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E-Learning in Post-Covid Era opportunities
and Limitations

The Case of Master One Students of the English
Department - University of Saida, Dr. Moulay Tahar
Algeria.

Dissertation submitted to the Department of English Language and Literature in Partial Fulfillment for the Requirements of the Master Degree in Didactics

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Dedication

The first thanks to God who gave us the strength and perseverance to complete this work

To my beloved parents whose love always strengthens my will.

To my brothers and sisters who have supported me in both my personal and educational life.

To my uncles and aunts who were my support and source of motivation.

To all my friends with whom I shared unforgettable moments with ups and downs.

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Abstract

The COVID-19 pandemic necessitated a rapid shift to online learning (e-learning) in Algerian universities. Prior to the pandemic, e-learning adoption was limited. This sudden transition presented both opportunities and challenges. The present study investigates the opportunities and limitations of e-learning in post-COVID era for Master's 1 English Language (EFL) students in department of English at University of Saida, Algeria. A mixed-methods approach was employed, utilizing a questionnaire for 51 students and interviews with 5 teachers from the same department. The findings reveal a nuanced picture. E-learning offers increased accessibility and flexibility for geographically distant students or those with scheduling constraints, potentially broadening educational opportunities. However, a clear consensus on its effectiveness compared to traditional learning is absent. While students find online courses helpful for improving English language skills, the student survey suggests room for improvement in online teaching delivery. Both students and teachers highlighted unreliable internet connectivity as a major hurdle. Teacher interviews further emphasized the need for training on using online platforms effectively and managing online assessments securely. Overall, e-learning presents a mixed bag. While it offers opportunities for accessibility, language skill development, and teacher upskilling, limitations in infrastructure, teacher training, and online assessment require attention. A well-defined university strategy with targeted training programs and infrastructure development is crucial for successful e-learning implementation at Saida University.

Keywords: E-learning, challenges, EFL, Post-COVID era, Opportunities, Saida University.

List of Abbreviations

EFL: English as Foreign language

E-learning : Electronic Learning

ICT: Information and communications technology

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General Introduction

The coronavirus pandemic has had a significant impact on the education sector worldwide, and in an effort to contain the spread of the virus, many countries resorted to shutting down schools. Unfortunately, this led to educational disruptions and global health concerns that proved difficult for health systems to manage, as noted by Onyema et al. (2020). According to UNESCO, more than 100 countries have implemented nationwide closures, affecting over half of the world's student population.

Algeria, like other nations, also closed all educational institutions temporarily on March 13th, 2020. While school closures are an effective measure to prevent the spread of the virus, unplanned closures can cause severe problems for students, educators, parents, and society at large. In this regard, students may become idle, leading to increased youth involvement in crimes, a loss of interest in learning, and poor academic performance. Consequently, the impact of coronavirus school closures has been felt by everyone involved in the educational process, including students, teachers, and parents, particularly those with limited digital skills or living in rural areas without access to online education. As a result, technological tools and platforms have played a crucial role in reducing the effects of these closures, thus ensuring that education continues despite the challenges of the COVID-19 pandemic. In this respect, Online learning, or E-learning, emerged as a reliable alternative to face-to-face learning in times of difficulty and crisis.

As a result of the COVID-19 outbreak, the Algerian Ministry of Higher Education and Scientific Research has mandated that universities across the nation adopt online learning through various digital platforms to prevent the spread of the pandemic. This marked the renaissance of Online learning in Algeria;with this mode of learning, Algerian students can now access quality education from anywhere without the limitations of time and space. However, it is worth noting that online learning can also pose some limitations for teachers; for instance, E-learning can be a challenge for teachers in terms of assessing students' progress and providing feedback. Unlike face-to-face learning, virtual classrooms do not offer the opportunity to evaluate learners effectively, which can be seen as a drawback especially during the period of tests and exams. However, online learning can also be considered beneficial in saving time and efforts; the process of teaching during the pandemic era took place remotely based on virtual platforms such as Zoom and WhatsApp for instance, which clearly benefited students and teachers alike. This study aims to shed light on the status of online learning in the post-COVID-19 era, and explore its potential benefits and drawbacks. Through this

explanation, the researcher seeks to demystify the role of E-learning within the University of Saida and help teachers make accurate and effective decisions about its implementation.

The COVID-19 pandemic has forced educational institutions to quickly shift to online learning, leading to the need for a comprehensive evaluation of the effectiveness of E- learning in delivering education during the pandemic. The shift to E-learning in the English department at Dr. Moulay Tahar University of Saida during and post the pandemic has presented both opportunities and challenges in delivering education. The present study aims to evaluate the status of E-learning in Dr. Moulay Tahar University of Saida in the post-pandemic era. The outcomes of this study will advocate for the development of strategies to improve blended learning in the English department during future pandemics or other circumstances that require remote learning. The results will also contribute to the understanding of E-learning applicability within the Algerian higher education setting and its perceived limitations and benefits during times of crisis.

- The objective of this research study Is to measure the extent to which E-learning is applied in Dr. Moulay Tahar University of Saida in the post-COVID era and provide a thorough analysis of the perceived opportunities and limitations of its usage while taking into account the prevalent face-to-face teaching methodology in Saida. Additionally, the researcher intends to explore both teachers' and students' perception of E-Learning as valuable tool in the learning process and identify the most common obstacles they face through its application by asking the following research questions:

a) What opportunities does E-learning bring EFL students of Dr. Moulay Tahar University of Saida?

b) are the limitations that may handicap the success of E-learning in Dr. Moulay Tahar University of Saida?

To answer the above mentioned research questions, we hypothesize:

Hypothesis n°1: Online learning has shown remarkable success in numerous developed nations worldwide, particularly amid times of quarantine. However, the situation in Algeria may present unique challenges and obstacles that understandably raise concerns about the future of virtual learning environments in Dr. Moulay Tahar University of Saida.

Hypothesis n°2: The lack of proper management and forward-thinking strategies to implement this type of learning, coupled with insufficient technology resources and qualified educators to

utilize them, may ultimately lead to the downfall of online learning in Dr. Moulay Tahar University of Saida.

The present research study employs a mixed-method approach to data collection; this approach was implemented due to the fact that Covid-19 is a relatively recent occurrence and its effects are still perceived to date. In order to gather concrete and relevant insights on its aftermath, the researcher realized the necessity to diversify the data collection instruments to maximize feedback and increase the validity and reliability of the findings. On one hand, the quantitative aspect of the study is reflected onto the use of a questionnaire administered to EFL students from the English department at Dr. Moulay Tahar University of Saida, whereas the interview, conducted with English language teachers from the same department, forms the basis of the qualitative analysis.

The research study is divided into three chapters; the first chapter highlights the theoretical background and literature review of the important terms and concepts such as the importance of technology use in higher education, the concept E-learning and the conditions for its application, the status of blended learning in Algeria during and post the covid-19 pandemic era. The second chapter provides readers with an understanding of the practical initiatives of the researcher in gathering relevant data from the study sample. The chapter highlighting the case study, the adopted research methodology, the instruments used for the data collection process, the research design and the population of the study. As for the third and last chapter of the study, it represents the discussion and analysis of data collected from the students and teachers, and reflects data onto graphs and observations for a clear readability of the findings.

Chapter One: Literature Review

Chapter One: Literature Review

Introduction

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Introduction

The world of education has been revolutionized by advancements in technology, and one of the most significant developments has been the rise of online learning . Due to Covid-19, pandemic online learning has provided a convenient and flexible alternative to traditional classroom education, making it possible for EFL learners to access educational resources and materials from anywhere in the world . This chapter delves into the world of online learning , exploring it's definition , types and forms as well as e-learning and moodle platform and it's utility in the Algerian educational universities during the quarantine period and more importantly in post Covid era. Moreover, it examines the impact of Covid-19 pandemic on online learning , both globally and specifically in Algeria

1.1.   The Use of Technology in Higher Education

Nowadays , with the age of technology everything has developed on a huge scales, things have got a lot easier then it was and universities have known new ways for the learning process. According to Bates (2005), there are five basic forms of media: face-to-face communication, video, audio, text, and digital multimedia. Therefore, technology is employed in education to disseminate impart information. In the early nineteenth century, as an alternative to in-person instruction, a new method of teaching and learning foreign languages has arisen. Examples include mail courses which are sometimes complemented nearly from the start with audio recordings.

Erkut (2022) claimed that COVID-19 had a significant impact on higher education, forcing over 2 billion students globally to switch to online instruction. Similarly, Jena (2020) reported that COVID-19 has encouraged teaching in the digital age, where teachers can create and deliver classes using a variety of platforms like Zoom, Face book, YouTube, and Skype. However, as it is claimed by Nantui and Boateng (2020) that the shifting to purely online teaching and learning need many efforts from both instructors and students; because of new technologies in the classroom which may make the educational reforms very challenging.

1.2.   The Definition of Online Learning

The first steps of online learning were taken in Britain by Isaac Pitman (1840), who began instructing his students via correspondence by sending them lessons by mail and receiving their homework. In other words, as per Papadopoulou (2020) claimed: "the dissemination of knowledge in terms of books, printed materials, and submitted written works

for those who desire to learn but are unable to attend traditional institutions might use this formal education to open doors and opportunities" . In agreement with White (2019) Since the spread of COVID-19 pandemic, which has had an impact on the educational field , universities had to make a choice that online learning was the only solution for students to continue their studies . Shank & Sitze (2004 , p . 2) state that "online learning entails the use of network technologies such as the Internet and business networks" .

According to Singh & Thurman (2019) , online learning is sometimes described as educational experiences that take place in synchronous or asynchronous settings on various internet-connected devices. Students can learn independently in this setting and interact with teachers and other students anywhere . Online education is a type of remote learning that uses the internet and computers as its delivery system. It can be called as home learning , distance learning and blended learning . Also Fernanda Ibañez (2020)agreed that: "Online education is free when it comes to both time and place ; and this will eliminate the problem of loosing time or can't moving or going to the place needed where you study since it was an obstacle for learners to learn especially during COVID -19".

According to Bielefield & Cheesman (1997. P .66), distance education is first described as "teaching through the use of telecommunications technology to transmit and receive multiple resources through voice, video, and data". In accordance with Simone et al (2019) , online learning, also known as e-learning, refers to a type of education that takes place over the internet or through digital technologies. It involves accessing educational materials, completing assignments, and interacting with instructors and other students through virtual platforms such as online courses, webinars, discussion forums, and video conferencing.

1.3 Forms of Online Learning

According to Rasmitalida et al (2020) , online learning is dividedto different forms. Thus ; Synchronous learning and asynchronous learning were the two key categories first identified . Online learning emphasizes Internet-based courses that are delivered both synchronously and asynchronously.

1.3.1 Synchronous Learning

As per Maria Ocando Finol (2020) see that Synchronous learning as simultaneous or direct learning is the ability for learners to learn at the same time or often scheduled class.

It requires checking in answers and questions , discussions and presentations occurs at specific times and allows for instant feedback and clarifications . In accordance with   Rahman (2020). (p. 181).Different studies found that synchronous learning is characterized by a variety of traits. The dynamic real-time link between teachers and students or between students and their peers is required for the synchronous kind. This connection can be made using live chat, streamed video, or video conferencing. . In other words, according to Negash et al (2008 .p. 85) , Synchronous learning requires the use of live chat and similar communication tools. Incorporating synchronous learning "demands the control of schedule , time , people and class size video and audio equipment and site". Therefore, a huge number of learners can be reached at any time and at any place .

1.3.2   Asynchronous Learning

According to Alavi et al (2005) , asynchronous learning is defined as indirect learning which is the ability to learn at different times throughout the week . It requires feedback thus to be provided to the learner through collaborative tools and emails even though communication is not live and both due date and time frames are important , it is flexible and allows learners to work at their own pace .

Newton, D. & Mayer, R. (2010) defined the constructivist theory , which stresses peer-to-peer interactions, provides the foundation for asynchronous online learning as well as , a combination of the learners' network and the electronic network constitutes an asynchronous e-learning network. Asynchronous online learning is characterized differently as a result of certain components. Figure 1 shows the difference between the two forms of online learning synchronous and asynchronous .(Retrieved from https:// online.Osu. Edu/.)
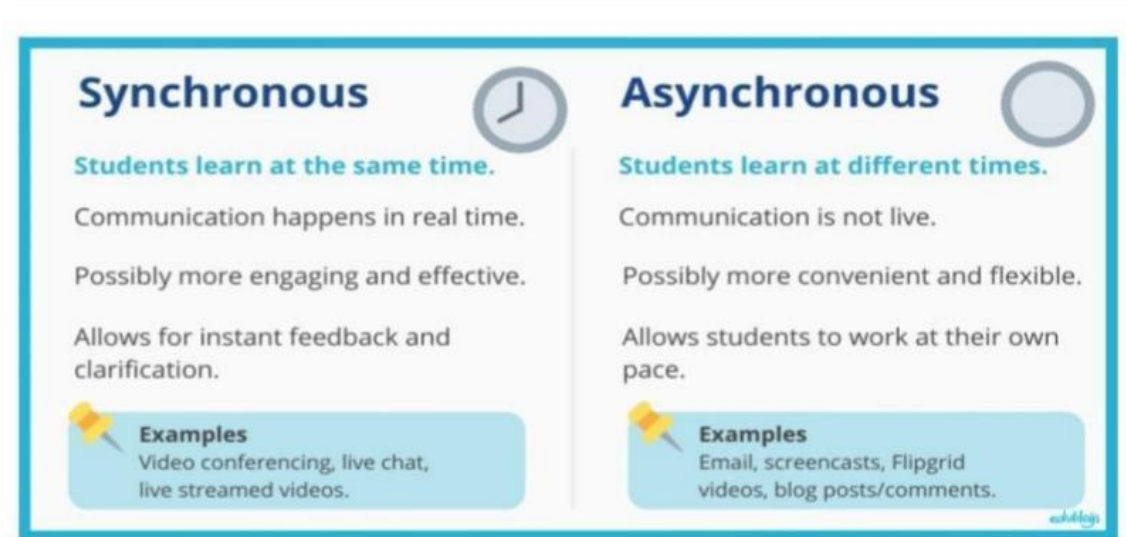
Figure 1: The difference between synchronous and asynchronous types of online learning retrieved from https://www.cotonline.ca

1.3.3. Open Learning

According to Cambridge Dictionary (2020) , open learning can be seen as a free learning since the learner is the one who decide where and when to learn , plus to the methods used and other factors related to their learning process like platforms . Open learning is a kind of education that enables students to study whenever and wherever they wish, as well as to receive and deliver written assignments via email. Lassoued et al(2020) believe that Al-Quds Institution, for instance, is an open university in the United Kingdom that use Correspondence system for instance ; (printed course materials, such as books) , Multimedia system such as (broadcast, production of audiovisual materials) , overall ; Online program in particular (electronic means – based internet) .

Moreover, Dudenry & Hockly (2007) found that the learner might become more independent in terms of knowing what to learn and when to learn it the more a distant learning or open learning course is taught.

1.3.4. Blended Learning

1.3.4.1 Blended Learning Definition

According to Panopto (2019), Blended or hybrid learning is kind of a new way of teaching since it holds a mixture of two important things to make a successful blended learning which are online learning materials in addition classroom learning . For instance , self study , mobility ,self- direction , self -tracking and control , online assessments and group chats and

discussion . However , Dudenry & Hockley (2007 . p.137) believe that all of these online materials meet classroom learning likewise motivation , personal time and counseling , guidance and process tracking. Also define it as "a mixture of Face-to-Face course delivery": It is a combination of both online and Face-to-Face learning, where students can meet with their teachers in-person for learning once a week and complete the remaining work online the rest of the time. Figure 2 shows the interaction of blended learning between classroom learning and online learning ..
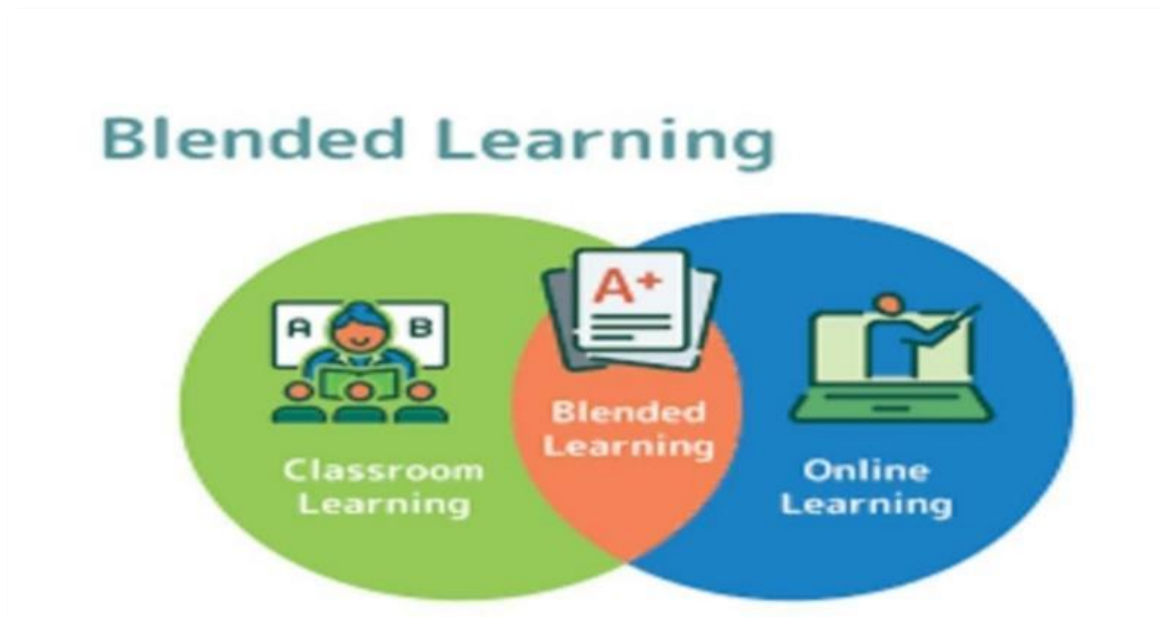
Figure 2: Blended learning format (designed interaction for e learning article) adapted from https://www.3plearning.com/blog/understanding - Blended -learning/

1.3.4.2 Models of Blended Learning

It can be divided into different types of models, such as face-to-face or online driver models, rotation models, enriched virtual learning models, flex learning, flipped classroom learning model, Project based Learning Model, and Inside-Out/Outside-In learning Model. The idea behind almost all of these models is that they combine instructor-assisted learning with online learning. However, the proportions of time that learners spend in each setting change depending on their learning need (Adapted from https://www.teachtci.com/blog/types-of-blended- learning-models/).

