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Examining the New Concept of E-learning and  
How it has Influenced Traditional Classroom in  
Algerian University

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*Dedications*

*To you dear parents, I dedicate this work.*

*I also dedicate it to my husband, sisters and brothers and my second family (my dear friends).*

*I appreciate your help dear friends: FETIHA, SAIDA.*

*Special thanks to the friend who told me once “ I’ll still hold your back even if we do not exist anymore “*

*FettahineAhlem*

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*I dedicate this thesis....*

*To my parents: Fatima and Mohamed, special thanks for their tender encouragement and great sacrifices, they were able to create the affectionate climate conducive to the pursuit of my studies. No dedication could express my respect, my consideration and my deep feelings towards them. I pray to Allah to bless them, to watch over them, hoping that they will always be proud of me.*

*To my sisters Samiha, Sabrina, Roumaissa, Chaimae, Rokaya, Nour El Houda, Meriem and Zineb, and my brothers Kamel and AbdRahmane.*

*To Bizziou family, they will find here the expression of my feelings of respect and gratitude for the support that they have never stopped giving me.*

*To all my teachers: Their generosity and support obliges me to show them my deep respect and loyal consideration.*

*To my friends: Ahlem, Maria, Kenza and Yacine, they will find here the testimony of loyalty and infinite friendship.*

*Amina Anteur*

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*This dissertation is dedicated to my parent, my husband and my children, sisters and brothers, family and friends.*

*Thank you for your support and encouragement throughout my pursuit for education*

*Lammamrihayetchafia*

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*Abstract*

*In Algeria, technology advancements have led to the emergence of new methods in education that provide educational content with visual and static features without requiring students to commit to a set time and location, this style of learning is known as "e-learning." This study aims to examine the new concept of E-learning and how it has influenced traditional classes in Algerian universities. This research paper is based on questionnaire distributed on EFL learners and teachers to know about their behaviour towards e-learning. Despite the challenges they faced in the field. The findings show that most of EFL learners had a good attitude about e-learning and they try hard to develop their skills to cope with this new method. The researchers recommend for applying e-learning concept to all higher educational institutions in order to facilitate the teaching-learning process.*

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**Key words:** *e-learning, Algerian universities, EFL learners, traditional classes.*

***Résumé***

*En Algérie, les progrès technologiques ont conduit à l'émergence de nouvelles méthodes dans l'éducation qui fournissent des contenus éducatifs avec des caractéristiques visuelles et statiques sans obliger les étudiants à s'engager à un temps et un lieu déterminés, ce style d'apprentissage est connu comme "e-learning." Cette étude vise à examiner le nouveau concept de E-learning et comment il a influencé les classes traditionnelles dans les universités algériennes. Ce document de recherche est basé sur un questionnaire distribué aux apprenants et aux enseignants de l'EFL pour connaître leur comportement à l'égard de l'apprentissage électronique. Malgré les défis qu'ils ont dû relever sur le terrain. Les résultats montrent que la plupart des apprenants d'EFL avaient une bonne attitude à l'égard de l'apprentissage en ligne et qu'ils s'efforcent de développer leurs compétences pour faire face à cette nouvelle méthode. Les chercheurs recommandent d'appliquer le concept d'apprentissage électronique à tous les établissements d'enseignement supérieur afin de faciliter le processus d'enseignement-apprentissage.*

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**Les mots clé:** *l'apprentissage électronique, Les universités Algériennes, apprenants EFL, les classes traditionnelles.*

أدى التقدم التكنولوجي في الجزائر إلى ظهور طرق جديدة في التعليم توفر المحتوى التعليمي بخصائص بصرية وثابتة دون مطالبة الطلاب بالالتزام بوقت وموقع محددين، يُعرف هذا النمط من التعلم باسم «التعلم الإلكتروني». تهدف هذه الدراسة إلى دراسة المفهوم الجديد للتعليم الإلكتروني وكيف أثر على الفصول التقليدية في الجامعات الجزائرية. تستند هذه الورقة البحثية على استبيان تم توزيعه على متعلمي و معلمي اللغة الانجليزية كلغة أجنبية لمعرفة سلوكهم تجاه التعلم الإلكتروني. على الرغم من التحديات التي واجهوها في الميدان. تظهر النتائج أن معظم الطلاب لديهم موقف جيد بشأن التعلم الإلكتروني ويحاولون جاهدين تطوير مهاراتهم للتعامل مع هذه الطريقة الجديدة. يوصي الباحثون بتطبيق مفهوم التعلم الإلكتروني على جميع مؤسسات التعليم العالي من أجل تسهيل عملية التعليم والتعلم

---

**كلمات مفتاحية:** التعليم الإلكتروني، الجامعات الجزائرية، التكنولوجيا، طلاب اللغة الانجليزية، التعليم التقليدي.

AF: Absolute Frequency.

CD/ CD-ROM: Compact Disc-Read Only Memory.

CMS: Course Management System.

CNEG: Centre National d'Enseignement Généralisé.

CNEPD: Centre National de la formation et de l'Enseignement Professionnels à Distance.

EFL: English as a foreign language.

E-LEARNING: Electronic Learning

ESP: English for Specific Purposes.

ICC: Inter-Cultural Communication.

ICT: Information Communication Technology.

K.M.U: Khemis Miliana University.

LAN: Local Area Network.

MICT: Medea for Information and Communication Technology.

NEPAD: New Partnership for Africa's Development.

ONEFD: Office National d'Enseignement et de Formation à Distance.

PDF: Portable Format Documents.

R.F: Relative Frequency.

UFC: The University of Continuing Education.

WAN: Wide Access Network.

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# **General Introduction**

## **Background of the study**

Education is one of the main priorities of the Algerian government. The educational system in Algeria is divided into four levels: Preparatory, basic (primary education; ages 06-10, middle education; ages 11-14), secondary (ages 15-17), vocational and higher education (it starts from the age 18 years old).

Higher education is composed of universities, national institutions, engineering schools...etc. that depend mainly on distance learning and technology especially through the past ten years, A detailed review of the rapidly expanding literature on learner autonomy reveals the complexity and multidimensionality of the concept. Accordingly, it is worth exploring the conceptual roots of learner autonomy to define what it is and its development over the years, clarify the role of students and teachers, and provide a rationale for promoting it through a new method of learning in Algerian universities which is called "E-learning".

## **Statement of the problem**

E-learning is another form of distance learning, it has become a necessity in higher education institutions according to unlimited benefits that it offers for the higher education system, in which Learner's autonomy paves the way for self-reliance and individual achievement in learning. Therefore, There has been a considerable growth of interest in autonomous learning from many educationalists and language teachers investigating EFL teachers' and learners' readiness for autonomous learning and their views and perceptions towards the impact of E-learning on EFL learners' autonomy. Many studies have been conducted to know to what extent e-learning can go serving the new higher educational system (LMD).

## **Objective of the study**

The purpose of this research project is to examine the new concept of e-learning and its impact on traditional classes in Algerian universities which K.M.U was taken as a sample of the research. In other words it aims to gain an understanding of teachers' perceptions about e-learning and whether it is accepted as a new tool for teaching. Specifically, within the context of Higher Education, the objectives of this research are: the first objective is to identify teachers' attitudes and the orientation of their motivation towards the use of e-learning. The second objective consists in determining whether the implementation of e-learning is related to learner's (motivation and attitudes) or to the educational and institutional factors (infrastructure and training).

## **Research questions**

This research paper attempts to answer the following research questions:

1. How does the concept of e-learning develop in Algerian university?
2. To what extent can the Algerian university apply the concept of learning?
3. What are the main advantages and disadvantages of e-learning?

### **Research design**

The data was collected using a questionnaire and observing the gradual change of Participants (EFL learners and teachers). Thus, the results will be analyzed quantitatively. Researchers suggest that e-learning is an effective method that may help EFL Learners to acquire the language in a new and different way rather than depending on Traditional learning. They also suggest that EFL teachers are more interested in e-learning to keep up with the modern era so they can show their capacities in wider range. This research paper deals with traditional method of learning and e-learning and set the difference between them as two different methods of learning as it touches upon the history of e-learning in Algeria, challenges that are described in term of resources such as: equipment, time, training and support which are either missing or inadequately provided for both EFL learner and teacher, also the barriers leads to the failure of e-learning adoption is Related to: lack of infrastructure, lack of specific training and the absence of the necessary condition. This means that there is a need to develop the right, moreover to the results that reached through the 65 questions which are conducted with learners and teachers from The department of English. Out of the different answers related to teachers' attitudes, motivation and use of e-learning. Thus, for the sake of organization and clarity, the outcomes are presented in percentages and displayed in tables, diagrams and chart pies.

The findings reflects EFL learners' opinion and behavior towards e-learning as it gives a realistic view about teachers perspectives and problems faced using e-learning.

# **Chapter One:**

## **The literature review**

### **1.1 - Introduction**

In the literature review, a great number of researchers define e-learning in different way according to their own perspectives and general needs ,but all of them agree that distance education can assist in teaching foreign languages to develop educational content and it's



more than traditional learning method ,in terms of flexibility, time consuming, and learners outcomes.

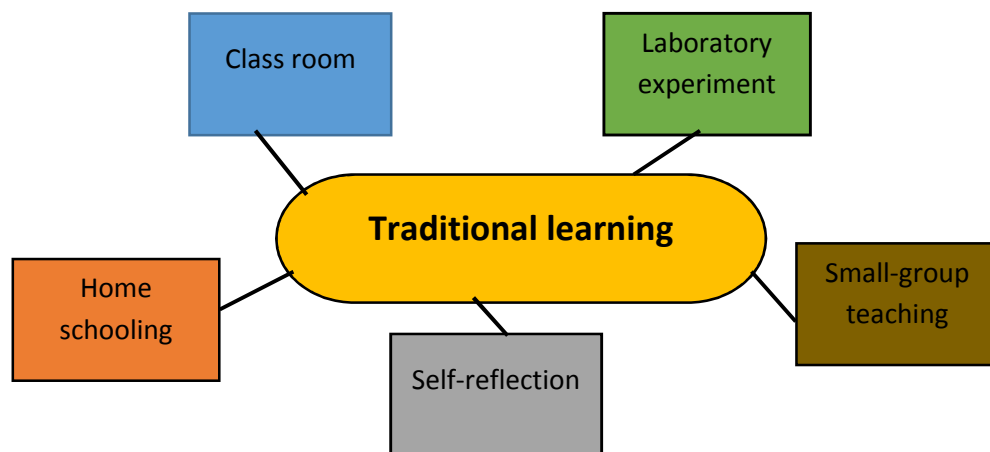
This chapter presents definitions of e-learning and discusses its impact on the traditional classes in the Algerian university. The review aims to show the history of learning in Algeria, advantages and disadvantages according to EFL teachers and learners.

