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Students' Attitudes toward the Use of Moodle Platform: Second-Year Case Study

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Dedication

It is with warm and delight gratitude to dedicate this hamble work to my two beloved priceless families who mean the world to me.

First, special thanks and love to my family; my parents and my lovely brothers and sisters for the unconditional effort, support, and inspiration you keep providing me with for life.

Second, special thanks and adoration is dedicated to the one and only family AshLeo for always being my constant precious motivation, encouragement, and happiness during this whole period of work and life. With you, home is where I belong, and with you life is what is really meant to be (Kimi Ga Itooshi).

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Abstract

The covid-19 pandemic adjusted the humanity's life on all counts, most specifically in the educational sector, where educators and learners were forced to direct their focus to the implementation of online learning. As in the case of Algerian tertiary education, teachers and students have resorted to a blended learning approach using in-class and online learning through Moodle platform. However, the whole concept of online learning via Moodle is new to a considerable number of teachers and students, as it all appeared out of the blue during the global pandemic. A number of factors, including issues and obstacles faced by students, affect their perceptions of the Moodle platform. The current research study aims at investigating the students' attitudes toward Moodle platform and uncovering the main obstacles that impede the normalization and use of the platform at the level of English language department at the University of Saida. This work is a descriptive research, where both qualitative and quantitative research methodologies are put into action, as it includes paper and online questionnaires delivered to 62 students, semi-structured interviews conducted with four teachers, and an observational statistics analysis. Throughout the implementation of the aforementioned research methodologies, a number of findings were made. First, the students' attitudes towards Moodle platform are neutral, as they have expressed their preparedness to use Moodle as an online LMS if the circumstances are supportive. Second, the main issues concerning the use of Moodle are the inability to access the personal accounts and to navigate the platform, connectivity issues faced by both teachers and learners, the sudden disconnection when using Moodle, students inability to check whether the assignments were submitted or not, and the slow loading of the courses posted on the platform. Taking into consideration the issues revealed in the current study, it is suggested to first contact expert UI/UX designers or developers to redesign Moodle user interface to make it more simple, motivating, and colourful. Also, it is highly recommended to provide both teachers and learners with the suitable

training on developing their ICT skills to teach and learn, then how to use Moodle as an online learning platform according to the teachers and the students' needs, and it is of paramount importance to make the training a practical one, rather than mere theoretical courses.

Key Words: Covid-19, Online learning, LMS, Moodle, Students' attitudes, ICT, User Interface UI

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LIST OF ACRONYMS

ARN: Algerian Research Network

CAI: Computer Assisted Instruction

CAL: Computer Assisted Learning

CBL: Computer Based Learning

CBT: Computer Based Training

CMI: Computer Managed Instruction

CML: Computer Managed Learning

EFL: English as a Foreing Language

ICT: Information and Communication Technology

IDE: Internet for Development of Distance Education

KM: Knowledge Management

LMS: Learning Management System

SAAS: Software as a Service

SPSS: Statistical Package for Social Sciences

TBT: Technology Based Training

UI: User Interface

UX: User Interface

General Introduction

For many years, due to the unprecedented development and the tremendous empowerment of technology and the implementation of Information and Communication Technologies (ICT) worldwide, almost every single aspect of humanity's life has been influenced, especially the education sector which led to a new era of anytime anywhere education through Educational Technology (EdTech), where internet and education are integrated for the intention of providing people with the appropriate opportunity to learn and obtain new skills. Additionally, technology is considered a vital tool that has been supporting and transforming education in various ways, changing the role of both instructors and learners, facilitating the pedagogical course of action, engaging the learners into the learning processes in an active way, enhancing their learning independence (learning autonomy), as well as their cognitive abilities, making them responsible for what they learn which is highly supported by the constructivist theory of learning, no matter what geographical area they are in. In the same line of thought, it also provides 24/7 easy access to an unlimited number of information from various educational resources with just one click, instead of shifting or traveling from a library to another, searching and dragging piles of books with them which takes a considerable time to find what the learner is searching for (Allison Academy, 2021). In addition, it is worth shedding light on how the Covid-19 pandemic adjusted humanity's life into the 'new normal' on all counts in various fields worldwide, most notably the educational sector, as it changed how technology is put into action, especially in tertiary level, where instructors and students were forced to direct their focus and their efforts towards converting teaching and learning processes from traditional face-to-face learning into distance learning and blended learning as in the case of the Algerian Higher Education.

Locally speaking, the idea of adjusting the instructional process from in-class to online learning is considered to be a challenge for a considerable number of teachers and students, within which they were forced to shift online through the use of learning management systems, such as Moodle platform, as in the case of the English department at the University of Saida, where instructors and learners were pushed to shift their educational process into in-class and online learning

through Moodle, adopting the blended learning approach. In the same line of thought, the students' attitudes towards the use of Moodle platform are worth shedding light on and investigating, as the way they perceive the current learning approach differs from one student to another, taking into serious consideration several factors that affect their Moodle use perceptions.

It is worth pointing out that the main intention of the current research is to explore second-year students' perceptions of Moodle platform implementation at the level of the English department at the University of Saida, as well as to shed light on the main issues related to Moodle platform normalization and use as a learning management system (LMS). In addition, the present work is limited in scope to investigating and uncovering second-year EFL learners' attitudes towards using Moodle platform, exploring the major factors that affect their attitudes and impede the normalization of the platform, as well as putting forward some suggestions and solutions based on the identified issues.

For that to be accomplished, the work is guided by the main following research questions

1. What are the students' attitudes towards the use of Moodle platform?

2. What are the main obstacles faced by the teachers and the students when using Moodle platform?

3. What can be done as improvements to the use of Moodle as an online learning management (LMS)?

Regarding the above-listed research questions, the following hypotheses are put forward as possible answers

1. Students' attitudes towards the use of Moodle platform are neutral, as they are already regular ICT users. However, they are not well acquainted with online learning via Moodle.

2. Among the major obstacles that teachers and students face when using Moodle are their inability to access their accounts and navigate the platform, limited ICT skills and knowledge, internet availability, and connectivity issues.

3. Moodle platform use can be facilitated through teacher and student' adequate training, simplifying the access to the platform, and contacting expert UI/UX

developers to redesign the user interface of Moodle to make it more attractive and motivating.

It is worth pointing out that to answer the research questions and test the hypotheses listed above, the current research has relied on a descriptive design, where both qualitative and quantitative methods are implemented as data collection measures, including questionnaires for students and semi-structured interviews for teachers, as well as an analysis of the observed data statistics. In the same vein, the research tools that the present study resorts to are used with the intention of answering the three previously listed research questions and providing an in-depth adequate data collection and analysis.

The significance of the present study lies in its contribution to the field of academic research, as it brings light to the concept of "online learning" among EFL learners at the level of the Algerian tertiary education and encourages adopting the blended learning approaches. In the same line of thought, the current work aims at exploring students' attitudes toward the use of Moodle as an online learning platform at the level of the English language department, as it is considered to be a crucial area of research that merits shedding light on to have an adequate idea of how students perceive Moodle platform in nowadays tech world. Additionally, this research attempts to uncover the factors that affect how learners perceive Moodle and tackle the major issues and obstacles they encounter when using the platform, which impede the use of Moodle and its adoption as an online learning software. In this light, this current work is significant in that the cryptic problems affecting Moodle normalization and use among students are revealed through the implementation of two various research tools. Finally, it merits mentioning that through this study, a number of suggestions and solutions are put forward in order to improve Moodle use and to overcome the problems related to affecting students' attitudes. It is also worth highlighting that the present research is an endeavor that brings more light to teaching and learning online via LMSs (Moodle) as an inspiration and encouragement that affect and impress teachers and students, and even other researchers to build and develop positive future implementations of Moodle, not only at the level of English language department at the University of Saida but all across the country.

The present thesis is divided into three main chapters. The first chapter is dedicated to reviewing the research methodology that was implemented in the current research to help the reader build an idea about how this study was conducted. In the same vein, this chapter includes the research design, the implemented research tools, the main aim behind their use, and the investigated sample population. The second chapter is devoted to the literature review, which aims at providing the reader with adequate detailed information about all the aspects of the current research study, as it entails four sections. The first section encompasses various definitions of e-learning and its types, the second section is devoted to exploring online learning as a sub-division of e-learning, the third section is dedicated to shedding light on LMSs with the various types, including Moodle, then the fourth section is where Moodle platform is explored as an online learning platform; and finally, the second chapter is concluded by a section dedicated to exploring the attitudes, including affective, cognitive, and behavioral attitudes. The third and final chapter is devoted to the analysis and discussion of the data gathered. All through this chapter, the accumulated data from each sample population are analyzed and discussed; then the findings get related to what was previously explored in the review of literature for adequate concrete answers. After that, the findings are integrated in an attempt to answer the previously stated research questions. The last section of the third chapter is dedicated to the implications and recommendations that were pointed out in an effort to improve the use of Moodle platform at the level of the English language department.

The introduction of the current research paper has outlined the background of the study, the statement of the problem, the purpose of the current work and its scope, the overview of the research questions and hypotheses, the significance of the thesis, the overall outline of the study's chapters and their components. The following chapter will be focused on describing the research design of the present study .

CHAPTER ONE : *Review of Literature*

1.1. Introduction

Teaching and learning courses of action are considered both exciting and challenging in parallel for many teachers and students, as they are required to plan and keep the instructional process pursued in and off-class. In the same line of thought, with the worldwide empowerment of technology, a new era of anywhere and anytime education is brought to life, known as educational technology "ed-tech". In addition, the Covid-19 pandemic adjusted humanity's life into the « new normal » in various fields around the globe, more specifically, the educational sector, as it changed how technology is implemented, especially in Tertiary education, where instructors and students were imposed to direct their focus, time, and effort towards shifting the instructional process from traditional face-to-face learning into distance learning and blended learning as in the case of the English language department at Dr.Moulay Tahar University of Saida, where teachers and students altered the way they conduct the courses through the implementation of Moodle platform. It is worth mentioning that this literature review chapter is intended to explore the following main sections including e-learning: its various definitions and its state in the Algerian higher education, its types. Then, tackling online learning as an e-learning sub-division, learning management systems (LMS): definitions, the use of LMS, and the platforms. Moodle Platform: its definitions, its use, pros as well as the main problems faced when using it. Finally, a section devoted to exploring the main three attitudes domains including the affective, cognitive, and behavioral domains.

1.2 E-Learning

E-learning plays a vital role in education, as it has shifted the way teaching and learning courses of action are undertaken. In this light, the concept of e-learning will be explored in detail.

1.2.1 E-Learning Definitions

Electronic Learning (E-Learning), is a term that refers to a Distance Learning (D-Learning) form which was introduced during the mid-1990s with the vigorous dominance of the Internet globally (Garrison, 2011). Additionally, Friesen stated that the term E-Learning has been defined variously as well as alternated by other

terms including; Computer-Based Learning (CBL), Technology-Based Training (TBT), and Computer Based Training (CBT). E-learning is defined as the reliance on and the implementation of modem, wireless, or cable connection using ICT devices such as smart-phones, tablets, desktops, laptops ... etc., for the purpose of accessing academic content materials when undertaking a course either online via the internet (Governors State University, 2008) or offline. In the same line of thought, online learning is viewed as involving and supporting learners to gain and improve their learning skills utilizing the Information and Communication Technologies (ICT) (Ellis, Ginns, and Pigott, 2009). Furthermore, Arkorful and Abaidoo (2015), claimed in their research paper, "*The role of E-learning, advantages, and disadvantages of its adoption in higher education*", that E-learning is when access to online instructional resources is enabled via information and communication technologies (ICT). Within the same line of thought, Clark and Mayer (2016) described E-learning in their research paper, "*E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning*", as the utilization of digital devices to transfer instructions for the purpose of facilitating and encouraging the learning process.

1.2.2 E-Learning at the Algerian University

The Algerian tertiary education has been going through many changes concerning teaching and learning process. Years ago, the Ministry of Higher Education and Scientific Research directed its focus on framing strategic goals to make changes in facilitating the instructional process, including the integration of distance learning using technological equipments, improving both the quantity and the quality of learning. In the same line of thought, improving the quantity means the increasing pursued engagement of students into the learning course of action, whereas, improving the quality or teaching and learning, as well as the training for both the teachers and students refers to the quality.

The afore-mentioned goals are related to a number of plans involving short-term involving the instructional materials, teachers and students to the learning process asynchronously through the use of video lectures (distance learning) integrating all the universities. Medium term in which the Algerian support of E-learning and the attempts to develop the Algerian network of research (ARN) is

still on its first step to go due to the lack of technological and technical support despite the great amount of funds were paid to assist the process. And long-term plans in which a sectional network was planned to be put into action for long term work in addition to the education networks and other research networks (Education, 2019).

It is worth pointing out that a collaborative Algerian European project called IDE (Internet for the Development of Distance Education in Algeria) was sponsored and supported by European Union program TEMPUS. This project suggested a number of purposes such as reforming the tertiary education and LMD system, as well as inviting the teachers and providing them with the adequacy to implement ICT facilities in their teaching courses of action and promoting the use of distance learning in the Algerian higher education (Daif Allah, & Battouche, 2016, pp. 443-444).

1.2.3 Types of E-Learning

After exploring a number of various electronic learning definitions, it is now worth shedding light on the following ten distinct types of e-learning that are portrayed below; including Computer Managed Learning (CML), Computer Assisted Instruction (CAI), Fixed E-Learning, Adaptive E-Learning, Linear E-Learning, Interactive Online Learning, Individual Online Learning, Collaborative Online Learning (e-student.org).

1.2.3.1 Computer Managed Learning (CML): Also commonly known as Computer Managed Instruction (CMI), is a category amidst e-learning types within which the learning courses of action are both managed as well as assessed through the implementation of computers. According to the learners' needs and preferences, the systems used in this category function using information databases that they are required to learn, as well as the various ranking parameters which allow the system to be individualized to each student. Moreover, due to the student-computer communication and interaction, the student's learning achievements level can be identified i.e, whether the students have attained their aimed learning goals, or not so that the CML processes can be performed recurrently for the learners to achieve their learning previously set objectives. Furthermore, CML

systems are put into action within the educational institutions' settings with the intention of storing as well as retrieving information that plays a vital role in educational management, for instance; lecture information, training materials, grades, curriculum, and syllabus information.

1.2.3.2 Computer-Assisted Instruction (CAI): also known as Computer Assisted Learning (CAL), in which the instructional process is fostered through the utilization of computers alongside traditional teaching. A number of integrated multimedia are used within the CAL methods such as text, graphics, sound, and videos. In addition, through the use of numerous CAI methods, for instance, quizzes, tests, and other CAI teaching and testing processes, the students are provided with the opportunity to be stimulated as well as engaged in the learning course of action actively rather than passively taking in knowledge. Nowadays, CAL is considered one of the crucial conspicuous e-learning types in both online and traditional teaching institutions, where learning is facilitated by enhancing the students' active role and their abilities in promoting various skills and knowledge. Additionally, it is worth mentioning that tablets and smartphones are part of CAI.

1.2.3.3 The Fixed E-Learning: the notion "fixed" in this e-learning context stands for the predetermined content by the teachers which cannot be adjusted or adapted according to the students' preferences. In other words, the content received by the students during their learning course of action is not modified from the original one and all the participants receive the same content from their instructors.

1.2.3.4 Adaptive E-Learning: Unlike fixed e-learning, adaptive e-learning is a novel and innovative category that is more student-centered (more individualized to each student), where the educational content can be adapted and adjusted according to each individual student's parameters such as their needs, preferences, objectives, skills, knowledge, abilities.

1.2.3.5 Linear E-Learning: This type refers to information being communicated from a sender to a receiver where there is no interaction between the teacher and the learners in the instructional process context, for instance, the classic linear online learning which includes sending learning content to the students via television and radio programs. In the

same vein, it is becoming a limiting factor and less predominant in nowadays education due to the empowerment and development of ICT.

1.2.3.6 Interactive E-Learning: Interactive e-learning stands on the inconsistent side of the above-discussed e-learning type. Nowadays, it is becoming more popular and conspicuous, as it allows two-way communication and interaction between the instructors and their students, communicating more independently and adjusting the teaching and learning methods.

1.2.3.7 Individual E-Learning: In this context, students undertake their learning activities and materials individually, independently attempting to attain their learning objectives on their own. However, this type of e-learning is considered supportive in neither developing and fostering collaborative and communicational skills, nor teamwork abilities. It is preferred among learners who are more likely to study and enjoy learning independently on their own.

1.2.3.8 Collaborative E-Learning: In the case of collaborative e-learning, students work together collaboratively for the purpose of achieving their learning goals as a group. In the same vein, they interact and learn from one another as a team enhancing their communication and team-working skills, as each learner takes into consideration the others' strengths as well as weaknesses.

In addition to what is explored of e-learning types. It is worth delving into online learning as a sub-category of e-learning.

1.3 Online Learning

Online learning is considered a sub-category under the umbrella term e-learning, where teaching and learning processes occur through distance with the use of the internet connection. The current section is dedicated to shedding light on online learning, its definitions, types, advantages, and problems associated with its use.

1.3.1 Online Learning Definitions

According to Dabbagh and Bannan Ritland (2005), online learning is defined as a type of teaching and learning process that is undertaken online via the internet.

Additionally, Anderson (2008) stated that online learning is when the students are able to get access to the learning materials online via the internet, and the learning occurs remotely unlike the traditional learning. Moreover, the internet connection and the ICT devices are the main component of online learning. It is also defined as a form of distance learning that is facilitated through the use of the internet connection, and learners interact as well as collaborate with their teachers and classmates online through learning management systems (LMS).

1.3.2 Types of Online Learning

The term online learning refers to the facilitation of teaching and learning online via the internet, either synchronous or asynchronous online learning. Coupled with the above-explored definitions, it merits highlighting the difference between synchronous and asynchronous online learning.

1.3.2.1 Synchronous Online Learning: Synchronous online learning is viewed as one of the most manageable, expeditive, and promoted e-learning types that allow communication as well as the interaction between a group of students and their instructors as well as the students with one another, asking and answering questions, undertaking a learning activity simultaneously where Real-Time communication occurs regardless of their geographical area. Currently, this category of online learning is considered highly demanded and advantageous for decreasing the number of e-learning obstacles such as social isolation, poor student-teacher, and student-student communication, as it may encompass online chats and videoconferencing.

1.3.2.2 Asynchronous Online Learning: Asynchronous online learning is more a student-centered e-learning type, in which they study with time and location differences where there is no Real-Time communication, unlike synchronous online learning. The abovementioned term provides learners with more flexibility. It allows them to study at their own pace, as it is highly preferred and recommended among students who have numerous off-campus responsibilities and encounter difficulties in framing their schedules and simultaneously studying within groups of students.

1.3.3 Advantages of Online Learning

New teaching and learning methods have been triggered recently with the Covid-19 pandemic, resorting to and utilizing online learning as the "New Normal", as well as a crucial necessary tool that is preferred and favored in various educational contexts, As it has seen high demand from both teachers and students all over the world due to a number of reasons that are stated below considered as advantages of e-learning (E-learning Industry).

1.3.3.1 Efficiency: E-learning is considered a vital and efficacious way of undertaking learning content. It allows the teachers to be more efficient educators by adding online sources to the traditional teaching materials such as textbooks. In this light, instructors are able of using online learning tools such as PDFs, Podcasts, and videos to facilitate the lesson plan process.

1.3.3.2 Accessibility of Time and Place: E-learning provides the learners with the opportunity to learn comfortably regardless of their time and geographical area barriers. In the same vein, through this e-learning advantage, students are able to frame their schedules creating a balance between their on-campus and off-campus responsibilities, and can participate actively in the online courses (Radu, et al., 2015). Moreover, the lectures and lessons in online courses can be recorded, saved, archived, and shared for future reference.

1.3.3.3 Affordability: Another online learning benefit would be its affordability, as it is way more affordable than traditional learning due to its low financial costs including the students' transportation and meals as well as real estate, affording all the students the chance to learn, build skills and gain knowledge having access to all the course or learning materials and sources that are available online.

1.3.3.4 Suits a Variety of Learning Styles: Students as individuals tend to possess various learning styles that have to be taken into serious consideration, including visual learners who learn the content when it is presented to them, auditory or aural learners are the ones who learn through listening actively to the information, other students learn better through reading and writing, while others known as kinesthetic learners

learn much more through experience and engage all their senses in the lesson, other students prefer learning by themselves known as solo learners who get distracted and lose focus when working within groups. Online learning takes the aforementioned learning styles into account, as it encompasses numerous options and sources that can be individualized to each student's preferences as well as their requirements.

