People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Saida, Dr. Moulay Tahar
Faculty of Letters, Languages and Arts
Department of English Language and Literature

Exploring the Benefits of Teleconferencing Teaching Over the Traditional Teaching Approaches: Teachers' and Students' Attitudes

Case of Second Year EFL Students at Saida University

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

Presented by:

Miss. Wissam Sara TERRAS

Supervised by:

Dr. A. CHAMKHA

Board of Examiners

Dr. M. GACEM	Chair	University of Saida
Dr. A. CHAMKHA	Supervisor	University of Saida
Dr. M. BOUCHEFRA	Examiner	University of Saida

Academic Year: 2023/2024

Declaration of Originality

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

Date: 04/06/2024

Name: Terras wissam sara

Signature: 

Dedication

To my parents, who always support and encourage me and became my greatest strength throughout this journey.

To my lovely sister Leila , her cute daughter Asil, and my brother Arbi thank you for standing by my side.

To the two gorgeous girls, Najoua and Maroua, that I adore a lot who became my second family for me , thanks for all those years that we spant toghther and all those memories we shared .

To my best friend Ines, who has always been there for me , supported me in every moment in this journey , I love you so much.

And to all my friends Amina, Hajer,Asma, Farida, Kawtar, Ikram and Chaima thank you for all the beatifull memories.

Acknowledgements

My thanks go to my supervisor Dr. Chamka for his help, support, and time in completing this research work, and for his guidance and patience.

I would also like to thank the members of the committee, Dr. Bouchefra and Dr. Ghacem who have given their time to read and evaluate this humble work.

Likewise, I am deeply indebted to Dr Belaskri and Dr Ghounane for the wonderful experience, and the most enriching learning journey I have ever had.

Last but not least, I would like to express my regards and blessings to all of those who supported me during the completion of this research work.

Abstract

Teleconferencing refers to the transmission of educational content and instruction through telecommunication technology. This method allows educators to conduct classes, lectures, discussions, and other educational activities remotely, without the need for physical presence in a traditional classroom setting. Teleconferencing has emerged as a technology in modern education, enabling remote communication and collaboration among students and teachers. The aim of this research paper is to examine the benefits of teleconferencing over traditional teaching approaches guided by opinions, attitudes and preferences of both teachers and the second-year EFL students at Dr. Moulay Tahar University of Saïda. In order to gather data about teachers' and students' attitudes/opinions towards the use of teleconferencing in teaching/learning, as well as recording information about preferences of each, qualitative and quantitative approaches were used by employing three research instruments: a questionnaire for students, a questionnaire for teachers, and an online observation. The discussions of the results obtained revealed that teachers and students have diffrents opinions: some consider teleconferencing as pivotal in modern teaching for it helps in facilitating communication between participants and builds a positive educational environment, while others consider traditional teaching as always the way to get better teaching and learning.

Keywords: communication, learning, Saida University, Second EFL students, teaching, teleconferencing, traditional teaching approaches.

Table of Contents

List of Tables

List of Figures

List of Abbreviations

EFL : English as a foreign language

DBS : Direct definition video conferencing

GLOSASA : Global System Analysis and Simulation

HDVC: High definition video conferencing

ISDN: Integrated services digital network

NYU : New York University

TC : Teleconferencing

List of Appendices

General Introduction

Teleconferencing is essentially a means of telecommunication technology that assists the participants to reach their needs from their places, and communicate individually or in groups across various areas at the same time. It allows them to manage meetings, presentations, collaborative sessions , teaching lessons, and exchange common applications, files and data. When we go back in time, we find that the University of Toronto's School of graduate studies in 1950 was the first education system that started experimenting with the locked-circuit television to transmit lectures to remote students; this led to permitting students to participate in classes from off-campus locations. In 1956, Bell Labse became the first organization that developed the idea of teleconferencing. In addition to what has been mentioned, one of the authentication examples of teleconferencing happened in 1964 during the World Fair in New York City in which participants used a black and white screen through three phone lines.

Teleconferencing has several technical arrangements and applications. It contains the use of a telephone for audio conferencing or audio-graphic conferencing and a television or computer for video conferencing. We can describe these terms briefly in few lines. First of all, audio conferencing is linked to two-way voice communication through different locations in real time. Audio conferencing can be between 3 and 4 in several places among the normal telephone instruments. Beside audio conferencing, there is also audio-graphic conferencing that can exchange pictures, graphics, and charts through the same communication link. Secondly, video conferencing uses television and cameras to offer demonstrations, activities, discussions, or transfer the visuals created among computers. Finally, computer conferencing is similar to the e-mailing system. As the user in a computer conference, the person makes use of a redactor to write a message and send it to the conference. After that, this message is posted at the conference.

Teleconferencing is flexible. It helps users to save their time and make less of an offer, to do multiple activities, and it also collects several groups from different places in one location for information interchange. It turned out to be more popular after the COVID-19 pandemic, especially since face-to-face education has become impossible in multiple schools and universities. The latter depended on teleconferencing to deliver lectures to their students. It has been observed that teleconferencing can affect teaching in a better way than face-to-face education, which impacts positively on students' engagement and learning outcomes. Also, it

has been speculated that in the last years of COVID-19, distance learning was so successful that it can be an official teaching process. At the same time, it was a new adventure for students who didn't experience this new learning style. It has been argued that teleconferencing is a time saver, which means it allows students to reach the lesson in a faster way, mostly for those who are far away. Moreover, preparing for the future of the digital age in the 21st century involves teleconferencing technologies to meet students' and teachers' learning/teaching needs**.**

In today's rapidly growing educational system, traditional teaching methods are facing challenges in meeting the needs of learners. While teleconferencing technologies offer solutions to these challenges, there is a lack of understanding of the extent of their effectiveness and the specific advantages they offer compared to traditional face-to-face teaching approaches. This knowledge gap hinders informed decision-making by educators and administrators about the adoption of teleconferencing technologies in educational settings. Therefore, there is a need for experimental research to evaluate the benefits of teleconferencing over traditional teaching approaches, or at least one could explore the opinions and tendencies of the stakeholders (in our case teachers and students) to identify best practices and inform strategies to enhance teaching and learning outcomes.

In first-world countries, teaching online started early on, and it developed quickly (Kentron, 2015, p. 22). This was not the case in the third-world countries, for they always have issues using the internet. Algeria is no exception. However, it has been noticed lately that access to the internet is no longer an issue. Everybody has a mobile phone and access to the web, although still with a weak connection. Therefore, my rationale is to exploit the fact that every student has the right to choose how he wants to study because there are a variety of ways to learn, not only in classrooms but also outside of them, especially after the development of digital tools such as teleconferencing, online text, online quizzes, and e-books. Furthermore, there is much research and study on the topic of traditional teaching literature (Bennett, 2017; Dewey, Experience and Education, 1938). However, little has been mentioned about teaching outside the classroom via teleconferencing means (Salmon, 2000; Zhao & Sullivan, 2016)**.**

The present research work aims at advancing knowledge and practices in education by investigating the benefits of teleconferencing over traditional teaching methods, by exploring how teleconferencing can be effective in teaching and learning in the educational system, and by identifying opinions and attitudes towards distance learning compared to face-to-face teaching. Besides, teleconferencing means can contribute to raising the level of EFL students by learning new strategies and improving themselves through collaboration and communication by exchanging lectures, information, ideas, etc. This is feasible nowadays although they are geographically dispersed.

As mentioned above, one can say that teleconferencing is one of the beneficial communication methods that one needs to highlight more and explore its territories by investigating the stakeholders' tendencies. In this regard, two questions are posed to guide the research after choosing the target population which is 2nd year students of English at Saida University:

1. What are students' and teachers' opinions and attitudes towards both teleconferencing teaching and traditional teaching?
2. Do students/teachers prefer teleconferencing teaching or are they more into traditional teaching approaches?

In accordance with the research questions, 2 hypotheses are put forward :

1. It is hypothesized that both students and teachers express a positive attitude towards teleconferencing teaching because it is more flexible and convenient.
2. It is hypothesized that most students and probably most teachers prefer teleconferencing teaching over traditional teaching because of how teleconferencing can contribute to developing their learning journey, especially now that we are living in the age of digital tools.

In this study, the quantitative descriptive method will be used in order to confirm or disprove the research hypotheses. It will investigate the students' opinions about teleconferencing and the comparison between teleconferencing and traditional teaching by collecting data using three instruments: 2 questionnaires and observation. The questionnaire will help in gathering quantifiable data via administering a second-year students' questionnaire and teachers' questionnaire at the Department of English, Dr. Moulay Taher University of Saïda. The observation was held by the researcher online by attending different sessions to observe the learning environment and teacher/student behavior.

The collected data have been subjected mainly to descriptive analysis and interpretation without inferential statistics.

This dissertation contains three chapters, preceded by a general introduction and followed by a general conclusion. The first chapter represents the theoretical background of the research study, which contains the history of distance learning, definition, global movement,

and evaluation. Also, it deals with the beginning of teleconferencing, its definition, types, benefits, effectiveness, definition of traditional teaching, and comparison. However, the second chapter is concerned with the research methodology part, as it has described the research design, the aim of the study, the significance, and the research instruments. The last chapter is devoted to data analysis and interpretations, as well as some recommendations and suggestions**.**

Chapter I: Literature Review

1.1. Introduction

During the last years, distance learning has known a great evolution in countries which implemented it in their curriculum, especially after what the world lived during the COVID-19 pandemic. Distance learning, to an extent, has replaced traditional teaching. There are different models and one of these models is teleconferencing. These approaches were needed to increase the learning process and to enhance students' learning ability. Teleconferencing creates great motivation among learners. In addition to obtaining new communicative and social skills, they learn how to communicate and change knowledge.

1.2. The History of Distance Learning

Caleb Phillips, an American teacher, was the first to introduce the idea of distance education in 1728 when he published an announcement in the Boston Gazette about a correspondence course in shorthand. He gave an oath that the students will have various lessons sent weekly to them and be as good as those that live in Boston." Yet correspondence studies did not become popular until the 19th century, with the development of the postal system. Isaac Pitman (1813–1897) was a teacher of English who improved the most used system of shorthand, known by his name Pitman shorthand. His organization, Isaac Pitman and Sons, was one of the world's leading educational publishers in such places as London, Bath, New York, Melbourne, Johannesburg, Toronto, and Tokyo. In 1840, Pitman started a correspondence course teaching his shorthand system. He would copy a text into shorthand on a postcard and send it to his students, and then the students would send back their homework for corrections. This plan was made possible by the introduction of uniform postage prices in Britain in 1840. In 1858, Queen Victoria of Great Britain signed a contract that allowed the University of London to provide distance-learning degrees to people no matter where in the world they studied. The University of London was the first university to offer distance learning degrees.

Moreover, radio evolved in the First World War, television in the 1950s, and teaching outside of the traditional classroom had suddenly found new delivery systems. There are various examples of how early radio and television were utilized in schools to deliver learning

at a distance. Audio and computer teleconferencing have impacted the delivery of teaching in public schools, higher education, the military, and business. Correspondence study start to use improved technologies to provide more effective distance education (Gunawaradena & Mc. Isaac, 2004). The United States was slow to enter the distance education marketplace, and when it did, it was a huge step in developing distance learning. Lacking the economic problems of some countries or even the massive illiteracy problems of developing nations, in the United States, more than 10 states were providing distance education in 1987. After a year, that number had risen to two-thirds of the states, and by 1989, all states were engaged in distance learning programs. One of the important political documents describing the state of distance education in the 1980s was the statement made to Congress by the Office of Technology Assessment in 1989 (Office of Technology Assessment, 1989).

Modern distance learning was originally based on the improvement of postal services in the 19th century and has been practiced at least since Isaac Bateman taught shorthand in Great Britain by correspondence in the 1840s (Moore & Kearsley, 2005, p. 235). The university of London is considered as the first university which offered delivery degrees. This program is now known as the University of London International Programs and includes postgraduate and undergraduate degrees and diplomas created by colleges such as University of London. In the United States, William Rainey Harper, the first president of the University of Chicago, developed the concept of extended education, where the research university had educational colleges dependent on the wider community, and in 1892 he also provided the concept of correspondence school courses to promote further education, an idea that Columbia University put into practice (Levinson, 2005, p. 69).

Nowadays, the internet and videos have taken distance education in new directions, enabling real-time distance learning. Live video training is the most common and fastest delivery approach in the United States (Ostendorf, 1997).

1.3. Definition of Distance Learning

Distance education is known as an approach to teaching where the learner and instructor are physically separated. It can use a variety of technologies, such as correspondence, audio, video, computers, and the Internet (Roffe, 2004).

Distance education is open to behaviorist, cognitive, constructivist, and other modes of learning. On the one hand, an element of industrialization with the division of labor use of mechanical devices, electronic data processing, and mass communication caters paradoxically to individualization and one-to-one relations between students and tutors through mediated interaction (Holmberg,1995,p.5).

Another definition of distance education According to Holmberg, distance learning depends on deep learning as an individual activity which is guided and supported by non-contiguous means. Teaching and learning rely on mediated communication, usually based on pre-produced courses (ibid).

1.4. The Global Movement of Distance Education

The inception of the British Open University in 1969 heralded the integration of technology to complement print-based instruction through meticulously crafted courses. These courses were distributed on a large scale over three programs: undergraduate, postgraduate, and associate levels. While primarily relying on print materials, several technologies were used to support the learning process. Acceptance to the British Open University didn't necessitate educational qualifications. Courses have been effectively delivered to a student body exceeding 100,000. The success of the Open University model has led to its adoption in different countries, spanning both developed and developing nations (Keegan, 1986).

Since then, telecommunications networks have expanded to encircle the globe, facilitating connections among people from diverse nations in innovative and exhilarating ways. As the boundaries of our global community continue to diminish, efforts are underway to enhance communication by granting broader access to international information. Emerging communication technologies, particularly in telecommunications, offer highly efficient solutions to the challenges of disseminating information and fostering global understanding among individuals. In today's digital era, there is a forecasted exponential increase in the volume of generated information annually. Given the direct correlation between economic and political influence and access to information, numerous educators, such as Takeshi Utsumi, President of GLOSAS, have endeavored to develop models like the Global University » and the Global Lecture Hall. » These models provide resources to enable less economically

advantaged countries to keep pace with advancements in global research and education (Utsumi, Rossman, & Rosen, 1990).

1.5. Evaluation of Distance Education

According to Keegan (1980), media plays an important role in connecting educators and learners. Before the emergence of telecommunication technologies, distance educators struggled to enable real-time communication among students and instructors. Interaction between students and teachers mostly involved correspondence and self-assessment exercises sent to instructors for feedback. Collaborative learning, or group work, was rare in distance education, although efforts were made to facilitate group activities at local study centers. Moreover, distance education courses traditionally focused heavily on learner independence and were typically self-contained. However, the development of synchronous technologies such as audio teleconferencing, audio graphics conferencing, and videoconferencing enabled geographically separated learners and instructors to engage in real-time interaction.

