locations. As a result, even if they are not physically present in the classroom, students can benefit from the instruction. Video calls was viewed by Hejase (2000, p. 247) as an inexpensive technique for online learning that can facilitate the learning process, increase interaction between students and instructors, and allow for better conceptual understanding. On the other hand, few students use discussion forums since they encourage engagement and involvement among learners. It enables them to develop a deeper understanding of the course material, clarify their own comprehension, and gain new insights through perspectives shared by others. Finally, it encourages students to think critically about the course content.

The students had positive attitudes towards online learning in general the majority of students evaluate their learning experience as a good one because they discovered that online learning improved learning quality that was more satisfying, interesting, useful, and simple method to use than traditional learning methods. Online learning allows students to interact and discuss in order to encourage collaborative learning. Students can exchange study materials with classmates and teachers individually, in groups, or with other students. E-learning, like traditional learning, allows students to engage actively in the learning process. They can interact, discuss, and contribute, as well as request teacher feedback while distant learning made the learning process easier due to its simple approaches; otherwise, some learners think that e-learning is a bad experience due to their dependency on teachers in their learning process, which leads to their dissatisfaction regarding this experience. As online learning makes students somehow independent in

their study approach, they do further research, collect information, and manage their time and objectives. Or because it was a new method that students never dealt with before.

Amid the worldwide outbreak of COVID-19, universities were closed down and students were unable to complete their studies in order to safeguard lives. The world's educational system was no longer the same; e-learning was taking over a larger part of studying, which had a significant impact on students' motivation, most of EFL learners showed a positive impact, it raises their motivation and engagement to learn because it fits student's different types, needs and styles. In the absence or unavailability of traditional education, e-learning is recognized as an essential element in student achievement. As it provides learners with the opportunity to acquire new skills and obtain new information from a variety of reliable sources, they are more likely to be free and motivated to learn. It enables both teachers and students to accomplish the learning process online and at distance, save time and energy. Moreover learners have freedom to access course materials and participate in learning activities at their own convenience using different online devices; video calls, shared documents, revisit concepts, and spend more time on tasks that need more attention. Although a good number of learners reveal that during the quarantine e learning affected their psychology, they were demotivated. The greatest concern has been the fear of becoming infected or having someone in one's family become affected. The e-learning process was a new approach on them, According to Rule et al. (2002, p. 1), students can increase their learning through online sources and succeed by possessing technology competency skills, A lack of technological skills can lead to demotivation and anxiety for online learners, whereas high technological abilities can lead to favorable attitudes toward online learning. It seen as time consuming especially for students who do not master the appropriate use of digital devices . Online learning, according to Colin, Hammoud, and Willington (1997), does not allow for as much interaction and engagement as traditional learning. When employing the face-to-face method with teachers, the learning process is simplified and more effective. Aside from that, virtual interactions between students and teachers will never be able to compete with traditional classrooms. Teachers in physical classrooms could be highly comprehensive and explain materials.

During distance learning, a large number of students encountered challenges maintaining the speaking skill, which is considered one of the most crucial skills that need

to be mastered since it allows learners to express themselves their thoughts and ideas effectively , Kayi (2006, p. 1) claims that speaking is a crucial component of second language acquisition and instruction. According to Brown (2004, p. 4), EFL learners will develop their macro- and micro-skills during the speaking-learning process. Students in real classrooms face difficulties in expressing themselves and develop their speaking skill due to a lack of practice , confidence and poor vocabulary even though they are in direct touch with the educators , so what if they are learning at distance with all the obstacles faced during the process besides there was not a plenty of oral expression sessions , this will make it more difficult to achieve, on the other hand some other students found that listening skill cannot be improved during virtual learning since the number of sessions decreased during the crisis and amid the classes there was not a clear sound then some teachers hold low level of speaking skill which effect their learners' listening skill . apart of that some learners see that writing skill cannot be enhanced during E-learning because of using digital devices during the learning process, the presence of teacher and his direct guidance plays important role in improving writing skill .reading skill contrarily enhanced during digital learning as it was important skill that both instructors and students rely on to accomplish the learning process.

