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**EFL Student's Experience towards the Use of
Moodle and Facebook in learning during the covid-19 pandemic
The Case study: First Year Master Students of English at Dr. MOULAY TAHAR
University of Saida**

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Abstract

Online learning has become one of the most important delivery tools in modern education particularly in higher education. With the spread of Covid-19, the Algerian Universities like most Universities around the world, attempted to keep students safe and healthy, while maintaining positive educational outcomes. Hence, most universities have been compelled to engage in distance and digital online teaching. The current study aims to investigating the experience of EFL learners at the University of Saida in using Moodle and Facebook as e-learning platform during covid-19 pandemic. The paper also stresses the issues and obstacles faced by learners and teachers when using these two platforms. This research aims at answering these questions: 1)-What are the experiences and attitudes of EFL learners regarding the use of MOODLE and FACEBOOK in learning during COVID-19 pandemic? 2)-What are the major challenges that these students face during the use of MOODLE and FACEBOOK? 3)-In what aspects do online education needs to be improved according to both the learners and the teachers at the Algerian Universities? To achieve the research aim, a descriptive qualitative approach was adopted, and two semi structured questionnaires were conducted to investigate experience, attitudes and the challenges regarding the use of the two platforms as e-learning platforms. The findings showed that the learner's sample held mostly a negative attitude about E-learning in general. The preferred platform according to most learners is Moodle. And when it comes to the obstacles learners stated that when using Facebook is distraction, and the many technical difficulties and bugs, especially when trying to log in when using Moodle platform, in addition to poor Internet connection and lack of interaction with the teachers. It is concluded that even though the EFL learners believe that both platform are suitable to use as learning platform, and that online education was the right path to choose when Covid-19, they stated that their e-learning experience is average at best. At the end of this research, some suggestions and recommendations were proposed.

Key words: online learning, Moodle paltform, Facebook, covide-19, Dr. MOULAY

TAHAR University, EFL student's attitude

Dedication

This work is dedicated:

To the most beautiful amazing two women I know my Grandmother and mother

To my father may his soul rest In peace

To my beloved baby sister

To everyone that helped me reach to where I am now and be the person who I am

THANK YOU

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List of Tables

Table 1 When, Why and How to Use Synchronous/Asynchronous E-learning.....	10
Table 2 Face-to-face VS Online learning.....	19
Table 3 student's gender.....	32
Table 4 student's ICT skills.....	32
Table 5 Internet connection.....	32
Table 6 online learning during Corona virus pandemic.....	33
Table 7 online learning a new method in Algeria.....	34
Table 8 Availability of Electronic Devices for Online Learning during the pandemic.....	35
Table 9 Spent hours on online education during lockdown.....	37
Table 10 The preferred social network platform to use as an E-learning tool among students....	39
Table 11 Teacher's live online sessions.....	40
Table 12 Attending online sessions or Relying on Handout.....	40
Table 13 Knowing about Moodle before or After the Covid-19 Pandemic.....	41
Table 14 Accessing to Moodle.....	42
Table 15 Students knowledge about Moodle role.....	42
Table 16 Moodle platform activities.....	42
Table 17 Difficulties in accessing Moodle Platform.....	43
Table 18 Facebook use.....	44
Table 19 Using Facebook as an e-learning platform.....	44
Table 20 Students opinions about using Facebook as an e-learning platform.....	45
Table 21 Learner's preference between Moodle and Facebook.....	46
Table 22 The Impact of online Learning on Students Motivation.....	47
Table 23 Learner's attitude toward E-Learning as an alternative to face-to-face learning during the Covid-19.....	47

Table 24online education effects on learner’s academic Performance and outcomes during the Covid-19 pandemic.....	48
Table 25 Positive and negative e-learning effects on the student’s academic outcomes and Performance.....	49
Table 26 Learner’s attitudes toward their overall e-learning experience.....	50
Table 27 Teacher’s gender	51
Table 28 Teacher’s years of experience in teaching English.....	51
Table 29 Teacher’s computer/ technology skills level.....	51
Table 30 Teacher’s experience in teaching English via the Internet.....	52
Table 31Teacher towards online course delivery.....	52
Table 32 Teachers attitudes toward following Courses designs Regarding E-Leaning Pedagogical framework.....	53
Table 33 The most used platform by teachers.....	53
Table 34 Teacher’s training experience on using e-learning tools and platforms.....	53
Table 35 Teacher’s perceptions toward the influence of online learning and e-learning technologies on their role as educators.....	54
Table 36 Teacher’s attitudes toward online teaching and learning	55

List of Figures

Figure 1 Internet connection.....	33
Figure 2 online education during covid-19 pandemic.....	34
Figure 3 Online learning a New Method in Algeria.....	35
Figure 4 Type of devices being used for online learning.....	36
Figure 5 Virtual Learning Tools and E-Learning Platforms Being Used during the Pandemic...	38
Figure 6 The preferred social network platform to use as E-learning tool among students.....	39
Figure 7 Student's Knowledge of Moodle Platform.....	41
Figure 8 Problems in accessing Moodle Platform.....	43
Figure 9 Facebook use.....	44
Figure 10 Students opinions about using Facebook as an e-learning platform.....	45
Figure11 Effect of e-learning on Student's academic Performance and outcomes during the Covid-19.....	48

List of Abbreviations

- **EFL:** English as Foreign Language
- **HEI:** Higher Education Institution
- **HES:** Higher Education System
- **ICT:** Information and Communication Technology
- **LMS:** Learning Management system
- **MHESR:** Ministry of Higher Education and Scientific Research
- **MLE:** Managed Learning Environment
- **NCSA:** National Aeronautics and Space Administration
- **TELE:** Technology- Enhanced Learning Environment
- **VLE:** Virtual Learning Environment
- **WHO:** the World Health Organization

List of Contents

Abstract.....	I
Dedication.....	II
Acknowledgment.....	III
List of tables.....	IV
List of figures.....	VI
List of abbreviations.....	VII
General introduction.....	1
1-Research questions.....	2
2-Research hypotheses.....	3
Chapter one: Literature Review	
Introduction.....	6
1.1 Online Learning Definition.....	7
1.2 Online Learning Types And Delivery Modes.....	8
1.2.1 Types of online learning.....	8
1.2.1.1 Computer -Based Learning.....	8
1.2.1.2 Internet- Based Learning.....	8
1.2.2 Delivery Modes.....	9
1.2.2.1 Asynchronous Online Learning.....	9
1.2.2.2 Synchronous Online Learning.....	9
1.3 E-learning Advantages.....	11
1.4 E-learning Disadvantages.....	13
2. The Adoption of E-Learning in Higher Education.....	15
2.1 Algerian Universities and E-Learning.....	16
2.2 The Challenges of Applying E-Learning in Higher Education.....	17
3. The Difference between Online Learning and Face-to-Face.....	18
4. E-learning Delivery Platform.....	20
4.1 E-learning Delivery Platform.....	21

4.1.1 MOODLE and EFL Learning and Teaching.....	22
4.1.2 The Roles in MOODLE.....	23
4.1.2.1 Role of the teacher.....	23
4.1.2.2 Role of the learner.....	23
4.1.2.3 Role of the administrator.....	23
4.2 Facebook and e-learning.....	23
5. Corona virus (covid-19) and learning.....	25
5.1 Corona virus (covid-19) pandemic definition.....	25
5.2 The impact of covid-19 on learning.....	25
Conclusion.....	27

Chapter Two: Field Work

Introduction.....	28
Section One: study description.....	28
1.1 Research methodology.....	28
1.2 Sample and population.....	28
1.3 Data collection tools.....	29
1.4 Data analysis procedure.....	29
1.5 Student's Questionnaire.....	30
1.6 Teacher's Questionnaire.....	31
Section Two: Data Interpretation and Findings.....	31
1. Student's questionnaire.....	31
2. Teacher's Questionnaire.....	51

Chapter Three: Discussion, General conclusion And Recommendations

Introduction.....	60
Discussion of the findings.....	60
Conclusion.....	63
General conclusion.....	64

Pedagogical recommendations.....	66
References.....	68
Appendices.....	77

General Introduction

In the past the process of teaching and learning used to be confined to schools, universities and other educational settings. So, to go hand in hand with the rapid advances in technology, the need for new methods and techniques in the educational systems was an important issue that a lot of researchers and scholars discussed. Although online learning (e-learning) was introduced over two decades ago, but it was mainly restricted to global or international organizations. But it slowly made it way to the educational systems , and it actually helped and paved the way to a lot of people within the system of education like educators ,curriculum designers ,researches to make teaching and learning more easier and more convenient . This new system of education is called distance learning.

Distance learning has been used mainly in some of the evolved countries. But, after the corona virus (COVID-19) disease out-break, and the declaration by the World Health Organization for it being a pandemic in March 2020. It effected and is still affecting the whole world. Life has changed dramatically during this pandemic; It effected all sectors especially the educational sector. All sort of educational institutions like schools and universities around the globe were basically enforced by the virus and the governments to close up. As result, the new wave of distance learning was now re-introduced and widely used in the educational systems around the world.

The Algerian Educational System, mainly the Higher Education System and like many others around the globe embraced the distance learning method as way to cope with the deadly disease , and to deliver the academic materials with- out the requirement the physical presence of the educational institutions .This is done through online platforms such as MOODLE and FACEBOOK.

And even though it is known that online or e- learning is the newest form of distance learning , because most universities in Algeria were unready for this huge move from the classic face to face learning to online learning especially in such short period of time . Adding to that most instructors were and are still not quite familiar with how to actually deliver a full online course. Even students find this shifting as a challenge to their learning.

This research paper attempts give some details about online education and its positive and negative attributes, and about the student's behaviors and beliefs regarding the use of the MOODLE platform and FACEBOOK as learning tools during COVIDE-19 pandemic in Algeria.

The fast shift from classic face to face educations to online education is still challenging for both parties learners and teachers. Despite the fact that online learning is consider as a revolution in the Algerian educational system. But, it presented a lot of problems for educators and learners, since the use of ICT (Information and Communication Technology) in Algerian universities is still very limited and in the early stages. So knowing what are the learner's attitudes and beliefs towards online learning is crucial and needs a lot of attention. Learners come across a lot of

General Introduction

obstacles while using online learning platforms. So, this study mainly aims at revealing the EFL learner's attitudes and the challenges they face in regards to the use of online learning platforms, especially MOODLE and FACEBOOK.

The focus of this study is to give an overview about online learning platforms such as MOODLE and FACEBOOK. And figure out the experience and the attitudes of EFL learners in universities. In addition to that, this study also aims at revealing the major obstacles and difficulties that the EFL learner are facing during the use of MOODLE and FACEBOOK as online learning platforms. In addition to that it aim at giving some solution to how these platforms can be improved according to both EFL learners and teachers so the process of learning can be much smoother.

1. Research questions

Departing from what was mentioned, the present research seeks to answer the following questions:

. **RQ1:** What are attitudes of EFL learners regarding the use of MOODLE and FACEBOOK in learning during COVID-19 pandemic?

. **RQ2:** which platform does the EFL learners prefer to use?

. **RQ3** What are the major challenges that these students face during the use of MOODLE and FACEBOOK?

2. Research Hypotheses

Based on the above research questions, we propose the following research hypotheses:

.**RH1:** EFL learners could have a negative attitude toward the use of online learning.

.**RH2:** EFL learner could prefer to use Moodle over the Facebook platform.

. **RH3:** The major obstacle that the EFL learners face with online education is the poor Internet.

General Introduction

The current study is important because it is concerned with providing information about online learning and its pros and cons, plus how it is different from face-to-face learning. It also tries to figure the set of difficulties faced by university EFL learners. Which means that this research would be of value to EFL learners and practitioners in the Algerian universities.

This research paper is going to be split up into three chapters:

Chapter One

The first chapter is the review of Literature. It deals with the theoretical background of online and face-to-face education. Definitions by different scholars and writers are going to be provided. It also reveals the positive and negative aspects of online education. In addition to that, this chapter also deals with COVID-19 effects on learning and, how EFL classrooms dealt with online learning.

Chapter Two

The second chapter is devoted for the field work. It starts with the description of the population and the sample, the research methodology design, data gathering tools and the learner's and the educator's questionnaires description focusing on the analysis and the interpretation of the gathered information.

Chapter Three

The third and the final chapter is devoted to the discussion of findings from the student's and the teacher's questionnaires. It also provides some recommendations, and closing with a general conclusion.

Through our investigation about Dr. MOULAY TAHAR EFL student's attitudes and experience toward online learning and the use of Facebook and Moodle as online learning-teaching platforms during covid-19 pandemic, we have faced some obstacles and limitations. The first problem was related to the lack of freedom while contacting students and the teachers of our case study since our schedules are not compatible, because of the post Corona-virus pandemic new regulations, that is why both questionnaires were taken online. One questionnaire via Facebook, and the second questionnaire via e-mail. Other limitations are related to the nature of

General Introduction

the learner's answers and how much they were serious about answering the questions. Adding to that, even though the great number of learners and teachers of our case study, only one-third (1/3) of them answer the questionnaires fully.

Chapter one: Literature Review

INTRDUCTION

The definition of the concept of learning as a whole has been, and still is to this day a topic of discussion in many fields of study. Even writers who wrote what is considered as influential books on learning such as (Bouton, 2007); (Schwartz, Wasserman & Robbins, 2002).did not provide a specific definition to the term. According to Lachman (1997), even if text books contain some kind of definition of the term, it is usually very basic and shallow. So, these simple definition are unsatisfactory, and very likely inaccurate (Domjan, 2010); (Lachman, 1997); (Ormrod, 1999,2008). However, because this paper is not dedicated to the topic of learning specifically .We are going to defined the term learning by the most known and used definition in which the process of learning is defined as” the process that leads to a change, which occurs as a result of experience and increases the potential for future improvements in performance. The change in the learner may happen at the level of knowledge, behavior, or attitude.”(Ambrose, 2010,p. 3). Human learning starts at birth, and continues till death as a consequence of the ongoing human interaction. Most learners around the world learn by what we call physical interaction in the educational field, or face –to- face learning method. What is meant by face-to-face learning method is when the course content and the learning materials are thought in person to learners .It requires both the teachers and the learners to attend to the educational institute usually daily. Which means live interaction between the educators and the students . It is considered as the traditional method of learning and the most known and used since the beginnings of the time. But even though it is considered as traditional method it is also the most efficient method to acquire new knowledge and skills.

All that being said, the scientific progress and the emergence of technology, especially during this century . The rapid spreading technology use around the globe had and still having a great impact not only on the social life, but also on the educational systems .Which led to the remarkable growth of online learning only as a tool to give extra help to the learners who learn through the traditional method . But, online classes ended up gaining a lot of popularity in the higher educational systems. Thus, a lot of universities integrated e-learning as a technology mediated learning approach in their programs. Because, they became aware of its effectiveness as beneficial and reliable learning tool; that provides lifelong efficient and easy to access education . All this makes online learning an important aspect in higher education.

The present chapter is the first chapter which is the literature review. In which it attempts to provide giving a better understanding about the topic of online learning and its types, modes of delivery and also e- learning pros and cons the. In addition, to the major differences between the face-to-face learning and online learning. It will also deals with two major platforms of delivery which are MOODLE and FACEBOOK and the challenges that the learners faced during COVID-19 out-break in learning using this “new method” which online learning.

1.1 Online Learning Definition

One of the main consequences of schools and universities closure during the COVID-19 pandemic has been the rapid expansion of online learning, especially in the third world countries such as Algeria. There are multiple terms which express the concept of e- learning; such as: e-learning, computer based learning, electronic learning, technology-enhanced learning, technology based learning, advanced distributed learning, web based instruction, network learning, online learning, distance learning. (Khan, 2005; Romiszowski, 2004). “The common thing between the terms online learning, open learning, web-based learning and blended learning is the ability to use computer connected to a network, that offers the possibility to learn from anywhere, anytime, in any rhythm, with any means”(Cojocariu et al.; 2014). Similar to Cojocariu et al, other authors such as Agarwal, Deo, & Das (2004) said that e-learning involves the use of a computer or an electronic technological device in a certain way to offer education or learning materials, and manage data, information, and knowledge to improve the performance of learners. In much simpler words e-learning is used to deliver electronically designed interactive opportunities of learning at any place and time and for any one.

