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**Djillali Bounaama University, Khemis Miliana  
Faculty of Letters and Foreign Languages  
Department of Foreign Languages**

**EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE  
LEARNING VERSUS FACE-TO-FACE LEARNING  
A CASE STUDY OF MASTER ONE LMD STUDENTS OF ENGLISH AT  
DJILALI BOUNAAMA UNIVERSITY**

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EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING  
VERSUS FACE-TO-FACE LEARNING

**Declaration**

We hereby declare that the substance of the dissertation in fulfillment of master degree in language and communication, entitled "Evaluating EFL Students' Perception towards Online Learning versus Face-to-Face Learning" is entirely the result of our own investigation due reference of acknowledgment is made, whenever necessary to the whole of other researchers.

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EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING  
VERSUS FACE-TO-FACE LEARNING

**DEDICATION**

*Praise to Allah, the Almighty who gave us such strength to fulfil this research work.*

*This work is warmly dedicated to:*

*To the memory of my teacher Mr.BRAKNI, who has gone from my sight but he will be always  
in my heart.*

*To my dear parents Ali and Aicha, who embraced me with love and care, and who have  
provided me with confidence and support.*

*To my precious sister Soumia, my brothers Mohamed Amine and Younes, and my brother in  
law Nassim for being always by my side.*

*To my source of happiness, my nephews Louay, Nourcine and Ranime.*

**HABIBA**

*All praise is to Allah the most merciful and the Almighty for achieving this humble work.*

*This work is proudly dedicated:*

*To myself for the effort, patient and the achievements that I reached.*

*To my beloved parents Mohammed and Fatima for their endless love, support and care*

*To the memory of the precious person that I lost this year my grandmother*

*To my sisters and brothers Ahlem, Maroua, Adem and Younes*

*To my best friend Ismahane who has been by my side till the very end, she was always beside  
me during the happy and hard moments to push me and motivate me and for her co-operation  
and support.*

**HAYET**

EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING  
VERSUS FACE-TO-FACE LEARNING

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# EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

## **Abstract**

Like many countries worldwide, Algeria has been hit by the sudden outbreak of covid-19. As a result, the Algerian government has taken severe measures to reduce the spread of the virus. However, the Algerian Ministry of Higher Education and Scientific Research was left with no choice but to adopt online learning. Thus, they unexpectedly shifted from face-to-face to online learning as an alternative learning mode during the pandemic. This research examined and evaluated students' perceptions of online learning compared to face-to-face learning. A mixed-method of quantitative and qualitative data was collected through a questionnaire destined for Master one students of English at the University of Djilali Bounaama in Khemis-Miliana. The findings showed that face-to-face perceptions were higher than in online learning regarding the challenges students face in online learning, such as internet accessibility, technical problems and time management. Therefore, covid-19 allows making a revolutionary change in the educational sector.

*Keywords:* covid-19, face-to-face learning, internet, online learning.

# EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

## Résumé

A l'instar de nombreux pays dans le monde, l'Algérie a subi la propagation du COVID -19. Pour ce faire, le gouvernement algérien a pris des mesures sévères pour réduire la propagation de ce virus. A cet effet, la seule issue adoptée par le ministère de l'enseignement supérieur était l'enseignement en ligne. Ainsi, ils sont passés subitement de l'enseignement présentiel à l'enseignement à distance via l'internet. Cette recherche examine et évalue la perception des étudiants de cette nouvelle méthode d'apprentissage par rapport à la méthode traditionnelle. Afin de répondre à la problématique de la recherche, une méthode mixte de données quantitative et qualitative a été recueillie à travers un questionnaire comme outil de recherche destiné aux étudiants du niveau M1 de la spécialité anglais à l'université de Djilali Bounaama à Khemis-Miliana. Les résultats ont montré que les perceptions de l'enseignement traditionnel étaient plus élevées que dans l'apprentissage à distance à cause des difficultés rencontrées pour les étudiants en particulier l'accessibilité d'internet, les problèmes techniques et la gestion du temps. Ainsi, le COVID-19 a permis un changement révolutionnaire dans l'enseignement supérieur.

Mot clé : covid-19, enseignement à distance, enseignement traditionnel, internet

# EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

## ملخص

مثل العديد من البلدان في جميع أنحاء العالم ، تعرضت الجزائر لنتفشي فيروس كوفيد-19 بشكل مفاجئ. ونتيجة لذلك ، اتخذت الحكومة الجزائرية إجراءات صارمة للحد من انتشار هذا الوباء. لذا، لم يكن أمام وزارة التعليم العالي والبحث العلمي الجزائرية أي خيار سوى تبني التعليم عن بعد (عبر الإنترنت). وبالتالي ، فقد انتقلوا بشكل غير متوقع من التعليم التقليدي الى التعليم عن بعد (عبر الإنترنت) كأسلوب تعلم بديل في فترة الوباء. من خلال هذا البحث تم فحص وتقييم تصورات الطلاب للتعليم عن بعد مقارنة بالتعليم المباشر. من خلال استبيان موجه لطلاب السنة الأولى ماستر تخصص لغة إنجليزية في جامعة جيلالي بونعامة في خميس مليانة تم جمع بيانات كمية و نوعية. أظهرت النتائج أن تصورات الطلبة في التعليم التقليدي او المباشر كانت أعلى من التي هي في التعليم عن بعد فيما يتعلق بالتحديات التي يواجهها الطلاب في التعليم عن بعد ، نذكر منها إمكانية الولوج إلى الإنترنت والمشكلات الفنية وكذا إدارة الوقت. لذلك، فان كوفيد-19 يسمح بإحداث تغيير ثوري في قطاع التعليم.

**الكلمات المفتاحية :** التعليم التقليدي او المباشر. التعليم عن بعد. الانترنت. كوفيد-19

EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING  
VERSUS FACE-TO-FACE LEARNING

**List of Acronyms and Abbreviations**

EFL: English as a foreign language

F2F: Face-to-face

O.L: Online learning

C.L: cooperative learning

ICT: information communication technology



# EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

## List of Tables

<b>Table 3.1:</b> students' gender.....	52
<b>Table 3.2:</b> students' age.....	53
<b>Table 3.3:</b> The types of devices used by students in distance learning.....	54
<b>Table 3.4:</b> Students' experience of online learning before COVID19.....	55
<b>Table 3.5:</b> Students' attendance in online learning classes during COVID19.....	56
<b>Table 3.6:</b> Students' opinion about the most effective teaching and learning mode.....	58
<b>Table 3.7:</b> Students' perception about whether online learning was as beneficial as face to face interms of knowledge gain or not.....	59
<b>Table 3.8:</b> The most preferred teaching and learning mode by students.....	60
<b>Table 3.9:</b> Asking students whether they use online platforms to get access to online learning or not.....	61
<b>Table 3.10:</b> The learning platform that students rely.....	62
<b>Table 3.11:</b> The learning effort during distance learning compared to face-to-face.....	63
<b>Table 3.12:</b> Asking students if they enjoy online learning or not.....	64
<b>Table 3.13:</b> Students' access to a device for online learning.....	64
<b>Table 3.14:</b> The stressful rate of distance learning for students during COVID 19.....	65
<b>Table 3.15:</b> The university rate of being helpful in offering students resources to learn from home.....	66
<b>Table 3.16:</b> The teachers' rate of being helpful when studying online .....	67
<b>Table 3.17:</b> The students' rate of being able to manage time when learning online.....	68
<b>Table 3.18:</b> Asking students if they find difficulties while learning online.....	69
<b>Table 3.19:</b> The difficulties faced by students while learning .....	70

# EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

## List of Figures

<b>Figure 3.1:</b> students' gender.....	53
<b>Figure 3.2:</b> students' age.....	53
<b>Figure 3.3:</b> The types of devices used by students in distance learning.....	54
<b>Figure 3.4:</b> Students' experience of online learning before COVID19.....	55
<b>Figure 3.5:</b> Students' attendance in online learning classes during COVID19.....	57
<b>Figure 3.6:</b> Students' opinion about the most effective teaching and learning mode.....	58
<b>Figure 3.7:</b> Students' perception about whether online learning was as beneficial as face toface interms of knowledge gain or not.....	59
<b>Figure 3.8:</b> The most preferred teaching and learning mode by students.....	60
<b>Figure 3.9:</b> Asking students whether they use online platforms to get access to online learning or not.....	61
<b>Figure 3.10:</b> The learning platform that students rely on.....	62
<b>Figure 3.11:</b> The learning effort during distance learning compared to face-to-face.....	63
<b>Figure 3.12:</b> Asking students if they enjoy online learning or not.....	64
<b>Figure 3.13:</b> Students' access to a device for online learning.....	65
<b>Figure 3.14:</b> The stressful rate of distance learning for students during COVID 19.....	66
<b>Figure 3.15:</b> The university rate of being helpful in offering students resources to learn from home.....	67
<b>Figure 3.16:</b> The teachers' rate of being helpful when studying online.....	68
<b>Figure 3.17:</b> The students' rate of being able to manage time when learning online.....	69
<b>Figure 3.18:</b> Asking students if they find difficulties while learning online.....	69
<b>Figure 3.19:</b> The difficulties faced by students while learning online.....	70

EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING  
VERSUS FACE-TO-FACE LEARNING

**Table of Contents**

<b>Declaration</b> .....	<b>ii</b>
<b>DEDICATION</b> .....	<b>iii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>iv</b>
<b>Abstract</b> .....	<b>v</b>
<b>Résumé</b> .....	<b>vi</b>
<b>ملخص</b> .....	<b>vii</b>
<b>List of Acronyms and Abbreviations</b> .....	<b>viii</b>
<b>List of Tables</b> .....	<b>ix</b>
<b>List of Figures</b> .....	<b>x</b>
<b>Table of Contents</b> .....	<b>xi</b>
<b>Chapter one: Introduction</b> .....	<b>14</b>
1.1. The background of the study.....	14
1.2. Statement of the Problem.....	16
1.3. Rationale of the Study .....	16
1.4. Aim and Objectives of the Study .....	17
1.5. Questions of the study .....	17
1.6. Hypotheses of the study.....	17
1.7. Methodology and Tools .....	18
1.8. Definition of Key Terminology .....	18
1.8.1. Online learning .....	18
1.8.2. Face-to face learning .....	19
1.8.3. learning perception .....	19
1.8.4. Teaching and Learning .....	20
1.8.5. ICT ( information communication technology) .....	21
1.9. Ethical consideration .....	21
1.10. Structure of the Study .....	21
Summary .....	22
<b>Chapter Two: Literature Review</b> .....	<b>25</b>
2.1. Online education .....	26
2.2. Face-to-Face Education .....	28
2.3. Advantages and disadvantages of traditional and remote learning .....	29
2.3.1. Advantages of traditional learning .....	29
2.3.2. Disadvantages of Face-to-Face Learning .....	30
2.3.3. Advantages of online learning .....	31
2.3.4. Disadvantages of Online Learning .....	32
2.4. Student's perception of face-to-face learning and online learning .....	33

EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING  
VERSUS FACE-TO-FACE LEARNING

2.3.5.	Students' Perception of Face-to-Face Learning .....	33
2.3.6.	Students' Perception of Online learning .....	34
2.5.	Challenges of web-based learning and in-person learning .....	35
2.5.1.	Challenges of web_based learning .....	35
2.5.2.	Challenges of in-person learning .....	38
2.6.	Distance Learning Theories .....	40
2.6.1.	Wedemeyer's Theory: .....	40
2.6.2.	Moore's Theory: .....	41
2.7.	Transactional Distance: .....	41
2.8.	Learner's Autonomy .....	42
2.8.1.	Theory of Industrialisation of Teaching: .....	43
2.8.2.	Theories of Interaction and Communication .....	44
	Summary .....	47
	<b>Chapter Three: Research methodology .....</b>	<b>49</b>
3.1.	Research Design .....	49
3.2.	Sampling .....	50
3.3.	Data collection tools .....	51
3.3.1.	Student's questionnaire .....	51
3.4.	Description of the questionnaire .....	52
3.5.	Data collection procedures .....	53
3.5.1.	Pilot of the questionnaire .....	53
3.5.2.	Administration of the questionnaire .....	54
3.6.	Data Analysis Procedures .....	54
3.7.	Ethical consideration .....	55
	Summary .....	55
	<b>Chapter 04: Data Analysis and Discussion .....</b>	<b>57</b>
4.1.	Presentation of the Results .....	57
	Summary .....	79
	<b>Chapter Five: Conclusion.....</b>	<b>80</b>
	<b>Chapter Five: Conclusion.....</b>	<b>81</b>
5.1.	Study aims and Overall findings .....	81
5.2.	Contribution to the Study Field.....	82
5.3.	Limitations of the Study .....	83
5.4.	Recommendations .....	84
	Summary .....	86
	<b>REFERENCES .....</b>	<b>87</b>
	<b>Appendix A .....</b>	<b>98</b>
	<b>Appendix B .....</b>	<b>102</b>

## **Chapter One: Introduction**

# EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

## **Chapter one: Introduction**

An introduction of the study is the content of this chapter. It contains the background of the study, the statement of the problem, research questions, as well as the aim and objectives, the rationale, the hypotheses, the structure of the study, and it ends by a summary.

