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**Investigating Normalized and Unnormalized platforms and the Way
they Affects Learning case study of Master One students at Saida
University Dr. Moulay Tahar**

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Didactics.

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Dedication

First of all and For the Sake of ALLAH, I am deeply thankful for having one of the most supportive families a person could ever have.

I dedicate this work to my Dad Mr.Hakkoum Ahmed ALLAH have mercy on him and my lovely mother Mrs. Mimouna Touil

To my beloved sisters and brothers: Ikram, Hanane, Douaa, Kacem and Ismail.

To my lovely son Mohamed Achraf.

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Abstract

In the Algerian context, the implementation of online learning has been steadily increasing since the COVID-19 epidemic. Instructors and learners have turned to unnormalized platforms like Facebook, Whatsapp, YouTube, and Instagram as a safe haven. The Algerian Ministry of Higher Education has established a number of educational normalized platforms, such as Moodle, that offer the same services to students but in a formal environment. This essay seeks to examine how instructors and students feel about online education and identify the key challenges they encountered. Additionally, it intends to put into action a number of ideas and counsel that ought to enhance the online learning environment at the level of the English language program at Dr. Moulay Taher University in Saida. In this work, the researcher employed both quantitative and qualitative approaches; the methodology's main instrument was a questionnaire given to twenty master one students and ten EFL teachers. In addition, students have significant technological difficulties while converting to an e-learning strategy and utilizing the Moodle platform, in addition to teachers and students who are not sufficiently aware of the value of e-learning. The study comes to a conclusion by offering some suggestions for enhancing e-learning in Algeria. Among the suggested solutions are the improvement of Moodle platform experience by making access easier and updating the platform's theme and appearance. The proper training for teachers is highly suggested to give them an insight into how to implement teaching methods and strategies online, as well as using blended learning or flipped classrooms after the pandemic as an innovative step in Algerian education.

Keywords: E-learning; normalized platforms; unnormalized platforms; Moodle; covid-19; facebook; motivation.

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List of Abbreviations

BL: Blended Learning

LMS: Learning management system

MOODLE: Modular Object-Oriented Dynamic Learning Environment

OSS: Open Source Software

CMS: Course Management System

SNS: Social Networking Sites

Covid-19: Corona Virus Disease in 2019.

E-learning: Electronic learning

ICT: Informational Communicative Technology

EFL: English as a foreign language.

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General Introduction

Technology is the mother of civilization. Through technology, people can exchange information and do business in a fast, easy, and cheap manner throughout the world.

In education, technology has become an essential component and more interactive and very easy and efficient in the process of transferring knowledge from one person to another by providing many platforms and applications, such as normalized platforms like Moodle, Google meet, Jitsi meet, in the other hand unnormalized platforms or we can say social platforms like facebook, whatsapp, youtube. Face book is the most favor platform for learners.

According to Tosun(2018),The first and the most favor social network in the world is facebook .while, youtube is the second most popular social platform. Whereas, whatsapp came in the third position. is these platforms that we use everyday are popular all over the word Compared with normalized educational platform like Moodle this is the first reason. The second reason according to Tosun (2018) It refers to the manner in which a teacher or student uses a social network, e.g., formal or informal. In addition, he claimed that there are only a few formal settings available. The statistics make Oxford and Cambridge the first institutions to use social networks for these purposes, in the case of university announcements and general information, In the world, these two universities rank as the top two most active education institutions. On the other hand, Normalized social networking sites with academic settings, such as Moodle, Backboard, and Sakai, struggle to gain the fame of Facebook and YouTube. In addition to facilitating learning, these platforms have also allowed people to create accounts and register in order to participate in the platform.

By training teachers and integrating students with e-learning, Algeria has improved the levels of learning and teaching over the last few decades. The use of technology in the teaching and learning process is seen favorably by both instructors and students. These opinions, however, vary greatly across students. To study in formal settings, the majority of them continue to choose social networks, particularly YouTube and Facebook. On the other hand, academic platforms are more practical in the eyes of certain people since they are used in an official and formal manner.

Teachers, primarily novices, have been trained on platforms like Moodle and Blackboard by the Ministry of Higher Education. In contrast, experienced teachers are technophobic when it comes to implementing ICTs in general and the use of these platforms in particular. The majority of teachers do not want to come with contact with their students either through normalized means (Moodle) or through unnormalized means (facebook), and still adhere to classical methods of teaching.

Online teaching should be integrated with traditional teaching at universities, as well as making it a normal part of their curriculum. Blending learning (BL) is the effective integration of online and traditional education. It is impossible, however, to compare blending learning in the post-epidemic period with that before the epidemic because no online education has been implemented in such a vast range and to such a great extent.

There is great effort made in Algerian universities to promote e-learning both formal and informal. In order to announce upcoming exams, tests, and other matters, they use social networking sites such as Facebook. On the other hand, Facebook and YouTube rarely introduce lectures or seminars. Social networks are considered unsecure by most teachers because they do not trust them.

After the Covid-19 epidemic, the ministry of higher education may pay more attention to using normalized platforms in teaching and learning in the future. This research work provides a spindle view of the situation with regard to e-learning in Algeria's higher education system through an exploration of the EFL context. It also aims to shed light on the teaching and learning online, and makes teachers and learners familiar with virtual learning and social networks like Facebook, and educational networking platforms like Moodle. As a result, the research questions revolve around the following:

- How far educators and students in Algeria are experienced with online education and the usage of normalized platforms like Moodle?
- How effective are Google Meeting and Jitsi Meet applications in the Algerian EFL context, or are instructors and learners still favoring unnormalized social networks, particularly Facebook?
- Do teachers and learners prefer e-learning than classical learning?

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

- Teachers and learners don't have an experience with online learning and the reason behind this is that Algerian universities never used e-learning before the pandemic.

- Many instructors are refusing the idea of using unnormalized platforms such as facebook for study purpose. In the other hand, unnormalized platforms are more popular among learners than normal one. Students are using various online tools like Facebook, Youtube, Whatsapp, for a variety of purposes.
- Teachers and learners prefer e-learning than classical learning.

The researcher has opted for a descriptive design using both quantitative and qualitative methods especially qualitative to carry out the investigation including one vital research tool: a questionnaire for students and for teachers. The purpose of this study is to highlight the importance of online learning as a tool that must be used methodically to meet the demands of a technologically advanced society.

This research is divided into three chapters, each dedicated to serving a particular objective. The first chapter is a review of the related literature divided into different sections. The first section sheds light on online learning definitions, characteristics, types, effect of covid-19 on education. Followed by a section on normalized platforms: Moodle, Google Meeting, Google Classroom, Jitsi Meet. The third section about unnormalized platforms like Facebook, Youtube.

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

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

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

Chapter One: Literature Review

1.1 Introduction

Alongside technological innovation, the educational sector has been developing. It became clearer that despite its shortcomings, technology nonetheless managed to serve as an advantageous tool in education. Especially during the Covid-19 epidemic, the advantages of employing technology were clear. A new educational approach was mandated by this latent epidemic for both instructors and students; The unanticipated move toward online education has left several colleges, such the University of Moulay Tahar, Saida, trying to provide courses in a format they had not before encountered. Online learning has been relied on instead of traditional way of learning to implement the instructional process. The e-learning has been planned to be carried out, In order to complete the scheduled curriculum and prevent students and instructors from becoming infected with the corona virus. Consequently, E-learning is now an official mode of learning (Ministry of Higher Education, 2020, p. 338).

1.2 Definition of E-Learning:

As the Oxford dictionary defined it, E-learning is an online learning system that uses electronic media (Oxford advanced learners' dictionary).

Moreover, Students use special internet sites to study at home, send or e-mail work to their teachers, and send assignments to them. It is a method of learning utilizing a range of media (publications and educational media provided through modern audio-visual communication technologies). Using tablets, laptops, smartphones, and other technologies would allow this process to be realized (Lessoued, Alhendawi, & Bashitialshaaer, 2020, p. 4).

Some contexts in this study use both e-learning and distance learning interchangeably, which is another term derived from e-learning. Using the internet allows learners to access information at anytime and anywhere that is convenient for them (Salami, Dahmar, & Ski, 2016).

As well as providing educational programs to students who are unable to attend classes in some circumstances, distance learning is also defined as a mode of delivering educational programs to students (Boukhedouni & Benachour, 2020, p. 62); which is in this case the COVID-19 pandemic.

The term e-learning, which is a type of learning that does not necessarily take place in educational institutions, could therefore be defined as a form of distance learning. This form of learning involves learners being in charge of their own learning. They aren't reliant on their teachers and can learn synchronously or asynchronously, using technologies such as laptops, smartphones, and tablets.

1.3 Characteristics of E-learning:

A distinction is not made between e-learning and conventional education on the basis of content, but instead on the basis of their concepts. E-learning has greatly simplified the learning process for everyone, unlike conventional learning. The attendance requirement for students and teachers in classes has been eliminated. Moreover, learners would be able to access lessons wherever they are and whenever they want through the internet.

Other major characteristics were offered by (Maouche & Guemide, 2021, p. 495) and (Boukhedouni & Benachour, 2020, p. 63) as follows:

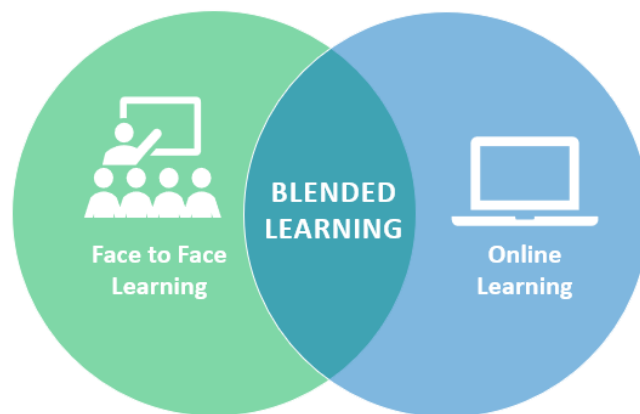
- Learning management systems (LMS) such as Moodle make teaching and learning easier, allowing most instruction to take place online;
- Content can be delivered synchronously (teachers and learners meet in real-time) as well as asynchronously, generally by email or chat;
- An e-learning course can either be delivered fully online or via Blended Learning (BL);
- It is easy for learners to gain all the info they need by relying on themselves to understand it, and they are able to repeat lessons or exercises as many times as they want;
- Having access to online classes would allow students to remain in the program even when sick; which would reduce their risk of being excluded if they frequently missed class;
- Courses are permanently available online.

1.4 Types of learning

1.4.1 Blended learning:

As educational technology and digital learning have advanced, blended learning (BL) has emerged as a pedagogical paradigm. A blended learning approach occurs when face-to-face learning and teaching are integrated with online learning and teaching (Anas, 2020, p. 262).

Figure 1.1. Blended Learning



(Retrieved from (Worthview, 2018))

Figure 1.1. demonstrates how is face-to-face learning mixed with online learning using laptops or any other kind of technology such as smartphones and tablets.

1.4.2 Asynchronous E-learning

The most popular approach to online education is asynchronous learning. Because students can respond at their own pace and are not subject to a time limit. It may be combined with conventional learning by using a variety of real resources, such audio-visual lectures, PowerPoint presentations, handouts, publication. Everyone may access this content whenever they want and from any location (Perveen, 2016, p. 22). The content may be transferred at any time, and students will always have access to it, therefore this kind does not impose time restrictions on teachers and students.

1.4.3 Synchronous E-learning

Synchronous online learning refers to the act of being in sync, i.e., teachers educate students at the same time using video conferencing. Additionally, the learner receives rapid response

with synchronous e-learning, which saves money, time, and effort (samawi, 2021). McBrien, et al. (2009) affirm that

1.5 Differences between E-learning and Conventional Learning

E-learning or conventional learning, both methods have their advantages. Because, the goal is to acquire knowledge, maintain a curriculum, and keep up with the educational process. The two modes of learning, however, present different characteristics and benefits, thus learners should choose the mode of learning that most suits them for the best learning results. The following table summarizes some common differences between the two modes of learning.

Table 1.1. Differences between Conventional Learning and E-learning

Conventional Learning	Online Learning
In an offline environment	In an online environment
Duration and setting of the scheduled period	It is more flexible.
Extensive interaction	Limited interaction
Collaborating with colleagues and teachers	An independent learning style
Expensive	Cheap

(Retrieved from (Salaa, Bibi, & Nechad, 2020, p. 69))

From the table 1.1. Overhead, A major advantage of online learning is that it is easy to access and simple to use whenever and wherever the learner needs it, proving that it is a flexible learning method at any time and in any place. For conventional learning, learners must attend a lecture at a fixed time and place that's completely set up.

Conversely, conventional learning involves vivid class interaction. Learners can either interact directly with their teachers or between themselves, which allows them to improve their skills and compare findings and answers with their classmates, which is called the social comparison tendency. Learners gain direct feedback, which helps them improve their skills. It also suggests that learning and comparing oneself to others is a primary motive for defining oneself (Festinger, 1954, p. 120).