E-learning is heavily associated with ICT. It is a general term covering many different approaches that have in common the use of the technology of information and communication (Clarke, 2004, p. 2). So, according to Soong (2012) online learning is by nature an ICT based system that numerous of higher education institutions are use to create materials, deliver and share the content of lectures and presentations, in addition to facilitating communication between learners and educators .

Even though, it is difficult to find a commonly accepted definition for the term e-learning. (Dublin, 2003). Yet, the majority of the definitions of online learning portray the use of ICT within the educational programs. The National Center for Supercomputing Application (NCSA) defined e- learning as:

“The goal of online learning is to acquire and facilitate knowledge through electronic means. This type of learning is currently dependent on the availability of computers and networks, but it will eventually evolve into a system that includes various technologies and channels as they are developed and adopted. Online learning is a type of education that can be accessed through various forms of media such as courses, modules, and smaller learning objects. It can be done in various ways, such as asynchronous or synchronous, and can be distributed globally. (Wentling et al; 2000, p.5). So, online learning can be seen as “online access to learning resources anytime and anywhere”. (Holmes, 2006, p. 14).

Another definition of e-learning is by the European commission (2001). It describes e-learning as the use of new multimedia technologies, and the Internet to increase the learning quality by making it easy to access facilities and services. In addition to that, (ASTD) which is the American Society for Training and Development defined it as "a combination of processes and a set of applications that include computer-based learning, web-based learning, virtual classrooms, and digital collaboration". Therefore, the majority of these elements distributed via Internet, video and audio tapes, interactive TV, satellite podcast, and CD-ROM (Bernthal, 2004).

The most recent definition of e-learning introduced it as "an innovative web-based system based on digital technologies, and other forms of educational materials whose main goal is to provide students with personalized, learner centered, open, enjoyable, and interactive learning environment to support and make the learning process better". (Rodrigues et al; 2019. P. 95).

Finally, it can therefore be concluded from what was mentioned above, that it is difficult to identify a common definition for online learning. However, Algahtani (2011) in his evaluation of the effectiveness of online learning in Saudi Arabia grouped the definitions of the term e-learning into three different points: the distance learning perspective (Perraton, 2002; Alarifi, 2003; Holmes and Gardner, 2006), the technological perspective (Wentling et al. 2000; Nicholas, 2003) and also from the perspective of e-learning as pedagogy (Khan, 2005; Schank, 2000).

1.2 Online Learning Types And Delivery Modes

1.2.1 Types of online learning

There are different ways to classify online learning types. According to Algahtani (2011) online learning is divided into two basic types:

1.2.1.1 Computer -Based Learning: it includes the use of a full set of soft and hard ware that generally available for the use ICT, and also each component can be use in two ways: computer-managed instruction and computer-assisted-learning. According to him, in the computer-managed instruction computers are employed for the purpose of storing and retrieving information to help in the management of education. But, in the computer-assisted learning, computers are used instead of the traditional methods by giving interactive software as a support tool within the class outside the class as self-learning tool.

1.2.1.2 Internet- Based Learning: it is considered as an upgrade and further improvement of the computer based learning. It makes the content available on the internet, adding to that ready links to similar or related knowledge sources like references and e-mail services that can be used by

the learners at any place or time, with or without the presence of the teacher or instructor. (Almosa, 2001).

1.2.2 Delivery Modes

Algahtani (2011) claimed that the completely internet mode as either “asynchronous” or “synchronous” by the application of optional timing of interaction. So, e- learning involves two modes of delivery or communication which are characterized by the “ nature of learner-facilitator interaction” and presented via a virtual learning environments that are usually facilitated by learning management systems (Piskurich, 2004). The role of the learning management systems according to Rice (2011) is to give assistant to upload and share course material, download and review students assignments, engaging in online discussions and chats.

1.2.2.1 Asynchronous Online Learning: this mode is considered as indirect learning, which means that it does not require the teacher and the learner to be present at the same time. The student mostly work independently by following a set of objectives regarding the course by accessing to the available site, and interact with other students and even other teachers over a time gap, by using tools such as e-mails, bulletin boards and discussion forums. Most of the time, students are given a time window to perform the presented task (Oye, Salleh & Iahad, 2012; Bani, Younes & Al-Zoubi, 2016). Snart (2010) said that this mode of online learning is learner centered in which the learners have control on their learning and time.

Some scholars even argue that this mode is better for the cognitive participation since it increases the reflection and the ability to interchange complex information. The practical thing about asynchronous learning is that the learners are free to study at the time at the place that it suits them. Plus the ability to revise the courses and refer to them electronically on any occasion they need them (Bani, Younes & Al Zoubi, 2016). The appeal of this mode to the students is there is no real time which will make it easy for them to study and do other projects. However, there some disadvantages such as the inability to get instant feedback which may lead to frustration of the learners or lack in motivation (Bani, Younes & Al Zoubi, 2016).

1.2.2.2 Synchronous Online Learning: also referred to the direct mode, unlike the asynchronous mode, this delivery mode allows the learners and the lectures to engage in real time online communication and discussion regardless of the location. This type of delivery mode usually requires the use of virtual classrooms to help to deliver the course content. Video conferencing, chat rooms and audio conferencing are all tools that help facilitate the delivery of the knowledge, which are often offered via learning management systems like MOODLE. Synchronous online learning demand the

students to present on real time in front the electronic device such as computer or laptop to be a part of the conversation and the debates with other students and their teachers; this can be via virtual classrooms or chat rooms which will allow the students to address any issues they have during the class (Clark & Mayer, 2010).

The asset of this kind of online learning is immediate feedback when needed and the live interaction. In addition to that Tiong & Sim (2005) added that this real time interaction help the student to watch the teacher presentation and communicate with them on the spot. Yet , like everything this mode have also a downside which is the need for good communications network and modern updated devices. Also because the teachers and the learners meet up on the internet in real time, this type is considered to be the more complicated and also the more complex between the two modes.

Hrastinski (2008) presented a good summary on the both delivery modes, his overview explain “why”, ”when” and “how”, which is presented in the following table (Table 1)

	<i>Synchronous E-learning</i>	<i>Asynchronous E-learning</i>
WHY?	- Since in this mode the feedback and the response are on the spot, the students tend to be more motivated a committed.	- The ability to reflect and dive deeper into the information, because there is more time and the sender do not expect an immediate answer.
WHEN?	- The ability to plan tasks and get acquainted with the rest of the class. - The topics discussed are simple.	- When the synchronous mode becomes too much to keep up with because of other undertakings. -Discussing and reflecting on more complex topics.
HOW?	- Using tools such as instant messaging, video conferencing.	- Using means such as email, blogs, discussion boards

It is undeniable that both delivery modes are beneficial for both parties the students and the teachers, it is a matter of preference and convenience.

1.3 E-learning Advantages

The application of e-learning in education is considered as beneficial and important learning system, and favorable in many contexts .Because it contribute to nations educational growth and offers opportunities for development and enhancement to create a future generations of learners and teachers in which their learning process will not be restricted to the traditional face-to-face method only. For this reason a lot of previous studies have presented several positive attributes regarding the implementation of online learning and it technologies in the education especially in universities (Raspopovic et al.; 2017).

Many studies have shown the positive effects of online learning based on the students insights. Using e-learning the learning objectives can be achieved in the shortest time and least effort, because a lot of the time and location related barriers that occur in face-to-face method are no longer considered as an issue (Serim, 2007). So, the learners can choose the time, the place and even the learning pace suitable to them (Clarke, 2004; Lipshitz & Parsons, 2008).

According to the Organization for Economic Co-operation and Development (2005) online learning provide to the learners the possibility to learn in different environments both visual and physical. Which means it offers time and location flexibility. Negrle (2013) as cited by Sadeghi (2019) that online education reduce commuting from a place to another. So it means that it will save effort, time and money for the learners (Sadeghi, 2019).

Another benefit beside the flexibility and the convenience that online learning offers, the courses are available at all time without the need for the physical presence as long the needed tools are within reach. Also, this teaching mode gave the learners the opportunity to expend their knowledge anytime and anywhere. So it is a decent alternative of face-to-face educations for working individuals, since it permits them to take classed based on their own schedules, or based on their spare time (Oliveira, Penedo, & Pereira, 2018). Basically, web based learning is ideal for the people that want to learn, but for one reason or another, they cannot join or be present at the educational institutions.

Moreover, according to Alisamil (2015) e-learning is a powerful mean that give direct access for the learners acquire knowledge and get information by themselves .Which will encourage independent learning and learner's agency.

Online learning is making studies simpler and more attainable for the students who live secluded or far regions (Vlasenko & Bozhok). Because for these type of learners or students it is some time difficult to physically attend or be present at the educational facilities, however accessing to the courses and other information became much easier thanks to the Internet and other electronic gadgets and devices. In addition to that, Brozik (2006) added that some learners learn best by listening, some learn by watching, others learn through practicing and moving. However with all the diversity in the learning styles of the students, online learning is suitable for all (Wood & Massinger, 2016). Also, when using e-learning the learning process is self-paced, which will lead to the reduction in learners stress levels and give them a boost of satisfaction (Hall, 1997).

In addition to that, online learning also promotes collaboration among learners from different regions, states, countries and cultures. This means that the students may have access to multimedia and get a wide variety of learning experiences; which may cause the students to be more interested and motivated to learn.

Instructors and educators should also embrace the integration of the advanced technology throughout the teaching-learning process (Aithal, 2016). Because it is observed that online learning may help enhance the communication between the learners and the teachers (Radu & Croitoru, 2015). Many scholars stated that online learning also facilitates the communication between the students and the educators, because it gives the students the opportunity to ask and receive feedback regarding the courses of course even after the official school hours. It can also ensure more privacy between the two parties because some students tend to be shy or even ashamed to share their ideas, needs and lacks in front of their peers; hence online learning may give them the chance to be open and share their ideas in order to be corrected without judgment from their classmates.

Online learning is profitable for the teachers, because by using e-learning their responsibilities are reduced due to the fact that they will prepare the lesson for once and share it for all the classes at the same level, but, the teacher finds themselves having to repeat the same lesson for several classes when dealing with the traditional method of education (Oliveira et al, 2018). And even if it is very known that online learning cannot fully replace the traditional face-to-face method since both learners and teachers are very attached to the classroom environment, but e-learning can actually be very helpful for the inexperienced teachers since it will help them prepare the educational materials and application to make up for their lack of experience in the field.

Online learning offers privileges like easier access to education, the ability to study without going to school and getting multiple diplomas, that the previous generations of

learners did not have, so students and all knowledge seekers should try and profit from this privileges.

1.4 E-learning Disadvantages

Taking into consideration what was stated before, online learning effective and beneficial for both the students and the teachers. However, despite the significant pros of e- learning, like every other teaching method have drawbacks and weaknesses; online learning is not an exception.

Technology is platform that the students and the teachers can acquire easily since it is engaged in our daily life. However, the wide use of technology is not because of it monetary benefits for achieving success, it is led by the increasing proportions of computers and other electronic devices (Talebian, Mohammadi and Rezvanfar, 2014). Learners encounter a number of challenges, which may lead towards limited outcomes and/or negative experience. Arkorful and Abaidoo (2015) stated in their study on e-learning that online studies in some cases are held through remoteness and contemplation leading to a lack of interaction from the learner's part. Some researchers stated that the "normal" standard academic education actually facilitate dialogue between the teachers and their students which do not happen usually in the online learning environment.

Additionally, the traditional academic interaction with the students and the teachers or with other students in the academic institutions, and the whole experience of being in class or the library is a unique experience that online school cannot provide. Also, Asaqli (2020) claimed that e-learning may reduce the social and cultural interaction, cancel peers learning and burden communication mechanisms such as body language. The privilege that online learning give of not having to attend physically to the class, may become a problem when the learners became unable or finding it difficult to create social contact in the real world. Learners may also feel isolated and separated from the world when studying online, resulting them being frustrated and unmotivated; because it is established that the lack of human interaction can contribute negatively on the one's intellectual development and academic success.

Since, in e-learning method lectures and assessment are mostly held online. So, online learning may result in being less effective than the traditional method due to the lack if

face-to-face interaction between the teachers and the learner, plus it makes it difficult for the teachers to restrict illegitimate activities such as; plagiarism and cheating (Arkorful and Abaidoo, 2015). As added by Lee, Yoon & Lee (2009), the number one trouble in adopting online learning in the educational system is the administration of the online tests and exams that are not reliable in light of the fact that educators cannot prevent the students from cheating. While using distance online learning unethical behaviors became more common, the students will exchange ideas with each other or will simply search for the answers online; therefore, the teachers will not be able to know their learners actual level.

Another disadvantage of e-learning is that due to the large number of online courses the assessment of the students which is important to the teaching-learning process because it allow the measurement of the student's achievements becomes hard. Furthermore, e-learning may result the learner to have w cognitive burden or a "cognitive load" according to Asaqli (2020) , because when dealing with the comprising multimedia of online environment, audio clips and video clips, and the shift between different types of media during the spam of one lesson could distract the students and lead to confusion.

The fact that online learning provides a virtual learning environment, learners can receive only online direction and guidance, which may lead to the "lack of teacher supervision that traditional learning can provide" (Wang, 2007, p.38). The learners that lack self regulation will most likely manage their time properly to complete their assignments; which will result them to submit their assignments late or do a poor quality work, so overall only the successful with strong beliefs and high self responsibility and organization are the ones going to be successful using online learning (Sarrab, Al-shihi & Rehman, 2013). Using time productively or efficiently turns into a genuine problem to the students because of the lack of communication with the instructors or with their colleagues (Renkema & Wiliams, 2021). In other words, the students may get distracted to study because they are not exposed to the "regular" school environment.

According to Oliveira(2018) another weakness of e-learning is the learner's negative judgment about online classes even if they have never tried them, and their beliefs play an important role in their adaptation and acceptance of online learning.

Few scholars and experts in the domain stated that e-learning may contain inappropriate content, result obtaining negative behaviors and skills. In addition, some students have issues with using technology such as technophobia or not being able to provide the required technologies. And even though the rise of the use of point-to-point communication linking channels, notebook computers, personal digital assistant(PDA)

and mobile phones which are substantial support to online studies, yet they are far away from replacing the physical printed learning materials.

Furthermore, this teaching method is proven to be both useful and helpful for the educators. Nonetheless, according to Busèlié (2012) it request great effort from the teachers, since they must invest a great amount of time to record audios, film videos and response to e-mails. Moreover, some teachers still have the same pedagogical attitude regarding online learning. Most teachers are still dependable traditional ways since they do not have enough experience or the required knowledge regarding presenting online courses. Adding to that, most teachers simply do not have motivation to teach online, resulting them failing to provide appropriate guidance to their learners because like stated before even them have lack un skills and knowledge regarding how to use the required technology.

Online learning requires the users to have specific skills and knowledge to use it properly, and any lacks in these skills make it difficult to use and benefit fully from the valuable services of online learning. Meaning that even when the learners have access to the resources needed such as the internet and computers, they also must have the appropriate skills with programs like e-mail, word and internet browsers. Also, the adaptation of e-learning means that any technical problem that occur like: the internet cutout during a live course will lead to the cancellation of the entire class. Robert (2004) asserts that online learning cannot be successful without having a reliable Internet installed, and even students with technology experience can become lost and confused on the web.

Cost according to Bijesh is another problem of e-learning, because even though it may seem that online learning frees the student from the traveling fees, it requires expensive means such as an internet connection and computers, adding to that the electricity cost. Besides, institutions must invest great amount of money to have web and software development and a sound system.

Scholars also think that online learning will most likely effect negatively on the users eyesight and even others body parts, making them inactive or even victims of physical diseases like chronic back pain (Behera, 2013).