1.4. Face- to- Face or OnlineDriverModel (ODM)

According to Top Hat (2017) , the face-to-face online driver model (F2F-OD) is a hybrid model of instruction that combines elements of face-to-face (F2F) and online learning.

In this model, students attend classes in person with their instructor for a portion of the course, but also engage in online learning activities during the remainder of the course.

In accordance with Siemens (2009), the F2F portion of the model typically occurs at the beginning of the course, where students have the opportunity to meet their instructor and classmates, establish a learning community, and gain a foundational understanding of the course content. The online portion of the model typically occurs after the F2F portion and may include various asynchronous and synchronous activities, such as online discussions, collaborative projects, and self-paced learning modules.

1.5.   Rotation Models

As Langston (2021) think that the students in this model alternate between instructor-assisted learning and technology-assisted self-learning (discussions, activities, assessments), also , They alternate between two learning styles . Either at the computer station before moving to the teacher's desk or classroom, or the other way around, the students start their own independent study there. This type depends on the timetables set by the instructors, learning program manager, or students themselves. The rotation approach may be individual, mastery-based (assessment-based), or computer lab-based.

1.6.   Enriched Virtual Learning Models

In this model, the students receive one-to-one session with the instructor and complete the rest of the curriculum independently on their own . Horn & Staker (2015. P.61) stated that " enriched Virtual is the fourth blended learning model and originated from online schools wanting to enhance their online courses with required face-to-face interactions ". According to Barbour and LaBonte's (2014 . p.7) findings point out that in Canada "many traditional distance programs have modified instructional practices to include more synchronous, live events and meetings and as part of this approach we are now seeing many programs shift from being exclusively "any time, any place, any pace" to a structured cohort intake enrollment model coupled with required live events and group work".

1.7. Flex Learning

The majority of the learning is likewise done online under this model thus teachers are still in charge through individual counseling or group sessions, they offer timely help. The Flex Learning paradigm is extremely well-liked especially in secondary school

education flex learning model in blended learning is about all the places of education can meet normal lesson with the traditional timetabling thus all students must have devices in order to access easily and to learn in correct and accurate way (Retrieved from https://www.christenseninstitute.org/blended-learning- definitions-and-models/)

1.8. Flipped Classroom Learning Model

According to Horn and Staker (2014) in flipped classroom learning model, the students read the study material based on the curriculum at home through online videos or courses.

Then, in the classroom, they discuss and debate more by reading certain topics with their classmates and get into group discussions or other learning activities under the guidance of an instructor. Furthermore a flipped learning is where students are working on their learning process online and by taking assignments and solving them ; After that they bring their home works with relies solutions to be discussed , debated and shared with the instructor and their own peers .

1.9.   Project Based Learning Model (PBL)

According to Buck Institute for Education (2019) , a specific learning project is finished using this learning methodology. The students use online study portals, either self-guided or guided, and receive project supervision from the teacher (personal counseling or collaboration). The project may consist of learning tasks, learning materials, or learning artifacts. According to the Buck Institute for Education (2019. P.10): " students investigate and respond to an authentic, engaging, and complex problem or challenge". PBL is the ability for learners to learn and engage projects in order to strengthen their gaining knowledge for learning process .

1.10. Inside/Outside-In Learning Model

According to Kindle & Schmidt (n.d.) , this model works in and out , meaning that both are alternative , because; in one hand , the inside- out approach students meet to share local knowledge and resources about counseling agencies and to discuss their personal challenges , here the tutor is the one who provides information . On the other hand , outside – in approach , students prepare a self – evaluation on what they need from supervision and return to the classroom for a face to face group training supervision session facilitated by the tutor . So, eventually , the Inside- Out learning model, the learners are given education inside the classroom to enhance and confirm their education. In the Outside-In learning model, the

learners start their experiences in the outside world and finish their learning in the classroom where they collaborate and give/ receive the feedback. Figure 3 shows the various models of blended learning .
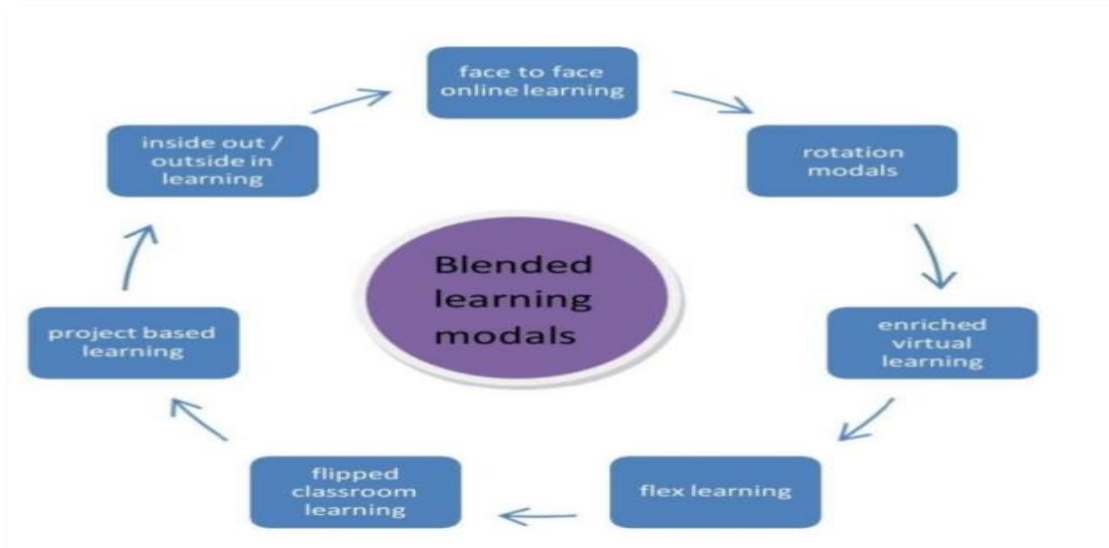
Figure 3: Models of blended learning (Kindle & Schmidt, n.d)

1.11. Flexible Learning

As per Wikipedia , it is described as a principle of practice in formal education, concerned with increasing flexibility in the requirements, time and location of the study, teaching, assessment, and certification . According to Collis and Moonen (2001. P.10) , "it is taking decision about the place, time, methods, techniques of learning and materials ". As well as , flexible learning in higher education is "The frameworks are evidence-based and provide the higher education sector with a national reference point to enable the institution to develop its own approach according to local circumstances as well as benchmarking performance".

1.12. Computer- Based Learning (CBL)

Ifenthaler (2012. P.9) defined CBL as a form of learning with the use and the help of computers. It refers to teaching learning by using the computer in classrooms. It is "a key component of educational environment in which computers are used in classroom for teaching

purposes". According to Techopedia (2022) , Computer-based learning (CBL) is the term used for any kind of learning with the help of computers. Computer-based learning makes use of the interactive elements of the computer applications and software and the ability to present any type of media to the users. Computer-based learning has many benefits, including the advantage of users learning at their own pace and also learning without the need for an instructor to be physically present.

1.13. E- learning

The most important form when it comes to online learning is e-learning . Dudenry & Hockley (2007. P.12) defines e- learning as "learning that is conducted through technology, such as the internet, CD-ROMs, and portable devices, such as mobile phones or MP3 players." In other words, it refers to a type of electronic learning that makes use of the internet together with other modern tools. Therefore, learning can be done online using the internet (synchronous e-learning) or at a later time so that students can obtain the knowledge supply at anytime and anywhere (asynchronous e-learning).

According to Khan (2005) , E-learning is also known for Electronic learning , it offers many benefits, such as flexibility, convenience, and access to a wide range of educational resources. It can also be more cost-effective than traditional classroom-based learning. However, it can also present some challenges, such as the need for reliable internet access and the potential for reduced social interaction and support.

Figure 4 demonstrates the seven forms of online learning : Asynchronous learning , Synchronous learning , Open learning , Blended learning , Flexible learning , Computer based learning and finally E- learning.
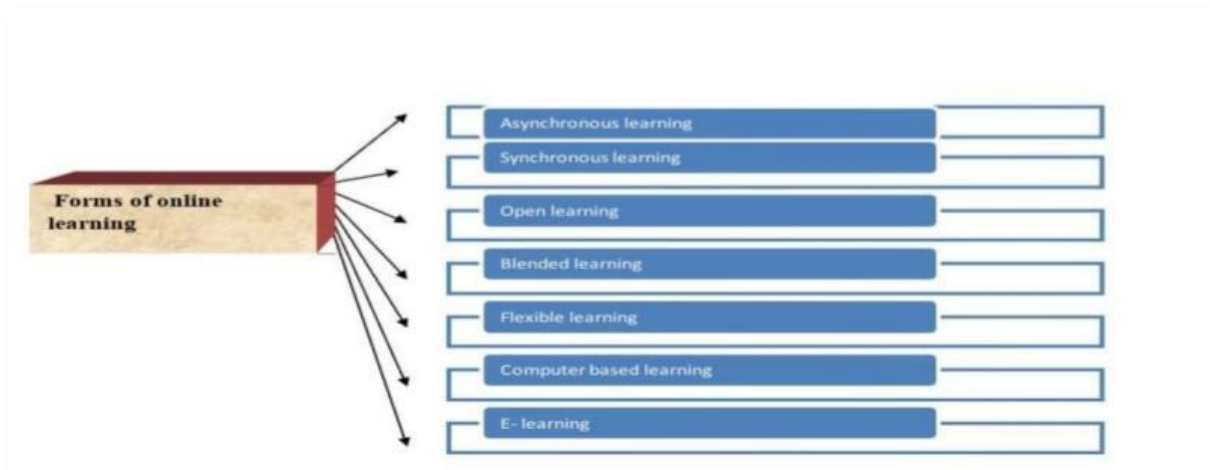
Figure 4: Forms of Online learning (Khan, 2005)

1.13.1. Definition of E-Learning Platform

White (2009) declared that E-learning has recently experienced an expansion as a result of several breakthroughs over the past 20 years. E-learning has become more widely accepted as a result of new business models created by technological advancements in the 1990s. Based on Hiltz & Turoff (1978 .p 13-42), innovation of computer conferencing, the first online education began in the early 1980s. Computer conferencing makes it possible for people who are separated to communicate asynchronously. Asynchronous means that users can communicate at any time because all messages are collected, organized, and made available when needed in a central location. Local computer networks, typically one institution, were the foundation for early computer conferencing. The New Jersey Institute of Technologies in the USA was one of the first organizations to provide instruction via computer conferencing. Between 1985 and 1987, Hiltz and Turoff built "a model virtual classroom, providing numerous courses entirely or partially online" using specialized computer software named "Virtual Classroom".

According to Research Gate (2019) , E-learning is now mostly given online, whereas in the past it was done through a combination of computer-based methods, such as CD-ROM. Technology E-learning allows students the chance to share resources in a variety of media, including video, slideshows, word documents, and PDFs. Additionally, students have the option of contacting professors via message boards and chat.

Al- atabi et Al- noori (2020) found that by the early 1990s, a number of institutions had been established that offered courses online, made the most of the internet, and provided education to those who would not have otherwise been able to do so owing to time or

geographic restrictions. Educational institutions benefited as much from technological improvements.

In accordance with Smith (1994 , p33) , In the 2000s, companies first used e-Learning to train their employees. The opportunity to diversify their skill sets and expand their awareness of the industry is now available to both new and experienced personnel. People now have easy access to online courses so they can increase their education and enhance their quality of life while relaxing in the comfort of their own homes. Technology determinism is the theory that societal advancement is driven by technology innovation and that this advancement eventually takes an "inevitable direction."

According to Bowles (2004. P.5), "e-learning remains a bit of a mystery, and its borders are not entirely clear". Similar to this, Dublin (2003) asserts that one of the fallacies regarding e- learning is that everyone understands what the term implies, despite the fact that various people interpret it differently. In other words, Knight (2004:10) found that the phrase "e-learning" has no official definition. As per their definition, e-learning is the delivery of instruction via a digitalPlatform, such as a computer or mobile device, with the goal of facilitating learning (Ibid). It is the fusion of technology use with learning in this sense. "Learning assisted and supported via the use of information and communication technologies" is the general definition of e-learning .

E-learning, commonly known as electronic learning, is merely online learning (Hurley, 2021). Four definition categories were identified by Sangra et al. Each (2019.p .40) of which centered on a different aspect of the neologism: technology, knowledge, communication, and pedagogy. Through use of technology for learning, such as the internet and electronic media, "Technology-Driven Definitions." , eLearning is presented as a method of gaining knowledge. However, e-learning is considered as a communication, interaction, and collaborative tool in the third category, Communication-Oriented Definitions. The final category, Definitions Oriented to Educational Paradigms, introduces e-learning as a novel method of education. Nevertheless, as learning requirements are always changing, e- learning and its features must also be adjusted.

According to Adeoye et al(2020,p:29) , the whole concept of e-learning is divided into two words: the word" e" refers to electronic, easy, everyone, everything and engaging and learning which refers to the process of gathering information from a teacher, self-study or experience. However, the entire term indicates diverse meanings and definitions given to this

concept "e- learning". Additionally, Wheeler (201,p.14) thinks that it is outlined as a "method of learning based on communication mechanisms, networks, multimedia of sound and image, mechanisms research, and electronic offices," and it is the delivery of information via technological devices and the internet at any time and location . It moreover provides opportunities for interaction between students and lecturers regarding the delivered content in synchronous or asynchronous time .

Also, Christopher et al (2015) defines E-learning as a method of instruction based on the use of technologies, such as computers, laptops, tablets, smart phones, and mobile devices that are connected to networks and enable both teachers and students to interact virtually with one another either in real time through video conferences or asynchronously, or at a later time, through emails and/or in different locations. Learners can take advantage of distance learning and advance their education by making use of the provided information as and whenever they like. The ability for teachers and students to communicate at any time and from any location outside of the classroom, in contrast to the traditional teaching and learning strategy, leads us to the conclusion that e-learning has revolutionized teaching and learning.

According to Dudenry & Hockley(2007) , there are several other names for e-learning platforms, all of which are connected to virtual learning and Internet connectivity; such as a virtual classroom, a virtual learning environment (VLE), or a learner management system (LMS) are all samples of what is meant by this . It is a form of online education that is based on the internet; it takes place in a setting where the teachers and the students are virtually and intellectually connected.

An e-learning platform is described as the combination of online services that are offered to participants as teachers, trainers, learners, and supervisors. These services include information, tools, resources, and course content management. They also include registration, group creation, and courses (Adapted from https://www.cae.net's 9 Benefits of Strong Learning Platforms or LMS)

1.13.2. MOODLE platform

According to Barry (2022) , an instance of an e-learning platform is Moodle. It is a type of learning environment system, free, open, and accessible to everyone . Nedeva & Dimova, (2014) found that the term MOODLE was originally an acronym for Modular

Object-Oriented Dynamic Learning Environment. As it is shaped in figure 5 model is divided into 6 alphabets that each grapheme represent a word itself. Figure 5 shows the model letters meaning.
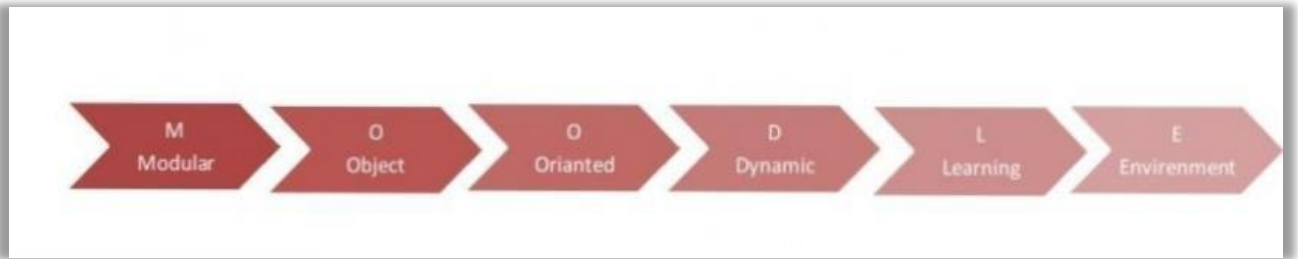
Figure 5: The MOODLE letters meaning (Nedeva& Dimova, 2010)

According to Lungu (2022) , a platform for online learning is provided by the free learning management system Moodle. It significantly helps different educators conceptualize the different courses, course structures, and content, which makes it simpler for them to interact with online students. In accordance with MoodleDocs (july 2022) , In 2008, the University of Annaba implemented the Moodle platform for all departments, not just the English department. Administrators, course designers, teachers who edit lessons, students, and visitors can all use it. All mobile operators offer it, and it is free to use. It serves as a support for in-person instruction.The process of   entrance this web moodle is by opening Google, then writing

www://elearning.univ-saida.dz .After that you will be finding this window of e- leaning

portal of Dr. Moulay Tahar University. This process will allow learners to check on the campus of their college and to verify their data with their own accounts, taking more information about their teachers too.

In short, the Moodle learning platform's goal is to provide teachers, administrators, and students with access to a single, dependable, secure, and integrated system for creating personalized learning environments. The platform is multifaceted and versatile. You can either download the application onto your own web server or get assistance from one of our knowledgeable Moodle Partners.

1.13.3. Techniques and strategies of E-Learning

According to Abed (2018) and Guessar (2020), the Internet and websites serve as a central component of the process for online teaching and learning, which calls for a variety of

tactics and strategies. We can therefore summarize the following techniques and strategies as follow :

1- **The Internet**: is a key tool for e-learning since it allows educational institutions to exhibit their programs, teachers to engage with their students via email or other online chat services, and students to access the courses that are being given.

2- **Technological Material:** This permits the instructor to plan the exercises, develop the lessons, or post them on an online learning platform. Students may then store, download, or access the instructor's lectures whenever they need them.

3- **Video conferencing :** is regarded as an essential tool. Both the teacher and the pupils can communicate with one another in a virtual setting. It is similar to face-to-face learning, although the former occurs at different times and locations.

4- **Audio conference:** This technological technique is based on a phone call-style dialogue (speaking and listening).

5- **Virtual classroom :** Electronic, online classes that are smart classes are known as virtual classrooms. They are comparable to face-to-face instruction but differ from it in terms of locations and timing.