## 1.2 - Traditional learning

### 1.2.1 Definition

Traditional learning is a learning process where teacher and students are present physically in the same time at same place. The teacher moderates and regulates the flow of information and knowledge without any third-party medium. Students are expected to continue learning about a subject outside of school by doing homework tasks. Here, students 'main resource is the teacher who provides face-to-face instructions to students and direct communication between and among teacher and students learning transmits skills, values, knowledge of social and moral conduct to the next generation (Cottel & Millis, 1993; Bonner, 1999)

In regular classroom, students receive a standard curriculum from the teacher in-person. Students' comprehension is tested via standardized assessments at regular intervals. The paradigm maintains a consistent time, location and speed of learning. Most famous traditional way of imparting education since it has started is the chalk and talk method (Bonwell & Eison 1991).



**Figure1.1: traditional learning methods**

### 1.2.2 The methods used in traditional learning

Traditional education, also known as back-to-basics, conventional education or customary education refers to long-standing norms that have been applied in schools throughout history.

According to Bowen , Madsen and Hilferty traditional methodology focus on committing words to memory, translating phrases, drilling irregular verbs and later remembering,

repeating and applying grammatical rules with their exceptions. The methods used in traditional learning emphasize on basic skills, assessments is seen as a separate activity and occurs through testing. Here, teachers ask students to recite and memorize the content of study and what they teach in the classroom, students will recite the lesson when they turn comes (Sunal et al 1994).

The main strategies used in traditional learning are: mnemonics, explicit teaching, direct instructions, spaced practice and purposeful practice by using traditional aids like: blackboards, textbooks, charts, pictures, posters, flashcards, worksheets, dictionaries.....etc. (Bravo 2004).

### **1.3. E-learning**

#### **1.3.1 Definition**

Distance learning describes any learning that happens without any physical presence nor in-person interactions among peers or the instructor. Instead, lectures and lessons are conducted by correspondence via Internet. It often describes the efforts of providing access to learning for those who are geographically distant (Dede, 1996, p 01).

The term “E-learning” is most likely originated during the 1980’s with the similar time frame of another delivery mode “Online learning” which can be defined as the access to learning experiences via the use of some technology (Benson, 2002; Carliner, 2004; Conrad, 2002) that depends mainly on accessibility to educational opportunities, connectivity, flexibility and ability to promote varied interactions (Ally, 2004; Hiltz & Turoff, 2005; Oblinger & Oblinger, 2005).

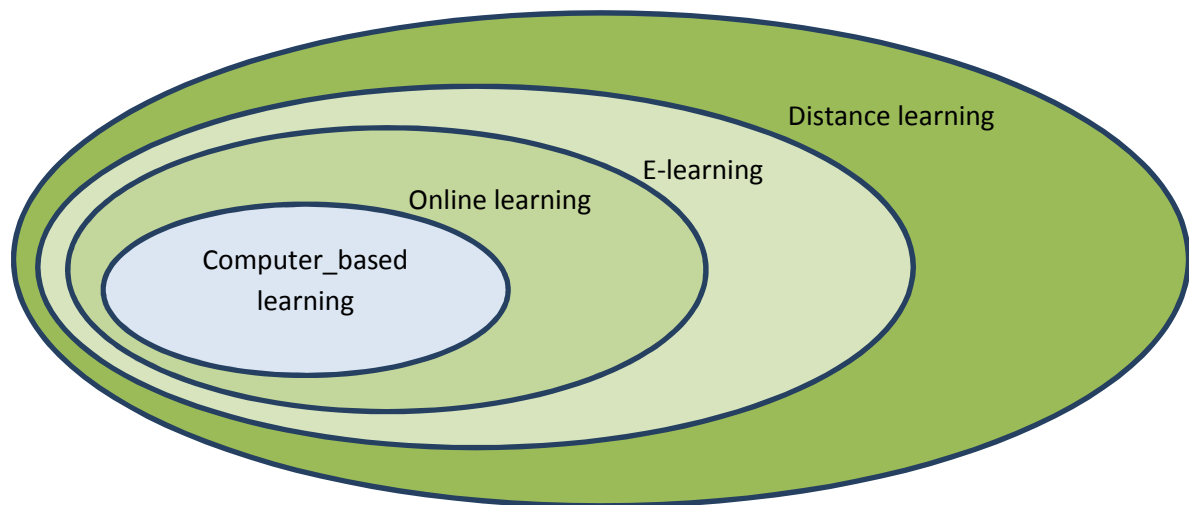
With an “E” standing for electronic and learning that is defined as “*pedagogy empowered by digital technology*” (Nichols, 2008) with ICTs supported, e-learning is a process that covers not only content and instructional methods delivered via CD-ROM, the internet or intranet (Benson et al., 2002, Clark 2002) but also includes audio and videotapes, satellite broadcast, interactive TV. Which become major tools to help students to learn English in more interesting ways (Waits & Lewis 2003, Ellis 2004).

Some definitions of e-learning are given below:

- E-learning is forever. Continuous education. The forty year degree. Daily learning. Work becomes learning, learning becomes work, and nobody ever graduates (Donna Abernathy, Training and Development Magazine, quoted in Cross, 2000)
- E-learning is learning and teaching facilitated online through network technologies (Garrison & Andersen, 2003)
- Distance education: Student use an application at various locations, separate from other students and the instructor (Wagner et al., 2008)
- "Digital learning means bringing this together in a format that fits today's digital world of work. All great learning organizations should deliver learning solutions through simulations, collaboration, meeting other people and learning from

experts. So, digital learning is not all digital, but it should take advantage of digital tools in an integrated way" (Bersin, 2017).

- "E-learning refers to the use of computer network technology, primarily over or through the internet, to deliver information and instructions to individuals" (Wang et al., 2010: 167).
- "E-learning is a wide set of applications and processes, such as Web-based learning, computer-based learning, virtual classrooms, and digital collaboration. It includes the delivery of content via internet, intranet/extranet (LAN/WAN), audio and video tapes, satellite broadcast, interactive TV, and CD-ROM" (NorénCreutz and Wiklund, 2014: 303-304).



**Figure 1.2: the assets of distance learning**

### **1.3.2 The evolution of e-learning in Algeria**

The emergence of the term e-learning can go back to the 1990s, where the trend started and was emerging along with the development of personal computers which was on the rise. "*E-learning is an online education defined as the self-paced or real-time delivery of training and education over the Internet to an end-user device*" (Lee & Lee 2006).

It can be defined as "*learning that is enabled electronically*"; in a simple language it is the acquisition of knowledge which takes place through electronic technologies and media where students can access their learning materials online at any place and time.

The national center for public learning (GNEG) was the first institution in Algeria in charge of all distance education, it adopted teaching by correspondence by using the first generation of ICTs like newspaper and radio to share lessons especially during the French colonial period where education was designed to serve the colonization needs. The CNEG is renamed the national office of education and distance learning (ONEFD) in 2001, it becomes a public corporation under the ministry of education. The ONEFD offers students the opportunity to prepare their homework for final exams as well as to ensure that additional or special training is provided as a part of social services and professional advancement (Otaib, 2006-2007, p. 226, CNEPD2016)

Although e-learning is not a modern term in Algeria , the application of this process is relatively recent, it started being revealed by the early 2000s when government showed more interest in information and communication technology especially in higher education .

The public company “Algerie Telecom” that was founded in August 2000 launched the provider “Djaweb” to extend services beyond universities and research centers as a new e-learning system in collaboration with both “Thomson” and “Microsoft” corporations. This branch of the service offers 4000 courses and lectures that are primarily geared for adults to learn ICTs and communication skills. The program includes 16 modules for period of one year with an hourly volume of 200 hours (Guemide and Benachaiba 2012).

### **1.3.3 The application of E-learning in Algeria**

Algerian authorities have gone to great lengths to ensure the success and development of information and communication technologies as well as their dissemination to the public , in order to contribute to the country’s well-being, both through the development of an ambitious program known as “ Algerian e-strategy 2013”on the local level( education, 2019).

On the external level, through propelling territorial activities as the accomplishment of the extension of the optical fiber between Algeria, Niger and Nigeria inside the system of the modern partnership for Africa improvement extend (NEPAD). This is what was stated in the discourse of the general secretary of the ministry of post, information and communication technology (MICT) at telecommunication policy form in 2009. This demonstrates that the last ten years has seen Algeria's digitization that start to take a shape with saving no effort to provide the infrastructure to continue forward (Education,2019)

### **1.3.4 Generations of e-learning process**

E-learning is the use of Internet technologies that can provide a wide range of solution to enhance knowledge and performance (Rosenberg 2001 – wentling et al 2000)

Since the early eighties, e-learning has passed through three generations or stages as follows:

#### **1. 3.4.1 First generation:**

In which electronic content on CDs was transferred to students in traditional way and the educational process was managed through postal correspondence and Fax. This form of learning was limited to exceptional cases where students could not attend the course.

#### **1. 3.4.2 Second generation:**

It began with the beginning of the use of the Internet as a method of transmitting content developed, and the process of interaction and communication evolved from being an

individual to collective, in which a group of students collaborates on a common goal by traditional tools.

#### **1.3.4.3 Third generation:**

With the emergence of the concept of electronic commerce and electronic security in the late nineties it becomes possible to manage the educational process via Internet.

This was accompanied by a rapid development in multimedia technologies which allowed for the creation of the third generation of e-learning, where a virtual environment is established that is quite similar to traditional university in terms of students, administrative and academic services provided to student.

This style of learning paved the way for a large number of those who want to do so through an educational environment characterised by interactions among them as a group of diverse experiences that enrich the discussion (AbdAlati and Abu khutwa 2009).