1.3.4 Problems Associated With Online Learning

Even though online learning is considered efficacious and has numerous benefits, learners encounter a number of challenges or problems associated with this "new normal" way of learning that merit putting light on in the following lines.

1.3.4.1 Inability to Focus On Screens: One of the most common challenges that a great number of students face is the lack of ability to maintain their focus on the screen for long when undertaking an online learning course or activity, as they can get easily distracted by other websites, social media, online video games, online advertisements (eLearning Industry).

1.3.4.2 Technology Breakdown: Internet availability and connectivity play an imperative role as the primary component of ICT devices in online learning. In the same line of thought, despite the unprecedented development of the internet around the globe over years, a number of small cities and towns struggle with a lack of internet consistency and connectivity. This latter is viewed as destructive to the teaching-learning process, as teachers and students encounter obstacles in education such as a lack of courses and activities continuity (eLearning Industry). Another primary component in e-learning is the availability of ICT devices, however, many students face issues concerning the devices, as not all students can afford the suitable tech device, and sometimes, they break down and become unreliable.

1.3.4.3 Sense of Isolation: Student-student and teacher-student physical interaction are vital in the instructional process, as they can work together, learn from one another cooperatively, and exchange knowledge together

in person. However, Arkorful and Abaidoo (2015) claimed that students lack face-to-face interaction with one another due to the e-learning remote courses. In addition to the above mentioned, the absence of face-to-face interaction and communication amidst students themselves and teachers-students is considered the most outstanding problem in online learning contexts (Islam, Beer and Slack, 2015).

1.3.4.4 Teacher Training: The adequate skills and knowledge concerning (ICT) forms and devices, as well as the basic comprehension of digital electronic forms, are considered mandatory for teachers to conduct online learning classes, and deliver efficacious lessons to the students. Conversely, several teachers have an inadequate basic understanding of ICT and how to implement it in online learning lessons (eLearning Industry). This challenge creates an ineffective online class environment as well as impeds the teachers from managing and conducting stimulating, enthusiastic, and effective online courses.

Equally important, another challenge associated with online learning is that the learning activities are generally carried out remotely such as Quizzes, Tests, Assessments, and Exams which creates a great challenge when attempting to restrict academic dishonesty activities, for instance; plagiarism and cheating (Arkorful and Abaidoo, 2015)

1.4 Learning Management Systems (LMS)

1.4.1 Learning Management Systems (LMS) Definitions

The term learning management systems (LMSs) refers to one of the most commonly resorted to and used online learning systems within the distance learning context with the ubiquitous development of digital learning forms, for the purpose of delivering and conducting online courses as well as activities to pursue and foster the teaching-learning processes. Babic (2012) clarified that LMS refers to software that works on fostering, facilitating, managing, and monitoring the online learning course of action within the education setting. In addition to the previous lines, an LMS is considered a software application or web-based technology that is adopted and utilized for online learning activities to organize, promote, and assess a particular learning class. In the same line of thought, the

afore-defined term also refers to a platform that simplifies the process of delivering online learning content. Furthermore, LMS can be defined as the e-learning technologies used to perform and conduct effective manageable online course materials (Sabharwal et al., 2018; Turnbull, et al., 2019). Moreover, another definition that merits shedding light on is that the learning management system refers to a software as a service (SAAS) or software-based platform that plays the role of the cornerstone that assists and reinforces the impartment of the online educational learning or training programs materials to a wide range of learners regardless of their geographical location.

Equally important, LMS as any other online learning software, encompasses two primary components: the server which plays the role of the base functionality, and the user interface that is directed, managed, as well as performed by administrators, teachers, and students (TechTarget).

1.4.2 What is an LMS used for in Education?

In this current tech-driven world, the learning management systems are viewed as conspicuous and mandatory online learning platforms, they are made for numerous organizations such as higher education institutions. In the same vein, the primary users and stakeholders of an LMS include; faculty members, teachers, administrators, students, and even parents (neolms).

Additionally, within the tertiary education teaching-learning processes setting, an LMS is predominantly implemented for knowledge management (KM), which concerns the procedure of collecting, managing, analyzing, and delivering knowledge as resources and documents, and it varies from one institution to another taking into consideration its needs, goals, and strategies (TechTarget). In the same line of thought, a learning management system is relied on and put into action by the faculty members with the intention of conducting as well as managing the online instructional courses and activities. In the same vein, the managing process of the latter includes developing and making the learning process more stimulating, and interactive through the creation and delivery of learning content (neolms). Creating a welcoming, interactive, enthusiastic, and motivating online learning course of action is both exciting and challenging simultaneously. Additionally, other implementations of LMSs are students'

assessments and results analysis, as well as tracking their learning progress, and working cooperatively on projects (neolms). LMS enables students' performances to be assessed, analyzed, and reviewed online. It also makes it possible for the teachers to track their student's progress toward achieving their set learning goals.

The use of an LMS differs according to the goals and purposes. In the same vein, the most commonly widespread used LMSs platforms involve; Mindflash, SkyPrep, ProfProfs LMS, iSpring Learn, TalentLMS, Docebo, Moodle, Litmos, Canvas, Edmodo, Blackboard, Joomla LMS, Brightspace, Absorb LMS, Schoology, eFront, Adobe Captivate Prime LMS, Knowmax (Software testing help).

1.4.3 Moodle Platform

1.4.3.1 Moodle Definitions

Moodle platform is one of the widespread learning management systems used in the educational context for the purpose of facilitating and fostering the instructional process. In the same vein, the term Moodle stands for Modular Object-Oriented Dynamic Learning Environment (Study portals, online courses). Additionally, Moodle is defined as one of the learning management systems and a free software established by Martin Dougiamas, it works as a platform for online education, as well as assisting and facilitating the instructional course of action for teachers, administrators, and students (Study portals, online courses). Moreover, the notion of Moodle refers to an online learning platform that is implemented by a bulk number of institutions in the world, it allows educators to create and manage the lessons, as well as to communicate with the other faculty members such as other teachers and students (TechTerms.com). In the same line of thought, this platform provides the students with the opportunity to interact with their classmates and teachers, submit assignments, undertake quizzes and tests, and view the class calendar (TechTerms.com). In addition to the previous lines, the online learning platform is a free open-source software dedicated to online educational purposes that enables the creation and management of online learning content (Techopedia). According to Cambridge Dictionary, Moodle is considered a computer system that functions to develop and distribute online learning course materials. Coupled with the previously explored definitions, Moodle is also

defined as a free manageable online learning system that meets the teachers', administrators', and students' requirements as well as preferences allowing them to create and manage their personalized online learning content courses and activities (moodle).

1.4.3.2 Advantages of Moodle Learning Management System

Once having explored the different adequate definitions of Moodle, it is significant to unveil how this widespread online learning platform is considered beneficial and conspicuous for both educators and students.

1.4.3.2.1 Benefits of Moodle for Educators

1.4.3.2.1.1 Sharing Learning Materials: Moodle platform provides educators with the opportunity to easily create and distribute meaningful effective online learning content to the learners, including files, links to learning websites, texts, inserted images, and videos (Hubken Group).

1.4.3.2.1.2 Managing Access to Learning Materials: Moodle allows teachers to a group and organizes the learners into year or class groups with the intention of facilitating easy access to the relevant learning materials (Hubken Group).

1.4.3.2.1.3 Updating Course Content: With the use of Moodle, it is 24/7 possible to modify, update, and add content for the learners to have access to (Hubken group).

1.4.3.2.1.4 Automated Assessment: Another benefit is that it is considered ideal for both formative and summative assessments, where Moodle can work on the managed question types in a quiz or a test by teachers, and provide instant unfolded feedback (Hubken group).

1.4.3.2.1.5 Managing Work Submissions: Instructors are allowed to provide their learners with online activities to be submitted, Moodle enables the learners to submit the work as well as receive feedback from their teachers (Hubken group).

1.4.3.2.1.6 Communication with Learners: Moodle involves a messaging system where teachers and learners communicate and interact with one another through discussion forums to answer questions or to provide relevant feedback (Hbken group).

1.4.3.2.1.7Monitoring Progress /Report: Moodle accumulates and puts into storage each individual learner's graded task marks, so as to have an adequate idea of whether the student is progressing towards achieving their learning goals through viewing the reports on Moodle (Hubken group).

1.4.3.2.2 Benefits of Moodle for Learners

1.4.3.2.2.1 Ease of Use: Moodle is designed to be secured, easy to access, and to protect the privacy of the learners (Hubken, Moodle, Tituslearning). They can have easy access to their accounts and learning content delivered by their teachers.

1.4.3.2.2.2 Engaging Content: Learning with Moodle platform is both engaging and stimulating, as it enables the learners to get easy fun access to numerous learning resources and activity types presented as links, videos, or images, and to assess their progress towards learning objectives (Hubken group).

1.4.3.2.2.3 Communicating and Collaborating with Peers: Students are allowed to communicate and interact with their classmates using course forums where they can discuss, exchange ideas, and learn from one another online in Moodle at each one's location, they can schedule live meetings through the chat module (Hubken group).

1.4.3.2.2.4 Dashboard: Moodle takes into consideration the students' learning needs and preferences as it enables them to personalize their own homepage (Hubken group).

1.4.3.2.2.5 Testing students' achievements: Students can test their learning process improvements in the Quiz activity of moodle where they get instant feedback about their answers and have a clear view concerning their progress (Hubken group).

1.4.3.2.2.6 Accessing Learning Materials 24/7: Learners can have 24/7 access to their learning content materials by logging into Moodle's website or mobile app using any ICT device such as tablets, laptops, or smartphones (Hubken group).

1.4.3.2.2.7 Self-Reflection: With the implementation of Moodle platform as an online learning management system, students are able to reflect on

their learning course of action including feedback records, and set future goals to be attained in their learning journey (Hubken group).

1.4.3.3 Problems Associated with Moodle Platform

One of the most common disadvantages of Moodle platform is its graphical interface, as the features displayed are limited compared to other platforms (Ventajas y Desventajas), as the learners are required to know what they are searching for in order to navigate the platform effectively (Trust Radius).

Coupled with the above-mentioned lines, the user can encounter serious problems when using Moodle, as just a small internet service issue or server failure causes the possibility of not being able to use the platform for a period of time (Ventajas y Desventajas). This latter may lead to demotivating the learners, and the feeling of boredom, as well as not being able to pursue their learning process on time.

1.5 Attitudes

The way human beings perceive the world around them including; people, places, things, and events reflects their choices, actions, as well as behaviors in life. This section is devoted to exploring attitudes definition, its three main components involving affective, cognitive, and behavioral domains, along with its three types; positive, neutral, and negative

1.5.1 Attitudes Definition

The term attitude can be defined as one's emotions, beliefs, and behaviors toward a particular object, person, place, or event, which can be either negative, neutral, or positive (Myers, p.36). According to Michael Hogg, attitude is how something or someone is perceived and evaluated either negatively or positively, which affects people's actions and behaviors. Additionally, the term attitude refers to liking or disliking something, favoring or disfavoring. Furthermore, people's attitudes differ from one another, depending on the situation.

In the case of the Algerian tertiary education at the level of second-year English language department at Dr.Moulay Tahar University, students' attitudes

towards online learning via Moodle differ from another, taking into consideration the three main domains of attitudes that will be tackled below.

1.5.2 Components of Attitudes

Due to a number of psychologists such as Rosenberg, Eagley, and Hovland, a three components model of attitudes was highlighted as following

1.5.2.1 Affective Component: the affective component of attitudes refers to the feelings and emotions toward something or someone, which express liking or disliking, positive or negative attitudes toward that thing.

1.5.2.2 Cognitive Component of Attitudes: the second component of attitudes represents the thoughts, beliefs, and ideas that a person has toward an object

1.5.2.3 Behavioral Component of Attitudes: the behavioral domain of attitudes encompasses the person's actions and behaviors toward something or a situation

1.5.3 Types of Attitudes

What people perceive as attitudes toward certain situations can be positive, neutral, or negative, as it includes beliefs, feelings, and behaviors. The three primary types of attitudes will be tackled in detail as follows

1.5.3.1 Positive Attitudes: a positive attitude refers to viewing and thinking about something in a positive way, opening the mind to the bright side. When a person has a positive attitude toward a situation, person, thing, and event, he/she shows confidence, optimism, happiness, reliability, and flexibility.

1.5.3.2 Negative Attitudes: individuals' attitudes are affected by a number of factors. When someone is not satisfied or thinks positively about a particular thing or situation, he/she is likely to adopt a negative attitude, and tend to show anger, hatred, pessimism, resentment, doubt, and inferiority.

1.5.3.3 Neutral Attitudes: individuals with neutral attitudes tend to be complacent, and indifferent toward what they are surrounded by. They ignore problems and give the opportunity to others to solve them.

1.6 Conclusion

This chapter is an attempt to introduce to the readers the related review of literature concerning the current research topic for the intention to have a clear insight and understanding of what is the topic about. Under the same token, the researcher explored E-learning in the Algerian tertiary education, various e-learning definitions and types, then, shed light on online learning as a sub-division of e-learning, its definitions and types, its advantages and problems associated with its use. Additionally, this chapter tackled learning management systems, then, exploring Moodle platform, its definitions, advantages and issues associated with it. Finally, a section dedicated to attitudes was put into words, highlighting the definitions, components (affective, cognitive, and behavioral attitudes domains), and the types (positives, negative, and neutral attitudes).

CHAPTER TWO : *Research Methodology*

2.1 Introduction

This present work is a descriptive study that attempts to shed light on and investigate various independent aspects related to the topic, including the students' attitudes toward Moodle platform, the main difficulties that impede teachers and learners from using the platform, and point out a set of suggestions to facilitate and improve the use of Moodle platform at the level of the English department. This chapter is an endeavor to introduce the reader to the research methodology design that the researcher implemented to undertake the current study.

The current thesis resorted to and implemented both qualitative and quantitative data collection methodologies, integrated together for the intention of investigating students' attitudes toward Moodle, the difficulties encountered by both teachers and learners when using Moodle platform that affect their attitudes, and explore a set of suggestions and solutions to overcome the various obstacles and improve the use of the platform. With the implementation of both qualitative and quantitative data collection measures, the current research design is descriptive in nature, it helps to describe and measure the various variables and perceptions (Fluet, 2021), as it is used to describe a particular group, and examine their perceptions toward a situation or an object. Additionally, it facilitates the process for the researchers to investigate the subjects and phenomena in their natural settings (Creswell, 2013).

Concerning the research tools used, the present study puts three various research tools into action to examine the previously stated research questions to warrant the triangulation. First, one questionnaire for the students is employed for the intention of unveiling their attitudes toward Moodle, their experience and main difficulties faced when using the platform. The students' questionnaires encompasses an integration of closed-ended, open-ended questions, to investigate various aspects including their technology use, Moodle experience, what they use Moodle for, as well as the main difficulties faced when using the platform, and put forward a set of suggestions as solutions to facilitate and improve the use of Moodle platform, whereas, likert-scale section to shed light on and reveal the

students' attitudes toward Moodle as an online learning management system. In the same line of thought, the students' answers from the likert-scale section are statistically analysed throughout Statistical Package for Social Sciences (IBM SPSS Statistics 28). Second, a semi-structured interview is dedicated to teachers, it includes close-ended and open-ended questions to cover all the aspects required in detail, from which the answers are thematically analysed through deductive approach. Meanwhile, a set of statistics from Moodle activity statistics are described and analysed.

2.2 Quantitative Research

Quantitative research is the process of numerical data accumulation and analysis, as well as it is commonly implemented in social sciences (Bhandari, 2020). The results obtained from the numerical gathered data tend to be independent, replicable, and reliable (ibid.), as it encompasses means, ranges, averages, and ratios. Additionally, the use of quantitative research leads to formulation of objective data that can be described through statistics and numbers (Williams, 2021), and it is used to:

- *Find patterns and averages.*
- *Make predictions.*
- *Test causal relationships.*
- *Generalize results to wider population.*

<div align="center">(Williams, 2021)</div>

2.3 Qualitative Research

As for qualitative research, it refers to the process of gathering and analyzing non-numerical data through the use of open-ended questions to get an in-depth understanding of the audience's concepts, opinions, attitudes, feelings (Bhandari, 2020), such as in interviews, and ethnographic research. Moreover, it is commonly implemented in humanities and social sciences fields (Seyss, n.d.). Qualitative research is considered vital and useful, as

- It turns people's experiences and opinions into utile data.
- It uses small sample population size than other research methods.
- It provides adequate useful content to be applied practicably.
- It is an open-ended process, where there is no correct or false answer.

- It is more affordable and flexible comparing to other research methods.

(Gaille, 2018; Miller, 2019)

2.4 Complementarity between Qualitative and Quantitative Methods

The collection and analysis of data in the current thesis are accomplished throughout the combination of both qualitative and quantitative methods, known as "the mixed methods". According to Creswell (2012), mixed methods research is the process of gathering and analyzing data using both qualitative and quantitative methods in one study, for the intention of understanding the research problem and answering the research questions. In addition, the afore-mentioned process is used when the combination of qualitative and quantitative methods provides an in-depth adequate understanding of the research problem, it is also used when the use of only one method is not sufficient to address and answer the research questions (Creswell, 2008). The integration of both qualitative and quantitative research methods when collecting and analyzing data aids your findings to be more credible and strengthens the validity of the conclusions (George, 2021).

Taking into consideration what have been explored above concerning the integration of both qualitative and quantitative research methods, it merits mentioning that the current work was accomplished through the use of mixed methods to ensure triangulation. Combining both qualitative and quantitative methods provided the researcher with the opportunity to collect and analyze numerical as well as non-numerical data, allowing to having adequate in-depth insights and exploration of the "what", "how", and the "why" as well. Additionally, the investigation of all aspects related to the research topic was succeeded through the use of the mixed research methods guaranteeing the credibility and reliability of the research findings.

2.5 Research Tools

The present thesis ensures the implementation of three various research tools for the intention of investigating the aspects related to the research topic and answering the research questions listed previously. First, online and paper questionnaires are dedicated to the students, using a mixture of close-ended questions, open-ended questions, and likert-scale survey, the type of questions

vary from one section to another taking into account the nature of data to be investigated. Second, semi-structured interviews were devoted for teachers, using both close-ended and open-ended questions that allowed the researcher to have a well detailed insight about all the aspects aspired to be explored. Third, teachers and students' Moodle log-in activity from 23rd of April 2022 to 18th of May 2022 at the level of all universities in Saida was observed and analyzed statistically using a diagram.

2.5.1 Questionnaire

The questionnaire dedicated to the students in this research is divided into 10 major sections, using a mixture of close-ended questions, open-ended questions, and likert-scale survey for the intention of accumulating various types of data and cover all the related aspects of the present work. The first section in which students' background information were investigated, a set of close-ended questions were used with predetermined options. As for the second section, students' internet access, connectivity, and use were investigated using a set of close-ended questions with multiple-choice options and a set of open-ended questions. In the same line of thought, the same type of questions including close-ended with determined options and open ended-questions applies for the rest of the sections which investigate and shed light on the students' Moodle access and training, their knowledge concerning Moodle usage and experience level, as well as the reasons for using Moodle and the main difficulties faced by the students when using the platform. Additionally, the likert-scale survey is used to measure and identify the students' attitudes toward Moodle throughout three major domains; the affective domain, cognitive domain, and the behavioral domain, then, the findings were analyzed statistically through the use of Statistical Package for Social Sciences (IBM SPSS Statistics). Finally an open-ended question for the last section is used to explore and highlight the students' suggestions and solutions to facilitate and improve the use of Moodle platform.

2.5.2 Interview

The current study implements a semi-structured interview for the teachers that includes both close-ended and open-ended question, but, it mainly encompasses open-ended type of questions to get an in-depth insight of all the covered aspects. In this light, the use of open-ended questions in the interview is an endeavor to investigate and explore the teachers' regular use of ICT n their off-campus and

when teaching, the effect of the global pandemic on the teachers and their use of technology when teaching, their thoughts about e-learning and Moodle platform, the ICT devices they use when accessing the platform, the training on how to use Moodle to teach, their proper use of Moodle to deliver the courses and activities and whether they prefer in-class or online via Moodle assignments and tests, their students' attitudes toward Moodle platform and the online courses/activities, teachers' schedule management between their on and off-campus responsibilities, their attitudes toward the use of Moodle and whether they prefer traditional, online, or the blended teaching-learning, the main difficulties they encountered when using the platform and their suggested solutions to improve Moodle use, and finally, as a concluding question, teachers were asked about their viewpoints concerning the future of online learning in the Algerian tertiary education context, at the level of the English language department at Dr.Moulay Tahar University of Saida. It should be pointed out that the findings of the interviews were analyzed thematically using the deductive approach.

