

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA  
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH  
DJILALI-BOUNAAMA, KHEMIS MELIANA UNIVERSITY  
FACULTY OF FORIGNE LANGUAGES



**Explore The Transition From Physical To Virtual Learning: The Challenges  
For Both Teachers And Students In Giving An Effective  
Classroom Environment**

**Submitted by:**

- Balaouane Imene
- Yettou Amira
- Mohri Ahlem

**Supervised by: Dr.Zahaf Fatima zahra**

**Board of Examiners:**

**Mr : Alili**

**Mr : Habbich**

**Academic Year: 2021-2022**

## **Acknowledgements**

**Thank you Allah, For giving us the power to complete this work.**

**We would like to thank everyone who helped us along the way, who was beside us in this journey, especially our supervisor, Dr.ZAHAF Fatima Zahra, for agreeing to direct this project. We would also like to thank her for her excellent counsel, support, and patience with us as we worked through the various stages of this project.**

**We wish to thank all teachers of the English department at Khemis - Miliana University who helped and answered our questions.**

## **Dedication**

**First, I would like to dedicate this work to my husband, who has been a constant source of support and encouragement during the challenges of graduate school and life. I am truly thankful for having you in my life.**

**To my parents, brothers, sisters, friends and all those who love me.**

**Balaouane Imene**

## **Dedication**

**I dedicate my graduation and my success to the first teachers in my life who were waiting for these moments to be proud of me, for my support during all the 17 years, my beloved parents Ben Charki and Fatima Zahra. I also dedicate it to my husband, who helped and supported me a lot during these two years, thank you my love Houssam for all what you gave me. Also for my sisters Ahlem and Assala and my brothers Abdellah, Abderrahmane and Islam. A special thank for my coming baby happy for being my half soul.**

**Amira yettou**

## **Dedication**

**“There’s no magic stardust falling from the sky .I’m not going to grow wings, my heart can’t learn to fly. This transformation I’m making is going to take some time, but if I try my hardest I can create a whole new life”**

**Christy Ann Martine**

**This work is dedicated first but not least to the two people who gave me life, my parents Noursdin Mohri and Fatiha Cherki for their emotional and financial support. Second to my sisters who I believe will step foot where I’m one day.**

**Ahlem Mohri**

## **Abstract**

In Algerian universities, the COVID-19 epidemic provided a new way of studying. The term "online learning" refers to a relatively recent teaching and learning approach. As a result, the study's goal is to explore the transition in physical and virtual learning, and investigating the challenges during this period. To this effect, 30 first year students and 04 teachers from the English Department at Khemis-Miliana University were selected as the participants for this study. In addition, in order to answer the research questions which directed the present research; three research tools were used. These were: questionnaires for students, interviews with teachers, and a comparison of students' grades. The findings of the study demonstrated that online learning during the pandemic had a detrimental impact on students' performance due to a variety of problems and variables. Finally, this research suggests some pedagogical implications and recommendations for future research.

***Key words:*** physical learning, virtual learning, COVID-19 pandemic, the challenges.

# Table of content

Acknowledgements .....	I
Dedication .....	Ii
Table of contents.....	Iii
List of tables .....	Viii
Abstract.....	

## **General Introduction .....** 1

- Background of the study .....1
- Rational of the study .....2
- Statement of the problem .....2
- Research questions ..... 3
- Research aims and objectives.....3
- The structure of the study ..... 3

## **Chapter One: Literature Review**

### **Introduction**

1.1Historical Background Of Online Learning .....	4
---------------------------------------------------	---

### **Section one: the COVID Pandemic Effect of the Transition**

.....

1.1.1 Covid in The World .....	5
1.1.2 Covid in Algeria.....	5
1.1.2.1 Social Measures.....	6
1.1.2.2 Cost Cutting Measures .....	8
1.1.3 Covid and Education .....	8

### **Section Two: The Transition From Physical To Virtual Classrooms**

2.1.Classroom .....	9
---------------------	---

2.1.1 Physical Classroom .....	10
2.1.2 Virtual classroom .....	11
2.1.2.1 The Positive Effect Of Online Learning .....	13
2.1.2.1.1 On The Learner .....	13
2.1.2.2 The Advantages Of Virtual Classrooms On Teachers .....	15
2.1.2.2.1 On Teachers .....	15
<b>Section three: The Challenges Faced In Online Teaching And Learning During The Covid-19.....</b>	
<b>2.2 Challenges Faced By Students .....</b>	<b>16</b>
2.2.1 Physical Distance between The Teacher And The Learner.....	17
2.2.2 Communication Process and Communication Boundaries.....	17
2.2.3 The Necessity of Using Technology In Online Learning .....	17
2.2.4 Isolated Learner .....	18
2.2.5 Online Group Assignment .....	18
<b>2.3 Challenges Faced By Teachers .....</b>	
2.3.1 Maintaining Track On The Students Track .....	18
2.3.2 Problem Of Electricity And Internet Connection .....	19
2.3.3 Insufficient Technical / Software Knowledge.....	19
2.3.4 Not Every Need Will Be Fulfilled .....	19
<b>3.1 Online learning vs. traditional learning .....</b>	<b>20</b>
<b>Conclusion .....</b>	
<b>Chapter two: Methodology .....</b>	<b>20</b>
<b>Introduction :.....</b>	<b>20</b>
<b>2.1. Observation .....</b>	<b>21</b>



2.1.1. Students observation .....	21
2.1.2. Teachers observation .....	21
<b>2.2. Research Design :</b> .....	<b>22</b>
<b>2.3. Participants &amp; Sampling</b> .....	<b>22</b>
<b>2.4. Data Collection Instruments :</b> .....	<b>23</b>
2.4.1. Students' Questionnaire .....	23
2.4.2. Teachers' Interview.....	23
<b>2.5. Description of the Research Instruments:</b> .....	<b>24</b>
2.3.1. The Description of the Students' Questionnaire.....	24
2.3.2. The Description of the Teachers' Interview.....	24
<b>2.4.Data Collection Procedures :</b> .....	<b>25</b>
2.4.1. Administration of the Students' Questionnaire.....	25
2.4.2. Administration of the Teachers' Interview.....	25
<b>2.5. Data Analysis Procedures:</b> .....	<b>26</b>
<b>2.6. Ethical considerations :</b> .....	<b>26</b>
<b>Conclusion:</b> .....	<b>27</b>
 <b>Chapter Three: Data Analysis and Discussion</b> .....	 <b>27</b>
 <b>Introduction:</b>	
3.1. Analysis and discussion of the Students' Questionnaire Responses .....	27
3.2. Analysis and discussion of the Teachers' Interview Responses.....	50
3.3 .The comparison of students' grades.....	58
4.4. The discussion of the findings in relation to the research questions.....	59
<b>General conclusion</b> .....	<b>60</b>
 References .....	 62
Appendix 1: .....	
Appendix 2: .....	
Appendix 3: .....	
Appendix 4: .....	
Appendix 5: .....	

## List of tables

<b>Table</b>	<b>Titles</b>	<b>chapter</b>	<b>page</b>
1	Student's exeperience of online learning before covid-19.	Three	28
2	Student's access to a device for learning online.	Three	29
3	Student's distance learning devices.	Three	29
4	The advantages of e-learning.	Three	32
5	The disadvantages of e-learning.	Three	33
6	Students' satisfaction about distance learning during covid-19.	Three	34
7	The helpfulness of the university.	Three	38
8	Students' opinions about online difficulties.	Three	39
9	Students' biggest challenges in online education.	Three	40
10	The effectiveness of traditional face to face.	Three	47
11	Students' perception of learning remotly.	Three	48
12	Teachers' experience in online learning before the covid-19.	Three	50
13	Teachers' access to a device for teaching online.	Three	51
14	Teachers' Perception about the technology used in online teaching.	Three	51

# **Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers And Students In Giving An Effective Classroom Environment.**

## **Introduction**

### **Background of the study:**

The Covid-19 pandemic began in Wuhan, China, in December 2019 and spread fast over the world within months. The epidemic had an impact on all aspect of life, including schooling. The global shutdown culminated in a lockdown of educational institutions as the situation worsened. The closure of schools, colleges, and universities created a severe situation for educational administrators, who were left with very few options. The Saudi Ministry of Education has introduced online programs to help students continue their education in a safe and secure environment. Within days, all universities, including medical schools, had switched to online study. Medical institutions' ways of delivering courses to their students have changed as a result of this enormous unanticipated transition from traditional learning to a completely online learning arrangement.

The COVID-19 pandemic has impacted education in a variety of settings, particularly medical schools. Traditional face-to-face classes had to be halted in many nations, including Poland, to safe guard the safety of students, lecturers, and patients. Medical schools had to create a new way to teach medical students in order to lessen the impact of lockdown. Thankfully, advances in technology allowed electronic learning (e-learning) to become the primary method of imparting knowledge throughout the COVID-19 pandemic.

Physical (offline) classes were popular worldwide till the beginning of 2020. Although virtual (online) classes were available, they were typically dominated by real classes. All services were brought to a halt when the Covid-19 outbreak struck. This meant that schooling had come to a halt as well. With education being one of society's most essential areas, a solution to resume courses was urgently required. All of this while adhering to the essential safety procedures. As a result, virtual classrooms have exploded in popularity, and education is now available virtually globally. This raises the question of which form of learning is superior.

There are two types of online learning: synchronous and asynchronous. Synchronous technology (e.g., audio conferencing, videoconferencing, web chats, etc.) allows for "live"

## **Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers And Students In Giving An Effective Classroom Environment.**

interaction between the instructor and the students, whereas asynchronous technology includes large time delays between instruction and its receipt (e.g., E-mail, earlier video recording, discussion forums etc.)

E-learning is characterized as utilizing data innovation to move forward the quality of education. As of now, online educating is commonly utilized within the preparing of undergraduates not as a sole strategy, but combined with the conventional teacher led approach. The victory of e-learning depends on numerous variables, counting openness, utilization of suitable strategies, course substance, and assessment criteria. E-learning, like every strategy of instructing, has its points of interest and impediments for both understudies and instructors. Other than the epidemiological benefits of e-learning worth specifying incorporate expanded comfort, get to assess not withstanding of area and time, and diminishment of costs and discuss contamination, for case, carbon dioxide outflow since of the decrease in activity.

Online classes too have restrictions, counting issues with web get to destitute web association quality, and deficiently advanced aptitudes of the respondents. A few benefits such as time adaptability can moreover be a restriction, particularly for understudies who have troubles with self-discipline.

### **Rational of the study:**

The online learning was introduced to the Algerian universities as a new tool for getting knowledge, this is because of COVID-19, Therefore, it raises a need to investigate the transition from physical to virtual classrooms, and to observe which one of the tools is effective.

### **Statement of the problem:**

Since 2020 was such a special year, there were a lot of changes happening in different domains in the world. During this time, it has become clear that online learning is the only solution to achieve an effective education. Therefore, this study aims explore the transition from physical to virtual learning and investigate the challenges for both teachers and students in giving an effective classroom environment.