#### **1.3.5 Challenges of e-learning**

In light of the changes that Algerian university witnesses particularly after the reform, it has known as an instructive framework that aim to create its strategies and methods to catch up with the modern knowledge which is accomplished through the development of new educational patterns namely education. *“Learning is changing. And, we will see new models, new technologies and designs emerge. So, let’s drop the “e” – or at least give it a new and wider definition” (Elliot Masie1999)*

About ten years ago, the ministry of higher education and scientific research drew up Three years strategic goals ( 2007, 2008 , 2009), establishing a system of distance education to support education that demands presence was one of the objectives. Here, distant education defers to the use of various information and communication technologies ranging from computers to information network to reduce distances and extend time in order to manage the educational process at universities without sacrificing on-site training so the breakthrough was evident and founded on studies. As we can see here, it’ vital to decrease the risks of extreme transition where the ministry chose to mix the conventional system with a new one “ E-learning” which is referred to as integrated education as a transitional stage ( education 2019).

##### **1.3.5.1 Adaptability problem:**

Switching from traditional classroom and face to face instructor training to computer based training in virtual classroom makes the learning experience entirely different for students. Their resistance to change doesn’t allow them to adapt to the online learning environment, whereas it takes time for them to get accustomed to course management system (CMS) and methods of computer based education (Martin et al., 2012, 2013).

While passive listening and note taking are expected in traditional classroom, online discussion demands springing into action. Students with mind-set find it difficult to adapt;

however they need to accept the new learning circumstances with an open mind and understand the benefits of e-learning in order to cope with it and use it.

#### **1.3.5.2 Technical issues:**

One of the most obstacles facing e-learning is the limited ability of education institutions to establish large network and provide large numbers of devices and equipments. Information and communication technologies are witnessing multiple development and transformation in rapid and continuous manner which makes it difficult to acquire these various technologies and update.

In another hand, many students are not provided with higher band width or strong Internet connection that online courses require and thus fail to catch up with their virtual classmates. Moreover, most of them live off campus or where it is difficult to keep in tune with the technical requirements of the chosen course. Some of them don't even own computers and seek help in learning resource centers for technical assistance (Wentling et al, 2007)

#### **1.3.5.3 Security issues in e-learning:**

It's necessary to adapt the laws and instructions in a way that ensures the dynamism of educational system in order to cope with the fast-paced modern development. The law must provide the necessary cover to protect user information (name, phone number, email address.....), access control, availability and confidentiality (Cardenas & Sanchez, 2005).

A live example of this problem is recently happened when the official digitization site of ministry of education in Algerian was hacked, the site serves as an online platform containing an accurate data and information about members of the education community including teachers, managers, pedagogies, pupils and their parents. A security gap in the computer system was exploited using malicious software which enabled some of the system's users' account to be stolen and leaked (Nachidakwadri, 04/04/ 2022).

#### **1.3.5.4 Time management:**

Time management is a difficult task for e-learners, as online courses require a lot of time and intensive work. Furthermore, whereas it is mostly adults who prefer web-based learning programs for their place and time flexibility, they rarely have the time to take the courses due to their various everyday commitments. A regular schedule planner would be a significant help to these learners, as they could even set reminders for their courses and assignments(Norm Vaughan 2007, Olubor&Osunde 2007)

#### **1.3.5.5 Self-motivation:**

Students' motivation directly depends on engaging their online course, it is one of the key factors that effects learners performance (Cole, Field & Harris, 2004; Ryan, 2001).Online education requires extra and awareness to understand that it is important to be motivated by the students themselves in order to reap the benefits and achieve their goals . It puts

everything in the hand of the students to organize and manage their schedule according to the online course (Kyewski & Krämer 2018, Hartnett2011)

Here a list with the main reasons that decrease self- motivation for learners:

- Lack of interaction with peers and teachers
- Difficulty of learning in virtual format
- Distracting home environment
- Lack of access to appropriate study spaces
- Low self-esteem because of the lack of knowledge of how to use various electronic devices
- Boring teaching methods

#### **1.4 - Advantages and disadvantages of e-learning**

The use of e-learning in education has proven to be beneficial in variety of situations, previous research has identified a number of benefits related with the integration of e-learning technology into university education. It has been defined as the ability to tailor instruction to the needs of individual students.

In the digital era, for example, concentrating on the requirements of individual learners can transmit knowledge more effectively than focusing on the needs of educational institutions or instructions. Teachers can employ a variety of online learning tools, such as videos, PDFs and podcasts as a part of their lessons preparations. They can become more efficient by expanding their lesson plan beyond traditional textbooks to include online resources.

In the context of English as a foreign language, e-learning can be used to help EFL students improve their reading comprehension. Reading comprehension is kept in mind since, when administering a message, paying attention to the meaning of a message is just as important as paying attention to the linguistic forms (R. M. Labrozzi, 2014). Reading comprehension, according to (Calet et al 2019) is one of the most important transversal qualities for academic success in both school and society. Reading comprehension necessitates engagement and participation with written language in order to gain and make meaning (E. Rassaei, 2017, pp. 01-20). When it comes to reading comprehension, there are a few things to keep in mind. It is a complex cognitive process, according to (Babapour et al, 2018) in which the reader's prior knowledge and experiences play a significant part in their comprehension of the text.

Through e-learning, objectives can be met in the shortest amount of time with the least amount of work (Alghizzaw, 2019) When it comes to managing the e-learning environment. It is more appropriate to working grown-ups or housewives who would like to update their capabilities either portion of career improvement or individual aspiration. Its impact on education learning may be seen in ensuring that all users have equal access to information

regardless of their location, ethnic origins, races or ages ( Gabriel; 2008 ) E-learning utilizes various stages like Pedagogue which gives intuitive substance. Likewise, learners can impart their considerations and insights with others. The more locks in the lessons, the more students can keep in mind the data. Also, online lectures can be recorded, archived and shared for future reference. This allows scholars to pierce the literacy materials at a time of their comfort.

E-Learning systems have been acclaimed as an efficient approach to learn foreign languages in recent years due to their properties of repetitive practice and quick review. E-Learning, which is supported by ICT, allows students to learn at their own pace and regulate their schedules, and it is thought to be a round-the-clock teaching tool for EFL students. As many academics predict that e-Learning will become a future trend in EFL, an increasing number of higher education institutions are investing in English e-Learning programs in the hopes of improving students' English proficiency through the use of the omnipresent system.

Therefore, online literacy offers scholars the availability of time and place in education. Many students worldwide can now access all kinds of courses online without leaving the comfort of their homes. They are given opportunities to learn from competent educators and interact with other students from different locations (Cook et al 2004, Beasley & Smyth 2004).

In another hand, at school or in traditional classes students figure out how to make companions, how to act with instructor and companions, how to dispose of disillusionment and so forth(Arquero-Montano et al.2004). The fundamental work of character improvement of understudies should be possible through conventional classes. In internet based classes these all are absent. Internet learning can't offer eye to eye human cooperation which is vital for character improvement. Online instruction detaches the learner from his classmates. One could have to invest additional energy now and again to comprehend the educational experience(Hall; 2015) (Supandi, et. al., 2014) stating that e-learning provides an opportunity for Students to think openly by doing creative exercises as creative as the authenticity of work, flexibility. Thus the character can be grown naturally that is honesty, discipline, responsibility.

According to (Kelly & Bonner, 2005) It is more straightforward to cheat in an internet based test than when in a class and consequently may not be fitting during tests. Online instruction additionally gives one a ton of independence which might be basic for our learning. There are various interruptions on the web through adverts, and this could interfere with our learning. Online schooling additionally has fundamentally less self-evaluation (Webster and Hackley, 1997).

While probably the best advantage of internet learning (flexibility) can make issues for understudies who experience difficulty keeping a timetable. Understudies need to figure out how to adjust the adaptability of internet learning with a trained timetable to find actual success online learning. It is important for students to be mindful of the overall number of assignments that have to be completed in each project. This way, they know what is standing by them and what the ultimate result ought to be, and can compose and plan their work



schedule accordingly. In certain subjects, students got to plan the work schedule taking into consideration their possess availability and planning this with schedule of the other individuals of the gather.

## **1.5 -comparative study between e-learning and traditional classes**

Educational system has a history of decades and from then the system is continuously evolving. Due to the vast paradigm there is an enormous difference that makes traditional learning techniques boring to student. Learning is the act of acquiring knowledge or skills through study, experience or being taught(De Houwer et al; 2013).

Traditional learning involves a physical place where students and teacher can interact. The settings are usually within the four Walls of the classroom containing chairs, tables, boards.....etc.In other way “the furniture”, with a face-to-face communication with the teacher who can be:

- Controller: during the accurate reproductive stages of the lessons and frontal activities.
- Organizer: to manage the environment, activities, time, students, resources.....
- Assessor: to assess student’ work to see how well they are performing and how well they have performed.
- Prompter: to encourage students to participate or make suggestions about how students may proceed in an activity.
- Participant: to be a partner in some activities but not get involved in pair work.
- Resource: organize and coordinate the process of acquisition.

In E-learning classes, educators need time to prepare lectures, notes, videos and audio presentations, practice questions and solutions in addition to lectures slides(Zhang, Zhao, Zhou and Nunamaker, 2004) in order to provide immediate feedback as traditional classes. This type of learning depends on the Five Senses: visual, auditory, kinaesthetic, olfactory and gustatory VAKOG (Revell& Norman).

The learners in traditional learning acquire language, experience and skills through interaction with lectures and mates who have a different backgrounds, cultures and religions. As a result, their verbal communication will be developed; they learn how to respect each other opinion and diversity through discussion(Hiltz and Wellman, 1997).

The class schedule with a fixed time and place can play an important role to develop their time management skills by attending courses and lessons according to what have been scheduled (Zimmerman, B. J., & Schunk, D. H.1989)

In another hand,e-learning is pursued in an e-space where a server and Internet browsing interface is to be there. E-learners are responsible for their own learning process and experience in learning organizations, they rely on self-motivation to nourishing information and increasing their own efficiency(Frick et al2008).In both E-learning and traditional classes, learners that are motivated are more likely to engage in learning activities that will help them learn and achieve their learning goals because they will pay attention and use their time effectively during instruction and learning. The passion of students to learn may have an

impact on their academic success(B. D. Jones,2009). Dja'far et al claim(2016) that in the ESP/EFL reading and writing sections, there are disparities in learning outcomes between low- and high-motivated groups of students, and that these differences are dependent on motivation. As a result, motivation may influence a participant's ability to learn.

Due to a constant trend of growing students numbers across the world, traditional learning will be expensive. The reason behind is the physical engagement of teacher in this method which involves payment to the teacher for his services and other requires support assets. E-learning educator has less responsible in comparison with traditional learning teacher; his role is confined between a guider, motivator and evaluator (Seok 2007). Although, he need to prepare a large number of searchable commonly asked questions with answers and link for more information which take a large amount of time.