1.6E-learning in the Algeria Context

1.6.1 E-learning in Algeria before COVID-19 Pandemic

Prior to the COVID-19 pandemic, distance learning had been a common practice in the Algerian context. On May 22, 1969, Order No. 67/69 led to its establishment. A primary objective of the program is to educate learners who are either unable to pursue their studies regularly in person or who are already enrolled in other specializations and wish to broaden their knowledge through correspondence, audiovisual, and other technology (CD- ROM courses). A transfer of the center to the National Office for Distance Education and Training was made on September 30, 2001, in order to improve its strategies by leveraging contemporary technological advancements (Maouche & Guemide, 2021, p. 500).

Algeria has another kind of distance learning institution, University of Continuous Formation, founded in 1990. To offer education to students who are unable to complete their studies, it has harnessed existing media like radio and television, as well as electronic devices like computers, smartphones, and digital audio players. This university has recently started using BL. It has remained a choice between online and face-to-face learning in higher education (Maouche & Guemide, 2021, p.p 500-501).

1.6.2 E-learning during COVID-19 Pandemic in Algeria

The Corona virus has affected the learning field, among many others. To deal with this situation, the world looked for quick solutions. For the purpose of minimizing the spread of the virus, many governments, including the Algerian government, have ordered the temporary closure of educational institutions.

Algerian universities have been forced to entail e-learning paradigms alongside ICTs in the wake of the COVID-19 pandemic (Benghalem, 2021, p. 168). For the benefit of students, some universities suspended all in-person activities related to teaching and supervision. Online platforms are not commonly used by Algerian universities under normal circumstances (Kerras & Salhi, 2021, p. 17).

Furthermore, students and professors at Ain Temouchent University can communicate while working on their courses via video chats in Google Classroom or Zoom through e-learning. Every academic year, the administration adopted a hybrid or BL strategy that blends online and conventional education (Benghalem, 2021, p. 168).

Algerians had difficulty learning remotely because only 25% of the families owned a computer or tablet, and 30% had home internet access. A variety of learning resources are available to youngsters via e-platforms, YouTube channels, and TV shows sponsored by the Ministry of Education (UNICEF Algeria Country Office Annual Report, 2021).

To implement online learning at Algerian universities, Moodle platforms have been developed (Maouche & Guemide, 2021, p. 501).

1.7 Normalized Platforms and Education

1.7.1. Moodle Platform

Moodle is the official platform used at Dr Moulay Tahar University, so it is the one that is emphasized.

Moodle is an abbreviation for Modular Object-Oriented Dynamic Learning Environment. It is designed to create individualized learning environments for teachers, administrators, and students using a consistent, safe, and connected environment. Over 213 million members use this learning platform globally, making it the most widely used platform in the world (Moodle, About Moodle, 2020).

Moodle is an open source software (OSS). The term "open source" refers to software that can be modified and used freely by anyone (Branzburg, 2005). The Moodle program allows teachers to extend the classroom to the internet. There are many standards educational available through this system, so learners can access them all in one location. In Moodle, Instructors can share articles, give and receive tasks, submit digital notes and tools and so on (Marcis, 2002). Su (2006) explained that, the free Moodle online Course Management System (CMS) is an excellent tool for teaching languages. To design and run the classes, it has a variety of practical and approachable tools. Moodle relies on templates to provide easy navigation. In "flat view" mode, the entire page is displayed. Small blocks are used to divide it up, and parts are arranged according to a theme or monthly schedule. There are several tools for each part, such as lessons, quizzes, assignments, and forums. The components inside each segment can be simply moved around or concealed, and each block on a page can be separately arranged (Williams and Bryan, 2005).

1.7.1.1. Activities on Moodle Platform

There are different types of activities accessible in Moodle such as: bigbluebutton, feedback, assignments, quizzes, forum, and so on (Moodle, Activities, 2022);

1.7.1.2. BigBlueButton

In Moodle, BigBlueButton enables users to create online classrooms similar to those that are held face-to-face. During a real-time conference, teachers and students can speak with each other. The user may set the time for the conference and save the session for later viewing

1.7.1.3. Feedback

For course reviews, feedback is a great activity since it allows for the creation of surveys that can be administered to participants. A survey tool does not allow users to pick questions from a list of prewritten questions, rather they need to create their own non-graded questions.

1.7.1.4. Assignments

Students can submit their work either individually or in groups to their teachers for assessment through this activity. Texts or files can be uploaded as the work. A rubric may include basic percentages, custom scales, or even more complicated criteria for scoring.

1.7.1.5. Quizzes

As well as multiple-choice knowledge exams, quizzes provide students with feedback on their performance, which is another advantage they have when teaching. Quizzes can fulfill a variety of teaching objectives, from basic multiple-choice knowledge exams to more complex self-assessment assignments.

1.7.1.6. Forum

The Forum activity allows participants (instructors and learners) to discuss ideas by posting comments and adding photos and videos. While learners can give their classmates feedback, instructors can choose to grade or evaluate discussion comments.

1.7.1.7. Possible Alternatives of Moodle

To continue the teaching and learning process, schools all over the world employed a variety of online meeting tools and e-learning platforms. For instance, in Malaysia, the move to technology-based homeschooling was made possible by the use of Google Classroom, Zoom, Remind, and Seesaw. Beijing Normal University switched to an all online curriculum as a result of the closure. In addition to Wechat, the school website, Zoom, Classin, and TronClass, discussion groups were used on all the platforms. Television school Teleskola has been established in Georgia to facilitate learning. Oman's blended learning program was primarily built on Moodle, while its synchronous learning program was built on Microsoft Teams (Naqvi & Insiya, 2020, pp. 20-21).

1.7.2. Google Classroom

The Google Classroom platform is specifically designed for educational purposes. Educators can use it to encourage communication, foster collaboration, and coordinate tasks in educational institutions (i.e., B L). You may use the browser or a mobile application to access this platform. Several modern technologies, such as Gmail, Google Docs, and Google Calendar, may be combined with Google Classroom (Google Classroom, About Classroom, 2022).

Learners and instructors are encouraged to keep in touch using Google Classroom, a platform for self-learning. Google Classroom (GC) was cited by Halverson, spring, Huyett, Henrie, and Graham (2017) as a superior platform than other platforms due to its ability to facilitate face-to-face exchanges. Google Classroom is a platform, which don't require travel fees and can be accessed by anybody, offer schedule flexibility (Albashtawi & Bataineh, 2020, p.79). Learners' and instructors' attitudes were tested in most studies that tested the use of GC. There have been few studies investigating how the application can be used to develop linguistic skills in students. There have also been studies that looked at how effective it is in EFL settings. as Kasula (2016) found that utilizing the app can be more advantageous for teachers than for learners. In his view, GC enables teachers to "display course objectives, tasks, and homework in an organized, concentrated, efficient, and visible manner for learners, instructors, and administrators"(p.11).

This table summarizes the different activities students, teachers, guardians, and administrators can do on Google Classroom.

Table 1.2. Various Activities that Different Users Can Do with Google Classroom

User	Activities Done with Google Classroom
Teachers	• Initiate video meetings • Design and manage online courses, activities, and scores • Insert YouTube videos, polls, and other documents • Provide immediate feedback
Learners	• Follow classwork and do assignments • Review feedback and grades • Share materials and communicate via the class stream or email
Guardians	• Receive an email with a summary of students' performance • Examine the announcements and tasks
Administrators	• Set data protection and permissions for users • Create courses and registrations • Add or delete teachers and students from classes

(Retrieved from (Google Classroom, About Classroom, 2022))

The table 1.2. represents a series of tasks that instructors, administrators, parents, and students might do in Google Classroom. In addition to start a virtual meeting, design and oversee online courses, uploading audio-visual materials and even allow parents to sign up for email summaries, teachers can also give immediate feedback and provide real-time feedback to students.

1.7.3. Google Meeting

Google Meet is one of the most widely utilized virtual platforms in the nation among all of these techniques for classroom discussion. Numerous individuals may join a single virtual meeting using Google Meet, also known as Google Hangouts Meet, and talk or share videos from any place with an internet connection (John, 2020). A great tool for video collaboration is Google Meet. Face-to-face meetings are easy and fast with Google Meet, and it's incredibly fast and light. A great number of individuals can adhere to management since it is straightforward and simple (Singh & Awasthi, 2020). The speaking abilities of students can be improved by utilizing Google Meet as a teaching-learning tool for speaking drills in an English classroom. When using Google Meet video conferencing, learners may interact with their peers more, expose themselves orally, and practice speaking (Fakhruddin, 2019).

The study of Aznam, Citrawati, Hw, Kusdianto, and Setyawan (2020) finds that learning objectives including knowledge building and student learning outcomes may be met while studying at home thanks to the integration of Google Meet's media-assisted lecture methodologies. Therefore, this promotes interaction between teachers and students as well as communication between them in online courses through Google Meet classes (Benmansour, 2022).

At Saida University, Dr. Moulay Tahar Google Meeting as the first application that teachers rely on to provide various methodologies and lessons.

1.7.4. Jitsi Meet

Jitsi Meet is an application used for video conferencing. Having a meeting room in Jitsi Meet makes it easier to conduct video conferences. You do not have to make an account to do so. Additionally, for the safety of the newly established meeting room, a password may be applied to prevent unauthorized individuals from easily joining the meeting room. The URL of the newly made meeting room can be immediately shared with attendees who will be invited to video conference. The Jitsi Meet video conferencing application also includes features such as chat, desktop sharing, and you can even share a video URL from Youtube, and of course is fully Jitsi Free(Asfar & Asfar,2021).

1.8 Unnormalized Platform

1.8.1 Facebook for Educational Purposes

Among the SNS, Facebook is considered the first widely utilized one. Education was the main objective of the application. International speakers use it, however, as a means of social interaction. Research has focused on the use of social networks in education, especially in the teaching and learning of languages, due to the growing interest in e-learning and social networking in the classroom. Recent research has supported the previous theory, including studies by Schroeder and Greenbowe (2009). They emphasized that Facebook usage among EFL students displayed favorable sentiments regarding the use of the social media platform in language learning (Deng & Tavares, 2013). Besides, "Creating a learning community" on Facebook is a crucial element of student education since it allows students to meet "indirectly" and share knowledge (Baker, 1999, p. 5). researchers like Palloff and Pratt (2007) believe that Facebook provides a platform for students to establish learning communities for educational objective (Deng & Tavares, 2013). Wise et al. (2011) noted that, In addition to its use for social purposes, learners frequently use Facebook for learning; instructors can therefore direct them to utilize it as a learning tool (Deng & Tavares, 2013). In order to involve students in studying through Facebook, professors and instructors can meet students where they are and engage with them on a deeper level. In his part, Espinosa(2015) posited that , Teachers can facilitate learning through some of the practices and experiences found on Facebook if they use the social network appropriately (p. 2207). Based on this finding, Facebook should be considered an effective learning tool. learners who use Facebook often report feeling more motivated and having a better understanding of other cultures (Espinosa, 2015). since they can meet and communicate from different cultures, languages, and ethnicities. It is still useful to use Facebook to share and enhance language learning abilities through sharing texts and videos even when language learning takes place in a casual context (ghounane,2020). Kerwin (2012) highlighted that Students' creativity is fostered and their critical thinking abilities are enhanced through the use of SNS like Facebook. In addition, he stated that students are employing their newly learned language skills by submitting writings, videos, and photographs. Therefore, SNS may support synchronous and asynchronous learning methodologies for students. Learning

strategies like these can encourage interest and participation in the learning process (Ghounane,2020).

Due to the requirement for face-to-face connection when learning a foreign language, instructors in Algeria believe that the usage of SNS, particularly Facebook, is neither beneficial or effective for language acquisition (ghounane,2020). The fact that SNS is "second nature to our learners" is forgotten by teachers (Fewkes & McCabe, 2012, p. 93), this is also beneficial to them. Teachers probably don't want to interact with students in an informal situation for a number of factors. As a result, the use of Facebook to publish or publicize lectures is restricted by institutions and even instructors (ghounane,2020).

1.8.2 YouTube for Educational Purposes

According to Ghounane (2020), As a result of technological advances, learning and teaching processes have changed and been impacted. By accessing the net, the students are able to check out the lectures before the teacher delivers them, thereby changing the learning environment from teacher-centered to student-centered. Few studies have been done on the usage of YouTube, but it is another social media platform that this study considers in order to gauge the students' reason for using the most popular SNS platform (p.07). According to Preece (2014), every user has the ability to watch videos on YouTube, making it a crucial platform.

YouTube engagement in the classroom was the focus of most of the studies conducted. The motivation for utilize YouTube as an additional instructional resource was also examined in other studies. Since YouTube videos have demonstrated their effectiveness in language teaching and learning, educators are now focusing on its use. An indispensable resource for inspiration and instructional content is YouTube. Teachers may clarify supplementary concepts, give definitions, extra resources, and even activities by uploading videos to YouTube (Britisch,2009).

By using student-created videos as teaching tools, educators can give students more information about educational trends and ways to evaluate their learning (Almobarraz,2017). According to certain research, exposure to the language and phonological level on YouTube benefits EFL students' learning of spoken English in both formal and casual contexts (Ghasemi, 2011; Derewianka, 2008 in Alwehaibi, 2015).

some academics have studied how YouTube may be used to improve reading and writing abilities. Rennie (2012) and Nejati (2010) posited that In terms of participation, conversations, and writing assignments, YouTube has demonstrated its usefulness (Alwehaibi, 2015). Along with investigating YouTube's usefulness as a tool, the researcher also made an effort to evaluate the impact of the content during the Covid-19 epidemic among English as a Foreign Language Master's students at Saida University (Ghounan, 2020).