## **Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers And Students In Giving An Effective Classroom Environment.**

### **Research questions:**

This study attempts to answer the following main research question;

- Does virtual learning lead to the lack of student's engagement, interaction and satisfaction of classroom environment?
- What makes the classroom environment effective? Is it the virtual or the physical one?

### **Research aims & objectives:**

- The study looks at the virtual classroom as an effective method of teaching and learning.
- The study explores the different challenges of virtual classroom as for the teacher and the student.
- The study shows the transition of nowadays method of teaching between physical and virtual classroom.

We arrange two data collection to achieve the aims of this research study. Those data are: offline discussion broad in terms of questionnaire given to 1st year English student and interview given to four of their teachers.

### **The structure of the study:**

The current research divided into four chapters, the first chapter proceeds by a general introduction. The second chapter review previous studies related to the topic of this research. It consists of seven parts which are:

History of online teaching, COVID-19 in the world, COVID in Algeria, COVID and education, the positive effects of online-learning, Challenges of online-learning, Online learning VS traditional classrooms.

The Third chapter describes the methodology used in this study. This chapter includes the Research Design, Data Collection Instruments, Description of the Research Instruments, Data Collection Procedures, Data Analysis Procedures, Ethical considerations.

The fourth chapter is entitle data analysis and discussion. It contains, analyses, discussions of the data gathered through the research instruments.

## **Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers And Students In Giving An Effective Classroom Environment.**

### **CHAPTER ONE: LITERATURE REVIEW**

#### **Introduction**

The educational life has been unstable lately due to the outbreak of the corona virus pandemic that lead to the obstruction of normal life activities such as working, going to school for students ... etc. In order for this change not to effect the process of learning, knowledge providers had to adopt new methods to guarantee both the safety of the knowledge seekers and the successful delivery of information . The ripple effect of the new online educational form can be observed in the way teachers and students have adapted to the new constraints. The current studies focus exclusively on the beneficiaries of the educational process and aims to access their perceptions of face-to-face interactions.

#### **1.1 Historical background of online learning:**

The term online classroom may be recent but the method was presented centuries ago under different names such as: distanced learning, distanced education ...etc. The first step towards distanced learning was in 1840 when Isaac Bitman taught his students via correspondent, he would send them the teaching materials he prepared and receive the completed assignment. Later on in the mid of 20th Century, knowledge providers started using videotapes which was proceeded by channeling lessons through TV. By the end of the 20 century, this term gained a wider execution due to outburst of MAC abbreviation for Macintosh, this continues discovery in the field of electronics facilitated the access and guaranteed a direct communication between the teacher and the learner , which was considered as a huge leap back then (Amjad .M. Qandil 2022).in the other hand The Higher Learning Commission of the North Central Association of Colleges and Schools accredited Jones International University in 1999, it was the first fully online university in the United States to receive regional accreditation. It was an example of many Institutions that offered online learning certificate but still rarely accessible until the late 21

## **Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers And Students In Giving An Effective Classroom Environment.**

century with the highly spread and outburst of smart phones and internet, existence of YouTube and different social apps, people's online learning was brought to the masses.

Until this point online learning was alternative down to the existence And spread of a new virus in the world by the end of December 2019, a new infectious respiratory disease appeared in Wuhan, China, and the World Health Organization named it the COVID-19 virus (Abbasi et.al , 2020 ), according to the data from WHO and John Hopkins university there are more than 51.949 million person infected with this disease around the world according to the World Health Organization .

### **1.1.1 Covid 19 in the world:**

The benevolence of information and technology effected our lives enormously, especially is the last 50 years it became a basic part that promote every domain, Hence Covid 19 pushed every education instate around the world to capitulate the face to face learning to online learning .It is recognized that this term was highly acknowledge and voluntary adopted before whereas with the emergence of Covid 19 in 2019, it presented an impressive leap in the numbers of users of online education. Due to the fact that it was the only solution to indemnify the safety of both the learner and the teacher, in the other hand assure the successful delivery of the lesson. UNESCO announced on 1 April 2020 that schools and higher education institutions (HEIs) were shut down in 185 countries, affecting 1,542,412 students - 89.4% of total enrolled students.

### **1.1.2 Covid in Algeria:**

Throughout history, the world has faced different diseases and viruses which changed the balance of societies. No country has been spared either socially or economy when the world was reaching an expected rate of cases and deaths. Africa in the other hand beated all anticipations the content's case of fatality reached 2.4% with hardly 35.000 deaths among than 1.4 million

**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

people. Affected countries like Italy and Britain marked higher counts of 11.5% and 9 % compared to Ethiopia 1.6 % and Nigeria 1.9 % south Africa with 2.4 was the worst affected country. Scientists said that they were still searching for explanation for why Africa countries have reported low rates of Covid infections and deaths despite earlier predictions that it will devastate the continent.

Algeria is the third most affected country in Africa after (south Africa, Egypt and Morocco). It was classified as one of the thirteen highest countries at the risk of importing Covid from china because of the connection between the two countries but what was discovered after the first case was reported in Ourgla on February 25<sup>th</sup> 2020 by an Italian national that the virus excited in Algeria was from Europe and especially Spain. Later, this point was further proved after the second case was reported in Blida by two Algerian citizens who were in touch with Algerian govern from France who tested positive for Covid 19 after returning to France.

A research conducted by Nedjat Kadi and Mouna Khalifa questioning the relationship between the high spread of Covid in Algeria where it reached 1.033 case in 24 November 2020 and the population density as catalyst factor . After the cluster analysis and the highest infected countries aside to the highest populated countries in Algeria have been isolated due to Covid 19. The researchers reached a conclusion which validates the presence of a relationship between the two elements (the spread of Covid 19 and the population) as result the proliferation of Covid 19 will increase and the population density increases. Algeria as other many countries underestimated this virus at first and did not take the urgent cautions immediately, but after a gradual number of cases were reported estimated to 20 cases the Algerian government started taking the necessary steps. Preventive measurement and restrictions such as gatherings imitations, quarantine lockdowns of public amenities .In the 10<sup>th</sup> of March the Algerian heath minister ordered the closing of public institutions and political gatherings. Soon after in the 12th of March schools



## **Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers And Students In Giving An Effective Classroom Environment.**

were closed and educational institutes as result teaching was transmitted from physical to digital. With the daily rise of infected cases the measures were gradually gravitating in order to thwart the spread of the virus. Viruses usually emerge and spread because of their virulence and infectivity, as well as other factors such as population flow, economic activities, and social factors.

In order to reduce the spread of Covid, cooperative measures are needed. Researchers such as Zebin Zhao, Xin Li, and Feng Lu conducted a case study in South Africa, Egypt, and Algeria. The research deals with the prediction of Covid 19 in African countries and recommendations for preventive and control. The spread of Covid in South Africa, Egypt, and Algeria is simulated and predicted using three intervention scenarios (suppression, mitigation, and mildness). Additionally, some external factors will facilitate the spread of Covid in Africa, such as a lack of medical equipment necessary for healing, in addition to low efficacy of virus tests. North Africa, Egypt and Algeria where in a severe situation when this case study was performed; Algeria had 165 cases a day, South Africa had 267 cases a day, and Egypt had 215 cases. According to the study, a suitable measure must be taken immediately to prevent the virus from spreading throughout the country. Measures to prevent the virus, such as social isolation and suspension of international trade, were taken, especially after it was determined that the first cases were imported from European countries, as a complement to other measures like:

### **1.1.2.1 Social measures:**

- The Ministry of Labor, Employment and Social Security has authorized the employing bodies, by means of a communiqué (an official communication or announcement); they can therefore proceed with the payment of contributions on behalf of all agencies, without having to go to their own agencies.
- Employers will be able to deposit their cheques or notices of payment of social security contributions at the level of each structure under the responsibility of the Caisse Nationale

## **Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers And Students In Giving An Effective Classroom Environment.**

des Assurances Sociales des Travailleurs Salariés (CNAS), whether it is a payment center or a collection service, beginning on March 22, 2020, and continuing until further notice.

### **1.1.2.2 Cost-cutting measures:**

- The Bank of Algeria has issued a note allowing approved intermediate banks to receive papers relevant to import operations via electronic means, accompanied by a rapid confirmation from the sending bank.

### **1.1.1.3 Covid and Education:**

Pandemics are a gateway between one world and the next. We can choose to walk through it, dragging the carcasses of our prejudice and hatred, our avarice, our data banks and dead ideas, our dead rivers and smoky skies behind us. Or we can walk through lightly, with little luggage, ready to imagine another world. And ready to fight for it, Arundhati , R . (2020). The emergence of COVID 19 and the restricted measures that followed forced the world to choose an alternative path to continue operating at a full capacity. Every field in the world has experienced change, including social spheres. The world is experiencing urgent changes in every aspect, especially in the fields of education, economics, and industry. A revolutionary method of teaching, which attracted attention in the past but has been overshadowed later on by the presence of traditional methods of teaching , it has today regained prominence and has become essential . While teaching relies on the presence of classrooms and face-to-face connections with teachers, online learning relies on the right technological equipment aside to the presence of the internet. Distance learning can include e-learning, among other definitions. Any activity classified as distance teaching, or learning through the internet rather than traditional means of instruction, falls under the umbrella of distance learning.

The United Nations Education, Scientific, and Cultural Organization (UNESCO) have acknowledged that the Corona virus outbreak has adversely affected the education system globally

## **Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers And Students In Giving An Effective Classroom Environment.**

(UNESCO). In 19 April 2020, 1, 500,000,00 students could not attend any academic institute further more Schools from the primary level to the tertiary level were inaccessible. “COVID-19 affects all over the education system, examinations, and evaluation, starting of new semester or term and it may extend the semester” (Pujari, 2020)

As the transformation became a necessity, researchers, curriculum designers, and education offices all worked together to create the perfect environment for both teachers and students. In order to adapt to the changes occurring as well as to assure parents that their children will receive similar benefits as they used to get from normal education settings. In addition, these researchers worked on composing an equally efficient setting for learning, let alone from a psychological perspective, so that this transformation does not decrease productivity of learners and providers alike (Crawford et al., 2020) .

### **2.1 Classroom:**

The history of education dates back thousands of years Egypt's Middle Kingdom generated its first formal school under the direction of Kheti, the treasurer to Mentuhotep II. Since then it has been developing to be the transition tool of values and conducted knowledge of society. Teaching and learning methods are a discipline that relies equally on an essential element to succeed. Motivation is an orientation towards learning that decides how much the learner must give to achieve his goal. Several studies have shown that goal-oriented behavior is exhibited by motivated learners, in the other researchers attribute classroom success to an effective motivation. Motivation has been an approachable point by many researchers such as Pintrich Paul. He discussed in his article "motivation and classroom learning " the importance of this skill in an academic environment. Incorporating that motivation is instrumental in shaping the student's cognitive abilities in the classroom. “Integrative work on academic cognition and motivation has

**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

provided a much more accurate and ecologically valid description of classroom learning” (Pintrich Paul, p 2, 2003). Omotayo and Haliru (2020) explained that learners must be motivated to get digital competency for them to remain relevant in modernity. Over the last 30 years, the study of learning environment has grown greatly in favor of a substantial field in educational research (Fraser, 1998a). It became a trend in the last twenty centuries; it attracted the attention of scholastic researchers, Especially in Asia. The focus of the studies was on the learners' and instructors' perspectives on the classroom learning environment, as well as their experience in the field (teachers). The survey that was conducted for this study yielded some intriguing findings that are now validated and used as a reference in the process of evaluating the learning experience. (Fraser, 1994, 1998a).