### **1.1. The background of the study**

Science and technology have affected societies and individuals worldwide; they develop quickly and improve living standards. Today, humanity faces many technological facilities in many areas. Those areas use appropriate technological equipment according to their needs; one of these areas is, of course, education. Richards and Schmidt (2010) stated that in the field of education, "technology is the use of machines and educational equipment of different sorts (e.g. language laboratories, tape recorders, video, Etc.) to assist teachers and learners" (p190). Accordingly, the use of internet technology to support learning and teaching has recently become much easier and much more doable than it used to be. As a result, the huge exploitation of ICTs in the higher education sector has, according to Maouche and Guemide, (2020), led many professionals and educational researchers to embrace new technology-related techniques and forms of learning, such as distance learning, rather than the traditional, conventional classroom, to enhance and improve student's learning outcomes. Distance Learning refers to a mode of delivering education in which teaching and learning are respected in time and place. As Robert and Edwards 2000 indicated, "Distance learning is the acquisition of knowledge and skills through mediated information and instruction of learning at a distance" (p192).

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

Using Distance learning to further educational goals is not a new concept. In fact, it took overseas in the 1880s with correspondence education through the postal service. This trend continued well into the 20th century with the advent of radio, television, video-based courses, and other media that allowed for learning at a distance. In this context, a recent survey indicated that involvement in U.S. distance learning programs reached 6.36 million as of fall 2016, an increase of nearly 6 % over the year before (ICEF monitor, 2019). Furthermore, in the last decade, distance learning has changed significantly with the availability of internet access and the use of computer-mediated learning, interactive video, and a variety of other technologies.

However, the sudden outbreak of a deadly disease called COVID 19 in Wuhan, China, caused by a coronavirus (SARS COV-2), has changed everything. All educational institutions across the world were ordered to close to contain the spread of Coronavirus. (Murphy, 2020) stated that “the restrictions posed during the first lockdown period led universities across the globe to respond with "emergency e-learning protocols", which marked the rapid transition from face-to-face to online learning”. To a great extent, universities were not fully ready for such a sudden shift from in-person education to completing virtual courses. Nonetheless, online learning was introduced for the first time in the educational systems in some countries, especially in developing societies such as Algeria. In this vein, Belkacem and Mokadem (2021) informed that online learning is not popular and has many problems with its implementation.

Like many other world countries, Algeria was affected by the covid19 pandemic, where a lockdown was applied on all its states starting in the spring of 2020. Moreover, all domains were influenced by this, including education. Learning strategies and techniques were all changed to meet the needs of the learners during this period. As a result, the Minister of

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

higher education and scientific research urged teachers to move from face to face to online learning to mitigate the spread of the virus, keep up the regular schedule and save the academic year (Koran & Sarnou, 2022). Nantwi and Boateng (2020) stated that "shifting to purely online teaching and learning needs many efforts from both instructors and learners" (as cited by Chelghoum & Chelghoum, 2020, p41-52). As a first experience, face-to-face learning was replaced by online learning in Algerian educational systems. Accordingly, this research evaluates EFL students at Djilali Bounaama -Khemis Miliana University's perceptions of online learning versus face-to-face learning and sheds light on the challenges students face during the remote courses.

### **1.2. Statement of the Problem**

With the sudden outbreak of the COVID 19 pandemic, shifting from face to face learning to online learning has become a promising solution for the continuity of the academic year. Since this teaching method is relatively new for EFL students, they became familiar with the new system. However, students use technology as an integral part of their everyday lives, where they use technology widely for internet searching, socialising, and communication (Opovici & Mironov, 2015). It is important to find out students' perceptions regarding this virtual mode of learning at this specific point. It will be an interesting view of whether EFL students prefer traditional or online learning. Therefore, this study aims to determine the perceptions of EFL students towards online learning in comparison to face-to-face learning.

### **1.3. Rationale of the Study**

The Algerian universities have adopted the online learning model for the first time as an alternative to traditional education during COVID 19 pandemic. Bouhazem stated that theonline learning is still new to the Algerian universities due to the dominant way of



## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

teaching/learning, which is the traditional face-to-face method, (2020). Hence, many researchers devote much attention to evaluating online learning's integration into education. However, researchers of this study noticed that few studies have focused on the Algerian EFL students' perceptions regarding remote learning. Therefore, this is highly needed to evaluate the Algerian EFL students' perceptions towards online learning vs face-to-face learning and aims to explore whether Language and Communication Master 1 students of Djilali Bounaama University have a positive or a negative stand regarding remote learning.

### **1.4. Aim and Objectives of the Study**

This study aims:

- 1- To investigate EFL students' perceptions of distance learning compared to in-person learning.
- 2- To highlight the challenges faced by EFL students in online courses.
- 3- To discover EFL students' learning preferences. That is, whether it is online learning or face to face.

### **1.5. Questions of the study**

- 1- What are EFL students' perceptions of online learning versus face-to-face learning?
- 2- What are the main challenges students face in the remote learning process?

### **1.6. Hypotheses of the study**

# EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

In the light of the research questions, it is hypothesised that:

1- EFL students faced challenges in online courses that led to a lower quality of learning and teaching.

2-Traditional learning is more effective than online learning.

## **1.7. Methodology and Tools**

This research is an exploratory research design; as a result, both qualitative and quantitative research approaches were selected to meet the objectives of the research. Seeking to collect data from participants, a questionnaire was administered to 50 students. The population of this study includes first-year Master's students of Djilali Bounaama University. The data collected from participants were analysed as the following:

1. Close-ended questions were analysed using SPSS.
1. Open-ended questions were analysed using content analysis.

## **1.8. Definition of Key Terminology**

### ***1.8.1. Online learning***

Online learning was defined by Urdan & Weggen 2000 as a subset of distance education and embraces several technology applications and learning processes, including computer-based learning, web-based learning, virtual classrooms, and digital collaborations. Also, they mentioned in the same research that online learning is used to refer to web-based training, e-learning, distributed learning, Internet-based learning, web-based instruction, cyberlearning, virtual learning, or net-based learning. Rossi 2009 defined online learning as a concept covering a range of applications, learning methods and processes.

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

Fry (2001) confirmed the same idea when he said that technology-based learning encompasses internet use and other important technologies to produce learning materials, teach learners, and regulate courses in an organisation (n.p).

Therefore, online learning is a process of delivering a course via the internet or all the electronic media like online platforms and websites.

### ***1.8.2. Face-to face learning***

Face-to-face Learning or traditional Learning was the area of interest of many researchers. Studies were conducted to find out the good and the bad things about face-to-face learning, which is considered the traditional learning method. According to Açıkgöz's 2003 research, "During the first applications to put out a single product working in groups, sharing ideas and materials, asking each other their questions before teacher has supplied to be rewarded" ( p. 177). Likewise, Nunan and Bailey (2009) said classroom research involves researching, teaching and learning in school settings. Traditional learning is based on group work, asking questions and interacting with teachers and students. Smith et al., (2005) Johnson et al. 2006 argued that a large and rapidly growing body of research confirms the effectiveness of cooperative learning in higher education. Similarly, Duplass (2006) and McKeachie (2007) claimed that cooperative learning is the instruction that involves students working in teams to accomplish a common goal under conditions that include positive interdependence, individual as well as group accountability, appropriate use of collaborative skills and group processing. From the above, we conclude that face-to-face learning is a way of study based on cooperation, allowing students to work in groups or with peers. Traditional learning also enables students to interact with the teacher or the students to achieve deeper understanding and improve other skills.

### ***1.8.3. Learning Perception***

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

Perception is a psychological process through the experience gained by the five senses; individuals can process responses into positive or negative perceptions. Obtaining responses through selection stages, interpretation, and reaction (Erin & Maharani, 2018).

Otter (in Ghadirian, Ayub & Salehi (2017) described perception as a process of actions for acquiring information. That acquisition can stem from the environments to which students are exposed. According to Konent Jaranigrat (2011, p 99) as cited in Kodariah (2016, p 05) perception is the whole process conscious human mind in drawing on the surrounding environment. Therefore, It is assumed that perception is the process of understanding the meaning to the stimulus obtained from the sensing of object, event, or relationship between symptoms which are then processed by brain process cognition start from perception.

### ***1.8.4. Teaching and Learning***

#### **1.8.4.1. Concept of Learning:**

Learning is about change: the change that comes from learning a new skill, comprehending a scientific law, or altering one's mindset. In the same way that our appearance changes as we age, the transformation is not just coincidental or natural. Learning is a somewhat long-term transformation that is usually brought about on purpose. We set out to learn when we enrol in a class, read a book, or read a discussion paper. Other forms of learning, such as experience-based learning, can occur without prior planning. In general, when we learn anything, we want to remember and understand why it happened so that we can do it better next time, (Squiera, 2012).

#### **1.8.4.2. Concept of Teaching:**

According to Squiera (2012), teaching is a set of events outside the learners designed to support the internal learning process. Teaching (Instruction) is outside the learner. Learning is internal to learners. You cannot motivate others if you are not self-motivated. Motives are not

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

seen, but Behaviours are seen. Is learning a motive or behaviour? Learning is both a motive and behaviour, but only behaviour is seen; learning is internal, and performance is external.

### ***1.8.5. ICT( information communication technology)***

According to Lestari and Oktama (2013) as cited in Darimi, I (2017) information communication technology (ICT) is a program for assisting the manipulating and delivery of information. ICT is a large umbrella technology that includes all technical equipment for processing and conveying information. The origin of the word of technology comes from the Greece, technologia or techne which means expertise and logia means knowledge. In a narrow sense, technology is something that refers to objects that are used to facilitate human activities such as tools and devices.

### **1.9. Ethical consideration**

Before the data collection of the study, the researchers asked for the administration's permission to conduct the questionnaire with M1 EFL students by writing a request (Appendix B), the researchers have ensured that all respondents voluntarily participate in the study. They would not oblige or harm any participant. Furthermore, this study were conducted only for academic research purposes. All information that would be provided by the respondents will be confidentially kept. The names of the participants are not necessary to appear in the dissertation or results publication from this study unless they agree to.

### **1.10. Structure of the Study**

This research paper is organised in the following manner. Chapter one begins the thesis with the introduction, which covers the study's background, research questions and objectives, and study rationale. It also deals with the significance of the study and its hypothesis. Chapter two

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

reviews the literature, includes a theoretical foundation for the topic, and discusses previous studies in the area. This chapter is made up of two parts; each part contains sub-titles. The first part is about online education and face-to-face education and the advantages and disadvantages of each learning mode. Then the researchers will display some details about the student's perception of distance learning compared to traditional learning. However, the second part deals with the process of teaching and learning; it also sheds light on distance learning theories.

Finally, we highlight the challenges students face when learning remotely (online) and traditionally (face-to-face). Chapter three describes the methodology, including research design, sampling, data collection tool, description, and data analysis procedures. Chapter four is concerned with presenting and analysing the responses obtained from the student's questionnaire. The results are presented in numbers and percentages before their analysis and interpretation. Chapter five discusses the study's findings to answer the research questions. Additionally, it sheds light on some limitations and obstacles encountered in the process of completing the present research study. Finally, some recommendations are made concerning what needs to be done to bring changes that may improve online learning in the Algerian educational system.

### **Summary**

This chapter highlighted the background of the study, the statements of the problem, the research rationale, research objectives, research questions, research hypotheses, definition of the key words and the structure of the thesis.

EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING  
VERSUS FACE-TO-FACE LEARNING

## **Chapter Two: literature Review**



# EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

## **Chapter Two: Literature Review**

This chapter seeks to establish the theoretical background of the study and discusses previous studies in the area. It gives an overview about online education and face-to-face education, advantages and disadvantages, challenges, perceptions of students and distance learning theories.