Finally, most of the e-learning drawbacks can be reduced or even fixed, especially with the advance of the technology and communication. It is undeniable that e-leaning is rapidly becoming a reliable form of education (Pongpech, 2013). So, if managed well it can be so useful.

2. The Adoption of E-Learning in Higher Education

In the age of Information and Communication Technology, it became an urgent matter for many countries around the world to introduce such technology to the field of education. And indeed there is a drastic shift from the traditional learning-teaching method to online learning in universities all around the world. That is why a lot of researcher in the field agree that the implementation of ICT has changed the processes of teaching and learning in all levels in HES (higher education system), which resulted an improvement in quality making e-learning a necessity in most educational establishments worldwide, especially with the constant improvement of the different tools (Boezeroorij, 2006). Snart (2006) stated that higher education is being transformed through the use of educational technology along with effective teaching. Online learning have the ability to provide alternative and even new ways of learning and teaching and give the learners the chance to acquire new skills (Saif, Lwoga & Sanga, 2007). That is why, it became rare for a program or a lecture to not be supported by at least one e-learning system, because according to Fallows & Bhanot (2005), a lot of universities now offer online classes or use it a method of presenting the information of a course.

A large number of higher education establishments in the developed countries use e-learning technologies to support their learning and teaching actively, for this reason a lot of universities in the developing (third world countries) are slowly but surely incorporating e-learning technologies the benefit from the same benefits that the developed countries gained (Sekakubo, Marsden & Suleman, 2011).

2.1 Algerian Universities and E-Learning

The role of higher education in influencing and shaping societies and nations present and future make it of an interest to the government, institutions, and even individuals. Thus, because of the importance and distinct characteristics, e-learning is now used increasingly by universities. According to Deif Allah (2016-2017), ICT in higher education is used for the purpose of processing, storing, retrieving and transmitting data from one location to another. It aims at developing the educational process through the use of modern means like: software and computers, internet technologies such as e-books, database, educational sites, voice mails, e-mails, video conferences, audio and written communication, virtual, digital e-learning libraries (p. 86).

That is why, Algeria as a developing country was and still always interested to what ways to enhance higher education and its institutions. And, yes there is no denial that the Algerian sector of higher education has been educationally and administratively updated.

The Algerian Universities regarding the educational side have invested in technological progress in order to integrate online learning permanently in the system (Attiah, 2017). That is why the state government provided the universities in Algeria with computerization center and internet lines in all university locations.

Due to the changes that the Algerian universities experienced, twelve years ago in (2007) the Ministry of Higher Education of Algeria created a three year strategic goals. One of the many objectives of this plan was establishing a distance learning system to support the traditional education, meaning the utilization of ICTs technologies of all types in higher education without the dispositor elimination of the normal face-to- face method. Therefore, the Ministry of Higher Education and Scientific Research came with the decision combine the traditional system along with the new modern system (e-learning). Integrated education was a necessary step, because it worked as a transitional step which reduced the risk of the radical transformation in the system. However, the integrated education in the Algerian Universities is to this day still on ongoing process mainly because of the lack of communication between the University students and the faculty members. That is why most of the faculty members still pretty much rely on the traditional teaching method to present the courses and the lectures.

2.2 The Challenges of Applying E-Learning in Higher Education

Hijazi & Al Natour (2021) pointed out that the importance of online learning cannot be ignored especially with the present circumstances. Data from several studies suggest that e-learning is very beneficial and useful to the teaching learning process. Yet, Guessar (2020) stated that there are certain challenges or barriers with the use of e-learning on the learner's side such as:

- The problem of computer availability to some learners.
- The switch from the face-to-face method to the e-learning method may get the students to be confused or/and frustrated.
- Directing some instructors may cause misconceptions.
- Difficulty of applications in some materials.

And from the educator side like:

- The level of complexity of some materials.
- The hardship of dealing with students who are not used nor trained in self-education.
- Copyright problems (Al Sartawi, 2004).

- Having to deal with making sure that the learners are able to use the technological tool that is used.

Other related obstacles and challenges may include:

- The problem of internet access and the high fees.
- Lack of knowledge of the techniques of computer learning and browsing.
- Faculties and institutions are not convinced nor accepting of the e-learning method.
- High cost in the design and production of educational software (Ihab Mukhtar, 2005)

3. The Difference between Online Learning and Face-to-Face

One of the fundamental topics of research in the field of education is discovering the best education methods to help increase the learner's outcomes and efficiency. Online learning has been stimulated by the new technologies and the fast development in many fields around the globe, thus choosing the right or the better method requires first to know the difference

However, we should note that there was a large meta- analysis that was conducted about two decades ago about this topic. A meta-analysis is when researchers take a bunch of research studies and analyze and see what the results combined together. This meta-analysis is assumed to be one of the best researches done on this topic, and the results are still reliable and relevant till the present day. The results of the analysis concluded that there is no significant difference between online studies and face-to-face studies, the meta-analysis was called the "no significant difference phenomenon" (Russel, T.L, 1999). No significance does not mean that if one teacher developed an online course and face-to-face course they are going to be the same; What it means that if a teacher developed a good structured online course by having good instructional strategies and actually investing time in creating it, and another teacher designed the same course but to present it as face-to-face course which is also well designed and the teacher have good teaching strategies, the students in both classes should learn an equivalent amount of information.

For many centuries, face-to-face learning was the starting point in the education. Where in a room you there is number of learners sitting on their desks listening cautiously to what the educator is talking about and taking notes. However, the internet invention made an upheaval in the educational systems all around the globe. Thus, the emergence of

online learning was caused by this technological advancement. Wakil, Abdulfaraj, Sadula, Tofiq and Nawzad (2019) stated that, in 2015 around six million students took online classes at least once in their educational careers in the United States of America alone. Hussenburg (2009) added that "by the fall of 2005, over three million college students in the United States were taking at least one online class, since ninety-six percent of the USA colleges offered online classes to their students(sloan, 2006)". All this shows that e-learning has gained a lot of popularity over the years.

According to Wakil et al (2019) secondary and primary schools where the first ones that used online classes, this type of schools were called "virtual schools (Watson et al, 2011). As cited in wakil et al (2019) these type of schools vary from the traditional school in that the learners do not have to physically attend to the classes and interact with the teacher and the other student, and the leaning-teaching process take a place in an online space (Berge, 2005; Moore & Kearsley, 2011).

This new kind of instructing and learning prompted the creation of new teaching and learning techniques, methods, strategies and environment (adduced by Maldonado et al, 2019). This teaching-learning methodology is based on the utilization of technologies such as: videos, data shows and different ICTs through what it is called "webcam" (Hassenberg, 2019). E-learning is based on the use of different technological devices ant tools such as: internet connection, computers, smart phones and different applications (Face book, Zoom, Telegram...) for content delivery. And, as stated by Wakil et al (2019) according to Barbour (2009) numerous colleges and schools in the USA allow their learners to take all their classes online. Nonetheless, in the third world nations like Algeria for example, online learning is a new form of education that was introduced to the system only through the COVID-19 outbreak in 2020.

When it comes to the impact of both traditional face-to-face learning and online distance learning on the learner's academic outcomes or results, Wakil et al (2019) stated that both of the teaching methods do not have any direct effect on the learner's learning results. They based their results on a research study is conducted by USDLA (the United States Distance Learning Association), confirming the previous meta-analysis results. Wakil and his colleagues added that while researching the differences between web-based learning and traditional learning, most researchers or specialist in the educational field depend on the student's beliefs and demeanor or attitude measurements, others rely on the learners exam and tests grades s to recognize the student's competence and performance using the two methods.

Since, it is established now that both learning types do not have any effects on the students learning outcomes, the following table (Table 2) sums-up the major differences between face-to-face and online learning

<i>Online learning</i>	<i>Face-to-face learning</i>
<ul style="list-style-type: none"> -Students learn when they want (specific time requirement) -freedom in learning where ever the students want. -The use of technological gadgets and means and applications is required (pc, smart phones, computers...etc). -The use of new learning and teaching strategies like: using networking sites and chat rooms. -It is considered as the cheaper method, because it is usually free. 	<ul style="list-style-type: none"> -Requires a starting and finishing time. -It requires attendance to a specific place (classroom). -The learners use traditional tools and methods, and technology is not widely used. -Using the traditional strategies like lecturing. -very expensive and requires a lot of money in so many countries.

4. E-learning Delivery Platform

Anca and Cosmina (2015) stated the thriving innovative technologies and learning management systems in the recent years, have been used by educators for the sake of assessment and teaching. According to Kats (2010), there are many types of network services and software which can be use for online learning such as: chats, a-mail, wikis, blogs, collaboration tools, testing and assessment software.

As for what e-Learning platform means, there is quite a disagreement on the appropriate terminology used to describe the software systems that facilitate and support e-learning, as there is one about the term e-learning itself. Therefore, many names are

attributed such as: learning management system (LMS), learning content management system (LCMS), virtual learning environment (VLE), technology enhanced learning environment (TELE), course management system (CMS), learning support system (LSS), or managed learning environment (MLE) (Kats, 2010). Other scholars and researchers like Stansfield and Conolly (2009) consider terms as equivalent and state that virtual learning environment (VLE) can likewise be alluded to as: course management system (CMS), learning management system (LMS), managed learning environment (MLE), learning content management system (LCMS), learning support system (LSS) and learning platform (LP). The term learning platform (PL) is also defined by the Department for Education and Skills in the United Kingdom as:” an umbrella term that portrays or describes a broad scope or range of Information and Communication Technologies (ICT) system used to deliver and support learning. As a minimum, it should combine communication and collaboration tools, secure individual online working space, have tools to make teachers able to manage and tailor content to the user need, student progress tracking and anywhere/anytime access. The term learning platform might be applied to virtual learning environment (VLE) or to the components of a managed learning environment (MLE).

E-learning platforms features usually include access to course management and assessment facilities for the educators, and learning content and tests, in addition to collaboration and communication tools for the students. There are multiple e-learning platforms available now day, some the most popular ones are Clix, Desire2learn, Blackboard, Sakai, OLAT, and Moodle (Kats, 2010). Due to the wide range of e-learning platform availability, it is challenging for institution to select a platform that is considered as suitable for the student’s needs. However, in this paper we are going to discuss the chosen learning platform in the Algerian Universities like the case of the University of SAIDA Dr MOULAY TAHAR. In addition, to another tool which is considered as a Social Media platform which is FACEBOOK, but it been used lately as a learning platform by a lot of universities.

4.1 MOODLE Platform

MOODLE was created by Martin Dougiamas at the Curtin University of technology in Australia, it was first launched in 2002. The term MOODLE is the acronym of “Modular Object –Oriented Dynamic Learning Environment”. It is an internet based portal (Kurti, 2008, p.3). It is accessible and free of charge and utilized by more than a million educators all over the globe as an online platform to their classes or courses. According to Oproiu (2015)“Moodle is an open source learning management software that creates a collaborative and virtual learning environment where learning is realized online” (p. 427).

MOODLE is trusted and approved internationally, and use by big and small institutions and organizations. It is used by sixty-five million users around the whole world, making it one of the most used learning platforms in the field of education. It was developed by a pedagogical socio-constructivist, it is made for both teaching and learning.

It is also commonly referred to as a Learning Management System (LMS), it is one if not the fastest open source VLEs around the world. Students may use MOODLE to access to activities, assessments and test uploaded by their teachers, collaborate and interact with their classmates on the assignments. On the other hand, instructors may use this free platform assemble an internet based courses and create a learning environment that is interactive with the use of tools like chat rooms and forums. Adding to that, it is simple and easy to manipulate, the platform is also updated on regular basis, it is also regularly developed with new documents and resources to facilitate it use and fulfill the learner's needs at all time. Lamb (2004) added that MOODLE enhance the learner's agency, so the students learn by themselves away from the classroom environment, in other words MOODLE is self-directed. Each one of the users can adapt or modify the platform according their specific needs, it have a lot of advantages like being flexible and free to use. MOODLE community translated the platform to more than one hundred languages to allow users to use with their own preferred language, and it multi-lingual abilities ensures no linguistic related problems would occur. MOODLE now is used as the primary platform in many higher education institutions worldwide, to establish an internet based learning system. Several universities in Algeria have incorporated this platform. The University of Dr MOULAY TAHAR in SAIDA is an example of the colleges in Algeria that adopted MOODLE, especially when online learning became mandatory in the country in 2020 due to COVID-19.

4.1.1 MOODLE and EFL Learning and Teaching

MOODLE can be used to teach different languages, the creator Martin Dougiamas provided many modules and activities that help in learning and teaching a second or a foreign languages through this platform. "MOODLE for Second Language Teaching" is a book written by Jeff Stanford, to guide and help teachers on how to use the platform for teaching second language, the book was originally designed to EFL teachers and teaching, however the writer pointed out that MOODLE can be used for many other languages not just English.

So, the platform grants the EFL educators mix traditional teaching methods with new technology based teaching methods. According to Munro (1998) as cited by Lehman & Conceição (2010), the physical presence of the teacher may make some learners

uncomfortable, so with use of online learning such as MOODLE the teacher presence is online, but not physically which lead to a better student-teacher relationship. MOODLE also allows EFL the students to continue their learning process away from the classrooms, it make the learning process much easy for the students since they are not oblige to go to the university to attend the courses and activities.

4.1.2 The Roles in MOODLE

MOODLE provides a guide on the platform Electronic site, to demonstrate the role of each party or user and what they can and cannot do.

4.1.2.1 The role of the teacher: teachers can post many lectures, lessons and activities for their learners. They also, have control over some specific courses and activities of the students whom are registered on the platform.

4.1.2.2 The role of the learner: The student role in MOODLE is they can participate to all activities of the courses. However, they cannot see nor modify the class notebook and they can see their own marks but only is the instructor allows it.

4.1.2.3 The role of the administrator: The participants with the role of an “administrator” can pretty much do everything on the platform and enter everywhere, they are the ones responsible of managing the MOODLE site like upgrading and installation. They can reach every part of MOODLE site including all courses, user’s data, and reports.

4.2 FACEBOOK and E-Learning

Today, social networking has become very common in our societies (Karpinski, 2012). Social networking allows the active engagement in services and activities by sharing opinions and content (khatoon & Banu, 2015). FACEBOOK has been considered as the most popular and used social networking web site, it is highly used and accepted by college and university students. FACEBOOK now known as Meta platform, Inc is an American social media and social networking service, founded seventeen years go in the 4th of February 2004 by Mark Zuckerberg and fellow Harvard students and roommates. At first, it was use exclusively by Harvard students and gradually expanded to other college and universities in North American. And since 2006 any one above the age of thirteen can have an account on FACEBOOK. It is available in one hundred and eleven languages in total. In 2020 claimed 2.8 billion monthly active users making it the seventh SNS in global internet usage. FACEBOOK can be access from different technological tools such as computers, laptops, smart phones and tablets with the condition of internet

connectivity. After the registration, can create profile revealing information about themselves like name, age, school and origins. Also they can post texts, photos and multimedia with can be shared with a other users based on their privacy settings. The users can also communicate with each other with “FACEBOOK Messenger” join group with people with similar interests and receive notification on the activities of their FACEBOOK friends and liked pages that follow.

FACEBOOK can help the learners to improve learning outcomes, by achieving high levels of social acceptance and adaptation in the university life, leading to the students to have high self-esteem (Sánchez, Cortijo, & Javed, 2013). FACEBOOK also give the opportunity to run a course online and in person (La Rue, 2012). This SNS have been used as software for course management allowing the teachers to be facilitators to create helpful environment for active learning, and allowing the learners to participate actively and producing information. Peers interactions have also shown positive effect on the student’s academic success. Studies proposed that FACEBOOK has been widely adopted by the students and is one of the most popular social networking website, that could help the learners in the educational collaboration and communication in the higher education context (Roblyer et al, 2010). It has also been suggested that FACEBOOK can impact positively the student’s college life (Hew, 2011). It has been investigated as an instructional tool (Tess, 2013).