2.5.3 Statistics' Analysis

As for the third research tool that was used in this work to ensure triangulation, both teachers and students' Moodle loggin activity statistics were observed at the level of all the universities of Saida throughout the statistics section that is displayed in Moodle platform below. The observation was conducted from the April 23rd 2022 to May 18th 2022 for the purpose of observing and comparing the longgin activity of both teachers and students during the normal study days and the exams period of the second semester. Then, the observed statistics were analyzed and reported descriptively using a diagram.

To sum-up, the current work put into action three research tools to ensure triangulation, using a combination of both qualitative and quantitative research methods. Due to this latter, the researcher was allowed to understand the research problem and answer the research questions throughout gathering and analyzing numerical and non-numerical data, having a complete adequate insights answering the questions "what, how, and why", investigating and covering all the aspects related to the research study, and ensuring the credibility as well as the reliability of the findings.

CHAPTER TWO : *Research Methodology*

2.6 Sample Population

Concerning the sample population, all the respondents (teachers and students) are currently active members at the level of English language department at Dr. Moulay Tahar University of Saida. This study takes four teachers as participants for the interview, two female and two male teachers. As for the students, a total number of 62 EFL second-year students took an active part in the current investigation, 21 (33,9%) are females, whereas, 41 (66,12%) represent male participants. The students' age ranged between 18 and 42, as students from age 18 to 21 represents the majority exceeding 50%, that is, 75,78%. It is worth mentioning that 41 (66,12%) of the students study only, whereas, 12 (19,35%) study and work in parallel, and 13 informants (20,96%) have other off-campus responsibilities. Therefore, it could be concluded that the majority of the students participants are between the age of 18 and 21, as well as they study only.

As the current research work is limited in scope, the above mentioned two categories were chosen as sample population taking an active role to unveil the various aspects related to the research topic from different angles for an adequate comprehension of the research problem and answering the questioned aspects involving; students' attitudes toward Moodle platform, the main difficulties encountered when using the platform, and what is possible to be done to improve its use.

2.7 Limitations

The current research encountered a set of obstacles that disrupted the data accumulation process and led to a number of deadlines being canceled. Teachers' tight schedule and unavailability was a major issue, as a number of interviews with teachers were scheduled, then canceled several times, which led to conducting the interviews with four teachers only. Additionally, some questions in the students' questionnaire were left unanswered. Moreover, another key impediment was the Moodle Log-in statistics unavailability at the level of the English language department, as the researcher could not get an up-to-date statistics of Moodle activity during the Covid-19 pandemic for 2020, 2021, and 2022 which led to opting for the displayed statistics section on Moodle platform

as a secondary plan in a limited amount of time, as all the researcher's attempts to get the statistics data failed.

2.8 Conclusion

The present chapter is an endeavor to provide the readers with detailed information concerning the used research design in the current study. This thesis is descriptive within which both qualitative and quantitative research methods are complementary implemented. In addition, three research tools involving questionnaire for students, interview for teachers, and statistics' analysis were put into action for the intention of guaranteeing triangulation, and resulting credible as well as reliable data findings. Finally, both active faculty members (teachers and students).

CHAPTER THREE : *Data Analysis and Discussion*

3.1 Introduction

The third chapter focuses on analyzing the data collected through a number of research tools, including questionnaires for students and interviews for teachers, as well as analyzing the data gathered from the observed statistics. The analyzed information is divided into sections in terms of the relevant important aspects to be investigated. Each section is divided into sub-sections to provide an in-depth comprehensible analysis. A detailed discussion follows every analyzed data of each research tool as an attempt to interpret the findings from the analyzed data and relate them to what was uncovered in the literature review chapter. Moreover, as an attempt to answer the previously listed research questions and confirm the before-mentioned hypotheses upon which this research study is intended, the research findings are integrated to provide adequate answers as a conclusion of the third chapter. The main intention of this data analysis chapter is to point out the research findings that aid in answering the major issues that are tackled in this current work.

3.2 Students' Questionnaire

Students' questionnaire is divided into three major sections to uncover several aspects that play a significant role in unveiling answers to the preceding research questions. In the same vein, the sections include

- Students' background information.
- Internet access, connectivity, and use.
- Moodle platform access.
- Moodle platform training.
- Moodle platform usage knowledge
- Moodle experience level.
- Reasons for implementing Moodle as an online learning management system.
- Difficulties encountered by students when using Moodle.
- Students' Attitudes:

       -Students' Affective Attitudes.

       -Students' cognitive attitudes.

       -Students' behavioral attitudes.

- Possible solutions to improve the use of Moodle.

CHAPTER THREE : *Data Analysis and Discussion*

The type of questions used in the questionnaire varies from one section to the other, regarding the main relevant information to be unveiled through these questions. Section one encompasses closed-ended questions, section two is a combination of closed-ended questions, multiple-choice questions, yes/no questions, and open-ended questions, and section three is also a combination of closed-ended, multiple-choice, and yes/no questions, with open-ended questions, and likert-scale survey table so as to measure the students' attitudes towards the use of Moodle platform.

3.2.1 Section One: Students' Background Information

	Age category	Frequency	Percent
	18	5	8,06%
	19	24	38,70%
	20	8	12,90%
Age	21	10	16,12%
	22	3	4,83%
	23	2	3,22%
	24	3	4,83%
	25	2	3,22%
	26	0	0%
	27	0	0%
	28+	5	8,06%
	Total	62	100%
	Gender category	**Frequency**	**Percent**
	Male	21	33,88%
	Female	41	66,12%
	Total	62	100%
	Educational status	**Frequency**	**Percent**
	Study only	41	66,12%
	Work and study in parallel	12	19,35%

Have Other responsibilities	13	20,96%
Total	66	106,45%

Table 3.1: Students' background information

Table 3.1 represents the background information of second-year students as a sample population who had an active part in the present research, including age, gender, and educational status. As displayed above, informants between the ages of 18 to 21 represent 75,78% of all students. Moreover, 24 participants are 19 y.o., representing 38,70% of the overall population. In addition, students aged between 22 and 28+ combined represent only 24,16%. Concerning gender, female respondents represent 66,12% as displayed in the table. However, male participants represented only 33,88% of the whole sample population. As for activity status, 41 participants (66,12%) stated that studying is their only activity. Nevertheless, 12 informants, representing 19,35%, study and work in parallel, followed by 13 students (20,96%) who have other off-campus responsibilities. It is worth mentioning that four students (6,45%) do study and work simultaneously and have other responsibilities. When combined, students who study and work in parallel with students who have other responsibilities and students who have both represent 40,31% of the total number. Interestingly, it is worth pointing out that the students' questionnaires were distributed to the students regardless of their age, gender, and work status.

CHAPTER THREE : *Data Analysis and Discussion*

3.2.2 Section Two: Internet Access, Connectivity, and Use

3.2.2.1 Internet Access

Options	N	%
Daily	49	79,03%
2-5 a week.	6	9,67%
Weekly.	2	3,22%
Monthly.	2	3,22%
Rarely.	4	6,45%
Never.	0	0%

Table 3.2: Students' internet access

The table above represents the students' answers concerning their internet access. 49 participants (79,03%) stated that they have daily access to the internet connection, meaning that they use it frequently. However, six students, that is 9,67% do not have daily access to the internet but from 2 to 5 days per week. In addition, 3,22% that is two informants have weekly access to the internet connection, i.e, they access the internet every week. Similarly, also 3,22% that is 2 students have monthly internet access, i.e, they can use the internet every month during the year. Notwithstanding, four participants, that is, 6,45% rarely access the internet. Importantly, from the table above, it is worth mentioning that all the students have internet access, as there is no answer stated with "Never".

3.2.2.2 Owned ICT Devices

Options	N	%
Smartphone.	57	91,93%
Desktop computer.	11	17,74%
Laptop.	35	56,45%
Tablet.	7	11,29%

Table 3.3: Owned ICT devices

Concerning the ICT devices students own, they were provided with four different multiple-choice options. 57 participants, that is 91,93% possess

smartphones. In addition, 35 that is, 56,45% have laptops. However, 11 students, that is 17,74% stated that they own desktop computers. Finally, 7 informants, that is, 11,29% have and use tablets. It merits shedding light on the point that the questioned students were given the opportunity to choose more than one option.

3.2.2.3 Internet Availability
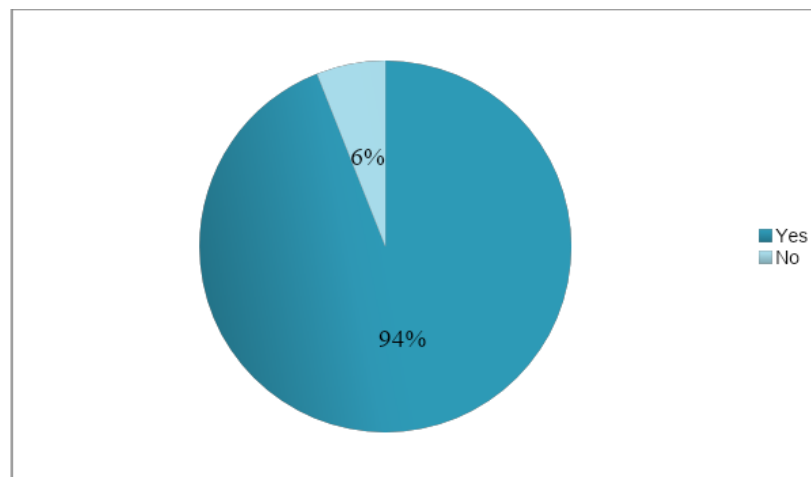
Figure 3.1: Students' internet availability

The 62 tertiary students were asked whether they have internet access at home or not. The majority of them, that is 58 (93,54%) answered yes. However, only four of the sample population (6,45%) answered no. In other words, 56 students do have internet access at home, but four do not.

3.2.2.4 Learning English Online Prior to the Pandemic
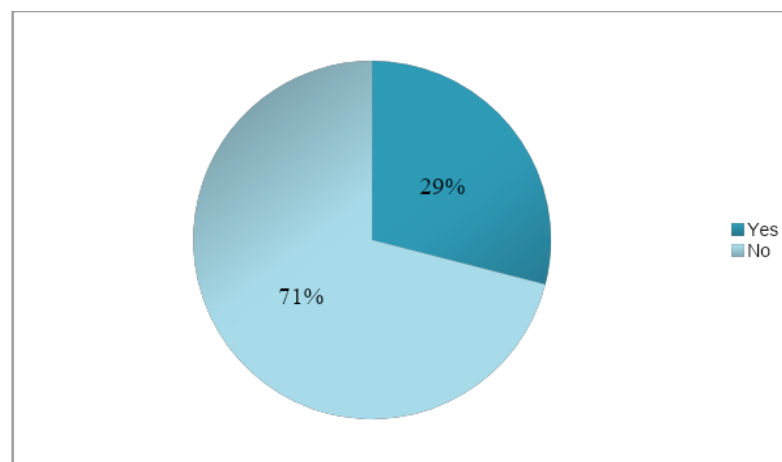
Figure 3.2: Students' English online learning

As displayed in the pie chart above, the informants were asked whether they have studied English online prior the pandemic, 44 (70, 96%) responded with no, and 18 (29, 03%) responded with yes.

Concerning the respondents who did study English online before the pandemic and answered with yes, nine students claimed that they have learned English online through watching videos on youtube, reading, and practicing online. In the same line of thought, six respondents stated that they have taken online English courses on Google Meets, Udemy, and it is worth mentioning that one participant clarified that he/she used Laptop as an ICT device to take Online English sessions from Fun MOOC. It is worth pointing out that three informants answered with yes without stating how they had learned English online.

CHAPTER THREE : *Data Analysis and Discussion*

3.2.2.5 The Use of ICT Devices in Prior Learning
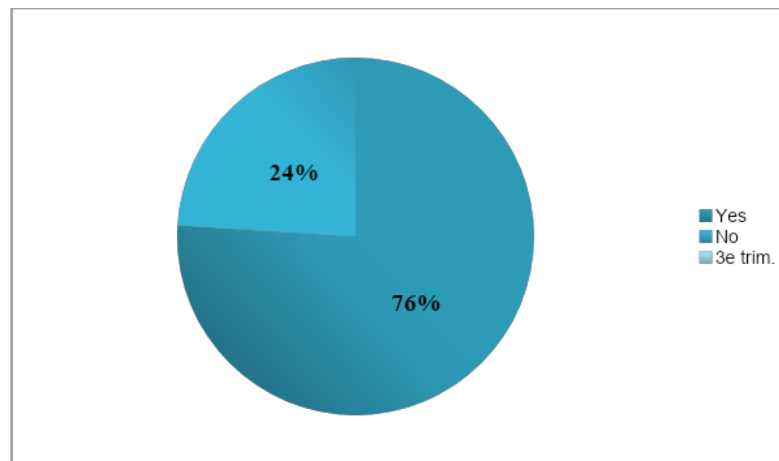
Figure 3.3: Students' ICT use in prior learning

The above figure illustrates the participants' responses about whether they have used ICT devices in their learning before. It is shown that 47 out of 62 students (74,19%) answered yes, as they have implemented ICT devices in their learning before. Notwithstanding, 15 students (24,19%) answered no, as they might have not used ICT devices in their learning previously.

3.2.2.6 The Used ICT Devices in Students' Prior Learning

Options	N	%
Laptop.	29	46,77%
Smartphone.	40	64,51%
Tablet.	6	9,67%
Desktop computer.	13	20,96%
Others.	1	1,61%

Table 3.4: Used ICT devices by students

As for the ones who have used ICT devices in their previous learning, they were given five multiple-choice options to pick more than one. 40 students (64,51%) have used smartphones and 29 (46,77%) have used laptops. Nevertheless, 13 students (20,96%) have used desktop computers in their learning process, and six (9,67%) have used tablets. It merits highlighting that only one student selected others but did not specify.

CHAPTER THREE : *Data Analysis and Discussion*

3.2.3 Section Three: Moodle Platform Access
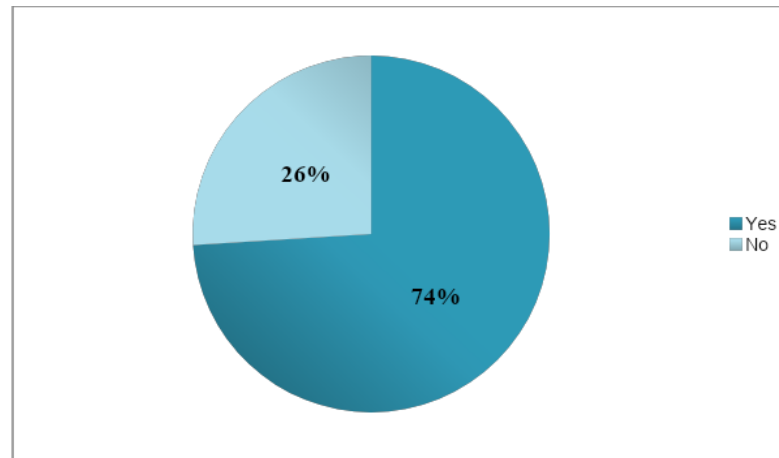
Figure 3.4: Students' moodle access

Figure 3.4 illustrates students' answers concerning whether they have access to Moodle platform. 46 (74,19%) respondents answered yes, they have access to the platform. However, 16 (25,80%) answered no, they do not have access to the online learning platform, for a number of reasons stated by the participants, including not having their accounts and passwords yet, not going to the administration to check, encountering problems with their accounts stating "*every time I try, they say the site is out of service",* also not having daily access to the internet connection, having slow internet connection in the area where they live, and others mentioned that it is their first time using the platform, as well as stating that the accounts are not updated yet.

3.2.4 Section Four: Moodle Platform Training
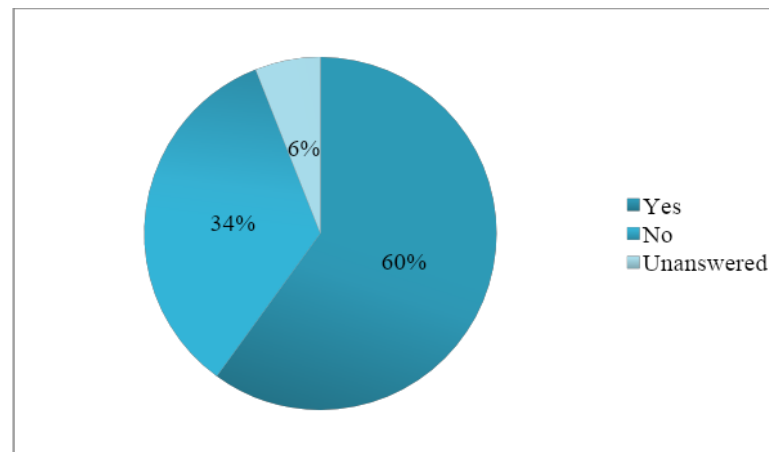
Figure 3.5: Students' Moodle training

Section four was dedicated to whether the 62 informants were provided with training on how to use Moodle platform. 37 (59,67%) claimed that they have been provided with the training on how to use the platform, and 21 students (33,87%) answered no, they have not been provided with the training. Notwithstanding, four tick boxes remained missing, meaning that four participants, that is 6,45% did not respond to the question.

The 37 students' answers with "yes" varied in terms of how, where, and when. 16 students stated that they were provided with the training last year, as 11 clarified that the training took place at the university, among them, seven answered that they were taught by their teachers, and one stated that it was the head of the department who delivered training, two others claimed that they learned by themselves. five respondents who affirmed that they learned how to use Moodle last year stated that their learning took place at home by themselves from Youtube videos, their friends, and family members. In addition, 11 participants put into words that they were provided with training on how to use Moodle platform during this current year of study, six of them mentioned that the training was at the university by their TTU teacher, whereas the other five mentioned that they learned at home by themselves and their family members. three other students stated that they were given the training during their first year of university at home by themselves and their friends, one mentioned that his/her training was at the university by the teacher. Moreover, two more students

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asserted that they learned during the pandemic, one mentioning that it was off-campus by themselves and friends, and another one mentioning that it was at university by teachers and friends. It is worth pointing out that six informants answered with yes but did not specify when, where, and by whom.

Concerning participants who were not provided with the training on how to use Moodle, eight clarified that it is easy and they already know how to use the platform. One mentioned that he/she has internet connection issues where he/she lives. three other students affirmed that there was no opportunity provided by the university. One student claimed that he/she did not attend the training, and another student stated that it is their first time using the platform. It merits mentioning that 5 participants answered with "no" without stating the reason why.

3.2.5 Section Five: Moodle Platform Usage Knowledge

Options	N	%
Yes, I do know.	44	70,96%
Somehow.	17	27,41%
No, I do not know.	1	1,61%

Table 3.5: Students' Moodle platform knowledge

Question three was directed to investigate how well students are acquainted with the use of Moodle. On the one hand, 44 (70,96%) indicated that they know how to use Moodle platform. On the other hand, 17 respondents, that is 27,41% stated that they do not have adequate knowledge of how to use the platform. Interestingly, only one respondent answered no, he/she does not know how to use the platform without stating why.

3.2.6 Section Six: Students' Moodle Experience

Options	N	%
Poor.	3	4,83%
Below average.	10	16,12%
Average.	11	17,74%

Good.	36	58,06%
Excellent.	2	3,22%

Table 3.6: Students' Moodle experience

As illustrated in the table above, the participants' Moodle experiences were measured and evaluated from poor to excellent. 36 informants (58,06%) have good experience with the use of Moodle platform. 11 (17,74%) have average experience and 10 (16,12%) expressed below average experience with Moodle. Interestingly, only three students (4,83%) experienced poor use of Moodle, whereas only two respondents have an excellent experience with the platform.

3.2.7 Section Seven: Students' Moodle Access in the Academic Year

Options	**N**	**%**
Daily.	26	41,93%
2-5 a week.	17	27,41%
Weekly.	9	14,51%
Monthly.	12	19,35%
Only during exams.	3	4,83%
Rarely.	4	6,45%
Never.	2	3,22%

Table 3.7: Students' Moodle access in the academic year

The respondents' answers displayed above show how often they access Moodle during the academic year. 26 students (41,93%) do access Moodle platform every day, i.e, they have regular Moodle access. In addition, 17 (27,41%) stated that they access the platform from two to five days a week. In addition to the aforementioned, nine students, that is 14,51% have weekly access to Moodle. Moreover, two students, that is, 3,22% have monthly access to Moodle. Notwithstanding, three participants, that is, 4,83% accessed Moodle only during the exam period. Similarly stated, four students as well, that is, 6,45% rarely access the platform. Interestingly, two informants (3,22%) never access Moodle platform.