In December 2019, the world witnessed an unusual pandemic that has affected many areas of life. A contagious disease known as COVID-19 (SARS-COV-2) was caused by a virus that spread from one person to another. The first known case was identified in Wuhan, China and rapidly spread throughout the world in March 2020, living more than one million and nine thousand deaths, which led to unexpected negative consequences among many sectors. Like many countries, Algeria has been hit by Corona virus since the first case was reported on February 25, when an Italian citizen tested positive for COVID- 19 ( Algerian Health Ministry confirms first COVID- 19 case,2020). The government has taken severe measures to deal with this pandemic. This situation challenged the educational system and forced universities and institutions to examine different instructional approaches, including online learning and face-to-face learning modalities. In such cases, using technology to support the teaching and learning process has become an essential skill. To reduce the widespread of COVID-19, the Algerian Ministry of Higher Education and Scientific Research has instructed universities to shift from face-to-face classes into online classes, using different online platforms to ensure the continuity of studies. With the availability of electronic devices at hand, everyone could save the school year from collapsing, a positive turning point for students and educators.

# EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

## 2.1. Online education

In the 1700s, education was based only on face-to-face classes, where teacher and learners were in the same place and simultaneously. Now, within the time of globalisation, with technological advancement, rapid development and the connectivity of computers and the internet, online education has become simple and easy. However, online education is not a new concept, and its origins date back to the 18th century. It has evolved and emerged with the progress of technology. Online education originated in the United States in the 1800s, where teachers and students at the University of Chicago, who were at different places, tried to connect through correspondence programs (McIsaac & Gunawardena, 1996).

Furthermore, during the 1900s, online instruction is still growing and advancing in line with technological development. Access to knowledge now is available to everyone (KjellErik & Schoenholtz, 2002). Students can access classes anytime and can understand better. Online learning continues to play a significant role in all education sectors. It is changing the comfort of conventional classrooms and making the learning process more available and flexible than before. It allows instructors and students to obtain knowledge from different locations, anytime, using different tools and devices. Online education has increased exponentially after the spread of Covid-19 in many universities worldwide.

In order to control the spread and the virus infection, universities and institutions were left with no choice but to adopt online education (Gewin, 2020). This crisis will make institutions accept modern technology. There was an overnight shift of traditional classrooms into online classrooms. Throughout this complicated period, the concern is not about whether online teaching-learning methods can provide quality education; it is instead about how institutions will be able to adopt online learning in such a formidable method (Carey, 2020).

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

As it cited by McBrien et al. 1,(2009), online classes give the chance to distance education where students can access higher education without living in their home. Furthermore, Dhawan (2020) affirmed that learners benefit from online learning since it offers adaptability, availability and reasonableness of learning approaches. He added that online learning is accessible and potentially reaches urban and a few countries where they get equal opportunities with different online learning conditions. Moreover, most of these tools (Gmail, Google forms, Google Hangouts, Google meet, Google classroom, Zoom, university platform, and social media) can successfully be useful for students to obtain knowledge and information as an alternative for face to face classes ( Basilais et al.,2020). These digital devices may lead students to create a sense of urgency and desire to learn something new. In addition to their role in enhancing students' ability to study, share ideas and information, and solve problems.

Online learning makes education obtainable for those who cannot sit in face-to-face classrooms. However, regarding the positive aspects of online learning mode, numerous factors may limit the effective implementation of online education, and the most significant one is the internet accessibility problem, the lack of stable internet connection that 4 billion world population in the world suffer from. According to Ha and Ngo (2021), internet connection impacts the students' learning process. Despite the widespread technology, login problems, platform problems, and learning materials are among the major obstacles that instructors and learners face while studying online, especially in third-world countries. Now, it is time to focus on the quality of education, both in traditional and online modes and accept the challenge of using technology to motivate, inspire and educate the students in all institutions.

# EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

## **2.2. Face-to-Face Education**

One of the most popular and traditional ways of imparting knowledge is face-to-face learning, which has a significant role in education and has gained acceptance from instructors and students over several centuries and thousands of years. Face-to-face education was the mode of education until the rise of online education, where students and instructors met together physically. Moreover, although online learning occupies a considerable place in education systems, due to the sudden outbreak, most things can only be learned by face-to-face instruction because it is the only way of learning that can make practical sense.

Technology cannot always simplify the exchange of information or knowledge because learning potential can be restricted. Learning face-to-face is constantly memorable; students in group learning cannot ignore what they have learnt; even if they do not listen, they can learn something from that group. Interaction is the most effective element that exists in face-to-face education. According to the authors Scott et al, (n.d) from face-to-face learning, students can learn more quickly and easily, never forgetting what they have learned. In this mode of education, students are permitted to account for all the misunderstandings that they can have about any topic.

Moreover, classroom learning provides another sense of learning in which students are involved in spontaneous verbal communication in a permanent physical environment (Garrison & Kanuka, 2004). Scholars agree that the classroom community offers a sense of real, meaningful interaction between students and teachers, something online learning cannot replace. Howard (2009) states that students who have a greater desire for face-to-face interaction with other students and their lecturers are more likely to withdraw from online courses. Before the spread of COVID-19, face-to-face education was the prevalent mode of learning adopted by the majority of the classes in traditional brick. Students have higher

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

motivation in face-to-face classes because they feel interactions between them and their teachers are essential. The precise that engagement and group work is more effective than the traditional way of learning. Most students feel that face-to-face classes are fundamental for constructing a communication concept (Conole et al., 2008). This instruction gives in-person, real-time interaction and communication between faculty students and students and sparks inventive questions and discussion.

Likewise, it allows for instant teacher response and more adaptable content delivery. Students have a chance to explore or find responses to their questions in the classroom (Paul & Jefferson, 2019). However, those students who appreciate face-to-face classes and real-time interaction may not enjoy online learning, and they may consider the internet an obstruction of learning (Roval & Jordan, 2004). Perhaps they find it difficult to sit in front of computers to finish their work.

### **2.3. Advantages And Disadvantages Of Traditional And Remote Learning**

#### ***2.3.1. Advantages Of Traditional Learning***

Shortet et al. (1976) support the idea that students would prefer face-to-face learning due to the ability to communicate from various theoretical perspectives, including social presence. The same idea was confirmed by Meyer (2007) found in her research that most students preferred face-to-face discussions, but they saw advantages for each medium. Similarly, Hung & Chen, 1999; Vygotsky, 1978; Woo & Reeves (2007) used conceptual frameworks to understand why students prefer to learn more from asynchronous discussions, including constructivism and social constructivism. Brown (2000) and Wagner (1994) supported the idea of interaction and communication in their Research. They found that teachers and

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

students could share and receive messages to achieve the communicative process. Other researchers claimed that face-to-face learning is not based only on interaction,

Nevertheless, it has another advantage, which is cooperation. Felder and Brent (2010) define cooperative learning (CL) as students working in teams on an assignment or project under conditions that satisfy specific criteria.

Likewise, Johnson et al. (2013) defined *cooperative learning* as the instructional use of small groups in order that students work together to maximise their own and each other's learning. Similarly, Duplass (2006) and McKeachie (2007) state that cooperative learning is the instruction which involves students working in teams to accomplish a common goal. Black 2002 and Haythornthwaite (2006) claimed that proponents of group work contend that students can learn valuable lessons such as communication and problem-solving skills, which are transferable to the real work environment.

These researchers' findings confirm that interaction and cooperation are the most common advantages of traditional learning because learners can communicate and interact with teachers and students. In addition to that, it improves students' critical thinking skills, helps them achieve more profound understanding, and increases motivation.

### ***2.3.2. Disadvantages of Face-to-Face Learning***

Traditional learning is preferable for students and teachers. It has positive sides because learners can communicate, interact, work in a group, and share knowledge, which improves many skills, but this does not mean that traditional learning does not have some disadvantages. According to Husu (2000), both teachers and pupils had to adapt to the mediated interactions that required everyone to present their points quickly, precisely and audibly for the benefit of everyone and not just for the local classroom. Relying on this idea,

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

we can say that face-to-face learning does not allow all the learning to interact, especially in group work, all the group members have to agree on one idea so they can work together. The teacher cannot give all the learners in the class a chance to share their points of view or their idea, so for other students, face-to-face learning is not fair enough.

Whereas a seminal study conducted by Fraser (1986-1987) claimed that learning could be fully understood only when examined within the context in which it occurs. The relationships between learning and student perceptions of the classroom environment are generally positive. Thus, we cannot judge if the lesson in the classroom is effective or not and if the teacher achieved his goal because it depends on the type of lesson, the level of student...Etc. In addition, better learning can be achieved when the teacher delivers his lesson in a suitable environment to help students memorise and understand. Similarly, Warschauer (2002) researched language learning and noticed that language learning has increasingly called attention to classroom environments. This Research also confirmed linking the lesson with the environment to achieve a deeper understanding.

### ***2.3.3. Advantages of online learning***

Online learning brings some advantages to education; according to Picciano (2017) and Wang & Hu (2019), the advantages of online learning occur that successful online students have more chances to be organised, initiative, and complete their work without close supervision. In the same way, Wang and Hu (2019) declared that e-learning is a helpful alternative for students, and the researchers should study different ways of making them more interested in thinking and creation. E-learning allows students who prefer to learn online to guide their learning, and it improves their creative skills and supports their autonomy. Students will start searching and learning independently without waiting for the teacher to guide them.

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

Bao (2020) argued that lecturers help more during the implementation of e-learning. Teachers can facilitate discussions at both group and individual levels. This means e-learning helps teachers deliver their courses with an equal understanding, whether in a group, peer or individual. If the students attend the lesson in groups, with peers, or individually, they will all receive the same understanding and information.

Furthermore, Lalani & Li (2020) added that students recall 25-60% more online learning material than 8-10% in a classroom. Thomson (2010) said that he could take classes that his schools did not offer, and he could work when he had free time or a lighter homework load in his school classes. From that, we can confirm that learners are more exposed to using technology to learn than traditional learning because it suits the current era, which requires more than one action simultaneously, and online learning provides students and teachers with this favour.

### ***2.3.4. Disadvantages of Online Learning***

Whereas it is evident that applying this learning method the first time will have some negative sides to fix in the future. Researchers explored some of the disadvantages of online learning, which were familiar to most users. Allen & Seaman (2008); Keengwe & Kyei-Blankson (2009) claimed that some users criticise online learning as a lack of support, assistance, and training by higher education institutions. The same idea conducted by Nelson and Thompson (2005) cited faculty time, rewards, workload, lack of administrative support, cost, course quality, student contact, and equipment concerns as barriers to online teaching practices.

Similarly, (Nkonge & Gueldenzoph, 2006) declared that inadequate hardware and software, slow internet connections, learners' procrastination, lack of technical expertise among the instructors, insufficient orientation for learners, and a lack of release time for instructors to



## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

develop and design their online courses had been cited as barriers to faculty participation in developing and teaching online courses. Family pressures, time constraints, lack of organisational support from the workplace, and finances (Park & Choi, 2009; Rovai & Downey, 2010; Tello, 2007). Training and expertise, lack of materials, finances, time constraints, poor internet, which did not allow students to access platforms, bad organisation of the courses, and other disadvantages are all considered external barriers that can be fixed over time.

While Gunawardena et al. (2010) explored an internal barrier that is motivational issues and includes self-regulation, self-determination, and self-efficacy, they related the students' character to online learning success. The learner who is not motivated to learn or has not to have enough abilities and self-direction skills may face difficulties in perceiving online learning.

### **2.4. Student's Perceptions of Face-to-Face Learning And Online Learning**

### **2.5. Students' Perception of Face-to-Face Learning**

According to the media richness theory (Daft & Lengel, 1984-1986; Daft, Lengel & Trevino, 1987), face-to-face communication is the richest medium and is expected to be the most favourable communication means. This theory shows that face to face communication is the best way to talk, understand, and be understood. This advantage appears in traditional learning. Students may prefer the traditional way to learn because it helps them understand the teacher and the lesson and be understood; share their ideas, and explain them well.