1.5.1. Correspondence: Parcel Post

Correspondence education, regarded as a form of distance learning due to the physical separation between instructors and students, involves delivering lessons and exercises through mail or other means, with completed work returned for evaluation (Encyclopedia Britannica, 2012). Isaac Pitman pioneered formal correspondence education in 1840, teaching shorthand through mail correspondence, later establishing the Phonographic Correspondence Society in 1843 (Verduin & Clark, 1991).

1.5.2. Radio and Broadcast

Distance education saw huge a significant transformation in 1894 with Guglielmo Marconi's invention of the spark transmitter and his subsequent patent for a radio device (Omaha World Herald, 1897 ; Buckland & Dye, 1991). The establishment of the University of Wisconsin-Extension in 1906 marked as the start of distance teaching initiatives. In 1919, University of Wisconsin professors initiated an amateur wireless station, the first federally licensed radio station dedicated to educational broadcasting (Engel, 1936). By 1922, 73 educational institutions had obtained broadcast licenses, with 176 institutions licensed by the end of the 1920s, marking the onset of educational broadcasting (Wood & Wylie, 1977 ; Buckland & Dye, 1991).

1.5.3. Online Education: Internet

Online education is known as a type of distance education employing computers and the internet as its primary delivery tools, with at least 80% of the course content delivered online (Allen & Seaman, 2008; Shelton & Saltsman, 2005). Experimentation with online courses by universities and colleges began in the early to mid-1990s, with significant growth in online education within traditional nonprofit institutions occurring from 1998 onwards (Arenson, 1998). In 1998, several notable developments took place in the online education landscape, including the establishment of New York University's for-profit online education subsidiary, NYU Online, and the founding of Western Governors University and the California Virtual University (Arenson, 1998).

1.6. Distance Education During the COVID-19 Pandemic

On December 31, 2019, China reported a cluster of 27 pneumonia cases of unknown etiology. The cases presented clinical features common to several infectious respiratory diseases, such as fever, dyspnea, and bilateral lung infiltrates on chest radiographs. (Wuhan City Health Committee, 2020).

During the disease, the government decided that all of the schools and universities should close. This has led teachers to work online, where they face the prospect of designing lessons, homework, assignments, and assessments suitable for online learning. Some teachers who report having little or no training in technology are facing a major change and struggle in their practice. In effect, it was a huge shift in the nature of teachers' work. It changed into uncharted territory where there are no guidelines and where much of what works in person may not work online.

The traditional educational methods were changing with e-learning when COVID-19 appeared because social gatherings in educational institutions are considered an opportunity for the virus to spread. E-learning options are available to ensure that epidemics do not spread (Lizcano et al., 2020).

1.7. Teleconferencing

Teleconference is considered one of the distance learning models that existed long ago. It makes education easier by offering participation and collaboration among students and teachers in separate areas.

1.7.1. The Begging of Teleconferencing

Teleconference began with the slowest steps, compared with other Internet technologies, due to the limited data transfer rates that prevailed until recently in networks, significantly reducing the amount of data they could handle. The continuous increase in network speeds gave motivation for the scientific community to develop and implement effective communication and educational tools (Tzanakos, 2012). Chamberlain (1980) suggested that teleconferencing improved because of the rapid growth in instructional television and the availability of satellite technology that happened in the mid-1960s. He gave examples of a few of the large universities and medical schools that participated in limited broadcasting during the 1950s, but for the most part, the cost and size of video equipment were beyond the limits for noncommercial users until the 1960s, when smaller, less expensive equipment became available. Chamberlain (1980) noted the launching of the first communication satellite in 1965 as opening the possibility of communicating with one or more parties in full view and the launching of the first domestic satellite in 1974 as opening the way for instructional use. However, the low use of teleconferencing has been noted by Johansen, Vallee, and Spangler (1978), who suggest that it is caused by the difficulty involved in connecting more than two teleconference sites simultaneously, combined with the new communication skills required for communication on teleconference systems. Hunter (1980) hypothesizes that these differences are due in part to the inability of current teleconference systems to faithfully represent the spatial relationships that occur among the participants of a face-to-face conference. linked with the representation of spatial relationships is the ability to establish eye contact and to communicate other nonverbal information. Nonverbal cues have been shown to have several functions in interpersonal communication (Argyle and Cook, 1976; Duncan, 1969).

Today, developed speeds in networks and especially the Internet facilitate the transmission of high-resolution images, enabling high-definition video conferencing (HDVC). HDVC is an evolving technology of vital significance in the fields of medicine, entrepreneurship, education, etc. (Trueb, Lammers, & Calyam, 2007).

1.7.2. Definition of Teleconference

Teleconference refers to the creation of two or more learning environments where users communicate and change data, files, presentations, graphics, and common applications. As mentioned by Anastasiades (2008a; 2008b), teleconferences aid participants in performing

both formal and informal educational meetings as frequently as they want, developing their social interactions, and creating a digital record of the lessons conducted for review purposes (Kocdar et al., 2018).

The word teleconference comes from two parts: tele, meaning from far in ancient Greek, and conference meaning people in different places talking to each other in real time using technology. Teleconferencing uses new technology like computers and the internet to send different kinds of information quickly between a teacher and a student, even if they're far apart. (Tzanakos, 2012) . By teleconference, animation, audio, and data can be transmitted to wide spaces where screens and sophisticated audiovisual media can be found. (Rozi, 2007) creating virtual environments in their simplest form. This type of meeting in a virtual space maximizes learning efficiency by increasing the interaction between instructors and learners, as the distance gap is now "bridged." Teachers and learners act in parallel and at the same time, even if they are not located in the same place (Anastasiades, 2006).

Teleconferencing is a specific type of instructional television. As described by Cowan (1984) and Olgren and Parker (1983), the purpose is to originate a live program and transmit it to one or more groups where the audience has the opportunity to interact with the program. The broadest, most technologically acceptable form of videoconferencing today involves a full-color, full-motion video program transmitted live to a satellite. The satellite then retransmits the signal to sites in the United States or anywhere in the world via a broad beam.

1.7.3. Audio Teleconferencing

According to Gunawardena and McIsaac, audio teleconferencing, or audio conferencing, is voice-only communication. Even though it lacks a visual dimension, audio teleconferencing has some major strengths: it uses the regular telephone system, which is readily available and a familiar technology, and it can connect a large number of locations for a conference using an audio bridge. (2004, p,14).

Olgren and Parker (1983) suggest that one must keep in mind that voice communication is the backbone of each teleconferencing system. Sophisticated video or graphics equipment can be added to any audio system. If the audio has bad quality, it will have a negative impact on participants, even with the most sophisticated graphics and video technologies. It can be enhanced by adding a visual component to the conference by mailing or

e-mailing ahead of time printed graphics, transparency, or a video cassette to be used during the conference. moreover While not as sophisticated as video conferencing, audio conferencing also facilitates interaction. Research into the use of audioconferencing is rare. Cragg (1991) examined the experience, learning techniques, and reported learning of nurses taking a course either by audio-teleconference or correspondence. She found that the teleconferences encouraged group learning, although they were more convenient.

Garrison (1990) suggests there is a growing recognition of the importance of two-way communication in the distance educational process. He proposes that audio teleconferencing provides effective support for the educational transaction because it has the unique ability to maintain teacher-student interaction and control over the learning process, as well as provide learner-learner interaction at a distance. Garrison (1989) identifies some of the defining advantages of audio teleconferencing. First, audio teleconferencing is a group instruction method. This makes it easier for both students and teachers to identify and be comfortable with it. Secondly, students who are not satisfied with an independent study method adapt more quickly to this two-way communication medium. A third advantage of audio teleconferencing is its technological simplicity. Its accessibility through a telephone system makes it easy and familiar for teachers and students to use. From an institutional standpoint, the majority of schools and universities that use distance education find that audio teleconferencing is a workable and affordable substitute. Garrison (1990) proposes an additional advantage: the potential for interaction that teleconferencing offers. He proposes that, according to Page 19, the great majority of teleconferences are intended for adult learners (Garrison, 1990, p. 19).

1.7.4. Video Teleconferencing

The start of videoconferencing can be traced back to the 1960s; however, it was not prevalent in organizations because of the high costs associated with it (Sondak & Sondak, 1995). With the improvement of technology, the restrictions on specialized equipment and computer networks decreased, and the use of videoconferencing became more popular (Sondak & Sondak, 1995). In the mid-to-late 1990s, videoconferencing was applied to educational contexts, from higher education initially to mainstream schooling later (Lawson et al., 2010).

Video-conferencing means two-way communication and carries audio and video information so that people at two or more locations can see and hear each other. Many studies have been undertaken using video-conferencing facilities. Andrusyszn et al. (2000) used a

video-conferencing facility and asynchronous computer conferencing to enhance learning and promote international collaboration among graduate nursing students.

Video teleconferencing systems transmit sound, visuals, and images of people. They can display speaker images, 3D objects, motion, and pre-recorded videos. These systems can make use of the iconic, digital, and analog features of television to effectively convey messages. Because they can show people's images, video teleconferences can create a sense of being together, similar to face-to-face interaction. They come in two types: two-way, where both parties can see and hear each other, and one-way video with two-way audio, where the audience sees and hears the presenter, but the presenter only hears the audience. During a video teleconference, sound, video, and data are sent to remote locations using a single channel, such as fiber optic lines. Audio feedback is often sent over regular phone lines. Video teleconferencing is often used for one-time events involving many locations to save costs. It differs from instructional television, which extends classroom teaching over longer periods of time. Videoteleconferences can be divided into full-motion and compressed types, with compressed being cheaper and more flexible than full-motion.(gunawarAdena, MsIsaac,2004,p14).

1.7.4.1 Full-Motion Video Teleconferencing. Full-motion video teleconferencing gained popularity with the emergence of satellite technology. Over the last decade, educational advancement has been offered credit courses through satellite television. Advances in video compression standards and the widespread adoption of fiber optic cable infrastructure by telephone and cable companies have significantly reduced the cost of transmitting video through terrestrial lines. Despite these advancements, satellite television is likely to remain available and even expand in the foreseeable future for two main reasons. Firstly, there are still many remote areas worldwide, including parts of North America, where telephone service is limited and unable to support video transmission. In these areas, individuals can easily access satellite television by installing relatively inexpensive satellite dishes powered by solar panels, batteries, or generators. The introduction of new Ku-band satellites has further facilitated direct broadcast service (DBS) to households. The increasing availability of smaller and more affordable satellite television reception technology, coupled with the launch of higher powered satellites, ensures continued access to instructional video and data in even the most remote regions lacking other information infrastructure.

Fiber optics is becoming increasingly popular as a transmission medium for video teleconferencing due to several advantages. Fiber optics can transmit vast amounts of data at high speeds without experiencing signal degradation over distance, unlike coaxial cable. Additionally, fiber optics are multipurpose and can transmit video, audio, data, and graphics through a single cable. A single fiber optic cable can carry over a billion bits per second, enabling multiple video teleconferences to run simultaneously. Ongoing developments focus on integrating different transmission channels and using a combination of telecommunications channels, including satellite, fiber optic, microwave, and coaxial cable, to deliver full-motion video.(gunawarAdena,MsIsaac,2004,p14)

1.7.4.2 Compressed Video. Teleconferencing has greatly benefited from advancements in video compression techniques, significantly reducing the amount of data required to convey a video image. This has made it possible to transmit video signals at lower, more affordable data rates. The device responsible for digitizing and compressing an analog video signal is called a video codec, short for coder/decoder, which functions in a manner opposite to that of a modem (modulator/demodulator). However, reducing the transmission rate often results in compromises in picture quality. With lower data rates, there is less information available to accurately describe changes in the picture, leading to reduced resolution and a diminished ability to handle motion. Consequently, rapid movements in the image may appear distorted or jerky on the screen.

Currently, most compressed video systems utilize either a T-1 or half a T-1 channel. In a T-1 channel, video is compressed at 1.536 Mbps, which is equivalent to the digital capacity of 24 voice-grade lines. The advent of digital video compression technology has made video teleconferencing more economically viable. Nevertheless, it remains less cost-effective than audio teleconferencing. (gunawarAdena MsIsaac,2004,p14).

1.7.4.3 Desktop Video Teleconferencing. Desktop video teleconferencing, an integrated technology merging audio, video, and data functionalities, is gaining popularity. This technology enables users to visually communicate, converse, exchange application files, and collaborate on these files remotely. Most systems do not require advanced digital communication technologies like ISDN for operation. However, for those interested in utilizing ISDN, it is feasible to acquire an ISDN card, although most systems are now designed to be compatible with telecommunications standards such as ISDN. In educational settings, this technology can be used to deliver class material and facilitate collaborative work among

students, even if they are physically distant from each other. For instance, an instructor could deliver material to the entire class either in real-time or by distributing audio files to students' email accounts. Students could then collaborate in real-time over telephone lines if they wished to share information. As various technologies converge, desktop videoconferencing is transitioning into laptop videoconferencing. The integration of cellular telephone technology with high-speed laptop modems will enable people to conduct meetings and group work sessions from diverse locations, including home, office, or even the beach. (Gunawaradena, MsIsaac,2004,p14)

1.7.5. Computer Conferencing

Computer conferencing systems use computer-mediated communication to aid group and many-to-many communication. In computer conferencing, messages are linked to form chains of communication, and these messages are stored on the host computer until an individual logs on to read and reply to messages. Some conferencing systems offer a huge range of facilities for enhancing group communication and information retrieval. The key feature of computer conferencing systems that have an impact on distance learning, the Computer conferencing systems use computer-mediated communication to aid group and many-to-many communication. The asynchronous and place-independent features. It gives the flexibility of assembling groups at times and places convenient to participants. Levinson (1990) suggests that research into education via computer conferencing must be sensitive to the ways in which subtle differences in technology can impact the social educational environment. Harasim (1989, 2001) emphasizes the necessity of approaching online education as a distinct and unique domain. Gunawardena (1991, 1993) reviews research related to the essential group or socially interactive nature of computer conferences, focusing on factors that impact collaborative learning and group dynamics. Computer conferencing provides an environment for collaborative learning and the social construction of knowledge. Researchers are using conferencing platforms to examine social presence, cognitive presence, and interaction. Using the model of learning as socially situated, scholars are examining collaboration, knowledge construction, and learner satisfaction in computer conferences (Gunawardena & Duphorne 2000). Research indicates that student satisfaction is strongly related to the learner's perception of social presence (Gunawardena & Zittle, 1997). Communities of practice are developing in computer-mediated environments using strategies based on distributed models of learning (Lea & Nicoll, 2002).