Over the pandemic period most of students shared that teachers are not delivering online lectures and lessons frequently for the main reason that educators and students faced difficulties reaching each other in order to fulfill the learning process , both of them encountered challenges in accessing online platforms due to insufficiency of experience , equipment besides of that they faced technical issues and internet connectivity problems. According to Glusha (1991; p. 10.18), non-online learning faculties have no issues with online learning classes. Whereas some other students confirmed that teachers are always delivering courses through online devices which influenced students' attitude toward e learning positively , as a result a successful online learning experience, despite that some students still face difficulties in this method .

A large number of Students believe that e learning promote them to enhance their individual skills since it constrained them to manage their learning process in independent way and it offers learners more control over their study level, involvement, and time on task, they are the main responsible for their course design, materials and objectives to make an autonomous learner. Otherwise others did not appreciate online learning as tool

for developing individual skills due to their dependency on teachers or problems faced during self regulation.

Online classrooms impact students' autonomy positively , According to Little (1994), autonomy can be affected by the learner's learning manners used to share what he or she has learned; more crucially, it is the learner's ability to make decisions about his or her learning independent of any outside limitations. Language acquisition can be accomplished without the teacher's assistance. It can also happen independently or in groups with other students (Oxford, 2008), if the learner is relying on himself in the field of education doing his own research, evaluating the process and setting his own goals briefly, taking full charge on his learning process it will affect his autonomy positively contrarily dependent students , are needing educators support and presence this type of students will be negatively affected so it is up to the students' personality.

2.4.2 Analysis of the Interview

Question 01: As a teacher what do you think of Online learning?

All the respondents reckoned that online learning is a very effective means for acquiring knowledge and enhancing academic and language skills, but they also mentioned some drawbacks of online learning. For example, teacher (02) said that in Algeria there is not that much rich learning and there are some constraints, like the low connection and the fact that not all students have access to the internet, so it needs conditions. Teacher (05) also mentioned that students sometimes check lectures and documents posted by teachers and sometimes they do not. For that reason, e-learning should be given its importance but used in an appropriate way with all its conditions. Only one teacher (04) viewed online learning as a method that helped or accompanied traditional learning but could never substitute for it.

Question 02: How does the pandemic covid-19 affect the learners' psychology?

Concerning this question, all the interviewees share the same response: the pandemic COVID-19 affected students negatively. Except for teacher (04) who said that they were happy and they were at ease with their psychological state, she mentioned that their linguistic competence was harmed because they did not take as much information as they could.

Question 03: What are the challenges faced by students while using e-learning during the pandemic covid-19?

Responding to this question, (T1) admitted that during the COVID-19 pandemic, students were confronted with several challenges, such as a shortage of in-class learning time and teachers becoming absent because they fell severely ill due to COVID; therefore, courses were postponed or skipped. As for the rest of the four teachers, their responses were that students don't have access to the internet, some do not have computers, so they can't have access to the platform, and they have low ICT skills.

Question 04: What are students' attitudes towards online learning?

The responses of the five teachers appeared to be nearly identical. They believed that the majority of students were not motivated; they were unmotivated psychologically. Their attitudes towards online learning were somehow positive and passive. Additionally, they stated that some students found it easy and helpful to learn, while others were not satisfied because they preferred in-class teaching.

Question 05: Which factors can influence students' attitudes towards online learning?

Answering this question, teacher (1) clearly admitted that factors influencing students' attitudes towards online learning are many, such as teaching methods and strategies, course design, and syllabi. While the rest of them argued that the lack of technological tools such as computers and the internet and that teachers do not know how to manage the online classroom are the main factors that influence learners towards online learning,

Question 06: Does learning in a setting supported by online learning technologies increase students' attitudes toward learning online?