The lack of the physical presence may lead to deviation from the main educational objective, making it is the main burden to online learning success. Because it is been established statistically that the more online interaction there is, the better the learner’s outcomes are the learners who use e-learning (Rodgers, 2008). The proper use of the FACEBOOK platform can actually improve the learning process through interaction, collaboration, resource sharing and communications (Sánchez, Cortijo, & Javed, 2013). Thus, It has been proposed by some researchers that collaboration, communication and material sharing have a great and positive results on the educational process. So, the use of FACEBOOK as an e-learning tool can enhance cooperative and collaborative education (Irwin, Ball, Desbrow & Leveritt, 2012).

Online learning delivery platforms like LMS, blackboard, MOODLE provide great services for learning and teaching, yet, they lack social connectivity which could be a valuable asset to the learners in many ways (Li, Ganeshan, & Xu, 2012).For this reason, the use of SNS(social networking System) such as FACEBOOK with the proper training and guidance can achieve significant results on e-learning.

The nature of FACEBOOK allows the enhancement and support of online learning. Using Facebook as an E-learning platform has many advantages, including accessibility and familiarity for students and learners, and we can assume safely that the majority of learners and even teachers are using it in their private lives. Another valid point is it is inexpensive and it is of the most cost-efficient tools to share learning content, the only thing the instructors need to do is deciding how they want to organize and distribute the online course. And finally, FACEBOOK enhances the engagement of the learners because it is user friendly, it motivate even the more shy and passive learners to ask questions and participate in the class debates, in addition to making comments and giving suggestions.

5. Corona Virus (Covid-19) and Learning

5.1 Corona Virus (Covid-19) pandemic Definition:

Corona virus or Covid-19 pandemic is defined by UNDP (United Nation Development Program) as a global health crisis of the time and the greatest challenge we have faced since WWII (World War Two). From the first time that it appeared at Wuhan-China in late 2019, the virus has spread to every single continent except Antarctica.

The corona viruses are a group of viruses, that can cause serious disorders in both the humans and the animal health (World Health Organization, 2020). According to WHO (2020) they related to causing humans respiratory problems ranging from normal colds to more serious illnesses, for example: Middle east respiratory syndrome, sever acute respiratory syndrome, and the newly discovered Covid-19. Corona virus disease, an infectious disease that have different effects on people, most healthy individuals when infected suffer with mild respiratory problems, but they recover one to two weeks without needing to go to a hospital. But on the other hand, old people and people with underlying medical conditions such as diabetes, asthma, cancer and cardiac diseases may suffer from serious symptoms needing professional medical care. WHO also stated that the virus is severely contagious, can be transmitted easily through small amounts of nasal discharges or saliva when a infected person cough, sneeze or even talk in one meter radiance, thus people must maintain respiratory and hygienic etiquettes, an addition to always wearing face masks. But the best thing that is suggested by WHO (2021) is social distancing, and maintaining at least one meter distance between others in case of being outside.

The Covid-19 pandemic is considered to be one of the greatest global health crises in the human civilization after many centuries due to it severity and aggressiveness (Tushar, Lokanath, & Abha, 2020).

5.2 The Impact of Covid-19 on Learning

With the continuous development in ICT, it has changed dramatically the field of education, making higher education establishments rushing towards the implementation of online learning in their educational programs. Nevertheless, the outbreak on the Covid-19 disease did not have an impact on the health sector around the globe, but also on the education sector (Hoq, 2020, p. 458). It led to the closure of schools, training institutions and higher education establishment in most of the countries around the entire world making it the only pandemic in the history that caused the greatest disturbance to the education system worldwide (Mailizar et al, 2020).

Hijazi and Al Natour (2021) stated that to adapt with the new circumstances, the world shifted to online learning so the learners would not get left without education during the pandemic. This radical shift from the traditional face-to-face learning to e-learning requires improved technologies and trained instructors who are able to adjust their working environment (Hijazi & Al Natour, 2021). Also, according to Al soud and Harasis (2021) the covid-19 pandemic impacted the learning experience of the learners, especially their ability to access to study and research materials such as textbooks.

The education sector entered the digital age in the time of the Corona Virus pandemic, where the learner and educators are virtually connected with each other (Radhaet al, 2020, p. 1088). The United Nation Educational, Scientific and Cultural Organization(UNESCO) (2020) said that the majority of the academic officials are now using online education as a way or a solution to overcome the Covid-19 crisis. Which means that the implementation of online education has became the number one priority in field of education.

Most of the countries in the world were not ready for such shifting in that short of a period, so the shifting process was different from one country to another based on the technical side of each country. Bao (2020) declared that in the last decade, some universities have been gradually shifting their programs from face-to-face delivery method to the online method.

And the Algeria is no exception, according to Ghounane (2020) Algeria and in attempt to enhance the quality of education, introduced many pedagogical transformations such as offering training programs and the incorporation of e-learning. During the Covid-19 lock down The Ministry of Higher Education and Scientific research has resolved to online education by approving a detailed educational plan for the Algerian universities complete the studies online. However, the universities all around the country adopted online education optionally by delivering the course to the students through delivery platform such as MOODLE and even through Social Networking Systems like FACEBOOK,

because the MHESR left the choice of whether to adopt e-learning or not at the institutions will (Manouche & Guemid, 2020).

Conclusion

This chapter is an attempt to review the literature about e-learning. And yes as matter of a fact, online learning has imposed itself in the world education. That is why it took and still gets a lot of attention from learners, teachers, and even decision makers in the world. Therefore, different definitions of the term of online learning were presented, alongside with this method pros and cons. We also presented the two delivery modes of this method and the adaptation of e-learning higher education with a glance to the most known barriers regarding the integration of e-learning in the universities. Also, the major differences between the face-to-face (traditional) method and online education were discussed briefly in this first chapter. It also gives in brief account for online education delivery platform (MOODLE and FACEBOOK). Finally it shed the light on the impact of Covid-19 crisis impact on learning around the world and in Algeria.

Chapter Two:

Field Work

INTRODUCTION

The main investigations of this current study are the EFL learner's experience towards the use of E-learning during the Covid-19 pandemic, and the impact of this method on the process of teaching and learning. Furthermore, the study also focuses on the challenges and the barriers faced by the EFL learners and teachers when dealing with online learning, plus its impact on the learners over all academic outcome and performance.

In chapter one relevant literature review about online learning, based on the previous chapter, chapter two (present chapter) attempts at providing answers to our research questions and hypothesis. Therefore, this chapter is divided into two main parts or sections. The first part provides a detailed description of the study. The second section is devoted to the interpretation of the data and finding.

Section One: study description

This section is a review of the research methodology where information about the research methods, population and sample, data collection tools and data analysis procedure that are presented.

1.1 Research methodology

To better know the EFL learners experience, attitudes, challenges and needs regarding the shift from traditional to online education during the COVID-19 pandemic, a mixed qualitative and quantitative approach was considered the appropriate method. The main reason behind selecting qualitative method for this study is because according to Kvale (1997) this method provides generous amounts of valuable and detailed data about people's thoughts, conceptions and even experiences about certain subjects and topics. While the quantitative approach provide or give greater understanding and knowledge about the social phenomena through numbers and statistics.

In addition, Merriam (1995) added that this specific method of research provides a full description and analysis of the research topic without any limitation to the research scope. It is ideal for clarifying and better understanding situations and phenomena.

1.2 Sample and Population

The population of our study is first year Master students of English as a foreign language and EFL teachers at Dr MOULAY TAHAR University of Saida, Algeria. The total number of the Master one students at the English Department is ninety-one (91) students. Forty-four (44) are Didactic students, and the rest forty-seven (47) are literature and civilization students. Yet, only thirty (30) learners participated in this research, and five (5) teachers who teach different subjects at the English Department.

The sample selection was based on random sampling. Because, as stated by Singh (2006) that random selection or sampling is an objective method that help keep and maintain the validity of the result analysis. It also protects the researcher from being bias during the process of sampling.

1.3 Data Collection Tools

The research tool used in this study is the questionnaire. The first questionnaire was designed to collect information from Master one English student at Dr MOULAY TAHAR University. The second questionnaire however is designed for educators at the university that teach different subject at the University Department of English, during 2021/2022 academic year.

The main objective is to collect data about students' and teachers attitudes and opinions about the topic under study. So, the choice of the questionnaire was due to the nature of our research. Both of these questionnaires were submitted online due to COVID-19.

1.4 Data Analysis Procedure

To describe and interpret the collected information from the student's and the teacher's questionnaires a descriptive analysis procedure is used. The process of descriptive research is not just about the mere gathering and listing of the collected data. It is more about interpretation of the meaning or significance of what is described.

1.5 Student's Questionnaire

The students' questionnaire is required to collect different student's attitudes, views, obstacles and challenges regarding their online learning experience with using Facebook and Moodle as learning platforms. In addition, the students were asked to provide some suggestions or solutions based on their own experience in regard to dealing, overcoming or just reducing these problems and obstacles.

The questionnaire is constituted of thirty-one (31) questions. These items are either closed-ended questions requiring from participants to pick up the suitable answer(s) from a number of choices; or open-ended questions that require full answers and justifications of their choices.

The student's questionnaire is divided into four (4) sections. The first section was designed to gather background information about the students. It consists of two (2) questions regarding the learner's genders and their levels of skills in Information and Communication Technologies (ICTs) use.

The second section includes ten (10) questions designed to comprehend the students knowledge explore their experience, attitudes, and choices in relation to using online education in more of a general manner during the Covid-19 pandemic.

The third is section intended to dive more into investigating their knowledge, experiences and to know their attitudes and opinions towards the use of Facebook and Moodle as E-learning platforms during the pandemic. This section consists of twelve (12) questions.

The forth and the last section of the learner's questionnaire, include seven (7) question this section is more about the impact of E-learning, and identifying the

challenges that the students encountered using Facebook and Moodle and requesting some solutions.

1.6 Teacher's Questionnaire

Teachers' questionnaire was designed to gather data about teachers' perceptions, attitudes and opinions in regard to their online teaching experience. In addition, to recognizing the deficiencies related to online education practices during Covid-19. And, their willingness to use e-teaching in the future.

The teacher's questionnaire is also divided into three parts. The first part, it consists of three (3) questions designed to offer background information on the instructors' gender, years of teaching experience, and their level of computer/technology skills.

The second part of the questionnaire's, includes eleven (11) questions designed to elicit EFL teachers' experience, views, and agreements in relation to online teaching and learning.

The final section constitutes of only two (2) open- ended questions. The first question is about the challenges and the problems that the educators faced while only using online education during the covid-19 pandemic outbreak. And, the last question was devoted for the possible solutions and suggestions to overcome the stated obstacles, and to enhance E-learning adoption in the Algerian universities.

Section Two: Data Interpretation and Findings

1. Student's Questionnaire

Section A: Background Information

Q1: Students' Gender:

Gender	Number of students	Percentage
Female	22	73%
Male	8	27%
Total	30	100%

Table 3: student's gender

The results in Table3 indicate that the majority which is 22 (73%) of the participants are females; But, only 8 (27%) of them are males.

Q2: Student's ICT- Skill Level:

ICT level	Number of students	Percentage
High	8	27%
Moderate	20	67%
Low	2	6%
Total	30	100%

Table 4: Student's ICT-Skill Level

The second question addressed the student's skill level in using Information and Communication Technologies (ICTs). The answers as shown in Table 4 point out that most of the participants which is 20 out of 30 participants have a moderate set of ICT skills. And,(27%) of them claim to have a high level in utilizing these technologies. However, only 2 of the respondents (6%) choose the low rate. This is a clear indication that the vast majority of the learners have decent set of ICT skills making them more motivated and ready to use the computer and the other communication technologies.

Section B: E-learning practice

Q3: Do you have good internet connection?

Response	Number of students	Percentage
Yes	10	33%

No	20	67%
Total	30	100%

Table 5: Internet connectivity

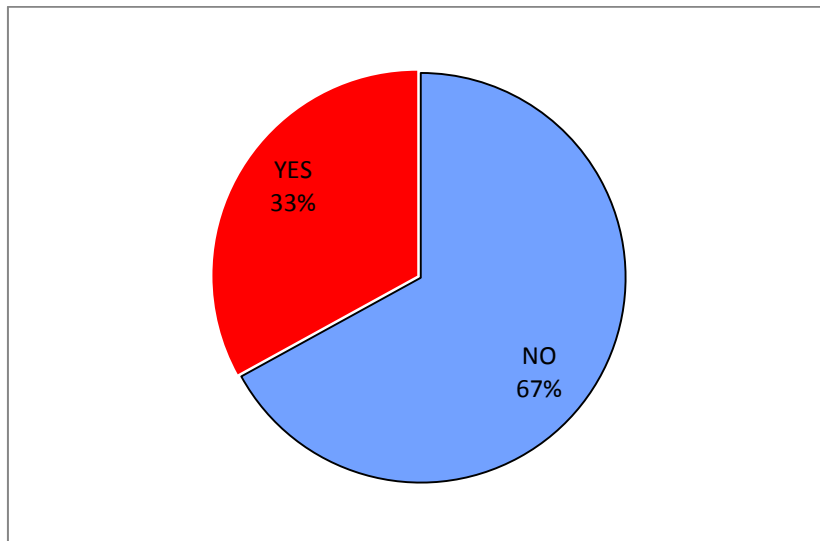


Figure 1: Internet connectivity

The first question in the second section of this questionnaire addresses this to find out if all students have simple conditions that enable them to use distance learning. The table above shows that 10 students only which 1/3 of the participants stated that they have a good Internet connection. While, the rest of them stated that they their internet connection is almost of no use. Perhaps the majority of the respondents live in remote areas or they do not have or cannot afford a reliable internet service.

Q4: Have you been taking online courses during the Covid-19 pandemic?

Response	Number o students	Percentage
Yes	26	87%
No	4	13%
Total	30	100%

Table 6: E-learning during the Covid-19 Pandemic.

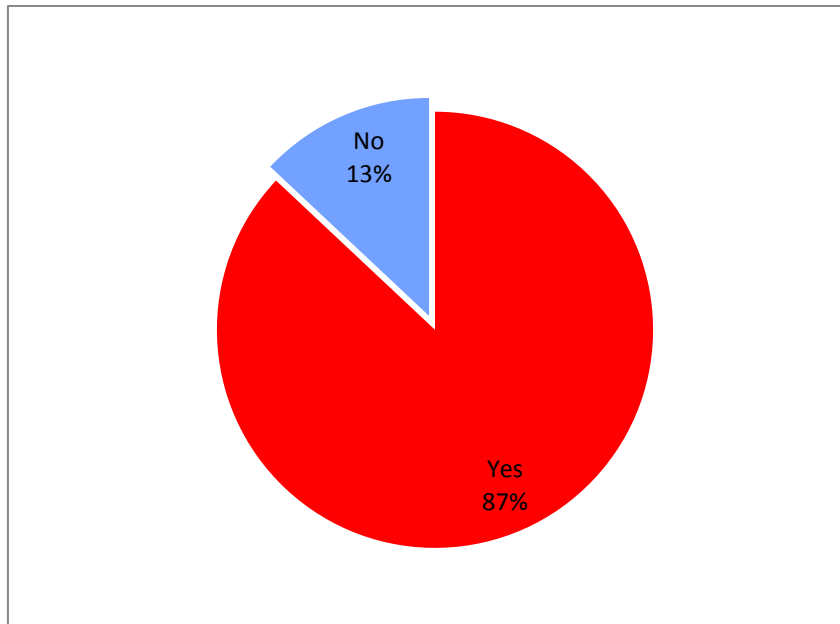


Figure 2: E-learning during the covid-19 Pandemic.

The table displays the frequencies and the percentages of the student's responses regarding distance learning during COVID-19. As demonstrated, 25 students which mean 87% of them responded with "Yes", while only five learners or 13% answered "No". From that, we conclude that the majority of the students are relying on online or distance learning during the Corona virus pandemic.

Q5: Do you think that online learning is a new method in Algeria?