6- **Visual book:** It has several pages that can be read or seen simultaneously by many people throughout the world (Guessar,2020, p:76)

7- **E- books:** E-book is similar to printed books in many ways. However, it is electronically distributed on screens.

8- **Text graphic and remote images:** they demonstrate a way for drawing the students' attention by combining a text with an image or form.

The application of these strategies is crucial and efficient since it provides a suitable setting for improved online teaching and learning processes.

1.14. Online Learning Before COVID-19

According to kumar (2020) , before the era of Covid -19 online learning was never a chance for use , since it was a unpopular at that time , rarely used because of the non – encouraging environment that teachers and students were traditional learners , eventually online learning was not considered as an option but seen as a risk since it holds a digital and virtual access. As per Amini (2023) , the tools available to content makers inhibited the early iterations of internet delivery. The interactions were limited and unpleasant. The initial cloud-based systems struggled with the difficulties of delivery across numerous browsers and different browser

versions. As a result of the prolonged load times, streaming, and other "buggy" functions, this caused learners to become frustrated.

The capacity to build and deliver online training was revolutionary in terms of accessibility for learners and in providing a practical and scalable answer for companies and trainers, despite the mode of delivery and framework being simple and imperfect. Innovations have proceeded at an amazing rate even over the last several years. In accordance with Wieland (2020.p.3) , there are now a ton of online platforms and authoring tools available, such as live streaming platforms and discussion forums. There is a multiplicity of online possibilities, just as teachers employ a variety of teaching materials and approaches in a physical classroom. Nevertheless, the "poor reputation" has persisted in the area of online learning, as seen by headlines like "Online learning is not as successful as classroom instruction."

1.15. Online Learning During Covid-19 in the World and in Algeria

1.15.1 Online Learning During Covid-19 in the World

According to Watson(2020) & World Bank (2020) , as the virus's horrific effects, which affected more than 90% of enrolled kids globally, became plainly clear, governments all over the world decided to close schools in an effort to stem its spread . People who may suffer long-term impacts from educational breaks are those who are most at risk. This could lead to prejudice against specific communities, as well as temporary learning loss, long-term loss of human capital, and constrained economic opportunities.

David et al (2020) found that the COVID-19 outbreak is having a negative impact on education in a number of ways, including a decline in school attendance, a lack of quality appropriate education, decreased access to education services, decreased availability of education services, a lack of maintenance of schools, a lack of teacher training, fear of returning to school and emotional stress brought on by the outbreak, a decline in financial resources, a redirection of resources and teachers, confusion and stress

According to Jalli (2020) , Governments are acting to prevent these effects by implementing emergency remote learning and teaching strategies, with many installing online learning systems. Some higher education institutions, typically those in developing nations, may view this as experimental, but there may be others who have successfully managed online teaching and learning in the past.

In accordance with World Bank (2020) , Numerous organizations are helping to ensure that students around the world continue their education in this regard. For instance, while schools are closed due to the COVID-19 situation, the World Bank is actively collaborating with Ministries of Education in various countries to support their efforts to use instructional technologies of all kinds to provide remote learning possibilities for students .

Similar to this, UNESCO (2020) supports nations in their efforts to lessen the immediate effects of school closures, especially for more vulnerable and disadvantaged communities, and to make it easier for everyone to continue their education through remote learning. On this basis, through tools for teachers, parents, and caregivers, UNESCO is concentrating on enhancing the capacity of remote learning systems to close the digital gap. In return, the Organization reaffirms its support for the open educational resource (OER) community to: support openly licensed teaching and learning resources in the context of the 2019 UNESCO OER Recommendation; identify MOOCs and OERs that can provide online courses and self-directed learning content through both mobile and desktop platforms; support, through the OER4Covid initiative, the transition to online learning using OER during the COVID-19 pandemic.

1.15.2 Online Learning During Covid-19 in Algeria

Online education has already seen significant growth and popularity before COVID-19 Erickson & Siau (2003) . According to Amaria (2022) , by the time of March 2020 , where covid-19 had spread widely all over the world , it impacted all sources of life . In education , universities had to make the choice to switch from traditional learning to online learning due to the lock down , eventually students had to continue their learning normally , thus on online whenever and wherever the timing and the placing were accorded to both teachers and students.

In accordance with Maouche (2021) , Algeria was not an exception since it has seen its first case in the end of February in Algeria, Blida . Therefore, in order to stop the spread of the virus as the number of affected people increased and reached a dangerous level, the Algerian government imposed complete closures of kindergarten, primary schools, institutes, and colleges to prevent its rapid spread among people. As a result, the higher education sector has been impacted because the majority of academic activities, such as conferences, research trips, workshops, project meetings, and study visas, have been significantly delayed.

According to Guessar (2020) , The Algerian Ministry of Higher Education however has made an urgent effort to adopt internet-based distance learning to assure teaching and learning continuity and to preserve the academic year during the quarantine time. For this reason, university teachers in Algeria, like those in other countries, began to develop and deliver lessons, activities, and assignments using a variety of platforms and tools, including Zoom, messenger groups, WhatsApp, Google Meet, Facebook, webinars, emails, e-learning, and more, as a strategy for communicating with their students and the students among themselves.

Additionally , Boulkroune (2020. P.12) in his research paper entitled: "Pandemic goes Endemic", he stated that using different platforms in teaching/ learning is "likely to induce the feeling of being more connected at least professionally".
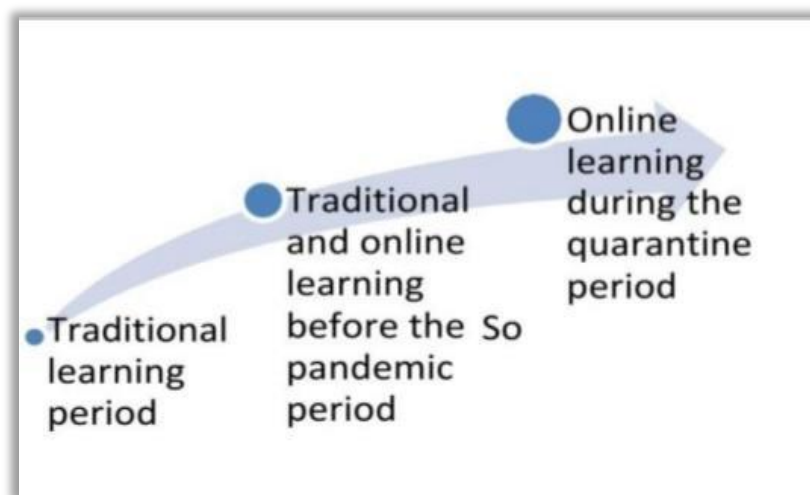
Figure 5: The shift from traditional learning to online learning during the quarantine period, (Lessoued, 2020)

1.16. Online Learning in post-Covid Era in Algeria

In the post-COVID era, Algeria, like many countries, is grappling with the evolving role of online learning in higher education. While universities like Saida University rapidly transitioned to online platforms during the pandemic, questions remain about its long-term implementation. There's a need to assess the effectiveness of online tools and platforms, understand student and teacher experiences, and address challenges like internet access disparities and potential learning gaps. Saida University, along with other Algerian institutions, has an opportunity to leverage the increased familiarity with online learning technologies to develop a blended learning approach that combines the strengths of both traditional face-to-face instruction and the flexibility of online resources.

1.17. Advantages of E- Learning

According to Brown (2001) , the fact that the student has control over every aspect of the learning environment, including the time spent on tasks, practice time, and study time. However , Feathestone (2006) believes that the main benefits of attending an online course are the students' control over their learning environment. Moreover in accordance with Kruse (2006) , students who are struggling with the lessons can slow down to a pace that suits them, giving them the chance to completely comprehend the information without becoming frustrated.

Another advantage stated by Borstorff & Low (2017) E-learning is that it enables students in higher education to complete their degree while also pursuing personal interests and occupations without worrying about time constraints . Additionally , Allen & Seaman (2014) state that there are four advantages of online learning encourages students to rely on themselves such like :

1- Flexibility : Online learning allows students to access course materials and complete assignments at any time and from anywhere, as long as they have an internet connection. This makes it easier for students to fit their coursework around their work, family, and other obligations.

2- Personalization: Online learning can be tailored to meet the specific needs and learning styles of individual students. This can help students to stay engaged and motivated, and can lead to better learning outcomes.

3- Access to resources: Online learning provides students with access to a wealth of resources, including multimedia materials, online databases, and virtual libraries. This can help students to deepen their understanding of the subject matter and to explore related topics in greater depth.

4- Cost-effectiveness: Online learning can be more cost-effective than traditional classroom-based learning, as it eliminates the need for students to travel to a physical location and may reduce the cost of course materials.

Furthermore , Means et al (2010) think that online learning can provide these three advantages like :

1- Increased participation: Online learning can provide a more inclusive learning environment, as it can be accessed by students who may not be able to attend traditional classroom-based courses due to geographic or other barriers.

3- Improved collaboration: Online learning can facilitate collaboration among students and between students and instructors, through discussion forums, group projects, and other online communication tools.

4- Lifelong learning: Online learning can support lifelong learning by providing opportunities for individuals to continue their education and develop new skills throughout their lives.

1.18. Challenges of E-learning

As stated by , Previous studies have shown that COVID-19 has a negative impact on users life , Online learning, also known as e-learning or distance education, refers to a mode of education that takes place primarily over the internet. While online learning offers many benefits, it also poses several challenges, including:

1.18.1 Physical Challenges

According to Code & Jett (2020) , Students who attend online classes have had to drastically alter their everyday routines. Although video chats are a practical replacement for each class time, they have a significant impact on students' physical health. American optometric Association (2021) state that eye strain is one of the physical challenges since students who spend long hours at staring at computer screens can develop eye strain , which can cause headaches , fatigue , and other vision problems . In accordance with World health organization (2020) , online learning requires students to sit for a long periods , which can lead to sedentary lifestyle which may result in obesity , cardiovascular , dizziness and other health problems . Moreover , Mayo clinic (2021) believe that limited movement is also a challenge because of the improper desk , chair height or an awkward posture while using a computer can cause neck , shoulder and back pain .

1.18.2 Emotional Challenges

According to Artino (2020), Students may experience a range of emotions related to their academic performance, such as anxiety, frustration, and satisfaction. These emotions can be influenced by factors such as the level of challenge, feedback, and social comparison in online learning environments. Similarly , Feghali (2021) believe that Online learning can be a

lonely experience for some students, especially those who are used to socializing with classmates and teachers in person classes. They may feel disconnected from their peers and teachers, and may struggle to stay motivated and engaged with their coursework. This can lead to procrastination, missed deadlines, and a lack of focus. Next to this , Jang et al (2020) state that Emotional well-being is a key factor in students' ability to succeed in online learning. Positive emotions, such as joy and interest, can enhance motivation and engagement, while negative emotions, such as frustration and boredom, can hinder learning and performance.

Moreover , in accordance with kim et al (2021) Online learning burnout is a phenomenon characterized by emotional exhaustion, reduced personal accomplishment, and depersonalization. The increased workload and isolation of online learning, combined with the ongoing stress of the pandemic, can contribute to burnout among students. Furthermore , Kirschner et al (2021) , find that effective online learning environments should be designed with the emotional needs of students in mind. Design principles that can support emotional well-being include providing clear expectations and guidelines, promoting social interaction and collaboration, and offering opportunities for feedback and support .

1.18.3. Technical Challenges

According to Lee & Choi (2020) , Online learning requires access to reliable internet, hardware, and software, which may not be available to all students or educators eventually online learning requires a stable and reliable internet connection. However, not all students or educators may have access to high-speed internet at home, leading to connectivity issues and disruptions in learning. Murphy et al (2020) think that students and educators may need access to hardware such as laptops, tablets, or webcams to participate in online learning. However, not all students or educators may have access to these devices, or they may not have the necessary specifications to run the required software. In the same way , Yang & Wu (2020), explain that online learning often involves the use of various software platforms, such as learning management systems,video conferencing tools or technical difficulties such as software crashes or compatibility issues may disrupt learning and instruction.

Furthermore, Zhu et al (2020) , see that online learning involves the transmission of sensitive information, such as student data or login credentials, over the internet and ensuring the security and privacy of this information is critical to protect students and educators from cyber threats. Consistent with Zhang et al (2021) both students and educators may require training and support to navigate technical issues related to online learning. However, providing this

support remotely can be challenging, and not all students or educators may have the necessary technical skills to troubleshoot these issues on their own.

1.18.4 Courses Challenges

According to Vanhorn (2008), the difficulties associated with the course itself are among the most frequent issues that arise when dealing with online learning issues. The transition from a face-to-face course to an online one was challenging for the professors. Also, they are unable to do group projects and role plays even if the course is learner-centered in online classes. Some teachers also complained that it was difficult to make online courses as innovative and engaging as they should be in traditional classroom settings because there wasn't enough time As a result, students would simply complete the course even if it was hard for them to cope with the teacher in that exact timing .

As well, some subjects, like writing and public speaking, should not be taught online since students lose interest and instructors must put up a lot of effort to keep them interested. Yet , they have made significant progress in the online course in terms of both writing ability and content.

1.18.5 Time Management Challenges

Pursuant to Aziz et al (2021) , think that with the luck of structure that comes with learning online, students may find it challenging to prioritize their tasks and manage their time effectively. They also may have to balance their online learning with other responsibilities, such as work or caring for family members, which can make time management more challenging . In fact , Hegde (2020) believe that with fewer external deadlines and a lack of face-to-face interaction, students may be more likely to procrastinate, leading to poor time management and increased stress. Since in a traditional classroom setting, students are held accountable by their teachers and peers . In an online setting, however, there may be less accountability, which can make it difficult for students to stay on track with their studies . Wu et al (2020) , find that online learning often requires students to spend long periods of time in front of a screen, which can lead to eye strain, fatigue, and difficulty concentrating.

1.18.6 Communication Challenges

According to Luo & Song (2020) , instant contact in an in-person situation makes

It simple for students to obtain clarification on unclear points and receive answers . Students may miss the social interaction and support that comes with a traditional classroom. Without face-to- face interaction, it can be difficult for students to build relationships with their peers and instructors. Hrastinski (2008) , see that online communication can be impersonal and students may struggle to communicate effectively with their instructors and peers. There may also be language barriers that make communication more difficult. Also in an e-learning environment, communication is typically asynchronous, which creates a gap between the teacher and the learner. It's easy for miscommunications to happen in these settings, which frequently makes a problem worse before it can be fixed.

Moreover , Baturay (2020) explain that in an online learning environment, students may not have the same access to their instructors as they would in a traditional classroom. It may be more difficult to get help with coursework or ask questions since the feedback is also missing which may let students feel confused about their progress and their performance in your class if feedback is delayed by additional days or weeks due to an online format . Just as Wang et al (2021), see that technical issues with online learning platforms can create communication challenges. For example, if a student is unable to access a live video chat with their instructor, they may miss important information.

1.19. Advantages of Online Learning in the Post-Covid Era

The Covid-19 pandemic forced a rapid shift towards online learning, leaving a lasting impact on education. This research explores the evolving landscape of online learning in the post-Covid era, examining its advantages, challenges, and the future directions it might take.

- **Flexibility and Accessibility**: Online learning offers unmatched flexibility, allowing students to learn at their own pace and from any location with an internet connection. As stated by Syofyan et al. (2020), "online learning platforms played a key role in making education accessible during the pandemic" (p.2). This accessibility is particularly beneficial for working professionals, geographically isolated learners, or those with disabilities.
- **Scalability and Increased Reach**: Online courses can reach a wider audience compared to traditional classroom settings. This can be particularly advantageous for niche subjects or attracting renowned instructors from around the world. Nature Electronics highlights this point, stating, "online conferencing systems…allowed experts from anywhere in the world to join online classrooms" (Zheng et al., 2020, p.3).

- **Innovation in Educational Technology:** The pandemic accelerated the development and use of educational technology. Interactive platforms, virtual labs, and gamified learning experiences are just a few examples that enhance engagement and cater to diverse learning styles (Zheng et al., 2020).

1.20. Challenges of Online Learning in the Post-Covid Era

Challenges remain in the post-pandemic era. One of the biggest drawbacks is the potential for social isolation. While online platforms can facilitate interaction, it may not fully replicate the collaborative and social aspects of traditional classrooms. A study by Mebarka (2023) acknowledges this challenge, highlighting the need for strategies to foster a sense of community in online learning environments. Additionally, the digital divide, where unequal access to technology and reliable internet connectivity persists, remains a significant barrier for many learners. This can exacerbate educational inequalities and requires ongoing efforts to bridge the gap. Furthermore, online learning demands a high degree of self-discipline and time management skills from students. The ability to stay focused and organized in a less structured environment can be challenging for some learners (Syofyan et al., 2020).

1.21. The Future of Online Learning: A Blended Approach

Looking ahead, online learning is not likely to replace traditional classroom settings entirely. Instead, a blended approach that leverages the strengths of both methods is expected to be the norm. This could involve flipped classrooms, where students learn foundational concepts online before engaging in more interactive activities and discussions during in-person classes. Microlearning, with short, focused online modules, can be utilized for targeted learning or skill development. Finally, hybrid courses that combine online and in-person sessions can offer flexibility and cater to diverse learning needs. As Zheng et al. (2020) state, "the future iterations of online education will no longer be bound to the traditions of single teaching modes" (p.4). The post-pandemic era presents a unique opportunity to create a more dynamic and personalized learning experience for all by seamlessly blending online and offline learning methods.

Conclusion

The COVID-19 pandemic has had far-reaching impacts on virtually all aspects of human life , and the field of education has been no exception . With universities shuttered due to lockdowns , and social distancing measures . Online learning has been adopted as an

alternative method to ensure that students continue their educating process . This chapter presented the shift towards online learning courses and the key tools and platforms used to facilitate it   . It also tackled the advantages that online learning has brought to learners. However, online learning   presented several challenges that must be overcome for learners to succeed from physical and emotional health problems ,technical difficulties and course issues to communication barriers and time management challenges .

Chapter Two: Research Methodology

Chapter Two: Research Methodology

Introduction

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Conclusion

Introduction

This chapter delves into the research methodology employed to explore the opportunities and limitations of e-learning for English as a Foreign Language (EFL) learners in Algeria's post-Covid educational landscape. The unprecedented global shift towards e-learning necessitated by the pandemic has significantly impacted the education sector, including EFL instruction. This chapter outlines the specific research design chosen for the study, along with the rationale for a mixed methods approach. It then provides a detailed description of the data collection instruments to be used, including students questionnaire and teacher interviews.