Richardson & Jelfs (2007) conducted students' perceptions of face-to-face learning. In his research, he said that the interaction between students and an instructor: In a study on students' satisfaction with online or face-to-face tutorial support in distance education,

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

students favoured face-to-face over online support. This means that despite the advantages that online learning provides to students, they always prefer studying traditionally. This is due to the interaction that face-to-face learning supplies learners and teachers with. So students can interact with each other during the task they do in a group or with peers. Also, they can interact with the teacher and ask for explanations or share their points of view. Similarly, West & Jones (2007) supported the idea of interaction by saying, "In fact, students have asked for more opportunities to interact with each other in synchronistic ways".

Price et al. (2007) managed another student's perception. They found out that students advocated face-to-face communication to establish a positive interpersonal relationship with the instructor, an aspect of learning that is important for maintaining learning motivation. This idea shows that students may prefer traditional learning to set good interpersonal relationships with the teacher, which is a significant point to increase motivation and inspiration to learn.

### ***2.3.5. Students' Perception of Online learning***

Morris (2013) found that online students prefer to use technology for learner-content interaction more than learner-learner interaction. Both faculty and students perceived online discussion forms as the least important media. Her study demonstrated that learners who prefer using the internet to learn usually prefer the content, including watching a video lecture, reading a textbook, or using adaptive learning materials. In contrast, those who do not like to learn through the internet are learners who like the interaction between individuals or students, including working in pairs or small groups.

Younger students tend to have positive attitudes towards technology, whereas older students are more likely to use technology for deeper learning (Jelfs & Richardson, 2013). Research has proven that the new generation is more exposed to technology than 24 learn since they

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

were born in an environment full of technology and development. They started to use the internet at a very early age; this made them more comfortable learning online. However, older learners have gotten used to traditional learning since they were children, so they found it challenging to adopt technology and use it to study.

In a socio-demographic survey conducted in 2006 by (Unger & Wroblewski, 2007), 3729 students from various Austrian universities were asked how often they use learning management systems in their courses. In the social and business sciences, between 30% and 40% of students reported using such systems 'sometimes' or 'frequently' (Unger & Wroblewski, 2007). This study was conducted to statistically explore if students use online learning and if they prefer studying through the internet. The result shows that students did not reach half; between 30% and 40%, which is a good result since it is a new learning method. Online learning has increased rapidly; even students and teachers have a little experience with it. This result supports the idea of students' positive perceptions of online learning.

Similarly, Butner et al. (1999) conducted a study on many universities and colleges in the United States and around the world that offer online degree programs and courses, which allow students to access higher education without leaving their homes (Butner et al., 1999). The positive feedback and the advantages of online learning pushed many universities and colleges in different countries to apply this new method of learning, which provides students with a good quality of learning and courses well explained without leaving their homes.

### **2.6. Challenges of web-based learning and in-person learning**

#### ***2.5.1. Challenges of web\_based learning***

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

The way of learning in Higher Education has been changed due to the sudden outbreak of COVID-19, which required institutions and universities to shift from face-to-face mode to the online environment. This change is a challenge for the education sector, and many students were unfamiliar with this mode of instruction, which provides many challenges.

The most significant one is the internet. According to Hazwani et al. (2020), internet connection and accessibility are the most significant challenges that influence online learning. The lack of stable internet connection that most students suffer from disrupts learning activities. Students without the internet cannot connect with their teachers and classmates or get online homework help, especially those who live in rural areas. This problem struggles students to attend the online classes and cannot easily access notes, and course outlines the instructors post. « There are still many families with no internet access, which is massively important » Vikki Katz (2021, p). Besides, problems with the internet signal might become a barrier among students in their learning, as cited by Siddiquah & Salim (2017) and Bisht et al. (2020).

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

Moreover, social interaction and face-to-face communication are also significant matters that affect learning. Students need two-way interaction, which occasionally gets hard to execute. Appana (2008) confirmed that students who take online classes miss the involvement that interfaces them with the faculty and other classmates to interact. As an illustration, the lack of interaction and the lack of a sense of community make students feel isolated due to the absence of human contact, and online education appears to be an impersonal exercise. More precisely, real-time interaction and communication between teacher-student and student-student are fundamental in learning activities.

Similarly, Lin and Lin (2015) maintain that student-student and teacher-student interaction should be constructed to enhance communication and discussion in the process of learning and teaching. However, despite the technological development and advancement, computer literacy and technical issues are the major problems among students today. The average computer literacy is still far from perfect. Many students from low-income families lack electronic and personal devices and do not have access to them in their community. This lack of access sets the stage for learners, children and adults who do not have access to

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

a computer and electronic technology outside of the classroom to be at a competitive disadvantage compared to those who contact advanced technology in a number of different settings.

Furthermore, another challenge is assessing student learning, which covers how teachers assess student progress summatively and how preceptors distribute graded conditioning across the entire course. Kearns (2012) also pointed out that these issues are implicated in providing effective feedback and strategies, which students try to address these challenges. As a result, online instruction could demotivate students because of their limited knowledge of the assessment process.

### ***2.5.2. Challenges of in-person learning***

To accommodate the rapid development of the world, each person is required to obtain an enormous amount of knowledge. Learning has occupied a big part in human lives over the years.

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

People have always been looking for ways to develop their knowledge, understand and simplify their lives. Moreover, the way how students have historically been learning is through face-to-face learning.

Despite the stability and simplicity of face-to-face learning mode, students may experience challenges as they struggle to overcome any psychological barriers. Many students experience anxiety about speaking, for example, in front of teachers or their classmates. According to Young (in Howitz et al.(1986), anxiety is a negatively influential variable that prevents students from succeeding in learning a foreign language, as cited by Susi Nurul Fajri, (2019). They often show symptoms such as not speaking, much tenseness, afraid of communication, fear and so on, which are important factors that affect student's learning. Students with anxiety may avoid group work and teachers' contact and do not participate in learning activities. Charles & Laura (2019) also argued that anxiety is a sense of confusion, trouble, apprehension and panic. However, due to the limited time allotted for face-to-face learning, students have less opportunity to make clarifications on the lessons. Time challenge both teachers and students in the

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

classroom. Because of the lack of time planning, teachers cannot finish their syllabus and evaluate students.

Moreover, not all students have good behaviour and respect in the classroom. This is another challenge of disciplining students; instructors may face some cases of profound disrespect from learners, which can kill their love for teaching. Face-to-face learning is still the most popular and traditional way of imparting knowledge, and these few challenges that may face students, show that this mode of learning is preferable for learners.

### **2.7. Distance Learning Theories**

Keegan classified theories of distance education into three groups: theories of independence and autonomy, theories of industrialization of teaching, and theories of interaction and communication.

#### **2.6.1. Wedemeyer's Theory:**

For Wedemeyer, the students' independence is the essence of distance education (Saba,2004). According to him, students get their independence through different means like the possibility to learn anytime and anyplace, and the opportunity to rule and organise their own learning.



## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

### **2.6.2. Moore's Theory:**

Moore's concept of independent learning and teaching is divided into 'transactional distance' and 'learner autonomy'.

### **2.8. Transactional Distance:**

According to Moore, distance has to be considered a multi-dimensional concept involving more than geographical distance (Rouchanzamir, 2004; Keegan, 1993).

Moreover, Moore described transactional distance, he "The transaction that we call distance education occurs between individuals who are teachers and learners, in an environment that has the special characteristic of separation of one from another, and a consequent set of special teaching and learning behaviours. The physical separation leads to a psychological and communications gap, a space of potential misunderstanding between inputs of instructor and those of the learner, and this is the transactional distance". (Amundsen, 1993. P56), as cited by (Nedjah, 2010). Accordingly, structure and conversation are two functional variables that make up the transactional distance.

Dialogue is defined by (Moore, 1993 ) as "dialogue is used to describe an interaction or series of interactions having positive qualities that other

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

interactions might not have; the direction of the dialogue in an educational relationship is towards the improved understanding of the student" (p 21).

However, structure is defined as a measure of an educational program's responsiveness to learners' specific requirements. In other words, "structure refers to the design of the instructional program while dialogue refers to the interaction through the communication of the learner and the educator (p10-11).

In sum, Moore shifted the debate concerning distance learning by pushing it into the arena of pedagogical differences (Rouchanzamir, 2004) as cited by (Nedjah, 2010)

### **2.9. Learner's Autonomy**

The second dimension of Moore's theory is Learner autonomy, linked to transactional distance as Moore stated (cited in Amundsen, 1993): "the greater the transactional distance, the more autonomy the learner has to exercise" (p.07).

The degree of learners' autonomy, according to Moore, is exercised through the selection of learning objectives, the selection of study methods and the use of learning materials, as well as the decision about the methods of evaluation.

However, some features of Moore's concept of learner autonomy have attracted

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

widespread criticism as being too general to describe and justify the differences in learners' motivations, ability and learning approach.

### ***2.9.1. Theory of Industrialisation of Teaching:***

An analysis of distance education indicated that its organisation and construction are based on the same rules and laws involved in the industrialisation of the working process in the production of goods (Peters, 2003).

He asserted, "Distance education is a product of the industrial society...as an educational option [it] has been successful because it is compatible with the present industrial society's organisation, principles, values, and the present industrial society. (Amundsen, 1993 p56). He compared distance education to the industrial production process, noting striking parallels in labour division, mechanisation, mass production, standardisation, and centralisation. The findings of his comparison can be summarised as follow:

1- The development of distance study courses is just as important as the preparatory work prior to the production process.

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

2- The effectiveness of the teaching process is mainly dependent on planning and organisation.

3- Courses must be formalised and expectations from students standardised.

4- The teaching process is largely objectified.

5- The function of academic teaching at a distance has changed considerably vis à vis university teachers in conventional teaching.

6- Distance study can only be economical by concentrating the available resources and a centralised administration.

(Peters, 2003).

These results confirmed the industrial characteristics of distance education, which separate it distinctly from traditional face-to-face education; and should be taken into account when decisions about the process of teaching and learning are to be made.

### ***2.9.2. Theories of Interaction and Communication***

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

While Peter and Moore emphasised the analysis of distance education in terms of structure and design, Holmberg concentrated instead on the interpersonalisation of the teaching. His theory lies in the concept of "guided didactic conversation", which represents a "pervasive characteristic of distance education" (Holmberg, 1995.p 47)."Guided didactic conversation" refers to real and simulated conversations, although the reliance is upon simulated conversation. As such, the emphasis is very much on the content proposed:

- 1- That feeling of a personal relationship between the teaching and learning parties promotes study pleasure and motivation.
- 2- That Such feelings can be fostered by well-developed self-instructional material and two-way communication at a distance.
- 3- That intellectual pleasure and study motivation are favourable to attaining study goals and using proper study processes and methods.
- 4- That the atmosphere, language, and conventions of friendly conversation favour feelings of personal relation.

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

5-The messages given and received in conversational forms are comparatively easily, understood and remembered.

6- The conversation concept can be successfully translated, for use by the media available, to distance education.

7- That planning and guiding the work, whether provided by the teaching organisation or the student, planning and guiding the work is necessary for organised study, characterised by explicit or implicit goal conceptions.

(Holmberg, 1995. P47)

From these postulations, it is clear that for Holmberg the teacher-learner relationship is of a paramount importance; although this topic has vanished among the recent distance education views that represent it as a "delivery system" or "technology" (Saba, 2004). Like Moore,(1993.) regarded real learning as an individual activity achieved through the internalization of a distance teaching method, he also considers learner autonomy as Holmberg's theory emphasises the importance of teaching and communication in carrying out any research about distance education efficacy. (Rouchanzamir, 2004). His theory has been harshly criticised. Holmberg himself came to regret his adoption of the term "guided didactic conversation;" he felt it was misunderstood, perceived as

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

referring to a totalitarian approach to distance education. As cited by (Nedjah, 2010), Holmberg 2003 explained: "Further, I used a somewhat unfortunate terminology. I referred to the conversational character of distance education as 'didactic,' an adjective in many cases taken to indicate an authoritarian approach (the opposite of what was meant). Instead of a guided didactic conversation, I now prefer the term teaching-learning conversation" (p 79).

### **Summary**

The review of the literature has provided an overview about distance learning and traditional learning with the advantages and disadvantages of each method. This chapter discussed the student's perception in addition to the challenges faced by learners during remote courses. Distance learning theories were explained in this chapter.

EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING  
VERSUS FACE-TO-FACE LEARNING



## **Chapter Three: Research Methodology**

### **Chapter Three: Research methodology**

The aim of this research is to explore students' perception of online learning in comparison to face-to-face learning at Djilali Bounaama University Khemis Miliana. The previous chapter reviewed the related literature for the research objectives. This chapter presents a description of the research methodology used in this study in five sections. The first section devoted to the presenting of the research design. Then, the sampling section gives a full description of the participants of the study. The third section deals with the tool used to collect data, which is a questionnaire. The fourth section is devoted to the description of the research tool. The last section presents the procedures used to collect and analyse data, this chapter close with a short conclusion.