Response	Number of students	Percentage
Yes	27	90%
No	3	10%
Total	30	100%

Table 7: Online learning a New Method in Algeria

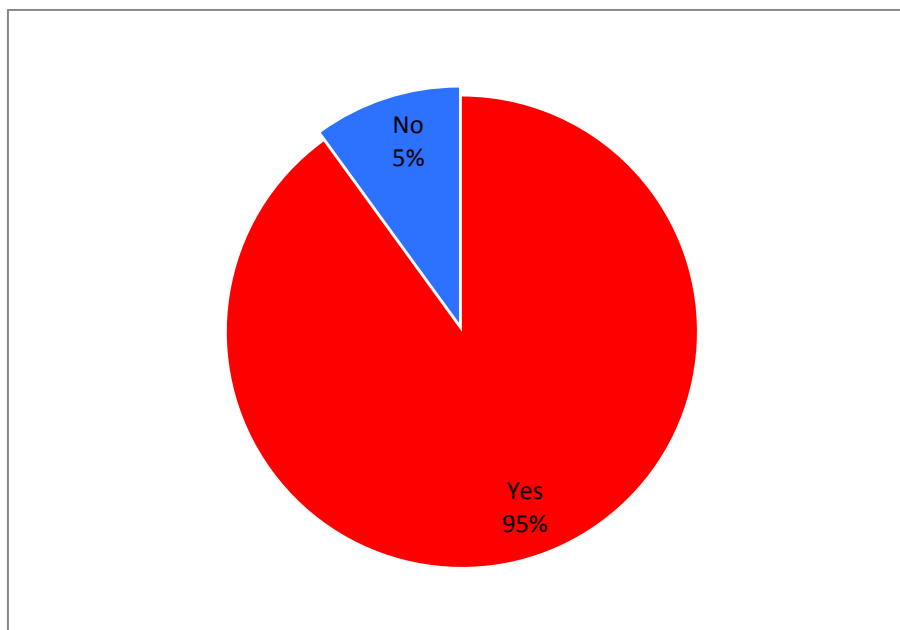


Figure 3: Online learning a New Method in Algeria

With this question, we attempt to assess the student's general or background knowledge about online learning field. The results shown in the table demonstrate that a large proportion of the participants who represent 27 (95%) believe that online or distance learning is a new method in Algeria, and only 3 students which are (5%) think the opposite. The outcome could be attributed primarily to cultural factors. Because, the majority of the Algerian students are more accustomed to traditional face-to-face methods of teaching and learning and they did not had the opportunity to experience online education in the educational institutions before the year 2020.

Q6: Do you have a personal electronic device to study online during the pandemic?

Options	Number of students	Percentage
Yes	20	67%
Yes, but its barely useful	6	20%
No, I share with others	4	13%
Total	30	100%

Table 8: Availability of Electronic Devices for Online Learning during the pandemic

The Students were questioned if they have had an access to an electronic device during the lockdown. More than half (67%) of them answered with “yes”; while (20%) confirmed that they have had an access to an electronic device but it is barely useful for learning. However, the rest (13%) of the students stated that they were sharing with other people because they do not have an electronic device.

Q7: Type of Devices Being Used for Online Learning

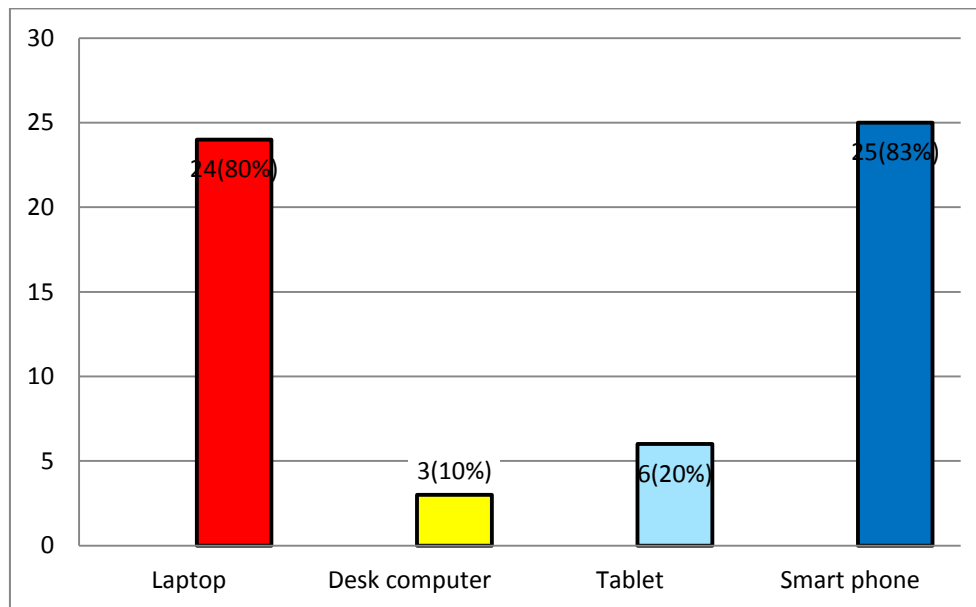


Figure 4: Type of devices being used for online learning

Figure 4 illustrates the type of devices used by the learners for online studies. Each bar represents a type of device that the participants were asked to choose either one or more devices. Results show that two of the listed choices recorded significant number of counts. Smartphone and laptop counted the highest number of choices with almost the same count of 24 for laptop and 25 for smart phone. Tablet and Desktop computer, on the other hand received the lowest number of counts; Tablet scored 6counts and only 3 counts for Desktop computer.

Q8: Spent hours in E- learning during the Covid-19 pandemic Lockdown

Options	Number of students	Percentage
One to three hours/ day	20	67%
Three to five hours/ day	6	20%
Five to seven hours/day	1	3%
Others	3	10%
Total	30	100%

Table 9: spent hours in E-learning during the Covid-19 Lockdown.

Students were asked to indicate the number of hours they were spending in studying online during the lockdown. The results in Table 9 demonstrate that (67%) of the respondents were spending one to three hours per day, and 6 (20%) of them needed three to five hours per day to study. Only one of the respondents which is (3%) stated that they spent five to seven hours a day the rest of the students (6%) gave another answer; they stated that the hours spent in online learning are not more than one hour a week and it could be more or less depending on the circumstances.

Q9: Virtual Learning Tools and E-Learning Platforms Being Used during the Pandemic

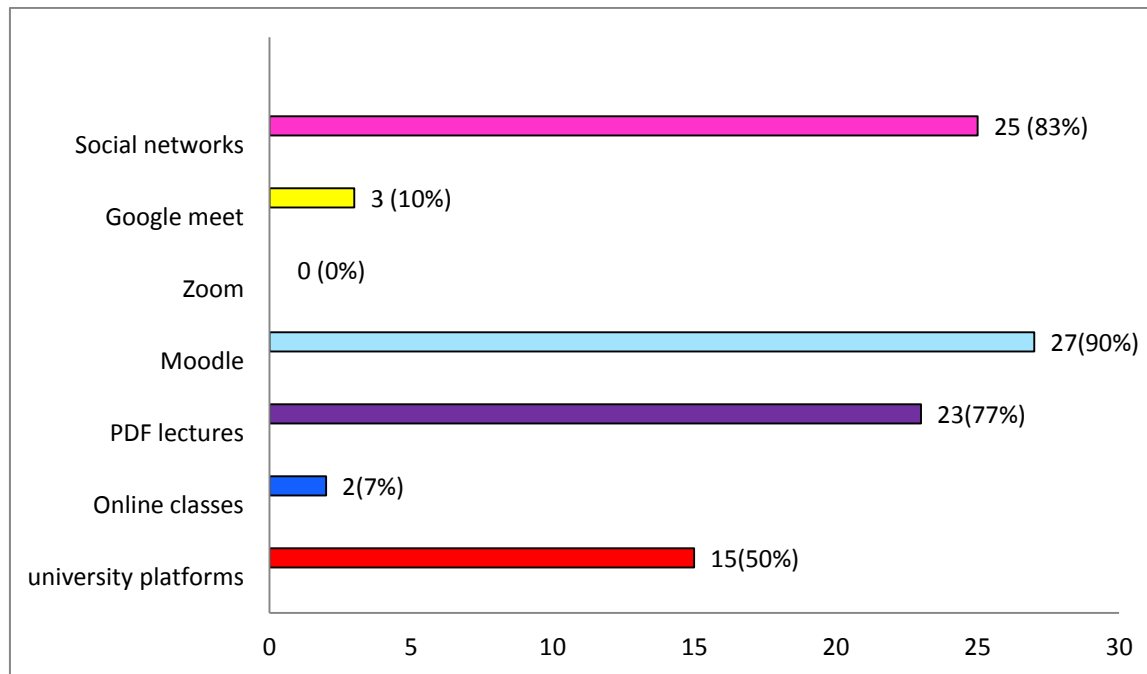


Figure5: Virtual Learning Tools and E-Learning Platforms Being Used during the Pandemic

In this question the students are required allocate the virtual learning tools and e-learning platforms they have been using during the pandemic. The presented figure5 illustrates the main virtual learning tools and e-Learning platforms; each bar represents a different choice and its number of counts. Clearly illustrated, social networks and Moodle platform received the highest number of counts; they counted 25 and 27 counts respectively. Then we have PDF lectures for 23 counts. University platforms came after and counted 15(50%). However, Google meet, Online classes and Zoom received less attention as they counted 3 for Google meet, 2 for online classes, and 0 counts form Zoom.

Q10: The preferred social network platform to use among students

Options	Number of students	Percentage
Facebook	13	43%
Instagram	5	17%

Whatsapp	12	40%
Other	0	0%
Total	30	100%

Table 10: The preferred social network platform to use as an E-learning tool among students

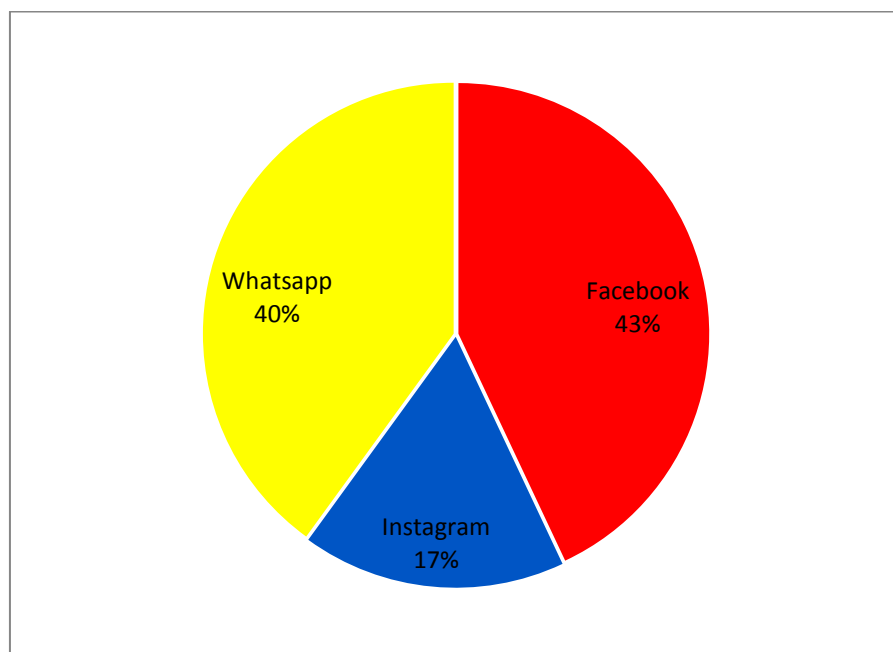


Figure 6: The preferred social network platform to use as E-learning tool among students

The table 10 and pie chart in figure 6 above are about student's responses towards what is the social network platform that they prefer to use if they had the choice. 43% of them (13) students selected Facebook as the number one platform. Whatsapp came second with 12 students (43%) choosing it as they preferred platform. Lastly, only 5 of the students (17%) choose Instagram as their favorite online network platform to use as an online learning tool.

Q11: How often do your teachers do live online sessions? If never why?

Options	Number of students	Percentage
Always	1	3%
Sometime	4	13%
Rarely	5	17%

Never	20	67%
Total	30	100

Table 11: Teacher's live online sessions

The table 11 above shows the student's to how frequently their teachers conduct online sessions. 67% of them (20) students chose "Never" as their answers. 17% which means five (5) students choose "Rarely". Four (4) students which mean 13% answered "Sometimes" and only one (1) student 3% said "Always". The students who answered "Never" justified by the fact that their teachers are unfamiliar with such kind of lessons and they face some difficulties when it comes to the use of technological applications. Others claimed that the teachers believe that PDF handouts are sufficient and more than enough and there is no need to make online sessions because they are simply unnecessary. On the other hand, some participant's, stated that teachers take into account the circumstances of the students, because not everyone has the ability to access whenever and wherever to online lessons due to the poor Internet connection problem. This is why they avoid making online lessons. Generally speaking we can conclude that the majority of teachers do not make or depend on online sessions because they may think that it is too much effort, or that the learner's may not attend which means that they will need to post handouts regardless

Q12: Do you attend live sessions or you depend only on the posted handouts on the used e-learning platforms.

Options	Number of students	Percentage
Online	1	3%
Handouts	27	90%
Both	2	7%
Total	30	100%

Table 12: Attending online sessions or Relying on Handout

When students were asked about how they use distance or online learning, and what is the method that they rely on. As the results show, 27 (90%) rely solely on handouts, only 1 student relies only on online sessions. In contrast, 2 (7%) of them rely on both handouts and online sessions. The results indicate that the vast majority of the participants find the handouts adequate for their studies, in addition to some reasons that are mentioned in the answers given in question 11.

Section C: MOODLE and FACEBOOK as e-learning platforms

Q13/14: Have you ever heard of the educational platform called Moodle? If yes, was it before or after the pandemic?

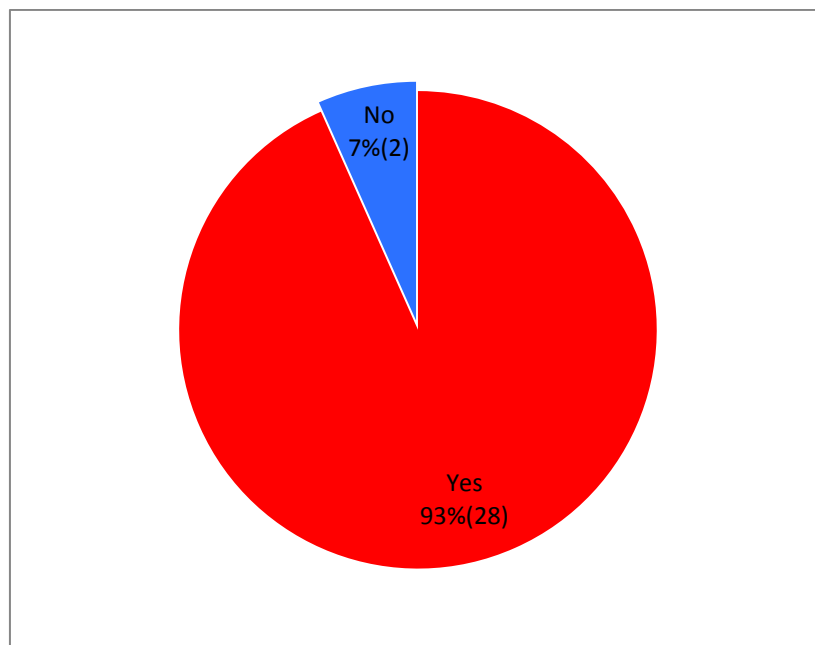


Figure 7: Student's Knowledge of Moodle Platform

Options	Number of students	Percentage
Before the pandemic	3	11%
After the pandemic	25	89%
Total	28	100%

Table 13: Knowing about Moodle before or After the Covid-19 Pandemic

In these two questions, we asked students if they know what Moodle platform is, and whether they knew about it before or after the corona virus pandemic. Their answers were as shown in the graph 7 and table 12. We asked students if they have ever heard about Moodle platform before, as show in the graph above, the majority (93%) have heard about it, only few students (7%) have not heard about it before receiving our questionnaire.