3.2.8 Used Devices in Accessing Moodle

Options	N	%
Smartphone.	**57**	**91,93%**
Tablet.	**6**	**9,67%**
Laptop.	**30**	**48,38%**
Desktop computer.	**8**	**12,90%**
Others.	**1**	**1,61%**

Table 3.8: Used devices when accessing Moodle

In question section 8, students were asked about which ICT devices they use when accessing Moodle. Being provided with 5 various multiple-choice options, 57 (91,93) responded that they use smartphones when accessing the platform. 30 (48,38%) utilize laptops. Nevertheless, 8 (12,90) use desktop computers, and 6 students (9,67%) utilize tablets as an ICT device to access the platform. Importantly, it is worth mentioning that only one answer was chosen for "others" with no specifications.

3.2.9 Section Nine: Reasons for Implementing Moodle as an LMS

Options	N	%
Consult the lessons.	56	90,32%
Download handouts.	32	51,61%
Submit assignments.	15	24,19%
Sit for tests.	14	22,58%
Consult exam marks.	24	38,70%
Check for announcements.	15	24,19%
Contact your teachers.	19	30,64%
Contact classmates.	6	9,67%
Download and print handouts.	25	40,32%
Others.	0	0

Table 3.9: Students' use of Moodle

The seventh question was intended to explore students' purposes for using Moodle platform, as they were asked about what they used Moodle for during the

academic year. 90,32% that is, 56 respondents used Moodle platform to check and consult the lessons. Furthermore, 51,61% that is, 32 students download lesson handouts from the platform. In addition to the above-reported statistics, 38,70%, that is, 24 access Moodle platform to check and consult their exams marks, also 40,32% that is, 25 as well use the platform to download and print the handouts, as they find it as a facilitating way to revise their lessons. 29,50% that is, 18 participants contact their teachers via Moodle. Notwithstanding, 15 (24,19%) submit the assignments via Moodle to their teachers. 22,58% that is, 14 pass their tests in Moodle. Additionally, 15 respondents (24,19%) check for announcements by the administration and their teachers posted in Moodle. However, only 9,67% that is, six participants used Moodle to contact their classmates, and only one student chose "other", specifying that he/she takes activities via Moodle.

3.2.10 Section Ten: Difficulties Encountered by Students when Using Moodle

Options	N	%
Inability to access your personal account.	36	58,06%
Inability to navigate the platform.	12	19,35%
Lack of internet connection.	36	58,06%
Lack of electronic devices.	4	6,45%
Lack of ICT skills.	9	14,51%
Inability to access video links shared by teachers	8	12,90%
Inability to open discussions with teachers.	10	16,12%
Others.	3	4,83%

Table 3.10: Students' Moodle difficulties

As displayed above, 62 informants were asked in section 10 shedding light on the main issues they have encountered when using Moodle platform. 58,06% that is, 36 participants have faced obstacles concerning the internet availability and more specifically its connectivity, stating that they have encountered a lack of internet connection which led to obstacles attempting to use Moodle platform. In a like manner, 58,06% that is, 36 respondents claimed that they have been unable to access their personal Moodle accounts. Nevertheless, 12 (19,35%) found it complex as well as challenging to navigate the platform when attempting to search and check, as well as consult lessons, and announcements. In addition,

14,51% that is, 9 students have a low level of ICT skills, as it is considered both vital as well as mandatory to be acquainted with adequate ICT knowledge and skills. By the same token, 10 (16,12%) affirmed that have been unable to reach and open discussions with their teachers on Moodle platform. According to 12,90% that is, eight students, the video links shared by their teachers have been unable to access. Only 6,45% that is, four students lack electronic devices, as they might not be acquainted with the adequate suitable device in order to use Moodle. Interestingly, 4,83% that is, three participants listed other issues related to their Moodle platform use stating that the platform is slow and takes time to load, as well as the graphical interface from the interface design and colors, obstacles in submitting their assignments, automatic disconnection issues, complex password provided by the administration .i.e when using Moodle.

3.2.11 Section Eleven: Students' Attitudes toward the Use of Moodle

Section eleven was a Likert-scale type of question, where students were given 20 various items negatively and positively worded with the intention of unveiling students' attitudes towards the use of Moodle platform. The responses were collected on a total five points Likert-scale ranging from 1 (Strongly disagree) to 5 (Strongly agree).

3.2.11.1 Students' Affective Attitudes

Items	N	Min	Max	Mean
2. I'm not satisfied with the use of Moodle platform.	62	1.00	5.00	3.40
4. I prefer online assignments via Moodle.	60	1.00	5.00	3.13
6. I prefer pen-paper assignments.	60	1.00	5.00	2.51
8. I enjoy using Moodle.	62	1.00	5.00	3.58
12. I prefer taking online tests via Moodle.	62	1.00	5.00	3.12
15. I prefer studying in the classroom and via Moodle.	61	1.00	5.00	4.18

18. I would like to study from Moodle than attending University classes.	60	1.00	5.00	3.51

Table 3.11: Students' affective attitudes towards Moodle

Items 2, 4, 6, 8, 12, 15, and 18 were devoted to exploring the students' affective attitudes towards Moodle platform. As illustrated above, the mean score of all items ranged between 2,51 and 4,18 (in between negative and positive), with a general mean score of 3,34 (Neutral). The table displayed above shows that the students' affective attitudes towards Moodle platform are neutral, neither negative nor positive. However, it could be almost positive as the mean score of item 15 is at 4,18, which is high and refers to positive attitudes, where 46,8% that is 29 participants, stated that they prefer studying in the classroom and via Moodle adopting the blended learning (M=4,18).

3.2.11.2. Students' Cognitive Attitudes

Items.	N	Min	Max	Mean
1. Moodle helps me to better prepare myself before class.	62	1.00	5.00	4.14
5. Using Moodle helps to save time and effort.	62	1.00	5.00	3.91
9. We must get training on how to use Moodle.	62	1.00	5.00	3.91
10. Learning about Moodle is a waste of time and effort.	61	1.00	5.00	3.65
11. Moodle encourages student's self-learning.	62	1.00	5.00	3.98

Table 3.12: Students' cognitive attitudes

Items 1, 5, 9, 10, and 11 were intended to unveil the students' cognitive attitudes toward the use of Moodle as a learning management system. The mean score of all items ranged between 3,65 and 4,14, which stands for more positive than neutral. In the same line of thought, 29 students (46,8%) all agreed that Moodle helps them to better prepare themselves before class (M=4,14), and 28

students (45,2%) agreed that using Moodle helps to save both time and effort (M=3,91), 30 informants (48,4%) view that Moodle is an online learning platform that encourages student's self-learning (M=3,98). It merits mentioning that students' attitudes towards Moodle within the cognitive domain are positive from the overall mean score of the five items (M=3,91).

3.2.11.3 Students' Behavioral Attitudes

Items	N	Min	Max	Mean
3. I find difficulties trying to access Moodle platform.	62	1.00	5.00	3.09
7. Courses on Moodle are unclear and difficult to understand.	60	1.00	5.00	3.41
13. I do not know how to exactly use Moodle.	62	1.00	5.00	3.83
14. I like downloading files and printing them than studying from Moodle.	62	1.00	5.00	2.03
16. There is no way to take online tests via Moodle with the slow internet.	62	1.00	5.00	2.20
17. I do not have the suitable ICT device to use Moodle.	61	1.00	5.00	3.50
19. It is difficult to communicate and discuss with our teachers via Moodle.	61	1.00	5.00	2.73
20. I have no intention to use Moodle platform in the near future.	62	1.00	5.00	3.30

Table 3.13: Students' behavioral attitudes

Items 3, 7, 13, 14, 16, 17, 19, and 20 were designed to investigate students' behavioral attitudes towards the online learning platform Moodle. As for the means score of all items ranged between 2,03 and 3,83 (which is negative to neutral almost positive). 47 students (75,8%) seemed to agree and strongly agree that they all prefer downloading files and printing them to studying from Moodle

which led to negative behavioral attitudes with a mean score (M=2,03), 29 respondents (46,7%) stated that they do not encounter difficulties attempting to access their Moodle courses (M=3,83) which stands for higher neutral behavioral attitudes to almost positive. From the overall general mean score of the eight abovementioned items (M=3,01), it is evident that the student's behavioral attitudes towards the use of Moodle platform are neutral.

3.2.12 Possible Solutions to Improve the Use of Moodle

The last question was intended to shed light on the students' main solutions to improve the use of Moodle platform and overcome the difficulties they encounter. Answers were analyzed thematically using the inductive approach. According to the participants' answers, it was suggested that the access to Moodle platform has to be facilitated regarding the students' accounts passwords that need to be adjusted as some students are unable to log in using their own passwords. In the same line of thought, fixing the automatically disconnecting problem that is faced by a bulk number of students is required to be taken into serious consideration, as sometimes their accounts fail to load. Interestingly, one student stated:

"For me, Moodle is a good platform but it needs a lot of work as some real app developers should work on it, not only university students.
-We can use some special service for chat-like rooms or something like that that's gonna help us and the teachers to communicate much better and easier.
-And you can let us link our google profiles to moodle so we can download and communicate much better than usual.
-And finally, I would like to see moodle getting better and better by days and maybe someday we can get everything we need from it as students."

In the same vein, it was suggested to redesign the platform interface to make it more stimulating and motivating by contacting expert UX/UI developers or designers to work on it, increasing as well as facilitating the student-student and student-teacher interaction via Moodle.

Moreover, students clarified that the lessons uploaded on Moodle by their teachers tend to be long and difficult to understand. For that, they recommended *"dividing the lessons into clear sections with big bold subtitles for each part"*, and they preferred being provided with videos about the lectures to Pdfs, as stated

"besides the lectures, it is good to find some videos about the lecture". In addition, the participants have faced issues when attempting to understand the lessons in the classroom as they were not prepared or provided with the adequate pre-conceptions (previous knowledge) about the tackled topics with their teachers, thus, they suggested that it would be adequate if they were provided with the lessons on Moodle a period before attending the class.

In the case of homework, the informants viewed that it would be fair enough if their teachers provide them with the appropriate feedback concerning their answers and share the correction after submitting their assignments via Moodle, as it was put into words by one of the respondents *" when the teachers give us homework, it's better to share the feedback and answers after we give him the answer"*. Equally important, the majority number of participants were strongly against the idea of having online tests via Moodle for a number of reasons, as it is worth putting light on the fact that there is a low possibility of the internet availability and connectivity in various areas in the country, mentioning that not all students are equipped with the adequate internet connection and ICT device in order to pass a test or exam online via Moodle, another reason merits mentioning is lack of credibility and the academic dishonesty, as stated by a student *" how can the teacher make sure or know that the student is working and answering the questions by himself/herself, maybe he/she is cheating or someone else is answering instead... If we have to pass tests, it must be face-face (in-person tests in the classroom)"*.

3.3 Students' Data Discussion

Students' questionnaire analysis uncovered that the majority of the participants use the internet frequently, as they claimed that they have regular daily access to it. However, the rest of the students do not use the internet on a regular basis, as they are considered to be the minority among the sample population (18,32%). In the same line of thought, not all students have regular access to the internet as individuals while the world has been dominated by technology. As educators and students, having internet connection access is considered to be vital, but it is not always accessible due two main reasons. The first reason is the students' busy schedules during the week, as students tend to

have other responsibilities off-campus, and they study as well as work in parallel which makes them unable to access the internet daily. The second reason is the problem with the internet availability and connectivity, as not all students have a speedy and good internet connection available (World Economic Forum, .n.d) In the same vein, students' geographical location is considered as another obstacle, as they might find themselves facing problems with either the slow or absence of internet connection.

Concerning the ICT devices that the students own and use in learning, the findings revealed that the bulk number of informants use smartphones and laptops. In contrast, a limited number of the participants use desktop computers and tablets. As students, having and implementing smartphones and laptops is crucial in this technology-dominated world for several reasons. In this light, smartphones and laptops are the most commonly used technological devices for their extreme portability (Technoish, .n.d). They can be carried and used in numerous locations such as home, school, and university. In addition, having the internet access is another reason that leads to high demand for these ICT devices (Technoish, .n.d.), students are allowed to access the internet for different purposes such as doing research about information related to their topics and accessing various websites, preparing and submitting assignments anytime and anywhere. Moreover, using smartphones and laptops facilitates the communication between students and their teachers, as well as students with their colleagues, for instance, via email, phone calls, SMS, social media, video conferencing, LMS (Moodle).

After analyzing the respondents' answers about whether they studied English online before the pandemic, it was revealed that a significant number of the students did not learn English online before the pandemic. In contrast, the rest, i.e, a small number of students (26,07%) learned English online before the pandemic. Learning English as a foreign language became facile and manageable with the big improvements in technology and the use of tech devices. Students can easily learn regardless of their time and location limitations. They can have their own flexible schedules. Additionally, the availability of various learning platforms such as Youtube channels, learning apps, and e-books facilitates the process of learning, as students can take online courses on a variety of platforms such as Fun

Mooc, Udemy, Coursera, and Skillshare. They can also take online lessons in video conferencing and LMSs. According to Oxford House (2020), the effectiveness of studying English online is enhanced and simplified with the availability and use of various resources. Students can read free e-books and practice with other English learners or native speakers.

As for students' Moodle access, the results from the analysis showed that the majority of the participants have access to Moodle, as they claimed that they are able to log in to their accounts with no issues. However, the minority of students abstain from accessing Moodle platform for a number of issues that prevent the student users to log-in. First, not all students were provided with their Moodle accounts' usernames and passwords by the administration. Second, they were facing problems with the platform service being invalid which hinders their access to their accounts. Third, as Moodle platform is considered an online LMS, the internet availability and connectivity is another problem among students; when it is slow or absent, they face issues accessing the internet; thus, they cannot access their Moodle accounts. For Shearer (2003), Moodle platform access problem demands technical skills and knowledge of the technology and the platform itself to be fixed.

When investigating whether the informants were provided with training on how to use Moodle, the majority of respondents answered with 'yes', clarifying that they were provided with adequate training at home and university, by themselves, their teachers, family members, and friends. Notwithstanding, the rest of the students answered with 'no', claiming that they were not provided with the training on how to use Moodle platform. Students' ineffective training on how to use Moodle is due to both the absence of the university's attention as well as the students' attention, not managing time for a practical adequate Moodle training. Additionally, as it was stated by the students, their prior knowledge of how to use Moodle is another reason for them not getting trained. Furthermore, the absence and slow internet connection also hinder the students from practicing their Moodle use training. Importantly, providing the adequate opportunity for students to learn how to use Moodle platform as an LMS is crucial and mandatory, as it helps the students to be acquainted with the platform and its use, to save time and effort when they are already guided and know how to use it. According to the

constructivist theory by Jean Piaget, students learn more and acquire adequate knowledge from practice and when they are actively instead of passively learning. In this light, students learn and become knowledgeable on how to use Moodle for their educational purposes when they get training and take an active part in the process.

As for students' knowledge of using Moodle platform, the findings unveiled that many respondents know how to use Moodle. However, a small number have limited knowledge when it comes to using Moodle in their learning. Moodle is one of the most commonly used learning management systems in tertiary education among educators and the learners. Being acquainted with how to use this LMS platform is viewed to be critical for students, but, this is always the case, as several students tend to be limited users of Moodle, not knowing how to use it exactly. The first reason behind the aforementioned issues is students' inadequate training on how to use Moodle platform, as their ineffective training leads to problems when attempting to use the platform appropriately, thus, affecting students' learning negatively (Alexander Lim, 2021). Being provided with inadequate training on the use of Moodle affects the students and their learning course of action, preventing them from using the platform confidently and pursuing their learning online. Furthermore, students' limited ICT skills and knowledge as well as lack of the appropriate ICT devices is another factor affecting their use of Moodle (Morin,.n.d.), as it is considered to be one of the LMSs that requires adequate ICT skills and devices which makes it accessible for all students. In addition to the aforementioned reasons, the internet connection is another issue impeding the learners from using the platform (Maria Carrasco, 2021), as it is an online LMS that requires sufficient and reliable internet availability as well as connectivity that facilitates the access and the use of the platform for students. Moreover, it is worth pointing out that the whole idea of online learning and using Moodle as an LMS to rely on and implement is new to a number of students, as it can be seen as a novel experience which makes them perplexed not having an idea what way to use the platform to attain their learning goals and objectives.

The participants were asked how often they access Moodle platform during the academic year, and their answers uncovered that most of the students

have daily access to Moodle during the academic year (41,93%) followed by the others who have 2-5 a week access (27,41%), whereas, the rest of the informants stated that they do not access to Moodle regularly. In the same vein, it merits shedding light on the major factors affecting students' access to Moodle during the academic year, which result in irregular access and use of Moodle. According to research by Richell et al. (2019), students' time management plays a vital role in their online learning, as they encounter difficulties attempting to create equilibrium between their studies online and their off-campus responsibilities. The latter results in students being unable to access Moodle platform on a daily basis, as some of them study and work in parallel, and have other off-campus responsibilities, which creates a busy schedule, and sometimes it is challenging to cope with it and create the adequate balance. In addition, students struggle with the internet connection, which prevents them from accessing Moodle platform, as they might be connected to the internet, which is not reliable or stable regarding their locations (Gierdowski, 2021). Moreover, the lack of suitable ICT devices is another issue to be pointed out, students might have reliable technological devices like smartphones, but not all ICT devices are equipped to manage and perform a remote task (Gierdowski, 2021). Some tasks such as assignments preparation and submission require a laptop or a desktop computer. Notably, some students access Moodle during the examination period, check for announcements and courses, and submit their assignments.

Concerning the devices that second year students use to access Moodle, it was revealed that the majority use smartphones and laptops, which facilitate the access and use of Moodle. Notwithstanding, a minority of students (22,57%) use tablets and desktop computers to access the platform. Being acquainted with suitable technological devices has become mandatory in today's tertiary education, especially with the integration of online learning. Smartphones and laptops are considered as number one ICT tools that a vast number of students resort to and implement when accessing Moodle due to numerous reasons. In the same line of thought, students use smartphones and laptops for their portability, as they can be carried and used anywhere and anytime. They can access Moodle platform anywhere anytime they get an internet connection. Additionally, they are able to check for announcements instantly, download and edit files using their laptops,

and prepare and submit the assignments to their teachers. Moreover, using smartphones and laptops facilitates the process of researching and navigating the platform. In the same vein, with the easy internet connectivity that these two technological devices have, students are allowed to access the platform and do further research simultaneously, as they can get more research opportunities (Magher, .n.d.). Furthermore, using these devices enables students to be regularly updated and check for announcements.

As for students' Moodle use, the informants were asked what they had used Moodle for so far. On the one hand, the findings uncovered that the majority of respondents use Moodle for various purposes, including; consulting lessons, downloading handouts followed by a number of students who download and print the lessons, check posted announcements and exam marks on Moodle as well as contacting their teachers, and sit for online tests. On the other hand, only a few participants contact their classmates using the platform. Students' distance learning course of action is facilitated through the implementation of Moodle platform as an LMS, as they rely on it for numerous purposes. However, not all students use the platform for sitting for their tests, contacting their classmates, or submitting their assignments, as some students tend to be naive in the case of integrating online learning, novice Moodle users. In addition, learners were used to printing materials prior the implementation of the online learning; thus, they prefer to download the lessons and print the handouts to revise from them. Moreover, tertiary students usually contact their classmates through social media platforms or other platforms instead of Moodle, which makes it less likely for them to use this platform to stay in touch with their colleagues. Furthermore, a number of students do not use the platform to submit their assignments or sit for tests, as not all students are provided with the adequate training or skillful enough in ICT, and not all the students are acquainted with the suitable technological devices and internet connection that allow them to carry out these tasks.