Several of the interviewees remarked that, to a certain extent, the necessary tools that students need must be provided, even if they have limited tools or do not have the capacity. They noticed that is not all they need to have. Teachers mentioned that students should increase their awareness, and they have to be motivated from inside to accept the idea of online learning.

Question 07: Which period did Learners' dependency exist before the covid-19 or during what do you think in this context? I mean here dependency on the teachers as the only source of information.

The last question aims to know if learners' dependency existed before the pandemic or during it. All the informants maintained that student dependency existed before and during Corona 19 as well, since prior to the outbreak of the pandemic of Corona 19, students used to take a teacher as a source of knowledge, and during it, students became dependent on what teachers taught online on the MOODLE platform.

2.4.2.1 Discussion of the Findings of the Teachers' Interview

Regarding the main issues raised by the current study, the interview with the five professors was meaningful. Many challenges could be resolved because of their insightful comments regarding the learners attitude towards e-learning during the pandemic because of their insightful comments regarding the learners' attitude towards e-learning during the pandemic: between dependency and independence

The interview's first three questions focused on teachers' perspectives toward online learning and how pandemic COVID-19 affected the learner's psychology. As well as the challenges faced by students while using e-learning during the COVID-19 pandemic. It was revealed that online learning is a system that helps to deliver information in a fun, fast, and easy way to absorb it in the shortest time and with the least effort, and the learner acquires personal skills, the most important of which are self-learning skills. It also helps to follow up on the learner's level of progress in a way that does not accept guesswork and makes the learner more interested. However, online learning has some drawbacks. For instance, not everyone has the technology. We simply cannot expect that all students will have access to the technology required to participate in online classes. Some of them may be from poor families, and they may not have the funds available for a laptop. Also, sometimes the internet connection is very poor, which inhibits the learning process.

Moreover, the COVID-19 pandemic affected learners' psychology negatively and had a detrimental effect on individuals because many students struggled to adapt, and some of them even lost family members, which had a significant impact on them. One of the challenges faced by students while using e-learning during the COVID-19 pandemic was the lack of internet access for many students. The internet is suddenly cut off in most places, which interrupts the lesson for some learners in this regard. Mahyoob (2020) confirmed that some learners faced internet connectivity problems, problems accessing

classes, and problems downloading course materials. Online exams could not be opened on learners' mobile phones.

The emphasis of the interview's second three questions was on students' attitudes towards online learning, whether they are actively motivated and fully engaged or not, and the major factors that can influence them. It also aimed to figure out whether students' online learning attitudes will improve after learning in an environment supported by online learning tools. In this regard, it was made clear that not all of the students were motivated. Most of the students took the period of the pandemic as a relaxation period or vacation, so they did not enroll in the online classroom sections because they were unmotivated psychologically.

Furthermore, it was noticed that teaching methods and strategies, course design, and syllabi were considered as some of the factors that may influence students' online learning. According to Oh et al. (2020), e-learning course design includes structure, course design interface, testing and evaluation methods, and exchange forums between lecturers and learners. A good course design will attract and facilitate students learning through online classes. (as cited in Pham, 2021)

In addition, another factor is that teachers and students are not adapting to the new style of learning, and teachers are not well trained in how to teach remotely. Regarding whether students' online learning attitudes will improve after learning in an environment supported by online learning tools, it was revealed that students should be provided with the necessary tools, but they should also increase their awareness first concerning the importance of e-learning and the importance of respecting ethical issues, and that they should be autonomous learners to cope with these new environments with new technological issues and master technological devices, not just depending on the teacher as a source of information. They also have to be motivated from inside to accept the idea of online learning. Nowadays, technology is so prominent, we should make good use of it.