1.8. The Effectiveness of Teleconferencing

The effectiveness of teleconferencing, the continuous upgrading of video and sound transmission technologies, the growth of teleconferencing systems, and the improvement of broadband networks significantly develop the technological conditions for the organization of educational teleconferences (Anastasiadis, 2007). The teaching methodology should create the conditions for the active participation of the students in a process where they will be able to process the information critically and transform it into knowledge (Anastasiadis, 2007). Nguyen (2015), based on research, states that distance learning Teleconferencing is more effective than traditional learning methods. Therefore, a huge range of indicators and variables of pedagogical and technological nature are used for the exploration of effectiveness, as the learning process requires factors such as the nature of the subject, the teaching objectives, the teacher, the methodology of teaching, the characteristics of the learner's, the technological equipment of the teaching halls, and the reliability of the communication network (Mouzakis et al., 2004). There are certain conditions necessary for a teleconference to be successful. These are the selection of participants; and careful pre-conference teleconferencing planning. This should include well-structured teaching content, a joint trainer-trainee preparation about rules of engagement for their role in teleconferencing in terms of behavior, communication, listening, and participation, and appropriate procedures for addressing technical issues such as familiarity with teleconferencing equipment, participation in trial teleconferencing before the main teleconference call, equipment testing, and platform use. Technically speaking, they include: technical tests before the teleconference to ensure that the technology is reliable and to ensure that all participants and instructors can effectively use the equipment; planning activities in the room to facilitate interaction between participants and trainers in sequence to decrease the perceived distance between the distant points. It is necessary to acquire technical support in case problems arise during a teleconference. On the part of the learners, a positive attitude and greater self-efficacy are achieved (Cavanaugh, Milkovich, & Tang 2000; Lawson & Comber 2014). Student satisfaction is considered a factor in effectiveness (Heath et al, 2002). The effectiveness of the teleconference is connected with the preparation of both the instructor and students. Further, it relied on the educators' flexibility among the learners' special characteristics, targeted teaching, and the use of experiential strategies to maximize the interaction between them and the teacher (Armakolas et al, 2018).

1.9. The Benefits of Teleconferencing

Teleconferencing enables learning for large, widely dispersed groups, optimizing resource utilization by bringing learning opportunities to learners. It addresses scheduling challenges for those with work, family, and community commitments, allowing them to attend learning sessions at designated centers within limited time frames. Tailored to local needs, teleconferencing ensures training content, language, and conditions are customized. The quality of training remains high and consistent, offering direct input from primary sources, and minimizing loss of quality in transmission. Utilizing various teaching methods, such as animation and graphics, enhances engagement, motivation, and information retention while also facilitating demonstrations and experiments to solidify learning. By incorporating sights, sounds, and the essence of the subject matter, teleconferencing provides a comprehensive view of issues. It promotes interactive and uniform training, with instructors adjusting teaching strategies based on learner feedback. Interactivity fosters dialogue, encourages responses to situations and visuals, and facilitates higher-order learning processes. As learners become adept with technology, their communication and learning skills improve. Interactivity creates a participatory environment, making learners feel connected despite being in different locations, fostering group dynamics, and reducing isolation, especially for field workers in remote areas. (Commonwealth of Learning & Commonwealth Educational Media Centre for Asia, 2004)

While teleconferencing can reduce costs and enhance productivity in meetings involving distant participants, its widespread adoption remains limited. (Johansen et al1978) have observed this low uptake, attributing it to challenges in connecting multiple teleconference sites simultaneously, as well as the need for individuals to acquire new communication skills tailored to teleconference systems. Hunter (1980) further speculates that these disparities stem partly from the current inability of teleconference systems to accurately replicate the spatial dynamics inherent in face-to-face conferences.

1.10. Traditional Teaching Approaches

In the traditional approach to teaching and learning, the lecturer assumes control of the classroom, relying predominantly on textbooks, and assessing learning based on the total study hours rather than actual teaching hours (Serroukh & Serroukh, 2022).

This traditional teacher-centered method thrives on the instructor serving as a guide, overseeing the entirety of the teaching process, imparting structured knowledge and academic perspectives with philosophical speculation, infused with rich emotional insights, and having

a distinctive teaching style that potentially influences students. Through this approach, students gain wisdom and empowerment beneficial for the development of their intellectual and emotional intelligence (Lui & Long, 2014).

1.11. Traditional Teaching Approaches vs Teleconferencing

In traditional classrooms, group activities are common but often miss the chance for in-depth discussions and exploration of fundamental concepts. This traditional approach tends to overlook the cultivation of critical thinking skills and the incorporation of essential concepts necessary for fostering genuine scientific literacy and appreciation (Yore, 2001). Additionally, it relies on a teacher-centric model that assumes all students share the same background knowledge and can grasp content at a uniform pace (Lord, 1999).

In contrast, teleconferencing has the potential to enhance the teaching and learning experience by facilitating improved communication and interaction among learners, all while supporting educators in their instructional leadership (Milioritsas & Georgiadi, 2010). Utilizing teleconferencing prompts educators to embrace new, flexible teaching methods, marking a shift in their role within the educational landscape (Mouzakis, 2006; Milioritsas & Georgiadi, 2010; Karakiza, 2010).

1.12. Conclusion

This chapter represents the cornerstone of this work by defining key concepts essential to understanding teleconferencing strategies in education. It offers an in-depth overview of the most significant elements that educators should be familiar with before implementing teleconferencing in their teaching practices. Emphasizing the advantages of teleconferencing over traditional teaching approaches, this chapter explores its effectiveness for both teachers and students. By highlighting its potential to enhance engagement, flexibility, and accessibility, it underscores how teleconferencing can cater to diverse learning styles and educational needs.

The next chapter is about the practical side of this research work. It contains a description of the research design, research instruments, aim, and structure of the study.

Chapter II: Research Methodology and Design

2.1. Introduction

In the previous chapter, we presented a review of the related literature. This chapter specifies the research tools and methodologies that are used to analyze the use of teleconferencing over traditional teaching approaches at Saida University. It aims at highlighting the practical part of the research. It will identify the methodological methods and the research instruments (questionnaire, online observation) that the researcher opted for. Further, it will present the research design, the significance, and the aim of the work.

2.2. Aim of the Study

The research aim is like a goal or target that explains what the study contemplation is to achieve and what the researcher wants to reach or finish by the time the research is completed. “The term research aim usually refers to the main goal or overreaching purpose of a research project’’ (Hodges & Thomas, 2010, p. 38). Research without a purpose—it’s not worth calling it inversion. This study has two general aims: to explore teachers’ and students’ opinions about teleconferencing and their preferences in comparison to traditional teaching.

2.3. Significance of the Study

This study is significant in the field of didactics because it attracts the attention of educators and students to a new style of teaching that deeply affects the learning process and creates so much progress if the teachers do consider it. The findings of this study will attempt to provide teachers with more ideas about teaching from a distance. Additionally, this work will present more distance teaching techniques and methods to show how teleconferencing can shed more light on teachers’ and students’ opportunities and abilities. It will bring something new to the teaching and learning journey, making it superior and more positive.

2.4. Structure of the Study

This research methodology is comprised of different elements, each of which encompasses background information. It begins with the study aim, then the significance, and therefore, it details the sample and population, teacher profile, and student profile. complementarily, it outlines research instruments and data design (students' questionnaire, teachers' questionnaire, and online observation) addressing encountered difficulties. Finally, it concludes the research.

2.5. Population and Sampling Strategy

The target population of this study was second-year license students and EFL teachers from the Department of English Language, Faculty of Languages and Arts, Dr. Moulay Taher University of Saida. The study was conducted during the second semester of 2023/2024

In scientific research, simple random sampling is a widely used sampling technique. When selecting research participants at random, simple random sampling is the method of choice for highly homogeneous populations (Bhardwaj, 2019). "In this method, every individual has an equal chance of being selected in the sample from the population," (Acharya, Saxena, Nigma,2013, p. 330). According to Thomas (2020), basic random sampling ensures that each member of a population has an equal chance of being selected as a response.

2.5.1. Description of the Teachers' Profile

18 EFL teachers from the Department of English Language were selected randomly to answer the questionnaire that was distributed to them to check their knowledge about the benefits of teleconferencing over traditional teaching approaches. The strategy that was adopted for taking samples from teachers was different; the first strategy was going to the Department of English and asking teachers if they could answer the questionnaire, and the other strategy was by sending it to them via email.

2.5.2. Description of the Students' Profile

To complete the objective of this study, an observation and questionnaire were done with four second-year groups, which were chosen randomly to contribute to this study. The number of students in each group was between 22 and 23, for which we obtained the permission of the teachers to distribute the questionnaire to them during the class, the chosen of group was

random and not specific. While the observation was also done with the permission of teachers to attend the sessions with students to take notes.

2.6. Research Instruments

In this research, both qualitative and quantitative methods are used to answer the research questions and validate the research hypotheses. The qualitative method is adopted to determine the preferences of students and teachers about teleconferencing, in addition to determining the opinions of students/teachers about teleconferencing over traditional teaching. On the other hand, the quantitative approach is used to check the general tendency of teachers and students. A variety of research tools should be chosen to achieve the study's goal. These tools are mostly known as several ways which the researcher utilizes to collect data for his or her investigation, such as observation, questionnaires, interviews, experiments, etc. A detailed description of the research instruments will be presented in this section. The researcher will present the advantages and drawbacks of each research instrument used in the research and justify the reason behind choosing the data collection methods and the objectives behind the use of each instrument.

If a researcher uses only 1 instrument to collect data, the researcher will be able to get data partially. While using several tools, open up to gathering rational and enough data for a complex situation. Among these instruments, we find questionnaires and observations.

On one hand, the questionnaire is the most used instrument which is based on a series of questions to gather data from respondents. Questions are the definition of what researchers need for their research, which can be addressed using the answers of the respondents. A questionnaire, as the main and most dominant way of collecting primary and quantitative data, makes the process of data collection standardized and comparable. So, it can ensure a faster and more accurate data collection process and facilitate data processing as well (Krosnick, 2018; Malhotra, 2006).

Further, there are a number of benefits and drawbacks to using a questionnaire as a data collection tool. At first, it's possible to receive the answers quickly; then, it’s a simple technique that any researcher can use. Additionally, the correspondents don’t have to rush the respondents because they can complete the questionnaire for them, yet the questionnaire

sometimes yields erroneous answers, incomplete answers, and incomplete entries. The investigators still run into difficulties.

On the other hand, the observation method is “a data collection method in which a person (usually trained) observes subjects of phenomena and records information about the characteristics of the phenomena." (Kumar,2022,p1). Gorman and Clayton define observation studies as those that “involve the systematic recording of observable phenomena or behavior in a natural setting” (2005, p. 40).

In this study, the researcher has designed three instruments: two questionnaires and an observation grid. The researcher has utilized three data gathering tools to answer the research questions and validate the research hypotheses. The first and the second tools were a questionnaire for students/teachers. It is used to answer the research questions, which is about students/teachers openion about teleconferencing over traditional teaching and their preferences . The third tool which is a covert online observation, is designed to solve the second research question.

To describe and record data about the knowledge of students about teleconferencing and distance learning. The researcher has selected online observation as a third research tool. The goal is to check whether the content fits and addresses the students’ preferences, in addition to verifying if the students are interested in and more into it or not. The online observation was undertaken at the Department of English at Saida University during the first and second semesters of the academic year 2023-2024.

2.6.1. Description of the Students’ Questionnaire

The student questionnaire aims to gain data about the students’ perspectives on distance learning, teleconferencing, and traditional teaching approaches and their preference for one of them. To address the research questions, the questionnaire was given to 70 students. It was composed of closed-ended (yes or no/multiple choice questions) questions and some open-ended questions.

The questionnaire (see Appendix A) has an important introduction that introduces the topic. The researcher defines the approach of teleconferencing in the introduction to make

the concept clear to the informants because the topic is rarely tackled in Algeria. The first section was entitled Students Profiles and their Level of Learning. It consists of two main questions: the first is about their gender (male and female) and their ages, and the second is about the level of learning at the university. The second section presented the students' perspectives toward the term teleconferencing and the differences between teleconferencing and traditional teaching. It is made up of twenty questions (yes or no and wh questions).This phase is intended to test the students' knowledge and determine how much they know about teleconferencing, in addition to investigating the problems that they usually face when they learn via distance learning.

2.6.2. Description of Teachers' Questionnaire

To address this research question, the researcher has structured the significant instrument as a give-it-to the teacher face-to-face administered to eighteen teachers at Dr. Moulay Tahar Saida University. The type of question used in this investigation is semi-structured. Before starting, the questionnaire was opened with a concise introduction in which it defined the topic and identified the major points that were going to be discussed. The question was semi-structured. It consists of 12 questions (see Appendix B). The first question was about whether they used teleconferencing in their teaching practice. The second question was about how they perceive the effectiveness of teleconferencing compared to traditional teaching approaches. Moreover, the third question revolved around the main benefits of using teleconferencing in education over traditional teaching methods. These are some of the examples of questions that were asked in the questionnaire. The question was combined with WH questions. And yes/no questions. The teachers have appreciated and welcomed the research, as they contribute very significant explanations and discussions.

2.6.3. Description of Online Observation

In this research, the type of observation is covert observation (the participants of the study were not informed that they were observed). The class was observed for three weeks, two sessions per week. The groups observed were 3. The number of informants was 16 in each group. The researcher attends different lectures from different modules.

For the sake of gathering valid data and making the observation process more structured and organized, the observer has developed a guide sheet for observation (see Appendix C). The researcher was attending with the students in online sessions and noticed all that happened.

During each session, pay attention to every single detail. During these sessions of observation, the researcher used a variety of techniques to collect information. The researcher has relied on taking notes about the following details: teachers' flexibility, content accessibility, materials used, assessment tools, and students' engagement. In addition, more focus was placed on highlighting the obstacles that both students and teachers face. The researcher split the observation into four parts:

- Part one is for checking the materials, assessment tools, and content accessibility.
- Part two is for students' involvement, participation, and engagement with the teacher.
- Part three is for teacher attitude.
- Part four is for problems that teachers and students face.

2.7. Difficulties Encountered in This Study

There are some limitations in this study. This topic is rarely tackled in Algeria by researchers. Besides that the lack of training in university or school to technologies for students leads to not using teleconferencing. Also one of the limitations of this research is that some teachers didn't have time to answer the questionnaire. Finally, these obstacles did not prevent the current work from achieving its main objectives and figuring out its problems.