1.9 Conclusion

Chapter one provided many definitions of both learning and e-learning, characteristics and types of e-learning namely blended, synchronous and asynchronous learning. Then, it discussed some differences between both modes of learning. Furthermore, this chapter revealed that the elearning experience could not be said to be very successful. The decision of closing universities was so sudden, and everybody was not fully prepared to shift from conventional learning to online learning. Finally, it suggested key factors for implementing e-learning successfully.

Chapter Two

Research Methodology

2.1 Introduction

The current chapter is dedicated to presenting the analyses of data obtained from a study that aims at investigating the attitudes of Algerian learners at the University Dr Moulay Tahar -Saida towards the e-learning platforms. It proceeds with an overview of the case study, followed by an analysis of the questionnaires.

2.2 Quantitative and Qualitative Research Methods

Based on the kind of information to be gathered, each investigation is conducted using a specific methodology. Research methodologies generally fall into three basic types: mixed-methods, qualitative, and quantitative.

2.2.1 Qualitative Research

It is an investigation that focuses on qualitative aspects. Benoliel (1985) further on this idea and defined qualitative research as forms of systematic investigation aimed at comprehending human beings and the nature of their interactions with themselves and their understandings. Sechrest and Sidani (1995) make it clear that the goal of this technique is to provide insightful explanations that would help people comprehend various events better. Due to the way that it produces theory, qualitative research varies from qualitative methodologies. The results are described in the language used during the study process; there is no specific aim to count or quantify them (Leach, 1990). In order to understand the study's topic, qualitative research seeks to identify specific characteristics of phenomena (Cormack, 1991).

2.2.2 Quantitative Research

In quantitative research, a phenomenon or collection of occurrences is observed and described using numerical data (Sukamolson, 2007). In order to conduct quantitative research, a random sample must be chosen from the study population and randomly assigned to different study groups (Duffy, 1985).

Sukamolson (2007) lists six situations in which quantitative research is applied:

- When attempting to find a numerical solution
- Whenever a phenomena experiences a numerical change.
- Helpful for dividing up a population.

- To measure viewpoints and ways of thinking about a subject.
- It is helpful to use statistical methods to understand a phenomenon.
- to demonstrate theories

2.3 Mixture of both Quantitative and Qualitative methods

Researchers mix qualitative and quantitative methodologies to broaden their body of data, increase the reliability of their conclusions, and contrast the findings of one method with those of the other. Research in the fields of health and social science can benefit greatly from the mixed methods approach, which is regarded as the third methodological trend. To make it clear that the features of both approaches are complimentary, it is crucial to discuss their respective qualities in order to have a better grasp of what each one focuses on. Marshall (1996) mentioned characteristics of both quantitative and qualitative methods, unlike qualitative research, which is defined by an inductive, holist foundation, quantitative research is characterized by a deductive, reductionist philosophical foundation as its primary distinguishing feature. Quantitative research tries to test predetermined hypotheses, whereas qualitative research aims to study complicated human concerns. The researcher chose to combine these qualities since they are extremely complimentary to one another. Since both numerical and descriptive viewpoints are studied and the validity and correctness of findings are ensured, combining qualitative and quantitative methodologies yields the best results (Dörneyi, 2007).

2.4 Research tools

In every inquiry, research tools are essential. The topic of the research serves as guidance for these instruments. In this study, the researcher chose to use one research instrument which is a questionnaire for students and teachers.

2.5 Questionnaire

All questionnaires, whether they are administered manually or electronically, and in both qualitative and quantitative variants, have the potential to be the one and only instrument that can efficiently gather a significant amount of data. In addition to being easy to use, it also provides a thorough review of the subject that is hard to get using other research techniques. Anderson (1990) pointed out that questionnaire “Allow the gathering of reliable and valid data, relatively, in a short time”(p. 207). It is often an evaluation that includes a series of questions that need a good response, solution, or the decision from a range of options.

2.6 Students' questionnaire

The questionnaire of this investigation consists of three sections; the first one is about students' perspectives about the use of ICT in EFL classroom.

2.7 Description of the Students Questionnaire

The questionnaire is used as a tool of data collection in the current study. It consists of 13 questions that are arranged from general to specific questions and divided into three main sections. The first section asks for the students perspectives about the use of ICT in EFL classroom. Whereas the second one is devoted to finding out the usage of learning platforms technologies, and the last section is about virtual learning.

First section: students' perspectives about the use of ICT in EFL classroom (Q1-Q4).

The initial section contains four items about the use of ICT tools in the classroom in form of table.

Second Section: The usage of learning platforms technologies (Q5-Q10).

This part aims to investigate and identify the online learning and the use of learning platforms. The fifth question is to find out if learners prefer learning platforms technology. Then, the sixth question is about the frequency of use of the normalized platforms like Google Meeting, Moodle, Jitsi Meet. The seventh question is about the unnormalized platforms such as Facebook, whatsapp, Instagram, Telegram who students use to communicate with each other. Question number eight is yes/no question related to the possibility of use unnormalized platforms for study purposes with a chance to justify answer. Question nine is also a yes/no question is about the importance of social networking sites and their help in simplifying learning. Question ten is about Moodle issues with six options to select from; technical, internet problems, administrative, not availibal to all student, Lack of guidance from teacher, or help of administration; or other problems to be given by the participants.

Third Section: Online (Virtual) Learning (Q11-Q13)

Question eleven inquires about learners' motivations toward traditional learning or online learning. Then question number twelve is clarification of the benefits of using virtual learning. Finally, question thirteen is about student motivation when using moodle platform .

2.8 Description of the Teachers' Questionnaire

There are twelve questions overall in this survey, which are separated into two segments.

The first section entails two questions related to background information: teachers' degree and teachers' experience in teaching. Whereas, the second one is devoted to teachers' opinions about learning platforms. The third question is about checking whether online learning promotes teaching and learning abilities. The fourth question is a yes/no question inquiring teachers' perceptions about online teaching and traditional teaching methods. Then, the fifth one is about the effectiveness of online learning concerning the integration of IT and education in the digital era. The sixth question inquires teachers' experience concerning teaching from home. The seventh one is about the number of students who participated in the online classes. The question number eight is intended to discover teachers' ways of communications with their students. Question nine is about the platforms used by teachers in conducting online classes with four options to select from; Google Meet, Zoom, Jitsi Meet, Moodle. Question ten is about teachers' satisfaction about the new system of teaching. Finally, the last question is a yes/no question about teachers' attitudes toward e-learning and face-to-face education in university.

2.9 Method

The current study is conducted following a descriptive quantitative method. The descriptive method is opted for to describe a naturally-occurring phenomenon which is the status of e-learning in the Algerian context as observed by students at the University Dr Moulay Tahar-Saida. The quantitative approach is followed because it fits the large size of the sample of this study as opposed to the qualitative approach. Therefore, a descriptive qualitative method of research would be appropriate to collect data and analyze it for the sake of answering the research questions.

2.10 Population and sampling

Polit (2001) argued: "Sampling involves selecting a group of people, events; behaviors or other elements with which to conduct a study. When elements are persons, they are known as subjects . . . selected from the delineated target population in a way that the individuals in the sample represent as nearly as possible" (p. 235). This study has taken place at Dr. Moulay Tahar Saida University, at the level of master one students at the English department during the academic year 2022/2023.

The study participants are 22 master one EFL students and 10 teachers of English department at Saida University. According to the students, they were chosen to determine the hardships in shifting between both learning approaches (e-learning and conventional learning), moreover, the instructors were chosen based on their experience in e-learning. The researcher chose ten instructors, who teach at varying scales at Saida's English department.

2.11 Limitation of the study

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

2.12 Conclusion

In sum, this section outlined the research methodology in respect of the instruments engaged and the study volunteers, a full explanation of the instructors' and learners' questionnaire. The next chapter entails a thorough examination of the students and instructors' survey, in attempt to provide a set of suggestions whenever necessary.

Chapter Three: Data Analyses and Interpretation

Chapter Three: Data Analysis and Interpretation

3.1 Introduction

The dissertation's research methods and design were discussed in the preceding chapter. This chapter is dedicated to analyzing and discussing the collected data. In the following lines, each question is given a section to analyse and interpret.

3.2 Students' Questionnaire Analysis

A. Section One: Students perspectives about the use of ICT in EFL classroom.

The respondents are given numbered items with five numbered choices to select from ranging from Strongly agree (4) to strongly disagree (1).

To calculate the mean, the choices were given numbers: strongly agree= 4, agree= 3, disagree= 2, strongly disagree= 1. Then, the number of respondents who chose each choice was calculated, e.g. 11 selected 'strongly agree' in the first statement. This number is to be multiplied by the number given to the corresponding choice, e.g. 11×4 . Then the same thing is done for each choice. The result of the first statement is divided by the whole number of participants (22) and the found number is the mean.

E.g. $(11 \times 4) + (10 \times 3) + (2 \times 2) + (1 \times 1) = 79 / 22 = 3.59$

The statements	N	Minimum	Maximum	Mean
1. ICT tools play an important role in my learning process.	22	1	4	3.40
2. Using ICT tools for learning is very important to the learner	22	1	4	3.22
3. ICT tools create a better atmosphere in the classroom.	22	1	4	3.86
4. The use of ICT contribute to a better understanding of the	22	1	4	3.09

lesson				
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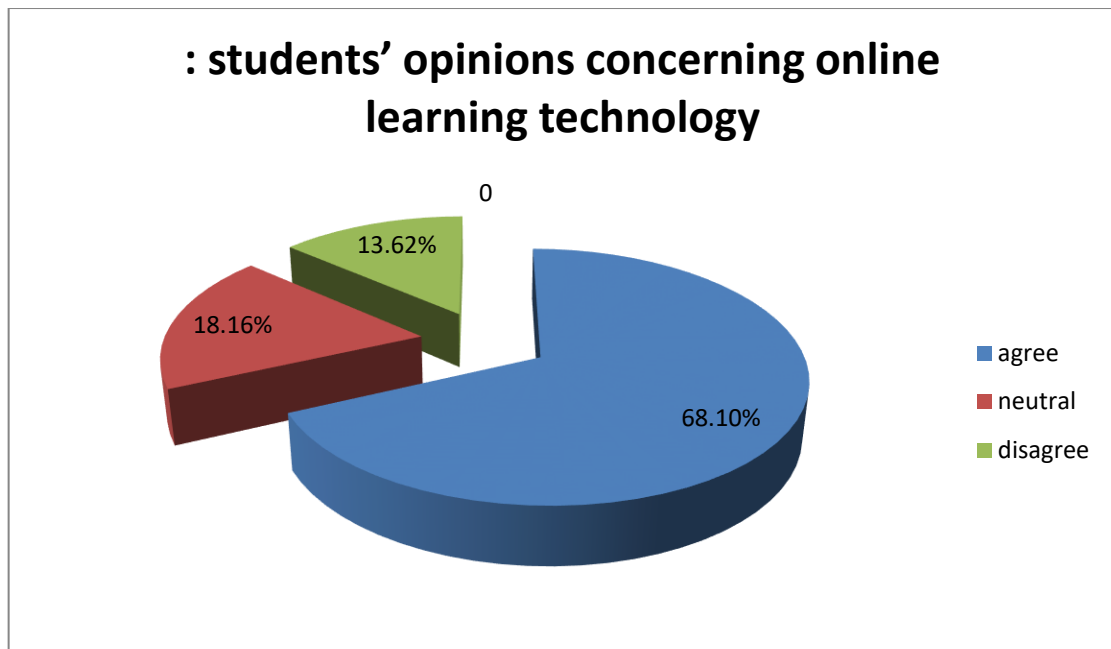
Table 3.1: Students perspectives about the use of ICT in EFL classroom.

Items 1-4 aimed at investigating learners' perspectives about the use of ICT in EFL classroom mean is ranging between 3.09 and 3.86 (strongly disagree to strongly agree). In the other word, the results are varied a great deal, and the responses are strongly agree, for the second item, which is a positively worded statement concerning the importance of the use of the ICT, that garnered disagreement and this implies a positive attitude towards using ICT tools for learning. Item three is another positively worded statement where everyone agreed that it provides a suitable atmosphere in the classroom. Through the results of the given statements, learners' feelings towards the use of ICT in classroom are quite clear; the four items got agreed responses. To sum up, the respondents' affective attitudes towards using ICT in EFL classroom are totally positive.

Section Two: The use of learning platforms technologies.

Question Five: Do you like online learning technology?