- a) Relationship between the learners environment and the outcomes achieved .
- b) Use of an affective classroom measures can evaluate the quality of knowledge given in classrooms.
- c) The interpretation and validation of learning environment questionnaires in local languages, as well as their utility for academic purposes, has been a recent focus. The learning process can take different shapes depending on the situation or the conditions. The first constitution a classroom can embrace is:

### **2.1.1 Physical classroom:**

The advantage of traditional classes over online classes is that students who are not disciplined enough may not be able to accomplish their goals because no one is pushing them. In traditional classes, however, there are rules that keep students on track. Therefore, students who attend traditional classes are more likely to be committed to their education (Donovan 286).

“Physical education centers on physical activity and is clearly distinct from general knowledge-

## **Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers And Students In Giving An Effective Classroom Environment.**

based subjects” Jeong, H. C., & So, W. Y. (2020). Plus page number Teacher-centered methods tend to be widely famous between cultures. This method has been adopted as the first method in the education process in general. It has been famous for its positive effect on both the learner's level of interaction with the teacher aside from his colleagues. Face to face is a more conventional form of learning instruction in which content is passed from the professor to the students (Bandara and Wijekularathna, 2004 ,2017) ,To highlight the benefits of this approach , A study was conducted in 2007 by Elizabeth Stacey and frays Wies Being. The research investigates the effect of face-to-face methods in comparison to online teaching. The sample was both students and teachers to achieve an effective result from various perspectives. It was submitted in different locations in Canada and Australia. the participants had different feedback for both methods .

The University of Deakin group sample recognized that face-to-face learning engaged them more on a sense of community, which boosted the effect of equalizing voices rather than allowing some students to prevail (Elizabeth .S / F. Wiesenberg.2007 ) . For teachers they cited “online teaching challenged me more and more to reflect and rethink my aspects of face to face teaching ” to conclude the Deakin University teachers expressed a strong e preference for teaching face-to-face than the University of Calgary participants .

### **2.1.2 E learning:**

“a disruptive innovation is an innovation that helps create a new market and eventually goes on to disrupt an existing market, displacing an earlier technology” Cook, C. W., & Sonnenberg, C. (2014).

E-learning was created ages ago, and has evolved into a method that is recognized throughout the world. As a form of distance learning or distance education, online learning has long been a part of American education, and has become the largest sector of distance learning in recent

## **Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers And Students In Giving An Effective Classroom Environment.**

decades (Bartley & Golek, 2004; Evans & Haase, 2001) , It is the core of so many businesses and universities throughout the world. Developing online learning in higher education was not a simple process, but the fruit of extensive work. In a 2008, study by the National Center for Educational Statistics (NCES), the main factors influencing higher-education institutions to offer online courses were meeting students' demands for flexible schedules (68%), providing access to college for students who otherwise would not have it (67%), making more courses available (46%), and trying to increase student enrollments (45%) (Parsad, L, & Tice, 2008) .

In 1800, Chicago was the birthplace of distance learning. Some teachers and learners tried to find a way to communicate for the purpose of delivering and receiving tests from each other. The correspondence method was used for the first time during this period (Mclsaac & Gunawardena, 1996). In later years, with the advancement of technology, radio and television elevated the use of distance learning and it streamlined it as a result. In today's world of online education, mobile wireless technologies such as mobile phones, tablets, and laptops are employed. These devices offer portability and speed, which are necessary to express a method succinctly. In light of the popularity of distance learning, technology is predicted to create a new figure for this teaching method in the future.

Technology for Education Consortium, 2017 estimates that the U.S. alone has invested more than \$13 billion in education technology. As online learning occurs over the internet, In a world where education technology keeps on evolving, e-learning is also bound to change. Experience platforms (LXPs).

The evolution of learning management systems (LMS), will continue to play a crucial role in providing a customized and more social online learning experience. LXPs, the market for which has already passed the \$350 million mark (Bersin, 2018), are AI-powered educational mediums that are expected to be extensively adopted by huge enterprises, (Dixit, 20 19). By utilizing the

## **Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers And Students In Giving An Effective Classroom Environment.**

Internet, students can learn online instead of in the traditional “brick and mortar” classroom, according to MERLOT Journal of Online Learning and Teaching 2015. It became more popular among researchers due to its effectiveness which was discussed and tested through multiple surveys.

Since the wide spread development of electronic learning in the recent past (COVID) although internet made online learning possible and accessible to all. People began to question whether this method of teaching is as effective as traditional teaching, which led to many experts investing their time and resources to determine its level and to improve students' learning experiences as well. As a reference to those researchers who invested their time and resources to evaluate this method is Tuan Nguyen who conducted a research to investigate the effectiveness of online learning: beyond no significant difference and future horizons. Organizing and summarizing the findings and challenges of online learning into positive, negative, mixed, and null findings, this study examines the evidence of its effectiveness. Nguyen, T. (2015).

There are many benefits to e-learning, which makes it the first topic discussed in academic fields. Study after study has attempted to draw out the benefits of e-learning with impressive results. Generally, this detached method has been beneficial to students on the following points.

### **2.1.2.1 The positive effects of online learning**

#### **2.1.2.1.1 On the student**

Evaluate the engagement level: many students face social interactions issues , Researchers have linked this disorder to a fear of failure, along with a shy personality that inhibits them from sharing their ideas in class. E- learning gave them a chance to adopt an outgoing character since the communication occurred behind a screen rather than face-to-face. Although student engagement is difficult to observe, this study defines it as the amount of interest shown in a topic

**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

or subject, which can be seen through the level of interaction the student has with the material, and by the amount of effort made to complete related tasks.

Anjali Hazari reports in the South China Morning *that* “Online learning provides students the opportunity to hide their learning disabilities from classmates, which can be a welcome relief from the unwanted attention they receive in their face-to-face classes.” Many surveys were dedicated to serve this idea and investigate the engagement level even further, for instance Amber D.

Dumford & Angie L. Miller. Analyzed data from the National Survey of Student Engagement,

Both first-year students and seniors showed numerous significant relationships between taking online courses and student engagement. Students who took more online courses were more likely to engage in quantitative reasoning ( Amber D. Dumford & Angie L. Miller 2018 ). Since engagement might be difficult to observe, this work considers student engagement to be the amount of interest shown in a topic or subject which can be characterized by the degree of interaction the student has with the material, and by the amount of effort made to complete related tasks. THE DEFINITION LINED BY (Cerezo, Sánchez-Santillán, Paule-Ruiz, & Núñez, 2016), (Robinson & Hullinger, 2008),

It Improves community spirit , Educational researchers and pedagogues agree that a sense of community is an indicator of a successful classroom (Baker & Moyer, 2019; Chatterjee & Correia, 2020; Liu et al., 2007). Without fostering connections, it is impossible to build a sense of community. Connections among students, between students and teachers, and between students and content are critical to engagement and commitment in the classroom (Corso et al., 2013). It is the teachers' methods that determine how strong a sense of community is developed among students. In the online classroom, he should adopt innovative practices and activities that would deliver the same purpose (create a strong sense of community). Whenever the teacher is delivering a message, he must be both creative and productive. From the perspective of students or learners, several studies have shown that e-learning is beneficial (Gautam and Tiwari, 2016; Martínez,C/



**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

Cegarra,N / Cepeda,C.2015; Chang, 2016). E-learning, for instance, makes it possible to find much more flexible ways of learning and to travel less for classes. As a result of activities carried out in the classroom with the aid of interactive video, learners can gain a deeper understanding of the information . In this way, learners are able to respond promptly to the activity. Were other investigators suggested some modific

ations such as Daphne Koller and Andrew Ng, creators of Coursera, collaborated with the American Council on Education to recommend credit-equivalency for some online courses (Koller & Ng, 2012) .

#### **2.1.2.2 Advantages of virtual learning:**

##### **2.1.2.2.1 Teachers:**

Working from home is convenient; many teachers have stated that online teaching gave them the opportunity to create their own home-based learning environment, where they felt more comfortable and creative. As an alternative to wasting time preparing for and arriving at the school or academic destination where they intend to present their courses, they spend that time preparing lessons. .

Teachers are experiencing a decrease in administrative work

Teachers must also draft proposals, account for the school's budget, and enter daily attendance information in addition to teaching, marking, and planning lessons. Due to HeyHi's online whiteboard, teachers no longer need to read students' names aloud every lesson to keep track of attendance. The HeyHi' automated attendance feature tracks students as they enter the virtual classroom. Students can be tracked through the application instead of teachers keeping track of them!

## **Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers And Students In Giving An Effective Classroom Environment.**

Hence online learning Updates of course content are easier for teachers , When the teacher prints his course notes only to find several typos, he knows how annoying it is. Correcting these mistakes with a pen seems unprofessional. This problem is exacerbated if students fail to correct their mistakes and end up learning the wrong concepts.

### **2.2 Challenges faced by the students during online classroom settings:**

Higher education institutions have become aware of the technological changes taking place in the world. Likewise, the field of education is being offered better strategies to advance education. It wasn't free of charge, but it presented challenges for both teachers and learners alike . A survey carried out by Lorna k. Kearns 2012 , under the theme of student assessment in online learning: challenges and effective practices, This example illustrates the many challenges teachers and students alike have faced during this transitional period. Chelghoum H. (2020) who indicates that with the shift from face to face to online learning environment, many students and teachers have faced many problems in education for several reasons. One of the reasons is the dissatisfaction about the technological tools used in online teaching. The challenges presented in this paper are primarily drawn from three main themes:

**2.2.1 The physical distance between the teacher and students :** This phenomena results in a lack of communication, for instance Students in discussion groups may miss the opportunity to fully engage if he came through any condition which can prevent him from engaging in the class which lead him to be left behind . In addition, even in classes with a less robust discussion, students may have a difficult time keeping up with numerous postings across multiple discussion groups and forums. "Sometimes, there are hundreds of entries," said a participant. (Lorna R. Kearns 2012)

## **Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers And Students In Giving An Effective Classroom Environment.**

**2.2.2 Communication process and communication barriers:** All communication processes are hindered by communication barriers. Distance education poses significant challenges due to the physical distance between members, the lack of technology skills, the difficulty of using media, the need for more human interaction, and lack of experience with distance education. Due to these issues, distance education cannot be established or effective communication between members developed. It varies from institution to institution, from one program to another, and for different delivery systems.