2.1. Research Design

The type of research that is used in this study is both qualitative and quantitative research. This study explores and describes the opportunities and limitations of e-learning in Algeria in the post-COVID era. Where data is qualitative data obtained will be much more useful if supported by the data in quantitative terms. Then research will be clarified by using mixed methods research approach. Mixed methods research approach is a type of research design in which researchers can collect, analyze and integrate data in either quantitative or qualitative data collection or both are conducted simultaneously thereby strengthening the conclusion in a study. This approach is expected to provide a clear and comprehensive overview of the opportunities and limitations of e-learning in Algeria in the post-COVID era.

This research using an explanatory sequential mixed methods designs. Explanatory Sequential Mixed Method design starting from the capture of quantitative data and then to quantify it with qualitative data while Conclusive Sequential Mixed Method design starting from the capture of quantitative data and then validate and explain it with qualitative data. The use of a mixed methods research approach is expected to make this research more useful and can be a reference for other researchers.

2.2. Mixed Methods Research Approach

The mixed methods approach was used in order to gain a comprehensive perspective of e-learning in Algeria from Master One students of English and teachers of English. It was also attempted to make a contextually rich description of the setting and the perspectives of lecturers or teachers with the current data and facts. A mixed methods research is a methodology for conducting research that involves both quantitative and qualitative methods. The enumerated or nested process is often used to gather and evaluate the data. Mixed methods research is

increasingly advocated in the context of education research. It is used to overcome the weakness of the unidimensional approach to research, the fact using one type of method is inadequate to fully explore a research question.

2.3. Research Tools

In order to meet the research questions, two different research tools were designed. The questionnaire directed to Master One students of English in the department of English at Dr. Moulay Taher University of Saida, while the interview was for the teachers of English at the same department. Fowler (2013) clarifies, "Questionnaires and interviews are two common data collection methods in research studies. They are important tools for obtaining information directly from study participants, allowing researchers to explore a wide range of research questions". In addition, according to Patton (2015), questionnaires are valuable tools in quantitative research as they enable participants to provide numerical data, allowing researchers to obtain a comprehensive understanding of various factors and variables. In this study, we used semi-structured interview because we are aiming to collect various opinions and ideas from teachers of English. Qualitative and quantitative techniques will ensure the right data collected to prove or disprove the hypothesis as the mixed methods research approach will ensure data spread from a variety of sources is collected to ensure a powerful conclusion can be drawn.

2.3.1. Questionnaire

2.3.1.1. Definition of the Questionnaire

A questionnaire, as defined by the Research Society of London (1838), is a meticulously designed research tool comprised of a series of targeted questions or prompts intended to gather information from respondents in a survey or statistical study. These instruments can be crafted to collect various data types, both qualitative and quantitative, depending on the research objectives. Questionnaires typically incorporate a strategic mix of question formats to optimize data collection. Closed-ended questions restrict respondents to selecting an answer from a predefined set of choices, allowing for efficient data quantification. Dichotomous questions, a subcategory of closed-ended options, present respondents with only two answer choices, such as "yes" or "no". Conversely, open-ended questions empower respondents to formulate their own answers, providing valuable insights into their thought processes and experiences. When designing a questionnaire, it's crucial to ensure that closed-ended options are exhaustive and

mutually exclusive, meaning they encompass all potential responses and eliminate overlap. For optimal questionnaire design and data quality, pretesting is a recommended step. Piloting the questionnaire with a small sample group allows researchers to assess respondent understanding, question clarity, and overall questionnaire effectiveness. By carefully crafting question items and utilizing a thoughtful mix of formats, questionnaires serve as powerful tools for researchers to gather comprehensive data and gain valuable insights into a wide range of topics.

2.3.1.2. Questionnaire items

The design of an effective questionnaire items is paramount to the success of any research project. These items, encompassing the actual questions or prompts posed to respondents, significantly influence the quality and validity of the data collected (Tourangeau et al., 2000). A well-crafted questionnaire item is clear, concise, and unbiased, avoiding leading language or assumptions that could skew responses (De Leeuw, 2005). Furthermore, question items should be directly relevant to the research objectives and designed to elicit the specific information needed (Aday& Cornelius, 2003).

The selection of question format also plays a crucial role. Closed-ended items provide respondents with a set of pre-defined answer choices, promoting ease of response and facilitating data quantification (Polit& Beck, 2017). However, it's critical to ensure the answer choices are exhaustive, encompassing all potential responses, and mutually exclusive, meaning no overlap exists between options (De Leeuw, 2005). Dichotomous questions, a subcategory of closed-ended items, offer only two answer choices, such as "yes" or "no," and can be useful for gathering quick, definitive data (De Boer et al., 2002). Conversely, open-ended items allow respondents to formulate their own answers, providing valuable insights into their attitudes, experiences, and thought processes (Polit& Beck, 2017).

However, open-ended items can be more time-consuming to answer and require additional analysis efforts (Rea & Parker, 2012). By carefully crafting clear, unbiased questionnaire items and selecting the appropriate format based on research objectives, researchers can optimize data collection and ensure the validity of their findings.

2.3.1.3. Students' Questionnaire

The questionnaire was administered to 51 master's one students in the department of English at Dr. MoulayTaher University Saida. This number was chosen to ensure a focused and in-

depth exploration of experiences within a specific academic program. The questionnaire itself was designed to gather data on the advantages and disadvantages of E-learning in the post-Covid era, specifically targeting the experiences and perspectives of EFL Master 1 Students in Saida University, Algeria. It included a mix of closed-ended and open-ended questions. Closed-ended questions allowed for efficient data collection on student demographics, frequency of E-learning use, and preferred aspects of online learning. Open-ended questions delved deeper into student perceptions by prompting them to elaborate on the perceived benefits and drawbacks of E-learning in their educational journey.

2.3.1.4. Description of the Questionnaire Sections

Section One: Demographic Profile

This section aims to gather background information about the participants in the survey. It focuses on three key aspects:

1. Gender: This question identifies the participant's gender as either Male or Female.

2. Age: This question asks the participant to fill in their age in years. Understanding the age range can provide insights into potential technological comfort levels and learning preferences.

3.Field of Study:This question offers two multiple-choice options: Didactics and Civilization. This helps to identify if the participant is a student of English as a Foreign Language (EFL) or a student in a related field.

Section Two: Teaching Online

This section delves into the participants' experiences with online teaching tools and platforms.

1. Internet Quality: This question assesses the participant's internet connection quality, offering options like Excellent, Good, Fair, and Poor. This information is crucial to understand how internet limitations might affect online learning effectiveness.

2. Device for Distance Learning: This question identifies the primary device used for online teaching: PC, Smartphone, Tablet, or Other (allowing for less common devices). Understanding the device preference helps tailor online learning experiences.

3. Pre-Pandemic Distance Teaching Applications: This question explores the platforms and tools used for teaching EFL before the COVID-19 pandemic. It includes checkboxes for various options like Google platforms (e.g., Classroom & Meet), Microsoft platforms (e.g.,

Teams), video/audio call platforms (e.g., Zoom & Skype), Learning Management Systems (e.g., Blackboard, Moodle, Schoology), emails, and slide presentations (e.g., PowerPoint). This helps identify existing familiarity with online teaching tools.

4. Current Use of Applications: This question asks participants to indicate the applications they continue to use for online teaching after the pandemic, allowing for multiple selections. It reveals any shifts in platform preference due to the pandemic.

5. Distance Learning Platform Features: This question explores the online teaching functionalities used by participants. It includes checkboxes for Courses, Video Conferences, Assignments, and Monitoring Activities. Understanding the utilized features helps identify strengths and weaknesses of the chosen platforms.

6. Difficulties with Digital Tools: This question assesses whether participants encounter difficulties using online teaching tools. Options like Yes and No provide a simple indicator of potential challenges.

7. Technology Skills: This question evaluates the participant's self-reported technology proficiency on a scale ranging from Excellent to Very Bad. It helps understand their comfort level with using online teaching platforms.

8. EFL Learning Effectiveness: This question gauges participant's perception on the effectiveness of online EFL learning compared to traditional classroom settings. Options range from Strongly Agree to Strongly Disagree. This sheds light on participant's views on the relative merits of each method.

9. Learning Preference: This question explores the participant's preferred learning method. It offers three choices: Traditional (face-to-face), Distance Learning, and Blended (a mix of both). Understanding preferred learning styles helps identify potential areas for improvement in online delivery.

10. MOODLE Platform Effectiveness:This question focuses specifically on the Moodle platform, commonly used for online learning. Participants indicate Yes or No to assess their perception of its effectiveness in providing a good online learning environment during the pandemic.

11. Course Outline Effectiveness: This question examines whether participants believe a clearly defined course outline helps improve their learning experience through online

platforms. Options are Yes and No. This helps understand the importance of well-structured online courses.

12. Distance Education for EFL Learners: This question delves into participant's view on the overall success and comfort level of distance education for EFL learners. Options are Yes and No. This provides insights into the suitability of online learning for this specific student population.

14. E-Learning and Learning Gaps:This question assesses whether participants feel online learning led to any gaps in their studies. Options are Yes and No. This helps identify potential limitations of online learning and areas requiring improvement.

Section Three: Challenges: Online Learning Barriers and Obstacles

This section explores the difficulties participants face with online learning, particularly with the Moodle platform. It offers a list of pre-defined challenges with checkboxes for selection. These challenges include:

* Harder to learn

* Less explanation given during online classes

* Technical problems (internet connection, low quality of pictures/videos)

* Material problems

* Lack of motivation

* Bad conditions and lack of educational atmosphere (learning environment at home)

* Others (allowing participants to specify additional challenges)

The selection of predefined options provides a structured approach, while the "Others" option allows participants to voice additional concerns.

Section Four: Solution and Future Recommendations

This final section invites participants to share their recommendations for improving online learning experiences. Here, there's an open-ended prompt

2.3.2. The Interview

2.3.2.1. Definition of the Interview

The interview, a cornerstone of qualitative research methodology, serves as a purposeful and structured dialogue between an interviewer and an interviewee (Flick, 2014). Unlike casual conversations, interviews are meticulously designed to elicit in-depth information, perspectives, and experiences relevant to a specific research inquiry (Patton, 2022). The interviewer meticulously crafts a set of questions, ranging from open-ended prompts to focused probes, to guide the conversation and ensure it aligns with research objectives (Kahn &Cannell, 1957). Open-ended questions, a hallmark of the interview format, empower interviewees to formulate their own responses, fostering rich and nuanced data collection (Berg, 2008). Effective interviewers actively listen to the interviewee's responses, employing probes – follow-up questions designed to clarify or elaborate on specific points – to gain a deeper understanding (Rubin & Rubin, 2012).

2.3.2.2. Types of Interviews

Within the qualitative research domain, the interview format transcends a simple conversation, evolving into a meticulously crafted tool for gleaning in-depth information. Researchers can leverage a spectrum of interview types, each offering distinct advantages and applications depending on the research objectives (Speziale et al., 2015). Structured interviews, a cornerstone of quantitative research methods, have also found utility in qualitative inquiries (Denzin& Lincoln, 2018). These interviews adhere to a pre-determined set of questions with a fixed order, ensuring consistency and facilitating data comparison across participants (Merriam &Tisdell, 2016). The structured format allows researchers to control the interview flow and efficiently gather comparable data on specific topics (Flick, 2014). However, the rigidity of this approach can limit the richness of the data collected, potentially hindering the emergence of new themes or insights (Berg, 2008).

In contrast, semi-structured interviews offer a balance between standardization and flexibility. Researchers develop a predetermined list of questions but allow for variation in wording and order, adapting to the interviewee's responses and delving deeper into emerging themes (Krueger & Casey, 2014). This adaptability fosters a more natural conversation, encouraging interviewees to elaborate on their experiences and perspectives (Patton, 2022). While semi-structured interviews offer greater depth of data compared to structured formats, ensuring consistency across interviews requires careful attention to the core research questions and the overall flow of the conversation (Merriam &Tisdell, 2016).

Unstructured interviews, also known as in-depth interviews, provide the greatest level of flexibility (Wengraf, 2001). These interviews lack a pre-defined set of questions, with the interviewer guiding the conversation based on the interviewee's responses. This approach allows for a deep exploration of the interviewee's lived experiences and personal narratives, fostering rich and nuanced data collection (Rubin & Rubin, 2012). However, the unstructured nature of these interviews presents challenges in data analysis and comparison across participants (Denzin& Lincoln, 2018).

Beyond these core interview formats, researchers can leverage specialized approaches to suit specific research needs. Focus groups, for instance, convene a small group of individuals to discuss a particular topic, fostering collective exploration and the generation of new ideas (Morgan, 1997). Life history interviews delve into an individual's entire life trajectory, providing a comprehensive understanding of their experiences and perspectives over time (Josselson, 2011). Ultimately, the selection of an interview type hinges on the research objectives. Structured interviews excel at data comparison, while semi-structured and unstructured formats offer richer insights into individual experiences. By carefully considering the research goals and the advantages of each interview type, researchers can harness the power of the interview to illuminate the complexities of human experience.

2.3.2.3. Teachers' Interview

A semi-structured interview that contains 7 questions was administered to 5 teachers of English who have experience teaching Master's students in the English department university of Saida. It's goal is to explore the opportunities and limitations of E-learning for teaching English to Master students in Saida University, particularly in the post-Covid era.The provided excerpts focus on several key questions regarding E-learning experiences. The teacher's years of experience (Question 1) shed light on their perspective within the educational system. Questions 2 and 4 explore the impact of the transition to online learning on the teacher's approach and student learning outcomes. The inquiry into effective online tools (Question 3) reveals the teacher's preferred platforms for online instruction. Questions 5 and 6 delve into the perceived opportunities and limitations of E-learning for both teachers and students at Saida University. Finally, although not included in this excerpt, Question 7 would provide valuable insight into the teacher's hopes and concerns regarding the future of online learning in Algeria.

Conclusion

This chapter lays the groundwork for understanding the impact of e-learning on EFL learners in post-pandemic era. It details a mixed-methods research design that utilizes both a questionnaire and interview. A specifically designed questionnaire will gather quantitative data from EFL learners, while semi-structured interviews with EFL teachers will provide qualitative insights. The chapter elaborates on the development of the questionnaire, emphasizing its foundation in existing research and piloting for clarity and reliability. Similarly, the interview format is outlined, targeting master one teachers.

Chapter Three: Students' Questionnaire and Teachers' Interview Analysis and Results.

Chapter three: Students' Questionnaire and Teachers' Interview Analysis and Results.

Introduction

3.1. Analysis of theStudents' Questionnaire

3.2. Summary of the Students' Questionnaire results

3.3. Analysis of the Teachers' Interview

3.4. Summary of the Teachers Interview results

3.5. Discussion of the Findings

Conclusion

Introduction

The COVID-19 pandemic significantly impacted education worldwide, prompting a rapid shift towards e-learning platforms. In Algeria, this transition presented both opportunities and limitations for educational institutions. This chapter delves into the experiences of Master 1 English Language students at Saida University, exploring their perspectives on e-learning in the post-pandemic era. Through a combination of questionnaires and Teachers of English interviews, the research aims to understand the effectiveness of e-learning in this specific context, focusing on the opportunities it offers for English language learning and the limitations that may hinder its success.

3.1. Analysis of the Students' Questionnaire

In the following analysis, tables will be used for Yes No questions, tables and figures for closed-ended questions and the rating scale questions.

Section One: Demographic Profile

Q1: Gender**:** Male / Female

Gender	Number	Percentage
Male	15	29.4%
Female	36	70.6%
Total	**51**	**100%**

<p align="center">Table 1: Students' Gender</p>
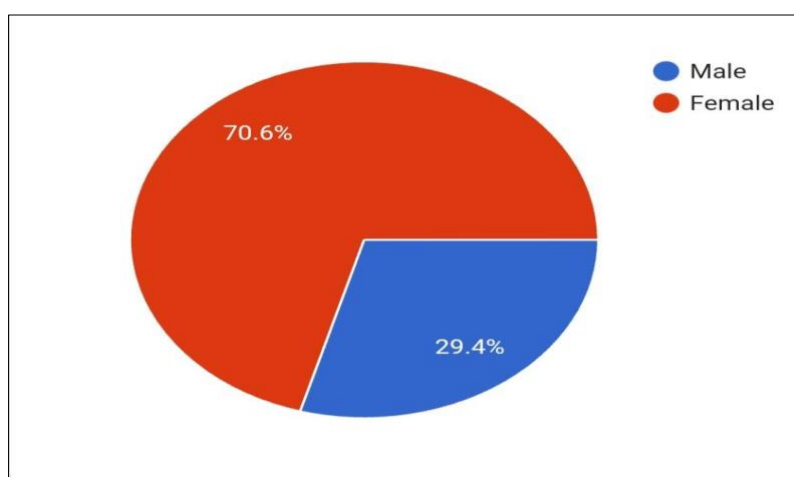
<p align="center">Figure 6: Students' Gender</p>

Table 1 and figure 7 show the results of a question on the gender of Master 1 students in Saida University of English language program. The table shows that there are more females

than malesin the program, making females 70.6% (36 students) of the students and males 29.4%(15 students). The pie chart visually represents this data.Thus, there is a significantly higher percentage of females in the program than males.

Q2: How old are you?