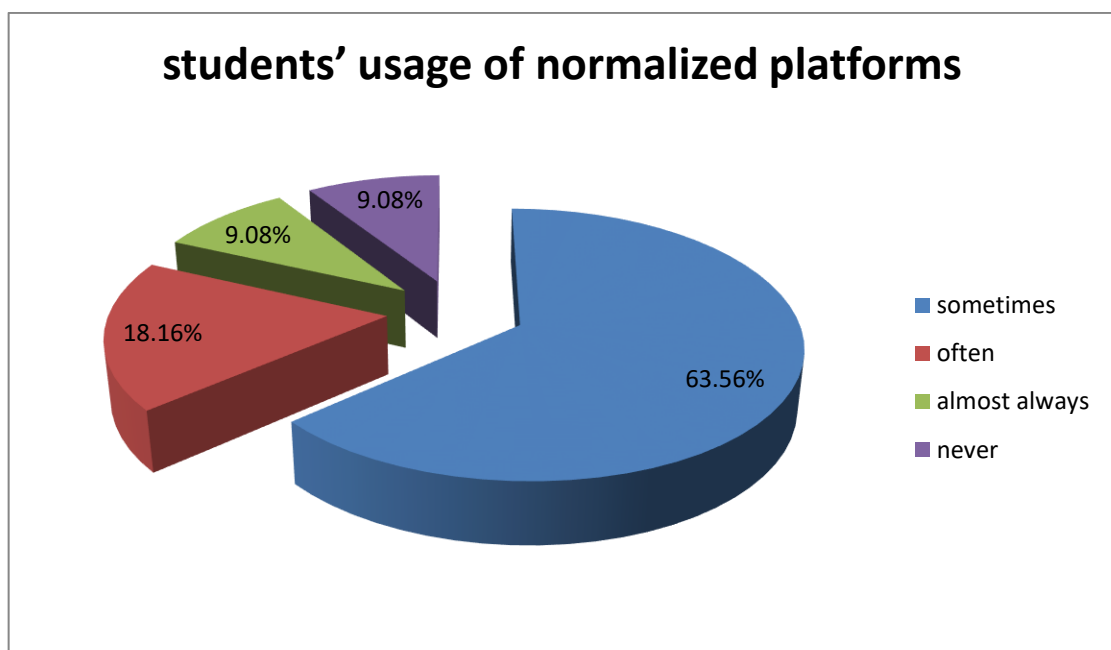
Figure3.1: students' opinions concerning online learning technology



The pie chart above represents participants' choices when asked whether they like online learning technology. 68.10% which is about 15 students selected agree, i.e. the majority did not face problems while use online learning technology. Whereas, 18.16% (04 students) selected neutral, and the rest 03 students 13.62% selected disagree.

Question six: How frequently you use normalized platforms (google meeting, Moodle, Jitsi meet) in language learning.

Figure3.2: students' usage of normalized platforms



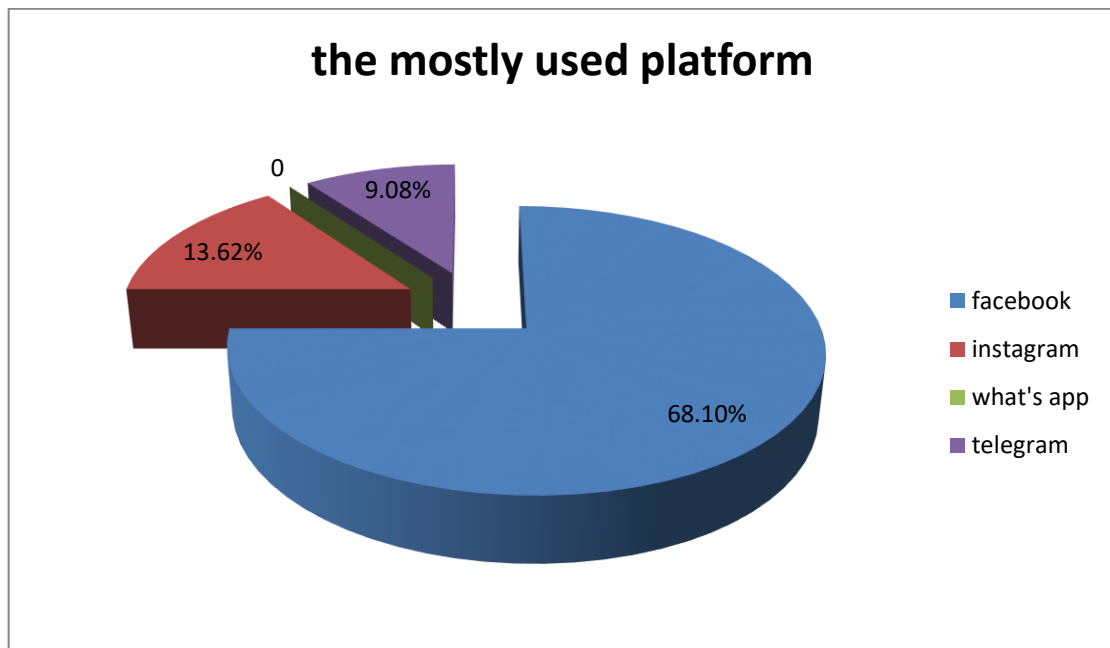
In this question, The aim is knowing if the student use normalized platforms . The result showed that (63.56%) of the respondents selected sometimes. While the percentage of (18.16%) represent the respondents who selected often. Whereas, the same percentage (9.08%) for almost never and almost always.

Question seven: Which of the following unnormalized platforms do students use it to study with each other?

Table 3.2 the unnormalized platforms do students use it to study with each other.

Options	Number	Percentage
Facebook	15	68.10%
Instagram	3	13.62%
Whatsapp	2	9.08%
Telegram	2	9.08%

Figure3.3: the mostly used platform

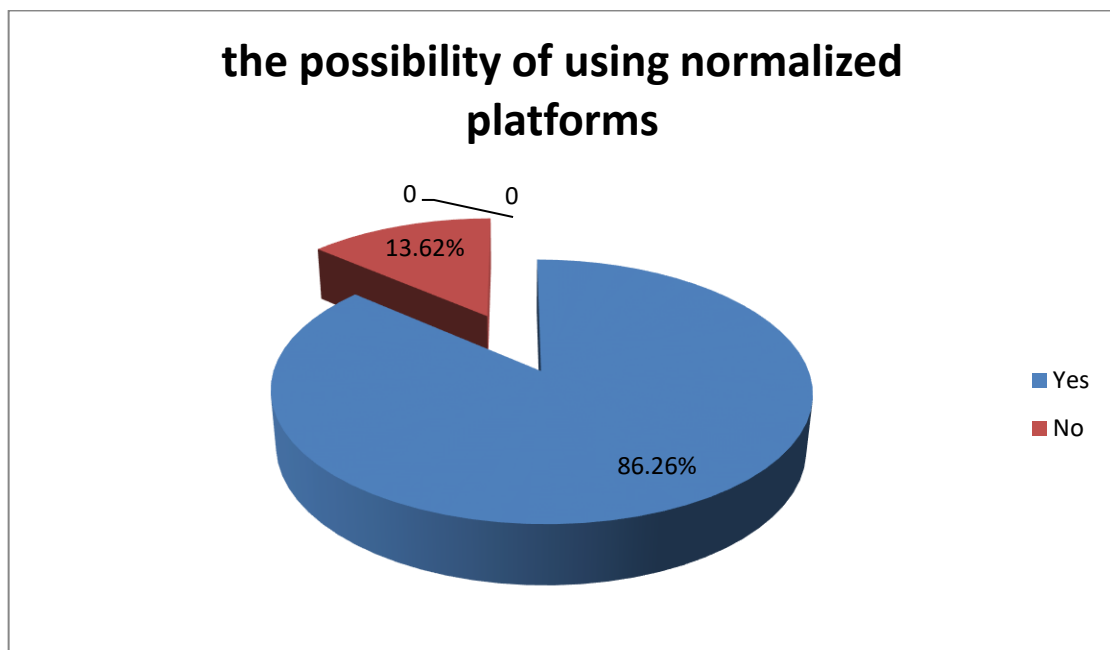


The participants were given four choices of the main unnormalized platforms who use it to study with each other. Therefore, 68.10% which is 15 students use facebook. While, 13.62 %

prefer instagram. Whereas, 9.08 % for the participants who use whatsapp and telegram to communicate.

Question eight:is it possible to use unnormalized platforms(social networks) for study purpose?

Figure3.4: the possibility of using normalized platforms



The pie chart above represents participants' choices when asked whether they use unnormalized platforms for study purpose. 86.26% which is about 19 students selected yes, i.e. the majority use social networks for their studies. Whereas, 13.62% (03 students) selected no. The percentage of 86.26% represents the vast majority of the students who use unnormalized platforms as a tool for studying. Most respondents depend on social media for study purpose.

Justification: students justified their answers by saying that even social media can be beneficial in some points such as: learning, practicing important activities, communicating with teachers, or collectively working as well. The other students declared that social networks are not that much useful because they only form a waste of time for them and will never help them in their studies, rather, social networks will push them to enjoy other things but not studying.

Question Nine: does using social media such as(facebook, messenger groups, whatsapp) help and facilitate your studies?

Options	Yes	No
Number of learners	20	2
Percentage %	90.80%	9.08%

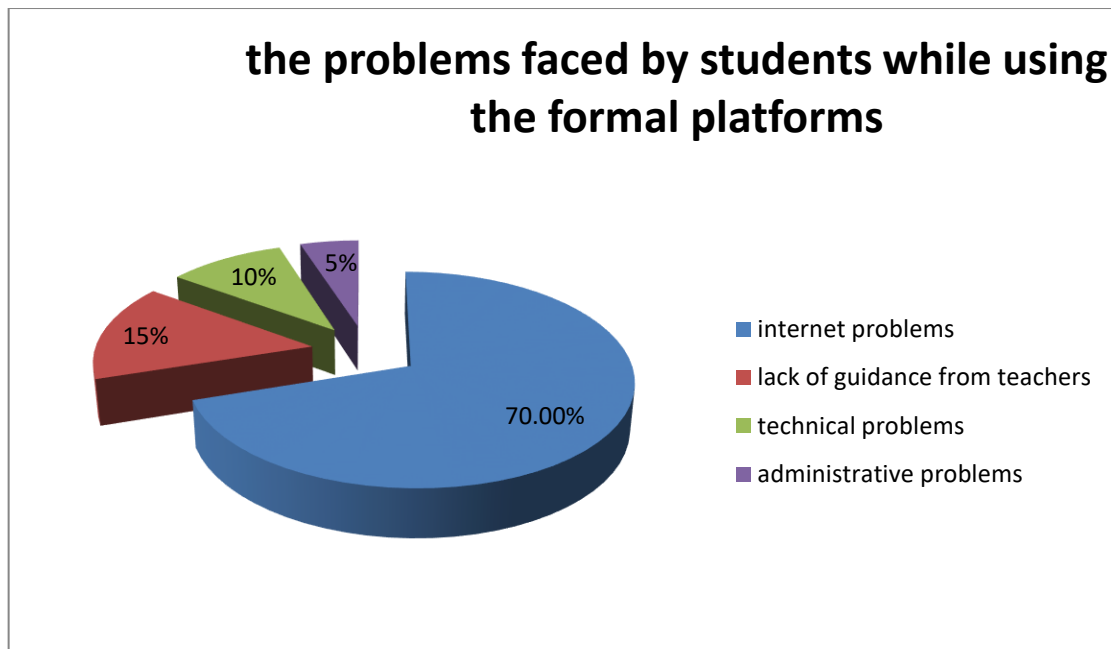
The table above explains that the majority of students find that social media help and facilitate their studies. 90.80%, that is, 20 questioned students stated that they use facebook, messenger groups, and whatsapp as a tool to clarify and simplify their studies. Only 9.08% (2) answered with no which they do not depend on social media.

Question Ten: what kind of problems do you face when using formal (normalized) platforms especially moodle?

Table 3.3. The problems faced by students while using the formal platforms

Options	Number	Percentage
Technical.	09	40.9%
Internet problems .	13	59.09%
Administrative.	06	27.27%
Not available to all students	09	40.9%
Lack of guidance from teacher, or help of administration.	11	50%

Figure3.5: the problems faced by students while using the formal platforms



The participants were given five choices of the main problems they face when using moodle platform. The majority (59.09% which is 13 out of 22) selected internet problems as the main problem. And 50% which is 11 respondents choose, lack of guidance from teacher, or help of administration as the main hurdle, this shows that the introduction of Moodle in Algerian education created more problems than it resolved. Whereas (40.9 %) it's about 09 students selected technical problem and the same stats students selected not available to all students because of technical problem. However 27.27% which about 06 respondents see that it is an administrative problem.

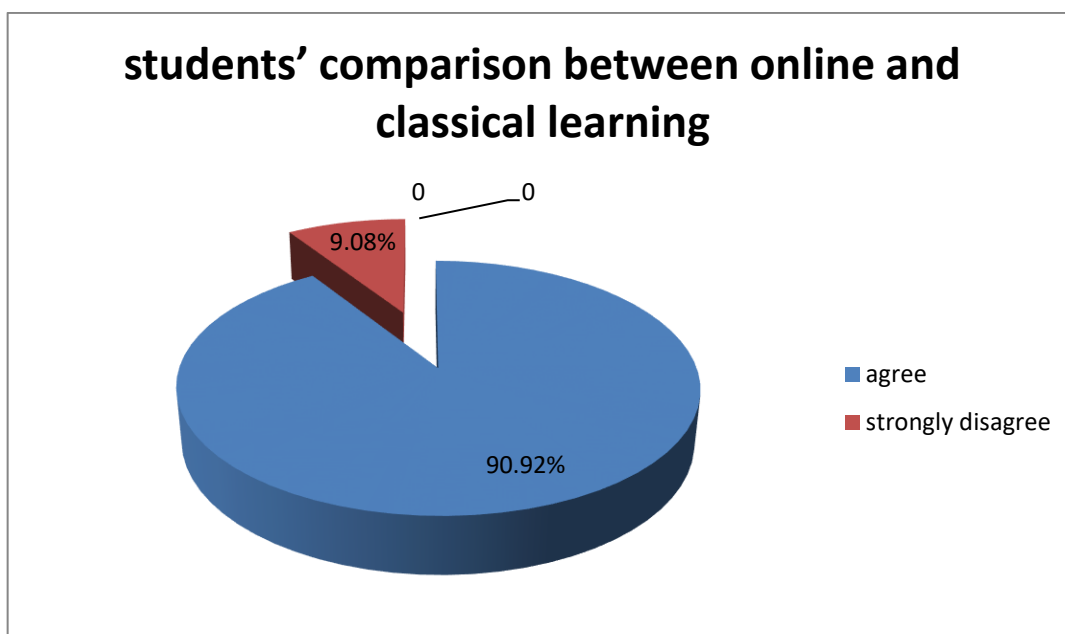
Section three: online (virtual) learning

Question eleven: are you motivated when using online learning compared with classical learning?