2.8. Conclusion

The chapter provided an overview of the study's sample, research instruments, and setting. As it negotiated the design of the proposed work and portrayed the procedure, the investigator followed when planning the research tools for the purpose of gathering data from the participants. The data collection tools used for testing the research hypotheses have also been introduced in this chapter.

Chapter III: Data Analysis and Interpretation

3.1. Introduction

As mentioned previously, the preceding chapter reviewed the research methodology and design and introduced the practical part of the study. This chapter will present the analyses of the data gathered from the three research tools that are used in this research. It will photograph the final picture of this work. It will lay out the analysis of the results of each instrument and their interpretations in the first part, whereas the second part is for the recommendations and the suggested solutions for this research.

3.2. Data Analysis

3.2.1 Students' Questionnaire

The questionnaire, as mentioned before, was distributed to second-year EFL students in English Department at Dr. Moulay Tahar University, Saida. Out of 180 students, 70 study participants were randomly selected to answer the questionnaire. This section displays the findings with statistical analysis of each question of the questionnaire.

Section One - General Information About the Students

Question One: What's your gender?

Students' answers have been displayed in Table 3.1

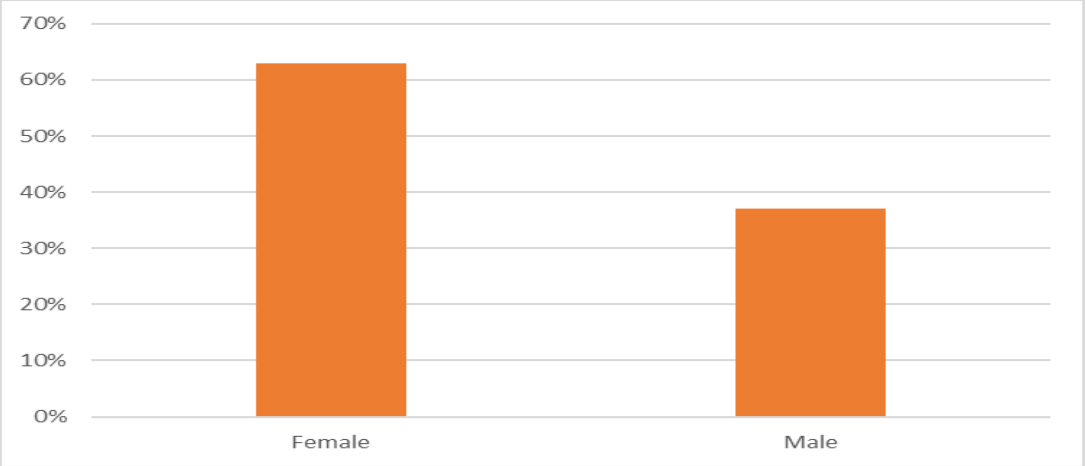
Table 3.1

Students Gender

Option	Number of students	Precentage
Female	44	63%
Male	26	37%
Total	70	100%

Figure 3.1

Sudents Gender



As shown in the table and figure above, the majority of participants were females (63%), while 37% were males.

Question Two: How old are you?

In this study, students's age ranges between 19 and 21 years old. However, there were two students whose age was 30 years old.

Section Two - *Students Opinion About Teleconferencing*

Question One : Have you ever practiced in distance learning sessions? If yes, how would you rate your overall experience with distance learning compared to the traditional classroom (good, better, or worse)?

Table 3.2

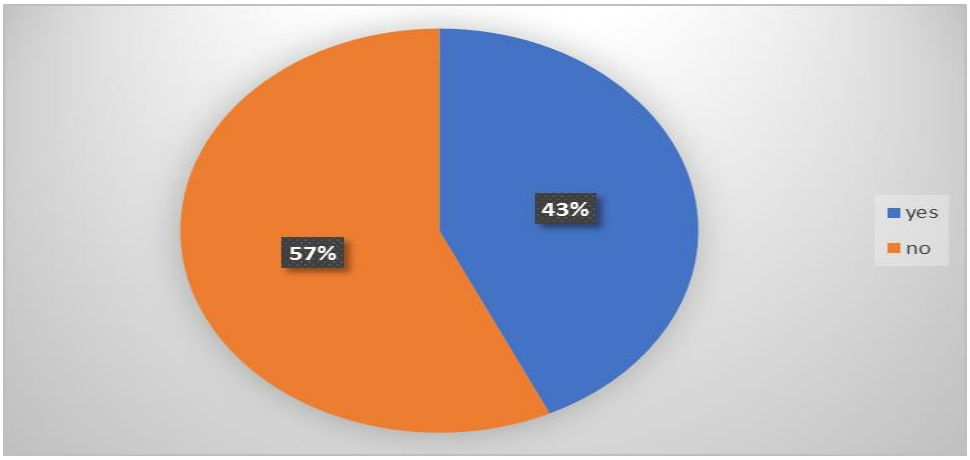
Students Participating in Distance Learning

Options	Number of students	Precentage
Yes	30	43%

No	40	57%
Total	70	100%

Figure 3.2

Students Participating in Students Distance Learning



The objective behind this question is to know if students had the opportunity to practice distance learning or not. 57,14% of the participants answered no, while the others answered yes with 42,86%, which means most of them didn't have the ability to use the distance learning method.

Follow-up Question: If yes, how would you rate your overall experience with distance learning?

Table 3.3

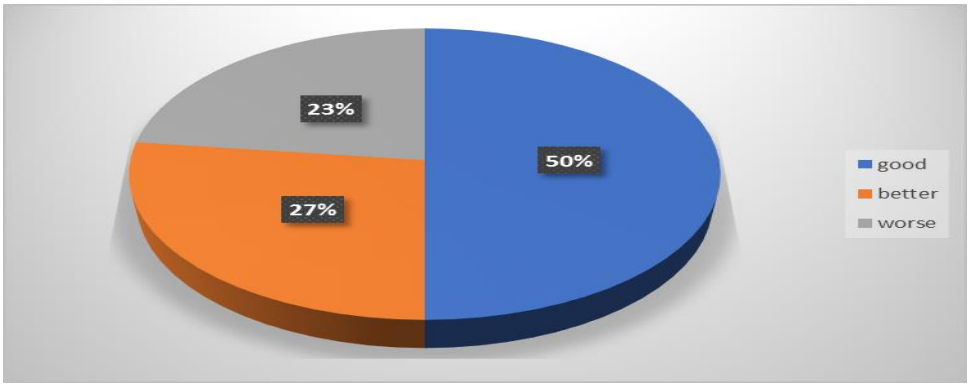
Students Rating Their Experience of Distance Learning

Optins	Number of students	Precentage
Worse	07	23%
Good	15	50%
Better	08	27%

Total	30	100%

Figure 3.3

Students Rating Their Experience of Distance Learning



As shown in Table 3.3 and Figure 3.3, 50% of participants voted that they found distance learning a good way to learn, and 26,67% found that it better strategy and beneficial to learn, while 23,33 declared that distance learning is a worse technique to learning with it.

Question Tow: Have you ever participated in teleconferencing? If yes, how frequently do you engage in teleconferencing sessions?

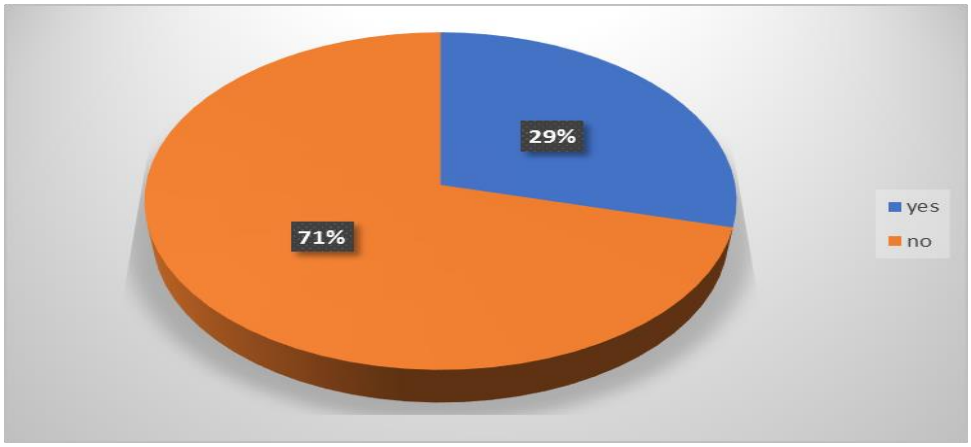
Table 3.4

Students Participate in Teleconferencing

Options	Number of students	Precentage
Yes	20	29%
No	50	71%
Total	70	100%

Figure 3.4

Students Participate in Tteleconferencing



The aim behind this question is to know if students have ever practiced in teleconferencing sessions, and the results show that 28,75% claimed yes, whereas 71,43% answered no, saying they didn't.

Follow-up Question: If yes, how frequently do you engage in teleconferencing sessions?

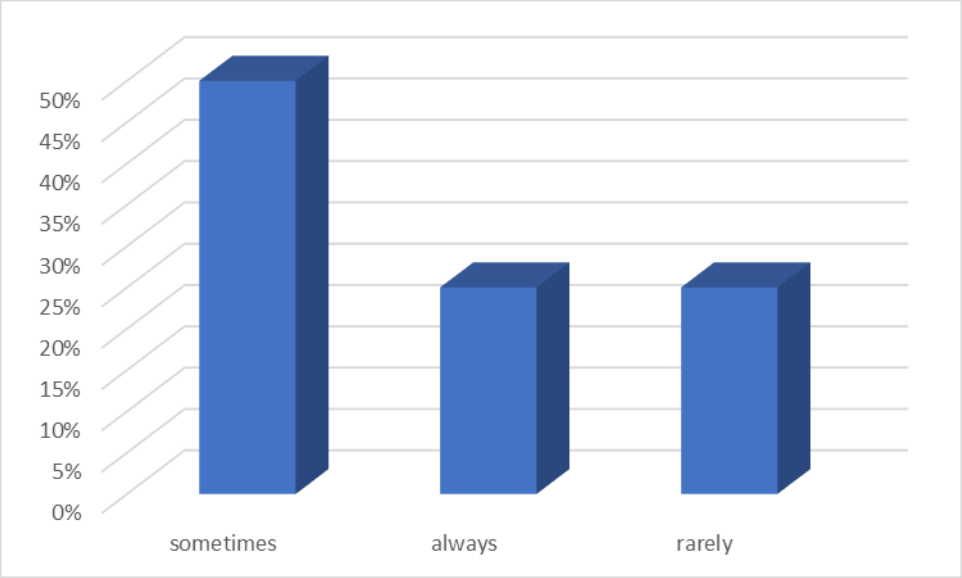
Table 3.5

The Percentage of Students' Engagement in Teleconferencing Sessions

Options	Number of students	precentage
Sometimes	10	50%
Always	05	25%
Rarely	05	25%
Total	20	100%

Figure 3.5

The Percentage of Students' Engagement in Teleconferencing Sessions



The results clearly show that students are sometimes engaging in teleconferencing with 50%, while 25% of the participants are rarely engaging in it, and 25% of students are always engaging in and participating in teleconferencing.

Question Three: Do you think that teleconferencing is a beneficial tool for learning?

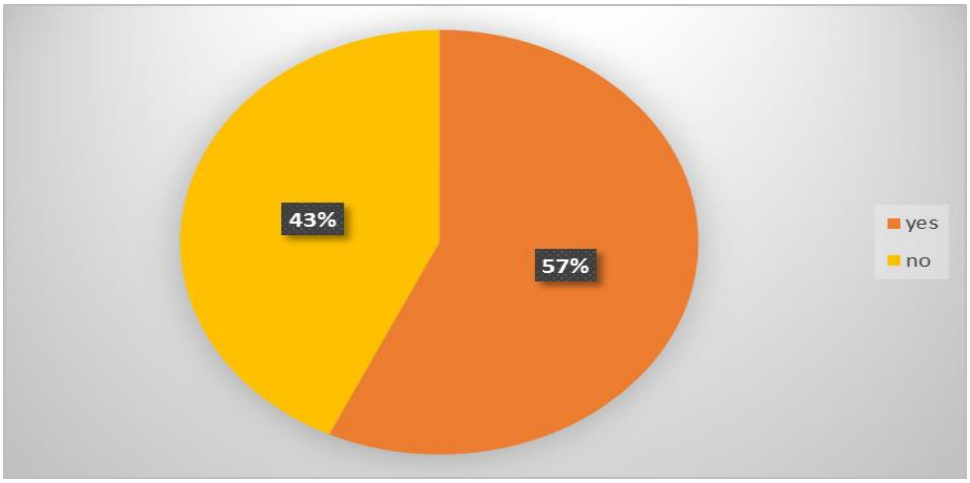
Table 3.6

Teleconferencing As a Beneficial Tool for Leaning

Options	Number of students	Precentage
Yes	40	57%
No	30	43%
Total	70	100%

Figure 3.6

Teleconferencing As a Beneficial Tool For Leaning



According to the results, 57.14% found teleconferencing to be a beneficial tool for learning. They considered it as a platform for exchanging ideas and information and saw it as a modern approach to accessing knowledge from different locations. However, 42.86% did not find teleconferencing interesting or beneficial.

Question Four: What platforms or tools have you used for teleconferencing? (google meet, zoom, big blue) ?

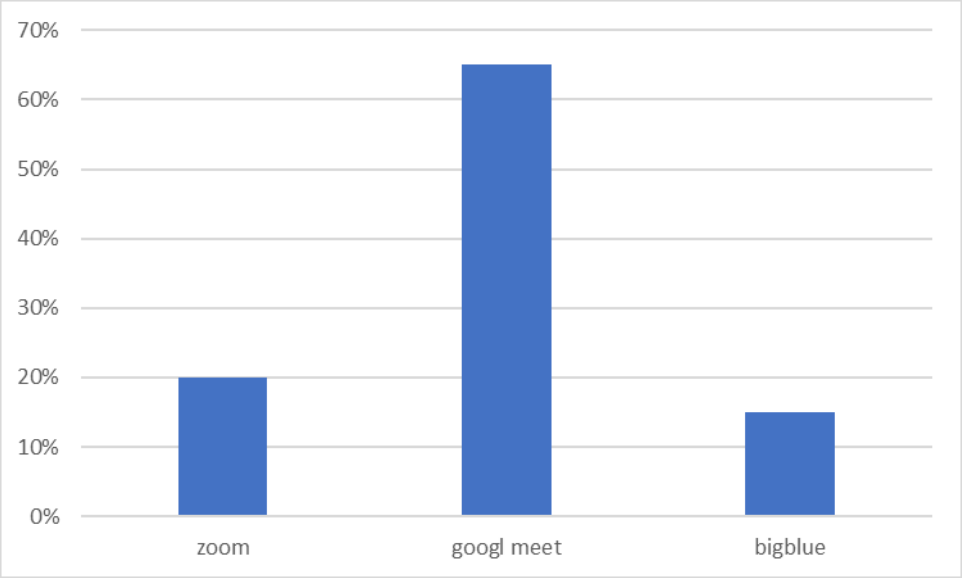
Table 3.7

Platforms To Access Teleconferencing

Options	Number of students	Precentage
Zoom	04	20%
Google meet	13	65%
Big blue	03	15%
Total	20	100%

Figure 3.7

Platforms To Access Teleconferencing



The objective behind this question is to discover which platforms students use, prefer, and feel more engaged with. 65% claimed that access to Google Meet was easier and more flexible. While 15% and 20% use Big Blue and Zoom to access teleconferencing

Question Five: How would you rate your overall experience with teleconferencing learning?