E-learning can be a method which can ensure reduced cost while enhancing the outcomes in the learning system, it based on wireless communication network which are widely and rapidly used due to the flexibility, freedom to use that it promotes an effective learning system.

<b>Traditional learning</b>	<b>E-learning</b>
It happens offline	It happens online
Forced in schedule and place	Any time, any place
Learning from and with each other	Supports an independent learning style
Extensive interactions between trainer & learners	Limited interactions
Classroom centered	Work centered
Activity centered	Result based
The primary source of information is the trainer	The primary source of information is online content
Experts on education	Experts on education with an ICTs training

**Table 1.1: this table summarize the main points of e-learning and tradition classes**

## **1.6 – Conclusion**

In conclusion, the literature review confirms that the interest with e-learning grows rapidly through the past ten years in the field of education. It shows also that e-learning can replace traditional learning method -in the long term- according to the advantages that it offers for both teachers and learners.

## **CHAPTER TWO:**

# **Methodology, Data Collection and analysis**

## 2.1 - Introduction

This chapter orientates the description of the study methodology and data analysis. Which are used as a description of the research work, concerning the new concept of E-learning and its outcomes on traditional classroom in Algerian universities. The research design of this work is divided into two parts. The first one is about data analysis method which sets the framework of the study, followed by Objective, the population and the sample.

The second part includes data collection and analysis, which tackle EFLlearners and teachers perspectives towards e-learning.

## 2.2 - Research objectives:

The introduction of computers was the basis of the emergency and the revolution of the new concept of e-learning in which traditional classrooms are gradually getting replaced by electronic educational materials. What is observed is that e-learning is that unless African" Algerian universities" is very popular in the developed world. The research work aims to define this new concept of e-learning, then, it tries to find out the difficulties that may face Algerian universities in applying this method. The main objective of this study is to examine and discuss the evolution of e-learning at Algerian universities (factors and results), and assess its impact on traditional classroom.

## 2.3 -The sample population:

The participants of this study were EFL teachers and learners from Khemis Miliana University. They were selected to respond the study tools. The whole number of the sample was 65 participants, 60 of them first year LMD students and 5 teachers from English department of Khemis Miliana University.

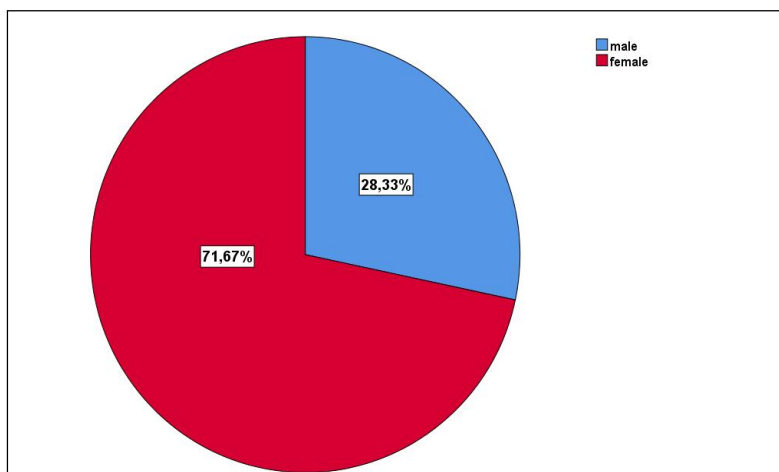
The informants have been randomly selected from different groups because they have all chance to respond and, examine whether they use the ICTs "e-learning" or they are still sticking with the traditional classroom.

### 2.3.1. LEARNER'S PROFILE:

student participant	total number	60
	Age	18- 23

	Male _ female	male: 20 female: 40
	Academic year	1st year LMD
	way of participation	questionnaire 60

**Table 2.1:** demographic table information of EFL learners



**Pie chart 2.1:** Gender of the EFL learners, English department of Khemis Miliana university

The students who involved in the research work are from 1st year LMD students at English department of Khemis Miliana University. They were 60 students 40 female and 20 male aged between 18 and 23 years old. They were from different groups, i.e. they were chosen randomly to answer the questionnaire because of some reasons:

- 1- To examine their use of language laboratory and audio visual
- 2- To see whether they use e-learning in their studies due to their 1st academic year at university.
- 3- To see if they are interested in using it for studies or not.

### 2.3.2. TEACHER'S PROFILE:

teacher participant	total number	05
	Age	30-55
	male/ female	02 male 03 female

	speciality	1 ICC (inter- cultural communication ) 2 ESP( English for specific purposes) 2 (oral communication)
	Wayof participation	- questionnaire

**Table 2.2:** demographic table information of EFL teachers

05 teachers were selected and involved in this work, 03 of them were female and 02 of them were male .All of them held doctorate degree with different specialty .one of them is specialized in ICC, two are specialized in ESP and the last two of them are specialized in oral communication.They were selected in this study because they usually deal with this technological method of teaching.

## **2.4-RESEARCH INSTRUMENT:**

The main research tools was used with this study. The questionnaire instrument to rapidity in answering questions and gaining time to collect data, also it is suitable to gather much information about EFL teachers and learners opinions about the new concept of e-learning.

### **2.4.1. Questionnaire:**

As the most common and popular method of collecting data ,the questionnaire is the appropriate instrument which is used in this research work .It is designed in the form of written questions by the researchers and then addressed to the respondents in order to answer them. Nunan (1992:231) states that "a questionnaire is an instrument for the collection of data, usually in written form consisting of open and/or closed questions and other probes requiring a response from the subject ". I.e. the questionnaire is used by many researchers in their studies and thesis due to its advantages in collecting data rapidly and that could not be observed.

The questionnaire in this study was addressed to thirty (60) first year EFL students and five (05) teachers .It addressed to them to gather their opinions about the use of educational technology "E-learning" and whether it is helpful or helpless comparing to traditional classroom.

There was an attempt to address this instrument to all first year students from different groups in order to obtain different views to their experience; also the attempt was to address minimum 10 teachers for collect maximum information about the use of the new concept.

#### **2.4.1.1 student's questionnaire:**

As it is observed in this questionnaire of the study, the first 08 questions were closed-ended questions types in which the respondents required to answer "yes" or "no" to them. The first one tried to know whether students use educational technology or not. The second

question sought to know if the accessibility of the Internet is available at home or not. The third one willing to know if the students were agree that using technology in their studies is wasting of time or not .

The fourth question was about E-learning and its role of motivation in learning. Moving to the fifth question in which students were required to answer yes or no about the availability of learning management system in their university .In relation to the fifth one, the sixth question asked learners if they were satisfied with their university network. The seventh question which is closed-ended question willing to know that if e-learning enhanced their skills or not. the last closed-ended question which the eighth on one ,asked them to answer if they are satisfied with training reception along with distance of education.

Concerning the multiple-choice questions, the ninth one required to ask the students to choose their favorite method between the traditional and the online method. The tenth question aims to know if the e-learning method is helpful or helpless method, by choosing the right answer for them.

The last questions are the open-ended questions types, in which the eleventh question tried to answer the question of the obstacles that may students faced in e-learning. The twelfth question aims to know their interest of use in the future with mentioning the reason.

#### **2.4.1.2. Teacher's questionnaire:**

From the students questionnaire to the teacher's ones, there is 08 close-ended questions, one multiple-choice questions and 2 open-ended questions.

According to the first question, it asked them to answer if they agree that e-learning success in the field of education or not. While the second one was addressed teachers to figure out the quality of student's performance The third one tried to know whether they face difficulties in the e-learning method or not, and if yes they were required to mention them. In the fourth question, teachers were asked to answer if this method of learning enhanced student's skills in compare to the school. Staying with the close-ended questions and with the fifth one, which tried to know whether the teachers agree that distance learning compensate for school learning or not. The sixth question teachers were demanded to answer whether they students are encouraged to use ICTs or not. The seventh close-ended question was put to know if technology is misleading and misguiding the learners in their studies according to teacher's opinions. The last question which is the eighth one, teachers were asked to answer whether students are allowed to use digital devices in their assignments or not.

The only multiple-choice question is the ninth one, which asked teachers to choose their preference in teaching by using e-learning, traditional method, or both of them. Concerning the open-ended questions, the tenth one tried to know how to evaluate students those who suffer from inaccessibility of network at home. The last question asked teachers about how they can evaluation their students without touching their concentration.

## **2.5 - Data analysis methods:**

In order to collect much data about the study it was used a questionnaire as an appropriate method ,which was given to students and teachers of English department of Khemis Miliana university , for this respect ,the researchers depended on just one method analysis which is quantitative data analysis.

### **2.5.1. Quantitative data analysis:**

Quantitative data analysis methods deal with numbers and measurable forms. It uses a systematic way of investigating events or data. It answers questions to justify relationships with measurable variables to explain, predict, and control a phenomenon. Babbie and Creswell (2013) define quantitative research as «methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon. The final written report has a set structure consisting of introduction, literature and theory, methods, results, and discussion». Also, Aliaga and Gunderson (2002) define quantitative research as "explaining phenomena by collecting numerical data that are analysed using mathematically-based methods (in particular statistics)" (Itd. in Muijs, 2004: 01). It is a kind of measuring the people's thinking in the form of a statistical point of view. As a quantitative method, the questionnaire can be utilized to collect quantitative.

## **2.6 – Data collection and Analysis**

### **2.6.1. Analysis of the questionnaire:**

#### **2.6.1.1. students' questionnaire analysis:**

As it was mentioned before, the questionnaire of this study was addressed to 60 students and from English department of K.M.U. The learners were asked about their opinion concerning the use of technology in learning EFL .In this exploratory study gathered different and frequent answers and point of views toward the subject of E-learning, between positive and negative views of using this new method of learning.

**Question one:** Do you use technology in your studies?

Regarding this question, the students were asked about their using technology in learning, it was noticed that 58 of them from the total of (96, 33 %) of the learners, i.e. almost all of them shared the same answer and the same attitude, that they liked to use technology, because it helped them to improve their language level. The 02 rest students representing the percentage of (06, 33%) said that they did not enjoy using it during studying, because they prefer the traditional classroom method.