Table 3.4 : students' comparison between online and classical learning

Options	Number	Percentage
Strogly agree	04	18.16%
Agree	08	36.32%
Strongly disagree	02	9.08%
Disagree	08	36.32%

Figure3.6: students' comparison between online and classical learning



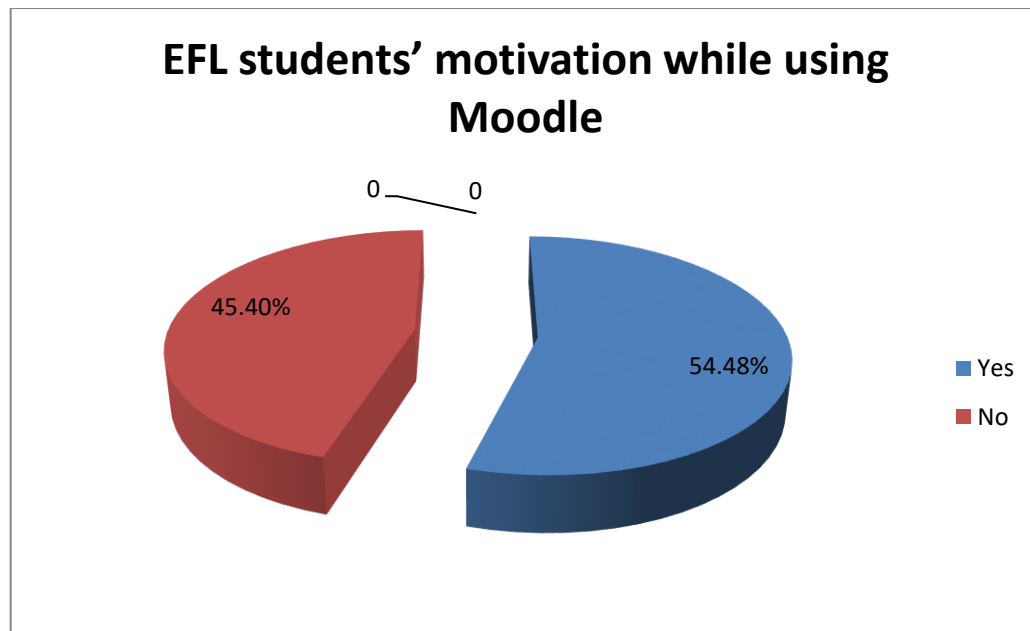
In this question, the purpose knows if students are motivated when using online learning. 36% (08 informants) agreed that they are motivated when they receive lessons virtually. Likewise, another 08 informants disagreed. However, among the 04 informants have strongly agreed. whereas, 9.08% have strongly disagreed. Accordingly, since the most learners have agreed and strongly agreed, it is right to say that virtual learning has a central role in student's motivation.

Question twelve: What are the benefits of using virtual learning?

The answers of the current question varied from a student to another, but they generally have some common points concerning the advantages of virtual learning such as: accessing to the lessons anywhere and at any time, it helps them managing their times effectively, it helps them working in pairs and collectively, it promote their digital skills, it aids them to learn how to be autonomous learners by being responsible of their own learning, and it moderate their participation as well

Question thirteen : as an Algerian EFL student, are you motivated when using moodle?

Figure3.7: EFL students' motivation while using Moodle



The pie chart above represents participants' choices when asked whether they motivated when using moodle platform. 54.48% that is the majority of them agreed. While, 45.40% of them disagreed . The results viewed clear proof that students prefer Moodle because the platform can give opportunities to share lectures, communicate with teachers.

3.3 Discussion and Interpretation of Students' Questionnaire

As mentioned before, data analysis process can be conducted through two methods which

Are qualitative and quantitative data analysis techniques, these data analysis techniques can be used independently or in combination , thus, it is an important step in reporting the research findings because it helps the investigators to describe, illustrate, and evaluate, discussing their findings.

In the light of the finding gathered from the two research instruments, the majority of students prefer e-Learning despite all the barriers and problems that are faced while adopting this way of teaching and learning because of a number of advantages such as saving time and money, leading to better attention, providing consistency in teaching offering personalization, and communicating effectively with students.

As for the barriers and obstacles encountered, a variety of issues were noticed such as the lack of access to technology, the difficulty of using new technology , the lack of Concentration, lack of tile management. However, it is to be mentioned that though all these difficulties they

prefer online classes over the traditional method especially in this period of pandemic covid19 that both students and teachers believed that it was manageable, and students could conveniently have access to the online teaching materials. It also reduced the use of financial resources and other expenses. It eased administrative tasks such as recording of lectures and marking attendance.

Moreover, results revealed that both students and teachers agreed that online learning modalities had encouraged student-centeredness during this lockdown situation. The students had become increasingly self-directed learners and they learnt autonomously at any time in a day.

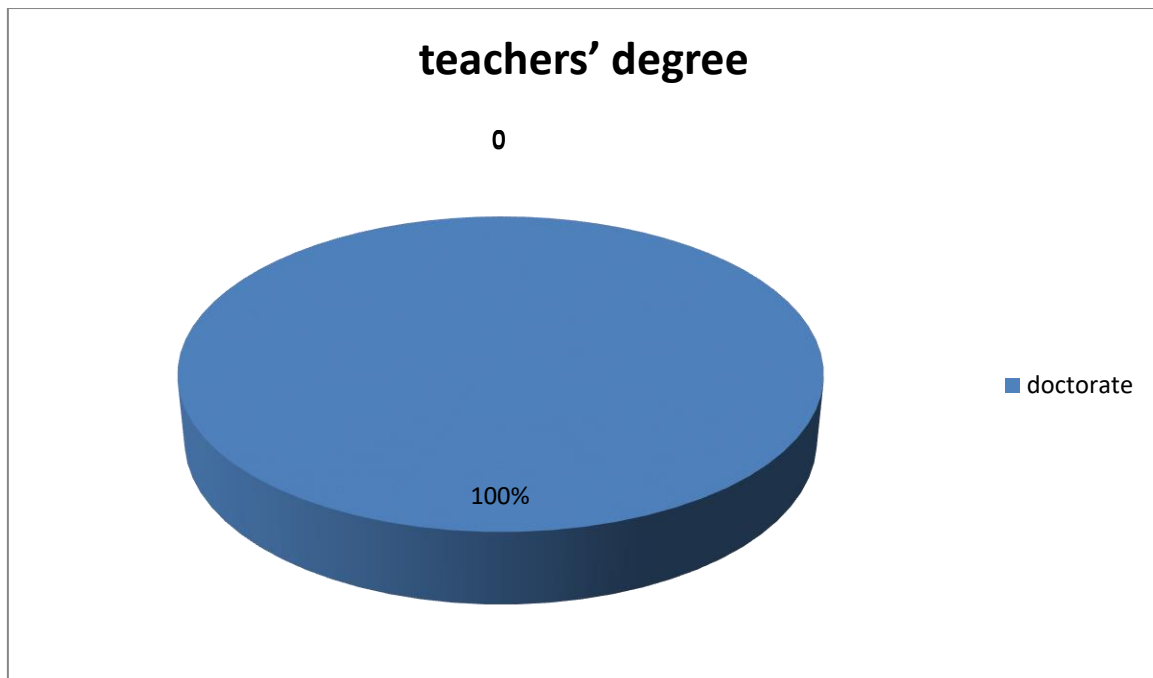
3.4 Teachers Questionnaire Analyses

The current teachers' questionnaire was devoted to first year EFL master teachers, at saida's university exactly at English department. Teachers' answers were very significant to investigate this research study, by gathering more feedback through the obtained data about the effective normalized platforms and the way they affect learning. The questionnaire is known to be the most appropriate tool to gain the most reliable data and findings.

Section one: personal information

Question one: which degree you held?

Figure3.8: teachers' degree



The main objective of asking this question was to know teachers' amount of knowledge about the topic. 100% of the participants answered by “doctorate” as it is demonstrated in the figure01 above, that is, teachers' degree reveals that they are very competent teachers and are able to discuss any topic and give their important feedback.

Question two: how long have you been teaching?

Figure 3.9: teachers' experience in teaching

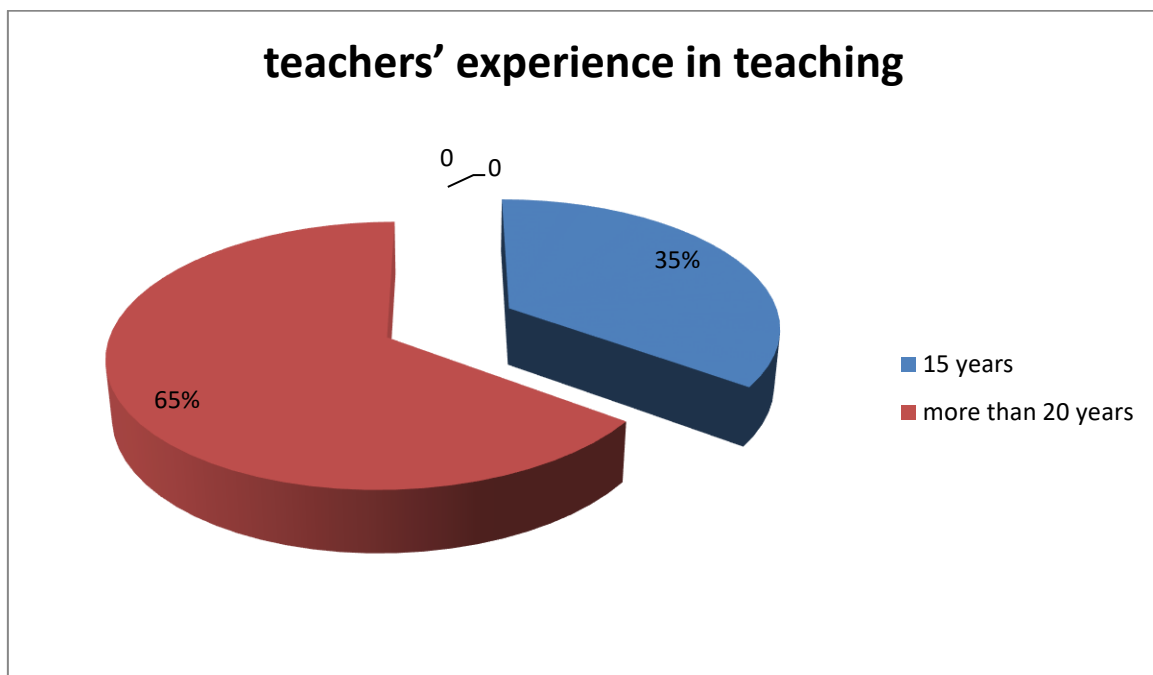


Figure02 shows that all teachers are very experienced in their teaching careers; the majority of teachers representing a percentage of (65%) declared that they have been teaching for more than 20 years while 35% of the participants said that they have been teaching for 15 years, both different statistics show how much are teachers having experience in teaching.

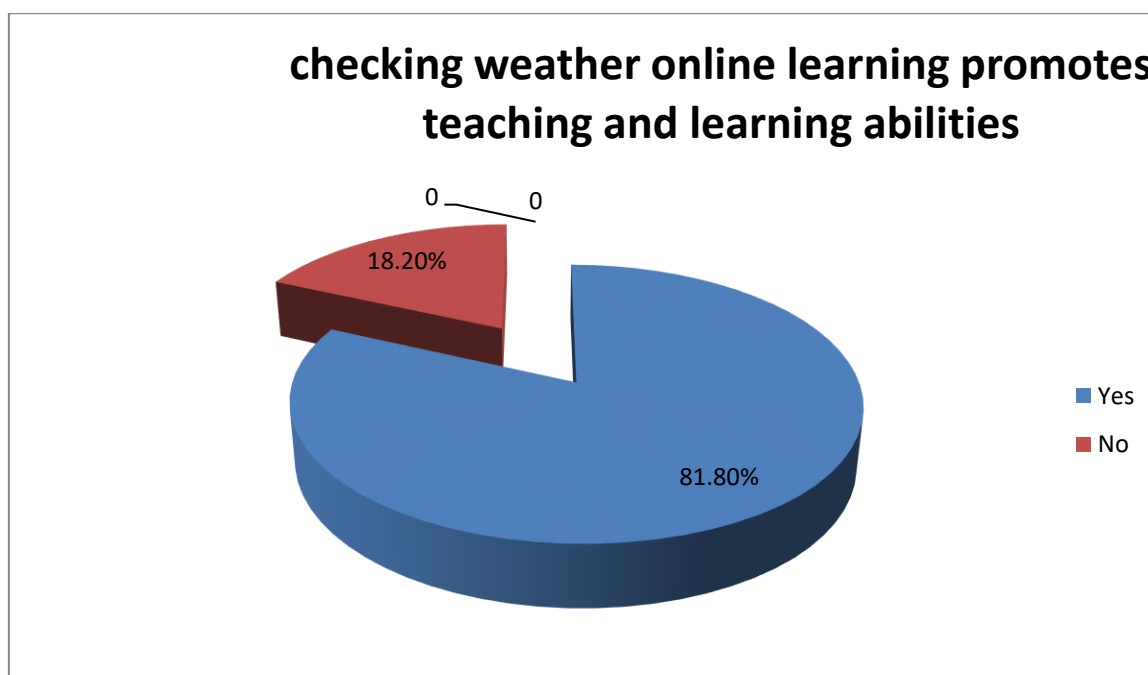
Section two: teachers' and their opinions about platforms learning

Question one: does online learning promote the ability of teachers' information teaching and the ability of students' self-learning?