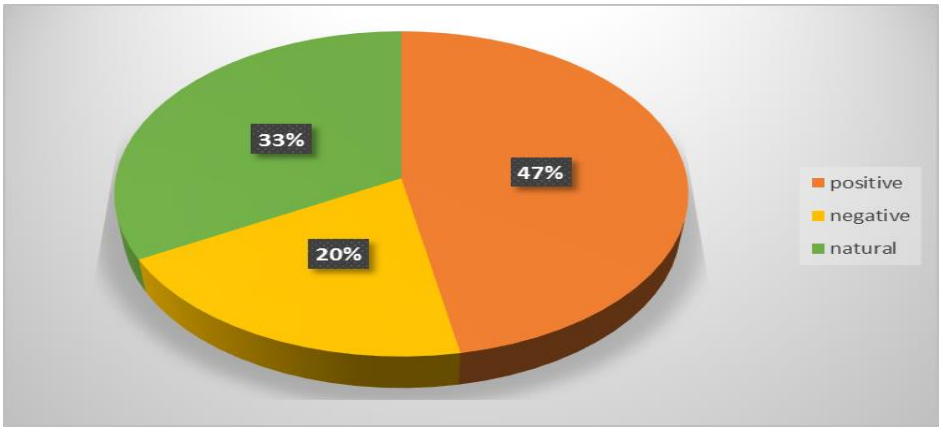
Table 3.8

Overall Experience in Traditional Learning Classroom

Options	Number of students	Precentage
Negative	14	20%
Positive	33	47%
Natural	23	33%
Total	70	100%

Figure3.8

Overall Experience in Traditional Learning Classroom



The results indicate that students have different views about teleconferencing learning. 47.14% found it as a positive way to have new experiences and make changes in the learning process , making them in a positive environment and more motivated to study, and that answer came from their different experiences in the classroom as bullying, judging from their teachers in front of their classmates, and some of them because of their anxiety and shyness, while 32.85% of students found that teleconferencing is a natural learning method, but 20% of students claimed that learning in teleconferencing is a negative way to learn because of the issues and glitches that they create obstacles in their learning.

Question six: In your opinion, which process is better for learning: teleconferencing or traditional teaching?

The aim behind this question is to know students' opinions about which is better, teleconferencing or traditional teaching. 71,42% see that traditional teaching approaches are better than teleconferencing, and they see their sleeves more engaged in traditional teaching, whereas 29% see the opposite; they find that teleconferencing is a way better and more advanced than traditional teaching and can give them what can't be found in traditional teaching classrooms, save their time, and help them learn in a comfortable environment

Question seven: In your opinion, How does teleconferencing compare to traditional teaching in terms of effectiveness?

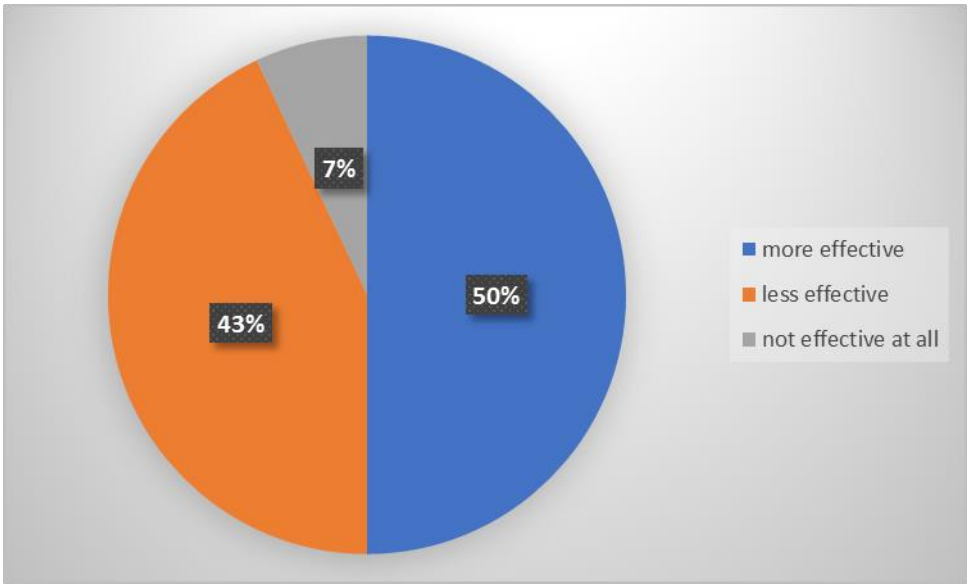
Table 3.9

Effectiveness of Teleconferencing Over Traditional Teaching Approaches

Options	Number of students	Percentage
More effective	35	50%
Less effective	30	43%
Not effective at all	05	7%
Total	70	100%

Figure 3.10

Effectiveness of Teleconferencing Over Traditional Teaching Approaches



The results clearly indicate that 43% of students find teleconferencing less effective than traditional teaching because they believe teleconferencing doesn't help them reach the knowledge they want, while 50% find teleconferencing more effective than traditional teaching, and 7.14% believe that we can compare traditional teaching with teleconferencing in effectiveness at all.

Question Eight: Have you noticed any differences in your understanding when you attend teleconferencing sessions compared to in-person classes?

The aim of this question is to know whether students perceive any changes in their understanding when learning via teleconferencing. The results indicate that 75% of students noticed an improvement in their understanding and became more attentive to the teacher's explanations, while 25% did not experience any changes in their understanding and found that teleconferencing did not work for them compared to traditional teaching approaches.

Question Nine: What are the main difficulties you have experienced when teleconferencing?

The objective of this question is to identify the main difficulties that students face during teleconferencing sessions. All students agree that the first hurdle is internet connectivity issues, which lead to cutting off in the middle of sessions. Additionally, they struggle with sound problems, making it difficult to hear their teachers and classmates clearly, The lack of technology proficiency

Question Ten: What do you prefer in terms of learning, traditional teaching, or teleconferencing?

The aim behind this question is to know students' opinions about which they prefer or choose, and the majority of them chose traditional teaching methods probably because they were not aware of the advantages of teleconferencing and how it could help them that's why most of them were asking for training sessions.

Question eleven: Rate your level of satisfaction with teleconferencing on a scale of 1 to 10?

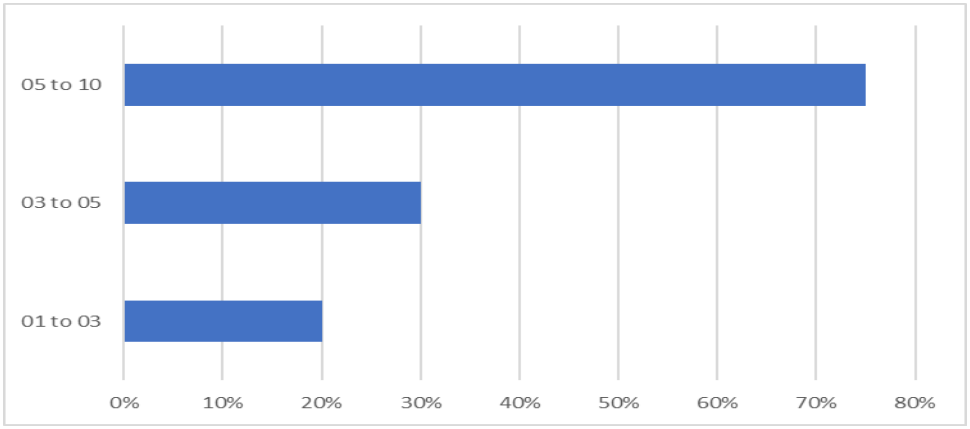
Table 3.11

Rates Level of Satisfaction with Teleconferencing

Options	Number of students	precentage
01 To 03	04	20%
03 To 05	06	30%
05 To 10	15	75%
Total	20	100%

Figure 3.11

Rates of Level of Satisfaction With Teleconferencing



The objective behind this question is to know how satisfied students are with teleconferencing. 20% claim that their satisfaction scale is 01 to 03, while 30% of participants' choices were 03 to 05, whereas 75%, which is a high percentage, answered with 05 to 10.

3.2.2 Teachers' Questionnaire

A teacher's questionnaire was administered to EFL teachers at Saïda University to devise data about the benefits of teleconferencing over traditional teaching approaches.

Section One: Background information

Question One: What is your degree?

There were 18 teachers, all of whom were from Dr Moulay Tahar University of Saïda. All the teachers have doctorate degrees.

Question Two: For how many years have you been teaching?

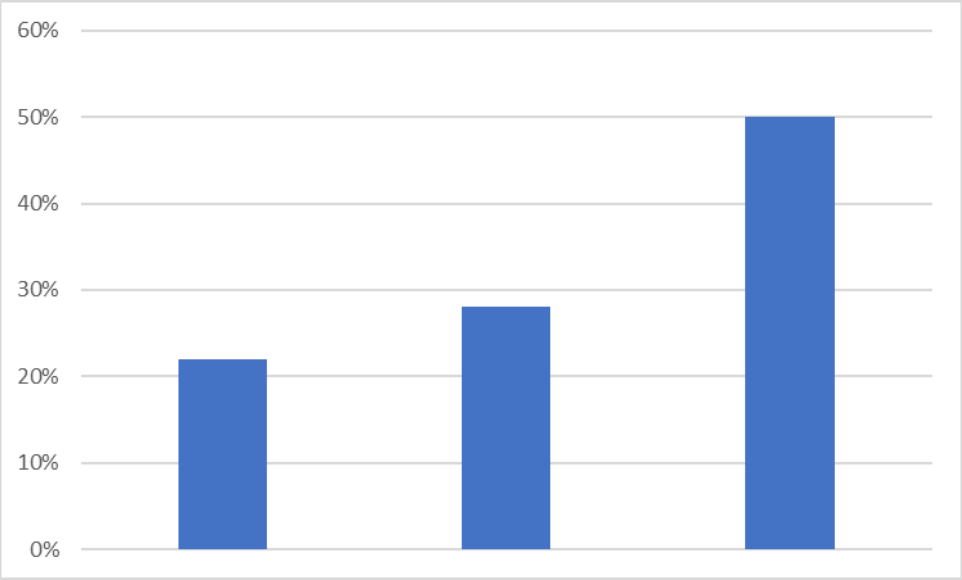
Table 3.12

Teachers Experience

Years	Less than two years	From two to four years	More than five years
Teachers number	04	05	09
Precentage	22%	28%	50%

Figure 3.12

Teachers Experience



The objective behind this question is to know whether the teachers are novices or experienced.

Section Two - *Teachers information and opinion about teleconferencing*

Question one: Have you ever used teleconferencing in your teaching practice? If yes , how frequently do you use teleconferencing?

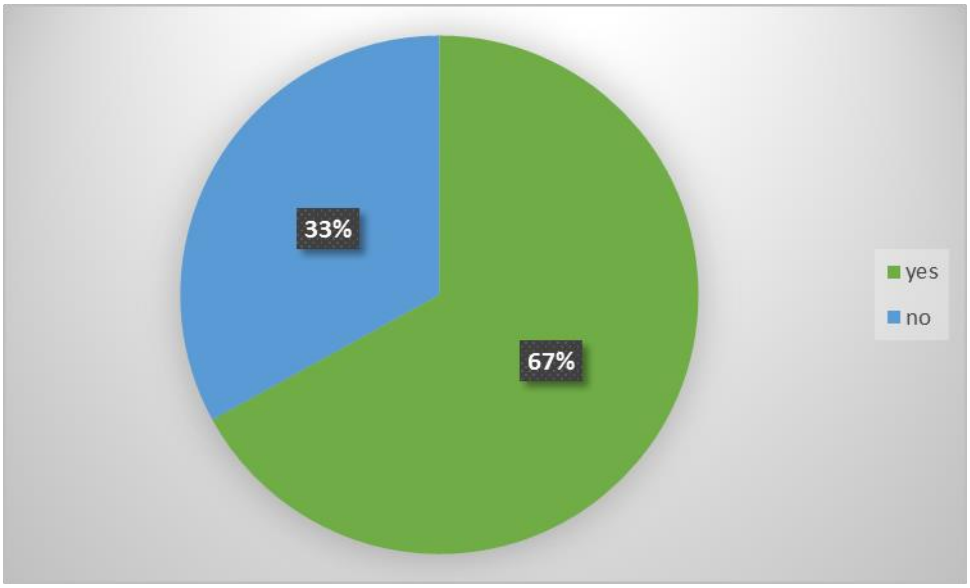
Table 3.13

*Teachers Practice in Teleconferencing***.**

Options	Number of techaers	Precentage
Yes	12	67%
No	06	33%
Total	18	100%

Figure 3.13

Teachers practice teleconferencing



The aim behind this question is to explore whether teachers are using teleconferencing in their teaching practices. 33,33% claimed that they used it in their sessions. Whereas, 66,67% of teachers answered no, saying they don't use it.

Follow-up Question: If yes, how frequently do you use teleconferencing?

There were different answers to the above question; the majority of teachers answered with one session a month, while the rest claimed to use teleconferencing for 2 to 3 sessions in two months or more.

Question Two: What tools or platforms do you use for teleconferencing sessions?

Through this question, the goal is to know which tools teachers rely on in teleconferencing sessions, and all of the participants agreed that Google Meet, Big Blue Button, and Jitsi are the common ones because they are more flexible and easier to be able to access the lectures in a short time, they also add that these tools are less likely to face disruption

Question Three: In your opinion, what are the main benefits of using teleconferencing in education over traditional teaching approaches?

The aim behind this question is to know what the main benefits of using teleconferencing are, and each teacher has an opinion:

- **Five teachers** focused on the fact that teleconferencing saves efforts for both learners and teachers.
- **Four teachers** mention the following: Organized sessions and meetings in terms of timing, platforms, and presentation.
- **Three teachers** said that during teleconferencing sessions there is no chaos during the lecture.
- **Three teachers** said it gives the students who have anxiety and fear of judgment the chance to speak freely.
- **Three teachers** said it allows students to go back to the lectures and the teacher's explanation after recording them.