We also asked students whether they started hearing about Moodle only after the Covid-19 Pandemic started or before it. As seen in the table above, 25 out the 28 answered with yes to question number 13 which is 89% answered that they have known this platform after this pandemic started. And only 3 students knew about the platform prior to the pandemic. We can clearly say that the Covid-19 pandemic or corona-virus was the first parameter that introduced Moodle platform to our students in Saida's University;

Q15: How often do you login to MOODLE platform?

Option	Number of students	Percentage
Never	2	7%
Rarely	10	33%
Sometime	16	53%
Always	2	7%
Total	30	100%

Table 14: Accessing to Moodle

The table above (13) demonstrates how often did the students accessed to Moodle platform during the covid-19 pandemic. More than half of the participants (53%) chose “Sometime. While, 10students (33%) selected “Rarely”. Both “Never” and “Always” scored the same number of answers which is 2 students (7%) for each one.

Q16. Do you know that MOODLE is not only for posting lectures?

Options	Number of students	Percentage
Yes, I do	6	20%
No, I do not	24	80%
Total	30	100%

Table 15: Students knowledge about Moodle role

In question 16, we asked students if they know that Moodle contains other activities that help in teaching and learning or if they think that Moodle is just about posting lectures. Most of the participants 24 (80%), think that Moodle platform is only for posting lectures. Since currently teachers are using it just to post lectures to their students. However, the rest (20%) of the students know that Moodle platform is not just for posting lectures.

Q17. Do you know what MOODLE activities are? And have you used them before?

Options	Number of students	Percentage
I know them, and i used them	2	7%
I know them, but did not use them	4	13%
I do not know them	24	80%
Total	30	100%

Table 16: Moodle platform activities

In question 17, we asked students that know Moodle activities if they have ever used them. And, as stated in the table (15) above; the majority of them (80%) as stated in question 16 declared that they thought that Moodle is only for lecture posting. 4

students (13%) stated that even though they know these activities exist but they have never used them before. Only the rest (7%) of the participants said that they used Moodle platform activities.

Q18/19. Do you find any difficulties using Moodle? Yes, state what are some of the difficulties you face?

Options	Number of students	Percentage
Yes	25	83%
No	5	7%
Total	30	100%

Table 17: problems in accessing Moodle Platform

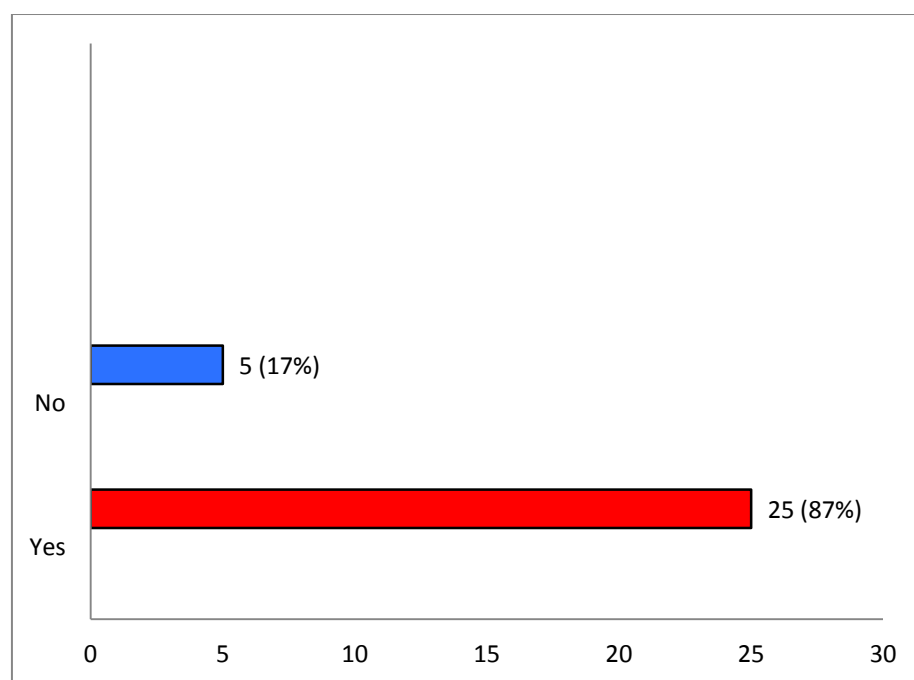


Figure 08: Problems in accessing Moodle Platform

Throughout this item we tried to determine whether or not our students have any issues when using this educational site or platform. According to the results in the table and chart above it is revealed that large percentage of students (87%) confirmed that they face difficulties. The remaining 5 students (17%), on the other hand, did not find any difficulties. To delve deeper and identify those issues and problems, students were asked to state what kind of difficulties and problems they face. A big proportion stated that the most crucial problems they encounter are the technical problems related to Moodle, such as, the rejection of the password even if it is correct which we as researchers have experienced and we can confirm it. Also, the registration to the platform may require some personal data and many students do not have accounts in Moodle. The MOODLE platform often crashes on it is own or because of bugs, and it

takes time to get repaired, in that time the students cannot access the platform and they do not know why because no one inform or tell them, which may create confusion about if the problem is in their devices or if they made a mistake, and this may lead the learners to be frustrated. A lot of students declared that they suffer from the cutout of the internet, which means they rarely or never get access to the site.

Q20. Are you a FACEBOOK user in your personal life?

Options	Number of students	Percentage
Yes	22	73%
No	8	27%
Total	30	100%

Table 18: Facebook use

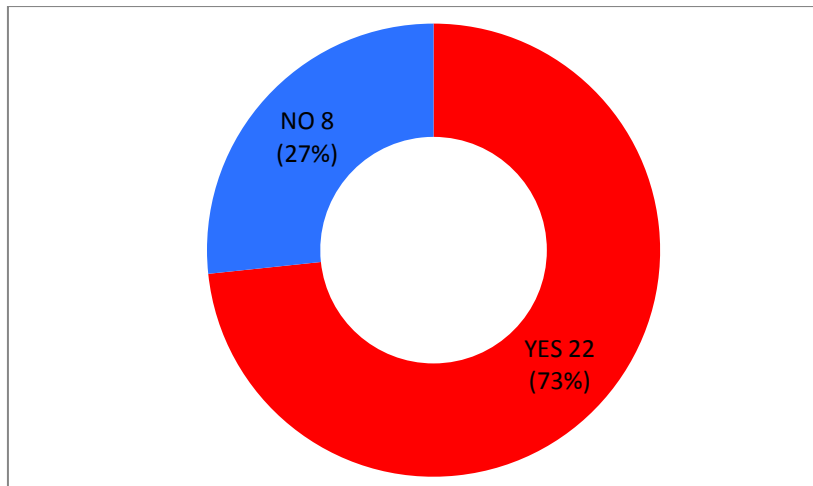


Figure 09: Facebook use

Question 20 attempts at investigating if the participants are familiar with the site, and if they are regular Facebook users in their personal everyday lives. The majority of the students which is 73% chose yes as their answer. While, the remaining 27% (8) answered “No” to this question, which means that most students are used and active users of the website.

Q21. Have you used Facebook as an e-learning platform during the covid-19 pandemic?

Options	Number of students	Percentage
Yes	19	63%
No	11	37%
Total	30	100%

Table 19: Using Facebook as an e-learning platform

The table 19 above represents the learner's answers to the question that was asked that is if that have used Facebook as an e-learning platform during the covid-19 pandemic. Most of the students (63%) answered with "Yes" to the question as the table shows; while the rest 37% stated that they did not use Facebook as an e-learning platform.

Q22. Do you think it is suitable to be used as an e-learning platform? Justify your answer? Why?

Options	Number of students	Percentage
Yes	20	67%
No	10	33%
Total	30	100%

Table 20: Students opinions about using Facebook as an e-learning platform

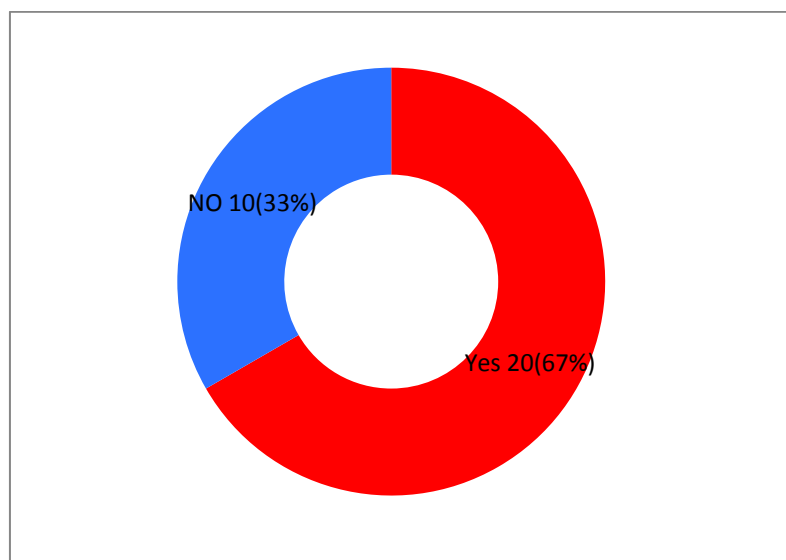


Figure 10: Students opinions about using Facebook as an e-learning platform

Through this question, we attempt at revealing students opinions towards the use of the social network site called Facebook as an e-learning platform. 67% (20out30) of the participants think that Facebook is suitable and can be used as an e-learning platform, their reasons varied from that easy to access now days most phone line companies allow access to it for free (no internet) majority of the time. And easy to use and that the majority of students and teachers if not all already have or at least had a Facebook account, plus you can communicate with in various forms like chats, vocal messages, video chat, you can form closed groups that includes only the people you want in. you

can send and save all kind of documents formats on it. The rest of the students (33%) chose” No” as their answer to this question. The main reason that was stated is that students get distracted easily and can spend hours scrolling through it without studying or checking on their studies. Which is true since the platform is a social media platform and not an educational one like Moodle.

Q23. State one advantage and one disadvantage of using FACEBOOK as an e-learning platform

This question aims at collecting student’s visions concerning the advantages and the disadvantages of using Facebook as an e-learning platform. Accordingly, they provided us with the following answers:

Advantages:

- . Accessibility to everyone
- . Easy to use
- . Known world wide
- . Cost efficient
- . Courses are available at any time and place
- .Enhancing the student’s engagement

Disadvantages:

- . Distraction
- . Isolation
- . Not secure

The answers provided by the students, were mainly supportive of the idea of using Facebook as an e-learning platform. Some of the advantages that were repeatedly mentioned are the easiness of accessibility and the easy usage of this popular platform. On the other hand, the number one disadvantage that was mentioned by the learners is how easy it is to get distracted when using Facebook for studying, which we discussed the reason behind it in the previous question.

Q24. If it was up to you, which platform between the two would you choose to use as learning platform?

Options	Number of students	Percentage
Moodle	16	53%
Facebook	14	47%
Total	30	100%

Table 21: Learner's preference between Moodle and Facebook

The last question in this section aims at revealing which one of the two platforms students prefer to use as the e-learning platform. As table 21 shows, more than half of the participants (53%) selected Moodle as their favorite platform. The rest of the students which is 14 out of 30 (47%) picked Facebook.

Section D: Challenges and the impact of E-learning

Q25. Does online learning affect your motivation in positive or a negative way?

Options	Number of students	Percentage
Positive	9	30%
Negative	21	70%
Total	30	100%

Table 22: The Impact of online Learning on Students Motivation

The table above displays the results of learner's responses regarding distance learning and whether it has a positive or negative impact on their motivation. And the results are the following: 70% or 21 students revealed that online or e-learning had an impact on their motivation in a negative manner. However, 9 or 30% of the participants stated that online learning actually impacted their motivation in a positive way.

Q26. Do you agree that online education is an effective solution and alternative to traditional face- to-face learning during the Covid-19 pandemic?

Options	Number of students	Percentage
Strongly agree	10	33%
Agree	15	50%
Neutral	5	17%
Disagree	0	0%
Strongly disagree	0	0%
Total	30	100%

Table 23: learner's attitude toward online education as an alternative to traditional learning during the Covid-19 pandemic

The learner's were asked to state the extent to which they agree or disagree with online or e-education being an effective solution and alternative to traditional face-to-

face learning during the Covid-19 outbreak. The answers on this question are generated in Table 23. The results report that 10 students (33%) of the learners ‘strongly agree’ on the statement. While half of the participants (50%) responded with ‘agree’. While, (17%) of the students remain ‘neutral’. However, the options “disagree” and “strongly disagree” scored 0%.

Q27. Did the use of E-learning and Covid-19 pandemic in general affected your academic performance and outcomes?

Options	Number of students	Percentage
Yes	25	83%
No	5	17%
Total	30	100%

Table 24: E-Learning Effect of on learner’s Academic Performance and Outcomes during the Covid-19 pandemic

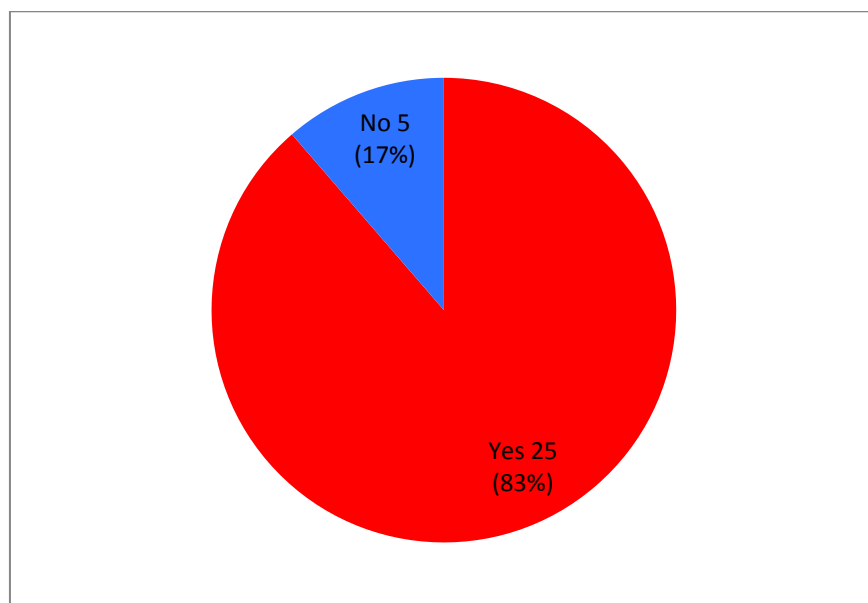


Figure 11: E-learning effect of on learner’s academic Performance and outcomes during the Covid-19

The results in Table 24 and the pie chart above indicate that 25 or (83%) of the students answered with ‘yes’. Whereas, (23%) or 5 of them answered with ‘No’. These results report that the majority of the students believe that the sudden shift from traditional learning to e-learning due the Covid-19 pandemic has affected their academic performance and outcomes. The reason could be related to how much they are ready for this type of learning and how much they are ready to be self-directed learners and be more engaged in their learning and not relying on the teacher to be the only source of knowledge and information.

Q28. If yes, please explain how? (Whether positively or negatively)

Students were asked to justify their answer in case the learning process has been positively or negatively affected.

Positive	Negative
<ul style="list-style-type: none"> . E-learning is a flexible learning environment. .The to check many resources and not relying only on the teacher as the only resource. .E-learning Offers many opportunities for better learning experience. 	<ul style="list-style-type: none"> . Absence of contact with the teachers. .Lack of course understanding. .Lack of teacher guidance. . The stated objectives were not achieved. . E-learning lessens my activity and contribution (students have become passive). . Providing PDF courses without explanation. . Becoming very lazy. .Lack of encouragement to study alone. . Uninterested to take online classes.

Table 25: Positive and negative e-learning effects on the student's academic outcomes and Performance

The answers provided by the students were mainly negative explanations. The vast majority of the learners addressed e-learning as being unfavorable way of learning since it has a negative impact on their learning experience. However on the other hand, some learners display a positive disposition for taking their learning process into another level which is e-learning and they show readiness to be more active in there learning because they refuse to be spoon-fed by their teachers or the teacher being the only source of knowledge at all times.