The last question in this interview seeks to find out if learners' dependency existed before the pandemic or during it. In Algerian culture, there is always dependency on the teacher. Before and during the pandemic, the majority of students depended on the teacher to do everything, so dependence on the instructor did not change as a result of the pandemic or the usage of ICT in classrooms; it still persists today.

Conclusion

The present chapter is devoted to the fieldwork of this research study. Accordingly, the data collection tools include a learners' questionnaire and teachers' interview. The data collected from the former instruments are presented in the form of graphs besides, the analysis of all questions and at the end the discussion of results was done.

This chapter is concerned with examining the student's point of view towards using the internet in learning and their extent of independence. As I attempt to confirm or deny the suggested hypotheses. It is also trying to get answers to the research questions that were asked at the beginning of the present research. Two research tools were used: a semi-structured questionnaire for forty-seven EFL learners. Thus, the revealed results show that most students held a positive attitude towards studying at a distance during the crisis period. On the other hand, the teacher's interview shows that students were psychologically influenced by the virus; they were demotivated, and they stressed that students are always depending on the teacher.

Chapter three: Recommendations and Suggestions

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Introduction

This chapter covers some significant suggestions and recommendations for incorporating online learning as a primary approach to the learning process. It also assists both teachers and students in becoming involved and engaged in the educational process, resulting in the achievement of the objectives and the enhancement of the learning fields.

3.1 Recommendations and Suggestions

The purpose of this study is to understand online learning as a learning method, investigate students' attitudes towards online learning, and explore the factors that affect these attitudes. This study has resulted in several significant findings and conclusions. After analyzing the results obtained, we suggest some educational effects related to keeping up with modern technologies, introducing information and communication technology in the educational process, and the importance of distance learning in facilitating the study of English as a foreign language. Due to the development of science and the development of educational means across the world. The research comes to its final phase, which concerns some pedagogical implications. The latter aims to reinforce the findings of the practical part and raise one's awareness of the topic under investigation which learners' attitudes towards online learning amid the pandemic and to evaluate students' autonomy while using this method of learning.

To start the requirements of 21st century education make it compulsory for EFL teachers to reconsider their perception towards the incorporation of the internet and the use of online resources in their teaching. Therefore E-learning was developed to satisfy the present demand for full independence among today's learners. In this regard, teachers should undergo thorough training in order to overcome technology-use difficulties in correct and different ways in order to be able to continue the study process in unusual circumstances such as the COVID-19 pandemic crisis because distance education is in daily development. Thus, Strategies like training the use of educational technologies are effective for facing the difficulties in using technologies relevant to online learning and enhancing the online learning experience. This way, they renovate their methods and strategies to achieve better learning objectives and stepping forward a professional development. The fact of being subject to change, technology urges teachers to endeavor a permanent formation to keep being up-to-date and seeking a maximum of educational attainments. More importantly, teachers should make great efforts to adjust their teaching

with recent demands that emphasize learner-centered approach. Notably, the former is adopted by the actual Algerian HE system LMD. Accordingly, teachers enrich their professional repertoire with further personalized manners and styles. Instructors of any type of online course should develop a content plan including the target learners which means knowing which kind of learners the teacher have. In addition to the content ideas by identifying how this ideas help the learner to achieve his goal. They also constantly need to remind their students of the importance of using E-learning to enhance their learning process and also to be aware of learning in a distance way because some learners think that it's just a way of enjoying studying.

Another crucial point is that educators should consider the various student types and learning styles connected to them when delivering lessons. They should also learn how to use educational technology in online teaching methods to enable students to interact and communicate their ideas and attitudes more easily than they can in real-life interactions. that Besides that, it's better for teachers to know the main keys to their learners' motivation because e-learning courses are not only about sharing information; they are also about how to make them more engaged to study with good energy. Since they play an important role in the learning process, whether they are physically present or not.