#### **3.1. Research Design**

The purpose of the study is to find out the perceptions of students towards online learning. In order to achieve this objective, an exploratory research was conducted, which is the most

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

appropriate method for this topic, since it is a current issue that appeared in Algeria during COVID 19 pandemic.

To achieve the aim of this study, both quantitative and qualitative research approaches were used in order to transform individuals' responses into numerical form and obtain accurate results from individuals' opinions and beliefs towards a given phenomenon. The qualitative methods used by researchers who mainly seek individuals' assumptions and attitudes about a particular matter, which is unknown or unstudied as the present enquiry about distance education. On the other hand, the quantitative method deals with the collection and analysis of information in numeric form; the data are organized and transformed into numbers in order to test the hypothesis. However, both qualitative and quantitative methods are a good clue to this work. Onwuegbuzi and Turner (2007, p.113) "mixed methods research is becoming increasingly articulated, attached to research practice, and recognized as the third major research approach. Dornyei (2007) also defines mixed methods research as "A methodology for conducting research that involves collecting, analyzing and integrating quantitative (e.g, experiment, closed ended surveys) and qualitative (e.g, focus groups, interviews, open ended surveys) research. In addition, ( Bryman , 1988) argue," ....both of qualitative and quantitative approaches should be combined.

Furthermore, the data collection instrument used in this research is a questionnaire given to EFL students at Djilali Bounaama University, to collect their responses regarding online learning in comparison to face-to-face learning.

### **3.2. Sampling**

In total, 50 participants of first year master students in the English department, the specialty of language and communication at the University of Djilali Bounaama

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

Khemis Miliana, were chosen to take part in this study. The rationale behind choosing this particular population; that is, M1 students, is the fact that they have already studied 2 years and 1 semester face to face at university and they had an experience with this method of learning. Then during COVID 19 Pandemic, they were obliged to study online. Another reason for selecting this sample is that, they have an experience with distance learning during the pandemic and they are familiar with learning in classes face to face, so they can provide the researchers with their negative or positive perception regarding the traditional and online courses. Furthermore, choosing master one students to work with is due to their advance level that enables them to provide this research with more credibility and they are responsible for their learning unlike license students who are in the need of teacher's support regularly.

The type of the random sampling used in this study is cluster sampling which was defined by Wilson, (2010) "subsequently, a random sample is taken from these clusters, all of which are used in the final sample." The aim of chosen this type is to save time and money as Davis, (2005) "cluster sampling is advantageous for those whose subjects are fragmented over large geographical areas as it saves time and money."

### **3.3. Data collection tools**

#### ***3.3.1. Student's questionnaire***

The tool used to collect data from students is the questionnaire, which was defined by Oxford dictionary "A set of printed or written questions with a choice of answers, devised for the purposes of a survey or statistical study". It was also defined by Merriam-Webster a set of

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

questions for obtaining statistically useful or personal information from individuals. The aim of using questionnaire in this research is to cover all the aspect of the topic by asking a large number of questions to the students and provide valid and reliable data in the same time it helps to gather both qualitative and quantitative data to meet the research' objectives.

### **3.4. Description of the questionnaire**

The questionnaire starts with a short introduction to the participants informing them about the general aim of the questionnaire and assured participants that their participation was entirely voluntary and that there were no risks involved. It also stated that their names would remain anonymous and their data protected. The researchers piloted the questionnaire first in order to check the length of time and ease of questions. The pilot will be explained in more detail in section 3.5. The questionnaire is composed of 18 questions of both multiple choices and open-ended types to have better insight on learners' opinion about online learning versus face-to-face learning as a learning modes, the items in this questionnaire is organized and categorized logically in four main sections.

The first section covers the background information within four main questions were used (1 to 4). Most questions were close-ended, giving information such as gender, age, devices used by learners for distance learning and their experience with this mode of learning.

The second section, deals with the students' perception towards remote learning versus in-person learning and it contains eight (08) questions (05 to 12). These questions aimed at providing an idea about students' opinions and preferences towards distance learning, and which method of learning they feel comfortable in.

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

The third section, named challenges faced by students, consists of 05 questions (12 to 17). This section was designed to explore the difficulties that students faced in learning online.

The last section covers one optional question where students were asked to provide any further suggestions and comments.

### **3.5. Data collection procedures**

#### ***3.5.1. Pilot of the questionnaire***

Upon completion of the initial questionnaire, it was modified to suit the actual target sample. The questionnaire were piloted on 15<sup>th</sup> April, there were one teacher and 10 participants who took part in the pilot study who are not included in the sample.

The purpose of this pilot study was to examine if any of the questions proved problematic and to estimate the amount of time the questionnaire would take to complete for students. In addition, the pilot study aims to make sure the questions were clear for each student and covered the aim of the present study. Besides, this step will allow the researchers to have a well-organized questionnaire which gives them the information they need, and that will give the researchers no problems at the analysis and interpretation stage.

Taking into consideration the teacher feedback regarding the questions there were minor changes made to the questionnaire, which included some aesthetic appearances. The researchers reworded some of the questions and changed their structure, making them more clear and simplified.

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

The results of the pilot study show that respondents face a kind of confusion concerning the context of the study. Most of them asked whether the researcher wanted to assess the effect of the sudden shift in the Algerian educational system from face-to-face learning to online learning due to COVID 19 pandemic, or to assess the general concept of online learning, which is used by learners in different fields compared to face-to-face learning. In order to avoid this ambiguity among the target respondents, researchers decided to clarify more the questions and ask the participants to read carefully the introduction of the questionnaire since the aim is explicitly mentioned and the objectives are highly précised .

### ***3.5.2. Administration of the questionnaire***

The questionnaire was administered to master one EFL students, the specialty of language and communication, at Djilali Bounaama University. 40 students out of total number of (50) participants are the sample of this study.

The questionnaire designed in the period from April 8<sup>th</sup> to 13<sup>th</sup> 2022. Researchers distributed the questionnaire to students hand to hand during research methodology session after the permission of the teacher on Monday 18<sup>th</sup> April, at 10:00 am. They hand it back at 10:30 am, the questionnaire did not take more than 30 minutes to complete by students. This is a good length of time as suggested by Dornyei (2003). The students were provided with interaction to answer the questionnaire. In addition, researchers invited students to be free to express themselves; they also explained some concepts for the students who asked.

### **3.6. Data Analysis Procedures**

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

Since this research adopted a mixed method approach, the quantitative results were analysed using SPSS. The latter refers to "Statistical Package for the Social Sciences. It is a suite of software programs that analyses scientific data related to the social sciences. SPSS offers a fast-visual modeling environment that ranges from the smallest to the most complex models. The data obtained from SPSS is used for surveys, data mining, market research, etc." (Kate, 2022). However, qualitative results were analyzed through content analysis. Content analysis is defined by (Cole, 1988) as a method of analyzing written, verbal or visual communication messages as cited by (Satu & Helvi, 2007). According to Krippendorff (1980), Downe, (1992) Sandelowski, (1995) content analysis as a method of research is a systematic and objective means of describing and quantifying phenomena. It is often referred to as document analysis. The researcher can use content analysis to investigate theoretical difficulties and gain a better grasp of the data. It is possible to distill words into fewer content-related groups using content analysis. Words, sentences, and the like are presumed to have the same meaning when grouped into the same categories.

### **3.7. Ethical consideration**

Before the data collection of the study, the researchers asked for the administration's permission to conduct the questionnaire with M1 EFL students by writing a request (Appendix B), the researchers have ensured that all respondents voluntarily participate in the study. They would not oblige or harm any participant. Furthermore, this study was conducted only for academic research purposes. All information that would be provided by the respondents will be confidentially kept. The names of the respondents are not necessary to be appeared in the dissertation or results publication from this study unless they agree to.

### **Summary**

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

Chapter three has summarized the research methodology used in the present study. It explained the research design used, this chapter also gave a full description of the population of the study which is 50 master one EFL students at djilali bounaama university. Furthermore, this chapter clarified the methods implemented to conduct the research work and the reasons behind choosing them. After that, it explained the student's questionnaire with regards to its description, administration, piloting and the aims of the questions. Finally the last section of this chapter the data analysis procedures covered the methods used to analyse data.

## **Chapter Four: Results and Findings**



# EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

## Chapter 04: Data Analysis and Discussion

The main concern of this research is to explore EFL students' perception of online learning in comparison to face-to-face learning at Djilali Bounaama University. This chapter presents and analyses the information gathered from the students' questionnaire and then reports according to the research questions.

The data gathered from the Likert scale items and the multiple-choice items will be analysed through descriptive statistics in the SPSS. After analysing each item, the responses' total frequency and percentage rates will be presented in tables and figures. The data gathered from open-ended questions will be analysed through content analysis. The learners' answers were analysed using the statistical package of social sciences (SPSS for windows 13.0).

### 4.1. Presentation of the Results

#### ➤ Section one: Background Information

#### Question 01: Gender

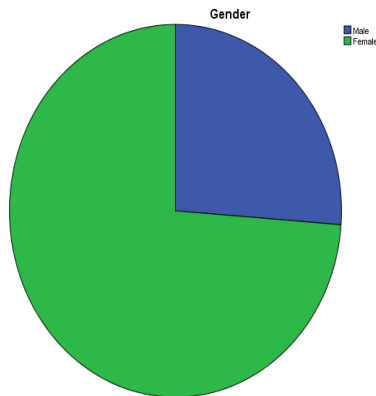
Response	Participant	Percentage
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EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING  
VERSUS FACE-TO-FACE LEARNING

<b>Male</b>	11	26.2%
<b>Female</b>	31	73.3%

**Table 01:students' gender**

**Students' Gender**



Students' gender was as follows: 31 participants were female, about 73.3%, while the other 11 participants were male, which is about 26.2%.

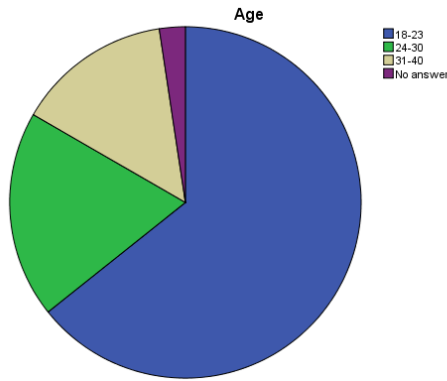
**Question 02: Age**

<b>Response</b>	<b>Participants</b>	<b>Percentage</b>
<b>18-23</b>	27	65.9%
<b>24-30</b>	8	19.5%
<b>31-40</b>	6	14.6%
<b>No answer</b>	1	2.4%

**Table 02: students' age**

**Students' Age**

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING



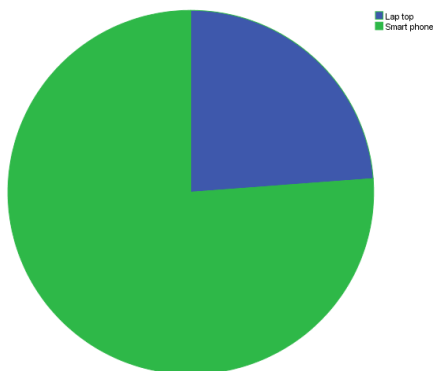
The results reveal that 27 students are between the age ranges of 18 to 23 years old (about 65.9%), 8 of the students are in the range age between 24 to 30 years old (about 19.5%), 06 students are between the age ranges of 31 to 40 years old.

**Question 03:** What device do you use for distance learning?

Response	Participant	Percentage
Lap top	10	23.8%
Tablet	00	00%
Smartphone	32	76.2%

**Table 03: The types of devices used by students in distance learning**

**Types of devices used by students in distance learning**



## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

As shown in Figure 3, 76.2 % of the students had used smartphones as a connecting device for their online classes. However, 23.8 % of the students used laptops, and no students used tablets. This indicates that the most popular device among students is smartphones for online learning compared to laptops and tablets. This finding is more similar to Abbasi et al. (2020), where 76 % of students prefer mobile devices for E-learning. In addition, the majority had used mobile data as an internet mode to connect to the internet during online classes.