Question Four: Have you observed any changes in student engagement or learning outcomes when you use teleconferencing?

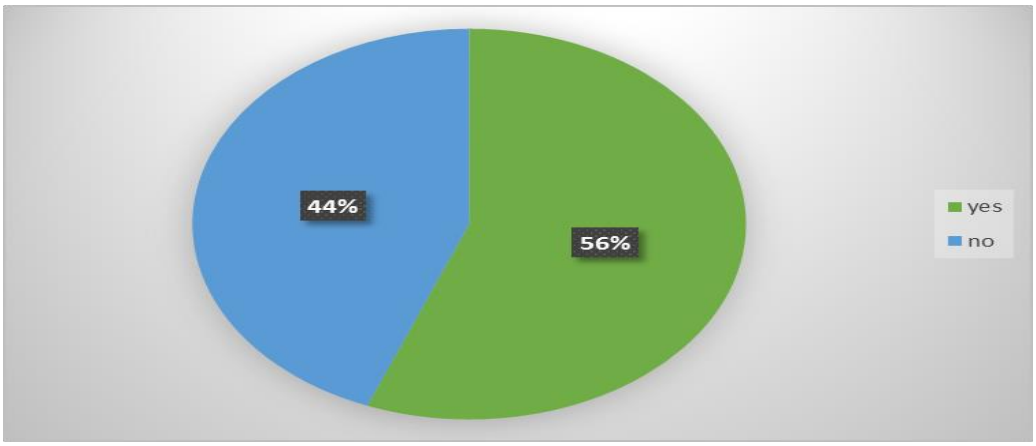
Table 3.14

Changes in Students' Engagement when Using Teleconferencing.

Options	Number of techears	Precentage
Yes	10	56%
No	08	44%
Total	18	100%

Figure 3.14

Changes in Students' Engagement when Using Teleconferencing



The results show that 10 teachers (55.56%) answered yes, there is a change in student engagement; they are more focused and less chaotic and connect with their classmates in a good way to make them understand better, while 8 teachers (44,44%) answered no, they didn't notice any positive changes; they claimed that there was a lack of motivation and engagement and the students were passive and refused to interact.

Question Five: How important do you think it is for educators to receive training on using teleconferencing?

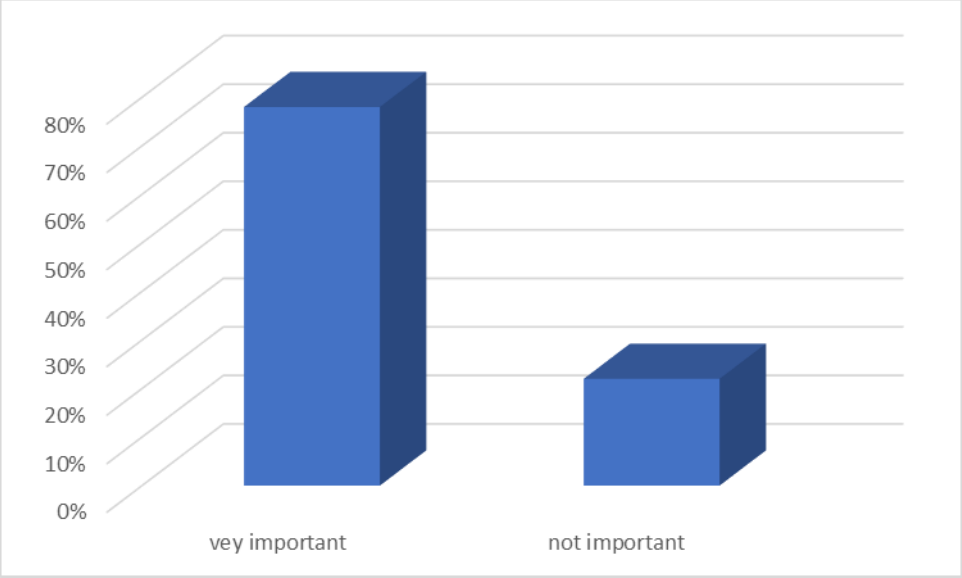
Table 3.15

The Importance for Educators To Receive Training on Using Teleconferencing

Option	Number of techears	Precentage
Very important	14	78%
Not important	04	22%
Total	18	100%

Figure 3.15

The importance for Educators To Receive Training on Using Teleconferencing



The results clearly indicate that 14 teachers (78%) answered yes, it's very important to receive training on teleconferencing for educators, especially the new ones because they will struggle to deal with teleconferencing, while four teachers (22,22%) claimed that it's not important for educators to receive training on using teleconferencing because it's not that a commensurate tool and therefore not necessary for them.

Question Six: How do you perceive the effectiveness of teleconferencing compared to traditional teaching approaches?

Through this question, teachers have multiple opinions about the effectiveness of teleconferencing compared to traditional teaching approaches. Some of them think that it will not have an effect on teaching or learning because students will be distracted by the absence of teachers appearance, and some of them don't take online sessions seriously, which makes the teaching process hard for teachers. So they see that traditional teaching provides a better learning experience, while others find that teleconferencing has positive effects that help students enjoy classes more easily than usual, especially those who live in remote areas.

Question Seven: Do you believe teleconferencing offers unique advantages over traditional teaching? If yes, what are they?

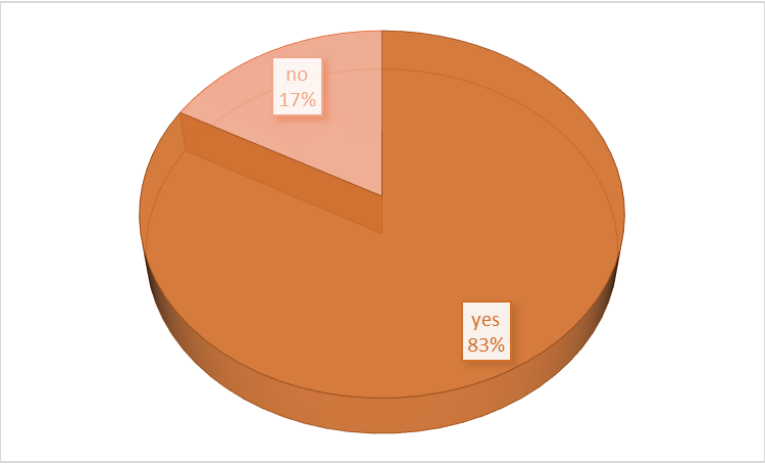
Table 3.16

Teachers' Beliefs of Advantages of Teleconferencing over Traditional Teaching

Options	Number of teachers	precentage
Yes	15	83%
NO	03	17%
Total	18	100%

Figure 3.16

Teachers' Beliefs of Advantages of Teleconferencing over Traditional Teaching.



The results indicate that 15 teachers (83,33) answered yes; they believe that teleconferencing offers unique advantages over traditional teaching, while 3 teachers (16,67%) answered no; they don't believe that teleconferencing offers unique advantages over traditional teaching.

Follow-up Question: If yes, what are they?

Students can practice and access sessions from anywhere; it allows students to collaborate with other peers from different universities; and teleconferencing facilitates communication between students and teachers and builds a strong relationship. Additionally, teleconferencing allows for a more focused learning experience.

Question Eight: What challenges do you face when you use teleconferencing?

Each teacher has different challenges that he faced during his teaching in teleconferencing, so I put the common challenges that all teachers face, such as a bad network and it was the first time they were hired, a lack of communication skills, students not showing interest, the majority not attending the sessions, a lack of feedback and facial expressions for those who don't show their faces, technical issues (audio, video glitches, platform issues), and distraction from the students environment (noises from family members or friends).

Question Nine: As a teacher who experienced online sessions during the COVID-19 pandemic, do you prefer traditional teaching or teleconferencing for your classes?

The objective behind this question is to know teachers' opinions about what they prefer, and the majority answered that they preferred classroom teaching, and that's because they prefer to deal with students directly and read their facial expressions, to know if those students understand or not, but they also didn't decline how online sessions are beneficial to the students**.**

Question Ten: Do you have any suggestions for improving the teleconferencing educational settings?

The objective behind this question is to make teachers give some suggestions to improve teleconferencing educational settings, and teachers give beneficial suggestions like providing clear instructions to students before each teleconferencing session to ensure good participation, offering training sessions for both learners and teachers to get familiar with teleconferencing, motivating students to keep involved through teleconferencing, and fourthly, giving a brief definition of the advantages of teleconferencing to students and how much teleconferencing can help them in their learning journey.

3.2.3 Online Observation

Online observation helps in achieving the research goal of evaluating the benefits of teleconferencing over traditional teaching methods. While the questionnaire provides clear results, its effectiveness might not be certain. Therefore, observation completes the questionnaire by obtaining more comprehensive results.

This online observation contains two parts, as it was mentioned before, which are analyzed as follows:

Part One: An Overall Observation of the Online Environment.

In the Google Meet sessions I attended, the overall experience was positive. There were no background noises in the students' environments, and technically, the audio was clear, even though the video quality was not that excellent. However, the majority of students chose not to turn on their cameras and preferred to communicate using their voices instead. Moreover, what the researcher has observed was that students didn't respect the scheduled time and often joined the session after the teacher had already started the lesson. This led to several interruptions.

Part Two: Student Involvement and Participation With the Teacher.

In the first session, and after all the students joined the session and the teacher finished his explanation, they started discussing the lesson and the task they were required to do. The majority of students gave their opinions and ideas and communicated with each other.

In the second session during the lecture, the teacher started to give them different questions but most of the students chose to stay silent and didn't share their ideas which made teacher asking them if they didn't understand to repeat the lesson for them .

In the third session, the teacher asked his students to divide themselves into groups and each group work together on a question, but some of the students objected and they said they wanted to work alone; after the teacher asked them about the reason, they claimed that even in the classroom, they opted to work alone because they don't feel comfortable working with others. It may be because they are introverted students. Additionally, the researcher observed that some students have a negative attitude; they interrupt and make noises, making fun of their mates, but the other students are correcting the mistake and helping each other in a respectful way. In another session that the researcher attended, noticed that half of the students were absent, with only a few of them present in the session.

Part Three: The Attitude of Teachers

In first session, the teacher was so motivated and open his session with positive sentences and was asking his students about their health.

In the second session, the teacher managed the online lesson perfectly. He was always checking if students faced any technical issues and provided instructions to solve them.

In the third session, the teacher was always verifying if the students understood and repeated the hardest parts of the lesson many times. He was so patient and communication between students and the teacher was obvious and presented; he explained the lesson and then gave tasks. In three sessions students were engaged and interested in the activity, where they started discussing and correcting mistakes together. What the researcher noticed was that the teacher was the link between students, motivating and encouraging them to participate and do their best.

Part Four: Problems That Teachers and Students Faced

There were multiple problems that teachers and students faced during the sessions, such as technical problems, the absence of students, which led to gaps between them in

lessons, and organizing a long schedule. Time makes students passive, not interested or unmotivated to complete the sessions, a lot of interruptions from students to their teachers.

3.3. Interpretation and Discussion

In this part, we are going to interpret the analyzed results, which were acquired from the Teachers' questionnaire, the students' questionnaire, and the online observation.

3.3.1. Interpretation of Students' Questionnaire

First of all, the chosen sample in this research work shows that females (62%) are dominant over males (37%), possibly because females are more interested in online sessions than males, who are more interested in learning in the classroom, or probably because the number of male students who chose to study English in the first place is fewer in comparison with female students. The current level of the majority of participants in teleconferencing is poor to mid-level. The results obtained from the third and eighth questions show that some of the students are interested in participating in teleconferencing sessions, and they have different aims behind learning them: saving their time, being more flexible and easy to access than traditional teaching methods, communicating with other students and acquiring new knowledge.

Thr result obtaind from question four that students used different platforms to access teleconferencing and they found this platforms more accessible and flexible, while students answers in question six that have different openion about which better teleconferencing or traditional teaching approaches 71% answered was they found themselves more into traditional teaching while 29% found that teleconferencing is way better than classroom teaching.

The students' answers to the nine questions demonstrate that most students find difficulties in dealing with teleconferencing, while others find it very easy with only a few instructions, and they will be excellent at it. The results obtained from question ten shows that second-year university students value the importance of classroom learning and consider it an important element to learn over teleconferencing, which they believe is the perfect way of learning any lessons. When asked which they preferred to chose from teleconferencing or traditional teaching methods, they chose learning in classroom. They claimed that they are not good when it comes to technology.

The results of question seven reveal that the majority of students claimed that teleconferencing is more effective than traditional teaching because of the multiple advantages that they found when they accessed teleconferencing, and that ensured that in the fifth question, 47% of the participants said their experience was positive and found it very different from usual learning. Furthermore, 50% of their different experiences with distance learning were good and comfortable. Concerning the results obtained from question eleven, students have different rates about their satisfaction with teleconference and the level was from 1 to 10 20% rates their satisfaction in level of 1 to 3 while 30% rates from 03 to 05 whereas 75% rates from 5to 10.

Generally, students have different opinions and attitudes towards teleconferencing and traditional teaching: some of them found teleconferencing is the new beneficial teaching process they feel more comfortable and more engaged, while others found that classroom teaching is the only way to get a beneficial learning and become more motivated during the lecture in classroom.

3.3.2. Interpretation of Teachers Questionnaire

The results acquired from this questionnaire show that most of the teachers have more than five years of experience and are familiar with the tools and materials of online learning after COVID-19, which makes the process successful, improves student engagement, and helps them develop their technology side. The results also show that focusing is the most common struggle teachers face while teaching in online sessions, in addition to the lack of motivation and low use of technology. All the teachers claimed that the level of their students was low because of the multiple hurdles during the online sessions. Even though teachers give various solutions to solve any problems that they face and use some helpful techniques and strategies to increase their students' motivation.

When teachers were asked if they observed any changes in student engagement, the majority of them answered yes, confirming that they saw changes in the students' attitudes and feedback. Especially when the teacher and student get better training in teleconferencing, which is the key to making the process of online learning successful. The findings reveal that teachers have differing opinions about which methods are better and what they prefer to use in teaching. Some of them found that teleconferencing is the method that should be used in teaching because it's the time to be more into technologies in our

learning and it is easier for students, whereas others found that nothing like traditional teaching methods is needed in order to make students more engaged, participate, and be more active during the lesson. The aim of the teachers who prefer the teleconferencing method is to make learners more comprehensive and do not get bored quickly, enhance the students' speaking skills, reduce some anxiety problems, as well as make them benefit and exchange ideas with each other. On the other hand, teachers who didn't prefer teleconferencing teaching said their reason was that they faced multiple problems, such as student noises and the difficulty of dealing with introverted students to make them express ideas and participate with their peers.