**2.2.3 The necessity of using technology in online learning:** Today's students operate on the cutting edge of technology and expect to find relevant information on their daily channels, including Instagram, YouTube, LinkedIn, and Facebook. In addition to being an indispensable tool for online courses and global teams, web conferencing has become the standard. Documents, images, and media can be stored and organized in content management systems. Students and instructors use these files to populate the LMS content as they engage in online learning ( M. E. Milakovich /J.M. Wise 2019 ). Basilia and kvavadze (2020) cited that online learning can be effective in digitally advanced countries.

**2.2.4 Isolated student:** During this time, students encounter a number of challenges, including issues related to their personal reticence to use technology and social interaction with people in closed zones through the internet.

“The barriers to participation that external students may experience are particularly evident in collaborative learning tasks through group work, group presentations and group assessments”( Davidson, 2015; Graham & Misanchuk, 2004; Jaques & Salmon, 2007).Peer interaction is difficult or impossible, particularly in presentations. Despite your best efforts in providing equitable and beneficial learning experiences for all students, the majority of academic

## **Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers And Students In Giving An Effective Classroom Environment.**

staff members feel apprehensive and uncomfortable when dealing with students, regardless of their enrolment mode suitably equipped to teach via wholly (or mostly) online particularly as they themselves may be figuring out how to use the platforms.

**2.2.5 Online group assignment:** Problems of assessment such as technical issues, complexity, sequencing of activities and learning a new medium have been identified as presenting obstacles to the incorporation of multimedia application and assessment in the learning environment (Boyles, 2011; Fahy, 2004; Jaques & Salmon, 2007)

**2.3 Challenges faced by Teachers:** The transformation to distant classes in the late 2020s was followed by a series of teacher-specific struggles. While some teachers lamented the challenge, others rose to the occasion and gave a good account of them. A research project conducted by Dr. Shabnam Gurung, the data was collected from 430 teachers in Maharashtra State. This sample was carefully selected from teachers with no experience of online education. Teachers use different methods such as Zoom, Whatsapp, Google Classrooms and Gmail to communicate with the students due to the non availability of face to face classes

### **2.3.1 Maintaining track of the student's progress:**

In an online learning environment, it is imperative to help students engage with the course material so that they are able to learn. Particularly when students are learning remotely, the teacher should recognize the importance and problems of the students.

Testing and activities are usually used to track progress. Because of the shorter class hours in an online setting compared to a traditional face-to-face class. Teachers' evaluation methods are also affected, and are reduced to half. This Can pose a serious obstacle to online Learning.

## **Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers And Students In Giving An Effective Classroom Environment.**

### **2.3.2 Problem of electricity / Internet connectivity:**

Online classes cannot function without access to electricity and high-speed internet.

Electricity is cut off in rural areas most of the time, and there is no fixed time of availability. Rural areas do not have access to high-speed internet, Wi-Fi, or broadband connections as it is not required by the people on a daily basis, ( Dr. Shabn.G , January .2021 )

### **2.3.3 Insufficient technical / software knowledge:**

Computer software knowledge is essential for teachers. Without that knowledge, it is difficult to control or lead a successful class. In addition, software requires some specific requirements, such as hard disk space, updated windows, and latest graphics on the computer. If you don't know what you're doing, taking online classes is a form of harassment for both students and teachers.

### **2.3.4 Not every need will be fulfilled:**

There is a possibility that not every requirement will be met

The teacher's primary responsibility during the teaching process is to answer the students' questions and clarify their ambiguities. Due to online teaching, it is more challenging for the teacher to focus on just one student at a time and ignore the rest, and as a result, we may suggest that online learning does not support individuality.

This may reduce the teacher's productivity and limit the amount of information presented.

## **Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers And Students In Giving An Effective Classroom Environment.**

### **3.1 Online Learning Vs Traditional learning:**

Online classes are mainly conducted via the internet. Therefore, online classes lack the regular interaction between students and teachers that is found in traditional learning methods. Learning in traditional classes involves direct interaction between the student and the instructor (D. Mader/Shinsky 286). In the future, some people anticipate a very different changed in the methods of teaching, believing that online learning will completely replace traditional learning. After all that online learning has offered, it is ultimately accepted that this new method will complement the previous ones rather than overshadow them. Multiplicity of reasons contributes to the idea that traditional classrooms will be replaced by online education. For example, the best recognized method of online education today is a hybrid approach that blends both traditional and online methods thus letting each medium represents itself.

## **CHAPTER 02: METHODOLOGY**

### **Introduction:**

The purpose of this research study is to explore the challenges of online classes for both students and teachers in providing an effective classroom environment. We opted for an exploratory research design to reach the goal of the study. This chapter is devoted to describe research methods and procedures we followed to complete this research. These are: research design, participants and sampling of the subjects, data collection instruments, data analysis procedures and ethical considerations.

**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

" Students complained of a number of obstacles and problems that they face during their studies in the framework of distance education, and they touched upon instructions and procedures that they are required to abide by while receiving lectures."( Umniah Abu Al-Saud Dubai April 21, 2020 ).

**Observation:**

**Students' observation:**

2020 presented students with a whole new set of challenges towards the education in Algeria, We have observed first hand the different reasons why students do not show up for their online courses, and we have to come to the conclusion that there is no simple answer.

Students from English Department complained of a number of obstacles and problems that they face during their studies in the framework of distance education, they did not participate in virtual learning and they touched upon instructions and procedures that they are required to abide by while receiving lectures, and they all described them as negative, as a breach of the individual's privacy, especially during the examination period, doubling study loads, and causing nervous tension, which it contradicts the goals of the observance of distance education in the current circumstances. They added that although it is easy to return to the lecture at any time in light of distance education, they prefer direct communication during the explanation because it is more useful, and in terms of comprehension, they said that the internet interruption sometimes during the explanation hinders the smooth communication with the lecturer.

**Teachers' observation:**

Most of the teachers were dealing with the issue of distance education during the COVID-19 pandemic, however they agreed with the advantages that online learning can give. Despite the improvements of the transition to virtual education and the use of technology, student attendance remains a problem with the level of knowledge scale in the other hand teachers can not teach remotely if students do not attend online learning classes. So before delving into the different reasons why students may not show up for their online courses, we will explore the teacher's perspective and look at the obstacles that contribute to this issue. Many teachers and students from Djilali Bounaama Khemis-Meliana University are proving to be remarkably resilient during this time when it comes to the effects of the pandemic on school, education, and student learning.

Teachers indicated that the online education system will benefit the weak student more than the superior student, and the examination system is useless for them and they do not feel fair in it,

## **Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers And Students In Giving An Effective Classroom Environment.**

which will force them to file grievances while they do not know whether they will accept those grievances or not (Amanda Clark March 17, 2021).

This research is based on our previous observations that we noticed on Facebook groups about the confusion of students in the subject of distance learning. Our research participants were complaining about the difficulties they face during online learning. However, their teachers just direct them to the administration, which was the second part of the case that had nothing to do with those problems.

### **2.1. Research Design:**

In order to meet the objectives of this research, we selected an appropriate exploratory design for the topic of this research as online learning was a new approach introduced into the Algerian educational environment. The research is built upon a mixed-method approach which "combines elements of quantitative research and qualitative research in order to answer your research question. Mixed methods can help you gain a more complete picture than a standalone quantitative or qualitative study, as it integrates benefits of both methods" (Tegan George August,2020,13).

"Quantitative data are the result of counting or measuring attributes of a population and are always numbers while, Qualitative data are the result of categorizing or describing attributes of a population and are generally described by words or letters" (Tegan George August,2020,13).

Mix-methods aim to collect direct and primary data which could be helpful in providing the necessary information to meet the research objectives. Therefore, the research instruments which are used in the present study are a questionnaire, and an interview.

### **2.2. Participants and sampling:**

20 first-year LMD students from the Department of English at University of Khemis Meliana and 04 teachers from the same department were selected as participants for this study. It is worth mentioning that these students have experienced online learning during the COVID-19 pandemic in their first semester of this year 2021/2022 which is the focus of this study.



## **Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers And Students In Giving An Effective Classroom Environment.**

Teachers of English from the Department of Foreign Languages, were the second category of contributors to the performance of this research. Our goal towards these professors was to inquire about distance education in their daily teaching.

The rationale over selecting this case of study is that students are newly experiencing the online classes and they are not familiar with learning at the university. While teachers, were selected because they have experienced online teaching and they may provide more information about the challenges of online learning affected their first year LMD students of English at Khemis Meliana University.

The participants were selected according to the convenience type of sampling. This type means “selecting the members of a sample on the basis of their convenient accessibility” (Pooja Bhardwaj, 2019,p.05)

“ The convenience sampling method was used because it “referred to the researching subjects of the population that are easily accessible to the researcher” (Ilker Etikan, 2016). Which means our sample was based on the availability of the participants and their readiness to take part in this research.

### **2.3. Data Collection Instruments:**

#### **2.3.1. Student’s Questionnaire:**

The first tool used in this study is the questionnaire which is according to the Oxford Student’s Dictionary: “a list of questions that are answered by many people.” It was designed to gather qualitative and quantitative data from students. The questionnaire was selected as it is easy to fulfill and quick to analyze. Also, it ensures the reliability of the research findings as (Taherdoost), 2016, confirms that questionnaires “provide a cost effective and reliable means of gathering feedback that can be quantitative.”

#### **2.3.2. Teachers’ Interview:**

The second tool used in this study is the interview. “An interview definition can be crafted as a gentle conversation between two people or more where questions are asked to a person to get the required responses or answers” ( Krishna Reddy, June 4, 2022)

## **Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers And Students In Giving An Effective Classroom Environment.**

This interview takes the [semi-structured](#) type which is (Formal interview or guided interview); “Here in the traditional form of an interview, the questions asked are all in a standard format and the same is used for all the candidates. This is to assess the ability of all the candidates impartially.” (Krishna Reddy, June 4, 2022)

The interview is selected to gather qualitative data from two teachers of the department of English at Khemis Meliana University. This tool was selected because it provides more veritable data from the respondents, as Sewell (n.d), p.88, argued that an interview “attempts to understand the world from the subject's point of view, to unfold the meaning of peoples' experiences, to uncover their lived world before scientific explanations”.

### **2.4. Description of the Research Instruments:**

#### **2.4.1. The Description of the Students' Questionnaire:**

The questionnaire opens with a short instruction that includes the title and the purpose of the research. It consists of 11 questions divided into 4 sections and accompanied by several multiple of choices.