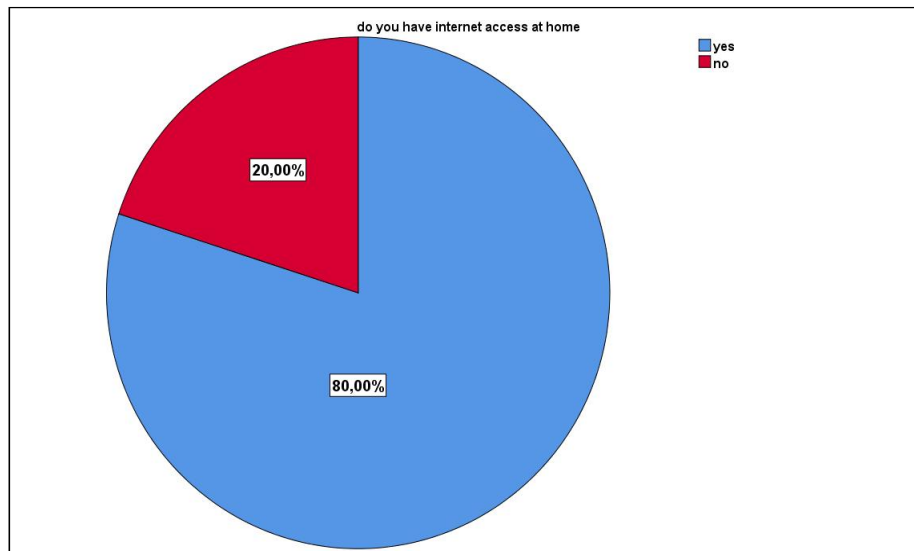


Suggestions	A.F	R.F
Yes	28	93.33%
No	02	06.33%

**Table 3.1:** student's usage technology

From the table can be understood that the majority of the EFL students use technology in their studies.

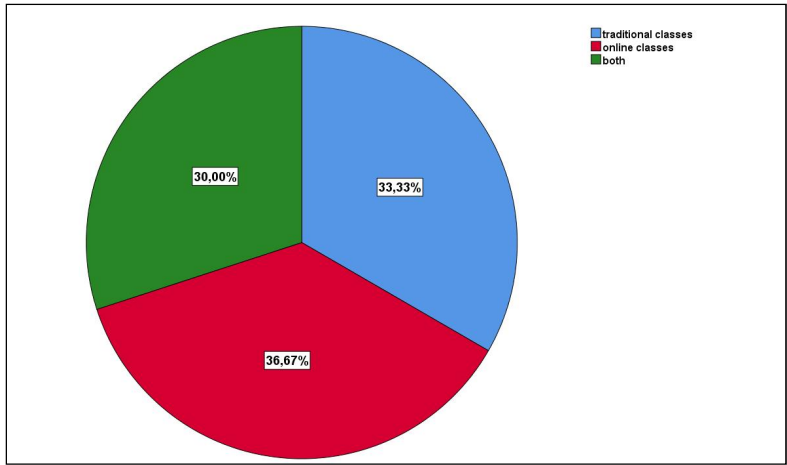
**Question Two:** Do you have Internet access at home?



**Pie chart 2.2:** The availability of internet access at home

when asking the students if they had internet access at home or no, 49 of them answered that the access is available and there were no problem for them .while the 11 informants said that they did not have the access at home to learn.

**Question three:** Do you think using E-learning is time consuming?



**Pie chart 2.3:** The synchronization of e-learning time

The third question tried to prove if learners had the same opinion or not in the subject of time management, it was noticed that 12 of them said that this was a wasting of time in compare to the class. Whereas, 48 of them agreed that e-learning was fast and save time to learn better.

**Question four:** Does e-learning motivate you to learn better?

The aim of this question was to examine whether e-learning helped the learners to learn better or no. It was observed that 57 students, representing the percentage of (90%), said that e-learning motivated them to enrich and enhance their skills. They affirmed that they felt more comfortable with this new method in learning. In other side, 03 respondents representing the percentage of (10%) said that the e-learning did not help them to motivate in learning.

Suggestions	A.F	R.F
Yes	27	90%
No	03	10%

**Table 3.2:** Student's motivation to use E-learning

Therefore, the most of the respondents said that the E-learning method is motivating them for better learning.

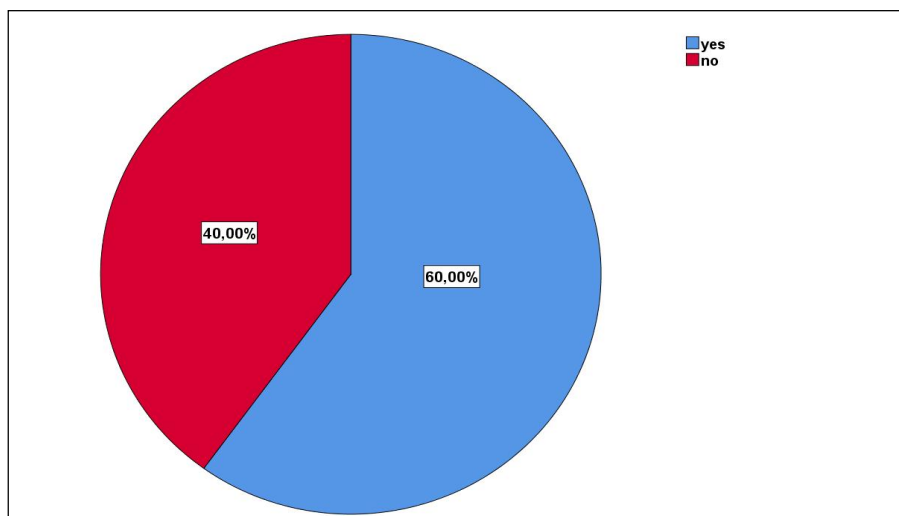
**Question five:** Is there any learning management system such as (Edmodo, Google classroom, etc.) used in your University?

It was noticed that all the 60 informants said that their university was equipped with such a learning management system, i.e. K.M.U depended on several methods of learning.

**Question six:** Are you satisfied with you university network?

When the students were asked about their joy and satisfaction of the university internet, almost all of them had positive point of view because the university had high speed internet. While 6 of them showed their negative attitude about the availability of the network at the K.M.U

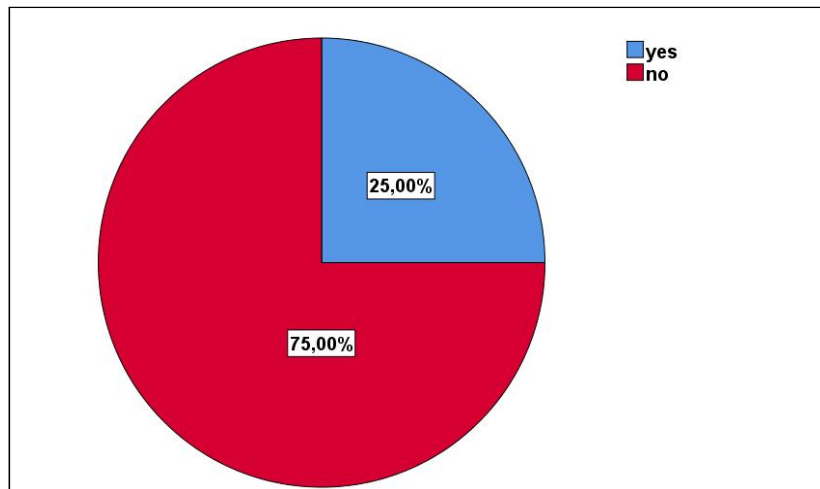
**Question seven:** Do you find E-learning as an effective method of learning?



**Pie chart 2.4:** The effectiveness of e-learning method

There were a frequent answer of the question of the effectiveness of e-learning method ,where 48 of learners or the 60% of them said that this method was extremely significant for every learner ,in which learning would be improve immensely. Whereas, the rest of the 12 with the percentage of 40% of the respondents said that this later was not an effective method to learn because they face some obstacles as they said.

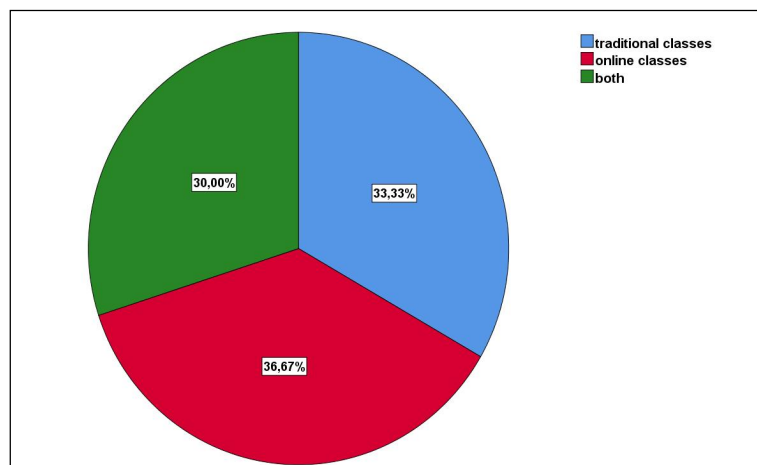
**Question eight:**Are you satisfied with the training you received in the field of distance education?



**Pie chart 2.5:** learner's opinion towards courses reception in e-learning

When the students asked about the training received in the field of distance education ,the answer was positive by the percentage of (30% )which represents 07respondents ,and 53 learners by 70% of the percentage, answered negatively because of many reasons in their opinion, such as technical issues ...etc.

**Question nine:** What do you prefer, traditional classroom, e-learning or both of them?

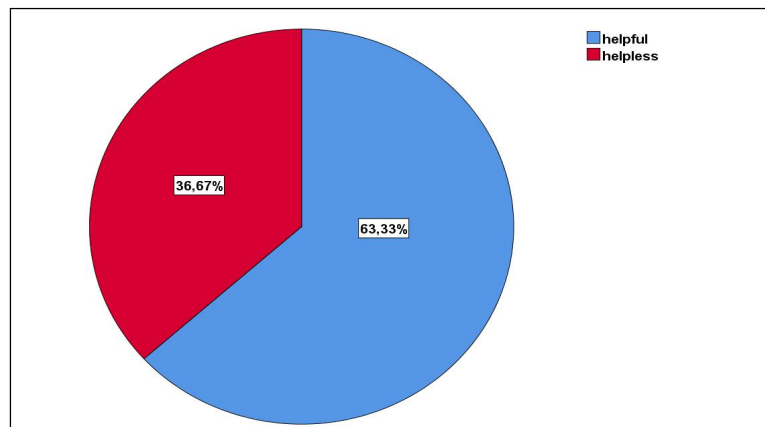


**Pie chart 2.6:** the use of the preferred method in learning

Concerning question nine, the respondents were asked whether they preferred learning through the traditional way, distance learning or both of them, fourteen students (10), representing (30%) of the respondents, stated that they preferred the use of both methods; it means they enjoyed the use of the traditional method as well as educational technology.