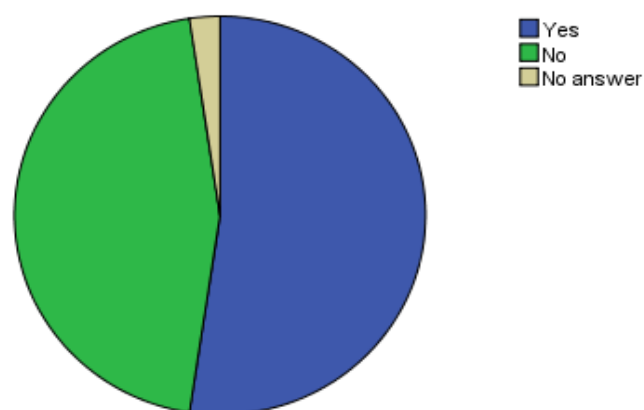
### Question 04:

a. Have you experienced Online Learning before the emergence of COVID 19?

Response	Participant	Percentage
Yes	22	52,4%
No	19	45,2%
No answer	1	2,4%

**Table 04: Students' Experience of Online Learning before COVID-19**

### Students' experience of online learning before COVID-19



## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

The fourth figure shows that a lower percentage of respondents, 45.2 % consider that they have not experienced online learning before COVID 19 compared to 52.4 % who have experienced this mode.

### **b.** If not, please say why?

The reasons given by participants that indicated that they had not experienced online learning before COVID 19; they believed that online learning is not engaging because of the lack of interaction, particularly the lack of socialising with their peers. Students consider this learning mode an uncomfortable way to understand since there are no appropriate materials and tools for successful online learning. As the researchers previously mentioned in chapter two, online learning will not succeed without appropriate materials. As Thomson, (2010), mentioned by contrast that, addressing each student's individual needs is easier to do with online students since the nature of the system is more geared to individuals.

Others said that they did not have studies before COVID 19 they were just working.

Moreover, other respondents said that face-to-face is the only method adopted in the Algerian universities, and all courses were presented in classes in the teacher's presence. They also claim that the educational system did not focus on learning online.

### ➤ **Section Two: Students' perceptions**

**Question 01:** How did you perceive having to attend online courses during the coronavirus pandemic?

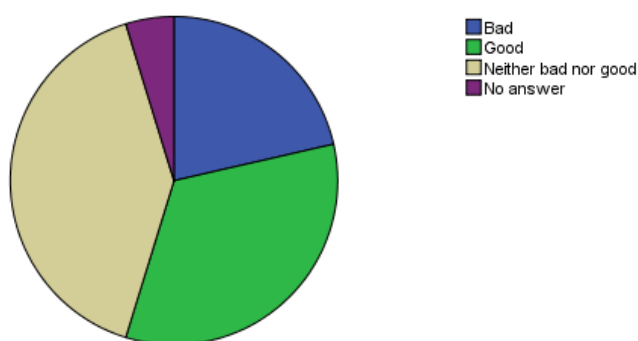
<b>Response</b>	<b>Participant</b>	<b>Percentage</b>
<b>Bad</b>	9	21.4

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

<b>Good</b>	14	33.3
<b>Neither bad nor good</b>	17	40.5
<b>No answer</b>	2	4.8

**Table 05: Students' attendance in online learning classes during COVID-19.**

### Students' attendance in online learning classes during COVID-19.



The fifth graph presents the student's stance on how they perceived having to attend online classes during COVID 19 pandemic, relying on the collected data, 9% of the students answered "bad", and 14% answered "good", 17% of them said their perception was neither "bad" nor "good".

Concerning students' perceptions towards online learning, the majority of them perceived it as neither good nor bad since it was quite challenging for them. Because, it was their first experience for them, "online students feel a weaker sense of connectedness and belonging than on-campus students who attend face-to-face classes" (Rovai et al., 2005, p. 4) found this mode of learning disadvantageous and did not benefit from it.

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

As far as EFL students were concerned, they were for the traditional learning model. The collected data shows that they did not gain enough knowledge even though they got access to the university platforms besides experiencing stress in distance learning during COVID 19. On the other hand, the only positive aspect of online learning is to study anytime and anywhere without making much effort or moving to the university.

### **Question 02:**What do you like about online learning?

It presents the different students' opinions about what they like about online learning; the answers vary from the negative and positive; students like the fact that they do not have to go to university and study at home freely at any time they want. The majority answered nothing because they did not benefit from these courses, and their levels lowered.

Question 2 included a variety of students' opinions about their preferences in online learning; most of the answers showed that students are against attending online courses for many reasons; they feel that they did not benefit from these courses and their levels are lower.

This answer showed the opposite in comparison to Means et al. when he argued in his findings that "on average, students in online learning conditions performed better than those receiving face-to-face instruction" (2009, p. 11).

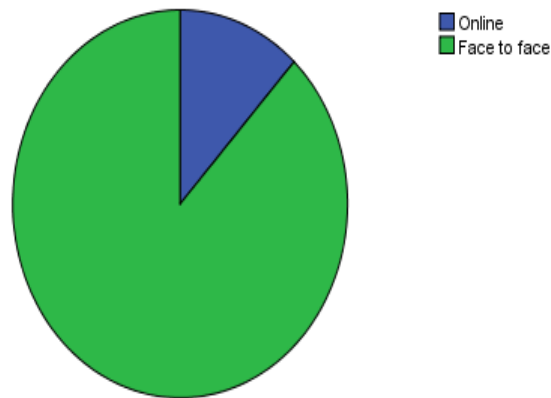
### **Question 03:**In your opinion, which learning mode is more effective, online or face-to-face learning?

<b>Response</b>	<b>Participant</b>	<b>Percentage</b>
Online	5	11,9%

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

Face to face	37	88,1%
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**Table 06: Students' opinion about the most effective teaching and learning mode.**



**Students' opinions about the most effective teaching and learning mode.**

A quick glance at (Figure 6) shows that 88.1% of the students were for face-to-face learning, and only 11.9% were for online learning.

Question 3 contains information about whether students preferred online learning or face-to-face learning; the results showed that most students were against online learning because they did not have the chance to ask for clarifications, could not work in groups or with peers, and the interaction was absent. This idea was justified by (Larremendy & Leinhardt, 2006) when they mentioned in their research that " distance education has naturally been known for its departure from the conditions in which teaching and learning naturally occur. To some extent, distance education is a pedagogical oddity, requiring further justification, such as extending educational opportunities or encouraging online learning" (p570).

**Question 04:** Was online learning as beneficial as face-to-face learning regarding knowledge gain?

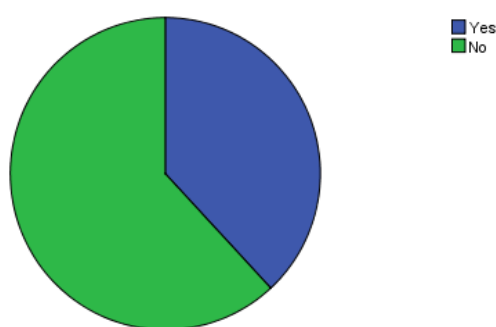


## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

Response	Participant	Percentage
Yes	16	38,1%
No	26	61,9%

**Table 07: Students' perception about whether online learning was as beneficial as face to face in terms of knowledge gain or not.**

### Benefits of Online Learning and Face-to-Face Learning According to Students



The seventh figure shows the student's opinion on whether online learning was as beneficial as face-to-face learning in terms of knowledge gains; 61.9% answered "No". However, 38.1% of them answered "Yes".

Question 4 shows that students find that online learning is not beneficial as face to face learning in terms of knowledge gains and understanding. Students cannot understand the teacher, and he is not able to ask him to form further explanations and examples for better understanding. Unlike face-to-face learning, they can interact with themselves and asking from the teacher to explain difficult aspects.

The teacher helps them in the learning process, and he can guide the class more;

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

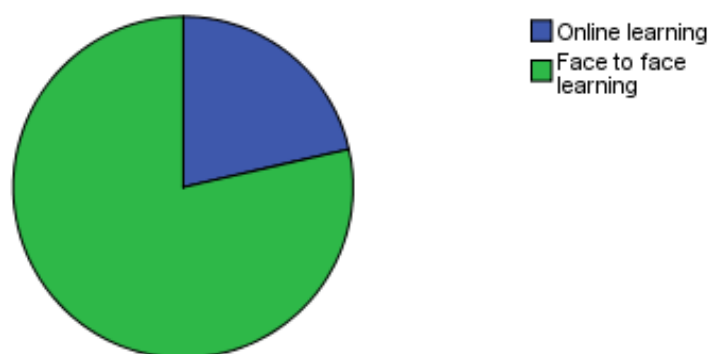
he can use different styles and techniques according to his students. In face to face to face learning, the teacher knows his students so he can design the lesson according to the need of his students. All these favours do not exist in online learning; students prefer more online learning.

**Question 05:** As a student of English, what do you prefer?

Response	Participant	Percentage
Online learning	9	21,4%
Face to face learning	33	78,6%

**Table 08: The most preferred teaching and learning mode by students.**

**The most preferred teaching and learning mode by students.**



The collected data shows that the highest percentage, 78.6%, of the participants report that they prefer to learn face to face. At the same time, only 21.4% of them said that they prefer online learning more.

**Question 06:** Did you use online platforms to access online learning?

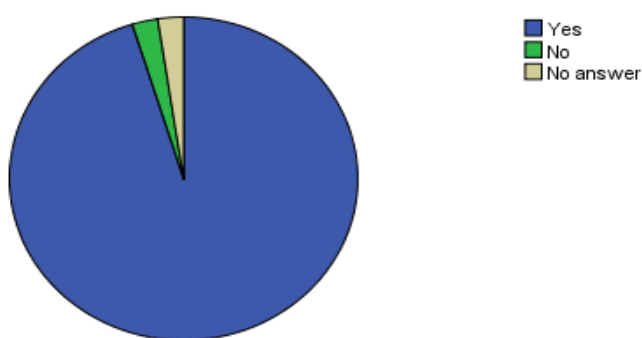
Response	Participant	Percentage
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EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING  
VERSUS FACE-TO-FACE LEARNING

<b>Yes</b>	40	95,2%
<b>No</b>	1	2,4%
<b>No answer</b>	1	2,4%

**Table 09: Asking students whether they use online platforms to get access to online learning or not**

students use of online platforms to get access to online learning.



The figure above represents the number of students who used access platforms to learn when they applied online learning. 95.2% of participants answered "yes", and only 2.4% of them did use platforms during online learning.

The result of question 6 shows that most students used to access platforms. Students are exposed to learning online, respect the concept of online learning, and frequently attend online classes to learn. Students are eager to learn online and try this new method of learning. Students' absences during online classes are almost non-existent because students stay at home and attend the class, so it does not need effort or travel. A minority of participants did not access platforms, and this was because they did not have learning materials such as computers and the internet.

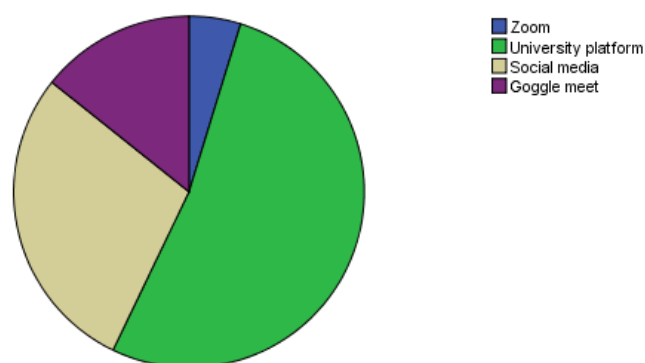
**Question 07:** If yes, which platform did you rely on?

EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING  
VERSUS FACE-TO-FACE LEARNING

Response	Participant	Percentage
Zoom	2	4,8%
University platform	22	52,4%
Social media	12	28,6%
Goggle meet	6	14,3%

**Table 10: The learning platform that students rely on.**

**The learning platform that students rely on.**



As illustrated in (figure 10), 52.4% of students used the university platform to access online courses, and 28.6 % relied on social media, such as Pdfs posted by the teachers on the Facebook application. In addition, 14.3% of students preferred attending online classes through google meet, and only 4.8% of them used the Zoom application.

Question 7 provides the researchers with the platforms students use to attend online courses; students claimed that they had consulted the online platforms that have allowed them to access pedagogical spaces at the university. Other participants mentioned that they use social media to access online courses, for example, Pdfs posted by the teachers on Facebook application or videos on YouTube to better understand. However, the minority of students had the opportunity to learn using Zoom and Google meet platforms since it was not available in the university context.