Concerning the main difficulties students faced when using Moodle, it was reported that a vast number of the informants encountered problems with accessing their Moodle personal accounts and issues with the internet availability as well as connectivity, followed by difficulties in navigating the platform. Nevertheless, the rest of the respondents were unable to open discussions with

their teachers, access video links shared by the teachers, and struggled with the lack of ICT skills and devices. The internet availability and connectivity are considered the key component which is mandatory in studying online with Moodle, as having a poor internet connection affects the students' use of the LMS in a negative way (Alenezi, 2018). In the same light of thought, the slow internet connection and its unavailability for some students hinders their access to Moodle, thus, being unable to use the platform adequately. Moreover, as discussed in the literature review, the idea of using Moodle as an online learning LMS is all-new for many students, as they might not have the reliable ICT knowledge and skills, as well as not being given the adequate training on how to use the platform, all this affects negatively the way they implement Moodle.

Students' attitudes towards the use of Moodle platform were measured through three behavioral domains including affective, cognitive, and behavioral domains. Concerning the participants' affective attitudes, the results revealed that their affective attitudes towards Moodle are neutral to positive, as the majority of them stated that they prefer studying in the classroom and via Moodle adopting the blended learning approach. As for their cognitive attitudes, the findings revealed that students' cognitive attitudes tend to be positive, as they believe that Moodle helps them to be better prepared before the class and that the platform helps them to save time and effort, as well as the belief that Moodle encourages and facilitates student's self-learning. In addition, the findings concerning the students' behavioral attitudes unveiled that the informants' attitudes are neutral to negative, as they are against sitting for tests via Moodle with the current slow internet connection issues, and they prefer downloading files and printing them to studying from the platform. It is worth pointing out that the students are willing to use Moodle platform in the near future, but due to the previously mentioned and discussed issues regarding the internet connection, ICT devices, and Moodle training, they are not in a good position to implement it now.

CHAPTER THREE : *Data Analysis and Discussion*

3.3 Teachers' Interview Analysis

Teachers' interviews were conducted through a set of open-ended questions as an attempt to gather and analyze all the aspects investigated in depth. The aspects analyzed are as follows

- Teachers' off-campus use of ICTs.
- Teachers' ICT use in teaching before the pandemic.
- The pandemic effect on teachers and their use of ICT.
- Teachers' perceptions of E-learning and Moodle platform.
- Teachers' Moodle access and use.
- Moodle Training.
- E-assessments and e-assignments.
- Students' perceptions of teachers' courses and activities on Moodle.
- The effect of online teaching on teachers' off-campus life.
- Teachers' attitudes towards teaching on Moodle and the use of technology.
- Students' attitudes towards Moodle according to teachers.
- The main difficulties faced by teachers when using Moodle, and the suggested improvements.
- Teachers' views concerning the future of online learning in Algerian universities, especially University of Saida.

3.3.1 Teachers' Off-Campus Use of ICT

Concerning teachers' use of ICTs out of the campus, three of the interviewed teachers use ICT frequently in their everyday life, as one interviewee put into words *"yes frequently, I rely on this technology"*. However, one interviewee stated that he/she is not a regular user of ICT, as he/she uses it from time to time stating *"hum, not really, I mean just maybe looking for some materials in order to work with students"*. It worth putting light on that most of teachers are regular users of ICT either to manage their on-campus and off-campus activities, as technology has become a vital part of their life, as claimed by one teacher *"I use them for my work, for my entertainment, for my everyday life, I keep like checklists and all of that, if I need something I Google it, my phone is my memory, so basically everything"*.

3.3.2 Teachers' ICT Use in Teaching before the Pandemic

As for teachers' use of ICT in their teaching course of action prior the pandemic, all the questioned teachers stated that they did use ICT when teaching before the pandemic. Interestingly, one instructor clarified that he/she used ICT only in oral expression sessions with the students, referring that he/she could not use ICT with other modules due to lack of technology availability at the level of the department stating, "*we have only two data-shows at the level of the department*". Nevertheless, the rest of the interviewees resorted to and implemented ICT in their teaching, claiming that they used it all the time and that technology is one of the tools that became crucial in today's modern educational world, as stated by one teacher, "*sure, of course, I mean this is one of the tools that work in a brilliant way, especially with this generation*".

3.3.3 The Pandemic Effect on Teachers and their Use of ICT in Teaching

The interviewees were asked about how they were affected by the pandemic as teachers and the use of ICT in teaching, the answers revealed that two teachers were not highly affected by the pandemic, as they faced problems only with being limited by time as it was put into words "*I haven't been affected that much, but it was just in the form of managing the schedule….the amount of time was not enough to give the whole lecture*". As for the ICT use in teaching, it was not affected by the pandemic as they used to implement it frequently, but, as the use of online learning was imposed on them, they encountered several difficulties with their students due to their internet availability and connectivity issues, lack of ICT knowledge and skills, as mentioned by one teacher "*now I'm obliged, and I found myself in situations of conflict with the students…now we are pushed by law to use Moodle, it's even part of our promotion, we do not get promoted if we do not use Moodle…there are students who do not have the internet, we don't know that, we don't have this and that, they won't submit their work, they write in paper, so it's conflict all the time*". However, one exception was highlighted by one teacher clarifying that he/she was affected by the pandemic and that it changed the way of thinking, behaving, and even the attitudes toward the teaching and learning process.

3.3.4 Teachers' Perception of Online learning and Moodle

Concerning online learning and Moodle platform, teachers' answers varied from one another. Two teachers stated that the idea of online learning is welcomed but not in the position to be applied appropriately, as stated by T2 "*I guess we are far away from dealing with online learning, especially that we are dealing with a huge problem of internet rate*". T3 claimed that online learning is the way to go, and that technology is about novelty, whereas T4 defined online learning as the process of teaching and learning by distance. As for Moodle platform, the teachers claimed that it is an online teaching and learning platform which has positives and negatives, as claimed by T4

"*Moodle platform, well, there are positives and negatives, the positive is that it is the first step of Algeria as a country toward the integration of online learning, it is affordable, easy to use, unlike the other platforms, it is accessible...there are lot of negatives ...like the font of the whole thing is not appealing, it is confusing, students do not know whether their assignments were submitted or not...*", (interviewee number four).

3.3.5 Teachers' Moodle Access and Use

When asked about Moodle access and use, all the interviewed teachers answered that they have access to the platform. For the hardware, they use computers and smartphones, whereas, for the soft-wares, they use Word and PDFs, as stated by T4 "*...we use Word, PDFs, and sometimes you find yourself obliged to use something like Canvas, video editing tools*". Concerning its use, they claimed that they use the platform to post the lectures and assignments for the students and to collect the answers. Interestingly, it merits shedding light on that according to T4, the best adequate way to use online learning, not only Moodle platform, is through flipped classroom, where the teacher posts the summary of the lecture online, then when students attend in the classroom, they practice with their teacher.

3.3.6 Moodle Training

In the case of teachers' training on how to use Moodle platform, the responses showed that all of them were provided with the training. However, they stated that the training they were provided with was not adequate, they were given only some tips and hints with no practice, as commented by T1 *"yes, it was kind of formation, but it wasn't fruitful at all",* and stated by T4 *"... they kept calling back for extra sessions, and we expected something more advanced, but guess what! The same thing is repeated, at some point, I could train the trainer...we need something more advanced".* Interestingly, one exception was made by T3 who stated that he/she was provided with online training by the University of Constantine, and it was adequate as well as advantageous, as it was put into words *"...it was really and elaborated and enriched training from which I really took advantage".*

3.3.7 E-assessment and E-assignment

Concerning whether teachers adopt e-assessments and e-assignments via Moodle, all the interviewed teachers claimed that they are against the idea of e-assessment and e-assignments, as they prefer to conduct and correct the assessments and assignments in the classroom with the physical presence of the students. As stated by T3 *"I prefer the pen-paper format inside the classroom because doing evaluation tests on Moodle is not credible",* and by T2 *"well for the assignments, I never give homework because I know it would be copy-paste from the internet, everything is done in the classroom".* It is worth pointing out that one interviewee clarified that he/she may adopt the e-assignment, but its correction and evaluation should be conducted in the classroom with the face-face interaction between the teacher and his/her students.

3.3.8 Students' Perceptions of Teachers' Courses and Activities on Moodle

When asked about students' perceptions concerning the courses and activities on Moodle. On the one hand, the teachers' answers unveiled that the students have no complaints about the courses posted by teachers, as stated by T3 *"no one of my students complained about my* courses", and I fear that some of them do not even rely on the posted courses" whereas, only one teacher claimed

that his/her students are not satisfied, as they were familiar with handouts instead of Moodle courses. On the other hand, according to the interviewees' responses, it was revealed that the students raise more concerns about the assignments via Moodle, as stated by T4

"When it is just to post the lessons for them, it is okay....but when it is about submitting their assignments, every time I get a revolution…. Some of them say they do not know how to use it, some of them say they do not have access to Moodle, they do not have computers, no internet connection…"

As stated by the teachers, students tend to be more collaborative and interactive in the classroom where there is an in-person interaction, as T1 commented

"you cannot compare online learning to in-classroom learning, in the classroom students are more motivated, collaborative, cooperative, and even competitive, but virtually, I cannot see that this virtual learning does not create this atmosphere of collaboration, cooperation, and competition".

3.3.9 The Effect of Online Teaching on Teachers' Off-campus Life

According to the teachers' answers, it was uncovered that their job as teachers does not end when they leave the classroom, and the online part of teaching does not have an impact on their off-campus daily life, as mentioned by T1 *" ...my mission does not stop when I leave the classroom, my mission is also progressing even when I am at home…"*, and stated by T3 *"actually, I do not have a problem dealing with that….we just do not split that on and off-campus, we haven't even been conscious about that"*. One exception which was stated by T4 is that with the use of Moodle, he/she is obliged to do the teaching job twice, instead of devoting the in-classroom sessions for practice, he/she repeats the whole lectures that were posted on Moodle.

3.3.10 Teachers' Attitudes toward Teaching on Moodle and the Technology Used

Concerning teachers' attitudes towards teaching on Moodle platform, the results uncovered that they have negative attitudes towards Moodle, as T4 claimed that he/she enjoys teaching online, but not teaching via Moodle that it requires

plenty of improvements to be used properly, as mentioned by the teacher *" I enjoy teaching online, but do I enjoy using Moodle? No, it needs a lot of improvements"*. Nevertheless, one interviewee clarified that he/she is partially satisfied with the use of Moodle, as he/she can provide the students with instant access to the courses on the platform and deliver further explanations in the classroom, stating *"partially, I am satisfied when I give immediate access to knowledge to my students…..but I want to spend much time in the classroom with the students because here I can see if my students grasp or not…"*.

According to the interviewees' responses, they all prefer blended learning instead of traditional and online learning. They claimed that with the use of blended learning, they are able to communicate with the students collaboratively, and provide them with knowledge online, as stated by T4 *"flipped classroom helps to get the best of both worlds, the face-face which is dedicated to practicing…and the online when they're at home comfortable, they just get the knowledge and information"*.

3.3.11 Students' Attitudes toward Moodle

Teachers were asked about their students' attitudes towards the use of Moodle platform. Their answers revealed that students tend to have negative attitudes towards Moodle, as they claimed that their learners view the platform as a burden and that it is not integrated in the appropriate way, as well they prefer the presence of the teacher in the classroom to ensure clarity and comprehension of the lectures. T4 put into words, *"the majority of students have negative attitudes toward Moodle, they prefer to get in touch with the teacher directly in the classroom …for further explanation and questions better than online learning"*.

3.3.12 Main Difficulties Faced by Teachers when Using Moodle, and the Suggested Improvements

As for the obstacles that teachers faced when using Moodle in their teaching, the results unveiled that they have faced technical problems with Moodle, claiming they could not post the courses, as stated by T2 *"…you created an account and now you are on Moodle platform, but, you cannot post the courses.."*. In addition, it was affirmed that the platform is not reliable in which there is no way no for the

students to check whether their assignments were submitted or not, as mentioned by T4 *"sometimes the students send me their assignments, and when I check I don't find the assignment, and the students say that they sent me, I do not know whether to believe Moodle or the students…it is not reliable, it is not the best software".* Moreover, teachers clarified that they had issues with the electricity in general and issues with the internet availability and connectivity.

Concerning what teachers suggested as solutions to improve the use of Moodle platform, it was highly suggested by all the interviewees to make the platform more reliable and user friendly, as well as redesign its interface to make it more attractive, and user-friendly. In addition, it was recommended to create additional space for projects, as stated by T2 *"create kind of spaces where there are some project forms, creating magazines for the university…whenever you click on the platform, there is no color! You are not motivated enough, so make it more colorful, more entertaining"*. Moreover, it was suggested as a solution to provide more advanced ICT skills training to both teachers as well as students, as commented by T4

"The biggest change got to be done on the level of the methodology as a whole. We need a system in which Moodle can be incorporated in a way that benefits the teacher and the students. Otherwise, as I said, technology is just a tool if we don't have the right methodology. We need more access to ICT for both students and teachers, some students don't have computers. We also need some training on ICTs in general, because the way ICT is taught now is not enough, ICT training should be for both teachers and students, training on how to use computers to learn and to teach, so it's about the skills, it's about the right type of training".

3.3.13 Teachers' View Concerning the Future of Online Learning in Algerian Universities, Especially the University of Saida

Teachers were asked about how they view the future of online learning in Algerian universities, especially the University of Saida. The answers revealed that the teachers view the online instruction as it is on the right way to go, but, the circumstances are not favorable, as it requires hard work to be done in order to improve its use and get accustomed to it, as currently, both teachers' and students' attitudes towards Moodle are negative. However, as claimed by T4, it is possible

for the upcoming generation to experience positive attitudes on the part of teachers and students toward online learning, and more specifically Moodle platform.

3.4 Discussion of Teachers' Data

Teachers were asked whether they use ICT in their daily life, and the results revealed that the majority of them use ICT frequently in their everyday life, whereas only one teacher stated that he/she is not a regular user of ICT. In the current dynamic tech world, ICT plays a vital role in teachers' and students' lives, as it facilitates the teaching and learning processes and their personal off-campus daily life for various reasons. In the same vein, technology helps facilitate and manage teachers' daily life (Digitaledenzindia, 2019), as with only one click, everything is available such as; shopping online, having access to an unlimited amount of information resources, keeping notes, communicating with the students whenever it is necessary.

Concerning teachers' use of ICT in their teaching, it was revealed that most of the teachers rely on the ICT in the teaching-learning course of action, whereas, an exception was highlighted by one teacher who claimed that he/she does not rely highly on the ICT when teaching. The teaching and learning processes are considered both exciting and challenging for most teachers, even the seasoned ones. However, this process is facilitated through the implementation of technology, as teachers can provide their learners with immediate easy access to various knowledge resources (American University, 2020). In addition, the use of ICT enhances communication between teachers and students and among students themselves (American University, School of Education, 2020), as teachers can easily engage their learners in the class, creating a collaborative and interactive environment, facilitating a collaborative and interactive environment the communication.

As for teachers' perceptions of online learning and Moodle platform, the findings uncovered that all the interviewees welcome the idea of online learning. However, it is not applied appropriately at the level of the department of English at the University of Saida due to three main reasons. First, the entire idea of online teaching-learning via Moodle is considered to be new for a number of teachers,

especially the ones who are already familiar with the traditional in-class approach of teaching. Second, teachers' limited ICT skills are another reason preventing them from adopting the online learning approach (Hyndman, 2018), as not all teachers are equipped with adequate ICT skills training and support. Third, as students struggle with internet connection issues, teachers as well face problems with the internet availability and connectivity; with the slow rate or the breakdown of the internet connection, it is challenging for the teachers to rely on Moodle platform. In the same line of thought, the above-discussed reasons led teachers to have negative attitudes towards Moodle.

Teachers were asked whether they were provided with training on how to use Moodle platform. The results unveiled that all the interviewed teachers were trained on how to incorporate Moodle into their practice. However, according to the interviewees' answers, the training was not adequate for them as teachers. They were presented with only some hints and tips, but no practice on how to use Moodle platform to teach. Interestingly, one teacher was provided with training by the University of Constantine and stated that it was fruitful as well as advantageous. Moodle platform is an online learning management system that requires training by experts, as well as training on ICT knowledge and skills due to the fact that some teachers and students have limited technical skills.

Concerning instructors' use of Moodle, the findings unveiled that all the teachers implement Moodle platform to post the courses and activities, as well as the assignments. According to their answers, they prefer providing their students with a set of knowledge and information on Moodle, then delivering further explanations and dedicating time for practice and remedial work in the classroom. As for the e-assignments and e-assessments, the majority of interviewees claimed that they prefer in-class assignments and assessments. Similarly, conducting a test in the classroom is considered to be reliable, as there is face-face interaction between the teacher and the students, whereas, the e-test is viewed as not credible due to the fact that there is no proof of the students' presence to conduct the test, some students struggle with the internet connection issues and the lack of the suitable ICT devices to conduct the test and submit the assignment. Another reason which prevents teachers from relying on e-assignments and e-tests is the

inadequate training on developing both teachers' and students' ICT skills, which s considered mandatory when using the platform.

As for adopting traditional, online, or blended learning, all the interviewed teachers prefer blended learning, which calls for "the flipped classroom" where students are provided with the information remotely and devote the time spent in the classroom to practicing what they have learned with the presence of their teacher. With blended learning, teachers are allowed to create flexible schedules between teaching online via Moodle and teaching in the classroom. In addition, students are provided with the opportunity to get access to the materials regardless of their time and location limitations (TeachThought University, n.d.), as well as it enables teachers to get access to unlimited resources of materials and information that facilitate their teaching-learning course of action. Moreover, with the implementation of blended learning enables an efficacious interaction, collaboration, and communication between the instructors and their students both on as well as off-campus.

Concerning the main obstacles that teachers encountered when using Moodle, the responses from the interviews uncovered that the majority of teachers faced technical problems when using Moodle, as they claimed that they were unable to post the courses for the students. In addition, Moodle interface tends to be clunky and unattractive for the majority of teachers, and it seems complex and frustrating for both teachers and their learners (Sathian, 2016). Moreover, teachers get plenty of complaints concerning the assignments, as students cannot check whether their assignments were submitted or not. Also, due to the limited ICT skills, teachers' way of using the platform tends to be limited. Furthermore, the electrical issues and the internet availability and connectivity hamper the teachers from implementing the platform to post the lectures and the activities to their students.

When investigating teachers and students' attitudes towards the use of Moodle platform, it was revealed that all the teachers have negative attitudes towards Moodle, and according to them, their students have negative attitudes as well. The idea of teaching online is new for most teachers, as they were more familiar with the traditional teaching where there is the presence of both teachers and their learners. Additionally, teachers' inadequate training is another reason

which led to the negative attitudes, as teachers need more training on ICT skills to learn how to use technology to teach and use Moodle appropriately. Furthermore, the issues concerning the internet connection play a role in impeding the teachers from using the platform.

3.5 Teachers and Students' Moodle Logging Statistics' Analysis
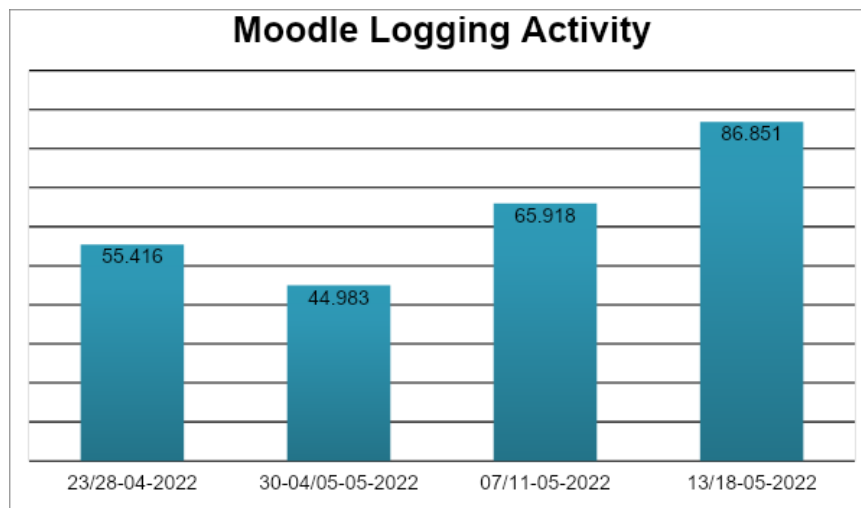
Figure 3.6: Teachers and students' Moodle loggin activity

The graph displayed above represents teachers and students' Moodle loggin activity at the level of all Universities departments of Saida, from the April 23rd to the May 18th 2022, with the intention of observing the teachers and students' loggin activity using the statistics section in Moodle platform during both, normal study days and exam period, as well as deducing a comparison between the activities of the two periods. On the one hand, from 23rd to 28th April 2022, 55.416 loggin activities were recorded. Nevertheless, from 30th April to 5th of May 2022, 44.983 Moodle users activity were recorded. It is worth mentioning that the above observed and analysed statistics were during the regular study day periods. On the other hand, 65.918 users were active on Moodle from the 7th to the 11th of May 2022, and importantly as shown in the graph above, 86.851 users logged in the platform from the 13th to the 18th of May 2022. It merits pointing out that these latter statistics were recorded during the exam period. Interestingly, it is worth deducing that teachers and students who logged into Moodle significantly increased during the exam period, as it is shown in the graph above that the highest loggin activity was from 13th to 18th May 2022.