The questions aim to provide information about students' background and their previous experience in e-learning. Question one aims at knowing whether online learning during the COVID-19 pandemic was the students' first experience or not. Question two is a « Yes or No » question. It is about having a tool to learn remotely or not. Question three introduces the communication tools used by students in online learning. It tends to show whether the students share the same device for learning or not. Question four collects responses from students about the advantages of online learning. Question five collects responses from students about the disadvantages of online learning. Question six introduces the opinions of students regarding online learning during COVID-19. The purpose of question seven is to find out whether the university was helpful for students to achieve learning remotely. Question eight intends to collect feedback from students regarding the difficulties that prevent them from online learning. The purpose of question nine is to investigate the challenges that students faced during online learning. Question ten sets a scale to evaluate the frequency of face to face learning from one to four. The last question 11 aims at finding if students feel comfortable and favorable when learning online at home. It gives them space to introduce their thoughts.

## **Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers And Students In Giving An Effective Classroom Environment.**

### **2.4.2. The Description of the Teachers' Interview:**

The interview helps in having “flexibility to peruse new topics as needed” (Smith A, 2020) it is structured, which means that the interview provides a comfortable atmosphere for both the interviewer and the interviewee. It makes them able to discuss the topic as in a conversation with the freedom in answering the questions.

The pre-determined questions were ten questions. Question 1 aims at knowing whether online teaching during the COVID-19 pandemic was the teachers' first experience or not. Question two investigates the teacher's ownership of technology devices for online teaching .Question three seeks to test teachers' satisfaction with technology in online teaching. Question four is an open-ended question that intends to collect data about teachers' experiences in online teaching before and during the COVID-19 pandemic. Question five examines teachers' opinion about the importance of face to face teaching as it changed to be remotely during COVID19. The purpose of question six is examining the teachers' methods to correct students' mistakes and tasks. Question seven explores the online teaching quality. Question eight intends to find out the challenges that face teachers while teaching online. The purpose of question nine looks at providing solutions to overcome the problems that hinder online teaching. Finally, question ten intends to collect data about the factors that make the classroom environment effective.

### **2.5. Data Collection Procedures:**

#### **2.5.1. Administration of the Students' Questionnaire:**

The questionnaire was distributed to first-year students at Djilali-Bounaama, Khemis-Meliana University. It was designed from Mars 03rd, to 16th, 2022, and piloted to 15 students on Mars 20th, 2022. The questionnaire was set up hand to hand to the students from April 02nd to 08th, 2022. The instructions included were explained to the participants and the researchers gave the enough time and assured the confidentiality of the answers and invited the students to feel free while answering and giving their opinions.

#### **2.5.2. Administration of the Teachers' Interview:**

## **Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers And Students In Giving An Effective Classroom Environment.**

The interview was conducted with 04 English Foreign Language teachers at Khemis-Meliana University. It was designed from Mars 03rd, to 16th,, 2022. The researchers have sent permission to the teachers asking them to be part of the study. After receiving responses from teachers accepting to be part of the research, the researchers met these teachers in the department of English from April 01st to 13th, 2022 to interview them. Some questions were modified base on teachers' responses.

### **2.6. Data Analysis Procedures:**

A mixed method approach was used to examine the data collected from the questionnaires and the interviews. The questionnaire's quantitative data were analyzed through software Excel, and the qualitative data were analyzed using content analysis. After the analysis of each item, the percentages rates of the responses were presented in the form of tables and figures which were designed using Excel Setup. The data gathered from open-ended questions were analyzed through content analysis.

### **2.7. Ethical consideration:**

As member of teachers and students has become a part of this research study, we regarded the protection and respect of human subjects and their privacy. This discussion will focus on citing the ethical consideration that we followed to protect the rights of the research participants, enhance the research validity and maintain scientific integrity.

The research that contains human participants, some ethical issues must be considered; hence we commit ourselves to work ethically, in particular:

- ❖ We gave an information sheet to all the research participants, with an explanation about what the research is about. The information sheet helps the potential participants to take a decision regarding their participation in the research.
- ❖ We collected an informed consent reply from the participants, which gave a detailed clarification of the data collection process.
- ❖ The name of the participants remained anonymous at all stages of data collection, while analyzing the data, and writing up the results.

## **Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers And Students In Giving An Effective Classroom Environment.**

- ❖ All the personal information about the participants were saved in a locked cabinet and will be destroyed completely once the research has finished.
- ❖ The research will not cause any physical or emotional harm to the participants.

### **CHAPTER THREE: DATA ANALYSIS AND DISCUSSION**

#### **Introduction:**

This chapter introduces analyses and discusses data collected from student questionnaires and teachers interviews.

The discussion is presented in comparison to the literature review and the research questions after each section of the questionnaires and the interviews and then the comparison of the students' grades.

#### **3.1 Analysis and discussion of the Students' Questionnaires Responses**

The student survey results are presented and analyzed using tables which includes the answers, numbers and the percentage of the respondents.

Every question is discussed after its own table.

Each section is discussed and analyzed individually.

##### **3.1.1Section 01: students' Background**

###### **3.1.1.1 The analysis of section01:**

###### **Question 01:**

**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

Do you have previous experience in e-learning before covid-19?

1- YES

2- NO

The results obtained from this question are shown in the following table:

	<b>Numbers</b>	<b>Percentage</b>
<b>Yes</b>	06	20%
<b>No</b>	24	80%
<b>Total</b>	30	100%

**Table3.1:** Student’s experience of online learning before covid-19.

The results of this question reveal that the majority of respondents (80%) have not experienced online learning before the covid-19 and only 20% of them have experienced it.

**Question02:**

Do you have access to device for learning online?

A1-Yes.

A2-Yes, but it doesn’t work well.

A3-No, I share with others.

The data obtained from this question is presented in the following table:

	<b>Numbers</b>	<b>Percentage</b>
<b>A1</b>	18	60%
<b>A2</b>	12	40%
<b>A3</b>	00	00%
<b>Totale</b>	30	100%

**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

**Table3.2:** Student's access to a device for learning online.

The finding shows that the majority of students have access to device for learning online. However, 40% of them have problems with these devices and it doesn't work well.

**Question03:**

Which device do you use for distance learning?

1-Laptop.

2-Desktop.

3-Tablet.

4-Smartphone.

The results of this question are presented in the following table:

	<b>Numbers</b>	<b>Percentage</b>
<b>1</b>	03	10%
<b>2</b>	00	00%
<b>3</b>	01	4%
<b>4</b>	26	86%
<b>Total</b>	30	100%

**Table 3.3:** Student's distance learning devices.

These results indicate that almost all the students (86%) use their smartphones as a tool for e-learning. In addition, some of them (10%) use their laptop but only 3% use tablet. while none of them (00%) use desktop for distance learning.

**3.1.1.2 The discussion of section 01:**

## **Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers And Students In Giving An Effective Classroom Environment.**

This section shows the data gathered from students' background including:

\*The respondents' previous experience about e-learning before covid-19

\*The students' access to a device for learning online

\*The students' distance learning devices

The covid-19 affected million of students worldwide and transferred the way of teaching in universities. The results of our questionnaires reveal that almost all the students have not experienced online learning before covid-19. So, the students have test distance learning for their first time with the spread of the corona virus in the world in order to continue the academic courses while avoiding people gathering and the potential risk of the spread of infection. This sudden transformation in the teaching and learning activities from physical to virtual learning was not easy for the student to manage the new method. In the same context, a research conducted by Baczek et al (2021) about students' perception of online learning during the covid-19 find that over 60% of the student have never experienced online learning before the pandemic. Moreover, Asoud and Harasic (2021) in their study about the impact of the covid-19 students' e-learning experience in Jordarian universities. They confirmed that all the student test this new method of teaching for the first time due to the pandemic. Before the covid-19, some educational institutions in the developed countries were working with blended learning methods. But according to UNESCO, 98% of global student population shift to online classes after the covid-19.

When the world health organization WHO declared the covid-19 as a pandemic, distance learning appear to the world as a new method of teaching and learning which might be the reason why technical issues were the major disadvantage of e-learning. From the previous data, it is clear that the majority of the student have access to device for learning online. However, most of them have problems (technical problems) with these devices. In term of devices used in online learning,



**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

smart phones were the most useful tool followed by laptops which means that the student are not familiar with the use of other devices. In general, no matter which device they prefer convenience, ease of use and the efficacy were all important reasons for students 'choices of preferred devices. This finding is reinforced by the study of Muthuprasad (2021) in India focuses on agricultural students' perception and preference towards the online learning, claim that 57% of the respondents prefer smart phones and 35% prefer laptops. In the same line, if any organisation wants to develop an application for online classes it must be compatible with smart phones. In contrast, research from Oregon State University Ecampus (2018) believes that few number of student (10%) preferred smart phones for viewing online classes videos. They added that the majority of the students (73%) see laptops and desktops as the ideal devices to use in online classes.

**3.1.2 Section02: Students' opinions regarding online learning during covid-19.**

**3.1.2.1 The analysis of section 02:**

**Question 04:**

What are the advantages of e-learning? You can choose more than one answer.

**A1**-Learning on your own pace.

**A2**-Ability to stay at home.

**A3**-Classes interactivity.

**A4**-Ability to record a meeting.

**A5**-Others.

The data gathered from this question are presented in the following table:

**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

	Numbers	Percentage
<b>A1</b>	06	10%
<b>A2</b>	28	49%
<b>A3</b>	12	21%
<b>A4</b>	03	5%
<b>A5</b>	09	15%
<b>Total</b>	58	100

**Table3.4:** The Advantages Of E-learning

It seems that 50% of the students see that the ability to stay at home is the best advantage of e-learning. 15% of them have other advantages. 30% think that learning on your own pace is an advantage of e-learning. While, only 5% of the student say the ability to record a meeting as an advantage of e-learning.

**Question05:**

What are the disadvantages of e-learning? You can choose more then one answer.

**A1-** Reduced interaction with the teacher.

**A2-** Technical problems.

**A3-** Lack of interaction with patients.

**A4-** Poor learning conditions at home.

**A5-** Others.

The findings of this question are presented in the following table:

	Numbers	Percentage
--	---------	------------

**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

<b>A1</b>	29	51%
<b>A2</b>	16	28%
<b>A3</b>	00	00%
<b>A4</b>	08	14%
<b>A5</b>	03	5%
<b>Total</b>	56	100%

**Table3.5:** The disadvantages of e-learning.

The results indicate that 51% of students believe that distance education reduces their interaction with their teachers which is the strongest disadvantage to e-learning. 28% of them see it in technical problems and 14% think that the home is an inappropriate place to study and focus well. In addition, 5% of these people see this disadvantage in other reasons of their own. While lack of interaction with patients is not an abuse of e-learning from their opinion.

**Question06:**

How do you feel overall about distance education during covid-19?

**A1-Poor.**

**A2-Below average.**

**A3-Average.**

**A4-Good.**

**A5-Excellent.**

The findings are presented in the following table:

Numbers	Percentage
---------	------------

**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

<b>A1</b>	09	30%
<b>A2</b>	17	56%
<b>A3</b>	03	10%
<b>A4</b>	01	4%
<b>A5</b>	00	00%
<b>Total</b>	30	100%

**Table3.6:** Students' satisfaction about distance learning during Covid-19.

These data show that more than a half (56%) of the student feel below average about distance learning and only 3% feel good about it. Besides, 30% of the students feel poor and 10% of them feel average about e-learning during covid-19.