If the teachers are more experienced and get better training and can use well-structured online tools, they will make their students more motivated, familiar with cooperative learning, respect each other's opinions, respect their turn to speak, and become more aware of technologies. At the end, we can understand from the suggestions that teachers have some useful opinions that could help enhance the students' knowledge from teleconferencing teaching.

3.3.3. Interpretation of Online Observation

The researcher attended three sessions where the online learning took place. The researcher observed that students were not organized well; they had to interrupt their teachers each time during the session, causing the session to restart, which wasted valuable time, and therefore students needed to prepare themselves before joining the sessions. Additionally, the researcher remarked that teachers are the link between students, which encourages them to speak and communicate with each other. This would enhance both group work and social skills and evidence students' knowledge because cooperative learning techniques are effective. However, some students didn't prefer to participate or share their answers, and they were silent during the whole lesson. Moreover, the reasercher observed that students who were active during the course were more engaged and motivated, as opposed to those who were passive. This shows that online sessions create a kind of healthy learning environment where students interact, participate, respect their turn-taking, correct their mistakes and each other's mistakes, and exchange knowledge with each other. Even though some students were misbehaving, they kept making noises and interrupting their classmates, showing a lack of respect for both teachers and their peers. This means that they didn't take cooperative work seriously or were not interested in online sessions, even though their

teacher explained to them how online sessions can help them and can be more beneficial than classroom learning. During all the sessions attended, the teacher tried each time to make students excited to work and break the routine by giving them different presentations to present to create a fun environment.

3.4. Suggestions and Pedagogical Recommendations

After leading this study, we will propose some suggestions and recommendations. For both teachers and students to implement the benefits of teleconferencing approaches

3.4.1 Suggestions for Students

- Students do not have background knowledge about distance learning strategies, including what they mean, their advantages, and their importance in enhancing their knowledge; they should be informed about them.
- Students must develop their technological skills, know how to use them, and follow the instructions to solve problems in order to easily deal with them.
- Students are supposed to develop their social relationships with their classmates, especially those who are silent during the session. They also need to get used to working with other students and exchanging ideas, knowledge, and experiences; this will help them increase their friendships and become more extroverted.
- Students must learn to respect their teachers, support their classmates, and know how to correct mistakes in a way that does not hurt each other's feelings.

3.4.2. Suggestions for Teachers

- Organizing training sessions about distance learning for both novice and experienced teachers in order to make them familiar with what teleconferencing is, its benefits, and the basic principles for implementing this strategy. Also, learning different instructions with various strategies to overcome the problems faced when accessing or during teleconferencing.
- Teachers must share ideas and discuss with each other about the use of teleconferencing. They can observe each other when teaching in an online lesson structured cooperatively and then give their feedback about their strengths and weaknesses in implementing this method. This will help them benefit from each other and share their experience.

- Teachers should teach their students about the benefits of teleconferencing, which can help them raise their engagement and learning outcomes and train them to respect time, listen to each other's ideas, and show interest in the sessions.
- Teachers should motivate and encourage their students to discover new ways to acquire knowledge from different sources, not only in the classroom, and to communicate with multiple peers around the world to exchange ideas, cultures, etc.
- A teacher should plan a schedule that helps students be present at the same time in order to avoid interruptions or noises.
- The teacher should break the routine and make the session more fun by doing multiple competitions, activities, and presentations in order to make students excited, interested, and not bored during the session.

3.5 Conclusion

This chapter endeavors to present, analyze, and interpret the acquired data from different data collection tools. Relevant results were achieved in this chapter. First of all, it has been revealed that students have different opinions about teleconferencing teaching. Moreover, teleconferencing is considered a flexible approach to teaching over classroom teaching.

General Conclusion

Teleconferencing is an important subject that has become more common for multiple researchers, especially after the COVID-19 pandemic, in which learners acquired various abilities that make them more aware of communication with each other. Indeed, teachers and students found themselves into teleconferencing even though the pandemic was over because of the various benefits that showed a positive impact for both of them.

The current research focused on highlighting the benefits of teleconferencing over traditional teaching approaches among second-year EFL students at Dr. Moulay Tahar Saïda University. The aim was to know whether both teachers and students are aware of distance learning or online learning, their advantages over the teaching process, and how much it can aid students and teachers in their journey of learning and teaching.

The two research questions were guided by three research tools (questionnaires, and online observation). First of all, the results gathered from the questionnaire show that teleconferencing provides time, effort, and increases the distance, which means aiding students to learn remotely.

The findings of the teacher questionnaire showed that instructors are aware of the benefits of teleconferencing, and how teleconferencing could be a very beneficial tool for both of them, and how teleconferencing could open up new aspects of education. In addition, the online observation confirmed the data obtained by the students' and teachers' questionnaire as it showed that teleconferencing could enhance student engagement and outcomes.

The selected research instruments were very helpful and effective in gathering reliable results. The results obtained from this study confirmed all the hypotheses.

Students have different opinions about their experience in using teleconferencing and traditional teaching: some of them think that teleconferencing helps them to learn faster and become more motivated, especially the ones who love to share their ideas and information but because their anxiety and shyness in front their classmate, the others think that traditional teaching would be always the way to get a good learning and better understanding. In fact, after asking students about their preferences, most of the students prefere traditional teaching approaches.

On the other hand, teachers also have different opinions about teleconferencing: some of them are into teleconferencing and more oppositive about it because they believe teleconferencing is easier to access and provide time and effort, while other teachers believe classroom teaching is more effective than teleconferencing and think that classroom builds the desire of learning more.

After discussing and analyzing the data, the researcher recommended the training as a first step in dealing with technology tools. Also, this work emphasized supporting teachers to show their creativity and passion toward teaching. Moreover, the researcher called for building student-teacher relationships because teachers should have common goals with students; they need to cooperate and innovate together to solve any problems about teaching and learning and provide tutorials to acquaint users with the interface, navigation, and tools available for interaction and collaboration. Because teleconferencing platforms now offer interactive features like live polls , exchanges and diverse perspectives, this has improved accessibility and enhanced the overall learning/teaching process.

Of course, this research, like any other work, has some limitations. such as the lack of research to tackle this topic, especially here in Algeria, and the lack of use of technology tools, but these difficulties did not prevent the researcher from achieving the main objective of the study.

This study is the starting point of a further research project in terms of appreciating the use of technology tools and being more involved in schools and universities in Algeria. In this regard, there are still much to explore and understand about its potential benefits, challenges, and implications for educational practice. By addressing these gaps in the literature such the limited research on the long-term effects of teleconferencing on student engagement and academic performance. While numerous studies have investigated the immediate impact of teleconferencing tools on student participation and satisfaction, there's a lack of longitudinal studies examining how sustained use of these tools influences student outcomes over an extended period researchers can contribute to the advancement of knowledge in this field.

By bridging geographical barriers and fostering interactive learning experiences, teleconferencing can be seen as a transformative tool with the promise to revolutionize education in both the short and long term.

References

Acharya, A. S., Prakash, A., Saxena, P., & Nigam, A. (2013, January). Sampling : Why and how of it ? Journal of the Practice of Cardiovascular Sciences, 2(1), 330. https://www.researchgate.net

Allen, I. E., & Seaman, J. (2008). Staying the course : Online education in the United States. The Online Learning Consortium.

Anastasiades, P. (2006). Interactive Videoconferencing in K-9 Education : "ODUSSEAS 2000-2004" a Case study in Elementary Schools in Greece and Cyprus. Proceedings of the Diverse 2006, 6th International Conference on Video and Video-conferencing in Education. 5-7 July, 2006, Scotland, Glasgow : Caledonian University.

Anastasiades, P. (2007). The educational use of interactive Teleconference in the modern school : Socio constructivist Approach. In A. Lionarakis (ed.) Proceedings of 4th International Conference in Open and Distance Learning – Forms of Democracy in Education : Open Access andDistance Education, Section B, pp. 668-681.

Anastasiades, P. (2008a). The Interactive Teleconference at the Modern School : A Framework for Teaching Design. Proceedings of the 6th Pan-Hellenic Conference with International Participation : Communication and Information Technologies in Education. Limassol 25-28 September 2008.

Anastasiades, P. (2008). Issues of pedagogical planning for educational use of

teleconference in an Environment of mixed-polymorph-learning. In P. Anastasiades (ed.), Teleconference in the Service of Lifelong and Distance Learning (pp. 17-89). Athens : Gutenberg.

Andrusyszn, M.-A., Moen, A., Iwasiw, C., Truls, O., Davie, L., Stovring, T., & Buckland-Foster, I. (2000). Evaluation of electronic collaborative international graduate nursing education : the Canada-Norway experience. Journal of Distance Education, Vol. 15 No. 2, pp. 52-70.

Arenson, K. (1998, October 7). N.Y.U sees profits in virtual classes. The New York Times.

Arenson, K. (1998, November 2). More colleges plunging into uncharted waters of on-line Courses. The New York Times. Sec. A, 16(1).

Argyle, M., & Cook, M. (1976). Gaze and Mutual gaze. New York : Cambridge University Press.

Armakolas, S., Panagiotakopoulos, C., & Karatrantou, A. (2018). Teleconference in support of autonomous learning.

Bennett, T. (2017). Creating a Culture : How School Leaders Can Optimize Behavior. Independent Review of Behavior in Schools. GOV.UK. https://assets.publishing.service.gov.uk

Bhardwaj, P. (2019). Types of sampling in research. Journal of the Practice of Cardiovascular Science. https://www.researchgate.net

Buckland, M., & Dye, C. M. (1991, October). The development of electronic distance Education delivery systems in the United States. Recurring and emerging themes In history and philosophy of education. Paper presented at the Annual

Conference Of the Midwestern Educational Research Association, Chicago, IL.

Cavanaugh, M. A., Milkovich, G. T., & Tang, J. (2000). The Effective use of multimedia distance learning technology : The Role of technology self-efficacy, attitudes, reliability, use and Distance in a global multimedia distance learning classroom. (CAHRS Working Paper #00-01). Ithaca, NY : Cornell University, School of Industrial and Labor Relations, Center For Advanced Human Resource Studies

Chamberlain, Margin N. « Providing Continuing Education by Media and Technology » New Directions for Continuing Education. Alan B. Knox, Editor-in-Chief. San Francisco : Josey-Bass Inc., Publishers, 1980.

Commonwealth of Learning & Commonwealth Educational Media Centre for Asia. (2004). Teleconferencing : A Training Kit. New Delhi, India.

https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.cemca.org/ckfinder/userfiles/files/teleconf6.pdf&ved=2ahUKEwj4iNuq6aCEAxU-UaQEHb4AB5oQFnoECCgQAQ&usg=AOvVaw26uIpFR8exV-uEkI3uFGh0

Cowan, Robert A. Teleconferencing : Maximizing Human Potential. Reston, Virginia : Reston Publishing Co., Inc., 1984.

Cragg, C.E. (1991), “Nurses’ experiences of a distance course by correspondence and Audioteleconference”, Journal of Distance Education, Vol. 6 No. 2, pp. 39-57.

Duncan, S. Jr. (1969) « Nonverbal Communication. » Psychological Bulletin 72(2) (169) : 118-137.

Encyclopedia Britannica (2012). Correspondence education. Retrieved from : http://www.Britannica.com/EBchecked/topic/138674/correspondence

education

Engel, H. A. (1936). WHA, Wisconsin's pioneer. Unpublished manuscript. Madison, WI : Wisconsin State Historical Society

Ez talks https://eztalks.com › teleconferencing How to Apply Teleconferencing in Education

Ferrari, P. (2020, September 30). « Distance education. » capstan.be https://www.capstan.be

Garrison, D. R. (1989). Understanding distance education : A frame-Work for the future. London : Routledge

Garrison, D. R., & Shale, D., Ed. (1990). Education at a distance : from Issues to practice. Melbourne, FL : Krieger

George, J. F. (2003). In Encyclopedia of Information Systems. https://www.sciencedirect.com/topics/computer-science/computer-conferencing.

Gillis, A. S. (2021). TechTarget https://www.techtarget.com › teleco…What is a Teleconference ?

Gunawardena, C. N. (1991). Collaborative learning and group dynam-ics in computer-mediated communication networks. In The Second American Symposium on Research in Distance Education. University Park, PA : Pennsylvania State University.

Gunawardena, C. N. (1993). The Social Context of Online Education. In Proceedings of the Distance Education Conference, Portland, Oregon.

Gunawardena, C. N., & Zittle, F. (1997). Social presence as a predictor Of satisfaction within a compupter-mediated conferencing environ-Ment. The American Journal

of Distance Education, 11(3), 8–25.

Gunawardena, C. N., & Duphorne, P. L. (2000). “Predictors of learner Satisfaction in an academic computer conference.” Distance EducaTion, 21(1), 101–117.

Gunawardena, C. N., & McIsaac, M. S. (2004). Distance education. In D. H. Jonassen, Handbook of Research In Educational Communications and Technology (2nd ed ed., pp. 355-395). Mahwah, NJ : Lawrence Erlbaum Associates.

Harasim, L. (1989). Online education : A new domain. In R. Mason & Kaye (Eds.), Mindweave (pp. 50–62). Oxford : Pergamon.

Harasim, L. (2001). Shift happens : Online education as a new paradigm In learning. The Internet and Higher Education (3)1.

Heath, M. J., Holznagel, D., Deford, K., & Dimock, K. V. (2002). Interactive videoconferencing. om the perspective of educators. Master Thesis. Patra :

Holmberg, B. (1995). The sphere of distance-education theory revisited (Zentrales Institut für Fernstudienforschung (Z11-41)). FernUniversität – Gesamthochschule Hagen.

Hunter, R. (1980) « Teleconference in Virtual Space. » In Information Processing 81, pp. 1045-1048, Edited by S.H. Lavington. Amsterdam : North-Holland.

Johansen, R., Vallee, J., and Spanoler, K. « Electronic Meetings : Utopian Dreams and Complex Realities. » The Futurist 12(5) (October 1978) : 313-319.

Karakiza, T. (2010). Looking at the screen, touching the keyboard keys. Conversions of pedagogical relationship in a networked environment. Athens : Papazisis Press.

Keegan, D. (1980). On defining distance education. Distance Education, 1(1), 13–36.

Kocdar, S., Karadeniz, A., Bozkurt, A., & Buyuk, K. (2018). Measuring Self-Regulation in Self-Paced Open and Distance Learning Environments. International Review of Research in Open and Distributed Learning, 19(1).

Krosnick, J. A. (2018). Questionnaire design The Palgrave handbook of survey research, Springer, 439-455. [5] https://link.springer.com/chapter/10.1007/978-3-319-54395-6_53.