Table 3.5: checking whether online learning promotes teaching and learning abilities

answer	Teachers' numbers	Percentage
Yes	9	81.8%
No	2	18.2%

Figure3.10: checking whether online learning promotes teaching and learning abilities



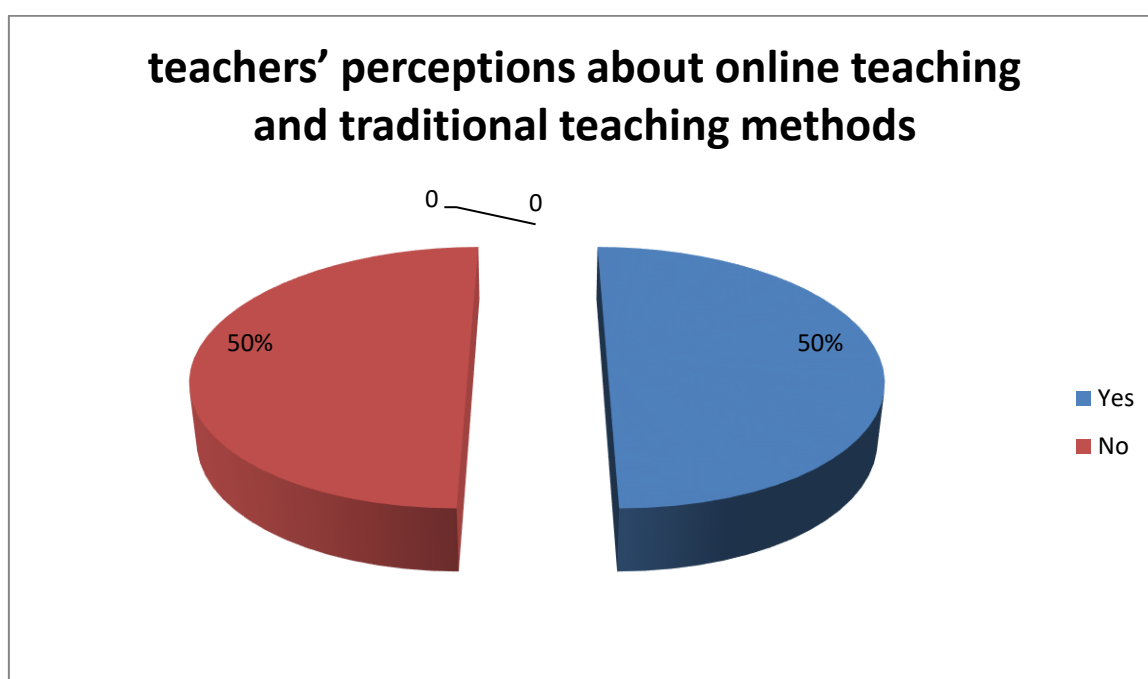
According to the statistics displayed on table01 and figure01, 81.8% of the participants confirmed that online learning promotes the ability of teachers' information teaching and the ability of students' self-learning since it was the answer of the majority of teachers. 18.2% of the participants on the other hand, answered with "No" on the fact that online learning promotes the ability of teachers' information teaching and the ability of students' self-learning.

Question two: do you agree that normalized online teaching force teachers to reform their teaching methods through integrating modern information technology?

Table3.6: teachers' perceptions about online teaching and traditional teaching methods

Answers	Teachers' number	Percentage
Yes	5	50%
Neutral	5	50%

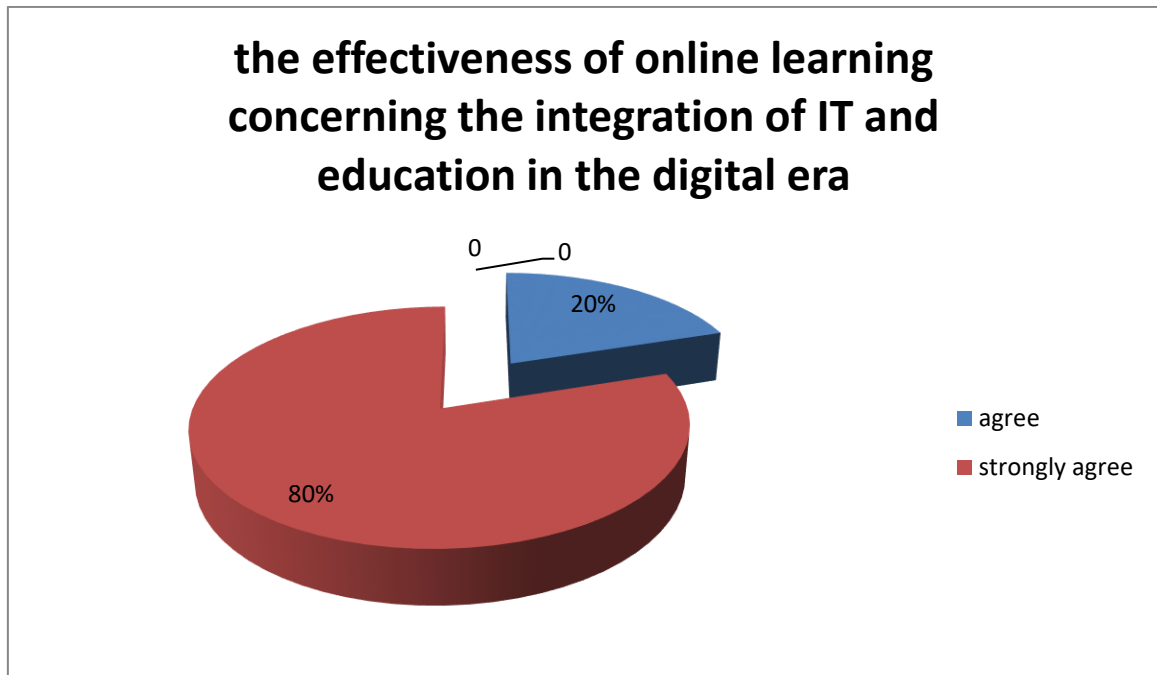
Figure3.11: teachers' perceptions about online teaching and traditional teaching methods



Teachers' answers were divided into two parts; the first part (50% of the participants) declared that online teaching oblige them to teach with new techniques and methods rather than the ones worked with in the traditional way of teaching, while 50% of the participants proved that online teaching is not obliging them to change any of their teaching techniques , rather, they said that they can keep the same methods and way of explaining and posting courses while teaching their students online.

Question three: is normalized online teaching in ordinary universities an effective path to deeply integrate information technology and education in the digital era?

Figure 3.12: the effectiveness of online learning concerning the integration of IT and education in the digital era



The results obtained from the pie chart 03 reveal that all teachers agree and strongly agree that online learning is an effective way to start integrating information technology and education in the digital era (80%) strongly agree, (20%) agree.

Question four: how was your experience teaching your students from home as compared to teaching them university?

Figure3.13: teachers' experience concerning teaching from home

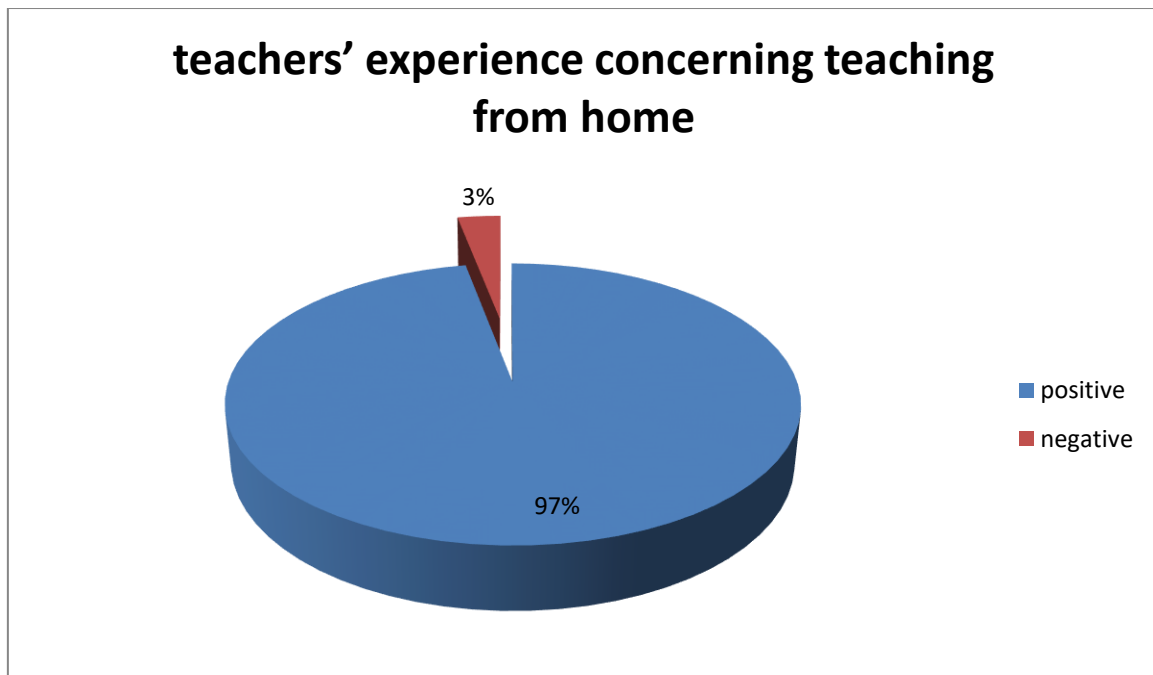
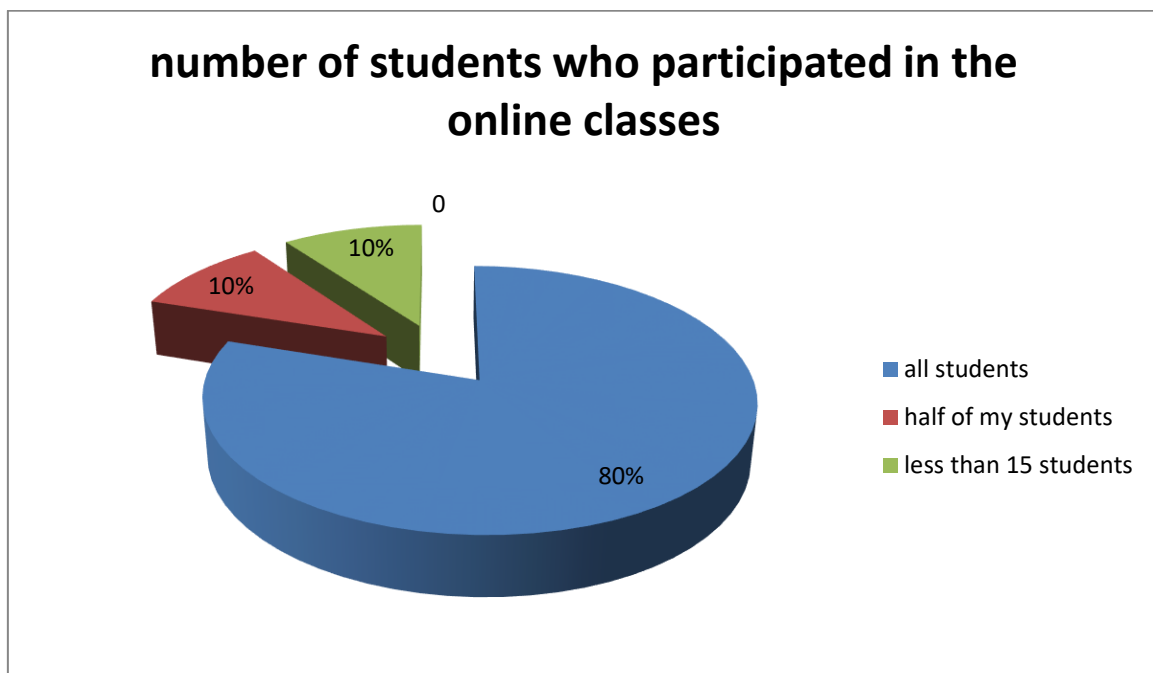


Figure04 displays that 97% of teachers found online teaching as a positive experience rather than face to face learning, while only 3% of them consider teaching from home as a negative experience and that can go back to the fact that some teachers feel incapable to give all their efforts face to face to their students.