On the other hand, students by their side are asked to make more efforts and spend more energy to improve their level to the best by Take advantage of possessing control over learning to develop individual learning skills and promote self-reliance. Through which teachers keep facilitating, monitoring, and guiding students to achieve their learning activity. Additionally, the fact of doing online learning without teachers' assistance may substitute for their role, and then students turn to developing their critical thinking. EFL students emphasize the importance of online learning. It should be given more importance and used more often at the university level with training since the majority of students were exposed to online learning only after the unavailability of face-to-face learning.

the implementation of online learning in EFL classrooms develops learners'

Independent learning, as students are motivated, involved, and less anxious to do their

learning task. as students are highly attracted by the incorporation of technological instruments. With this in mind, students are supposed to abuse in the use of internet, and then deviate their learning purposes. Consequently, they should identify their learning objectives when opting for any virtual element. They should be information literate too,

i.e., students should be trained on how to conduct online research. This way, students save time and make good use of online resources.

As a matter of fact, being graduated under the LMD system, which is based on learner-centeredness, students should appear very collaborative with their teachers for a successful implementation of autonomous learning. Provided that they are motivated and mobilized to become responsible and take charge of their learning. Students should also strongly believe in their individual styles to develop their different learning skills.

Since most students discovered e-learning only after the Corona pandemic and the lack of face-to-face teaching, EFL students should know the importance of online learning. It must be given more importance and be used more often at the undergraduate level with training. E-learning doesn't mean that the learner is going to find everything at ease, contrarily; students should be responsible for finding out their lectures and try to make efforts and be aware of the process of getting knowledge from a distant way. This means that they should help teachers to facilitate studying and reach the intended goal.

Otherwise, EFL students had the opportunity to acquire more skills and become accustomed with online learning, as they used it for educational purposes during the pandemic.

However, Educational organizations and institutions should be aware of the integration and importance of online learning, provide lessons on online studying platforms, such as the Moodle platform, and facilitate the studying process for EFL, making it accessible for all students. They are also responsible for providing teachers and students with sufficient conditions as internet access, online lessons and studying platforms in the propose of facilitating students' access to online educational tools. In addition, it is recommended that the university platform, which is the most used online educational tool, needs some adjustments to facilitate its use and access.

Lastly, EFL students should be aware of the importance of adopting such a harmonious mixture. Whereby they enrich their vocabulary repertoire and develop

Their communicative interaction. More importantly, the adequate implementation of e-learning elements would certainly turn students into more active participants, self-

directed, and self-regulated. Consequently, Universities should consider the use of other additional technologies and tools, such as audio and video conferencing and instant text messaging, that would create a more comfortable and motivating learning environment for students and help improve online learning.

In short, online learning requires organized learners to manage their time wisely and make a schedule of what they have studied, the information they have gained, and the devices needed for the process, besides a good rate of internet access and the teacher's instructions.

Conclusion

This chapter has mainly presented some substantial implications that can help students to be aware of the importance of e-learning nowadays and make more efforts to develop this method and for the success of the learning process. Also in this chapter, we have submitted some recommendations and suggestions for teachers in order to take all aspects of online learning into consideration and keep abreast of the developments that E-learning is going through.

General Conclusion

General Conclusion

The development of information and communication technology (ICT) has led to the overall use of E-learning by English students, especially after the spread of the Corona pandemic and the closure of universities. During this investigation, we tried to determine the pros and cons of E-learning, in addition to the advantages enjoyed by students and teachers after using this method, besides the important facilities for studying via the Internet due to the spread of Covid19 which changed the method of study significantly from face-to-face to distance study.

This research was divided into two main parts, the theatrical and practical parts. The first chapter was separated into two sections. The first section was about a general overview of online learning it discussed online teaching and learning among the faculty and students, and it also submits the online teaching and learning implementation tools(technology, pedagogy, and content (TRACK) and the Sloan C). Additionally, the importance of Online Teaching in HEL, innovation and online pedagogy, online teaching, and learning as a necessity during covid19, in addition to the challenges faced during this endemic. It also examines students' satisfaction and dissatisfaction with studying online. This chapter also includes a second part which was about an overview of students' psychology, the definition of attitude, and its types. Furthermore, it symbolizes how EFL students have access to online lessons during the pandemic and EFL teachers training on the online teaching approach.