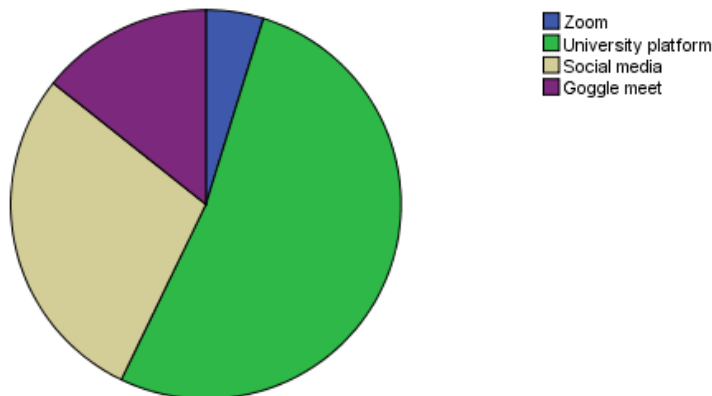
**EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING  
VERSUS FACE-TO-FACE LEARNING**

**Question 08:** Compared to face-to-face learning, the learning effort during distant learning is....

<b>Response</b>	<b>Participant</b>	<b>Percentage</b>
<b>Lower</b>	27	64,3%
<b>The same as face to face learning</b>	3	7,1%
<b>Higher</b>	12	28,6%

**Table 11: The learning effort during distance learning compared to face-to-face**

**The learning effort during distance learning compared to face-to-face.**



As for the learning effort during remote learning compared to face-to-face learning, it can be noticed that the highest percentage was recorded for "lower" (64.3%). However, 28.6 % of the students considered online learning required a higher learning effort, and only 7.1 % considered the learning effort during distance learning the same as face-to-face learning.

➤ **Section Three: Challenges faced by students**

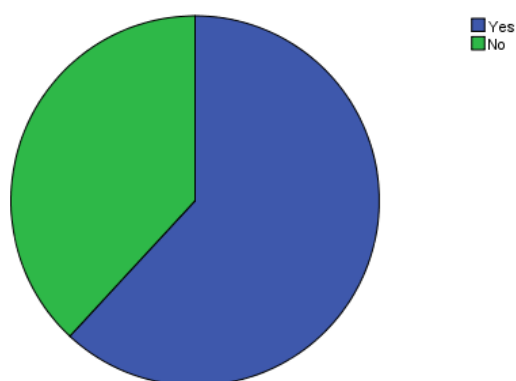
**Question 01:** Do you enjoy online learning?

EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING  
VERSUS FACE-TO-FACE LEARNING

Response	Participant	Percentage
Yes	26	61,9%
No	16	38,1%

**Table 12: Asking students if they enjoy online learning or not**

**Students' enjoyment when learning online**



Question 1 seeks to investigate whether students enjoy online learning or not. 61.9 % note that they do enjoy remote learning, and in contrast, 38.1 of them assert the contrary.

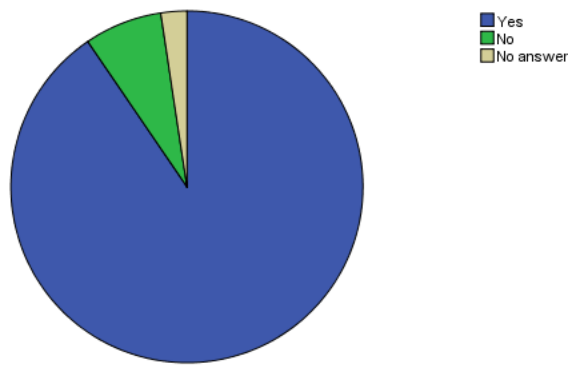
**Question 02:** Do you have access to a device for learning online?

Response	Participant	Percentage
Yes	38	90,5%
No	3	7,1%
No answer	1	2,4%

**Table 13: Students' access to a device for online learning**

**Students' access to a device for online learning**

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING



This question asks students if they have access to a device for online learning. According to figure 13, the great majority of the students, 90.5%, answered "yes". However, 7.1 % responded no. These results reveal that most students have a device to learn remotely.

**Question 03:** Please mark (X) in the rating that best suits your answer to the following questions. Mark only one choice per question.

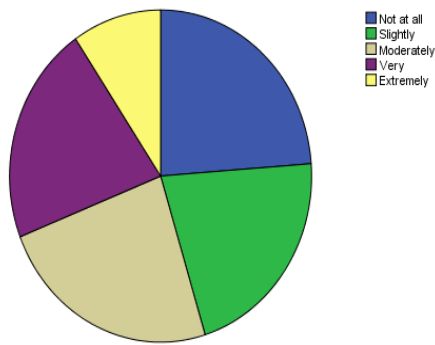
a. How stressful is distance learning for you during COVID 19

Response	Participant	Percentage
Not at all	10	23,8%
Slightly	9	21,4%
Moderately	10	23,8%
Very	9	21,4%
Extremely	4	9,5%

**Table 14: The stressful rate of distance learning for students during COVID 19**

**The stressful rate of distance learning for students during COVID 19**

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING



This question seeks to investigate how stressful is distance learning for students. Depending on the results exhibited in figure 14, it can be noticed that the distribution of the answers is relatively equal between the respondents who said not at all and moderately. In addition, the answers are equal between the respondents who claim "slightly" and "very". Furthermore, few students said "extremely".

b. How helpful had, your university, been in offering you the resources to learn from home?

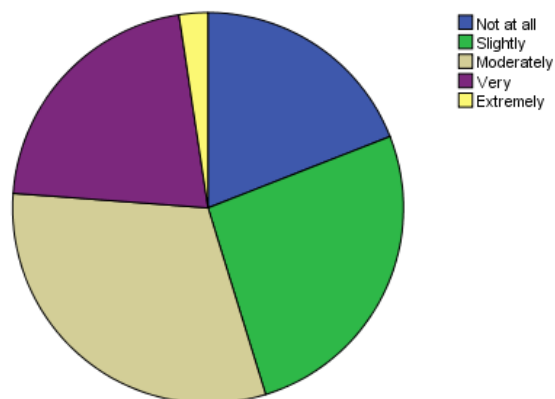
Response	Participant	Percentage
Not at all	8	19,0%
Slightly	11	26,2%
Moderately	13	31,0%
Very	9	21,4%
Extremely	1	2,4%

**Table 15: The university rate of being helpful in offering students resources to learn from home**



## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

### The university rate of being helpful in offering students resources to learn from home



According to figure 15, the number of participants who answered "moderately" is 31%. 26.2 % stated "slightly". In addition, 19 % answered, "not at all". The university did not help them with resources and tools to learn remotely, in contrast to those who claimed the university was "very helpful" for them, and only 2.4 % claimed "extremely".

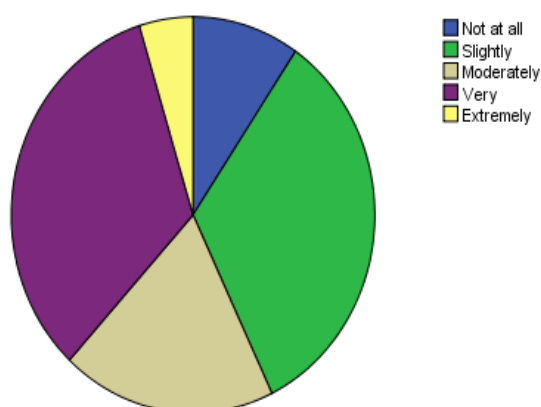
#### c. How helpful are your teachers when studying online?

Response	Participant	Percentage
Not at all	4	9,5%
Slightly	14	33,3%
Moderately	8	19,0%
Very	14	33,3%
Extremely	2	4,8%

**Table 16: The teachers' rate of being helpful when studying online**

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

### The teachers' rate of being helpful when studying online



This question provides information about the teachers' help when studying online. The participants claim that very and slightly are equal (33.3%), and nineteen of the students said moderately. Moreover, only 9.5 % indicated that the teachers were helpless when studying online, and 4.8 found that they significantly helped them during the online classes. The results show that even though the students faced many handicaps during their remote learning, most of them indicated that their teachers were helpful to them.

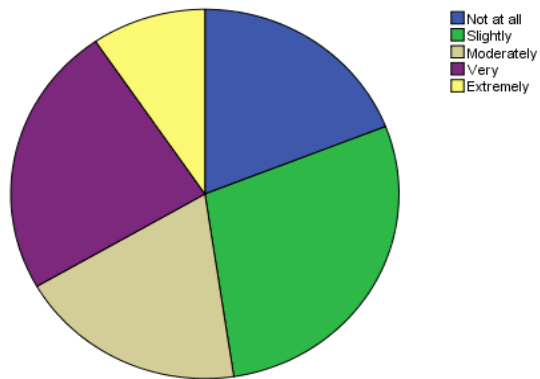
#### d. How well could you manage time when learning remotely (online)?

Response	Participant	Percentage
Not at all	8	19,0%
Slightly	12	28,6%
Moderately	8	19,0%
Very	10	23,8%
Extremely	4	9,5%

**Table 17: The students' rate of being able to manage time when learning online**

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

### The students' rate of being able to manage time when learning online



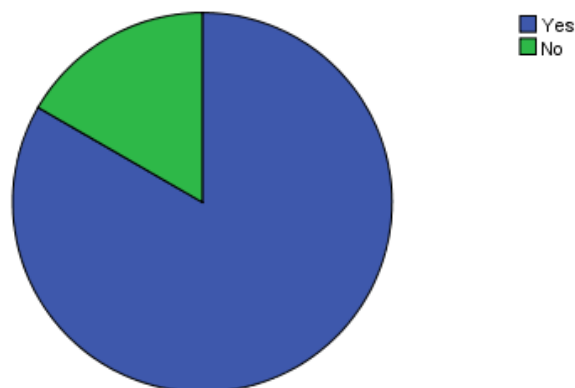
This question deals with time management when learning remotely; the highest percentage of participants (28.6%) answered "slightly", while 23.8 % noted "very", and the students' number who reported that they "could not manage their time at all" and "moderately" are the same (19%). Only 9.5 % answered with "extremely".

#### Question 04: Did you find any difficulties in learning online?

Response	Participant	Percentage
Yes	35	83,3
No	7	16,7%

**Table 18: Asking students if they find difficulties while learning online**

### Whether students find Difficulties while learning online or not



## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

The figure above represents the number of students who faced difficulties while online learning. 83.3 % of participants answered "Yes". However, only 16.7% of them did not face difficulties.

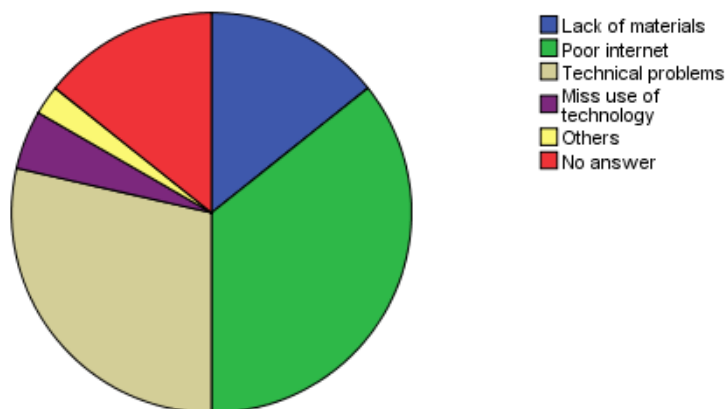
### Question 04:

a. If yes, what are these difficulties?

Response	Participant	Percentage
Lack of materials	6	14,3%
Poor internet	15	35,7%
Technical problems	12	28,6%
Miss use of technology	2	4,8%
Others	1	2,4%
No answer	6	14,3%

**Table 19: The difficulties faced by students while learning online**

**The difficulties faced by students while learning online**



b. If others explain

The last figure represents the difficulties faced by students when they attend online courses. 35.7% of them faced difficulties with poor internet that enables them to access

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

platforms when teachers do online meetings. 28.6% of students faced technical problems with the university platform; they could not access the university's website to download the courses posted by teachers in Pdfs or videos. 14.3% of the participants answered by lack of materials since computers are not available in their houses, and some students did not have even mobile phones. 4.8% of them did not know how to use these platforms to attend lessons. 2.4% said they faced other difficulties, including time problems, as they do not have time for conferencing platforms.