Age	Number	Percentage
20	6	11,8%
21	11	21.5%
22	10	19.6%
23	6	11.8%
24	6	11.8%
25	2	3,9%
27	1	2%
29	1	2%
32	3	5,9%
34	1	2%
35	1	2%
36	1	2%
38	2	3,9%
Total	**51%**	**100%**

Table 2: Students' Age
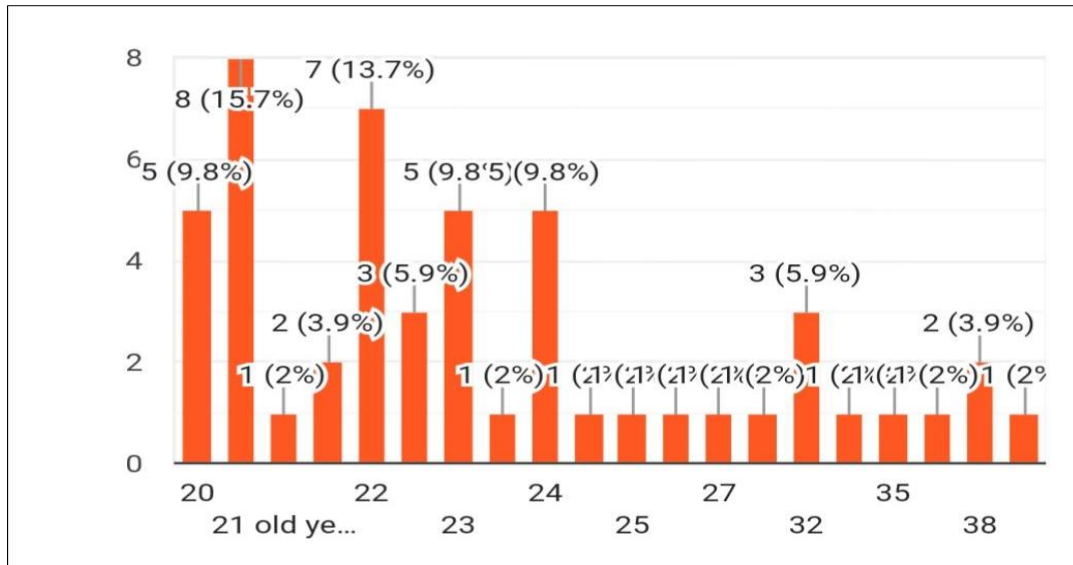
Figure 7: Students' Age

Table2 shows the age distribution of Master 1 students of English, The age range is from 20 to 38 years old.

Here's a breakdown of the student age distribution:

* The largest age group is 22 years old, with 10 students (19.6%).

* There are 6 students each at 20 years old (11.8%) and 24 years old (11.8%).

* The age groups of 23, 25, 27, 29, 32, 34, 35, 36, and 38 all have a smaller number of students, ranging from 1 to 6 students (2% to 11.8%).

We notice that the most of Master 1 students of English are adults of the age 22.

Q3: What is your field of Study?   Didactics/ Civilization

Field of Study	Number	Percentage
Didactics	44	86,3%
Civilization	7	13,7%
Total	**51**	**100%**

Table 3: Students' field of study
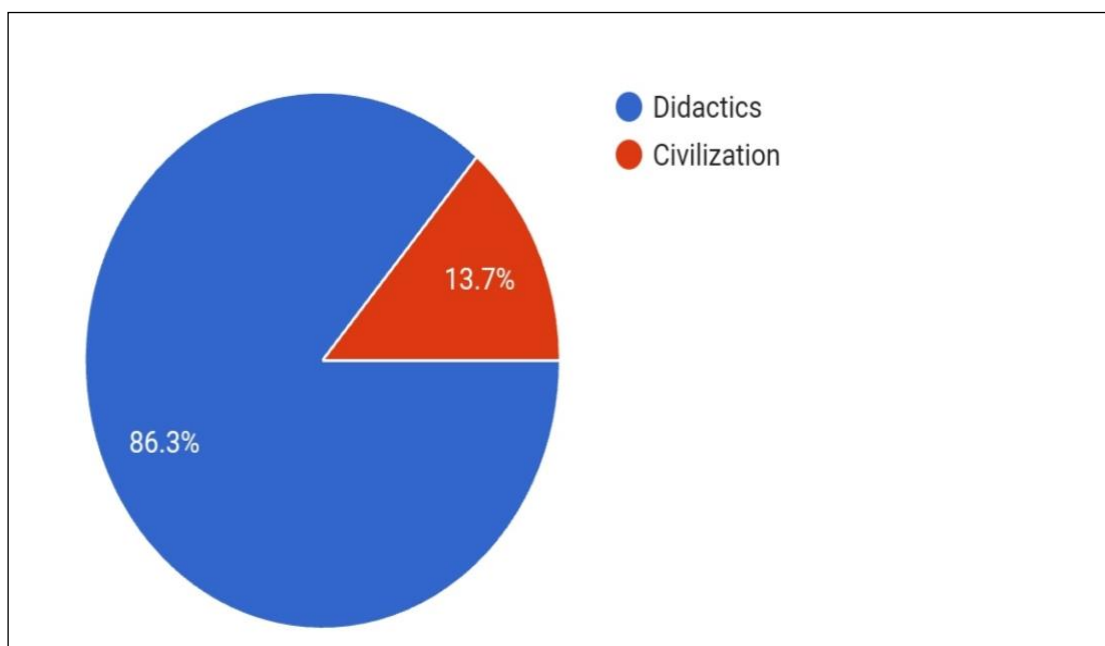
Figure 8: Students' Field of Study

Section Two: Teaching online

Q4: How do you describe the quality of your internet you used?

Excellent / Good / Fair / Poor

Quality of the Internet	Number	Percentage
Excellent	9	17,6%
Good	26	51%
Fair	13	25,5%
Poor	3	5,9%
Total	51	100%

Table 4: The Quality of the Internet
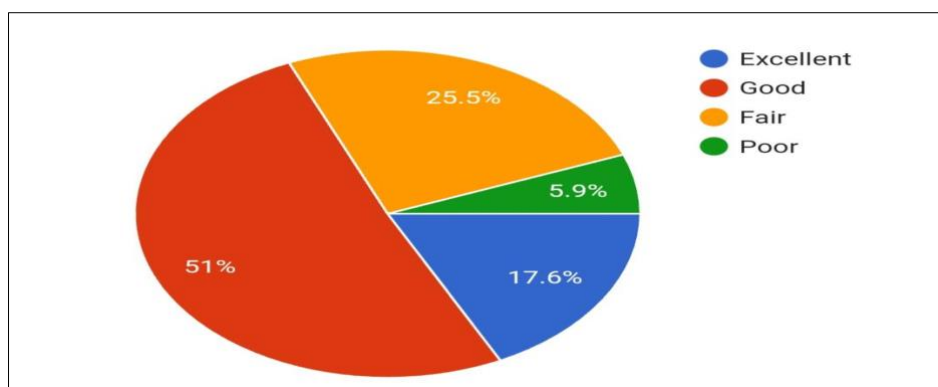
Figure 9: The Quality of the Internet

The chart and table show the results on the quality of internet used by master's students of English in Algeria (Saida University). So, the quality of internet access seems acceptable, with 78.6% of respondents reporting fair or better internet quality.

Excellent:17.6%

Good: 51%

Fair: 25.5%

Poor: 5.9%

The pie chart visually represents this data, with the largest slice (51%) colored green for "Good". However, it is important to note that a significant minority (25.5%) of respondents reported only fair internet quality, and a small number (5.9%) reported poor quality. This could be a limitation to the effectiveness of e-learning in Algeria, especially in geographically isolated areas.Overall, this data suggests that internet quality may not be a major barrier to e-learning for many master's students of English in Algeria.

Q5: Which device do you use for Distance learning?

PC (Personal computer) / Smartphone / Tablet / Other

Distance Learning Device	Number	Percentage
Pc	25	49%
Smartphone	38	74%
Tablet	2	3,9%
Other	1	2%
Total	51	100%

Table 5: Distance Learning Device
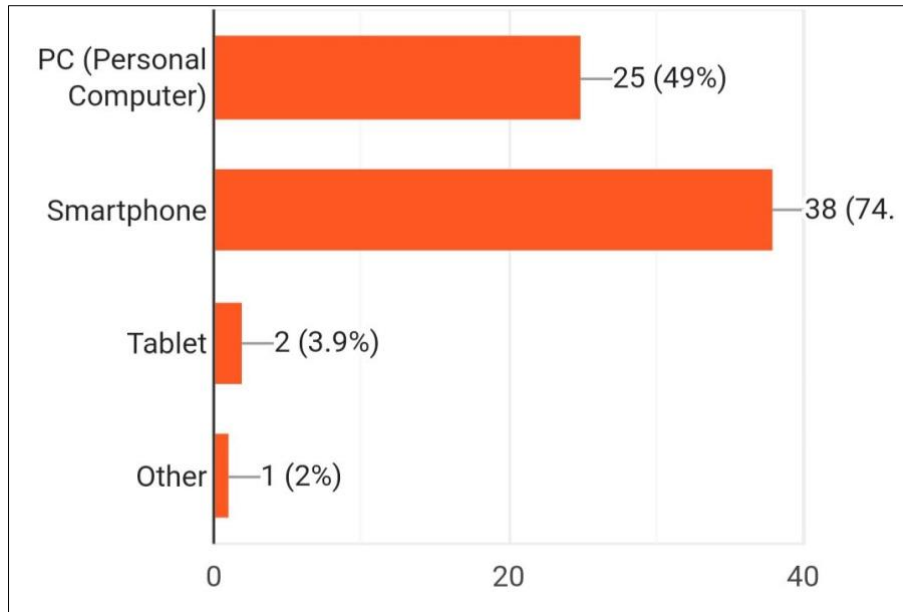
Figure 10: Distance Learning Device

Table 5and Figure 11 shows the results on the devices used by master one students of English language in Algeria , Saida University for distance learning.The most popular device is the smartphone, with 74% of students reporting that they use it for distance learning. This is likely due to the fact that smartphones are widely available and relatively inexpensive. PCs are the second most popular device, with 49% of students reporting that they use them. Tablets are the least popular device, with only 3,9%% of students reporting that they use them.

Overall, the table and chart show that smartphones are the most popular device for distance learning among master one students of English language in Algeria. This is likely due to the fact that smartphones are widely available and relatively inexpensive and easy to use.

Q6: What kind of distance teaching applications and platforms did you use during the pandemic COVID 19?

   Google platforms (e.g. Google Classroom- Google Meet…) / Microsoft platforms (e.g. Microsoft Teams….) / Group video or audio calls (e.g. Zoom, Skype, etc.) /Learning management systems (e.g. Blackboard, MOODLE, Schoology). / E-mails / Slide presentations (e.g. PowerPoint).

Teachingapps/platforms used duringthe pandemic	Number	Percentage
Google platforms	36	70,6%
Microsoft platforms	0	0%
Group video or audio calls	11	21,6%
Learning management systems	20	39,2%
E-mails	18	35,3%
Slide presentation	11	21,6%
Total	51	100%

Table 6: Teaching apps and Platforms that students used during the pandemic
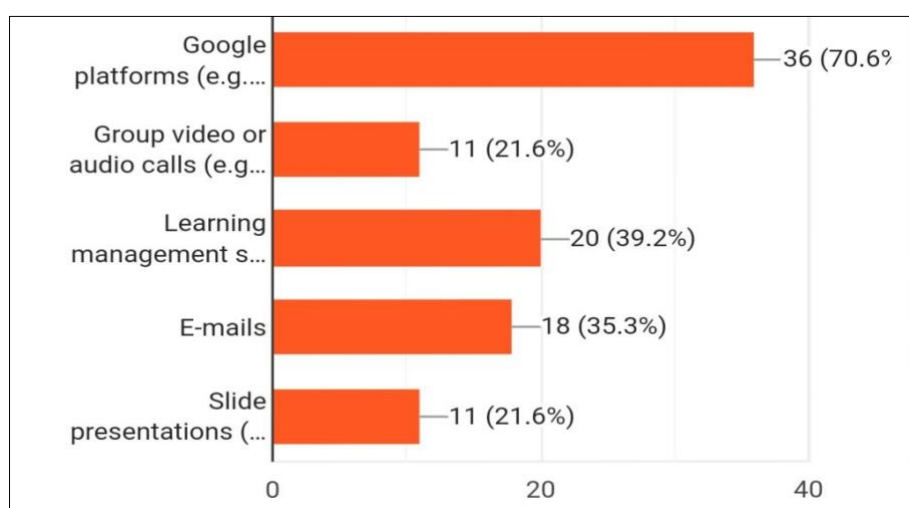
Figure 11: Teaching apps and Platforms that students used during the pandemic

Table 6 and figure 12 showthe results of the question on the use of e-learning platforms and applications by master's 1 students of English language in Saida, Algeria during the COVID-19 pandemic.100% of the students surveyed reported using e-learning platforms and apps during the pandemic. This suggests that e-learning was an essential tool for delivering instruction during the pandemic.

Google platforms (e.g., Google Classroom, Google Meet) were the most popular, used by 70.6% of the students.This may be due to the familiarity of these platforms or the fact that they are free to use.

Learning management systems (e.g., Blackboard, Moodle, Schoology) were used by 39.2% of the students.This suggests that the University is using these platforms to deliver e-learning courses.

Group video or audio calls (e.g., Zoom, Skype) were used by 21.6% of the students.This type of platform can be useful for interactive learning activities.E-mails (35.3%) and slide presentations (21.6%) were also reported as commonly used e-learning tools. These tools can be useful for sharing information and resources with students.

Overall, the table suggests that e-learning platforms and apps were widely used by master's students of English language in Saida, Algeria during the COVID-19 pandemic. Google platforms were the most popular, but a variety of other tools were also used. This suggests that e-learning has the potential to be a valuable tool for education in Algeria.

Q7: Which ones of the above application are you still using (after Covid-19)?

According to the students' answers on their application usage after Covid-19:

Google Platforms (21.57%)

Eleven students (21.57%) reported still using Google platforms like Google Classroom and Meet. This suggests that these platforms hold some value for students even after the shift back to in-person learning. Google Classroom can be used for sharing course materials, assignments, and grades, while Google Meet can be used for online lectures, meetings, and group work.

Emails (37.25%)

Nineteen students (37.25%) indicated continued reliance on emails. This highlights the enduring importance of emails for communication in educational settings. Emails can be used for sending announcements, course materials, and feedback to students. Students can also use emails to communicate with instructors and classmates.

Slide Presentations (15.69%)

Eight students (15.69%) mentioned using slide presentations, which could be for classroom presentations or individual assignments. Slide presentations can be a useful tool for organizing information and presenting it in a clear and concise way.

All of them (15.69%)

Eight students (15.69%) reported using all of the listed applications. This suggests a preference for a blended learning approach that incorporates various e-learning tools. A blended learning approach can combine face-to-face instruction with online learning activities. This can provide students with more flexibility and choice in how they learn.

None (3.92%)

Two students (3.92%) indicated not using any of the listed applications, possibly reflecting a return to entirely traditional in-person learning methods.

Zoom (5.88%)

Three students (5.88%) mentioned using Zoom, which might be for occasional online lectures, meetings, or group work. Zoom is a video conferencing tool that can be used for online meetings, lectures, and webinars.

To sum up, the findings reveal a continued presence of e-learning tools in the post-Covid era among Master's students of English at Saida University. While emails and Google platforms remain prominent, a mix of applications is used, suggesting a potential shift towards blended learning approaches.

Q8: Which of the following options did you use to deliver the courses and works through distance learning platform?

Courses / Video Conferences / Assignment / Monitoring Activities

Options of delivering courses in distance Learning platform	Number	Percentage
Courses	27	54%
Video Conferences	12	24%
Assignment	26	52%
Monitoring Activities	7	14%
Total	51	100%

Table 7: Options that Students Use to deliver courses/works in distance Learning Platform
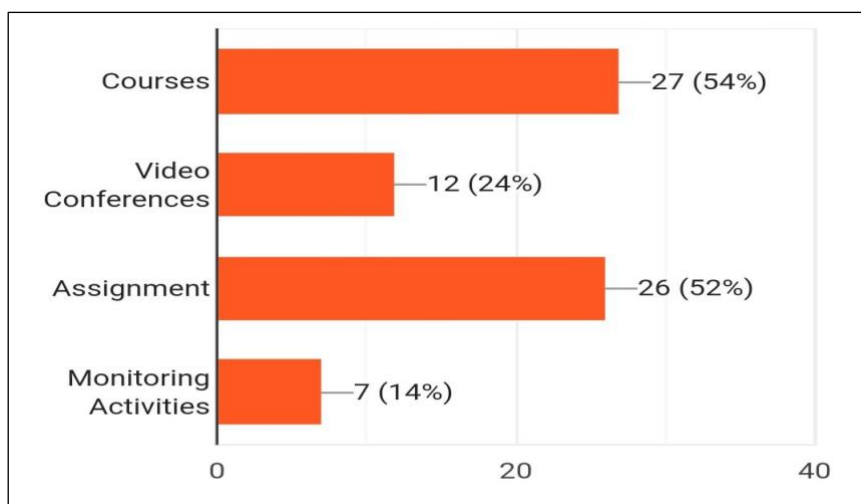
Figure 12: Options that Students Use to deliver courses/works in distance Learning Platform

Table 7and its figure 13 show how master's one students of English in Saida University of Algeria are using e-learning platforms to deliver courses and complete coursework. Here's a breakdown of the findings:

* The most commonly used platform is the course platform, with 54% of students reporting using it. This suggests that course materials, such as lectures, notes, and readings, are being delivered primarily through this platform.

* Video conferencing is the second most popular option, with 24% of students using it. This indicates that there is some interaction between students and instructors, likely in the form of online lectures or discussions.

* Assignments are also being submitted electronically, with 52% of students reporting using the platform for this purpose.

* Monitoring activities, which could include quizzes or polls, are the least common use of the e-learning platform, with only 14% of students reporting using it for this purpose.

To sum up, this data suggests that e-learning platforms are being used extensively by master's one students of English in Saida University to deliver course content, complete assignments, and interact with instructors to some extent. However, there is less emphasis on using the platform for monitoring activities.

Q9: Do you find any difficulties in using digital tools in your online teaching?

Yes / No

Students facing Difficulties in using digital tools	Number	Percentage
Yes	24	47,1%
No	27	52,9%
Total	51	100%

Table 8: Students facing Difficulties in Using Digital Tools
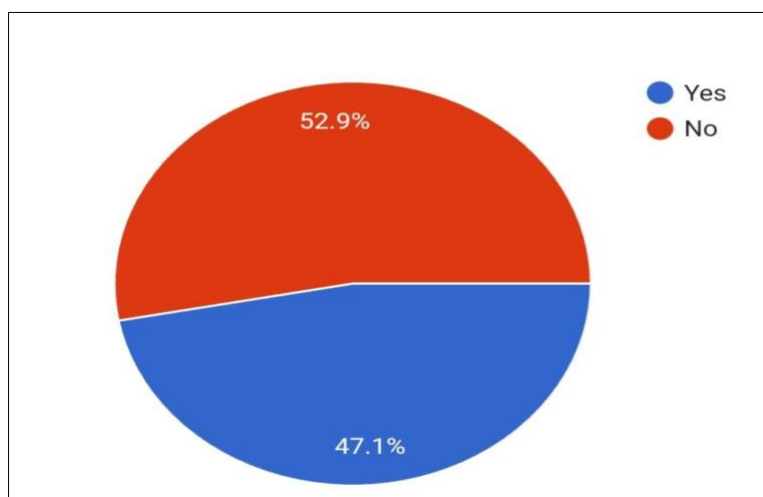
Figure 13: Students facing Difficulties in Using Digital Tools

The chart shows the results of a survey asking master one students of English language in Saida University of Algeria if they faced difficulties using digital tools in their online teaching. So, 47.1% of the students said yes. Meanwhile, 52.9% of the students said no.