Question five: how many of your students regularly participated in your online classes?

Figure3.14: number of students who participated in the online classes



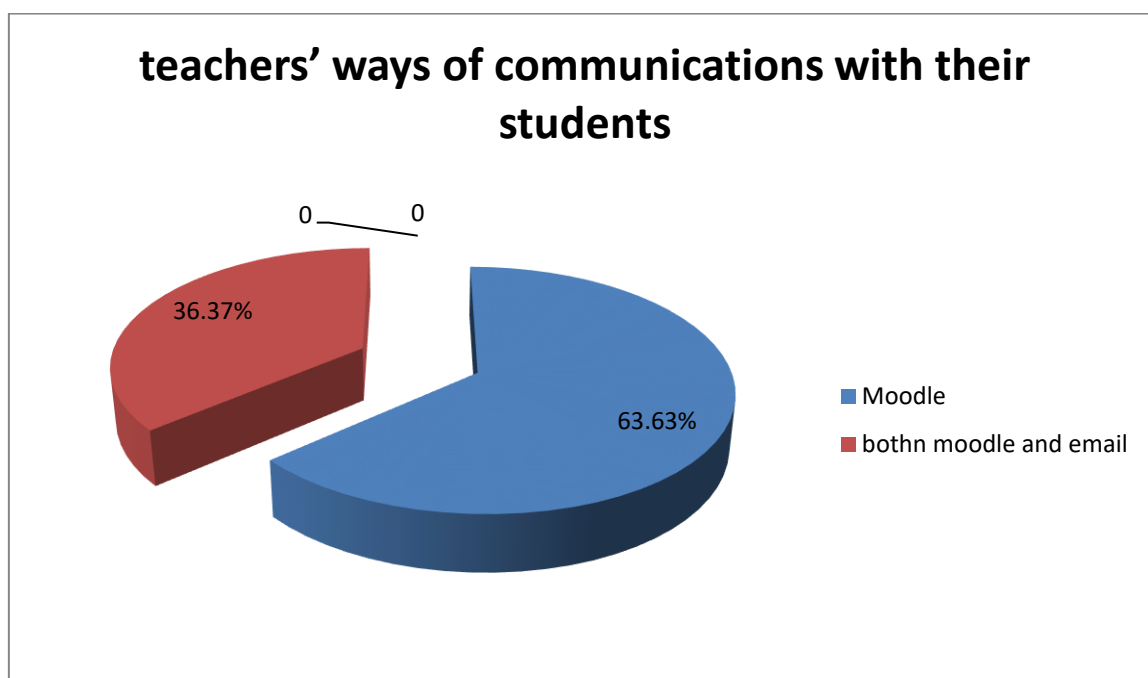
The pie chart above reveals that students' participations in the online courses varies from teacher to another, for instance the great majority of teachers representing 80% of the population said that all their students used to participate in their online classes, while 10% of teachers declared that only the half of their students used to participate in their online classes, and the rest 10% of the participants confirmed that they were observing a great number of absences because they were only teaching less than 15 students from all groups together.

Question six: how do you communicate with your students?

Table3.7: teachers' ways of communications with their students

answers	Number of teachers	Percentage
Moodle	7	63.63%
Both email and Moodle	4	36.37%

Figure3.15: teachers' ways of communications with their students



According to the findings taken from table06 and figure06, teachers were using both Moodle and email to be able to communicate with their students. 63.63% of the population declared that they use Moodle to explain and communicate with learners and use emails also to carry on sending other necessary documents to the learners. 36.37% of teachers said that they only need to use Moodle to complete the operation of teaching online.

Question seven: are your students learning better after switching to virtual learning?

Table3.8: students' virtual learning

answers	Number of teachers	Percentage
Yes	8	66.66%
No	3	25%
Maybe	1	8.34%

Figure3.16: students' virtual learning

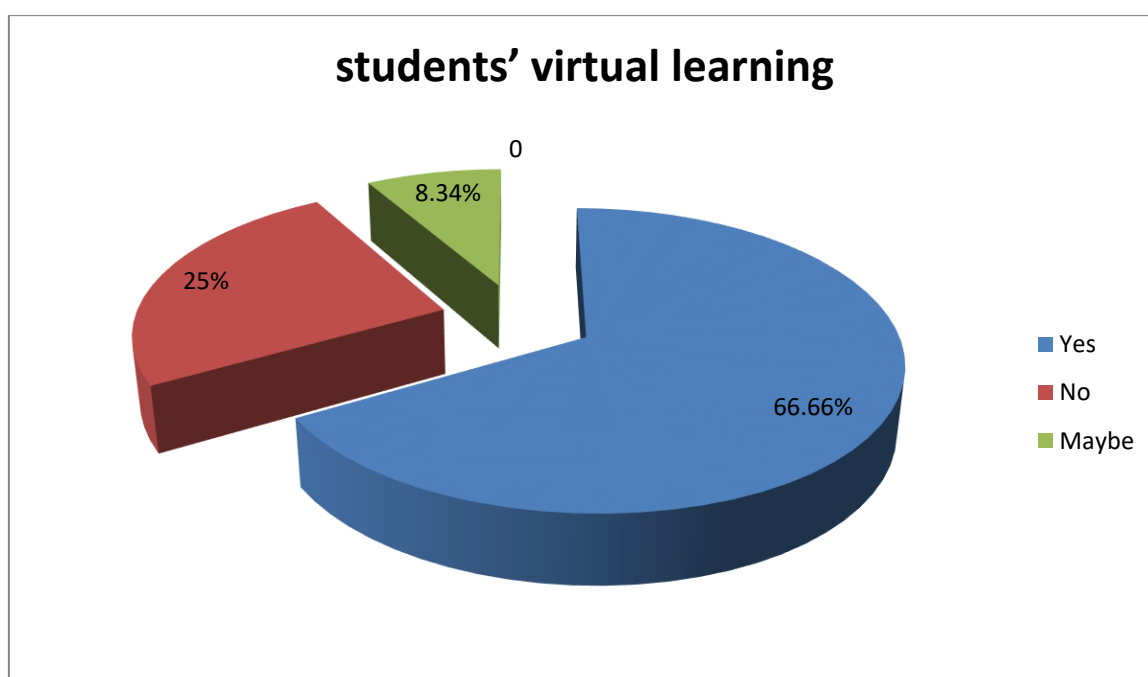


Table3.8 and figure3.16 are both revealing that virtual learning is more appropriate for students 66.66% of them answered that they learn better with it, and the other category was divided into two different categories; the first one that represent 25% answered with "No" which means that they do not learn better with virtual learning and that can be back to their desire to only stick on traditional way of learning, but the few rest teachers (8.34%) declared that they do not differentiate between online and traditional learning and they see it both the same because they answered with "Maybe".

Question eight: what are the normalized platforms do you use it to conduct online classes?

Figure3.17: the platforms used by teachers in conducting online classes

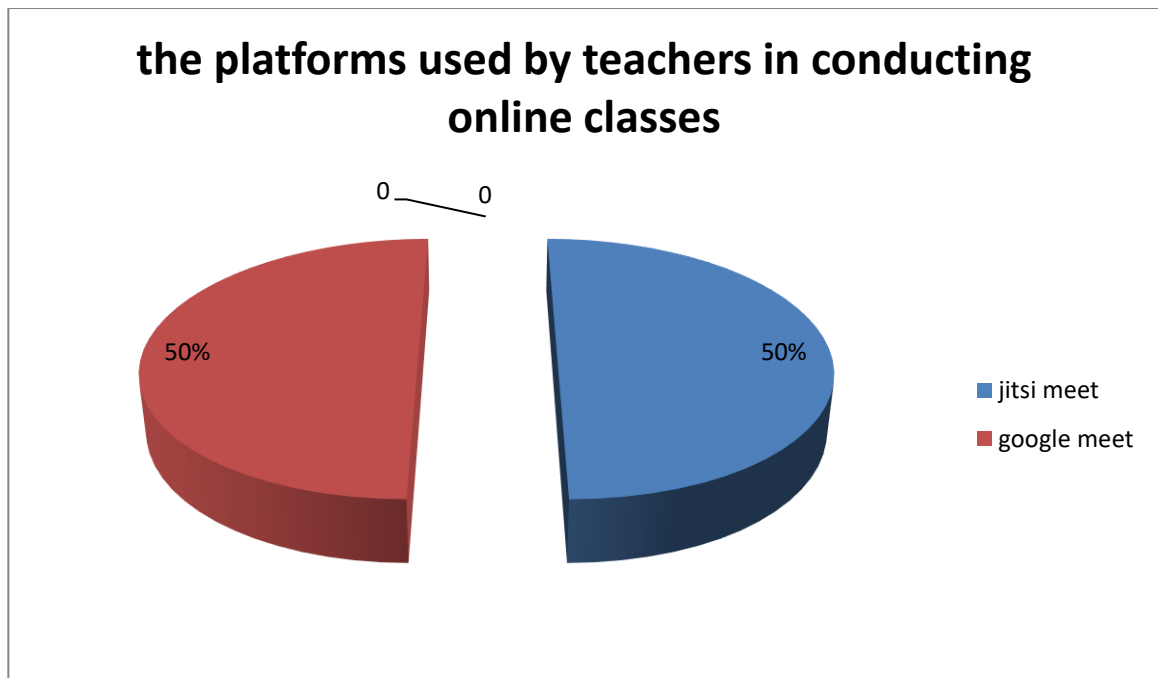


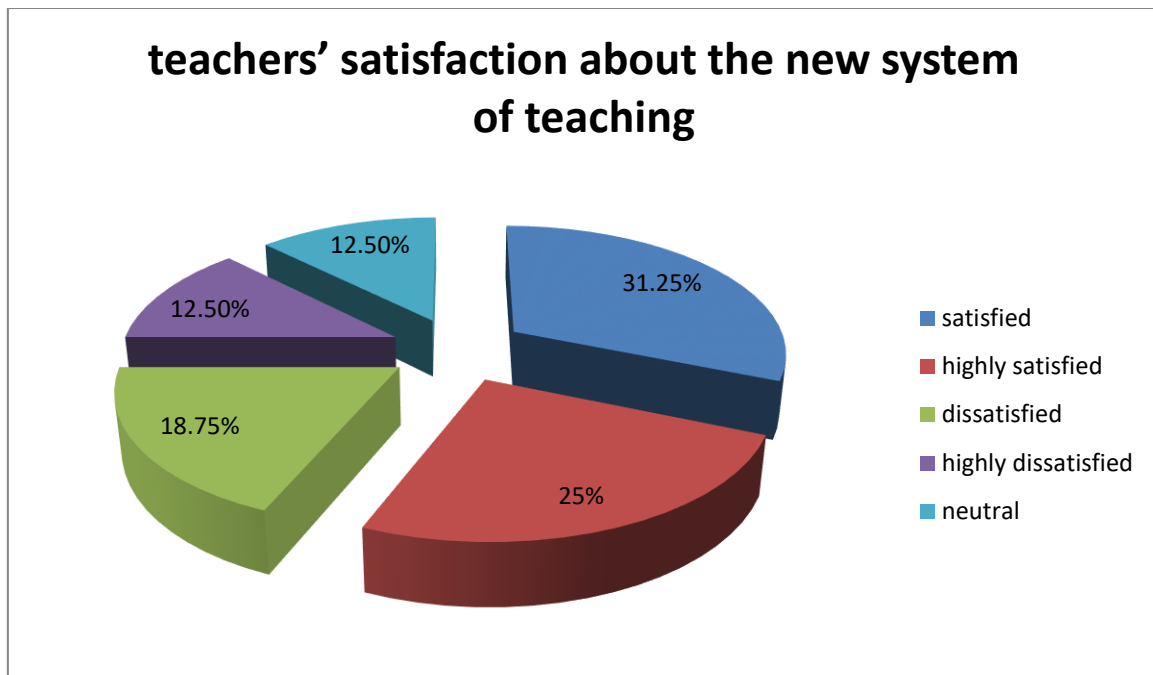
Figure3.17 displays that all teachers use two different platforms which are: Google meet and jitsi meet, since 50% of the participants said that they use Google meet and the other half (50%) use jitsi meet platform.

Question nine: are you satisfied with the new system of teaching?