### **3.1.2.2 The discussion of section 02:**

This section shows the data gathered from students' opinion regarding online learning including:

\*Students' advantages.

\*Students' disadvantages.

\* Students satisfaction about distance learning during the pandemic.

As universities are closed for an indefinite period, both educational institutions and students are experimenting ways to complete their curriculum. Here, e-learning comes into consideration as a new method of teaching during covid-19 that contains advantages and disadvantages for both teachers and students.

As can be seen in table four, 49% of the students see the ability to stay at home as the strongest advantage of e-learning so that they are not obliged to move to colleagues to complete

## **Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers And Students In Giving An Effective Classroom Environment.**

their studies. In the same thoughts, a study from Politehnica University in Romania (2021) determines that the main advantage of e-learning is ‘the lack of the need to travel’. So, students can save time, efforts and money uses when moving from one place to another for the sake of studying. In term of advantages also, being an active student is to be able to choose your study, time of study, study duration and learning outcomes. In the same line, self-paced learning means you can learn in your own time and schedule which has important implications for an effective learning. Allowing learners to control their study parameters that are mentioned previously can increase their level of learning and achieve a better result that is why 30% of our respondents choose it as an advantage of e-learning.

With self paced learning, the learners become cognitively strong as Roger (1969) states that self-leadership develops motivation cognitive abilities. Landrum (2020) confirmed that students’ ability to encourage themselves to study independently is experimentally proven successful in students’ self confidence. There is no direct leadership and supervision from the lecturer , the hours of study vary between lectures and possibly in various situation all these has positive effect on students’ feedback during this pandemic. However self-learning requires the student to maintain self-discipline, which can be difficult without direct supervision from the teacher. Another benefit in the opinion of our students (3%) for e-learning is the ability to record a meeting. You may want to re-watch the lesson presented either through an audio or video clip in case you did not understand the lesson or for further understanding. Also, you may be absent for some reasons during the direct lesson with the teacher through one of the distance learning tools, the ability to download the lesson due to the internet gives you the opportunity to attend the lesson again in any time and place you want.

All these advantages were in line with the research with Baczek (2021) research which determined that the strongest advantages according to their respondents are the ability to stay at

## **Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers And Students In Giving An Effective Classroom Environment.**

home, continuous access to online materials, learning at your own pace and comfortable surroundings. In contrast, as can be noticed in table five, 51% of the students believe that distance education reduces interaction with teacher. Poor communication with teachers who helps student to clarify the learning and to overcome the obstacles that face the student during learning can lead to poor student production. The Deakin University teachers expressed their preference to face to face teaching rather than online teaching. They recognized the role of face to face teaching in evaluating the interaction between the student where online teaching increases it gradually in classroom especially between the teacher and the students.

The second disadvantage chosen by 21% of our respondents is technical problems. With this sudden shift, students were faced by the new method for the first time which might be the reason why technical problems is the second disadvantage of online learning. Both students and teachers are frustrated with complications and these difficulties can lead to the students' less participating in the courses. Technical issues can be sub-divided into two categories:

1-lack of or problems in technological equipments.

2-lack of students' skills over the TE.

Students should know how to use electronic devices and the university must provides them with the needed training in order to develop their skills before and during the remote lesson to be comfortable and have high self confidence while using these devices during the course. For more faster and flexible lesson and for further understanding, the students must be familiar with the technological tools so they do not waste time that they should use it in learning and concentrating with the teacher in how to open the platform or the application of online learning. Baczek (2021) confirmed that both students and teacher must be familiar with the equipment and they should receive technical supports and guidance before and during an online course.

## **Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers And Students In Giving An Effective Classroom Environment.**

One of the keys to study well is to have a good location. It is hard to study in a room full of distractions. The ideal study place in which you can focus on and free from distractions is not the home for 14% of our respondents. At home, distraction like watching TV, taking a nap, scrolling through social media, or other activities are the major productivity killers that take you further from your goal of studying or completing that task. However the study of Baczek (2021) here was against our finding. He claimed that the majority of the students chose lack of interaction with patients (70%) as a disadvantage of e-learning.

About the students' distance learning satisfaction; it was clear to claim that most of the respondents were not satisfied with distance learning during the covid-19, since that most of them feel below average about it. That was supported by Alia and Maqableh study from the university of Jordan (2021) in which more than a third of the surveyed students are dissatisfied with the online learning experience. In addition, they confirmed that distraction reduces focus, psychological issues and management issues were the major factors behind this dissatisfaction. In another line, Almusharraf and Khahro (2020) stated that the students of higher education institution in KSA were totally satisfied with the new way of teaching.

### **3.1.3 Section 03: Challenges faced by the students in online learning during the covid-19.**

#### **3.1.3.1 The analysis of section03:**

##### **Question 07:**

How helpful your university has been in offering you the resources to learn from home?

**A1**-Not helpful at all.

**A2**-Slightly helpful.

**A3**-Moderately helpful.

**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

**A4**-very helpful.

**A5**-Extremely helpful.

The results collected from this question are presented in the following table:

	<b>Numbers</b>	<b>Percentage</b>
<b>A1</b>	23	77%
<b>A2</b>	05	17%
<b>A3</b>	02	6%
<b>A4</b>	00	0%
<b>A5</b>	00	0%
<b>Total</b>	30	100%

**Table3.7:** The helpfulness of the university.

From the results, it seems that the university was not helpful at all since 76% of the students answer with this. However, 16% see that it was slightly helpful and 6% think that the university is moderately helpful. None of our respondents see it very or extremely helpful.

**.Question 08:**

Give your opinion of the following statements according to your previous experience. You can choose more than one statements.

**A1**-There is difficulties in adapting online learning.

**A2**-I do not have enough skills with using technology applications.

**A3**-There is a difficulty in managing my time because of responsibility at home.

**A4**-I lose concentration while learning because of poor internet.



**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

**A5**-All of the answers.

All the data are presented in the following table:

	Numbers	Percentage
<b>A1</b>	00	00%
<b>A2</b>	08	27%
<b>A3</b>	00	00%
<b>A4</b>	03	10%
<b>A5</b>	19	63%
<b>Total</b>	30	100%

**Table 3.8:** Students' opinions about online difficulties.

The above data shows that the majority of the students have all the problems mentioned. Besides, 26% of them have problem when using technology application. While, 10% see that they lose their concentration while learning because of poor internet.

**Question 09:**

What are the biggest challenges facing online educations today?

**A1**-Lack of motivation in students.

**A2**-Digital devices and technical issues.

**A3**-Lack of in-person interaction.

**A4**-Lack of skills to implement the technology

**A5**-Course structure and quality.

The results gathered from this question are presented in the following table:

**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

	Numbers	Percentage
<b>A1</b>	05	13%
<b>A2</b>	12	40%
<b>A3</b>	00	00%
<b>A4</b>	01	4%
<b>A5</b>	13	43%
<b>Total</b>	30%	100%

**Table 3.9:** students' biggest challenges in online education.

The results indicate that most of the students say that digital devices course structure and quality are the biggest challenges facing online education today. Also 16% of them think the lack of motivation in student and 04% see that the lacks of skills to implement the technology are also a challenge. While none of them view the lack of in-person interaction as a challenge.

### **3.1.3.2 The discussion of section 03:**

This section aims at gathering data about the challenges facing students in online learning which include:

- \*The helpfulness of the university.
- \* Students' opinions about online difficulties.
- \*The Biggest challenges facing online education today.

Effective educational resources help to improve educational outcomes for students by positively influencing teaching and learning. The school administration must support both teachers and students by providing them with the needed technological infrastructure and process framework so that distance learning is convenient and effective. From table seven it seems that the

## **Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers And Students In Giving An Effective Classroom Environment.**

Djilali Bounaama University was not helpful at all. It doesn't provide any resources for the students to learn and manage their learning process during this pandemic. Wagner et al (2005) confirmed that the importance of universities in supporting online teaching is irrefutable. Particularly for students with disabilities that need much more care. Recent estimates from the national longitudinal transition study suggest that approximately 10% of youth has been supported by specialist guiding to facilitate the process. The University of Cape Town (UCT) conducted a study on the number of students who gained access to educational materials suitable for online learning. Their study revealed that many students lack resources to successfully take part in online learning. Some universities in cooperation with NSFAS have provided vulnerable students with laptops. Online learning resources have a positive impact on students' academic self-confidence because they provide them with the additional information needed. The role of the resources is to provide a source of learning experience for our learners, aiding in the process of interaction between students and teachers during the teaching/learning process. At the same time, they help students learn and increase their experience, meeting different learning needs. These resources can be any resource available online in an online learning environment. HTML documents can be such as course, class objectives, lecture notes, assignments, or class questions. It can be audio or video lessons, interactive exercises, quiz, documents or home documents.

Algeria like other countries in the world close down their universities as a response to the covid-19 outbreak. Universities in Algeria have faced significant challenges and thus had to adopt online learning as crisis management measure in responses to the closure of educational institutions. In our survey with the aim of exploring the process and challenges of implementing online learning during the covid-19 pandemic in the university. The results indicate that it has not been an easy process. From our finding it is clear that most of the students have difficulties in adopting online learning which include all the problems mentioned in table eight. Suprianto et al (2020) claimed that because of the first experience with online learning during the COVID-19,

## **Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers And Students In Giving An Effective Classroom Environment.**

both teachers and students find it difficult to adopt this new way of teaching. The majority of the students were aware of the existence of online learning but were not familiar with the details of its application and its various platforms. Al Shalabi and Shibly (2020) recommend a virtual reality application where practical sessions are conducted to provide online educational training programs for both lecturers and students. The biggest barrier that faces the students when adopting online learning is that both teachers and students did not have any prior foundations in this new pedagogical learning platform. To adopt effectively this new method after covid-19, students need to develop technological competencies and the best position of this would be from primary and secondary education to higher education. The technological skills can play a vital role in developing students' outputs. In the line of this idea, Organization for Economic Cooperation and Development OCED (2020/2021) confirmed that today universities will need to give more attention to reinvent the learning environments and encourage the development of technological skills of both students and teachers. Students do not only need technological skills but also soft skills that allow thinking, understanding and transfer of knowledge which contributes to personal developments intellectual independence. Orose (2018) states that technological skills are not only specific for learning process, but are also essential in today' knowledge society. He found that key 21st century skills are critical thinking, problem solving, communication and technological skills have a positive impact on life satisfaction. After the COVID-19 pandemic, many studies have already been conducted on how to use technologies in higher education especially in this period, for example, at the level of curriculum change (Volungeviciene 2021), looking at motivation (Mhanede et al 2021), and teaching methods (Rouah et al 2021) ,their integration into the educational process(Wieser et al 2021), the learning systems used (Feamy et al 2021), or the management of higher education institutions (Maiorov 2021) .