3.6 Linking Research Findings to Research Questions

After the analysis and discussion of the accumulated data through the implementation of the questionnaires and the interviews, it is worth inferring direct connections between all the findings and answering the research questions listed at the beginning of the current study. It is worth mentioning that questions one, two, and three are answered through the data analysis and discussion in the present chapter, whereas, question four will be answered in the up-following section. It is worth pointing out below as a reminder to the reader the research questions that will be answered respectively.

1) What are the students' attitudes towards the use of Moodle platform at the level of the second-year English language department at Dr. Moulay Taher University?

2) What are the main obstacles faced by teachers and students when using Moodle platform at the level of the same department?

3) What can be done as improvements for the use of Moodle platform in the English language department?

3.6.1 Students' Attitudes towards the Use of Moodle Platform

The first research question aims at investigating second-year students' attitudes towards Moodle platform. Their attitudes were measured in terms of affective attitudes, cognitive attitudes, and behavioral attitudes. From the analyzed and discussed data, students tend to have neutral to positive affective attitudes towards Moodle, as they expressed their satisfaction with the blended learning adoption. In addition, their cognitive attitudes are positive, as they view Moodle platform as an LMS that helps them to get prepared before the class, and saves time as well as effort. Moreover, their behavioral attitudes towards Moodle are revealed to be from neutral to negative, as all the students are against the whole idea of sitting for tests online with the current internet connection issues, and the majority of them prefer downloading the lectures and printing them to studying on the platform.

Based on the findings discussed above, it is safe to deduce that the students' attitudes towards Moodle platform are neutral. In the same vein, they

demonstrated a number of positive, encouraging signs that reveal their preparedness toward online learning via Moodle, mainly by adopting a blended learning approach such as the Flipped Classroom if the circumstances are supportive. From the analyzed data, it was shown that the majority of the students , 79,03%, are regular ICT users, and 91,93% own smartphones, while 56,45% of them own laptops. Additionally, a number of students among the regular technology users already studied English language online through social media applications such as Instagram, YouTube, Facebook, Pinterest, and Tiktok, as well as taking online courses using platforms such as Udemy, Fun Mooc, SkillShare, and Coursera. It is worth pointing out that students expressed their willingness to use Moodle platform in the near future if the issues concerning the internet connectivity and availability were taken into consideration and provided adequate training on developing their ICT skills and how to practice using Moodle learn.

3.6.2 The Main Difficulties Faced by Teachers and Students when Using Moodle

As an endeavor to answer the second research question, both teachers and second-year students at the level of the English language department were asked about the main issues they faced when using Moodle platform. In the same line of thought, the major difficulties encountered by the teachers and students can be aggregated into categories mentioned below.

- **Moodle technical problems:** Both teachers and their students faced technical issues when attempting to use the platform. For teachers, they were not able to post the courses to their students from time to time. As for students, they were unable to access their personal accounts and faced sudden disconnection when using the platform. In addition, students encountered problems when navigating Moodle and submitting assignments, as they were not able to check whether the assignments got submitted to their teachers or not. Moreover, the inability to access the links shared by their teachers and the inability to open discussions with their teachers are other obstacles that hinder students from using the platform. Interestingly, all the teachers and students complained about Moodle platform's interface, as it tends to be unattractive, colourless, and clunky. Thus, it results in

both teachers and students getting easily bored and not being motivated adequately to pursue using the platform, as they prefer to download the courses so that they can make adjustments in terms of the font and colors, as well as the design in general.

- **Internet availability and connectivity issues:** Moodle is an online teaching and learning platform in which having an internet connection is considered mandatory for both the teachers and their students. However, it is worth pointing out that the internet connection cannot be taken for granted, as the local internet tends to be unreliable. A number of teachers and students live in locations where either there is an unstable, slow connection or the internet is unavailable altogether. According to Chung et al. (2020), internet availability and connectivity are primary impediments to online learning. Other study findings of Wickramanayak and Jika (2018) unveiled that the unstable internet connection is viewed as an obstacle that hinders the online learning process.

- **Lack of suitable ICT devices:** using suitable ICT devices in online learning via Moodle is vital. Some tasks and assignments cannot be accomplished and submitted by using smartphones, as they require computers or laptops. Nevertheless, not all students can afford to purchase laptops or computers due to their financial and social circumstances, which is another problem preventing students from using Moodle to accomplish tasks online.

- **Teachers and students' training:** another problem in using Moodle is teachers and students' inadequate training, not only on how to use Moodle, but, also in developing their ICT skills to teach and to learn online. Locally speaking, the idea of teaching and learning online via Moodle is new, and it was imposed in an abrupt manner during the pandemic, where instructors and learners found themselves obliged to use Moodle overnight. In the same line of thought, both teachers and students were provided with the training on how to use Moodle, but it was neither fruitful nor advantageous, as they were expecting more practice than hints and tips, a more advanced training on how to use technology to teach and learn in general not only Moodle.

From the above explored answers, it is evident that there is a will and preparedness expressed by teachers and students at the level of English language department at the University of Saida, Dr.Moulay Tahar to implement online

teaching and learning via Moodle in the near future. However, due to some factors affecting teachers and students' attitudes to normalize and use Moodle as an LMS, the idea of online learning via the platform is still a far piece to be applied. In the same vein, most of the above-mentioned factors are human-related ones, including the lack of management, training, and persuasive planning. It merits reminding that question three will be answered in detail in the following section.

3.7 Implications and Recommendations

As an attempt to answer the third research question, throughout the analysis and discussion of the data collected, a number of suggestions and implications were pointed out by teachers and second-year students at the level of English department to solve the previously raised issues and improve the use of Moodle platform.

3.7.1 Improve the User Interface (UI):

The first contact between the teachers / the students and Moodle platform is the interface, as the first thing that attracts the users to interact with. Nevertheless, the local Moodle platform UI tends to be colorless, clunky, unattractive, and lifeless, as all teachers and students complained about. As a suggestion, contacting expert UX/UI designers and developers to redesign Moodle's UI is mandatory, as users tend to be motivated, stimulated, and engaged in the learning experience, as well as attracted more when the interface is appealing, attractive, and inviting. This latter recommendation affects the teachers and students' attitudes towards the use of Moodle, as the more attractive and inviting Moodle interface is, the more positive their attitudes are. As Kiran (2020) clarified that an interactive student-friendly interface is more approachable and stimulating.

3.7.2 Update Students with their Progress:

After the students submit their assignments to the teachers, they tend to be unable to check whether their work is submitted or not, and sometimes they do not receive feedback concerning their work. For this, it is preferable to provide the learners with an adequate way to track their progress and work, check whether their assignments are submitted, and teachers are invited to keep their students updated about their work by providing them with the appropriate feedback.

Equally important, keeping the students updated concerning their progress helps them to be proactively motivated and engaged in their online learning, as well as allowing them to effectively track their improvement toward achieving their learning goals and objectives (Kiran, 2020).

3.7.3 Improve Access and Navigation:

Both teachers and students encountered problems when attempting to access their personal Moodle accounts regarding the passwords and the sudden automatic disconnection. As a solution, it is recommended to make the access to Moodle platform more facile and less complex for both teachers and students.

As for navigating the platform, sometimes, teachers could not post courses to their students, and students were not able to find what they were searching for on the platform easily. In the same vein, when students cannot find what they are searching for, they can quickly get bored and distracted by the complex navigation menus on Moodle; thus, it affects their ability to maintain concentration when studying (Kiran, 2020). As for the latter, it is highly recommended to simplify and improve the navigation process for both the teachers and the students to save time and effort.

It is worth highlighting that it is better to create spaces for students' projects on Moodle, as the platform is not just about posting and viewing courses and submitting assignments; it is way more than that. Teachers and students can work together hand in hand to create and display their projects on the platform, such as creating University magazines, creating videos, and posting them on Moodle, so that everyone is able to view the teachers and students' creativity as well as productivity, thus, other students would be motivated and stimulated to work together and display their achievements on Moodle, as the use of the platform would be fun, attractive, and even supportive.

3.7.4 The Need for Teachers and Students Training:

Providing the teachers and students with the appropriate training to develop their ICT skills to teach and learn online, then on how to use Moodle platform is considered as a paramount requirement that affects both teachers and students' attitudes toward Moodle, as well as the use of the platform and its normalization.

CHAPTER THREE : *Data Analysis and Discussion*

The whole idea of online teaching and learning is novel among the majority of teachers and students, known as the "new-normal", and not all of them are acquainted with technology, as some of them have limited ICT knowledge and skills, so, how are they able to use Moodle platform in such a case?

Both instructors and students should be equipped with the required ICT training that they need to successfully carry out the teaching and learning processes. Similarly important, it is preferable that the training is provided by specialized expert trainers who are acquainted with both teaching English in higher education and using ICT to teach and learn, as well as trainers who are skillful and qualified enough in integrating theory with practice for a fruitful and an advantageous training process on how to use Moodle platform. Additionally, the teachers and students' training sessions should be conducted gradually in a manner of persuasive advancement, in the forms of workshops, conferences, seminars, and study days. As it is not about how to use Moodle, but instead, it is about how to use technology to teach and learn via Moodle, so, teachers and students should be equipped with more practice. As they are already regular ICT users and expressed their preparedness in teaching and learning online via Moodle and in-class through flipped classroom approach, this creates a motivating environment and facilitates the training process for both teachers and learners.

Interestingly, it merits shedding light on one student' proposed solutions and suggestions, in which, he/she stated

"For me, Moodle is a good platform but it needs a lot of work as some real app developers should work on it, not only university students.
-We can use some special service for chat-like rooms or something like that that's gonna help us and the teachers to communicate much better and easier.
-And you can let us link our Google profiles to moodle so we can download and communicate much better than usual.
-And finally, I would like to see moodle getting better and better by days and maybe someday we can get everything we need from it as students."

3.8 Conclusion

Throughout the third chapter, the data collected through the different tools employed by the present study were analyzed and discussed, then the findings were linked together to answer the previously listed research questions. On the one hand, students' attitudes toward Moodle platform are shown to be neutral, neither negative nor positive. They expressed their preparedness to adopt flipped classroom approach and use Moodle in the near future if the circumstances are favorable. On the other hand, teachers proved to have more negative attitudes towards the use of Moodle, as they stated that it is still in its beginning and they can adopt it if the circumstances are supportive. Additionally, a number of issues were pointed out that affect teachers and students' attitudes, as well as Moodle normalization and use at the level of the English language department at Dr.Moulay Tahar University of Saida. Finally, the current chapter represents an endeavor to answer the research questions upon which the present research work is based, proposing a set of solutions and suggestions to address the prior discussed issues and improve the use of Moodle as an online learning platform.

GENERAL CONCLUSION

The Covid-19 pandemic affected almost every part of humanity's life. The educational sector is no exception, where distance learning via LMSs was imposed on many teachers and students around the globe. Locally speaking, Algerian universities were forced to cope with online learning during the global pandemic, as in the case of English language department at Dr.Moulay Tahar University of Saida, where EFL teachers and students had to direct their focus to pursuing the instructional process in-class and online using Moodle platform by adopting the blended learning. Nevertheless, the idea of shifting the educational course of action out of the blue from in-class to online learning is all-new for most teachers and students, as despite their regular use of technology, not all of them are well acquainted with the adequate ICT skills and the use of tech devices to teach and learn, as well as the unreliable internet connection. In this light, the current research study is an endeavor that aims at shedding light on the students' attitudes towards Moodle as an online learning platform, investigating and uncovering the main issues faced by both EFL teachers and learners when using the platform, and finally pointing out a set of suggestions as solutions to improve the use of Moodle and its normalization.

The present thesis is divided into three main chapters. First, the research design chapter is dedicated to outlining the overall structure of the work, highlighting the research methodologies and tools implemented to accumulate the data, as well as addressing the investigated sample population to conduct the study. The second chapter is devoted to the review of literature concerning the tackled topic. It involves four sections, the first section tackles e-learning and its various types, the second section is for online learning as an e-learning sub-category, the third section explores LMSs, and the fourth and final section is devoted to shedding light on Moodle as an LMS platform, and tackling the attitudes including affective, cognitive, and behavioral attitudes. The third chapter is the data analysis and discussion chapter, throughout which the accumulated data from the questionnaires and interviews are analyzed, interpreted, and discussed. Then, the findings are linked together with the prior explored information in the literature review as an attempt to answer the previously listed research questions; then, a

final well-detailed section in the third chapter is dedicated to the implications and recommendations to overcome the explored issues and improve the use of Moodle platform.

The current study is guided by three main research questions that aim at 1) mapping the students' attitudes towards Moodle platform at the level of the second-year English language department, 2) investigating and revealing the main issues faced by teachers and students when using Moodle, 3) pointing out a number of suggestions and solutions to improve the use of Moodle platform and overcome the afore-investigated issues. In the light of the afore-listed research questions, it was hypothesized that, 1) Students' attitudes towards the use of Moodle platform are neutral, as they are already regular ICT users. However, they are not well acquainted with online learning via Moodle, 2) among the major obstacles that teachers and students face when using Moodle are inability to access the personal accounts and to navigate the platform, limited ICT skills and knowledge, internet availability and connectivity issues, 3) Moodle platform use can be facilitated through teacher and student' adequate training, simplifying the access to the platform, contacting expert UI/UX developers to redesign the user interface UI of Moodle to make it more attractive and motivating.

The conducted investigation as an endeavor to answer the research questions led to a number of findings. First, the students' attitudes toward Moodle platform are neutral, as they have stated that they are already regular technology users, and they have expressed their preparedness to use Moodle as an online learning platform through the adoption of flipped classroom approach if the circumstances are supportive and suitable. Second, both teachers and students have faced a number of obstacles when implementing the Moodle platform. In the same light, both teachers and students faced technical problems with Moodle, as some of them were unable to access their personal accounts, some teachers were unable to post the courses to their learners, and the students were unable to navigate the platform at ease, and sometimes, they faced the sudden disconnection when using Moodle. The unreliable internet connection is another issue faced by most instructors and learners, as the slow or the absence of the internet connection negatively affects the students' attitudes and their use of Moodle due to the fact that Moodle platform is an online LMS. Additionally, the lack of ICT devices

plays a role for students and their teachers when using Moodle, preparing and submitting assignments requires a suitable tech device such as a laptop or a desktop computer, but, not all students can afford it due to their personal financial and social circumstances. Furthermore, despite the fact that a bulk number of teachers and students are regular ICT users in this modern tech world, not all of them know how to exactly use ICT to teach and learn due to their limited technical skills and knowledge in the instructional process. Last but not least, a number of students have not been able to check whether their assignments were submitted or not, and to get access to the video links shared by their teachers, as well as to open discussions with their instructors via Moodle.

Concerning the first hypothesis that states that students' attitudes towards Moodle platform are neutral, it was confirmed through the findings of the investigation, where learners stated that they already use technology frequently and expressed their satisfaction with adopting the blended learning approach in which they study online via Moodle and in-class with the in-person interaction with their teachers and classmates. However, they are against the idea of passing online tests via Moodle, as this type of tests tends to be unreliable and incredible due to the high rate of cheating possibilities and the internet availability and connectivity issues. Overall, the students at the level of second-year English language department at Dr Moulay Tahar University have the will to pursue learning via Moodle and in-class if the circumstances are favorable. As for the second hypothesis, additional problems were pointed out along-side the previously hypothesized ones, including the inability to access the personal accounts and navigate the platform, limited ICT skills, and knowledge, and internet connection issues. The additional issues were related to the inadequate teachers and students' training on how to use technology to teach and learn, which impedes the use of Moodle and its normalization, the sudden disconnection when using the platform is another issue encountered by many students, also, the inability to access the video links shared by teachers and to communicate with them via Moodle. Another problem is the complex, clunky Moodle user interface, which all the teachers and students at the level of second-year English language department have complained about, as it tends to be lifeless, unattractive and not motivating at all.

Concerning the recommendations and implications, a set of suggestions and solutions are put forward as an attempt to overcome the problems encountered by teachers and students and to improve the use of Moodle platform. Improving the Moodle user interface UI is highly recommended, as the first contact between the teacher/student and Moodle platform is its interface. Locally speaking, the Moodle interface of the English language department at Dr Moulay Tahar University tends to be clunky, unwelcoming, colourless, and lifeless, which led to a number of complaints from the majority of teachers and students. In this light, contacting expert UI/UX designers and developers to work on improving the platform's interface, making it more attractive, colourful, and user-friendly.

As for accessing and navigating Moodle, it is preferable to make its access easier and less complex for both teachers and their students, and improve the navigation process to save time and effort so that students can easily find what they search for, and will not get distracted with the complex Moodle navigation menus. Additionally, the platform is way more than just about submitting assignments, posting and viewing courses, as it has numerous functions that motivate the students and create a suitable stimulating teaching-learning environment. For this, as a recommendation, teachers and students can work hand in hand together to create spaces on Moodle for projects such as University magazines, and exposé videos, as they can post them on the platform, so that all the users are able to view the productivity and creativity of English language department student at Dr Moulay Tahar University.

Similarly important, it merits shedding light on the significance of teachers and students' training on developing their ICT skills to teach and learn. Though they use technology on a regular basis, they have limited technical skills in the case of the instructional process, as they were more familiar with in-class than online teaching and learning. For the latter, it is required to equip both instructors and learners with suitable ICT training in regard to their needs to teach and learn. Additionally, the training should be provided by specialized expert trainers who are acquainted with both teaching English in higher education and using ICT to teach and learn, as well as trainers who are skillful and qualified enough to integrate theory with practice for a fruitful and an advantageous training process on how to use Moodle platform. Moreover, they must be equipped with more

practice than theory, as it is all about how to use technology to pursue the instructional course of action online via Moodle.

The current research study is an endeavor through which the researcher sheds light on improving the use of Moodle as an online learning platform at the level of second-year English department at Dr Moulay Tahar University, where students' attitudes are investigated, as well as the main factors, mainly human-related ones, affecting their perceptions of Moodle platform. Moodle platform is an interesting LMS that has numerous functions and advantages, but the way it is designed and implemented currently at the University of Dr Moulay Tahar is not adequate or satisfying for a bulk number of teachers and students. In the same vein, all the students and teachers gathered as participants played a vital role in the current study, as their answers, including suggestions that state their preparedness and willingness to use Moodle platform in the near future when the circumstances are supportive should be taken into serious consideration for future implications. From the findings of the present thesis, it is possible to set recommendations for future researchers. First, Moodle user interface should be adjusted in a motivating, attractive way by contacting expert UI/UX designers, as the more attractive and colorful the platform, the more enthused and stimulated the students are. Second, it is necessary to provide both teachers and learners with suitable practical training, not only on how to use Moodle, but on developing their needed ICT skills as teachers and students as learners. Last but not least, the implementation of a blended learning approach is crucial and welcomed by the majority of teachers and students for its efficacious impact on the teaching-learning course of action. Hopefully stating, the previously mentioned suggestions and solutions will not remain just ink on paper full of dust, but rather have an impact on improving and developing the use and normalization of Moodle as an effective online learning platform.

The current research encountered a number of limitations that disrupted the data gathering process and led to various postponed or canceled deadlines. Teachers' tight schedules and unavailability was a major issue, as a number of interviews with teachers were scheduled, then canceled several times, which led to conducting the interviews with four teachers only. Additionally, some questions in the students' questionnaire were left unanswered. Moreover, another key

impediment was the Moodle logging statistics unavailability at the level of the English language department, as the researcher could not get an up-to-date statistics on Moodle activity during the Covid-19 pandemic for the academic years 2020, 2021, and 2022 which led to opting for the displayed statistics section on Moodle platform as a secondary plan in a limited period of time as all the researcher's attempts to get the statistics data failed.