As for the second chapter we started with the research approach of this study, the sample population, we mentioned students' and teachers' profiles and data gathering tools, stated with students' questionnaires, its analysis, and the discussion and interpretation of the gathered data. After that, we dealt with the teacher's interview, its analysis, its interpretation, and the discussion of the gathered data. Using these tools leads to verify

The hypotheses we mentioned at the beginning of the study.

The results indicate that learners of English as a foreign language show a high degree of interest and positive attitude towards the use of distance education during the COVID-19 pandemic via the Internet. From the current study, we found that the results obtained confirmed the remarkable development in the spread of distance learning using various online learning platforms after the spread of COVID-19 and the closure of universities

made students study continuously without stopping. Through this study, we tried to discover the student's point of view towards using the Internet in learning and relying on it as a source of information instead of confronting the professor, as it made them live a good experience and contributed to their acquisition of independence in learning despite all the obstacles and challenges that some students faced, but that Distance education has found a wide and successful echo during the Corona period

It was the only alternative way to study during health crises and the lack of face-to-face education. We can say that distance education has played a major role in facilitating the task of online learning for students of English as a foreign language. In addition, students had positive expectations, a welcome idea of drawing on distance education to study a new curriculum experience, and most of all feeling safe from COVID-19 by studying safely at home.

To sum up, Distance learning helped students to continue their studies via the Internet, avoid losing a full academic year, and kept them safe at home. It also provided the most importantly comfortable and useful environment for students to connect with other students and teachers via the Internet at any time, and easy access to lessons as it made them learn how They are independent in choosing how to learn and choosing the appropriate time for their learning. Lessons were available all the time, and this led to a positive impression from the students towards distance learning.

To conclude, the present study was instructed to explore E-learning during the pandemic and EFL learners' attitudes. However, we confronted some obstacles and difficulties that affected our research process progress. Initially, the unavailability of new references in the local library that are about new methods. Although the study has been affected by the aforementioned limitations, the collected feedback enables us to confirm the validity of the research hypotheses.

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Appendix 01 Students Questionnaire

Dear students, you are kindly requested to answer the following questionnaire which is a part of our research intilted “ learners attitudes towards online learning amid the pandemic between dependency and independency” make sure that your responses will be anonymous and is going to be used to gather the needed data to accomplish the aims of the research .

Thank you for your time, efforts and collaboration

Gender

☐

Male

☐

Female

Do you have access to internet connection?

☐

Yes

☐

No

How frequently do you use internet to study?

☐

Always

☐

Often

☐

Rarely

☐

Never

Do you support the use of internet in the learning process ?

☐ yes

☐ No

Section two: students attitudes toward online learning

Incorporating online learning is crucial to an efficient and successful learning process

☐ Agree

☐ Strongly agree

☐ Disagree

☐ Strongly disagree

Do you believe that online learning is time consuming ? please justify your answer

.....

what kind of the following online techniques do you prefer ?

☐ shared documents

☐ discussion forums

☐ video calls

☐ Another form

How would you evaluate your online learning experience ?

☐ good

☐ bad

☐ ..

Section Three : online learning during the pandemic covid 19

Another form

Did studying during the pandemic have a significant impact on your motivation ?

.....

Which of the following skills was the most difficult to maintain during distanced learning?

☐ Speaking

☐ Listening

☐ Reading

☐ Writing

How often do your teachers provide you with online lectures and lessons?

☐ Always

☐ often

☐ sometimes

☐ never

Do you believe that online learning allows you to improve your individual learning skills?

☐ Yes

☐ No

what do you think about the effect of online learning on student's autonomy ?