On the other hand, thirteen (24) respondents, representing the percentage of (36, 67%), affirmed that they preferred the use of educational technology rather than traditional education whereas three (16) students, representing the percentage of (33, 33%), said that they preferred traditional education.

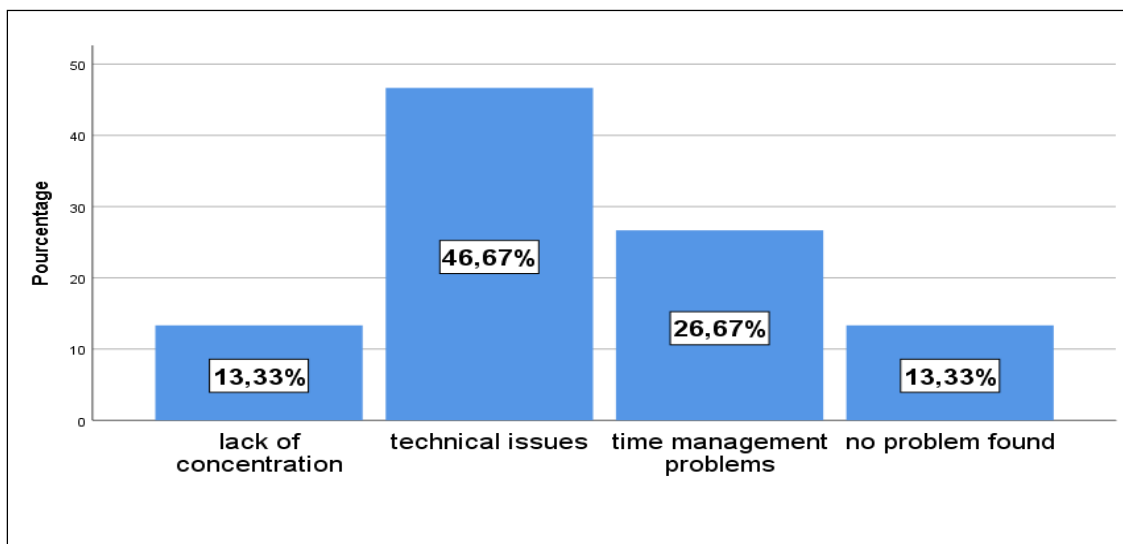
**Question ten:**In your opinion, E-learning is helpful or helpless?



**Pie chart 2.7:** The role of e-learning in helping EFL learners

Concerning this question, the students were asked about their opinion whether this new method of learning is helpful or helpless for them. 16 of them i.e., the minority by representing the percentage of (36, 67%) had chosen the second choice as a negative answer, they said this concept was helpless and failed in education because of technical problems ..., whereas, the rest of them who represent the percentage of (63, 33%) or 44 respondents said that e-learning is helpful, because it made learning easy for them.

**Question eleven:**what are the main difficulties that you have faced in online classes?



**Bar chart 2.8:** The main difficulties in applying e-learning.

Regarding this question of the main difficulties that the students may face in e-learning, 40 respondents listed the difficulties that prevented them in online classes:

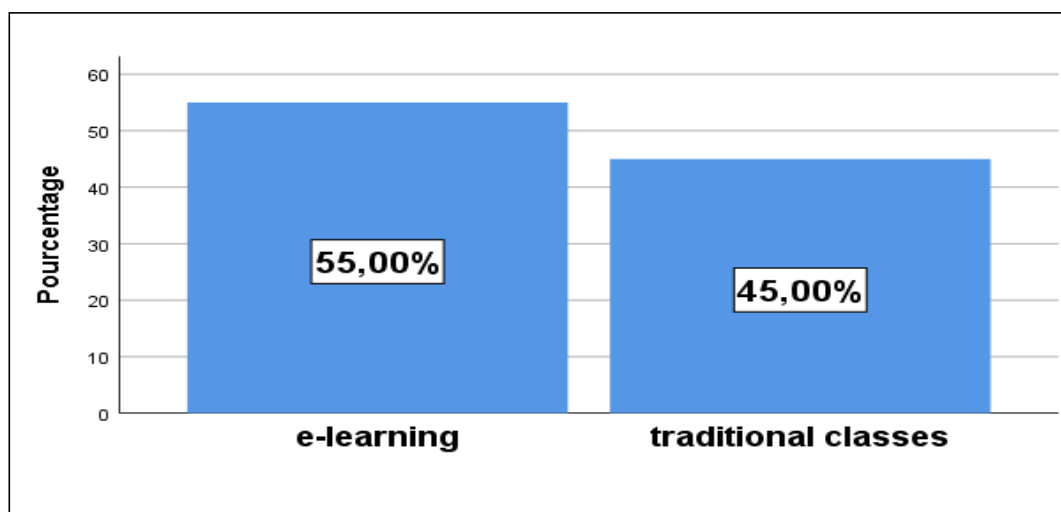
- They found some obstacles in understanding courses, because they suffered from lack of concentration by the percentage of (13, 33%) from the respondents.

- They found problems with internet connection and network inaccessibility with the different methods (google classrooms zoom...) from (46, 67%) of informants.

- The respondents who represent the (26, 67%) said that they had time management obstacle, i.e. they did not learn regularly with this new method of learning.

The rest of the respondents or the (13, 33%) of them, answered that they did not face any problem in online classes, noticeably they learn easily without suffering from the online method.

**Question twelve:** What do you prefer in the future? Why?



**Bar chart 2.9:** The preferred method to use in future

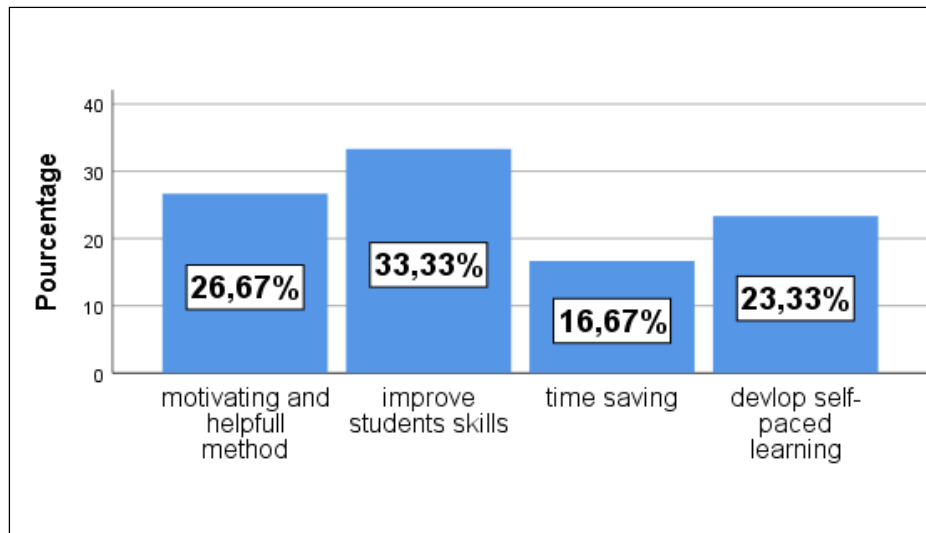
This additional question had proved that the 35 or the (55, 00%) of the learners preferred to use the e-learning as a method of learning, because:

- It helped them to develop their academic skills.
- They could study everywhere, not in specific place.
- It saved time and distance.

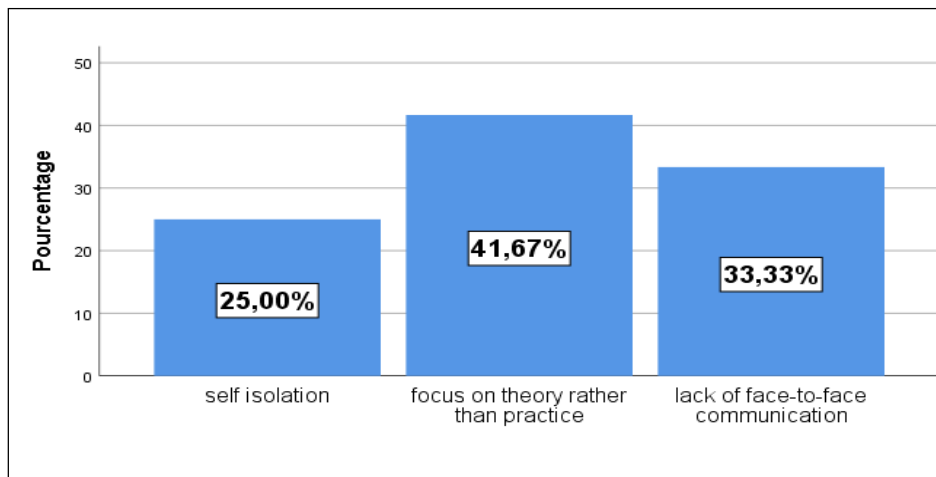
The rest of 25 respondents who represent the percentage of (45, 00%), said that they preferred the traditional classroom instead of this later because of many reasons:

- it helped them to understand more than online did.
- It did not distract the students about its purpose.
- It helped in direct contact between the teacher and the student.

**Question thirteen:** According to you what are the main advantages and disadvantages of this educational technology?



**Bar chart 2.10:** The main advantages of e-learning



**Bar chart 2.11:** The disadvantages of e-learning method

Concerning question thirteen, which is an open question, the informants were asked to state some advantages and disadvantages of the use of E-learning.

The answers were nearly the same. All the informants agreed that the use of this educational technology was motivating and helpful by (26, 67%).