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Appendices

Appendix Number One: Students' Questionnaire

This questionnaire you have in hand is a part of a Master Degree research about the Students' Attitudes towards the Use of Moodle platform. This is a great pleasure for you dear respondent to be part of this study. We ensure you that your answers are anonymous, confidential and secured. All you have to do is just to answer the following questions, and it will take only about 10 minutes of your time. Your participation is really important. Thank you again for your kind attention, participation and time dear student.

Section One: **Background information**

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

1. Age: ……….

2. Gender: Male   Female

3. Do you: Study only   Work and study in parallel

          Have other responsibilities

4. Please, identify how often do you have internet access :

- Daily
- 2-5 a week
- Weekly
- Monthly
- Rarely
- Never

5. Which of the following devices do you own (You can tick more than one option):

- Smart
- Desktop computer
- Laptop

- Tablet

  6. Do you have access to the internet connection at home? Yes   No

  7. Have you studied English online before the pandemic? Yes   No
   If yes, Identify how, please……………………………………………….
  8. Have you ever used ICT devices in your learning before? Yes   No

  9. If yes, what ICT devices have you used?
- Laptop.
- Smartphone.
- Tablet.
- Desktop.
- Others.   Specify, please………………………………………….

  Section Two: **Moodle Platform**

  1. Do you have access to Moodle Platform?

- Yes
- No
- If no, why, please ?..

  2. Have you been provided with training on how to use Moodle?

- Yes.
- No.
- If yes, when?…………..… where?..............................., by whom?........................
- If no, why, pleas...

  3. Do you exactly know how to use Moodle to study?

- Yes, I do know.
- Somehow.
- No, I don't know.
   If No, Why, please?..

  4. How would you evaluate your experience with Moodle?
- Poor.

- Below average.
- Average.
- Good.
- Excellent.

5. How often do you access Moodle during the academic year?
- Daily.
- 2-5 a week.
- Weekly.
- Monthly.
- Only during exams.
- Rarely.
- Never.

6. What device/devices do you use when accessing moodle? (You can tick more than one option)
- Smartphone.
- Tablet.
- Laptop.
- Desktop Computer
- Others.   Specify, please………………………..

7. What did you use moodle for so far? (You can tick more than one):
- Consult the lessons.
- Download handouts.
- Submit assignments.
- Sit for tests.
- Consult exam marks.
- Check for announcements.
- Contact your teacher.
- Contact classmates.
- Download and print handouts.
- Other, Specify, please……………………………………………….

8. What issues have you faced when using Moodle? (you can tick more than one option):

- Inability to access your personal account.
- Inability to navigate the platform.
- Lack of internet connection.
- Lack of electronic devices.
- Lack of ICT skills.
- Inability to access video links shared by teachers.
- Inability to open discussions with teachers.
- Others.   Specify, please…………………...

9. Please read each statement carefully and indicate the extent to which you agree with the following statements. Please mark your response by circling the number to the right of each statement ranging from **1** (Strongly agree) to **5** (Strongly disagree).

Items	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
1. Moodle helps me to better prepare myself before class.	5	4	3	2	1
2. I'm not satisfied with the use of Moodle platform.	1	2	3	4	5
3. I find difficulties trying to access Moodle courses.	1	2	3	4	5

4. I prefer online assignments via Moodle.	*5*	*4*	*3*	*2*	*1*
5. Using Moodle helps to save time and effort.	*5*	*4*	*3*	*2*	*1*
6. I prefer pen-paper assignments.	*5*	*4*	*3*	*2*	*1*
7. Courses on Moodle are unclear and difficult to understand.	*1*	*2*	*3*	*4*	*5*
8. I enjoy using Moodle.	*5*	*4*	*3*	*2*	*1*
9. We must get training on how to use Moodle.	*5*	*4*	*3*	*2*	*1*
10. Learning about Moodle is a waste of time and effort.	*1*	*2*	*3*	*4*	*5*
11. Moodle encourages student's self-learning.	*5*	*4*	*3*	*2*	*1*
12. I prefer taking online	*5*	*4*	*3*	*2*	*1*

tests via Moodle.					
13. I do not know how to exactly use Moodle.	*1*	*2*	*3*	*4*	*5*
14. I like downloading files and printing them than studying from Moodle.	*1*	*2*	*3*	*4*	*5*
15. I prefer studying in the classroom and via Moodle.	*5*	*4*	*3*	*2*	*1*
16. There is no way to take online tests via Moodle with the slow internet.	*1*	*2*	*3*	*4*	*5*
17. I do not have the suitable ICT device to use Moodle.	*1*	*2*	*3*	*4*	*5*
18. I would like to study from Moodle than attending university classes.	*5*	*4*	*3*	*2*	*1*

19. It is difficult to communicate and discuss with our teachers via Moodle.	1	2	3	4	5
20. I have no intention to use Moodle platform in the near future.	1	2	3	4	5

10. Please state what do you suggest as solutions to improve the use of Moodle, and overcome the difficulties you face? Your suggestions are important and taken into serious consideration.

- …………………………………………………………………………………
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Appendix Number Two: Teachers' Interviews Scripts

Interview N°1 (32min)

Researcher: First of all, my topic is about students' attitudes towards the use of Moodle platform, and of course, it would my great pleasure to have you take part in my study.

Researcher: The first question is, do you usually implement or use the ICT out of university in your daily life?

T1: okay, Bismillah, thanks for this opportunity that you have offered to me to be part of your work as a teacher or as a participant. The first question was the implementation, if I use the uuh ICT in my.....

Researcher: ....daily life like out of university.

T1: Yes, out of university or during my teaching?

Researcher: No, out of teaching, like off-campus.

T1: yes, frequently I rely on this technology due to many reasons. first, I have an updated Information, and the teacher you know needs these tools so as to have such qualification for the course he's going to present for his students, so honestly, I rely on these ICT technologies and these devices.

Researcher: Thank you so much, and like have you ever used the ICT before the pandemic in your teaching in the classroom before the pandemic appeared you know the global situation?

T1: Okay, frankly speaking, I used to use that in the oral expression sessions with my students, but dealing with courses like that using the ICT in subjects like for instance grammar or in didactics I didn't use that because due to many reasons, for instance, the availability of the technology, we don' have, we have only two data show at the level of the department. Second, I support the idea of time consuming, it was… It could be better if the classrooms were provided with these technologies, so the teacher just starts working on them on time, but honestly before that, I didn't use that, only with oral expression sessions.

Researcher: Alright, and like you know the pandemic, our lives didn't change only as citizens. However it changed also as teachers and students, the way we teach, the way we learn. So, how did the pandemic affect you as a teacher?

T1: Okay, thanks for this question and for this interesting topic too. you know that the pandemic and the lockdown or the corona virus pandemic has reformed the way we think and even our behavior and our attitudes towards teaching and learning , so we didn't use these technologies or these virtually based learning, okay, because all the courses were presential, the students attend and the teacher presents the course, and the students collaborate in this process, but we were accustomed to rely on these technologies to transfer and to share knowledge with our students.

Researcher: That's interesting, and what comes to your mind when you first encounter the term E-learning or the online learning?

T1: Believe me, Dallal, I have already in uuuh 2015, I've dealt with this topic, e-learning with my master 2 students' didactics, I said to them, what do u think of e-learning? They welcomed the idea, but they said it is not applied in our background or in the atmosphere. I said to them, that one day it would be a new approach, now the circumstances imposed by the pandemic corona virus brought light to this approach and it is welcomed, though there are some impediments concerning this e-learning notably in the way E-assessment, we don't agree about this idea.

Researcher: yes, actually there's a question about e-assessment ... What do you think about Moodle platform?

T1: Ah! you know we dealt with Moodle in uuuuh 2015, it was an online learning with the university of Constantine, okay, first, i didn't understand that, i was shocked and frustrated, because many assignments to do, how to submit work and then send it and then how to post the work using other software like sinarix or sonarix i don't remember, opal, parts of Moodle... sonarick, Vu, and opal parts of the Moodle. Here the teachers of Saida don't know them, only some of them, okay, it was a tiring mission, but it has an impact, it takes time to be understood and to be applied, but, believe me, in one press on a button, you will have your

course posted and all the world can see your achievements, but it isn't applied here in Saida universities, it was an idea provided by the University of Constantine and i was part of that group of learning via these Opla, sinarick softwares , but, it is in fact something wonderful, at the first time i was about to give up, because it's a new learning for me and a new way how to download a software and how to deal with that software, but since you get motivated in these approaches or software you know how to post and get your work published.

Researcher: another question, have you been provided with the training on how to use Moodle to teach during the pandemic?

T1: yes, it was a kind of formation, but it wasn't fruitful at all, it was at the level of the faculty of science and technology, only some hints or some tips but to apply these in a practical way, we didn't get enough feedback, it wasn't sufficient, the inadequacy of feedback.

Researcher: concerning the courses and the activities, what would you consider as proper use of moodle in order to present the courses?

T1: Okay, I'm not going to be somehow snobbish. I'm the first one or the first teacher who posted courses on Moodle, okay, courses and sometimes assignments and topics to be developed. Normally it was imposed by the Corona-virus pandemic, but, it is an encouraging idea, but, it needs more practice on the part of teachers and students, and this source to transmit knowledge needs somehow perfection, assignments, topics, courses, quizzes, tests, and exams, but the idea still not applied yet.

Researcher: and now it's time for the question about E-assessments and e-assignments, as a teacher, do you prefer to give and correct your students' assignments and tests online via Moodle or in the classroom in person?

T1: Ah, very interesting question, okay, I'm one of the teachers who believe in the in-class assessment, virtually based learning still in its cradles, it won't give satisfactory results, so honestly, i against this idea of E-assessment. First, it won't give a concrete or an authentic view on the student. Who know that that student did this assessment or this assignment or this work, he's at home in a café, he's in a park or in a public garden with another one maybe a teacher, is it really that

student who conducted that assignment?. Second, when i say we have already spoken about English language, English language needs practice, students commit mistakes, from these mistakes, the teacher can implement a course remedial work, now, how can I invite students to do this remedial work if they're virtually involved or collaborated?. So this doesn't work, I strongly disagree with this e-assessment.

Researcher: Espcially with the slow internet connection that we have.

T1: yes of course, we don't have enough access to the internet, and you know the 3G and 4G are like turtles. Even the well developed countries don't apply the e-assessment.

Researcher: So you disagree concerning the e-assignments and e-tests.

T1: wait, Dallal, concerning the e-assignments, I may deal with that. But its correction and its assessment should be in the classroom, but, e-assessment, I disagree strongly with that.

Researcher: when you upload the courses, how are they received by your students, do they raise any concerns or complains concerning the courses?

T1: oh okay, believe me Ms.Dallal, no one of my students complained about my courses, and i fear some of them don't rely on the courses and don't see them, because we have in the Moodle page, we have a rate of students access, so I noticed some students they don-t upload the courses, some of them yes they upload the courses, they ask time from time but they never express their dissatisfaction with the courses and their qualities.

Researcher: are your students more collaborative and interactive in the classroom or when you teach them online via Moodle platform?

T1: you know I'm somehow classical, I see my students when they are in the classroom, because here you notice the quality of successful teaching and effective learning because you have immediate contact with the students and an immediate class observation, and you can immediately check if they perceive or they don't, so virtually, I've never noticed that because we have no contact with the students, but, in the presential way, they are cooperative, they work in a

collaborative way, and somehow in a competitive way, and they are intrinsically and extrinsically motivated when they re in the EFL classroom with the teacher.

Researcher: so they're more engaged when they're in the classroom.

T1: of course, you cannot compare between e-learning and in-class learning, in the classroom they're motivated, collaborative, and cooperative and competitive as well, but virtually, I can't see that, this virtual learning doesn't create this atmosphere of collaboration, cooperation and competition.

Researcher: so as mentioned, you found it hard to stay in touch and communicate with your students virtually via Moodle.

Researcher: as a teacher, you have on-campus and off-campus responsibilities, so how the online teaching affect or fit your daily life off-campus responsibilities?

T1: You know I'm one of the teachers who care and think about students' awareness and perception. I don't see my students only as students but also as a part of the learning process and little sisters and brothers. I care about the way they learn, they grasp. So my mission doesn't stop only when I leave the classroom, my mission is also progressing even at home , even in the weekends, I prepare something simplified and comprehensible input, so I care about students even if I am outside or in the spare time.

Researcher: that is epic and rare to find teachers who care about their students outside the classroom.

Researcher: Do you enjoy teaching online via Moodle, like, are you satisfied?

T1: Uh partially, i am satisfied when I give immediate access of knowledge to my students, they can check and upload the courses, and whenever there is an ambiguity, they contact me and they consult me, not only their courses, even their projects and their memoirs, there are many students I'm not their supervisor but, they always "teacher I need this and I need this". I'm really thankful to this virtual learning in some respect, but in a way of presenting the course and being part of this responsibility, No, I want to spend much time in the in-class learning because here i can see my students if they grasp or they not, and students may interfere in the classroom with the teacher, we correct pronunciation, we correct some

grammar rules, we resort to other topics maybe in other fields in linguistics or in psycholinguistics etc. and the most important thing, I disagree with and I want to be in in-class process of assessments.

Researcher: what do you think of your students' attitudes towards Moodle, are they satisfied or not, their attitudes are positive or negative?

T1: according to what I have noticed, most of the students disagree with this way of teaching or way of learning and believe me, we have a kind of students whom you need to always see them, explain to them everything. Believe me, when you present a lesson on Moodle, they may read that lesson, they may upload it but they may not understand, but with the presence of the teacher, everything is clarified, and they grasp, even the teacher gives them opportunities to ask questions, to interfere, here a kind of perception, a feedback virtual feedback even in the classroom not only on Moodle.

Researcher: what do you prefer, online learning, or the blended we're using now, or the traditional one.

T1: as far as I'm concerned, we have to carry on and walk-in hand with technology, so we shouldn't be static with the advancement of technology and still with the previous or the classical way of teaching, the teacher is the only absolute, the ultimate source of knowledge. In some respects, I'm with the two sides of blended learning and at the same time presentation of the course with the teacher, both go in hand, but, to rely only on the classical way and abolish technology, this doesn't work, and we are in an era where everything is electronically done, but in some respect, there are some negatives that may impede the teacher to rely on this way or approach of teaching and learning. There's kind of complementarity but the great rate or the most important part is with the teacher's presence and part of that virtually.

Researcher: so it matters to communicate face to face with your students.

T1: yes! Ah, face to face learning,

Researcher: what difficulties have you faced when using Moodle from the day you started using it?

T1: one of the difficulties is in a technical way, how to create an account for teachers and to get access to this, how can you post. you created an account and now you are on the Moodle platform, but you cannot post, there are some parameters that you should follow to post, and here it takes attention and gradation step by step and you know there are some teachers are inpatients, personally, I'm inpatient to follow this, it tired the eyes and i have problem of sight, then sometimes you may face the breakdown of electricity, notably when you give students time that today I'm going to post a course and you don't post it. Third one, you know that recently there was a breakdown at the level of the hardware, even teachers couldn't get access to Moodle, we waited maybe 3days i thought the problem was only mine, but it was with all teachers, because it was hacked, and they did such updating and changing some something etc.So Moodle platform as a teaching-learning platform is not reliable, we cannot rely on that okay.

Researcher: what do you see as improvements, as solutions to improve Moodle, we can't fix the cut of electricity. What do you see as improvements concerning the implementation of Moodle platform here in the Algerian context, especially at saida University?

T1: it is applied in all universities of Algeria, but it is still in its first way, it is not extremely absorbed by all teachers and students, and I want to tell you that some teachers mainly in other departments don't rely on the Moodle at all, they present their courses maybe like that with handouts and etc, and it takes time and years to be explored and manipulated. And the idea of e-assessment, the majority of teachers express their disagreement about it.

Researcher: even students disagree...

T1: yeah even students disagree btw, they see that something tiring and not done in an objective way, you may blame students when you use this e-assessment, but when have the face-face assessment, here you have a direct contact with the student and for the errors or mistakes committed by students you can implement a course again which is a remedial work in which the students can overcome the mistakes again and never to repeat that again.

Researcher: like to provide them with further explanations.

T1: yes of course, all this feedback shouldn't be done virtually, they won't work.

Researcher: I see, and as a concluding question, what do you think about the future of the online teaching and learning here in Algeria and especially at Saida University.

T1: interesting question, so as I've told you, we are accustomed to carry on and work hand in hand with technology, so the future is hiding in many mysteries, among these mysteries that appears actually is the virtually based learning, we have to submit and accept it, but, in some respects, it is not accepted as the way e-assessment and e-assignment to be done etc, because they're not reliable and they're not valuable on the part of the learner, but to implement these philosophies and these virtually based learning, it is a necessity, we have to cohabitate with this phenomena.

Researcher: That's really interesting.

Interview N° 2 (28min)

Researcher: first of all Miss, I want to thank you for your time and attention, first of all, do you like usually use the ICT devices out of university in your daily life?

T2: Heum, not really i mean just maybe for looking for some material in order to work with students, maybe trying some new strategies in order to attract more students that's it.

Researcher: that's epic.

T2: it's just for the preparation of the lecture to develop some methods or strategies that really interest students.

Researcher: that's amazing, and have you ever used the ICT devices in the classroom before the pandemic?

T2: sure, of course, I mean this is one of the tools that work in a brilliant way, especially with this generation who's I mean like to be entertained, this generation

like lot of colors, shapes. They are attracted by videos especially animation and all the stuff.

Researcher: that's epic, the next question, you know that the pandemic didn't affect us only as citizens but also affected that as teachers and students, so how did it affect you as a teacher?

T2: i guess i have hadn't been affected that much, but it was just in the form of managing the schedule, because last year we had only one hour per session, and the amount of time was not enough to give the whole lecture, so we were up to do the summary of the lecture and but was kind of tiring, because we had like i mean 8 groups, and the repetition for each group was kind of tiring. Otherwise, it was not that difficult to manage only with the restriction of the sessions to one hour rather than two hours.

Researcher: like you were constrained by the time, time wasn't enough.

T2: yeah sure exactly.

Researcher: what comes to your mind when you encounter the term E-learning or online learning?

T2: to be honest with you, I guess we are far away from dealing with e-learning, especially that we are dealing with a huge problem of the internet rate and especially, if you are going to talk about the platform, when we cannot get access as teachers so what about as students? Sometimes we just implement the lecture and in my case, I just need to give the summary of the lecture, that's it, and the references where the students can do their further reading or the further research, but I cannot give the whole lecture on Moodle, it's just a kind of direction that's it. How to direct students when they cannot attend the lectures.

Researcher: I think you have answered the following question which is; what do you think about Moodle platform?

T2: everything is relative yeah.

Researcher: The next question, now with the pandemic, with online teaching and learning, what are the ICT devices that you use when teaching via Moodle?

T2: heumm, I personally have my own projector with the speaker as well, im against the power thing, where you have to split the lecture into slides and talk at same time, this thing I may call a boring thing , what interests the students most the active videos when there is interaction with the video, students can follow this active video, they can follow the content of the video like documentaries, like short stories adapted in animation, they like this kind of mute ones, when there's no discussion and they're obliged to improvise with the conversation between the characters.

Researcher: it is really motivating.

T2: the strategy of presenting the lecture as slides cannot really work all the time especially when you got some laziness as a kind of an issue that raises students and it's awful as teachers because we have invented laziness, how? like giving handouts, doing the PowerPoint thing, we have implemented laziness among our students, whereas if u just give the summary of the lecture and the references and you just split the lecture in the classroom, while illustrating your lecture through documentaries, through movies if I might say, sometimes you may find some content and some videos that are related to your lecture, so you may attract your students' interests and motivate them, rather than just doing the classical way of teaching and being talkative what we call the classic version of teaching-learning side.

Researcher: the passive teaching-learning.

T2: it's more than the teacher's centered and more than students' centered, it's a kind of an exchange between the teacher and the learners because some of the students unfortunately not the majority but very few of them are smart and they do have a good level of speaking English, but at the same time they miss what we call the cultural background, for example, if you tackle any topic students keep silent, especially if it's related to culture, history literature and stuff, if it's a random topic, we can talk, not the majority very few as I have mentioned earlier, the problem here is about reading, because they do not read, and when you give handouts of 30/40 pages to the students, they won't read, you better do a summary, references, and then explain the lecture. I'm with the explanation of the lectures in the classroom rather than burying the students with dozens of papers

with no sense, and eventually, they will not read them all, because of the lack of time, the miss-management, because of the issues they are tackling in society, i mean we have to take this into consideration, the personal problems that students face with families in society, financial ones, and all this.

Researcher: the next question would be, have you been provided with the training on how to use the Moodle platform to teach?