Q29. According to your personal experience, what are the obstacles you face when dealing with distance learning? Mention three obstacles.

We questioned the English students of Saida University Dr MOULAY TAHAR about the challenges and the obstacles they have encountered with e-learning during the Covid-19 pandemic; their answers are stated bellow:

- Anxiety
- Unstable network connection
- Lack of communication;
- Bad signals or electricity blackout

- Staying active to learn and to revise my lessons
- Maintaining self- confidence when being exposed to new information
- A large amount of lessons that needs to be understood and grasped
- Staying focused and concentrated (being distracted by external factors)
- Poor quality of Algerian e-learning systems

Q30. What are your suggestions for enhancing and developing the use of distance learning in Algerian universities?

The suggestions provided by the students at the University of Saida are the following:

- Teachers should be available to respond to students questions and to provide feedback
- Providing the students with the course content beforehand
- Video conferencing learning sessions
- More stable internet connection
- Providing more powerful internet line in all country regions
- Using Zoom platform rather than Moodle
- Doing online sessions more frequently, and doing more homework
- Group work online

Q31. How would you describe then your overall experience with e-learning as an EFL learner?

Options	Number of students	Percentage
Poor	8	27%
Average	14	47%
Good	7	23%
Very good	1	3%
Excellent	0	0%
Total	30	100%

Table 26: Learner's attitudes toward their overall e-learning experience

The last question, students were asked to describe their overall experience with e-learning as an EFL student. They were given some choice as Table 25 shows. The

results indicate that almost half of the students (47%) answered with “average”. While, (23%) of them described it as “good”. Whereas 8 or (27%) of the learners rated it as “poor” learning experience. Only, 1 student (3%) answered with “very good”. These answers however, justify their previous answers regarding their negative attitude toward e-learning technologies.

2. Teacher’s Questionnaire

Section A: Background Information

Q1: Teacher’s gender

Options	Number of teachers	Percentage
Female	3	60%
Male	2	40%
Total	5	100%

Table 27: Teacher’s gender

The results in Table 26 indicate that (60%) or 3 of the participants are females; whereas, (40%) of them are males.

Q2: How long have you been teaching English?

Options	Number of teachers	Percentage
1-5 years	1	20%
5-10 years	0	0%
10-15 years	3	60%
Over 15	1	20%
Total	5	100%

Table 28: Teacher’s years of experience in teaching English

The results point out that (20%) of the teachers have been teaching English from (1-5 years). 0 teachers have been teaching English from a period of (5-10 years); (60%) have (10-15 years) experience and (20%) have (over 15 years) of experience. These results indicate that the majority of English teachers at the University of Saida in Dr MOULAY TAHAR are experienced and well involved in the field of teaching English.

Q3: Describe your level of computer/technology skills?

Options	Number of teacher's	Percentage
High	3	60%
Moderate	1	20%
Low	1	20%
Total	5	100%

Table 29: Teacher's computer/ technology skills level

Based on the results shown in table 28, (60%) of the respondents claim to have a “high” level of skills concerning computer-technology. (20%) described their skills level as “moderate”. Another, (20%) stated that they consider their skills to be “low”. Consequently, it is clear that the majority of teachers are well acquainted with using modern technologies and computers.

Section B: E-learning Experience

Q4: Have you ever experienced teaching English via the internet before the Covid-19 pandemic?

Options	Number of teachers	Percentage
Yes	4	80
No	1	20
Total	5	100%

Table 30: Teacher's experience in teaching English via the Internet

The table above demonstrates the teacher's answers regarding their experience in teaching English via the internet. (80%) answered with ‘Yes’ while (20%) answered with ‘No’. These results indicate that the majority of teachers are familiar to e-teaching and only few of them are not.

Q5: During the covid-19 pandemic, have you been delivering your lessons online?

Options	Number of teachers	Percentage
Yes	5	100%
No	0	0%
Total	5	100

Table 31: Teacher's attitudes toward delivering online courses during the Covid-19 Pandemic

The table 30 shows report that all of the teachers (100%) have been delivering online courses during the Covid-19 pandemic.

Q6: If you used e-learning platform to deliver your courses during the pandemic, did you follow the e-learning pedagogical framework when designing the courses?

Options	Number of teachers	Percentage
Yes	1	20%
No	0	0%
Partially	4	80%
Total	5	100%

Table 32: Teacher's attitudes toward following Courses designs Regarding E-Leaning Pedagogical framework.

Teachers were questioned whether they were designing their online courses according to e-learning pedagogical framework. The results indicate that the majority of teachers (80%) answered with “partially” while, the remaining (20%) answered with ‘Yes’. These results, question the quality of the course’s contents being delivered. However, the main reason behind this is more—likely related to the lack of knowledge on how to design an e-course or simply to the lack of time needed for designing such type of courses. Besides, teachers’ answers would also justify the student’s attitudes regarding the online courses they have been taking during the pandemic and their lack of understanding and motivation.

Q9: What is the most used platform by you?

Options	Number f teachers	percentage
Moodle	3	60%
Facebook	2	40%
Other	0	0%
Total	5	100%

Table 33: The most used platform by teachers

When the teachers were asked about their favorite e-learning platform to use during the pandemic, as the results indicate, 60% of the participants selected Moodle as their e-learning platform of choice. The rest 40% selected Facebook as their number one e-learning platform.

Q10: Have you received any kind of training to use online learning platforms and tools?

Options	Number of teachers	Percentage
Yes, training by the university	2	40%
No training	2	40%
Self- taught	1	20%
Total	5	100%

Table 34: Teacher's training experience on using e-learning tools and platforms

Teachers were questioned whether they have received any training on how to use e-learning tools and platforms. More than half (60%) replied that they have received online training provided by the University of Saida Dr MOULAY TAHAR. Yet, (40%) answered that they thought themselves (self-training). None of the questioned teachers answered with "No training". These results shows that teachers were, to some extent, not ready and prepared for sudden shift from traditional face-to-face teaching to online teaching due to the Covid-19 pandemic.

Q11: State two positive and two negative attributes of online teaching according to your own experience?

In this question, the teachers are requested to provide two positive and negative attributes of online or e-teaching. The number one positive aspects of online teaching according to all of the teachers is the flexibility in time and schedule that online education offers since teachers can teach in their most comfortable situations. Others answers were provided like help them improve their technological skills and reduce their school anxiety and mental health problems that is caused by being in school. On the other hand, the two major downsides of online teaching according to all teachers is the cheating on the homework and plagiarism. The second disadvantage is the lack of social and emotional interaction with the students and other teachers.

Q12: In your opinion, do you think e-learning and online learning technologies changed or affected your role as an EFL teacher?

Options	Number of teachers	Percentage
Yes	4	80%
No	1	20%
Total	5	100%

Table 35: Teacher's perceptions toward the influence of online learning and e-learning technologies on their role as educators

In this question, the teachers were asked whether e-learning technologies or online learning in general change EFL teacher's roles and teaching experiences. The results shows that 4 out of 5 or (80%) of the teachers, who answered with 'Yes', believe that e-learning technologies change their role and teaching experience. And, only (20%) of the teachers chose "No" as their answer.

Q13: Please state "Why"? (Teacher's justification)

In the second part of Question 10, teachers were questioned to justify their answers and their justifications are given bellow.

For 'Yes' answer:

- It led them to look for more creative ways to provide course contents.
- Online learning is more about learner- centered teaching.
- Online education and e-learning technologies helps educators and the students to transmit knowledge more quickly and effectively.

For 'No' answer:

- Teacher stated that they refuse to change their methods because they are not a fan of online education, and do not think that it is useful.

Q14: State if you agree or disagree with the following statements?

Statement	Agree	Disagree	Neutral	Total
1	3 (60%)	1 (20%)	1 (20%)	5 (100%)
2	4 (80%)	1 (20%)	0 (0%)	5 (100%)
3	3 (60%)	1 (20%)	1 (20%)	5 (100%)
4	1 (20%)	1 (20%)	3 (60%)	5 (100%)
5	2 (40%)	2 (40%)	1 (20%)	5 (100%)
6	1 (20%)	4 (80%)	0 (0%)	5 (100%)
7	3 (60%)	1 (20%)	1 (20%)	5 (100%)
8	3 (60%)	1 (20%)	1 (20%)	5 (100%)
9	2 (40%)	1 (20%)	2 (40%)	5 (100%)

10	1 (20%)	3 (60%)	1 (20%)	5 (100%)
11	3 (60%)	0 (0%)	2 (20%)	5 (100%)

Table 36 : Teacher's attitudes toward online teaching and learning.

Statement 1: Traditional education on campus is better than online learning.

The table above denotes that more than half of the teachers (60%) chose "Agree" as their answer to this statement. while, (20%) selected "Disagree" as their answer. And the remaining (20%) selected "Neutral".

Statement 2: E-learning is an effective solution and alternative to traditional face-to-face learning during Covid-19 outbreak.

The results indicate that the majority of teachers agreed on this statement. 80% selected "Agree" to answer this statement. And, only 20% chose "Disagree" as their designated answer.

Statement 3: E- learning allows flexibility of the methods of teaching

Regarding this statement, the teachers are questioned about if they think that online education allows flexibility in the methods teaching. 3 out 5 (60%) answered with "Agree". Which aligns with what the teachers stated in question 12 about online teaching affecting their roles as teachers. "Disagree" and "Neutral" scored the same percentage (20%).

Statement 4: teacher can cover all courses and achieve all the educational goals.

In this statement, the instructors were asked if the teachers can cover all the courses and achieve all of the educational goals online or e-education. The majority of the teachers selected "Neutral" as the answer to this statement. While, 20% choose "Agree", and the remaining 20% disagreed with this statement.

Statement 5: Students participate well and effectively during online learning

The aim of this statement is to investigate the student's participation using online education according to teachers. 40% of the teachers "Agree" with this statement, another 40% "Disagree" with this statement. The rest 20% selected "Neutral" as their answer.

Statement 6: When using e-learning, the communication and interaction between the learners and the teachers is effective.

The objective of this statement is to see if the interaction and communication between the learners and the teachers when using e-learning is effective. The majority of the

teachers (80%) disagreed with this statement. On the other hand, only 20% of them selected “Agree” as their answer.

Statement 7: Student confidence level is enhanced when using online platforms for learning

This statement attempts to evaluate if the students are more confidence using e-learning platform during covid-19. The results indicate that the majority of teachers (80%) agreed on this statement; none of the participants disagreed with this statement, and only 1 out of 5 (20%) selected “Neutral”.

Statement 8: Online learning requires the instructors to have proper training courses to deal with the digital forms of learning.

Based on the results in the table above, and regarding this statement (60%) answered with “Agree”, (20%) with “Disagree”. However, the last (20%) were undecided. These results report that most of the teachers are in favor with training and might be considered as an important before using e-learning.

Statement 9: Online learning requires double of time and also intensive work from the teacher in order for the learning process to go smoothly.

In this statement, 2 out of 5 or (40%) of the teachers stated that they “Agree” with the statement saying that online learning requires double of the time and efforts from the teachers. Another 40% are indecisive. And the remaining 20% disagreed with the stated statement.

Statement 10: Teachers are given all necessary support to use e-learning.

According to teachers’ answers, more than half of the teachers (60%) disagree that they are given all necessary support to use e-learning. 20% remained “Neutral”. And, the remaining 20% actually agreed with this statement. The answerers report that they may lack support and motivation.

Statement 11: I am interested in lecturing online courses in the future.

The last statement attempts to measure teacher’s interest and willingness in presenting full online courses in the future. The answers were mainly positive; (60%) answered with “Agree”, while the rest (40%) remain “Neutral”.

Section C: E-learning challenges

Q15. What are the most significant challenges and obstacles of teaching online during the Corona virus pandemic?

In this question, the teachers are requested to provide us with the most significant challenges and obstacles they have encountered when teaching online during the Covid-19 pandemic. Their answers are stated bellow:

- Lack of time for scheduling.
- The quality of the internet.
- Technical problems in using the Moodle platform for both teachers and student.
- Lack of training due to the sudden shift to online environment.
- Incomplete evaluation process of learner's

Q16. Please suggest some solutions to these problems

Educators were asked in this last question to provide some solutions to the identified obstacles; their answers were as follows:

- ✓ Better internet connection.
- ✓ Providing more support in using e-learning technologies.
- ✓ Providing enough time for training.
- ✓ Simplification of the learning platforms.
- ✓ Development of students' access to Moodle accounts.
- ✓ Both learners and teachers should held accountable

CONCLUSION

These questionnaires gave us the opportunity to know the student's and teacher's attitudes and their opinions about the implementation and the use of Facebook and Moodle as an e-learning platform during the Covid-19 pandemic. They helped us investigate the main problems regarding the use of these online learning platforms, and also revealing some of the difficulties they face when studying and even teaching using online learning platforms. The questionnaires also provided the learners and the students with the chance to give some recommendations to improve the experience of e-learning in the near future hopefully.

Chapter Three:

Discussion, General conclusion and Recommendation

INTRODUCTION

This chapter summarizes the results of the students and the teacher's questionnaires. It reveals the student's attitudes and also the teacher's perspectives toward online learning in general and the use of Moodle and Facebook specifically at the Algerian universities. In addition, to providing some pedagogical recommendations to make the online learning-teaching experience more efficient and overall better for both the students and the teachers.

. Discussion of the findings

After the description and the careful analysis of both student's and teacher's questionnaires and based on the obtained results, further interpretations were deduced in order to highlight students and teacher's attitudes and perceptions, as well as the main challenges and obstacles encountered with e-learning in regard to its implementation during the Covid-19 pandemic.

So, from the data collected from student's questionnaire, it is been revealed that EFL learners at Dr MOULAY TAHAR University of Saida have a moderate to high skill level in using Information and Communication Technologies (ICTs). In addition to that, the results also shows that the availability of electronic devices, which can be used for an online learning process, was not considered as a problem for the majority of the students. However, students' responses revealed many problems and challenges.

To start, most of the student's attitudes and perceptions toward e-learning were attractively negative. Indeed, most of them were unsatisfied with neither online courses nor e-learning tools and platforms. Because, only few numbers of teachers were fortunate enough to deliver their lectures through video conferences. That is why, the majority of the learners stated that the lack of interaction with their teachers had hurt their ability to understand and comprehend the subjects taught during the course. This problem led the students to have a lack of motivation and a lack of willingness toward studying online. And we should not neglect the fact that learner's attitudes have strong impacts on their use of e-learning. In fact, attitudes are said to be a key factor in the overall success or failure of e-learning adoption. The interaction between the students and the teachers and between the students with each other within the learning environments is at the core of learning.

Discussion, General conclusion And Recommendations.

The learner's questionnaire also disclosed that on average EFL learners spend only about 1-3hours/day on online courses, which is way less hours compared to the 6-8 school hours during face-to-face (traditional) education. The reason behind this might related to the course's contents being delivered by their teachers; because we should mention that the quality of e-learning courses is very important. That is why the content and materials used should be designed to a certain quality standards in accordance with student's styles and needs as, for instance, to include animations, pictures, and sounds. Moreover, another reason to why the students are not spending a lot of time studying when using e-education as revealed by some of them might be related to them being overwhelmed with the amount of lectures displayed on the platforms (Moodle and Facebook) compared to the short lifespan to digest and process these courses. Because, Processing and grasping information would require both time and space which many teachers do not take into consideration. For this reason, it is advisable to balance the number of courses and valuable tasks to assign students, plus giving them enough time.

Throughout the analysis of student's questionnaire, student's responses reported that their e-learning experience during the pandemic has somehow been negative due to a few reasons, one of them being the bad or poor Internet connection; whereas it is revealed that 1/3 (67%) of the students have good Internet connection, while the majority struggles with the constant and sudden disconnections which may end up making the learners frustrated and even discouraged to login again to the e-learning platforms which will affect their academic performance and outcomes. It also should be mentioned that a decent number of EFL learners at the university are from rural areas which means that the challenge of internet connectivity is even worse, particularly for the female students who live at the university residencies. And if, the Internet connectivity issues got solved, as the students questionnaire revealed not all students have the privilege of having computers and smart phones to get connected which is also a problem when it comes to the use of e-learning in Algeria.