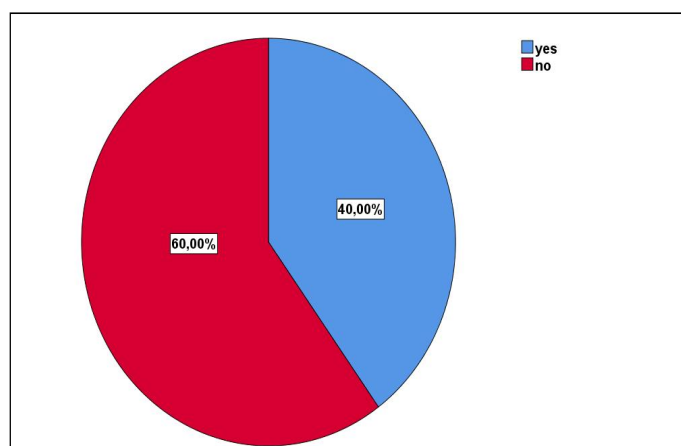
It improved the student's skills especially listening and speaking by (33, 33%). They said that the use of the internet helped them to obtain more information easily and in a very short period of time by the percentage of (16, 67%). Also the rest claimed that the internet gave them the opportunity to communicate with foreigners so that they improved their language level. The respondents argued that the use of educational technology facilitated the teaching and learning process and developed new ways of teaching and learning as well the respondents listed also the disadvantages that prevented them from developing their level. For instance, when using technology, the students do not make use of their mind and depend only on the internet so that they forget the use of books which focus on theory rather than practice,

this answer was from (41,67%) of the respondents. Then, (25%) of respondents, stated that using this method sometimes drove the students away from their studies, where it causes the self- isolation. Some students by the percentage of (33, 33%) considered the modern method of e-learning can reduce the face to face communication with the teachers. All the respondents agreed that the lack of proficiency to use technology will cause problems

### 2.6.1.2. Teacher's questionnaire analysis:

The teacher's questionnaire incorporated both of close-ended, multiple-choice, and open-ended questions; it was delivered to 05 EFL teachers of K.M.U. They were asked to answer some questions about their point of views concerning e-learning and its role in facilitating courses to them and to learners, their answers were approximately the same because of their the same experience and position of teaching.

**Question one:**Do you find e-learning a successful method to use in teaching?



**Pie chart 3.1:** Teacher's opinion about how successful e-learning is

Teachers in the first question were asked about their evaluation to this new method of learning, and if it knew success in teaching or no .03 or the (60%) of them said that it was in the right way and it is successful method, because to helped them in many positions of teaching. While the 02 who represent the percentage of (40%) teachers stated that this method found it inappropriate method, because it suffered from many problems.

**Question two:** Do you think that the use of this technological device increases academic performance of learning?

Regarding this question, 03 teachers , which represent the percentage of the (60%) , showed their positive opinion, stating that learners developed their skills through different technological devices and e-learning was one of them ,because it contained many courses in academic way that may the learner can depend on to increase his performance. While the rest of the two respondents, representing the percentage of the (40%) disagreed, and said that e-learning couldn't increase their level, because of the lack of practice... etc. . .



Suggestions	A.F	R.F
Yes	03	60%
No	02	40%

### 3.3: Teacher's opinion about student's performance using e-learning

From the above table, one can notice that most of the respondents showed the positive attitude towards e-learning help while the remaining respondents disagree it because they stated that this later can damage their own skills.

**Question three:** Do you face problems while working with e-learning method? If yes, what are they?

This question which was addressed to teachers was about the obstacles that may face them while using e-learning and if they suffered from it or no. 04 of them answered that they faced many problems such as:

- Lack of internet coverage in some areas where professors and students live,
- Professors do not benefit from training courses on e-learning and its requirements
- The unavailability of internet at home- Students' lack of seriousness concerning e-learning.
- Lack of support and motivation on the part of the university and cooperation to move towards e-learning,
- Lack of information among professor and students
- Lack of coordination between technicians responsible for e-learning platforms and teachers.

Just one teacher said that he never faced a problem while working with it, and he used it in easy and smooth way.

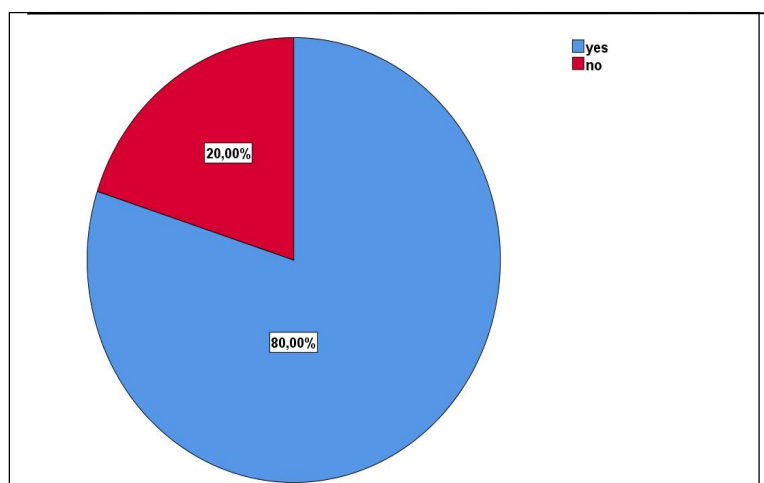
**Question four:** Does distance education develop student's skills in the same way education does at school

Through the question which was asked about the value of e-learning compared to traditional classes in developing student's skills, all teachers agreed that e-learning could not work as the same way of the traditional method did , because as they said e-learning is quite different from face to face learning.

**Question five:** Does distance learning compensate for school learning?

This close-ended question was about e-learning and its cooperation with traditional learning ,where all teachers stated their disagreement about the compensation of distance learning along with school learning , it was noticed that traditional method had its own status in learning, i.e. traditional method is irreplaceable.

**Question six:** Are students motivated to use ICTs?



**Pie chart 3.2:** Students motivation in use ICTs

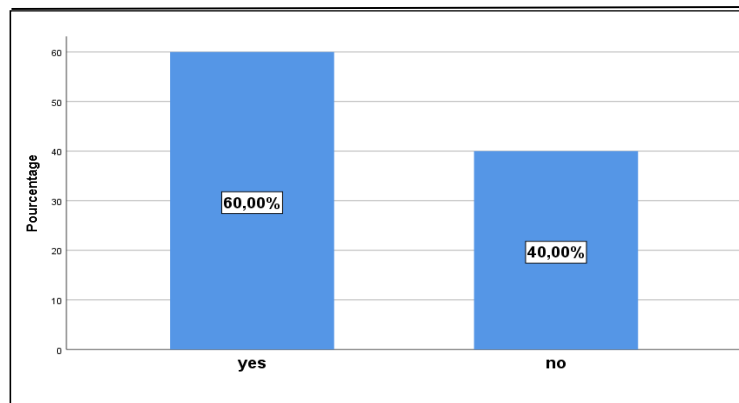
The analysis results showed that (80%) or 04 of teachers surveyed still motivate their students to use ICTs because they improve learning at home, and provides a space for students to be more creative, flexible and productive. ICT is highly valued for developing student motivation; they said the Algerian university must consider the implementation of ICT at the student and teacher's service to have an added educational value. On the other hand, the rest of teachers showed their negative attitude towards the use of ICTs by the students by the percentage of (20%), they affirmed that online learning may harm their performance due to the poor assimilation of course; learners became very distracted and might lose focus and even motivation.

**Question seven:** Do you think that technology is misleading the learners in their studies? How?

The question seven aimed to know the opinion of teachers whether technology is deceptive tool for learner's mind or not, 02 teachers agreed that learners know how to use technology in appropriate way; they affirmed that students use it according to their need (developing skills, taking information...). On the other hand, the rest of teachers disagreed, and said that technology can affect learners negatively on their studies; they confirmed their point of view by listing some ways:

- Learners become highly dependent on the devices to complete their work rather than depending on their own knowledge, and this is obviously a negative signal towards the growth of education.
- Technology can false learners by giving them wrong information on various topics that are copied from different sources without verifying the authenticity of the content.
- Student becomes disconnected from the real world, because they are wasting time with social media (Facebook, Instagram...)

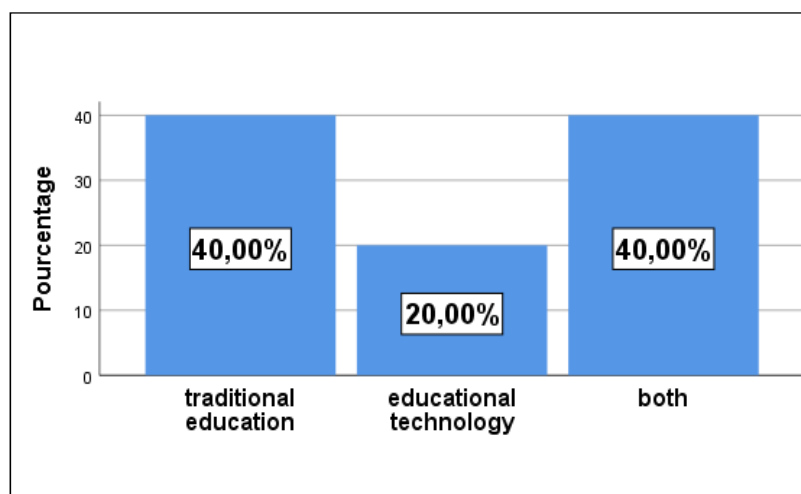
**Question eight:** Do you allow your learners to use digital media in assignments?



**Bar chart 3.3:** Using digital media in assignments

Learners are permitted to use educational technology or not, from this question the researchers gathered the percentage of (60%) from 03 teachers who shared their positive attitude to allow their students in using digital devices to do their assignments, justifying that e-learning also is one of devices that is used from students to learn. Whereas the 02 of them, who represent the (40%), said that they do not permit their students to use it, because they may use it for cheating.

**Question nine:** What do you prefer?



#### **Bar chart 3.4:** Teacher's opinion to use the appropriate method in learning

There were frequent answers concerning this MCQ question , 02 teachers who are representing the percentage of 40% have chosen both of methods in learning by using them in changeable way i.e. both of methods . 02 other teachers said that they prefer to use the traditional method teaching, due to its strength and effectiveness in teaching in which they can touch the student's focus without technical problems of connectivity. The only rest respondent answered that he prefers the modern distance education, he affirmed that this concept can facilitate courses, reduce time and distance.

**Question ten:**What about those who haven't internet access at home, how do you deal with them?

Concerning this open-ended question, teachers suggested some ways to follow in case of unavailability of network access by: making handouts to them, catch-up sessions to facilitate courses, also send them PDFs to their emails so that they can recover their internet access problem.