It appears that a slightly higher percentage of students found using digital tools difficult than those who did not. This suggests that there may be some room for improvement in the way that online teaching is delivered to these students.

Here are some reasons why students might find digital tools difficult to use:

* Lack of training or familiarity with the technology

* Poor internet connectivity

* Technical difficulties with the platform

* A preference for in-person learning

Q10: How do you describe your technology skills?

Excellent / Good / Average / Bad / Very bad

Students' Technology Skills	Number	Percentage
Excellent	9	17,6%
Good	25	49%
Average	14	27,5%
Bad	3	5,9%
Very Bad	0	0%
Total	51	100%

Table 9: Students' Technology Skills
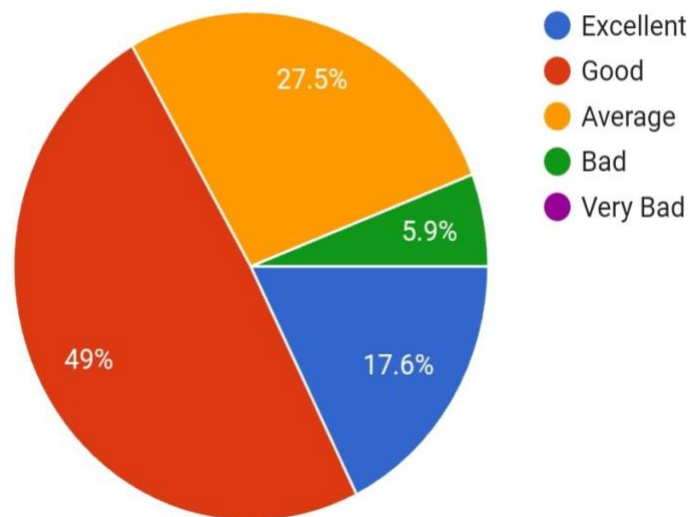
Figure 14: Students' Technology Skills

Table 9and its chart show the results of a survey on the technology skills of Master 1 English Language students at the University of Saida in Algeria.

The chart shows that nearly half (49%) of the students surveyed said their tech skills were good. A significant minority (27.5%) said their skills were average. Fewer students said their skills were excellent (17.6%) or bad (5.9%). No students said their tech skills were very bad.

The table breaks down the same data numerically. It shows that out of 51 students surveyed, 25 said their tech skills were good, 14 said average, 9 said excellent, 3 said bad, and none said very bad.

This data suggests that the majority of these students have at least an adequate level of technology skills to participate in e-learning. However, a significant minority may need additional support to be successful in an online learning environment.

Q11: Learning EFL online is as effective as classroom learning?

Strongly agree / Agree / Neutral / Disagree / Strongly Disagree

Learning EFL Online Effectiveness	Number	Percentage
Strongly agree	3	9,8%
Agree	14	27,5%
Neutral	22	43,1%
Disagree	7	13,7%
Strongly Disagree	5	5,9%
Total	51	100%

Table 10: Learning EFL Online Effectiveness
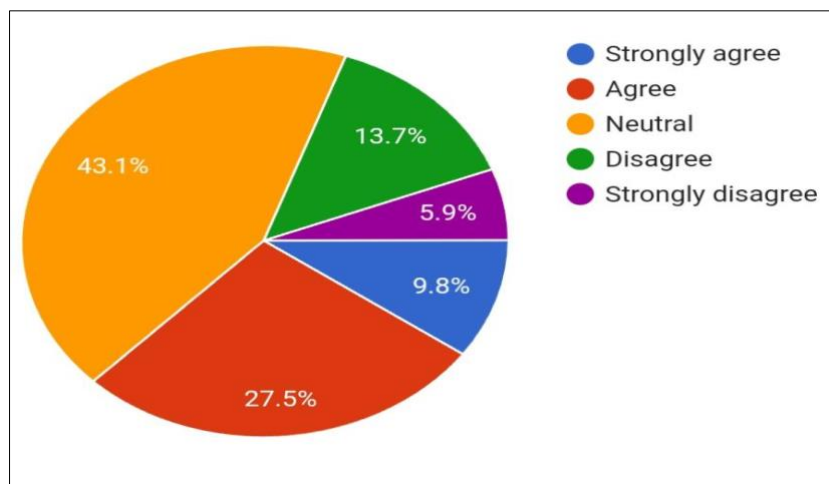
Figure 15: Learning EFL Online Effectiveness

Table 10 and figure 16 show the survey responses from students on their agreement with the statement: "Learning EFL online is as effective as classroom learning". Here's a breakdown of the results:

Strongly Agree (9.8%) - A small portion of the students (around 10%) strongly agree that online learning is just as effective as classroom learning.

Agree (27.5%) - A somewhat larger portion of the students (around 28%) agree with the statement.

Neutral (43.1%)- Almost half of the students (43%) are neutral on the issue, meaning they don't necessarily agree or disagree.

Disagree (13.7%) - A little over 13% of the students disagree with the statement.

Strongly Disagree (5.9%) - A small portion of the students (around 6%) strongly disagree that online learning is as effective as classroom learning.

In fact, there is no clear consensus among the students on whether online learning is as effective as classroom learning. A significant portion of the students (43.1%) are neutral on the issue.While there are some students who find online learning to be just as effective (37.3%), there are also those who find it to be less effective (19.6%).

Q12: Is MOODLE platform effective for providing a good Distance learning environment during the pandemic COVID-19?

Yes / No

MOODLE Platform Effectiveness	Number	Percentage
Yes	36	70,6%
No	15	29,4%
Total	51	100%

Table11: MOODLE Platform Effectiveness
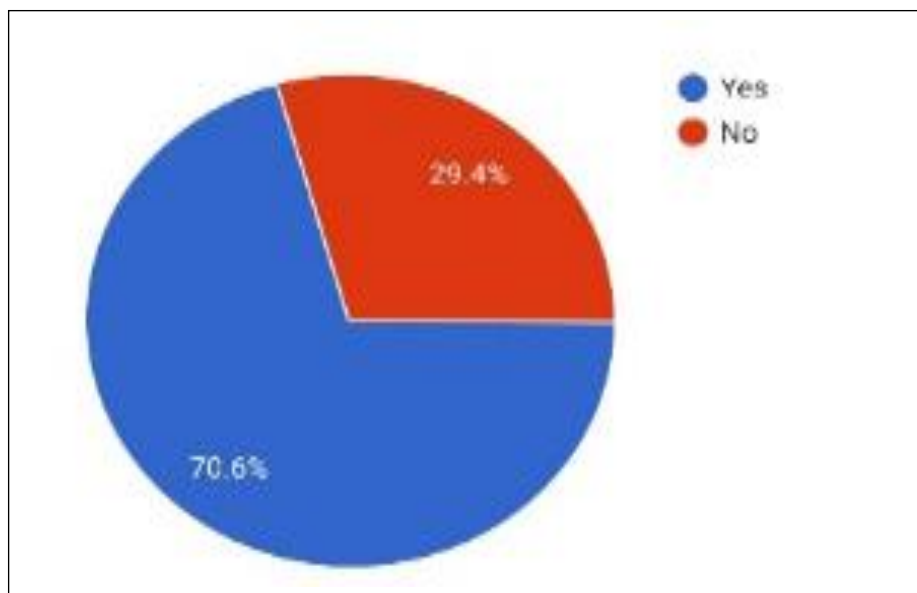
Figure 17: MOODLE Platform Effectiveness

The table and chartshow the results of a survey on the effectiveness of the Moodle platform for providing a good distance learning environment for Master 1 English Language students in In Saida University, Algeria during the COVID-19 pandemic. So, 36 (70.6%) of the students responded that the Moodle platform was effective for providing a good distance learning environment. Meanwhile, 15 (29.4%) of the students responded that the Moodle platform was not effective for providing a good distance learning environment.

This suggests that a majority of the students found the Moodle platform to be a helpful tool for remote learning during the pandemic. However, there is also a significant minority who did not find it effective.

Here are some reasons why students might find Moodle to be an effective platform for distance learning:

- **Moodle is an open-source learning management system (LMS) that allows instructors to create online courses with a variety of materials, including lectures, quizzes, assignments, and discussion forums.** This can provide students with a flexible and interactive learning experience.
- **Moodle can also be used to track student progress and provide feedback.** This can be helpful for students who are motivated by seeing their progress and getting feedback from their instructors.

Here are some reasons why students might not find Moodle to be an effective platform for distance learning:

- **Moodle can be a complex platform to learn and use.** Students who are not familiar with Moodle may find it difficult to navigate the platform and find the resources they need.
- **The effectiveness of Moodle also depends on how it is used by instructors.** If instructors do not put in the effort to create engaging and well-organized courses, then students may not find Moodle to be a helpful learning tool.

Q13: Do you think the outline courses improve your level ?

Yes / No

Online courses improving Students' Level	Number	Percentage
Yes	33	64,7%
No	18	35,3%
Total	51	100%

Table 12: Online Courses Improving Students' Level
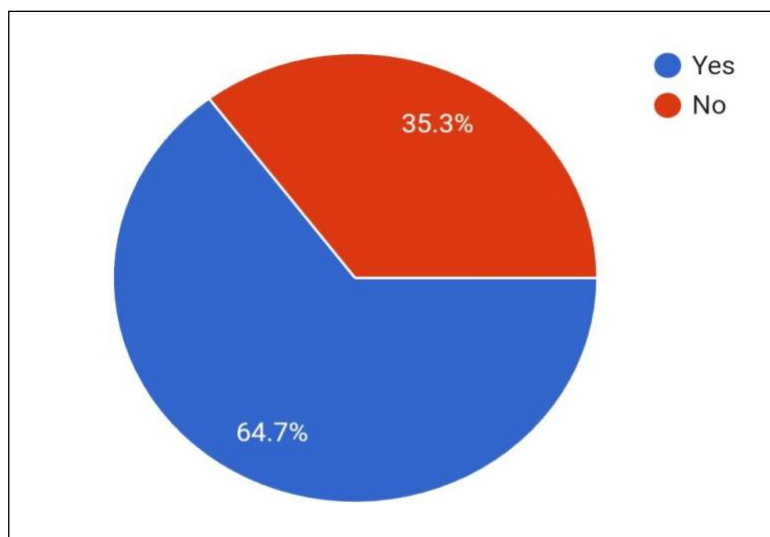
Figure 16: Online Courses Improving Students' Level

Table 12and Figure 18show that64.7%of master one students of English in Saida University, Algeria said that online courses improve their level, but 35.3%of the students said that online courses do not improve their level.

This data suggests that a majority of the students find online courses to be helpful in improving their English language skills. However, it is also important to note that a significant minority

of students do not find online courses to be helpful. This suggests that there may be some limitations to online learning, or that some students may prefer other methods of learning.

Q14: Do you see Distance education successful and comfortable for EFL learner's ?

Yes / No

The success and comfort of Distance Education	Number	Percentage
Yes	29	56,9%
No	22	43,1%
Total	51	100%

Table 13: The Success and Comfort of Distance Education
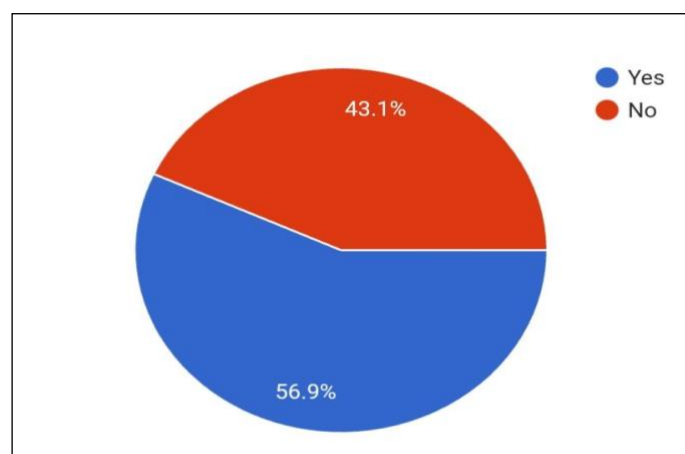
Figure 17: The Success and Comfort of Distance Education

Based on table 14 and figure 19, it appears that a slight majority of the Master's students of English surveyed(56,9%) found distance learning to be successful and comfortable.**Opportunities Highlighted by the Chart:**

Potential for Success: Slightly more than half (56.9%) of the students found e-learning successful. This suggests that e-learning can be a viable option for EFL learners in Saida University, Algeria.

Increased Comfort: The comfort factor, indicated by 56.9% finding it comfortable, could be due to factors like flexibility in learning pace or reduced commute times

Q15: Did the E-Learning lead to the lack in your studies?

Yes / No

E-learning as a reason for lack of studies	Number	Percentage
Yes	24	47,1%
No	27	52,9%
Total	51	100%

Table 14: E-learning as a reason for lack of studies
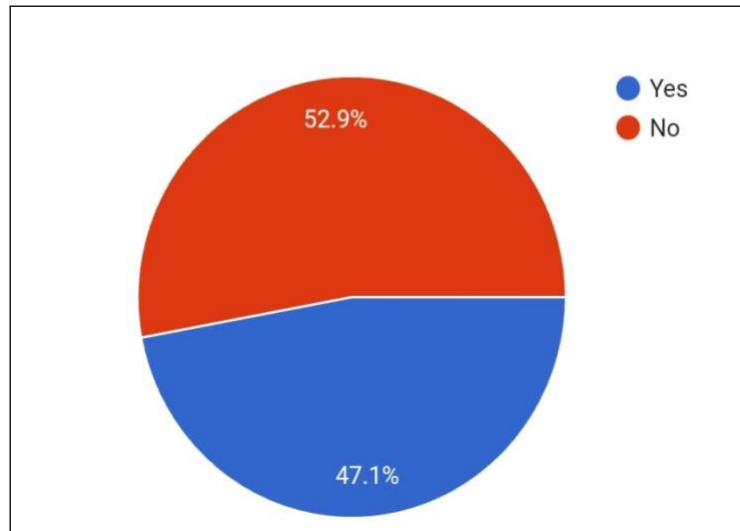
Figure 18: E-learning as a reason for lack of studies

The table titled "Table 14. E-learning as a reason for lack of studies" shows the results of a survey asking students whether e-learning led to a lack in their studies. The chart titled "Fig 20. F-learning as a reason for lack of studies" depicts the percentage results visually. They show a slight Majority, A small majority of students (52.9%) reported that E-learning did not lead to a lack in their studies, indicating that slightly more students found E-learning to be either neutral or beneficial to their studies. Also, a significant minority, 47.1% of students did report that E-learning led to a lack in their studies, which is a substantial proportion and highlights some significant challenges or limitations experienced by nearly half of the students.

Opportunities

  - The fact that a majority found E-learning not detrimental suggests there are strengths in the current E-learning systems that can be built upon.

  - E-learning provides flexibility and access, which may have been beneficial to many students.

Limitations

  - The almost equal split indicates that there are notable drawbacks or barriers within the E-learning framework that need addressing.

  - Issues might include lack of access to technology, internet connectivity problems, inadequate digital skills, or the quality of online instructional materials.

In conclusion, while E-learning presents certain advantages and has been positively received by a slight majority, a significant portion of students still face challenges that need to be addressed to improve the overall effectiveness and inclusivity of E-learning in the post-Covid era at Saida University and potentially other educational institutions in Algeria.

Q16: How has your experience with E-Learning changed in the post-Covid era compared to during the pandemic?

Decreased / Stayed the same / Increased

The development of E-learning experience	Numbers	Percentage
Decreased		23,5%
Stayed the same		52,9%
Increased		23,5%
Total	51	100

Table 15: The development of E-learning Experience
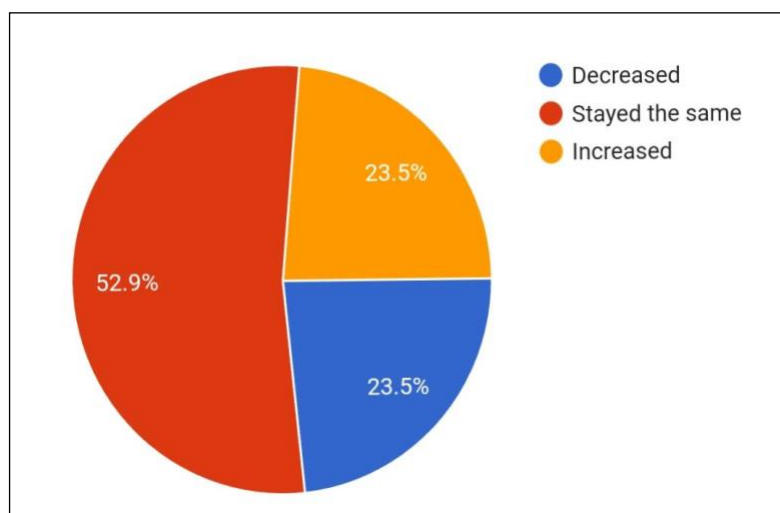
Figure 19: The development of the E-learning Experience

Table 16 and figure 21 show that 23.5% of the students surveyed said their experience with e-learning has increased in the post-Covid era, but 51% of the students surveyed said their experience with e-learning has stayed the same in the post-Covid era. In the other hand, 25.5% of the students surveyed said their experience with e-learning has decreased in the post-Covid era.

Overall, it seems that a little under a quarter of the students found that e-learning has improved since the height of the pandemic restrictions. Just over half said that their experience has remained the same and a quarter said it has gotten worse.

Section Three: Online Learning Barriers and Obstacles

Q17: According to you, what are the biggest challenges of online learning in general and MOODLE in particular?

Harder to learn / Less explanation given during online classes / Technical problems (internet connection-the low quality of pictures and videos). / Material problems /lack of motivation/

Bad conditions and the lack of educational atmosphere(learning environment at home) /

Others.