Question 10 obtained data about the obstacles students faced during their remote learning. The results reveal that the main reason that prevents students from studying online is the poor internet flow that does not allow them to access the platforms. They also mentioned the technical problems of the university website; they could not download the courses from it. The lack of materials for both students and teachers leads to the bad quality of the courses. These results agreed with the literature review when the researchers investigated and found that the effectiveness of the online class relies on the materials and the internet. Nkong & Gueldenzoph (2006) declared that inadequate hardware and software, slow internet connections; learner's procrastination, lack of technical expertise among the instructors, insufficient orientation for learners, and a lack of release time for instructors to develop and design their online courses had been cited as barriers to faculty participation in developing and teaching online courses. Furthermore, similar findings were presented by other researchers who carried out surveys during covid 19 (Abbasi et al.,2020; Baczek et al.,2020; Rajab et al., 2020; Verma et al.,2020;); Baczek et al. informed online classes also have limitations, including problems with internet access, poor internet connection quality, and insufficient digital skills of the respondents.

### ➤ **Section Four: Further suggestions and comments**

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

If you have any additional suggestions or comments that you would like to add about our topic, please do not hesitate to help us.

After analysing the questionnaire, the researchers noticed that most students did not answer this section, seemingly, because they did not finish the previous questions on time or did not have anything to add. The respondents who commented and added further information stated that it is an interesting topic; they also suggest that learners can learn in a comfortable and successful environment with online learning. However, because it is a new educational system, the Algerian educational system is still far from fully integrating online courses into its curriculum; the respondents in this study lacked suitable and sufficient familiarity with the distance learning system. Other respondents claimed that distance learning could not be the alternative to face-to-face learning because learners need teachers in front of them to ask and inquire. Perhaps the remarkable comment was a student who said he "hates online learning, please stop it". He prefers in-person education, which according to him, is the best learning method.

This study attempted to evaluate EFL students' perceptions of online learning versus face-to-face learning; the results of the questionnaire indicated and proved that students are reluctant to accept online learning models as an alternative to face-to-face learning even during the lockdown and the protocol imposed on Algerian institutions and universities due to the COVID 19 pandemic. Moreover, they revealed an undesirable and pessimistic stand toward online learning, which means they preferred traditional in-person learning. This evaluation mainly is the consequence of the fact that students faced several difficulties when learning online besides the shortages of the vital and necessary support from the university and the teachers in charge who did not provide enough help and encouragement to their

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

students to enhance the kind of learning. Hence, online learning cannot replace face-to-face learning in Algerian universities in this period. Students, teachers, and universities have to be acquainted with the rapid change in education. They should adopt new methods and be digitally literate to move to the new era of education.

### **Summary**

The previous chapter presented the results and interpretation obtained from the student's questionnaire, which was divided into four sections. The first section presents the students' backgrounds, and the second chapter deals with the students' perceptions. The third section covers the challenges students face, and the fourth section for further suggestions and comments. The questionnaire findings were presented in tables and converted into pie charts with their verbal interpretation.

## **Chapter Five: Conclusion**



# EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

## **Chapter Five: Conclusion**

Chapter five concludes the study by summarising the key research findings concerning the research aims and questions and discussing the value and contribution. It will also review the study's limitations and propose some recommendations.

### **5.1. Study Aims and Overall findings**

This study was carried out to evaluate English foreign languages perception towards distance learning compared to traditional face-to-face learning. Whether they have a negative or positive stand regarding online learning, it aimed to determine the challenges students face when learning remotely.

The main findings reveal that EFL learners in Djilali Bounaama University overwhelmingly had an unfavourable view of online learning. They are reluctant to accept this learning mode because students encounter several difficulties: the lack of internet and materials, technical problems, and the lack of interaction, which will badly affect the learning process. Furthermore, the results indicated that face-to-face learning is the best learning method. It makes students active and encourages interaction in the class by participating, asking questions, and working in groups or with peers.

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

From the results and what has been mentioned in the previous chapter, the first hypothesis of this research, which is "EFL learners faced challenges in remote learning that led to a lower quality of learning and teaching", is confirmed. Additionally, the second hypothesis, "traditional is more effective than online learning", was also approved.

### **5.2. Contribution to the Study Field**

The current research seeks to evaluate web-based learning in comparison to traditional learning. Moreover, it highlights the main obstacles faced by students during online courses. However, since this teaching and learning method is relatively new in Algeria, the student's perception has been poorly understood due to the limited number of studies in that field. Hence, researchers decided to make it the focal point of this work. This study will provide new perspectives regarding distance learning in the Algerian context, how EFL learners perceive this mode of learning, and their difficulties when learning remotely to suggest solutions of how can they be overcome, especially for teachers and the administrations.

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

### **5.3. Limitations of the Study**

To fulfil the main aim of this research work, an exploratory study was carried out to obtain reliable results. The findings adequately and clearly answered the research questions. However, some difficulties and limitations were encountered. The first limitation is time constraints, which was the main obstacle facing us when conducting this study. A longer time would help us use different tools and a larger sample of students and populations from different levels at the department of English at the University of Khemis Miliana. This would give the results different dimensions. The second limitation is that distance learning is a relatively new educational system in Algeria, and it is still in its early stages. Algerian universities are still far from fully integrating online courses into their curriculum; hence, the respondents in this survey lacked adequate and sufficient distance learning experience. The third limitation is that the tool used a questionnaire; data would have been much more accurate if the questionnaire had been carried out with an interview. The interview as a research method would be more helpful for the qualitative results provided. It would also yield more reliable and valid

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

outcomes, which is not always the case with the questionnaire, where the answers would not reflect the students' real opinions or answers.

Another problem was the small number of participants, which did not give us a complete picture of the subject matter since the student sample consisted of only 42 students. The last limitation was the lack of articles and sources dealing with the students' perception of online learning and face-to-face learning. Although traditional learning is an old method, there are very few articles and studies about the students' perceptions.

### **5.4. Recommendations**

First, students had a negative perception of online learning. According to their experience, during online classes, there is no interaction between teacher-student or between students to the teacher or between student to student, no communication or class discussions, and students cannot ask questions or more explanations for the concept that they did not understand. Also, the teacher cannot see students' reactions or receive feedback. They should work on the interaction to make it more effective in the online class, with the suitable

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

platforms, applications, and video call classes while reducing the number of students in each class. This will help the teacher manage the class, and it will allow all students to interact, ask questions and participate; at the same time, the teacher will be able to see his students' faces and reactions. In this way, students will be more active during the learning process.

Second, online tasks sent to students via email to complete and the teacher giving them marks were not professional and convincing. Because it raises the ability to cheat, they should design tasks and organise a time and session to do the task. The task should not be definitions or true-false questions; they need to give them questions to answer in an essay or composition form.

Third, the lack of internet and materials was one of the main challenges in online learning. They are supposed to provide universities, teachers, and students with suitable modern technology materials, including computers and the internet, to facilitate the teacher's task; and allow the students receive the course at the same time teachers deliver it. In addition to that, improving the speed of internet flow to make students access the platforms and websites to attend the class.

## EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING VERSUS FACE-TO-FACE LEARNING

Finally, teachers provided students with online classes without having experience or training on how to teach online. They need to consider that teachers should have special training on using technology and the internet. In addition to that, special sessions on how to design effective online courses and regular session workshops or even teachers can do it can teach themselves by practice.

### **Summary**

This chapter presented the aim and the overall findings of this research paper. The researchers have also drawn the limitations and the obstacles they have faced in investigating this research from the first day until the day of submission to help researchers and those who want to build their projects on this dissertation. Furthermore, this chapter attempted to supply administration and teachers with some of the recommendations and suggestions the researchers think they have to implement to get an ideal distance education.

EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING  
VERSUS FACE-TO-FACE LEARNING

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EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING  
VERSUS FACE-TO-FACE LEARNING

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EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING  
VERSUS FACE-TO-FACE LEARNING

**Appendix A**

Dear master 1 students

This questionnaire is designed to gather data as a part of a research work carried out in the framework of a master degree. It aims at evaluating EFL students' perceptions towards Online Learning VS Face To Face Learning. We would be very grateful if you take part in this questionnaire, your answers are very important for the validity of the research we are undertaking. As such, we hope that you will give us your full attention and interest, and we wish you would give frankly your views and opinions, and we assure you that your responses will be confidential, and will be used only for research purposes.

By answering our questions, you will be of a great help to us.

*For each question, tick the box that better match our opinion or give a full answer when needed*

**Part one**

**I. Students background:**

1. Gender

Male  female

2. Age:

18-23  24-30  31-40

3. What device do you use for distance learning?

Lap-t   
 Tablet  
 Smart phone

4. Have you experienced Online Learning before the emergence of COVID 19?

Yes  No

If no, please say why?

EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING  
VERSUS FACE-TO-FACE LEARNING

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**Part two**

**II Students' perceptions**

1. How did you perceive having to attend to online courses during corona virus pandemic?  
 Bad       Neither bad nor good       good

2. What do you like about online learning?  
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3. In your opinion, which learning mode is more effective, online or face-to-face learning?  
 Online       Face to Face

4. Was online learning as beneficial as face-to-face learning in terms of knowledge gain?  
 Yes       No

5. As a student of English, what do you prefer?  
 Online learning       Face to Face learning

EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING  
VERSUS FACE-TO-FACE LEARNING

6. Did you use online platforms to get access to online learning?

Yes                       No

7. If yes, which platform did you rely on?

Zoom                       University platform                       Web conferencing  
platforms  
 Social media                       Google meet                       Others (specify)

8. In comparison to Face-to-Face learning, the learning effort during distance learning for you is...

Lower                      The same as  during F2F learning                      Higher                     

\*Please explain.

**Part Three**

**III Challenges faced by students**

1. Do you enjoy O L?

Yes                       No

2. Do you have access to a device for learning online?

Yes                       No

3. Please mark (X) in the rating that best suits your answer about the following questions.

Mark only one choice per question.

- A. Not at all
- B. Slightly
- C. Moderately
- D. very
- E. Extremely

EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING  
VERSUS FACE-TO-FACE LEARNING

	A	B	C	D	E
How stressful is distance learning for you during COVID 19?					
How helpful your university has been in offering you the resources to learn from home?					
How helpful are your teachers when studying online?					
How well could you manage time when learning remotely (online)?					

4. Did you find any difficulties in learning online?

Yes

No

5. If yes, what are these difficulties?

Lack of materials

Poor internet

Technical problems

Miss use of technology

Others

If there are others please explain.

**Part four**

**VI .Further suggestions and comments**

If you have any additional suggestions or comments that you would like to add about our topic, please do not hesitate to help us.

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EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING  
VERSUS FACE-TO-FACE LEARNING

**Appendix B**

**Djilali Bounama University, Khemis Miliana**

**Literatures and Languages College**

**Department of Foreign Languages**

**April .15,2022**

**Address: Jilali Bounaama University**

**Dear Madam,**

Warmest Greetings,

We are Master 2 students of Language and Communication specialty at Dilali Bounama university in Khemis Miliana

We are writing this letter to ask your permission to allow us to conduct a questionnaire among first year master students of the same specialty in the department of Foreign Languages of Djilali Bounama university. This is in view of our dissertation which is entitled 'Evaluating EFL Students Perceptions towards Online Learning versus Face to Face Learning' under the supervision of Dr Koran.

The questionnaire will be hold in only about 10-15 minutes and would be arranged at a time convenient to the students' schedule. Participation in the questionnaire is completely voluntary. We will not oblige or harm any participant and promise that this conducted only for academic research purpose .All information that will be provided by the respondents will be confidentially kept. The names of the responds are not necessary to be appeared in the dissertation or results publication from this study unless they agree to.

After gathering and analyzing data, you will receive a copy of the executive summary. If you would be interested in greater details, an electronic copy of the entire dissertation can be made available to you.

If you agree, kindly sign below acknowledging your consent and permission for us to conduct this study at the university of Djilali Bounama ,Department of Foreign Languages.

Your approval to conduct this study will be greatly appreciated. Thank you in advance for your t=interest and assistance with this research.

Sincerely,

Seghir El Hirts Hayet, Hababla Habiba, Toumi Fatima Zahra

EVALUATING EFL STUDENTS' PERCEPTIONS TOWARDS ONLINE LEARNING  
VERSUS FACE-TO-FACE LEARNING