**Question eleven:** How do you evaluate your students without touching their focus?

This last question in the questionnaire as an open-ended question, aimed to know what are the methods used to evaluate EFL learners focus in distance learning, they said that may they follow this steps:

- Asking sudden questions to confirm whether they are following or not.
- Seeing their gestures and whether they are following the teacher's lecture.
- Interactions of the learners during the lesson.

## **2.7 - CONCLUSION**

This chapter gathered to have an overview of the research design; it tackled with the objectives of the study, with describing the research instruments and data analysis method. The analysis described the desire of both EFL teachers and learners to implement and apply the new concept of learning at learning system in Algerian universities, where they found it important and helpful to enhance the quality of traditional classroom method.

The following chapter will be devoted to findings and some suggestions and recommendations concerning the use of this new method of learning for the teachers and the learners.



# Chapter Three:

## DISCUSSION OF THE FINDINGS

### 3.1 - Introduction

Nowadays education knows several changes in teaching and learning method, the use new concept of learning start to be necessary in relation to modern life of education. There are several reasons that make EFL learners and teachers use technological tools and methods to enhance the educational atmosphere. Traditional classroom which based on traditional methods provides e-learning as a helper and complimentary method to develop teaching and learning.

### 3.2 - Discussion of the main results

To achieve this research goal. The researchers had proposed a set of hypothesis. It was suggested as a first hypothesis that EFL students and teachers find this new method of learning" e-learning" more effective to use within learning process rather than depending on traditional ones. After analysing the data collected, the present research work proved this hypothesis because both of EFL teachers and learners expressed their desire to use distance

learning to help them in achieving what traditional classroom could not achieve in facilitating teaching and learning using new method. Most of learners seemed to be more motivated to use e-learning method because they confirmed that it had positive effects on their skills level. However, both of EFL teachers and learners did not neglect the use of traditional education, they believed that nowadays method is important but it cannot totally replace the traditional method.

As a second hypothesis, the researchers suggested that, using e-learning can make a quantum leap in the field of distance education, after examining the data collected, the study proved that EFL learners and teachers are interested to make E-learning as an appropriate method to use, because it keeps up with the modern era where both of teachers and learners can show their capacities in education.

For the last hypothesis, the researchers had the suggestion that e-learning can be mixed to the traditional method of learning, due to its distribution to help the traditional method. The study proved from the data collected that both of e-learning and traditional classroom can be together to share their collaboration for a successful and effective mixed method, because as they said both of them require to manage time wisely in order to have well and satisfying results, also being in touch with using the virtual platform create educational atmosphere in which teachers and learners can interact in smooth way.

### **3.3 - Future vision about E-learning**

E-learning is used to achieve what traditional classroom could not achieve in the educational method of teaching and learning, where it can open the door to improve student's communication skills Through the distance education technology, such as using audio visual tools which is the direct link between the teacher and the learners, thus, distance education paves the way to push the Algerian universities to depend on, and achieve the objective to be achieved by daily using and training.

The use of e-learning is very important and plays an essential role in today's education method, where the interaction of the teacher and students will be found as well as the interaction between the students and classroom. The integration of e-learning will support the way of learning for students, however the distance education , provides exactly what students need for this reason , teachers and learners have the chance to understand how to solve learning problem with the self-managed learning behaviour . The future of learning is directed by modernization and technology. Thus, implication might be the design of the system of this method for the future, one that takes into consideration the necessity of e-learning.

Educational technology" e-learning" is in a latent state till achieving the wishes of teachers and students. Decision makers should invest in education so as to induce an educational future that is developed, enriching, and mostly improving. Teacher training programs should pay attention to that vision, so as to include training on the skills that are sought for within a distance education .should is prepared to design language learning materials not only for classroom use but also for distance learning. Because educators should be facilitators, assistants , and guides, teacher training programs might consider the fact that circumstances

are changing and that teachers will be in need of making courses easy and to facilitate, and teach today's and tomorrow's students. Teachers might even be helping students with self-learning which is unlike traditional one. Teachers and learners have to recognize that e-learning opens and frees learning. This will put an end to the class assist method and leads to "the self-learning method. This new model of learning makes learners as teachers use educational technology to use anything, anywhere, anytime without doing efforts.

Traditional classroom in front of distance education became a the special issue to the modern life education and which one is the best method to implement in the educational system, because both of them are necessary to set the well-structured education in this modern life learning.

### **3.4 - Recommendations**

This study tried to explore the real potentials that may lead teaching and learning directed to the new era of education,

#### **3.4.1. Recommendations for learners:**

1. The FFL learners complete e-learning with their strength with-out encouragement from others, since it helps in self- motivation.
2. Digital media are useful in the field of education, for those EFL learners should show their interest with e-learning method by interaction, participation... etc.
3. Using cooperative learning is an efficient process, because it helps to achieve higher marks for learners who demonstrate knowledge of all aspects of the group project.
4. E-learning helps EFL learners in applying theory to clinical practice, by interpretation all thoughts to the field of learning.
5. Better communication with e-learning helps to create critical thinking for learners and lead them to express their ideas freely.
6. Learners should manage their time, in order to finish and understand the course in short period of time.
8. Providing both of EFL teachers and learners with electronic devices that assist him in e-learning in order to avoid some technical issues of internet.
9. More class time should be added to the sessions in order to attract learner's interaction.

#### **3.4.2. Recommendations for teachers:**

1. For online teaching and learning would be an interesting area of research to complete the one about online instruction. For instance, in order to reach the goal of well-organized online course, it needs to be known how to make courses well understandable.



2. Courses designer should be assigned to complete the required tasks, because a well course planned is the well course explained.
3. EFL teachers and learners should know the concept of e-learning and its importance, and how to benefit from it at the level of higher education institutions, especially in the light of the Corona virus and circulate it even after the crisis.
4. Increasing support for universities to upgrade the e-learning infrastructure.
5. Increase financial allocations for e-learning.
6. Supporting EFL teachers financially and encouraging them to apply e-learning
7. Providing rooms equipped with devices and equipment necessary for the e-learning process.
8. Conducting studies on the requirements and obstacles to e-learning in Algerian universities;
9. Conducting comparative studies between the requirements of e-learning in Algeria and in the leading countries in this field;
10. Establishing an independent department specialized in e-learning at the local level (universities) and at the central level (the Ministry of Higher Education) to follow up its implementation;
11. depending on working group at the level of all colleges of the university that studies and directs the use of e-learning and its applications in all Its branches; and making a platform that helps implement the principles of governance.

### **3.5 -Conclusion**

This chapter attempted to give some additional solutions along with recommendations for better teaching and learning process, in which e-learning can make the students well configured in the field of education and culture with this era of globalization.

## **General Conclusion**

E-learning is the new way of redefinition of how knowledge, values and skills are transmitted to EFL learners. E-Learning makes dynamic changes in society in which influences different aspects of life and especially the field of education. E-Learning presents a powerful learning environment for both EFL learners and teachers.

This research study gave an overview of what researchers said about e-learning in compared to traditional classroom in universities. Attempting to answer the questions of the application and development of e-learning in Algerian universities, it aimed to examine the new concept of e-learning and how it has influenced the traditional classroom in Algerian universities, in order to acquire several skills, and fulfill the necessity and needs of learners to such a new method. It has also sought out to determine whether learners and teachers accept the integration of E-learning as a new tool for teaching and learning process or they reject it, to carry out the enquiry, the data have been collected through a quantitative method. The corpus has consisted in 65 questionnaires self-administered and collected from teachers and learners in the department of English. The data have reinforced by statistics while that analysis has been used for quantitative data through the use of SPSS. The results of the research prove that a great number of learners and teachers believe that e-learning is an important tool in enhancing the process of learning. Likewise the findings demonstrate the advantages and disadvantages of this new method of learning saving time and energy. Furthermore, it helps the learners to get a deeper understanding for the content, it breaks routine and makes lecture more enjoyable and it develops student's ability in learning effectively. In fact, this research revealed the hidden points which were about the problems of connectivity and various

challenges in apply and fix the technical issues related to the use of e-learning that may solved to help students in learning process. This latter should be applied to encourage several practices for knowledge management (innovation and integration) to show the self-efficiency on students outcomes and pave the way to improve the qualityof education and increase the significant potential of educational productivity, Many researchers recommend for investing an e-learning platform to motivate learners to use of optimal learning materials that leads to better retention of thematerials than traditional method, also the ministry has to design future projects for complete a full integration of e-learning method in the field of education. These recommendations can be considered as a milestone for better integration of e-learning in the domain of education, using technological tools and especially E-learning in English department has become a real necessity nowadays. Moreover, this skill method applied to establish the interactive teaching E-Learning structure in education. Modern system of education provides e-learning as an assistant or the alternative to the traditional classroom because it helps to develop institutionsrace to compete for a share of changing demand for Higher Education. Previous hypothesis, confirm that this latter could cover traditional classroom, by working on the success of pedagogical aspects of teaching and learning process. E-Learning could have potentially major effects on the way higher education is designed, implemented and delivered. However, there are certain drawbacks such that some students are not satisfied with the delivery course content without clear instructions. This shows that the application of e-learning needs to be effective for delivery of the course materials. To conclude, E-learning is still debatable topic that does not have clear definition and fixed concepts that agreed upon by many researchers.

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Yes. No

6. Are you satisfied with your University network?

Yes. No

7. Do you find e-learning as an effective method of learning?

Yes. No

8. Are you satisfied with the training you received in the field of distance education?

Yes. No

9. What do you prefer?

Traditional classes online classes both

10. In your opinion, is E-learning

Helpful process helpless process

11. What are the main difficulties you have faced in online classes?

.....  
.....  
.....

12. What do you prefer to use in future? Why?

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13. What are the main advantages and disadvantages of e-learning?

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.....  
.....

Teacher's Questionnaire:

Dear EFL teachers at the University of Khemis Miliana , your participation in this master dissertation highly appreciated. The study's title "examining the new concept of E-learning and how it has influenced traditional classroom in Algerian universities". Your answers will offer the study useful realistic views and enrich it with authentically expressed views which will be taken very serious and into consideration and analysis. Kindly please, tick the answers that suit you and complete the space where necessary in multiple choice questions.

1. Do you find e-learning a successful method to use in teaching?

Yes

No

2. Do you think that the use of technological devices increase academic performance of learners?

Yes

No

3. Do you face problems while working with e-learning method? If yes, what are they?

Yes

No

.....  
.....