Bigger challenges of E-learning	Number	Percentage
Harder to learn	5	9,8%
Less explanation	26	51%
Technical problems	33	64,7%
Material Problems	13	25,5%
Lack of motivation	23	45,1%
Bad conditions at home	18	35,3%
Others	3	5,9
Total	51	100

Table 16: Bigger challenges of E-learning
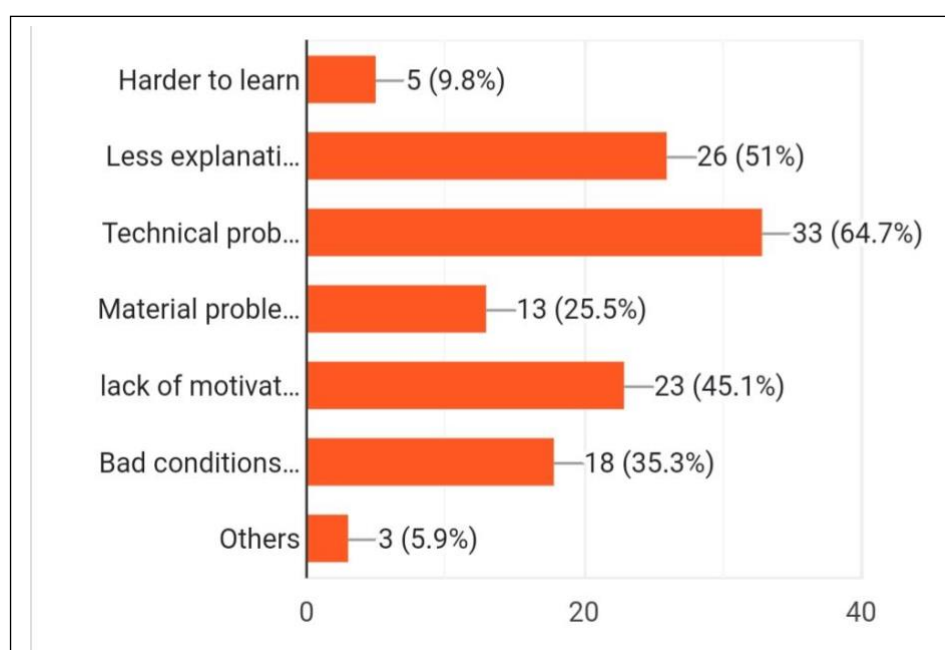
Figure 20: Bigger challenges of E-learning

Table 17 and its chart show the results of a survey on the biggest challenges of online learning faced by master one students of English language at Saida University in Algeria.

Technical problems were the biggest challenge, reported by 64.7% of the students. This could include issues with internet connection, the quality of pictures and videos, or problems with the Moodle platform itself.

Less explanation during online class was the second biggest challenge, reported by 51% of the students. This suggests that some students felt that they did not receive enough instruction from their teachers in online courses.

Other challenges reported by the students included a lack of motivation (45.1%), bad conditions at home (35.3%), material problems (25.5%), and finding it harder to learn in general (9.8%).

These findings suggest that there are a number of challenges that need to be addressed in order to make e-learning more effective for students at Saida University. These include improving internet access and the quality of online learning materials, as well as providing more support for students who are struggling to learn in an online environment.

Section 4: Solution and future recommendations

Q18: What do you recommend for better online learning ?

The responses from the 51 Master 1 English students at Saida University regarding better online learning can be categorized into several key areas related to the opportunities and limitations of e-learning in Algeria's post-Covid era.

Opportunities

Flexibility and Accessibility: Students highlighted the convenience of online learning, allowing them to study at their own pace and potentially from anywhere with an internet connection ([RESPONSE 4, 8, 9]).

Interactive Learning: Several students emphasized the importance of incorporating interactive activities, multimedia resources, and online discussions to create a more engaging learning experience ([RESPONSE 3, 7, 8]).

Improved Resources: Students suggested providing additional resources like videos, recordings of lectures, and clear instructions for better understanding ([RESPONSE 3, 12, 14]).

Limitations

Technological Infrastructure: A significant concern was the unreliability of the current e-learning platforms with issues like lagging, errors, and difficulty navigating ([RESPONSE 2, 3, 15]). Students also highlighted the need for better internet connectivity and access to devices ([RESPONSE 10, 13, 18, 20]).

Lack of Training: Some students expressed a need for training on how to effectively use online platforms and internet resources for learning ([RESPONSE 1]).

Teacher Training and Engagement: A few responses pointed out the importance of teachers being comfortable with the technology and creating a more interactive online environment ([RESPONSE 5, 16]).

Social Interaction and Motivation: While some students saw benefits to online learning, a few highlighted the potential drawbacks of reduced social interaction and motivation in a virtual setting compared to face-to-face classes ([RESPONSE 6, 9, 10]).

General Recommendations:

_ Improve the technical infrastructure of e-learning platforms and ensure reliable internet access for students.

_ Provide training for students and teachers on effectively utilizing online learning tools and resources.

_ Develop engaging and interactive online learning materials that incorporate multimedia and opportunities for discussion.

_ Address the potential challenges of student motivation and social interaction in online environments.

Some students expressed a preference for blended learning, combining online and in-person elements ([RESPONSE 19, 22]).

3.2. Summary of the Students' Questionnaire results

The results obtained from the questionnaire show that all themaster 1 students of English who participated are adults and most of them are females. It was also found that the majority of the participants study didactics as their field of study in Saida University, Algeria.

In the second section, it was clear that the majority of students has a good quality of internet and most of them use smartphones in online learning throw google platforms (e.g. Google Classroom- Google Meet…) during the pandemic Covid 19. After, students still use e-learning tools(applications and platforms) in the post-Covid era, while emails and Google platforms remain prominent, a mix of applications is used. Then, the data suggests that e-learning platforms are being used extensively by the majority of master's one students to deliver course content, complete assignments, and interact with instructors to some extent.

Also, it appears that slightly higher percentage of students found using digital tools difficult than those who did not. This suggests that there may be some room for improvement in the way that online teaching is delivered to these students.

Next, the majority of these students have at least an adequate level of technology skills to participate in e-learning, but there is no clear consensus among the students on whether online learning is as effective as classroom learning. A significant portion of the students are neutral on the issue.

More, majority of the students find online courses to be helpful in improving their English language skillsas they found distance learning to be successful and comfortable.That shows thatE-learning presents certain advantages and has been positively received by a slight majority. Moreover, over half of students said that their experience with e-learning has remained the same in the post-Covid era.

Moving on to the third section, it discovered that are a number of challenges that need to be addressed in order to make e-learning more effective for students at Saida University. These include improving internet access and the quality of online learning materials, as well as providing more support and so on.

In the fourth section, it was found that most participants believe that improving resources like videos and providing training on eLearning tools with better internet connection and some motivation can enhance their experience with e-learning significantly.

3.3. Analysis of the Teachers' Interview

Q1: How many years have you served as a University teacher?

Answers:

#T1 : 18 Years.

#T2 : 8 years

#T3: more than 12 years

#T4: for 12 years

#T5: 1 year

Teacher Experience

Thus, All teachers have some university teaching experience, ranging from 1 to 18 years. Teachers 1, 3, and 4 have over 8 years of experience. Meanwhile, teacher 2 has 8 years of experience and teacher 5 has 1 year of experience.

Q2: How did transition to online learning impact your teaching approach in Post-Covid Era?

Answer:

#T1: It was a bit original as we did not have the habit to approach teaching online. It was also a challenging experience for most teachers as they did not fully master ICT

#T2: Algerian universities never really transitioned to online teaching except for the covid era, after that we got back to face-to-face and the online part is marginalized or used in an ad hoc manner.

#T3: The transition to online learning has led to significant adjustments in teaching approaches for educators worldwide. Some key impacts include: Educators have had to become more adept at using various online tools and platforms to deliver their lessons effectively. This includes learning management systems (LMS), video conferencing software, collaborative tools, and digital resources.While physical distancing measures may limit in-person interactions, online learning has facilitated collaboration among students through virtual group projects, online forums, and collaborative document editing tools. In addition to the assessment methods that have evolved to suit the online learning environment. Educators may rely more on project-based assessments, online quizzes, peer evaluations, and other innovative assessment techniques that can be conducted remotely.

#T4: It was challenging but it served as a solution to that situation at that time.

#T5: There was no serious impact on my teaching approaches, since I didn't have any E-learning lectures,

Except for the lectures that we have been asked to put on Moodle Platform for students to access.

Impact of Online Learning

To sum up, most teachers found the transition to online learning challenging (T1, T3, T4). In the other hand, teacher 2 says Algerian universities haven't fully adopted online learning and teacher 5 wasn't significantly impacted as they had limited online lectures.

Q3: what online learning platforms or tools did you find most effective for your teaching experience?

Answer:

#T1: Moodle and Google meet.

#T2: As university teachers, we're limited to the official tools and channels provided by the university, so it's mostly Moodle and bigbluebutton.

#T3: I can certainly highlight some online learning platforms and tools that have been widely praised by educators:

Zoom: Known for its ease of use and reliability, Zoom is a popular choice for virtual classrooms, lectures, meetings, and webinars. Its features include video conferencing, screen sharing, breakout rooms, and recording capabilities. And the plateform of Moodle which is an open-source learning management system (LMS) widely used by educational institutions worldwide. Moodle offers tools for course management, content delivery, collaboration, assessment, and communication, providing a flexible and customizable learning environment.

#T4: Moodle + Facebook

#T5: Moodle + Emails + Other educational websites

Effective Online Learning Platforms

In brief, Moodle is the most commonly mentioned platform (T1, T2, T3, T5). as the most effective tool for their teaching experience online. Plus, teacher 1 and 3 highlight Zoom and teacher 2 mentions BigBlueButton (university-provided). Teacher 4 uses also Facebook. Moreover, teacher 5 uses emails, and educational websites.

Q4: As a University teacher, have there been changes in student learning outcomes due to online learning?

Answers:

#T1: For the outcomes, I do not think that there were important changes. However, for the lectures availability and accessibility, I think things became quite easy for most students.…

#T2: Not really, as we're still teaching face-to-face, there is no real change.

#T3: Online learning can offer greater flexibility in terms of when and where students engage with course materials. For some students, this flexibility may lead to improved learning outcomes as they can study at their own pace and in environments conducive to their learning preferences. Also the well-designed online courses often incorporate interactive elements,

multimedia resources, and collaborative activities that can enhance student engagement. Active participation and interaction in online discussions, group projects, and virtual labs can positively impact learning outcomes

#T4: A good initiative if it was well implemented. At saida university we faced many problems the majority of our students were against that shift. They preferred in-person learning. Thus their achievements were poor.

#T5: No big or serious changes, but online learning can facilitate the teaching/learning process, however,

-It does not really give the teacher the chance to evaluate the students when given assignments, since they can

-Easily use the internet to answer.

Changes in Student Learning Outcomes

As a summary, <mark>teachers of English</mark> in Saida University, Algeria have different point of views. First, teacher 1 believes online learning improved accessibility but not necessarily outcomes. Meanwhile, teacher 2 sees no change as their university returned to face-to-face learning. Then, teacher 3 discusses potential benefits of online learning for flexibility and engagement. In the other hand, teacher 4 feels online learning could be beneficial if well-implemented but faced resistance at Saida and teacher 5 sees no major changes but raises concerns about online assessment integrity.

Q5: What are the main opportunities that e-learning offers for both (teachers / students) at saida University?

Answer:

#T1: For teachers, I think e-learning is an actual opportunity for professional development to be explored and enhanced.

- Though a bit overwhelming it may sometimes be for some teachers, e-learning tends to help educators achieve certain teaching goals through a totally different approach where focus is on ICT skills.

- Definitely, virtual teaching/learning left no room for problems like distance or availability of materials.

#T2: The university offered the teachers with the tools and the training, yet there is a need for a reconsideration of the entire structure including teachers and students' roles and duties to ensure the applicability of online learning.

#T3: E-learning allows teachers to create and deliver course materials at their convenience, providing flexibility in scheduling and workload management.

E-learning platforms enable teachers to incorporate multimedia resources, interactive simulations, and gamified learning experiences into their lessons, enhancing engagement and understanding among students. Teachers can leverage online repositories, educational websites, and digital libraries to access a vast array of resources, including textbooks, articles, videos, and simulations, enriching their teaching materials and enhancing the learning

experience for students. It offers students the flexibility to access course materials and participate in learning activities at their own pace and convenience, accommodating diverse schedules and learning preferences.E-learning eliminates geographical barriers, allowing students at Saida University to access courses and resources from renowned institutions and experts worldwide, expanding their educational opportunities and enriching their learning experience.

#T4: E-learning saves time and budget for both teachers and students.

-teachers can meet their students whenever and wherever they want.

-Information can be spread very fast.

#T5: - Facilitate the teaching/learning process

-E-learning helps to transcend geographical boundaries (to reach students in remote areas)

-It allows teachers and students to access platforms at their own pace and convenience

-It helps to integrate new technologies in order to enhance the learning experience (more engaging and interactive)

Opportunities of E-Learning for Teachers and Students

Briefly, all teachers acknowledge some benefits for teachers and students. teacher 1 sees e-learning as a professional development opportunity for teachers, improving ICT skills and overcoming distance barriers. More, teacher 2 emphasizes the need to reconsider the entire structure of online learning at Saida University and teacher 3 details various benefits for both teachers (content creation, resource access) and students (flexibility, global access to resources). Teacher 4 highlights time-saving, convenience, and faster information sharing and teacher 5 emphasizes overcoming geographical limitations, self-paced learning, and integrating technology for a more engaging experience.

Q6: Can you mention some of Limitations or challenges teachers might face in shifting to e-learning?

 Answers:

#T1: Not all teachers master ICTs.

-E-learning did not match some assessment practices of students performance as it did not guarantee the reliability of online tests.

-Some teachers were just resistant to change as they were required to go through an experience with uncertain outcomes and inadequate preparation for it.

#T2: Learners' cooperation and teachers' heavy onsite schedule and duties are the main issues that face the incorporation of online learning.

#T3: shifting to e-learning presents several challenges for teachers. Here are some of the limitations and challenges they might face:Not all teachers may be proficient in using technology or familiar with e-learning platforms and tools. The learning curve associated with adopting new technology can be steep, requiring time and resources for training and support. Students' access to reliable internet connectivity, appropriate technology devices, and

conducive learning environments may vary. Teachers need to consider these disparities and ensure that all students have equal opportunities to participate and succeed in online learning. Assessing student learning and providing timely feedback can be more challenging in the online setting. Teachers must design assessments that align with learning objectives, prevent cheating, and provide opportunities for meaningful feedback, often relying on technology-based assessment tools and strategies.

#T4: Training of teachers is not efficient.

-Some teachers resist the shift to -e-learning because of the lack of materials in the university, weak connection to internet.

-Students are not serious.- Some of them living In suburb areas are deprived from technological advancement.

#T5: - No ICT rooms in the faculty

-No free internet for both teachers and students

-Most students do not have Personal Computers or internet at home

-Many students faced a lot of problems to access educational websites, especially Moodle,

 which prevents them from accessing the lectures and doing their assignments.

Challenges of E-Learning

In few words, lack of teacher ICT proficiency is a common concern (T1, T3, T5). Moreover,

Teacher 1 mentions challenges with online assessment and teacher resistance to change and teacher 2 emphasizes student cooperation and teachers' workload. Also, teacher 3 details various challenges like technology access disparities. Teacher 4 highlights insufficient training, lack of materials, weak internet, and student resistance and teacher 5 focuses on missing ICT rooms, free internet, and student access issues.

Q7: What are your biggest hopes and concerns regarding the future of online learning?

Answer:

#T1: In order to get optimum results from online teaching and learning I think we need to consider the following:

-The provision of adequate and appropriate ICTs materials at the level of all universities and campuses.

-Guaranteeing continuous training for teachers in ICTs skills and different platforms use.

-Raising students' awareness about academic integrity within e-learning context.

#T2: As long as the project of incorporating online learning into our universities is being planned and implemented by the wrong people, it will always remain an attainable objective.

#T3: Online learning has the potential to democratize education by making it more accessible to individuals worldwide, regardless of geographical location, socioeconomic status, or physical ability. This can open up opportunities for lifelong learning and skill development.

Online learning encourages experimentation with new teaching methods, technologies, and instructional approaches. Educators have the opportunity to innovate and create engaging, interactive learning experiences that cater to diverse learning styles and preferences. Online platforms can facilitate personalized learning experiences by providing adaptive learning pathways, individualized feedback, and tailored resources based on students' needs, interests, and learning goals. This can enhance student engagement, motivation, and academic achievement. It transcends geographical boundaries, enabling collaboration, communication, and cultural exchange among students and educators from different parts of the world. This fosters cross-cultural understanding, diversity appreciation, and international cooperation.

#T4: Top-down policy that prepares for a wise implementation of e-learning. Universities should be provided by materials that help to make the project successful.

#T5: 1- Hopes: - ICT rooms and free internet in all faculties and universities

-More E-learning training for teachers and students

2- Concerns: - The use of Artificial Intelligence (AI) in doing research and answering questions

 instead of researching and paraphrasing.

-Students may find it difficult to stay focused and motivated during the E-learning process

due to the large number of distractions on the internet.

Hopes and Concerns for the Future of Online Learning

To sum up, all teachers express hopes and concerns about the future of e-learning. Thus, teacher1 emphasizes providing resources and training. Meanwhile , teacher 2 is concerned about university planning and implementation and teacher 3 discusses the potential of online learning for democratizing education and innovation. Next, teacher 4 hopes for a well-implemented top-down policy with proper resources, but teacher 5 worries about AI misuse and student focus during online learning.

3.4. Summary of the Teachers Interview results

The teachers' interview revealed a mix of opportunities and limitations regarding e-learning at Saida University in the post-Covid era.

Opportunities

-Improved Accessibility and Flexibility:E-learning offers increased accessibility for students in remote areas and flexibility for both teachers and students in terms of scheduling and learning pace.

-Enhanced Teaching and Learning: E-learning platforms facilitate the integration of multimedia resources, interactive activities, and personalized learning experiences, potentially improving engagement and catering to diverse learning styles.

-Professional Development for Teachers: E-learning necessitates the development of ICT skills for teachers, fostering professional development.

-Global Educational Resources: E-learning allows access to educational resources from around the world, enriching the learning experience for students.

Limitations

-Teacher Proficiency and Training: Not all teachers are proficient in using technology and require training to effectively integrate online platforms into their teaching.

-Infrastructure and Access: The lack of dedicated ICT rooms, reliable internet connectivity, and student access to technology hinders successful e-learning implementation.

-Assessment Challenges:Ensuring the integrity and effectiveness of online assessments requires careful consideration of appropriate methods and strategies.

-Student Focus and Engagement: Maintaining student focus and motivation during online learning can be challenging due to potential distractions.