Table09: teachers' satisfaction about the new system of teaching

answers	Number of teachers	Percentage
Satisfied	5	31.25%
Highly satisfied	4	25%
dissatisfied	3	18.75%
Highly dissatisfied	2	12.5%
neutral	2	12.5%

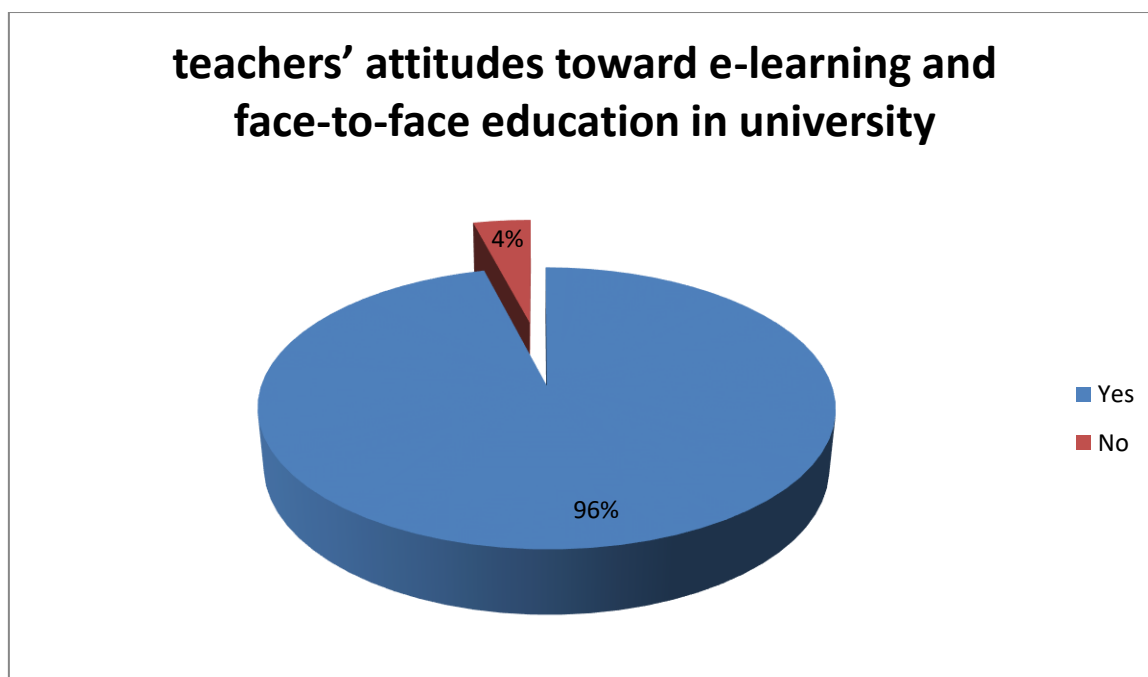
Figure3.18: teachers' satisfaction about the new system of teaching



The answers of this question created a mixture of different ideas and opinions, 31.25% of teachers showed that they are satisfied with the new system of teaching in addition to 25% of the participants who added that they are highly satisfied about the new way of teaching. Other teachers' answers showed that they are not satisfied since 18.75% of the participants answered with "dissatisfied", and 12.5% of teachers also answered that they are highly dissatisfied, while only 12.5% of the participants said that they were neutral

Question ten: is e-learning better than face-to-face education in university?

Figure 3.19: teachers' attitudes toward e-learning and face-to-face education in university



The pie chart above demonstrates that the great majority of teachers (96%) are seeing online learning better than face-to-face learning, unlike the few other teachers (4%) who answered with “No” which reveal that they prefer face-to-face learning more than online learning.

Section three: further suggestions and comments

Teachers were not directly asked any question in the current section, rather, they were demanded to fill the section with any extra ideas or information that they were not able to add in the former section. In this section, teachers talked about the significance of online learning in addition to its benefits, in some points, they provided different common and uncommon items among both virtual and traditional learning.

3.5 Discussion of the main results of teachers' questionnaire

The findings obtained from the first section showed that EFL instructors are very qualified to teach and give a worthy feedback to their students since all teachers reached the Doctorate degree, in addition to the vast experience in the teaching field after knowing that they have been teaching for more than 15 years.

The second section contained ten different questions; the answers of the first question showed according to the figure 01 that online learning promotes teaching and learning capacities for both learners and teachers, the second question reveal that there are some teachers who can keep

the same method of teaching while others might be forced to change their methods to new ones that match the virtual learning.

The third and fourth questions proved that online teaching is an effective way to integrate information teaching at universities in addition to the fact that teachers gained a positive experience while teaching from home. Coming to the fifth and sixth questions that both reveal that a great number of students were attending the online courses according to some teachers, and half of the students according to other, while other teachers said that less than 15 students used to attend the courses and that can go back to the nature of modules that they prefer the most, the figure 06 shows that teachers used to communicate with their students by using Moodle all times and both Moodle and email sometimes, which indicates that Moodle platform is widely used by teachers. The seventh question demonstrated that Google meet is the only platform that teachers used to conduct their online courses, besides, they said that they are very satisfied by the new system of teaching yet; some of them were highly satisfied with it, without forgetting the few participants who were not satisfied with the new way of teaching. The last question tackled the attitudes that teachers hold for e-learning and face-to-face learning, it was sorted out from the answers that e-learning is better than face to face learning.

Eventually, according to collected findings from teachers' questionnaire, the research questions were answered and the research hypotheses were successfully proved.

3.6 Conclusion

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

General Conclusion

Examining the English teaching and learning process in Algeria during the Covid-19 outbreak was the goal of this study. As a case study, the researcher used Saida University's English Language and Literature department. Additionally, it made an effort to illuminate the motivation of and attitudes on the usage of unnormalized platforms and normalized platform like Facebook and Moodle by students for their coursework during the epidemic. It made an effort to provide a comprehensive look at e-learning in the Algerian environment. Students may encourage peer connection, communication, and information sharing on Facebook. To gain instructor input, they may also use Moodle. Facebook has shown to be an effective initial tool for learning and administrative announcements in the Saida EFL environment. Consequently, if teachers need to enlighten their pupils, they must look them up on Facebook before using educational platforms. A small sample of EFL students at Saida University was all that the present investigation included.

Given that time and effort savings are the main advantages offered by technology, it has a significant influence on a variety of jobs. Technological intrusion was inevitable as the educational sector evolved toward more effective teaching techniques.

Online learning is intended to be an effective, seamless, and successful way to completing the curriculum; yet, there is a clear gap between theory and reality in Algeria. However, in real life, students encountered a lot of issues that prevented them from having a seamless and simple experience with online learning.

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

The first chapter is dedicated to the literature related to the topic. It is divided into three sections. The first section is related to online learning definitions, characteristics, types, effect of covid-19 on education. The second section contains normalized platforms: Moodle, Google Meeting, Google Classroom, Jitsi Meet. The third section about unnormalized platforms like Facebook, YouTube.

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

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

The research questions are as follows:

- Do educators and students in Algeria have experience with online education and the usage of normalized platforms like Moodle?
- How effective are Google Meeting and Jitsi Meet applications in the Algerian EFL context, or are instructors and learners still favoring unnormalized social networks, particularly Facebook?
- Does teachers and learners prefer e-learning than classical learning?

The research questions inspired the emergence of three main hypotheses:

- ☐ Teachers and learners don't have an experience with online learning and The reason behind this is that Algerian universities never used e-learning before the pandemic.
- ☐ Many instructors are refusing the idea of using unnormalized platforms such as facebook for study purpose. In the other hand, unnormalized platforms are more popular among learners than normal one. Students are using various online tools like Facebook, Youtube, Whatsapp, for a variety of purposes.
- ☐ Teachers and learners prefer e-learning than classical learning.

The findings of the research tools led the confirmation of a part of the first hypothesis.

That Teachers and learners don't have an experience with online learning and the reason behind this is that Algerian universities never used e-learning before the pandemic especially Moodle platform from the technical problems to clarity issues that many students have faced during their usage of the platform.

However, the second part of the hypothesis is confirmed. Results showed that students give positive attitudes toward the use of unnormalized, mainly Facebook and YouTube and Whatsapp. The results also revealed that the learners are also eager to include new applications to the classroom environment like Jitsi Meet and GoogleMeet. The

analysis also demonstrated that the classroom environment and the use of handouts are essential in the learning process. They can employ SNS, Moodle, and Google Meeting to complete the learning process, motivate students to learn, and strengthen the teacher-learner relation.

The last hypothesis is confirmed. The result of the questionnaires showed that instructors and learners see that online learning is enough i.e., the teaching and learning process is complete without the teachers and students role as an active participants.

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

By developing educational platforms and preparing instructors to deal with changes in technology and teaching, Algeria is attempting to boost e-learning. Additionally, it offers resources to improve learning. However Without the instructors' and students' attitudes and motivation to alter the inflexible teaching and learning in the classroom, all the initiatives would stay unfinished. The challenges that educators, administrators, and students experienced throughout the epidemic have starkly exposed the state of teaching and learning that requires scrutiny. Teachers and researchers now have the ability to examine the value of technology in light of the Covid-19 outbreak. Facebook is the most popular tool among learners because it offers peer-to-peer feedback and a sense of a social community, despite the fact that teachers have formed unfavorable opinions regarding unnormlized platforms like Facebook and Whatsapp, and its use. On the other side of the corner, Moodle, which serves as an official educational platform, offers a secure setting where the data was created and submitted by their teachers, offering teacher-to-student feedback. As a result of the enormous advantages, technology becomes essential for educators and institutions.

The current study presents a set of recommendations that can help in integrating elearning in the EFL context:

- Universities should focus on training teachers and learners to use ICT in the classroom through seminars and workshops to promote professionalism, mainly on the use of new platforms like Moodle and applications like Google Meet or Jitsi Meet.
- Teachers should develop positive attitudes toward the use of unnormalized platforms in learning, mainly Facebook. They should encourage students to use it for educational and social purposes. They should make a balance in using Facebook.
- Universities should create more language laboratories and integrate the use of new applications like Google Meet and Jitsi Meet seminars, workshops, conferences, and study days by inviting teachers from other universities.
- Teachers should use technology to teach all modules in the EFL context in general.
- Teachers should include SNS platforms like YouTube as a supplementary tool to change the students' motivation toward the use of handouts in learning.
- Institutions should raise the students' awareness to employ SNS for teaching and learning purposes.

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Appendice A

Students 'Questionnaire

Dear students,

You are kindly asked to share with us your perspective and ideas through filling in the questionnaire below. The questionnaire is designed to gather information about effective use of normalized and unnormalized platforms in your studies and the way they affect learning . case study master one students at Saida University.

Please answer the questions by ticking (X) in the right place . And add your comment when it is necessary : your cooperation is highly appreciated.

Section one: students perspectives about the use of ICT in EFL calssroom.

The statements	Strongly agree	agree	Strongly disagree	disagree
1. ICT tools play an important role in my learning process.				
2. Using ICT tools for learning is very important to the learner				
3. ICT tools create a better atmosphere in the classroom.				
4. The use of ICT contribute to a better understanding of the lesson				

Section Two: The usage of learning platforms technologies.

5. Do you like online learning technology?

Agree ☐

disagree ☐

neutral ☐

6. How frequently you use normalized platforms (e.g.google meeting ,moodle, jitsi meet) in language learning.

almost never ☐ Some-times ☐ often ☐ almost always ☐

7. Which of the following un-normalized platforms do students use it to communicate with each other

Facebook ☐ Instagram ☐ whats app ☐ Telegram ☐

8. Is it possible to use in-normalize platforms (social network) for study purpose ?

Yes ☐ no ☐ maybe ☐

Justify.

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

9. Does using social media such as (facebook,messenger,whatsapp) help and facilitate your studies?

Yes ☐ No ☐

10. What kind of problems do you face when using formal (normalized) platforms especially moodle?

- Technical
- Internet problems
- Administrative
- Not available to all students
- Lack of guidance from teachers, or help desk organizers .
- Other problems.

.....
.....

Section Three: Online (Virtual) Learning

11. Are you motivated when using online learning compared with classical learning

Agree ☐ strongly agree ☐ disagree ☐ strongly disagree ☐

12. What are the benefits of using virtual learning ?

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

13. As an algerian EFL student, are motivated when using Moodle?

Agree ☐

disagree ☐

Appendice B

Teachers' Questionnaire

Dear Teachers.

This questionnaire is an attempt to gather the needed data for an academic research about effective normalized and unnormalized platforms and the way they affect learning. The researcher is grateful for your participation and assistance in answering this questionnaire, thank you in advance.

Section one: personal information

1. Which degree you held?

Master/Magistère ☐

Doctorate ☐

2. How long have you been teaching?

15 years ☐

More than 20 years ☐

Section two: teachers' and their opinions about platforms learning

3. Does online learning promote the ability of teachers' information teaching and the ability of students' self-learning?

Yes ☐

No ☐

4. Normalized online teaching force teachers to reform their teaching methods through integrating modern information technology?

Yes ☐

No ☐

Neutral ☐

5. Normalized online teaching in ordinary universities is an effective path to deeply integrate the information technology and education in the digital era?

Strongly agree ☐

Agree ☐

Strongly disagree ☐

Disagree ☐

6. How was your experience teaching your students from home as compared to teaching them at university?

Positively ☐

Negatively ☐

Neutral ☐

7. How many of your students regularly participated in your online classes in the past few weeks?

10 students ☐ 15students ☐ more than 15 ☐

8. How do you communicate with your students?

E-Mail ☐ Moodle ☐ Whatsapp ☐ Face book group ☐

9. Are your students learning better after switching to virtual learning?

Yes ☐ No ☐ Maybe ☐

10. What are the normalized platforms do you use it to conduct online classes?

Google meet ☐ Zoom ☐ Jitsi meet ☐ Moodle ☐

11. Are you satisfied with the new system of teaching (online teaching)?

Highly satisfied ☐ Satisfied ☐ Dissatisfied ☐ Strongly dissatisfied ☐

12. Is e-learning better than face-to-face education in universities?

Yes ☐ No ☐ Maybe ☐

Thank you.