Regarding the difficulties, a distance learning student must acquire time management skills. The better you can manage your time, the easier it will be to achieve your goals. It was clear

## **Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers And Students In Giving An Effective Classroom Environment.**

that more time at home did not necessary means more time for academic work. It is not about how much time you have, we all have the same 24 hours a day, but it's about how well you use your time when learning online at home. Time management is critical helping you stay focused without the motivation or the guidance of the teachers. Effective time management makes you more productive not only in online learning but also in your future work and your personal life. Some students have difficulties in managing their time at home; they could not concentrate because they were constantly subjected to conflict between family members. Others find it difficult to refuse conversations with parents. Baticulon et al (2021) confirmed that having a quiet study area with the same comfort provided by a classroom or library was a privilege not available to all. So, if you want to complete your studies online successfully, it is necessary to find a good time management.

If you are dealing with any sort of technology, unreliable internet can be a huge obstacle for students especially in Algeria with the very bed internet connectivity. Therefore, some of the students live far from the city so they do not have internet in their home. Because of poverty, some of the students do not have smart phones or laptops. Sumitra (2021) state that the majority of the students do not have access to smart phones or TV at home in addition to poor internet connectivity. So, the lack of the internet can negatively affect the learning process. Missing the important information many students feel that they are dissatisfied with online and digital education due to wifi lag. They find themselves in difficult and stressful circumstances so that their grades will suffer severely and affect their overall score.

The COVID 19 pandemic has forced the cessation of educational activities so that the educational system in all over the world migrate to online learning which lead to significant challenges for the learning and teaching method. Rebeiro (2020) noted that this digital transition of education delivery came with many logistical challenges and attitude adjustments.

Online learning faces many challenges:

## **Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers And Students In Giving An Effective Classroom Environment.**

Learner issues, Educator issues, Content issues;

In the line of this idea, Kebritchi et al (2017) mentioned that online learning is a challenge for institutions to get the students involved in the teaching and learning process. It is a challenge for teachers to go from physical to virtual learning mode, change their teaching methodologies, and manage their time. It is difficult to develop content that covers the curriculum, and also engages students.

Motivation is one of the key factors that affect learners' success and performance in the language learning process. Schunk et al (2020) argued that the success of the students' learning was related to their motivation. Esra et al (2021) confirmed that the students feel less excited about the online learning process is one of the reasons why the students' opinion were mostly negative towards online learning. They are not satisfied with the course content and subjects, lacking the self-discipline to follow the course, lack of communication in online classes and the lack of a private space to follow the course. The students may feel less motivated in an online class for several reasons. The course content may not cover the students' needs. The students fear that their efforts will not improve their performance. Inappropriate classroom climates. Students may have other responsibilities competing for their time and attention. Also, family problems at home. However the main cause that influences motivation is the lack of interaction with students and teachers. To support this idea, a study conducted by Lin et al (2017) found that motivation in online education was less than traditional face to face classrooms, because of the lack of interaction with peers and teachers in the remote learning environment.

Online learning depends on technology devices, good internet connectivity and the higher technological skills of teachers and students. The absence of one element maybe denied access to online learning. According to UNISCO, online learning depends on technological capabilities, digital learning platforms and internet connectivity to provide all the students with the course

## **Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers And Students In Giving An Effective Classroom Environment.**

remotely. Alaboudi (2020) stated that many universities cannot adopt online courses due to the limited infrastructure. Digital devices have become essential element in the education system especially after covid-19 pandemic. Students need these devices to attend the online classes during the lock down. Kapasia et al (2020) confirmed that more than 80% of student in India use mobile phones to attend their online classes. However some students do not have personal smart phones and laptops at home. The P.Sahu (2020) claimed that working and online learning can be very difficult as the devices need to be shared with other family members. So, online learning become easier with the good digital devices free from any technical problems.

Strong and stable internet connectivity is essential for online learning. A study conducted by Kapasia et al (2020) show that 32.4% of the student were facing problems related to poor internet connectivity. Another issue that effect online learning is unstable electricity. Some areas are prone to regular power cuts.

Students' skills in online education are a critical issue that needs proper attention. None teach student cannot overcome with this mode. Students need to get training in using online learning platforms. Mutka(2008) suggested that the universities need to design a separate platform for learning digital skills and that should be integrated in all the learning process ( before, during and after the online course).Omotayo and Haliru(2020) added that learners must be motivated to get digital competency for them to remain relevant in modernity.

Concerning the challenges always, in a research study conducted in India (2021) during the lockdown after the covid-19 to identify the factors that have impact on student satisfaction with online learning. The results of the study indicate that the teacher quality, course content, students' expectation and feedback are the main factors influencing online courses. The first step towards a good course content quality is a very effective instructor during the lecture. The teacher should understand the student psychology to present the course appropriately according to the

**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

students needs. What is hard here, is that the lack of students interaction between teachers and students that may lead to a less understanding of students' psychology. The teacher must also search for the good method to deliver the content in the platform, so that the students can easily download it. The teachers' enthusiasm can also improve the course content to motivate the students. If the instructor plans appropriately the course content so the student can easily understand, the students may feel disappointed and stressed if they feel that the course content do not meet their needs or hard to be understand.

**3.1.4Section 04: The effectiveness of face to face learning.**

**4.1.4.1The analysis of section04:**

**Question 10:**

Rate the effectiveness of traditional face to face learning, from one to five.

**A1:** 1

**A2:** 2

**A3:** 3

**A4:** 4

**A5:** 5

The data obtained from this question are show in the following table:

	<b>Numbers</b>	<b>Percentage</b>
<b>A1</b>	4	13%
<b>A2</b>	00	0%
<b>A3</b>	00	0%



**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

<b>A4</b>	10	33%
<b>A5</b>	16	54%
<b>Total</b>	30	100%

**Table3.10:** The effectiveness of traditional face to face.

The responses to question 10 show that most of the students (53%) rate 05 which means that they see the traditional method is more effective then the new method. Also, 33% rate 4 and 13% rate 1. So, they think that face to face method is less effective then online method. However, none of the students rate 2 and 3.

**Question 11:**

Do you enjoy learning remotely (online)? Why?

1-Yes

2-No

**No because of:**

-poor internet connection.

-Bad learning condition at home because of the responsibility.

-Lack of contact between the teacher and the students.

-We have to master the use of technology devices to learn online.

**Yes because of:**

-Comfortable process to learn at home.

-Easy process to do tasks and search the information quickly.

**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

The data gathered from this question are presented in the following table:

	<b>Numbers</b>	<b>Percentage</b>
<b>Yes</b>	03	10%
<b>No</b>	27	90%
<b>Total</b>	30	100%

**Table 3.11:** Students' perception of learning remotely.

The responses from the students were largely negative overall 90% said no which means they do not like learning remotely for several reasons mentioned previously. Only few members 10% were positive for their reasons also.

#### **3.1.4.2 The discussion of section04:**

Due to the COVID-19 pandemic, many students have had to make a decision about continuing to study virtually. While virtual learning has benefits, face-to-face learning creates a more useful environment and is the better alternative. As far as the effectiveness of traditional learning during the covid-19 is concerned, the majority of our participants believe that it was more effective than online learning. Face-to-face learning is the best option as it provides a greater chance of regaining greater understanding in the course topics. As a result, you also have the opportunity to complete your courses more successfully by attending the class in person and to connect with other people on campus. With distance learning, you do not have the ability to talk face to face with your professor or students in your classes because it is all done through a screen. These findings were supported by previous study conducted by Butnaru 2021 who reported that the rapid transition to online education has bad effects on students' readiness. Furthermore, Adnan and Anwar (2020) believe that the internet was not effective compared to face to face learning especially in underdeveloped countries. Therefore, Mojibur et al (2020) confirmed that the

## **Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers And Students In Giving An Effective Classroom Environment.**

students are skeptical about the effectiveness of online learning on their performance during the pandemic. Basilia and kvavadze (2020) cited that online learning can be effective in digitally advanced countries. According to the EDUCAUSE center for analysis and research among the responses of 40,000 college students from 118 universities in the US, 70% said they prefer face to face classes.

From table 11, 90% of the students do not enjoy online learning for their disadvantages mentioned in question three. During the transition from face to face learning to virtual learning, strong negative feelings about online learning among students appear. According to the July 2020 survey of 13,606 college students in the United States. 75% of those surveyed said they were dissatisfied with the quality of online classes and 35% had considered dropping out of school. Although online education is flexible and accessible; students have some difficulties while accessing these online platforms. Due to financial problems, some students cannot access the Internet or own smart phones, tablets or computers. Students may not have an internet connection, a device to use, or a space to learn in. Some students may not be available to meet at certain times. Others may have a lot going on in the background that they are trying to hide or even hide from the rest of the class. All these reasons makes physical learning more effective than virtual learning as found in our survey.

### **3.2 Analysis and discussion of the Teachers' Interview Responses:**

The data gathered from the teachers' interview is presented and analyzed through tables that include teachers' responses and the percentage for each answer. The answers of the interview are discussed after the end of each section of it.

**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

**3.2.1Section 01: Teachers' Experience of Online Learning:**

**3.2.1.1 The analysis of section01:**

**Question 01:**

Have you experienced online teaching before covid-19?

1-YES

2-NO

The results obtained from this question are shown in the following table:

	Numbers	Percentage
<b>Yes</b>	1	20%
<b>No</b>	4	80%
<b>Total</b>	5	100%

**Table3.12:** Teachers' experience in online learning before the Covid-19.

From the teachers' answers, it appears that 80% of the respondents did not experience online teaching before the covid-19.while, 20% of the teachers have a previous experience with it.

**Question02:**

Do you have access to a device for teaching online?

1-Yes

2-No

The findings of this question are presented in the following table:

	Numbers	percentage
<b>Yes</b>	05	100%
<b>NO</b>	00	00%
<b>Total</b>	05	100%

**Table 3.13:** Teachers' access to a device for teaching online.

**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

The results indicate that all the teachers have access to devices for teaching online which can be a computer, tablet and Smartphone.

**Question03:**

Are you satisfied with the technology and software you are using for online learning?

1-Yes

2-No

The findings of this question are presented in the following table:

	Numbers	Percentage
<b>Yes</b>	04	80%
<b>No</b>	01	20%
<b>Total</b>	05	100%

**Table3.14:** Teachers' perception about the technology used in online teaching.

It seems that 80% of our respondents are pleased with the technology they are using in online teaching and have no problem with it. However, only 20% of them are not really satisfied.

**Question04:**

How was your experience while teaching students from home compared to teaching in class?

Almost all the teachers indicate that they are not satisfied with online teaching as a new method used in universities after the pandemic because of its difficulties in the ability to modify, add elements to the lesson according to the students' reaction.

There was a lack of immediacy, an absence of eye contact, body language and a limited control of the lesson.

Also, problems of internet connectivity for some students and teachers as well.

## **Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers And Students In Giving An Effective Classroom Environment.**

While, some teachers see it as an excellent way of teaching as it gain time and efforts.