-University Planning and Implementation:The current approach to online learning at Saida University, as perceived by some teachers, lacks proper planning and may not be conducive to successful implementation.

Overall, the interview highlights the potential of e-learning to enhance educational opportunities at Saida University. However, overcoming the identified limitations through infrastructure development, teacher training, and a well-defined university strategy is crucial for its successful and sustainable adoption.

3.5. Discussion of the Findings

The findings from the EFL Master's 1 students of Saida University questionnaire and interviews with the English teachers from the same department paint a nuanced picture of e-learning's opportunities and limitations in the Algerian post-Covid era. While both students and teachers acknowledge the increased accessibility and flexibility e-learning offers for geographically distant students or those with scheduling constraints (confirming its potential to broaden educational opportunities and partially supporting Hypothesis 1), a clear consensus on its effectiveness compared to traditional classroom learning is absent from the student survey. This suggests a need for improvement in online teaching delivery to enhance the student experience. The student survey also reveals a generally positive perception of e-learning, with a majority finding online courses helpful for improving English language skills. On the teacher side, interviews highlight the potential for professional development through acquiring ICT skills for e-learning.

However, significant limitations remain. The EFL students questionnaire indicates that while a majority of students report having at least adequate technology skills and good internet quality, a portion finds using digital tools challenging. The EFL teachers interviews in Dr. Moulay Tahar University of Saida, echo these concerns and confirm the lack of dedicated ICT rooms and reliable internet connectivity as major hurdles to successful implementation (confirming limitations outlined in Hypothesis 1 and the potential downfall of e-learning if not

addressed as suggested by Hypothesis 2). Furthermore, both the student survey suggesting room for improvement in online teaching delivery and the teacher interviews highlighting the need for training on using online platforms effectively point to limitations related to teacher proficiency and a lack of proper management strategies (confirming Hypothesis 1 & 2). Teacher interviews also raise concerns about online assessment integrity, requiring exploration of reliable methods (confirming a potential limitation as outlined in Hypothesis 2).

Overall, these findings present a mixed picture. While e-learning offers opportunities for increased accessibility, student language skill development, and teacher professional development, significant limitations exist. Uneven student technical skills, inadequate infrastructure, a need for teacher training, and challenges with online assessments must be addressed to maximize the benefits of e-learning and create a successful post-Covid educational environment. A well-defined university strategy that considers both teacher and student needs, along with infrastructure development and targeted training programs, is essential for the successful implementation of e-learning at Saida University. Partial confirmation of the hypotheses suggests that while unique challenges exist in Algeria, the potential for e-learning's success remains strong with proper implementation. Further investigation into student learning outcomes in online versus traditional courses could definitively assess the effectiveness of e-learning.

Conclusion

In conclusion, this chapter explored the opportunities and limitations of e-learning at Saida University in the post-Covid era. The analysis of the Master's 1 English students' questionnaire and interviews with English teachers revealed a mixed picture. E-learning offers undeniable advantages such as increased accessibility, flexibility, and potential for enhanced language skill development. However, significant challenges remain, including uneven student technical skills, inadequate infrastructure, a need for teacher training, and online assessment hurdles. Addressing these limitations through a comprehensive university strategy that prioritizes teacher and student needs, infrastructure development, and targeted training programs is crucial for maximizing the benefits of e-learning. While the research partially confirms the existence of unique challenges in Dr. Moulay Tahar University of Saida, Algeria compared to developed nations (Hypothesis 1), the generally positive student perception and the potential for teacher professional development suggest a bright future for e-learning with proper implementation. Further investigation into student learning outcomes can definitively assess the effectiveness

of e-learning compared to traditional classroom learning and inform the university's approach to this evolving educational landscape.

3.6Limitations of the Research and Further Recommendations

This research into the opportunities and limitations of e-learning for Master's 1 English language students at Saida University, Algeria, offers valuable insights but has limitations that point to directions for further investigation.

3.6.1.Limitations:

Sample Size:The study focuses on a relatively small sample of 51 students and 5 teachers at Saida University. While providing valuable data on the university's specific context, a larger and more diverse sample size encompassing multiple universities across Algeria could offer a more generalizable perspective on e-learning in Algerian higher education (Creswell & Plano Clark, 2018).

Focus on English Language Learners:The research solely investigates e-learning for English language learners. Expanding the study to include students from other disciplines could reveal if the challenges and opportunities identified are specific to language learning or hold broader relevance for e-learning in Algerian higher education (Traxler, 2018).

Self-Reported Data: The student survey relied on self-reported data regarding technical skills and internet connectivity. While offering valuable insights, participant self-assessment can be prone to bias. Future research could incorporate objective measures of technical skills and internet speed to strengthen the data (Van de Ven & Ferry, 2000).

Limited Scope of Online Teaching Delivery: The student survey explored student perceptions of online teaching delivery but lacked in-depth analysis of specific aspects like instructional design, platform usability, or student engagement techniques. Future research could involve classroom observations or focus groups with students to gain a deeper understanding of how online teaching delivery can be improved (Bernard et al., 2016).

Lack of Comparison Group: The study did not include a comparison group of students who received traditional classroom instruction. This limits the ability to

definitively assess the effectiveness of e-learning compared to traditional methods. Future research could incorporate a control group to provide a more robust comparison of learning outcomes (Slavin, 2008).

3.6.2Recommendations for Further Research:

* Conduct a larger-scale study encompassing multiple universities across Algeria to gain a more generalizable understanding of e-learning opportunities and limitations within the broader context of Algerian higher education.

* Investigate the experiences of students from various disciplines to explore if the identified challenges and opportunities are specific to language learning or more generalizable across subjects.

* Incorporate objective measures of technical skills and internet connectivity alongside self-reported data to strengthen the data collection process and reduce potential bias.

* Employ classroom observations or focus groups with students to gain deeper insights into how online teaching delivery can be improved for enhanced student engagement and learning outcomes.

* Design a future study with a control group receiving traditional classroom instruction to definitively assess the effectiveness of e-learning compared to traditional methods through comparative learning outcome analysis.

By addressing these limitations and pursuing the recommended avenues for further research, this study can contribute to a more comprehensive understanding of e-learning's potential and challenges in Algerian higher education. This will inform the development of effective strategies for successful e-learning implementation, ultimately improving the educational experience for students across the country.

General Conclusion

The COVID-19 pandemic has brought about unprecedented changes to the way human beings live, work and learn. With schools and universities closing their doors to prevent the spread of the virus, teachers and students have had to adapt quickly to the sudden shift for the standard face-to-face teaching, to the more advanced and technology-based E-learning. As seen throughout the discussion of the findings, online learning does have perceived advantages, namely in helping geographically distant students integrate into the learning setting at their preferred rate, and providing regular access to the PDF files and lessons for revision purposes. However, E-learning also has its limitations which can be exemplified in the absence of high-end technology and fast internet connection, the over reliance on traditional format of teaching in Algerian universities especially Dr. Moulay Tahar University of Saida, as well as the potential lack of hands-on knowledge and experience with E-learning among some teachers and students alike. Interestingly, as expressed by some students, these limitations were significantly apparent during the pandemic era, and are particularly prominent in countries where scarcity of necessary resources overshadows the potential of online learning, such as Algeria for instance.

To investigate the effectiveness of E-learning in times of necessity, a mixed-methodapproach analysis of feedback from the questionnaireand interview was conducted. The results indicate that E-learning was, and can indeed be effective in improving students'academic performance, with most students reporting an improvement in their grades during the pandemic. This finding suggests that E-learning has the potential to enhance the quality of learning in Saida University in the post-COVID-19 era. In the same vein, the data collected also revealed that the majority of students found the approach to be helpful, and they expressed a desire to see the teachers invest more in making it a long-term alternative to traditional face-to-face learning.

The research study supports both hypotheses based on the EFL master one' students and Teachers of Saida University answers. To address the first hypothesis which stated that although online learning has shown remarkable success in numerous developed nations worldwide, particularly amid times of quarantine, its use in Algeria may present unique challenges and obstacles that understandably raise concerns about the future of virtual learning environments in Dr. Moulay Tahar University of Saida, students made compelling arguments in this front; they state that given the "third world" appelation associated with the country of Algeria, there is a noticeable setback in terms of technology use in the various fields and domains in the country including education. The amount of

little attention shown to technology has made E-learning somewhat of an after thought and an approach that can only be taken seriously in times of crisis, which understandably puts the reputation of online learning in danger. In other words, limited resources prevent E-learning from reaching its full potential and thus presents obstacles for teachers and students to introduce it as a concrete alternative to face-to-face learning.

The second hypothesis which stated that the lack of proper management and forward-thinking strategies to implement E-learning, coupled with insufficient technology resources and qualified educators to utilize them, may ultimately lead to the downfall of online learning in Algeria is quite similar to the first hypothesis, but differs in one key area in that it not only addresses the lack of technolgical resources, but also focuses on the role of experienced teachers to disseminate E-learning-based knowledge. By means of explanation, most of the teachers in Algeria lean towards the face-to-face format as their go-to method for teaching, which is understandable given the prominence of this particular format in Algerian universities. Conversely, this means that E-learning is metaphorically running out of suitors and is barely ever perceived as a feasible approach to teaching in Algeria. This seems to support the hypothesis that as long as teachers rely on traditional teaching methods, E-learning or online learning will ultimalely fail to be properly established in Algerian universities.

In addition, concerning the limitations that might arise from using E-learning in the post-covid 19 pandemic era, students from the department of English language expressed some diffculties experienced with the lack of access to virtual libraries for reading purposes and assert that it was a sruggle during the pandemic era, especially for those who were in the midst of writing their academic thesis studies. To this point, it is highly recommended that the Algerian ministry of higher education takes action regarding this matter and provides students as well as teachers from universities across the national territory with abundant access to online materials and resources that could help elevate the quality of E-learning in the country.

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Appendices

Appendix I:Students' Questionnaire

Dear Student

You are kindly invited to share significant answers on the suggested questions that deal with the E-Learning in Algeria opportunities and Limitations in Post-Covid Era .Your answers will be taken into a great value in this research.

Thank you for your collaboration

Section one: Demographic Profile

1.Gender

Male □

Female □

2. Age :………….years old.

3.What is your field of study?

Didactics.□

Civilization. □

Section Two : Teaching online

4. How do you describe the quality of your internet you used?

       Excellent □

       Good □

       Fair □

       Poor □

       5. Which device do you use for Distance learning?

       PC (Personal computer) □

       Smartphone □

       Tablet □

       Other □

6. What kind of distance teaching applications and platforms did you use BEFORE the pandemic COVID 19?

       Google platforms (e.g. Google Classroom- Google Meet…) □

       Microsoft platforms (e.g. Microsoft Teams….) □

       Group video or audio calls (e.g. Zoom, Skype, etc.) □

       Learning management systems (e.g. Blackboard, MOODLE, Schoology). □

       E-mails. □

       Slide presentations (e.g. PowerPoint). □

7. Which ones of the above application are you still using (after Covid-19)?

       …………………………………………………………………………………………
       ………………………………………………………………….…………………………
       ………………………….………………………………………………….

8. Which of the following options did you use to deliver the courses and works through distance learning platform?

       Courses. □

       Video Conferences.□

Assignment □

Monitoring Activities.□

9. Do you find any difficulties in using digital tools in your online teaching?

Yes □

No □

10. How do you describe your technology skills?

Excellent □

Good □

Average □

Bad □

Very bad □

11. Learning EFL online is as effective as classroom learning:

Strongly agree □

Agree □

Neutral □

Disagree □

Strongly Disagree □

12. Which method do you prefer in learning?

Traditional: face to face □

Distance learning □

Blended (mixed between face to face and Distance learning) □

13. Is MOODLE platform effective for providing a good Distance learning environment during the pandemic COVID- 19?

Yes □

No □

14. Do you think the outline courses improve your level ?

Yes □

No □

15. Do you see Distance education successful and comfortable for EFL learner's ?

Yes □

No □

16. Did the E-Learning lead to the lack in your studies?

Yes □

No □

Section 3:Challenges: online learning barriers and obstacles

17. According to you, what are the biggest challenges of online learning in general and MOODLE in particular?

1. Harder to learn □

2. Less explanation given during online classes. □

3. Technical problems (internet connection-the low quality of pictures and videos). □

4. Material problems □

6. lack of motivation □

9. Bad conditions and the lack of educational atmosphere(learning environment at home) □

10. Others. □

Section 4:Solution and future recommendations

18. What do you recommend for better online learning ?

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…………………………………………………………………………………………

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Appendix B:Teachers' Interview

E-learning in Algeria opportunities and Limitations in Post-Covid Era.

Q1: How many years have you served as a University teacher?

Q2: How did transition to online learning impact your teaching approach in Post-Covid Era?

Q3: what online learning platforms or tools did you find most effective for your teaching experience?

Q4: As a University teacher, have there been changes in student learning outcomes due to online learning?

Q5: What are the main opportunities that e-learning offers for both (teachers / students) at saida University?

Q6: Can you mention some of Limitations or challenges teachers might face in shifting to e-learning?

Q7: What are your biggest hopes and concerns regarding the future of online learning?

Résumé

Cette thèse explore les possibilités et les limites de l'apprentissage électronique dans l'ère post-Covid pour les étudiants de maîtrise de 1 langue anglaise à l'Université Saida, en Algérie. Une approche mixte a été employée, en utilisant un questionnaire pour 51 élèves et des entretiens avec 5 enseignants. Les résultats révèlent un tableau complexe. L'apprentissage en ligne offre une accessibilité et une flexibilité accrues aux étudiants géographiquement éloignés et à ceux qui ont des limites de planification, ce qui pourrait élargir les possibilités d'éducation (partially confirming Hypothesis 1). Toutefois, il n'existe pas de consensus clair sur son efficacité par rapport à l'apprentissage traditionnel. Alors que les étudiants trouvent que les cours en ligne sont utiles pour améliorer leurs compétences en anglais, l'enquête des étudiants suggère qu'il y a lieu d'améliorer l'enseignement en ligne. Des limitations importantes ont également été identifiées. L'inégalité des compétences techniques des étudiants et le manque de salles dédiées aux TIC sont des préoccupations majeures. Les élèves et les enseignants ont souligné que la connectivité Internet peu fiable était un obstacle majeur. Les entretiens avec les enseignants ont également mis l'accent sur la nécessité d'une formation sur l'utilisation efficace des plates-formes en ligne et la gestion sécurisée des évaluations en ligne. (confirming Hypothesis 1 & 2). Dans l'ensemble, l'e-learning présente un sac mixte. Bien qu'il offre des possibilités d'accessibilité, de développement des compétences linguistiques et de perfectionnement des enseignants, les limites de l'infrastructure, de la formation des professeurs et de l'évaluation en ligne exigent une attention particulière. Une stratégie universitaire bien définie avec des programmes de formation ciblés et le développement des infrastructures est crucial pour la mise en œuvre réussie de l'e-learning à l'Université Saida. La confirmation partielle des hypothèses suggère que, bien que les défis existent, le potentiel de succès de l'e-learning reste fort avec une bonne mise en œuvre. Des recherches plus approfondies sur les résultats d'apprentissage des étudiants pourraient définitivement évaluer l'efficacité de l'e-learning par rapport aux cours traditionnels.

Mots clés: E-learning, Opportunités, Limites, Époque post-Covid, Enseignement supérieur algérien, Anglais, étudiants de maîtrise, enseignants, L'accessibilité, la souplesse, la formation des enseignants, les plates-formes en ligne, l'évaluation.

ملخص

تستكشف هذه الأطروحة إمكانيات وحدود التعلم الإلكتروني في حقبة ما بعد كوفيد لطلاب الماجستير في اللغة الإنجليزية بجامعة سعيدة بالجزائر. تم استخدام نهج مختلط، باستخدام استبيان لـ 51 طالبًا ومقابلات مع 5 معلمين. وتكشف النتائج عن صورة معقدة. يوفر التعلم عبر الإنترنت إمكانية وصول ومرونة متزايدة للطلاب البعيدين جغرافيًا وأولئك الذين لديهم قيود على الجدول الزمني، مما قد يؤدي إلى توسيع الفرص التعليمية (يؤكد جزئيًا الفرضية 1). ومع ذلك، لا يوجد إجماع واضح على فعاليته مقارنة بالتعلم التقليدي. بينما يجد الطلاب أن الدورات عبر الإنترنت مفيدة في تحسين مهاراتهم في اللغة الإنجليزية، يشير استطلاع الطلاب إلى أن هناك مجالًا للتحسين في التدريس عبر الإنترنت. كما تم تحديد قيود هامة. يعد عدم المساواة في المهارات التقنية للطلاب والافتقار إلى غرف مخصصة لتكنولوجيا المعلومات والاتصالات من الشواغل الرئيسية. وسلط الطلاب والمعلمون الضوء على الاتصال بالإنترنت غير الموثوق به باعتباره عائقًا رئيسيًا. كما سلطت المقابلات مع المعلمين الضوء على الحاجة إلى التدريب على الاستخدام الفعال للمنصات عبر الإنترنت والإدارة الآمنة للتقييمات عبر الإنترنت. (تأكيد الفرضية 1 و 2). بشكل عام، يقدم التعلم الإلكتروني حقيبة مختلطة. وعلى الرغم من أنها توفر فرصًا لإمكانية الوصول وتنمية المهارات اللغوية وتطوير المعلمين، إلا أن القيود في البنية التحتية وتدريب المعلمين والتقييم عبر الإنترنت تتطلب اهتمامًا خاصًا. تعد استراتيجية الجامعة مع برامج التدريب المستهدفة وتطوير البنية التحتية أمرًا بالغ الأهمية للتنفيذ الناجح للتعليم الإلكتروني في جامعة سعيدة. يشير التأكيد الجزئي لهذه الفرضيات إلى أنه على الرغم من وجود تحديات، إلا أن إمكانية نجاح التعلم الإلكتروني تظل قوية مع التنفيذ السليم. إن إجراء المزيد من الأبحاث حول نتائج تعلم الطلاب يمكن أن يؤدي إلى تقييم نهائي لفعالية التعلم الإلكتروني مقارنة بالدورات التقليدية.

الكلمات المفتاحية: التعلم الإلكتروني، الفرص، الحدود، عصر ما بعد كوفيد، التعليم العالي الجزائري، اللغة الإنجليزية، طلاب الماجستير، المعلمين، إمكانية الوصول، المرونة، تدريب المعلمين، المنصات الإلكترونية، التقييم.