☐ Positive

☐ negative

Do your teachers help you when you encounter online misunderstandings and challenges?

☐ Yes

☐ No

Section Four : Students's further suggestions and recommendations

Do you have any further suggestions and recommendations?

.....

Appendix 02 Teachers' Interview

Interview Questions

1/As a teacher what do you think of online learning?

2/How does pandemic covid-19 affect the learner's psychology?

3/What are the challenges faced by students while using e-learning during the pandemic covid-19??

4/What is students' attitude towards online learning where they active motivated fully engaged??

5/which factors can influence students' attitude towards online learning??

6/Whether student's online learning attitudes will be improved after learning in environment supported by online learning tools??

7/which period did Learners dependency exist before the covid19 or during what do you think in this context?? i mean here dependency on the teachers as only source of information.

ملخص:

بعد انتشار فيروس خطير أغلقت الجامعات وتوقف الطلاب عن الدراسة. اضطرت وزارة التعليم العالي والبحث العلمي إلى البحث عن محاولات مواكبة للعملية التعليمية. يأخذون في الاعتبار الحفاظ على حياة الطلاب والمعلمين. لذلك فإن الحل الأمثل في هذه الحالة هو استخدام أسلوب التعلم الإلكتروني باستخدام الإنترنت لمواصلة عملية التعلم وتسهيلها ، بالإضافة إلى زيادة درجة استقلالية المتعلم وتعزيز مخرجات التعلم. يهدف البحث الحالي إلى معرفة مواقف الطلاب تجاه التعلم الإلكتروني أثناء جائحة فيروس كورونا بين التبعية والاستقلالية لطلاب الماجستير في اللغة الإنجليزية في جامعة الدكتور مولاوي الطاهر صيدا. يسعى هذا الاستقصاء إلى استكشاف مواقف المتعلمين تجاه التعلم الإلكتروني أثناء الجائحة. يحاول التعرف على العقبات التي يواجهها طلاب اللغة الإنجليزية كلغة أجنبية في استخدام الإنترنت ومستوى اعتمادهم واستقلالياتهم. نفترض أن (الفرضيات الرئيسية: قد يكون لمتعلمي اللغة الإنجليزية كلغة أجنبية موقف إيجابي تجاه التعلم عبر الإنترنت). لتحقيق الهدف من هذه الدراسة ، اعتمدنا نهج الأساليب المختلطة. تم تصميم استبيان كأداة لجمع البيانات لإتقان واحد من طلاب اللغة الإنجليزية كلغة أجنبية للتحقيق في موقفهم حول فعالية التعلم الإلكتروني ومدى نمو اعتمادهم واستقلالياتهم خلال جائحة فيروس كورونا. كمجموعة ثانية من البيانات ، تم إجراء مقابلة مع المعلمين لفحص طريقة التعلم الإلكتروني وتأثيراتها الإيجابية والسلبية على عملية التعلم. بناءً على نتائج البحث التي تم الحصول عليها ، يمكننا أن نستنتج أن معظم الطلاب لديهم موقف إيجابي فيما يتعلق باستخدام الإنترنت أثناء الدراسة عبر الإنترنت أثناء الوباء. كوفيد -19. بناءً على نتائج البحث ، تم اقتراح العديد من التوصيات. يُنصح كل معلم بمراعاة تنوع المتعلمين ومحاولة استخدام طرق مختلفة للشرح بأساليب جديدة لزيادة استقلالية المتعلم. من ناحية أخرى ، ينصح الطلاب بعدم الاعتماد فقط على ما يقدمه المعلم ؛ يجب أن يحاولوا أن يكونوا مدركين ومسؤولين وأن يستخدموا إبداعهم لتحسين مهارات التعلم لديهم.

الكلمات المفتاحية: التعلم الإلكتروني ، موقف الطلاب ، فيروس كورونا ، التعلم عبر الإنترنت ، كوفيد 19