Lawson, T., Comber, C., Gage, J., & Cullum-Hanshaw, A. (2010). Images of the future for education Videoconferencing : A literature review. Technology, Pedagogy and Education, 19(3), 295–314. https://doi.org/10.1080/1475939X.2010.513761.

Lea, M., Nicoll, K. (2002) Distributed Learning Social and cultural approaches to practice Routledge, London.

Levinson, P. (1990). Computer conferencing in the context of the evolution of media. In L. Harasim (Ed.), Online education : Perspectives On a new environment (pp. 3–14). New York : Praeger.

Levinson, D.L. (2005). Community colleges : a reference handbook. Santa Barbara, CA : ABC-CLIO.

Lord, Thomas R. (1999). A Comparison Between Traditional and Constructivist Teaching in Environmental Science. ResearchGate Journal of Environm Education. Vol. 30, No. 3 : 22-28

Liedka, J. (1999). « Linking competitive advantage with communities of practice. Journal of Management Inquiry » 8 (1), 5–16.

Liu, C., & Long, F. (2014). The Discussion of Traditional Teaching and Multimedia Teaching Approach in College English Teaching. In International

Conference on Management, Education and Social Science

ResearchGate ResearchGate Routledge https://www.routledge.com › book Distributed Learning : Social and Cultural Approaches to Practice – 1st

Lizcano, D., Lara, J. A., White, B., et al. (2020). Blockchain-based approach to create a model of trust in open and ubiquitous higher education.

Lord, Thomas R. (1999). A Comparison Between Traditional and Constructivist Teaching in Environmental Science. ResearchGate Journal of Environmental Education. Vol. 30, No. 3 : 22-28.

Malhotra, N. K. (2006). Questionnaire design and scale development. The handbook of marketing research : Uses, misuses, and future advances, 83-94. https://link.springer.com/chapter/10.1007/978-3-319-54395-6_53

Moore, M.G. & Kearsley, G. (Ed.). (2005). Distance Education : A Systems View. Belmont, CA : Wadsworth

Mouzakis, C. (2006). Information and Communication Technologies in Adult Education. Athens : Institute of Continuous Adult Education (IDEKE).

Mouzakis, X., Balaouras, P., Roussakis I. & Mathaiou D. (2004). Utilization of synchronous teleconference for Teaching and Learning in Higher Education. In Proceedings of 4th International Conference ICT in Education

Milioritsas, E. & Georgiadi, E. (2010). Teleconference's impact in the learning process of the Hellenic Open University – Views of students and Tutors of Thematic Modules EKP65 and EKE50. Open Education – The Journal for Open and Distance Educational Technology, 6(1 & 2), 152-157.

Nguyen, T. (2015). The effectiveness of online learning : Beyond no significant difference

and future horizons. Merlot-Journal of Online Learning and Teaching, 11(2), 309-319. http://jolt.merlot.org/Vol11no2/Nguyen_0615.pdf

Office of Technology Assessment (1989). Linking for learning. Washington, DC : United States Government Printing Office.

Olgren, C. H., & Parker, L. A. (1983). Teleconferencing technology and Applications. Artech House Inc

Omaha World Herald (1897, June 6). Without wires. A young Italian's alleged remarkable Invention. The Omaha World Herald, XXXII(249), 11.

Ostendorf, V.A. (1997). Teaching by television. Teaching and learning at a distance : what it takes to effectively design, deliver, and evaluate programs, (71), 51-57.

Roffe, I. (2004). Innovation and e-learning : E-business for an educational enterprise. Cardiff, UK : University of Wales Press

Rozi, E. (2007). A study of protocols and tools for teleconference. Master Thesis. Patra : University of Patras, Polytechnic School, Department of Computer Engineering and Informatics.

Salmon, G. (2000). "E-Moderating : The Key to Teaching and Learning Online." Gilly Salmon. https://www.gillysalmon.com › Five Stage Mode

Serroukh, S., & Serroukh, I. (July 2022). Traditional teaching method Vs Modern teaching method. Autonomous University of Queretaro. ResearchGate. https://www.researchgate.net › 362…(PDF) Traditional teaching method Vs Modern

Shelton, K., & Saltsman, G. (2005). An administrator's guide to online education. Greenwich, CT : Information Age Publishing.

Sondak, N. E., & Sondak, E. M. (1995). Video conferencing : The next wave for international business Communication. In Proceedings of the Annual Conference on Languages and Communication for World Business and the Professions (pp. 1–10). https://www.learntechlib.org/p/80886/

Thomas, L. (2020, August 28). Simple random sampling : Definition, steps & examples. Scribbr. https://www.scribbr.com/methodology/simple-random-sampling/

Trueb, G., Lammers, S., & Calyam, P. (2007). High Definition Videoconferencing : Codec Performance, Security, and Collaboration Tools.

Tzanakos, N. (2012). The positive and negative aspects in the use of teleconference as an educational Tool, fr

Utsumi, T., Rossman, P., & Rosen, S. (1990). The global electronic university. In M. G. Moore (Ed.), Contemporary issues in American Distance education (pp. 96–110). New York : Pergamon Press.

Verduin, J. R., & Clark, T. A. (1991). Distance education. Oxford, UK : Jossey-Bass Publishers.

Web-based Education Commission (2000, December 19). The Power of the Internet for learning : Final report of the Web-Based Education Commission. Washington,DC

Wood, D. N., & Wylie, D. G. (1977). Educational telecommunications. Belmont, CA : Wadsworth Publishing Company.

Wuhan Municipal Health and Health Commission’s briefing on the current pneumonia epidemic Situation in our city 2019. (2019). *Wuhan City Health Committee* (WCHC).

Yore, Larry D. (2001). What is Meant by Constructivist Science Teaching and Will the

Science Education Community Stay the Course for Meaningful Reform ?

Electronic Journal of Science Education, Vol. 5, No. 4.

Zhao, H., & Sullivan, K. P. H. (2017). Teaching presence in computer conferencing learning environments : Effects on interaction, cognition, and learning uptake. British Journal of Educational Technology, 48(2). White Rose Research Online. https://eprints.whiterose.ac.uk

Appendices

Appendix A

Students Questionnaire

Dear students**,**

The following questionnaire is designed for the sake of gathering data about the benefits of teleconferencing teaching over traditional teaching. Furthermore, you are kindly requested to answer this questionnaire.

Brief Definition of Teleconferencing

Teleconference refers to the creation of two or more learning environments where learner communicate and change data, files, presentations, graphics and common applications.

Section One - *Background Information*

Age :……..

Gender :……

Educational Level :……

Section Two - *Students Opinion About Teleconferencing*

1) Have you ever participated in a distance learning ?

a) Yes
b) No

. If yes, how would you rate your overall experience with distance learning compared to traditional classroom learning ?

a) Worse
b) Good

c) Better

2) Have you ever practicipated in teleconferencing ?

a) Yes
b) No

. If yes, how frequently do you engage in teleconferencing?

a) Rarely
b) Always
c) Sometimes

3) Do you think that Teleconferencing is a beneficial tool for learning?

a) Yes
b) No

4) What platforms or tools have you used for teleconferencing ?

(e.g., Zoom, Microsoft Teams, Google Meet)

……

……

5) How would you rate your overall experience with teleconferencing learning?

a) Negative
b) Natural
c) Positive

6) In your opinion, which process is better in learning, teleconferencing teaching or traditional teaching ?

……

……

7) In your opinion, how does teleconferencing compare to traditional classroom teaching in terms of effectiveness ?

a) Less effective
b) More effective
c) Not effective at all

8) Have you noticed any differences in your understanding when you attend teleconferencing sessions compared to in-person classes ?

……

……

9) What are the main difficulties you have experienced with teleconferencing ?

……

……

……. …….

10) What do you prefer in term of learning, traditional teaching or teleconferencing? ……...

……..

11) Rate your level of satisfaction with teleconferencing on a scale of 1 to 10

a) 1 to 3
b) 3 to 5
c) 5 to 10

Thank you for participating in this questionnaire. Your feedback is valuable for our research.

Appendix B

Teachers Questionnaire

Dear teachers,

My topic is entitled Exploring the Benefits of Teleconferencing Over Traditional Teaching Approaches: The Case of the Second Year Students at Saida University. I would be greatfull if you accept answering this questionnaire. I'm interested about your point of view. Brief definition of teleconferencing is provided below:

Teleconference refers to the creation of two or more learning environments where users communicate and change data, files, presentations, graphics and common applications.

Thank you for the participation

Section One - *Background Information*

What is your degree ?

a) MA (master/magister).
b) PHD (doctorate).

For how many years have you been teaching ?

……..

Section Two - *Teachers information and openion about teleconferencing*:

1) Have you ever used teleconferencing in your teaching practice ?
   a) Yes
   b) No

. If yes, how frequently do you use teleconferencing sessions ?

……

2) What tools or platforms do you use for teleconferencing sessions ?

……..

3) In your opinion, what are the main benefits of using teleconferencing in education over traditional teaching methods ?

……
……
……. …….

3) In your opinion, what are the main benefits of using teleconferencing in education over traditional teaching methods ?

……
……
……..……

4) Have you observed any changes in student engagement or learning outcomes when using teleconferencing ?

a) Yes
b) No

5) How important do you think it is for educators to receive training onusing teleconferencing ?

a) Important
b) Not important

6) How do you perceive the effectiveness of teleconferencing compared to traditional teaching methods ?

……
……
……. …….

7) Do you believe teleconferencing offers unique advantages over traditional teaching ?
   a) Yes
   b) No

If yes so, what are they ?

……

……

…….

8) What challenges do you face when you use teleconferencing in your teaching?

……

……

……. ……

9) As a teacher who experienced online sessions during the covid-19 pandemic ,what do you prefer traditional teaching or teleconferencing for your classes?

……

……

…….

10) Do you have any suggestions for improving the integration of teleconferencing into educational settings ?

……

……

Thank you for your time

Appendix C

Online Observation

Session	Notes
An overall observation of the online environment: cheking the materials and assessment tools	
Students involvement and participation with the educators	
Teachers attitude	
Students and teachers difficulties and challenges	

Summary

Teleconferencing refers to the transmission of educational content and instruction through telecommunications technology. This method allows educators to conduct classes, lectures, discussions, and other educational activities remotely, without the need for physical presence in a traditional classroom setting and Teleconferencing has emerged as a technology in modern education, enabling remote communication and collaboration among students, teachers .The aim behind this research paper is to examine the benefits of teleconferencing over traditional teaching approache and about openion, attitude and preferences of the second EFL students' and teachers at dr moulay Tahar Saïda university. qualitative approache were used in order to investigate this study. To verify the validity of hypotheses, three tools were used mainly two questionnaires for both students and teachers and an online observation in order to ghather data about teachers and students attitude towards the use of teleconferencing in teaching/learning and record information about its benefits and their openion and preferences The discussions of the results obtained revealed that teachers and students have diffrents openion when it come to teleconferencing teaching some of them are into teleconferencing and found it is the new pivotal in modern teaching which help them to communicate with other participant easily and also found that teleconferencing build a positive educational environment. while the other found that traditional teaching will be always the way to get better teaching and learning .

La téléconférence désigne la transmission de contenus éducatifs et d'instructions à travers les technologies de télécommunication. Cette méthode permet aux éducateurs de mener des cours, des conférences, des discussions et d'autres activités éducatives à distance, sans nécessiter de présence physique dans un cadre de salle de classe traditionnelle. La téléconférence est devenue une technologie dans l'éducation moderne, permettant la communication et la collaboration à distance entre étudiants et enseignants. L'objectif de cette recherche est d'examiner les avantages de la téléconférence par rapport aux approches d'enseignement traditionnelles, ainsi que les opinions, attitudes et préférences des étudiants et enseignants en anglais langue étrangère (EFL) à l'université Dr. Moulay Tahar Saïda. Une approche qualitative a

été utilisée pour mener cette étude. Pour vérifier la validité des hypothèses, trois outils ont été principalement utilisés, à savoir deux questionnaires pour les étudiants et les enseignants, ainsi qu'une observation en ligne afin de recueillir des données sur les attitudes des enseignants et des étudiants à l'égard de l'utilisation de la téléconférence dans l'enseignement/apprentissage, et de noter les informations sur ses avantages ainsi que leurs opinions et préférences. Les discussions des résultats obtenus ont révélé que les enseignants et les étudiants ont des opinions différentes en ce qui concerne l'enseignement par téléconférence. Certains d'entre eux sont en faveur de la téléconférence et estiment qu'elle est l'élément pivot dans l'enseignement moderne, qui les aide à communiquer facilement avec les autres participants, et constatent également que la téléconférence crée un environnement éducatif positif. Tandis que d'autres estiment que l'enseignement traditionnel sera toujours la meilleure façon d'obtenir un meilleur enseignement et apprentissage.

التحاور عن بُعد يشير إلى نقل المحتوى التعليمي والتعليمات عبر تكنولوجيا الاتصالات. تسمح هذه الطريقة للمدرسين بإجراء الدروس والمحاضرات والنقاشات وغيرها من الأنشطة التعليمية عن بُعد، دون الحاجة إلى التواجد الجسدي في إطار الصف الدراسي التقليدي. وقد ظهر التحاور عن بُعد كتكنولوجيا في التعليم الحديث، مما يمكّن من التواصل والتعاون عن بُعد بين الطلاب والمدرسين. الهدف من هذه الورقة البحثية هو فحص فوائد التحاور عن بُعد مقابل الطرق التعليمية التقليدية، بالإضافة إلى آراء وتوجهات وتفضيلات الطلاب والمعلمين في تعلم اللغة الإنجليزية كلغة أجنبية في جامعة الدكتور مولاي طهر سعيدة. تم استخدام منهجية نوعية لإجراء هذه الدراسة. للتحقق من صحة الفرضيات، تم استخدام ثلاثة أدوات رئيسية، وهي استبيانان للطلاب والمعلمين، بالإضافة إلى ملاحظة عبر الإنترنت لجمع البيانات حول توجهات المعلمين والطلاب تجاه استخدام التحاور عن بُعد في التعليم/التعلم، وتسجيل المعلومات حول فوائده وآراءهم وتفضيلاتهم. أظهرت مناقشات النتائج المحصلة أن لدى المعلمين والطلاب آراء مختلفة بشأن التدريس عن بُعد. بعضهم مؤيد للتحاور عن بُعد ويعتبر أنه الركيزة الجديدة في التعليم الحديث، الذي يساعدهم على التواصل بسهولة مع المشاركين الآخرين، كما يجدون أن التحاور عن بُعد يخلق بيئة تعليمية إيجابية. بينما يرى آخرون أن التدريس التقليدي سيظل دائمًا الطريقة الأفضل للحصول على تعليم وتعلم أفضل.