T2: yea we have been dealing with kind of training, we had like 2 days i guess, but it's not like a huge issue to tackle, it's rather the teachers' strategy, i mean they would have better adopted for example some techniques in teaching and improving the tools and materials for ICT rather than using a platform for evaluation.

Researcher: What would you consider as proper use of Moodle, like how to present the lectures and the activities?

T2: as mentioned earlier, for me in my case what I'm used to do is to give a summary of the lecture and below the references, go read this and this and this for further readings, for the research, I know not all students do that but since I'm not giving the handouts, no slides are flipped out, so meaning they should read so it's kind of indirect encouragement for reading becasue they do not have other options, they cannot cheat, since it is an analytical discussable topic so they cannot cheat, they have the bold topic and they just split the titles and the subtitles, and they need to enlarge the content by their own style, so for the activities, I usually tackle the real-life situations, which means, though it's theoretical, but, I just turn this into a real-life situation, and it worked, for example inviting students to do some real projects, going outside interviewing people about something, for example, first year they went to the hospital once to the psychiatric one to talk about people who suffer from isolation and mental health and stuff, and even among students there are students who suffer psychologically but in silence.

Researcher: yea they don't show it.

T2: exactly they don't show it they cannot show it, and in my point of view, they do not have to show it, because we are not in a society that would understand all

this stuff. So I decide not to give everything on Moodle but directions only and instructions.

Researcher: that's the right way that teachers should do.

T2: Yeah I guess, because when you only implement Pdf of 15 pages, I mean the platform is going to slow down, and nobody would have the easy access, and even if we talk about the human capacity for concentration, students cannot give you more than 20 to 25 minutes of concentration, and all that comes after they are confused, so you better do the lesson 15 to 20 minutes then give practice rather than giving an hour and half of speaking and then confusing them, most of them are not going to listen, most of them are going to lose the concentration, you need to involve them, that's why I turn everything theoretical into practice, this is the only thing we should do.

Researcher: when you implement only the theoretical part, it's confusing as you said.

T2: yeah, let me give you a case, though it's totally different, you know that oral sessions are quite different from the written ones or the theoretical ones, but i guess we can experience the same result, for example, though i always implement activities where there is acting perform, but they were against this, they said they are adults no more second year, we need to debate, but, I've experienced for the first session with them how to debate and how to open a debate, only three four students were talking, can you imagine 180 students, only four or five in each group this is totally unacceptable, so how m I supposed to evaluate these students, so after having arguments they have come into an end that they're not ready, I just implement activities where they are here to perform, which means, we can imagine for example, they are afraid of the word acting and performing but, for example, when you give them the example of; imagine that you are a story teller, or you are a teacher and you are giving a lecture, so you make them involve without even being conscious, and they are part of the active way of doing oral communication or expression rather than, so you need to boost their motivation.

Researcher: Motivation is one of the vital components, next question i think it's already answered, do you like to give and correct the students' assignment in person inside the classroom or online via Moodle?

T2: well for the assignments, i never gave homework because I know that it would be a copy paste version from the internet, everything is done in the classroom, from first year to second year master, I never give homework, but for the test, it depends, it can be related to the lecture, it can be related to their further readings, it's up the situation and the level of the class.

Researcher: So you prefer all in the classroom. How are your Moodle activities and courses you upload received by the students? Are they satisfied or they raised any concerns concerning courses?

T2: though they are not satisfied or cannot accept this, but, at the same time, unless they have papers to cheat from why not? , that's why they hate when you don't give handouts, because they have been familiar with handouts, copy paste cheating and having good marks in the exams, this is what interests them, having the best marks.

Researcher: extrinsically motivated, and are they more collaborative with you in the classroom or when you teach online?

T2: neither then nor there.

Researcher: really!!

T2: very few of them collaborate in the classroom.

Researcher: you know that all teachers have on-campus and off-campus responsibilities, how does the online teaching part fit into your schedules?

T2: actually I don't have problem dealing with that, because we are just dealing with the whole thing in one bunch, the most important for us is to gather all students and make sure they have been part of the lecture, we just don't split that on and off campus, we haven't even been conscious about this.

Researcher: As a teacher, do you enjoy the use of Moodle platform, are you satisfied or not?

T2: personally, No, because I think it's a waste of time in my point of view, because it needs to be developed, because as I've mentioned earlier, we are far away from doing the e-learning.

Researcher: And what about the students, are they satisfied, like what are their attitudes, positive or negative? What do you think?

T2: I don't think that most of them are satisfied, but they just want to collect the lectures, because they don't have other choices, especially when exams arrive, at that time they feel that they are threatened by losing the lectures, so they just come to Moodle and download all the lectures.

Researcher: are you satisfied with the use of technology and software?

T2: sure we need them to be part of this modern world , we need to collaborate and be cooperative and see all the changes, but at same we have problem with internet rate, you can't be always doing the perfect lecture online that's why i opted more to in class teaching.

Researcher: do you prefer the traditional teaching, online or blended teaching, the one we are using now?

T2: sure the blended one, face to face, eye contact and giving the consideration to the students themselves is really a good thing in order to increase their self-confidence, and they will trust you they will be motivated interested and involved with the lectures.

Researcher: that's how it should be done. What are the main obstacles that you have faced while using the Moodle platform?

T2: I mean we just need to talk about the internet rate, but actually as I've told you, since you don't implement dozen of papers, you don't face problems, like myself, I've never faced problems since I just give a summary of the lecture only one paper and I just include the link of the video in order to watch the documentary, because I've know that this platform cannot handle all the capacity of a complete lecture

Researcher: and do you find it difficult to contact students?

T2: I am the one for emails, because I already have a group of my students on my email box, and it is better on my email rather than on the platform

Researcher: and concerning the difficulties, what do you suggest as improvements to the use of Moodle?

T2: Yes, as I mentioned earlier, they should develop this device, and make it more colorful, more entertaining, and create a kind of space where there are some projects forms like creating magazines for the university, being part of an organization. Whenever you click on the platform, there is no color, so you are not motivated enough

Researcher: As a concluding question, what do you think about the future of online teaching-learning here in Algeria, especially here at Saida University?

T2: Personally I think we are far away from reaching the e-learning objective, there's a lot of work to do, not necessarily from the stakeholders but from students themselves, I mean we need to be what we call committed, we need commitment in order to make things work in the right way.

Researcher: We need to be committed and well organized, because everything is only ink on paper from the ministry, but, nothing is really implemented.

Interview N°3 (10min)

Researcher: So, the first question is, do you usually use ICT devices in your off-campus daily life?

T3: Well, yes I do.

Researcher: and how often? Why?

T3: Well, you can say everything, like whenever I need anything I go to technological devices, to stay in touch with the students, to be updated about any news.

Researcher: That is interesting, and concerning the teaching process, have you ever used ICT in your teaching before the pandemic?

T3: yes, I did, but not all the time, because like for example I prefer pen-paper assignment and test formats, sometimes a lesson requires the teacher to use technology so yes, it depends.

Researcher: Ah! I get it now, and how did the pandemic affect you as a teacher?

T3: It affected me with the tight teaching schedule, because we were limited by time to finish a course within one hour, also we had to use Moodle to pursue our teaching during the lockdown.

Researcher: Yes, it did indeed. What comes to your mind when you first encounter the term e-learning and Moodle?

T3: E-learning is the process of teaching and learning online by distance. Moodle is a sophisticated educational platform designed specifically for learning online.

Researcher: And what about the ICT devices you use to access Moodle?

T3: Most of the time I use the computer or the phone.

Researcher: Have you been provided with the training on how to use Moodle platform?

T3: Yes, I had training about how to use the Moodle platform during the 1st year of my recruitment 2018/2019. It was taught online by a training team from The University of Constantine. It was really elaborate and an enriched training from which I really took advantage.

Researcher: what would you consider as a proper use of Moodle platform to post the courses and activities?

T3: Practicing with the students in the classroom is much better than giving them activities on Moodle, because it is not credible, we cannot know if the student did the work or not.

Researcher: It is related to this question, which is, do you prefer providing your students with pen-paper assignments and tests or online via Moodle?

T3: I prefer the pen- paper format inside the classroom because doing evaluation tests on Moodle is not credible (the students can exchange the answers from each

other). The majority don't take a look at the lectures. They'd rather rely on what is delivered in the classroom.

Researcher: that is right actually, and what about the courses on Moodle, have your students raised any concerns? And are they more collaborative in the classroom or via Moodle?

T3: As I mentioned, some of the students fulfill the activities posted on Moodle. The majority copy-pace the answers of each other. The students are more collaborative in the classroom. The main difficulty is the lack of students' correspondence with the material posted on the platform.

Researcher: how did Moodle affect your teaching process? And what do you think about your students' attitudes toward the platform?

T3: Online teaching / learning is designed to complete teaching in the classroom. It can never substitute the traditional learning process. The majority of students have negative impact on Moodle. They prefer to get in touch with the teacher directly in the classroom because they can ask for further explanation and questions better than online learning.

Researcher: What are the main difficulties you have faced when using Moodle? What can you suggest as solutions?

T3: this part was already answered. As a solution, I can say that both teachers and students must undertake a motivational training about online teaching / learning method.

Researcher: What do you think about the future of online learning here in Algeria (at the University of Saïda)?

T3: For the time being, it's not a successful learning method in our country in general. I hope that the next promotions would be more aware of this method's effectiveness.

Researcher: we all hope that inshallah, thank you so much.

Interview N°4 (30min)

Researcher: you have an idea about my topic which is students' attitudes towards the use of Moodle platform. First of all, do you usually use ICT devices during your off-campus activities?

T4: yes of course.

Researcher: like how often?

T4: like all the time.

Researcher: and for what purpose?

T4: i use them for my work, for my entertainment, for my everyday life, i keep like checklists and all of that, if I need something I Google it, I have a bad memory, so my phone is basically my memory, to buy things online, so basically everything.

Researcher: that's the use of ICT devices, second question is; have you ever used ICT in your teaching before the pandemic, how often and for what purpose?

T4: well it depends, if u want basic ICT use like using the data show, I use it all the time, if it's about contacting my students using synchronous and asynchronous messaging apps and all of that, i use it all the time, i use them in flipped classroom, written expression where we have like two parts of the lesson, i deliver the lesson online when they're at home and when come to the classroom, it's all about practice and evaluation.

Researcher: That's great, the third question would be about the pandemic, as a teacher, how did the pandemic affect you and your teaching journey?

T4: the only way, it affected me when they imposed on us the use of Moodle, i use ICT in my teaching, I didn't use Moodle I didn't like it , but after the pandemic, we had a training on how to use it and we were obliged to use it, so it was the way to go.

Researcher: So you were provided with the training?

T4: yes we had some training, first we had some training as new teachers at university, because my generation and the generation that was right before me, we all had this compulsory teacher training, the others didn't have that, but the new generation they all had that, and part of that training was the e-learning, was about Moodle how to use it, basic stuff really.

Researcher: and how the pandemic affected your ICT use in teaching?

T4: as I told you, I use ICT all the time, it's now like I'm obliged to use it, it's not out of choice, though I used it before, now I'm obliged, and I found myself in situations I come in a sort of conflict with the students because on the one hand the administration obliges us to use Moodle, and we have to deliver the lessons there and take the tests and all of that, on the other hand, students are reluctant, before, it was up to my discretion, if I see that the students are able to use the ICTs and they can use it and integrate it in their learning, yeah I would rely on it heavily , otherwise, I would try to mix both like traditional and online teaching, it depends. but, now we're like pushed we are kind of obliged by law to use Moodle, it's even part of our promotion if we don't use Moodle, we do not get promoted, so the government is trying to push it one way or another, so this way puts me in situations of conflicts, you see, you need to put it on Moodle, there are who don't have the internet, we don't know we don't have this and that, they won't submit their work, they write it in paper, so it's conflict all the time.

Researcher: it's all upside down, the next question, what comes to your mind when you encounter the term online learning?

T4: it's the way to go, when we talk about technology, we talk about novelty, it's about something new, the spoon that we use to eat one day was technology, the wheel one day was technology, but, now it got normalized and at this point I've been using computers for like I don't know 10/15 years now, so it's already something normal, so just part of everyday life well everything my research, my work, everything is here in my computer, if you take my computer away you send me back to the stone age; so it's part of my wok, part of my daily life.

Researcher: It's like the new normal, and what do you think of Moodle platform?

T4: Moodle platform, well, there are positives and negatives, the positive is that it is the first step of Algeria as a country toward the inevitable which is the integration of e-learning, it is affordable, it is accessible, it is easy to use compared to other platforms. On the other hand, there are lot of negatives, and improvements that can be done, like the front end of the whole thing is not appealing, sometimes it's confusing, students don't know whether their assignments got submitted or not, there is no way to check, it's associated with zimbra the email app, and it's the worst app I've ever used, u send an email and then after 6or 7 days it gives you a notification that it failed to send the email, it doesn't even give you some immediate feedback so if you rely on it in order to send notifications to the learners and keep in touch with them, it won't work, so we found ourselves always relying on Gmail and Facebook groups in order to contact students and it's not that appealing to the learners because of the most widely used apps right now are the ones that are related to pictures and visual stuff like Instagram and Snapchat, and Moodle is just ugly, and it's not the fault of Moodle, because Moodle gives you the chance to modify it, to personalize it , the moodle that we get is not the same as the French have or the Canadian, because it's up to the programmers and IT workers at the level of university, to kind of customize it, and visually speaking, Algerians are not the most gifted people.

Researcher: next question is, now with the pandemic you're obliged to use Moodle platform, what ICT devices do you use to work with Moodle platform?

T4: computer and phone, these are the only ICT devices that we use, however, if you talk about software we use word, pdf, sometimes you find yourself obliged to use something like Canva, video editing tools.

Researcher: how often do you use the Moodle?

T4: Moodle platform, I access it when I have to publish lessons and assignments for my students and when i need to collect their answers, basically, these are the only two times in which i use Moodle. Last month I didn't work, so I didn't have access to it. I didn't need it. it hasn't been integrated to the extent that it is indispensable, now it's just a place where we put or display the lessons or the lectures and assignments for our students, there's nothing more, I tried to make it more interactive, I tried to create like forums of interaction between students,

space where they can ask questions and get answers, but since they don't use it, I have some students who never accessed their Moodle accounts.

Researcher: have you been provided with the training on how to use Moodle?

T4: At the beginning, it was something new, we got the basics, then they kept calling back for supposedly extra sessions of training, and when they say extra training, you expect something more advanced, but guess what? The same thing being repeated, at some points I could train the trainer, because they didn't have a good idea of what they were talking about and i have already mastered all of that, we need something more advanced.

Researcher: they provided you with the theory or practice?

T4: it's not about the theory, Moodle has tons of functions, there's no way you are going to use all of them, so you only need to master the ones that you really need, but some points are just repetitive, repeating the whole thing over and over again. Some teachers don't know how to use it so I help them and I even publish their lectures using their accounts.ICT skills on the part of both the teacher and the students is a big problem.

Researcher: and what would you consider as proper use of the Moodle platform to provide our students with the lessons and activities?

T4: the best way to incorporate e-learning in general not just Moodle platform, the flipped classroom, so yes you put the lessons, they need to be like no more than 15 min of lecture they need to be interactive, have knowledge check, keep the students engaged and focused, this is where they get the knowledge and when they come to the classroom it's all about practice and remediation, there is no need to repeat, but now the way we are using Moodle ,you put the lesson on Moodle and then I come and teach the same lesson in the classroom, because they do not access Moodle, they rely on the lesson in the classroom, for them Moodle is just to get the handouts, so the flipped classroom is the best way to go especially if we take all the limitations that we have here in Algeria, flipped classroom doesn't need expensive or high technology, can't impose the flipped classroom knowing that most of my students don't have computers most of them don't have great internet connection, we're not ready for it.

Researcher: concerning the assignments and the tests, do you prefer to provide your students with these tests and assignments online via Moodle or in the classroom?

T4:concerning the tests they're pointless, unless they are diagnostic tests , they would help me like to know the level of the students or know what they knew so that they can devise the lessons, but I would rather have formative assessment, it means that a small assignment within the lesson, or use project like practicing the skills. It's not about where I evaluate the students but how to, Moodle is a learning platform but the way it is used is considered traditional.

Researcher: how are the Moodle courses and activities received by your students?

T4: when it is just to post the lesson for them, it is okay because they know whenever they need the lesson they get it. When it is about submitting assignments, every time, I get a revolution. As I've said I have 3 types of students, the ones who are okay with it they have the knowledge and the skills to do that, there is the ones who do not have the means to access the Moodle platform, for someone who doesn't have computer, it would be crazy to ask them to write the assignment on word, they don't have the tool with which they write the assignment, or someone who has the computer but no internet connection, most of them use their phones to write their assignments, so the internet connection is not that reliable, and Moodle platform is not that well designed because we always have these glitches and problems and breakdowns so this is the second type, then we have the third type they don't even want to bother use Moodle they see it as a burden and this is the most difficult type of students.

Researcher: so they raise concerns?

T4: yeah, some of them say they don't know how to use it, some of them say they don't have access to Moodle, they don't have computers, no internet connection, I'm kind of obliged to use Moodle, this is our country when they have something in mind, they impose it they don't care, I want Moodle e-learning, yea impose it, they don't care about others.

Researcher: what do you think about your students, are they more collaborative in the classroom or on Moodle?

T4: online doesn't exist, it's all in the classroom.

Researcher: and do you find any problems when trying to communicate with your students online?

T4: the same problems, internet glitches, students don't know turn your microphone off, your camera off.

Researcher: how does the online teaching part fit into your off-campus schedules?

T4: Right now Moodle it's like asking someone to do his job twice, because if I'm supposed to teach online and put the lesson on Moodle, I'm supposed to come to the classroom and schedule something else like practice remediation, but right now I teach online and I teach in the classroom, so I'm doing my job twice and getting paid once so it's just extra burden.

Researcher: do you enjoy teaching online via Moodle are you satisfied with the use of Moodle as a teacher?

T4: I enjoy teaching online, and I did it before, do I enjoy using Moodle? No, it needs a lot of improvements, I said it has lot of positives, it is the first step but we're not there yet.

Researcher: and are you satisfied with the use of software and technology?

T4: I'm already used to other things that are way much more advanced and much more comfortable and they both meet my needs and the needs of the students, right now, I find myself hampered by the use of Moodle.

Researcher: how did Moodle affect you and your students in your teaching-learning process?

T4: it didn't have any effect, as I said, because I'm just doing my job twice i put the lessons online and then I come to the classroom and teach as usual, the only thing is that right now I only ask them to submit their assignments

Researcher: and what do you think about your students' attitudes towards Moodle?

T4: negative, they don't like it, as they see it as a burden it's not integrated the right way.

Researcher: As a teacher, which one do you prefer, traditional teaching, online or blended teaching?

T4: as I said blended, because they both have positives and negatives, flipped classroom helps you to get the best of both worlds, the face-face which is dedicated to practice, when they need the teacher, and the online when they're at home comfortable, they don't need anyone they just get the knowledge and information.

Researcher: Now concerning the obstacles, what are the main obstacles that you have faced when using the Moodle platform?

T4: sometimes students send me their assignments, and when I check I don't find the assignments, and the students say yes I sent you the assignment, now I don't know whether to believe Moodle or believe the students, and I find myself having to grade all the assignments after the deadline is over, it's not the best software, it's not the most sophisticated software.

Researcher: and what do you suggest as improvements?

T4: it is not about Moodle itself, well first make it more reliable, more users friendly, and make it a bit prettier, attractive, because it's so boring. The biggest change going to be done on the level of the methodology as a whole we need a system in which Moodle can be incorporated in a way which benefits the teacher and the students, otherwise as I said technology is just a tool if we don't have the right methodology , we need more access to ICT for both students and teachers, some students don't have computers , we also need some training on ICTs in general, because the way ICT is taught now is stupid, ICT training should be for both teachers and students, training on how to use computers to learn and to teach, so it's about the skills, it's about the right type of training.

Researcher: finally as a concluding question, what do u think about the future of online teaching and learning here in Algeria especially at University of Saida?

T4: It is the first step in the right way, when will we get there? I don't know because in Algeria there is one big problem, we don't have long term planning, we have this president who has a view and when we get another president we have a

completely different view and stop everything the other one started so it depends whether they will continue on this path or not, this is the first thing.. The second thing is that maybe just maybe with the coming generations we'll be having more positive attitudes towards ICTs, because for now attitudes are negative for the part of teachers, I see it and I can tell you that teachers keep complaining about Moodle.