From this questionnaire answers, we also found out that the most used e-learning tools and platforms among the learners during the covid-19 pandemic are: Moodle - Social networks (Facebook being number one) - PDF lectures. However, most of the students do not log to Moodle that often, and (87%) stated that the reason behind this is related to the difficulties they encounter while trying to access that platform. The vast majority of the learners also stated that they rely only on the handouts and that their teachers rarely do live sessions, which is strange considering that both of Moodle and Facebook have the options to schedule streaming sessions on Facebook or live sessions through Moodle activities which most students think that it is only for posting lectures only, because (80%) do not even know about Moodle "activities".

Discussion, General conclusion And Recommendations.

Regarding Facebook platform use, more than half of the participants stated that they used it as an e-learning platform during the pandemic. This can be because they are used and familiar with the platform already in their everyday life. Since, the majority of them stated that they use it in their personal life. When it comes to the learner's opinion or attitude toward the use of Facebook in education, the respondent's opinions regarding the use of Facebook as virtual environment for learning are divided. Some of them (67%) consider it an appropriate setting for learning. Because, it is easy to access, cost efficient, plus it is very easy to use and known worldwide. However, the other (33%) believe that it is not very suitable for education purposes. The reason behind it is that, the learners became very distracted and might lose focus and even motivation.

There is no doubt that e-learning may have enormous advantages, but its downsides or drawbacks are ignored too, especially in the Algerian universities. That is why that even that most students believe that online learning was valid solution during the pandemic, and that is a step to the development of higher education in Algeria. They mostly stated that it impacted their motivation and educational outcomes negatively maybe because of the fast shift in style or maybe because of all the reasons stated above. Finally, most of the learners overall experience with online learning stated to be poor, or average at best.

On the other hand, the results obtained from teacher's questionnaire which was about online teaching experience in general, reported more positive attitudes toward online learning-teaching experience. It has been revealed that EFL teachers at the University of Saida Dr MOULAY TAHAR are experienced and mostly qualified in teaching English and in using computer technologies.

According to the findings, most teachers stated that e-learning effected their roles and overall educational experience. In As a matter of fact, teachers have explained that e-learning has enabled them to use new teaching methods and creative ways. Consequently, their teaching experience and job performance has been affected. Moreover, teachers tend to have a positive interest in using e-learning technologies or teaching online in the future. Yet, they also mentioned that teachers most of the time have insufficient strategies in e-courses designs that should fit the pedagogical framework of e-learning.

The teacher's questionnaire responses as well highlighted the most significant challenges encountered by teachers concerning e-teaching during the Covid-19 pandemic. Indeed, most of their problems, are proximately similar to all of them; these include lack of reliable internet connection, evaluating students , lack of equal access to the internet by teachers and learners, lack of time needed for better e-learning experience and scheduling, and the lack of support to use e-learning.

Discussion, General conclusion And Recommendations.

After carefully analyzing the results from the EFL learner's questionnaires, the researchers can draw the following conclusions on Facenook and Moodle platforms adopted by Dr MOULAY TAHAR University. So despite its major positive features such as efficiency in terms of cost and time, friendly interface, easy information transfer, psychological comfort, they were also faced with several challenges. Almost all the respondents (learners) have often encountered technical issues and think they process information better in the traditional face-to-face courses. Throughout the EFL student's answers to the questions surveyed in the questionnaire, the majority considers that online learning in general does not have advantageous effects on their education or academic outcome. And even though the majority of the learners have somehow a positive attitude toward the use of both platforms (Facebook and Moodle) especially Moodle during the Covid-19 pandemic, their online experience in general made them question the platforms and the whole idea of online learning because of the major challenges that they faced and their lack of experience maybe.

At last, and after interpreting the results of student's and teacher's questionnaires, we can conclude that online learning is an effective learning tool especially in critical situation like the Covid-19 pandemic and was accepted and even praised by most of EFL educators even with obstacles that they stated they faced; however, the EFL have a different opinion regarding online education and its platform in questioned.

Conclusion

The third and last chapter is solely and fully dedicated to the discussion of the EFL learner's questionnaire, as well as, the teacher's questionnaire. In addition to that, this chapter, also attempt to answer the research questions and to confirm or reject the suggested hypotheses. Accordingly, the results obtained, did not match fully the initial predictions of the research and mainly answered the research question.

General Conclusion

Our study was based the idea that is fairly new in Algeria which is online education. The topic of e-education in general is the topic of the hour in the field of education in the last two years due to the Covid-19 outbreak. The learning-teaching process as whole has shifted from traditional face-to-face learning-teaching environment to online education platforms such as Facebook and Moodle. Both learners and teachers in the Algerian Universities were obliged to handle and accept this sudden change in order to ensure the continuity of the teaching- learning process. Therefore, the present study sought to investigate the EFL learner's attitudes towards the use of online learning and its two main used platforms Facebook and Moodle learning and even teaching during the Covid-19 pandemic along with the encountered challenges by EFL students and teachers alike.

This research paper consists of three chapters. The first chapter is dedicated to the theoretical par which is the literature review. The next chapter, which is chapter two is for the practical side of this investigation or what we call "the field work", while the last chapter is allocated to discuss the findings of the questionnaires, and provide some Pedagogical Recommendations. The first chapter displays theoretical background of E-education, definitions by different scholars and writers are going to be provided. It also reveals the positive and negative aspects of online education. In addition to that it this chapter also deals with COVID-19 effects on learning and, how EFL classrooms dealt with online learning.

The second chapter, it deals with the practical part of the study. It spotlighted the methodology of this research, the description and analysis of the two semi-structured questionnaires that were answered by both EFL learners and educators in the English Department at Dr MOULAY TAHAR University of Saida. The objective of these questionnaires, however, is to gather descriptive qualitative data concerning the student's and teachers' attitudes about e-learning in general, and the utility of Facebook and Moodle as e-learning platforms during the Covid-19 pandemic. The third and the last part of this research it is dedicated to the discussion of the research findings, plus providing recommendation for the future improvement of the e-learning experience in the Algerian Universities.

After the analyses of the questionnaires, it can be said that the data obtained goes in the same direction with what we assumed in hypothesis. The learner's sample of the study held mostly a negative attitude about online learning, and preferring to use

Discussion, General conclusion And Recommendations.

Moodle more than Facebook, and the major obstacles being poor Internet connection and lack of interaction with the teachers.

Pedagogical Recommendations

In light of the results of the current study, further recommendations and suggestions are highlighted for later proceeding studies:

- Teachers should use both of the platforms at their full potential by scheduling live courses and using videos or sound recordings to present the courses.
- Fixing the constant technical problems regarding Moodle platform.
- Teachers need to provide fast feedback for their students when learning online.
- Teachers should be contacted easily.
- Teachers are invited to conduct an evaluation to their student's learning needs and identify their learning preferences to design the courses based on those preferences.
- Teachers are more than welcomed to guide their students through their online learning process and provide them with the help and support that they need.
- Educators need to be provided with both technological and pedagogical support when teaching e-learning courses.
- Motivation is a key component for the learner's education that is why the learning environment should be developed in a way that motivate and even facilitate knowledge gain.
- Learners need to be more active and responsible for their learning process when using e-learning.
- Students should respect the timing and attend the online lessons regularly to encourage teachers to create more lessons and facilitate the handouts they put on Moodle and Facebook.
- The administration should plan training programs for both learners and teachers to provide them with opportunities and instructions on how to properly use technological devices and educational platform.

Discussion, General conclusion And Recommendations.

- Better Internet services should be provided to students at preferential prices for students to increase the effectiveness of online learning.
- Setting hours for face-to-face communication with the instructor, and not only using Facebook or other communication platforms (e-mails).
- Better Internet services should be provided to students at preferential prices for students to increase the effectiveness of online learning.
- The students learning outcomes should be regularly reviewed to ensure aptness and usefulness of e-learning and its platforms and methods.

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Appendices

Student's Questionnaire:

Dear students,

You are kindly requested to answer the following questionnaire that is designed to investigate the challenges encountered by EFL learners during the use of E-learning in the Algerian universities during the Covid-19 pandemic. And the impact of online learning on the learner's performance and outcomes during this crisis.

Your identity would remain anonymous, so please do not write your names on the papers. Also please select the correct answers according to your own experience, and to give a clear justification when it is required. This questionnaire will approximately take 15-20 min to answer fully

Thank you for your collaboration and time in advance.

(please tick the right answer)

Section A: Background Information

Q1. Specify your gender:

a. A female ☐

b. A male ☐

Q2. How would you describe your Information and Communication (IT) skills?

a. High ☐

b. Moderate ☐

c. Low ☐

Section B: E-learning Practice

Q3. Do you have a good internet connection?

☐

a. Yes

b. No ☐

Q4. Have you been taking online courses during the Covid-19 pandemic?

a. Yes ☐

b. No ☐

Q5. Do you think that online learning is a new method in Algeria?

a. Yes ☐

b. No ☐

Q6. Do you have a personal electronic device to study online during the pandemic?

a. Yes ☐

b. Yes, however it is barely useful for studying ☐

c. No, but i share with others ☐

Q7. Which of the following devices do you use for your online learning?

(You may choose more than one answer from the suggestions bellow)

a. Laptop ☐

b. Desktop computer ☐

c. Tablet ☐

d. Smartphone ☐

Q8. How many hours per day did you spend on studying during the covid-19 pandemic lockdown?

a. 1 to 3 hours/ day ☐

b. 3 to 5 hours / day ☐

c. 5 to 7 hours/ day ☐

d. Other ☐

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Q9. Which virtual learning tools or e-learning platforms do you use the most during the Pandemic?

(You may choose multiple choices of the following)

- a. University platforms ☐
- b. Online classes ☐
- c. PDF lectures ☐
- d. MOODLE ☐
- e. Zoom ☐
- f. Google meet ☐
- g. Social networks ☐

Q10. If you use social networks as an e-learning tool, what is the platform that you would prefer to use?

- a. Facebook ☐
- b. Instagram ☐
- c. Whatsup ☐
- d. Other ☐

.....

Q11. How often do your teachers do live online sessions ?

- a. Always ☐
- b. Sometimes ☐
- c. Rarely ☐
- d. Never ☐

-If never, why according to your opinion?

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.....
.....

Q12. Do you attend live online sessions or you rely only on the handouts posted on the used e-learning platforms

a. Handouts ☐

b. Online sessions ☐

c. Both ☐

Section C: MOODLE and FACEBOOK as e-learning platforms

Q13. Have you ever heard of the educational platform called MOODLE ?

a. Yes, I have ☐

b. No, I have not ☐

(If your answer is - b- on the question 15, do not answer the questions number

Q14. Did you heard about it before the COVID- 19 Pandemic or after?

a. Before ☐

b. After ☐

Q15. How often do you login to MOODLE platform?

a. Never ☐

b. Rarely ☐

c. Sometime ☐

d. Always ☐

Q16. Do you know that MOODLE is not only for posting lectures?

a. Yes, I do ☐

b. No, I do not ☐

Q17. Do you know what MOODLE activities are? And have you used them before?

a. Yes, I know them and I have used them ☐

b. Yes, I know them but I have never used them ☐

☐

c. No, I do not know them and I have never used them

Q18. Do you find any difficulties using MOODLE?

a. Yes ☐

b. No ☐

Q19. If yes, state what are some of the difficulties you face?

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.....

Q20. Are you a FACEBOOK user in your personal life?

a. Yes ☐

b. No ☐

Q21. Have you used FACEBOOK as an e-learning platform during the covid-19 pandemic?

a. Yes ☐

b. No ☐

Q22. Do you think it is suitable to be used as an e-learning platform? Justify your answer?

a. Yes ☐

b. No ☐

why?.....
.....
.....

Q23. State one advantage and one disadvantage of using FACEBOOK as an e-learning platform

Advantage:.....

Disadvantage:.....

Q24. If it was up to you, which platform between the two would you choose to use as learning platform?

a. Moodle ☐

b. Facebook ☐

Section D: Challenges and the impact of E-learning

Q25. Does online learning affect your motivation in positive or a negative way?

a. Positive ☐

b. Negative ☐

Q26. Do you agree that e-learning is an effective solution and alternative to traditional face- to-face learning during the Covid-19 outbreak?

a. Strongly agree ☐

b. Agree ☐

c. Neutral ☐

d. Disagree ☐

e) Strongly disagree ☐

Q27. Did the Covid-19 pandemic and the use of E-learning affected your academic performance and outcomes?

a. Yes ☐

b. No ☐

Q28. If yes, please explain how? (whether positively or negatively)

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Q29. According to your personal experience, what are the obstacles you face when dealing with distance learning? Mention three obstacles.

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.....

Q30. What are your suggestions for enhancing and developing the use of distance learning in Algerian universities?

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.....

Q31. How would you describe then your overall experience with e-learning as an EFL learner?

- a. Poor
- b. Average
- c. Good
- d. Very good
- e. Excellent

Teacher's Questionnaire:

Dear teachers,

I am a second year Master student at Dr. MOULAY TAHAR University of Saida. I am conducting a research work on the learner's attitude towards the use of online platforms particularly Facebook and Moodle as learning platforms during the Covid-19 pandemic.

You are kindly requested to answer the following questionnaire that is designed to gather data regarding EFL teachers' experience and the challenges they have encountered with e-learning during this crisis.

Be sure that your identity would remain anonymous. Your answers are very important for the completion of this work so please try to select the appropriate answers and to give a clear justification when it is required.

Thank you in advance for your precious time and collaboration.

(Please tick the right answer)

Section A: Background Information

Q1: Please indicate your gender:

a. A female ☐

b. A male ☐

Q2: How long have you been teaching English?

a. 1-5 years ☐

b. 5-10 year ☐

c. 10-15years ☐

d. Over 15years ☐

Q3: Describe your level of computer/technology skills?

a. High ☐

b. Moderate ☐

c. Low ☐

Section B: E-learning Experience

Q4: Have you ever experienced teaching English via the internet before the Covid-19 pandemic?

a. Yes ☐

b. No ☐

Q5: During the covid-19 pandemic, have you been delivering your lessons online?

a. Yes ☐

b. No ☐

Q6: If you used e-learning platform to deliver your courses during the pandemic, did you follow the e-learning pedagogical framework when designing the courses?

a. Yes ☐

b. No ☐

c. Partially ☐

Q9: What is the most used platform by you?

a. Moodle ☐

b. Facebook ☐

c. Other ☐

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Q10: Have you received any kind of training to use online learning platforms and tools?

- a. Yes, online training provide by the university ☐
- b. No training ☐
- c. Self-taught ☐

Q11: State two positive and two negative attributes of online teaching according to your own experience?

- POSITIV

1-.....

2-.....

- NEGATIVE

1-.....

2-.....

Q12: In your opinion, do you think e-learning and online learning technologies changed or affected your role as an EFL teacher?

- a. Yes
- b. No

Q13: Please state “Why”?

.....
.....

Q14: State if you agree, neutral or disagree with the following statements?

- 1- Traditional education on campus is better than online learning.
- 2- E-learning is an effective solution and alternative to traditional face-to-face learning during Covid-19 outbreak
- 3- Online learning allows flexibility of the methods of teaching.
- 4- The teacher can cover all courses and achieve all the educational goals.
- 5- Students participate well and effectively during online learning.
- 6- When using e-learning, the communication and interaction between the learners and the teachers is effective.
- 7- The use of e-learning technologies in EFL classrooms would make the lesson more exciting and facilitate the learning of the language.
- 8- Student confidence level is enhanced when using online platforms for learning
- 9- Online learning requires the instructors to have proper training courses to deal with the digital forms of learning.
- 10- Online learning requires double of time and also intensive work from the teacher in order for the learning process to go smoothly.
- 12- Teachers are given all necessary support to use e-learning.
- 13- I am interested in lecturing online courses in the future.

Section C: E-learning challenges

Q15. What are the most significant challenges and obstacles of teaching online during the Corona virus pandemic?

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Q16. Please suggest some solutions to these problems

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