### **3.2.1.2 The discussion of section01:**

This section aims at gathering data about teachers' personal experience of online teaching before and after the covid-19 including:

- Teachers' experience about distance education.
- Teachers' access to devices used in online learning.
- Teachers' perception about the technology used in online teaching.
- Teachers 'satisfaction about online education compared to face to face learning.

As we see in the interview, the majority of the teachers did not experience online teaching before the covid-19. So they have test distance teaching for their first time with the spread of the corona virus in the world to continue the academic courses while the universities were closed due to the lockdown of the pandemic. Before the covid-19, some educational institutions in the developed countries were working with blended learning methods. But according to UNESCO, 98% of global student population shift to online classes after the covid-19.

Most of the teachers have negative attitudes towards online teaching after covid-19. They confirmed that the experience was not successful at all because of many challenges and difficulties facing both teachers and students and this idea are confirmed by Chelghoum A. and Chelghoum H. (2020) who indicate that with the shift from face to face to online learning environment, many students and teachers have faced many problems in education for several reasons. One of the reasons is the dissatisfaction about the technological tools used in online teaching.

### **3.2.2 Section02: Teachers' Instructional Strategies.**

**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

**3.2.2.1 The analysis of section02:**

**Question05:**

How do you provide feedback?

The teachers confirmed that they provide feedback throughout the use of video and audio via the online platform. Others provide feedback with sending e-mails.

**Question06:**

How do you ensure the quality of online courses?

All the teachers state that they prepare their lessons thoroughly at home with as much as details possible, organizing the lesson plan using a variety of materials including videos, tables, images and charts. Some teachers upload the courses for the students as well in written format, video and audio to make sure every student has the accessibility to the course when they want to revise it.

**3.2.2.2 The discussion of section02:**

The results obtained from this section provide knowledge about how have teachers' instructional strategies changed in online teaching. The way of teaching used in face to face teaching vary from the ones used when teaching online. The teachers change their instructions for simpler and more comprehensive resources for students. This idea was in line with the study of Wei Bao (2020) who confirmed that "the quantity, difficulty and length of teaching content should match with the academic readiness and online learning behavior characteristics of students'

**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

‘Teachers do not only change their technique of teaching, but also their way of giving homework which become online via emails or the online platforms. The teachers organize and prepare their lesson at home with the needed details for better understanding and more comprehension

Concerning feedback, teachers receive students’ questions, answers, recommendations and comments via email and facebook. Wei Bao (2020) also indicate that teachers provide feedback using online tools such as videos, audios and charts which support our finding in this research.

### **3.2.3 Section03: Challenges Facing the Teachers in Online Teaching.**

#### **3.2.3.1 The analysis of section03:**

##### **Question07:**

How important is face-to-face communication for you while teaching remotely?

All the teachers confirmed that face to face communication is very important in teaching remotely. They add that some lessons really need face to face discussions. Face to face communication makes teachers more demanding.

##### **Question08:**

What are the challenges of distance learning?

All the teachers indicate that problems of internet access are the biggest challenge facing online learning.

- Lack of technological skills for some students.

-Lack of classroom control.

-Difficulties in Engaging Students.



## **Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers And Students In Giving An Effective Classroom Environment.**

- Lack of Communication with Students.
- Problems of time management.
- Problems of student and teachers access to technology.
- Lack of Teacher Preparedness.

### **3.2.3.2 The discussion of section 03:**

This section aims at exploring the challenges facing teachers in online teaching. Our findings reveal that the problem of internet access is the major challenge of online teaching. When the students and teachers work with technology unreliable internet can be a huge barrier for both of them.

Technological skills can play a vital role in online teaching. To support this idea the Organization for Economic Cooperation and Development OCED (2020/2021) confirmed that today universities will need to give more attention to reinvent the learning environments and encourage the development of technological skills of both students and teachers. To adopt effectively this new method after covid-19, teachers need to develop technological competencies to use the technological devices with high self confident in front of the students. Both students and teachers need to get training in using technology as Al Shalabi and Shibly (2020) recommend a virtual reality application where practical sessions are conducted to provide online educational training programs for both lecturers and students.

In addition, time management, lack of teachers' preparation is also another difficulty when teaching online. The better you can manage your time, the easier it will be to achieve your goals and this can be easier with the good organization of the lessons as it gain the teacher more time and efforts. The teachers' enthusiasm can also improve the course content to motivate the

**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

students. If the instructor plans appropriately the course content so the student can easily understand, the students may feel disappointed and stressed if they feel that the course content do not meet their needs or hard to be understand.

Regarding the challenges, lack of students' communication and interaction can be also a challenge of online teaching. As mentioned before, the teacher should understand the student psychology to present the course appropriately according to the students needs. What is hard here, is that the lack of students interaction between teachers and students that may lead to a less understanding of students' psychology.

Chelghoum A. & Chelghoum H. (2020) indicate that the challenges faced by teachers and students are lack of experience, lack of internet access, keeping students engaged, and problems in time management

### **3.2.4Section04: Solution for More Effective Online Class.**

#### **3.2.4.1 The analysis of section 04:**

##### **Question09:**

What do you think is necessary/important to overcome these problems (challenges)?

To overcome these problems, the university must provide the students with better equipped spaces for learning online including computer rooms for those who have not digital tools at home.

Enforcing technology.

Boosting motivation.

Technological devices should be the right to every person.

Provide training sections for the learners.

**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

**Question10:**

Mention three key factors for making an online class effective.

\*Well organized lesson with the needed materials (videos, audio, image, charts...).

\*Interaction with the students (clear communication).

\*High internet access and technological tools with the needed skills.

**3.2.4.2The discussion of section 04:**

The following section intends to search for solution to more effective online teaching.

Online teaching and learning would be helpful if teachers and students have all the appropriate skills when using the technology needed for online teaching and learning.

The university should make it easier for students to access the university platform.

Improve the interaction between students and teachers.

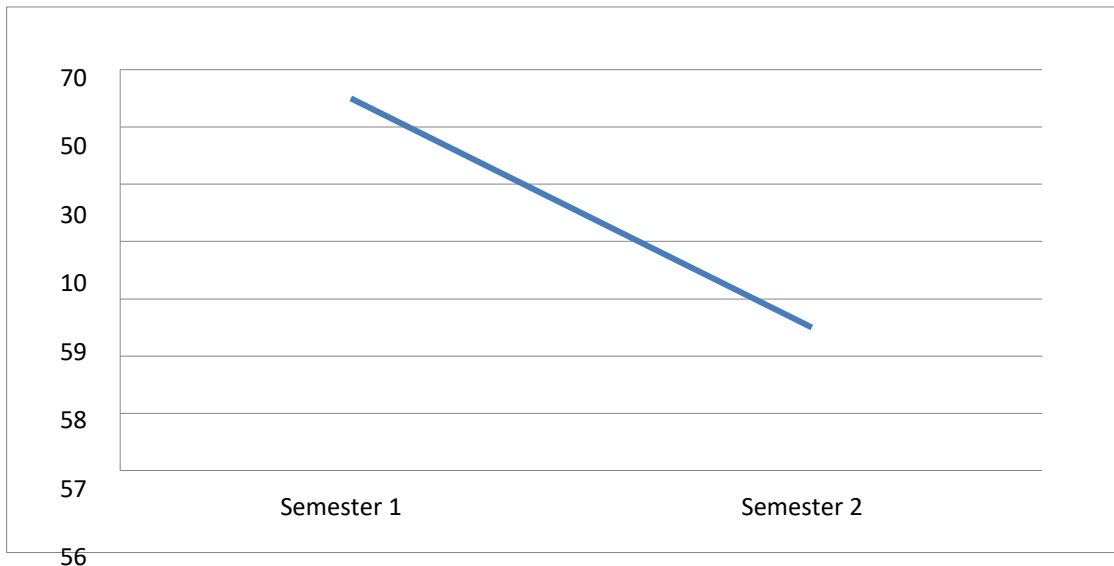
The written materials provided to students should be supported by practical materials such as videos and voice recordings.

**3.3The Comparison of Students' Grades**

Students' performance in semester one was less than their performance in semester two as we can see in the figure in which students' grade decrease from the first semester to the second one. This means that online learning was not successful and has negative impact on students' performance. In the same idea, Realyvásquez-Vargas et al. (2020) confirmed that distance education cannot provide a good academic performance. Another study conducted by Xu and Jaggars (2013) believe that online learning has a negative influence on student grade.

**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

To conclude with the study of Alsoud and Harasis (2021) who indicate that the transition from face to face to online learning made the learning worse.



**Figure3.15:** the comparison of students' grades.

#### **4.3.1The discussion of the finding in relation to the research questions:**

##### **Question 01:**

Is the virtual learning lead to the lack of the student engagement, interaction and satisfied of classrooms environment?

Yes .from section two which indicate students' opinion regarding online learning during covid-19. It is clear that the majority of students were not satisfied with distance education during

## **Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers And Students In Giving An Effective Classroom Environment.**

the pandemic. The students also confirmed that the lack of interaction with both patients and teachers is the major reason behind this dissatisfaction that can negatively influence students' engagement.

### **Question 02:**

What makes the classroom environment effective? Is the virtual or the physical one?

From our research it is clear that physical classroom is more effective than virtual classroom. While virtual classrooms has benefits, face to face learning creates a more useful environment and is the better alternative as it contain much more advantages for both teachers and students comparing to virtual classroom.

## **Conclusion**

The universities in all over Algeria was affected by the covid-19 pandemic, our university is one of them.

The thesis opens with a general introduction. It follows with a collection of chapters, which are:

Chapter one reviewed the collection of previous findings of other researchers concerning both e - learning and face to face learning. This chapter is considered to be a major piece in

## **Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers And Students In Giving An Effective Classroom Environment.**

this research since it's discuss the historical changes from past to recently information , the importance of both methods , the challenges and disadvantages of that both online learning and face to face learning .

The practical part (methodology, data analysis and discussion) was built to answer the main research questions:

- Is the virtual learning lead to the lack of student's engagement, interaction and satisfaction of classroom environment?
- What makes the classroom environment effective? Is the virtual or the virtual or the physical one?

Chapter two shows the methodology used in the whole study, which describes the research procedures and tools followed to complete this research. Chapter three offers, analysis and discusses the data collected from chapter two. The results obtained were presented in tables. These data shows how students and teachers face the new method for their first time during the covid-19. Also it presents the advantages, disadvantages and the students' satisfaction about distance learning. The chapter identifies the main challenges and difficulties faced by both students and teachers. The final point of the discussion is to submit the effectiveness of traditional method in comparison to face to face method. The chapter ends with the comparison of students 'grades before and after the covid-19.

The study showed that face to face learning is the most valuable and effective way of teaching and learning in our university. The majority of our respondents (both teachers and students) were not satisfied with online learning during covid-19 as it create a barrier for the good teaching and learning environment because of its disadvantages. In the opinion of the respondents in our survey, while virtual classroom has advantages, face to face learning is more helpful, useful, beneficial and advantageous way of teaching and learning in the university. So the transition cannot be permanent, we cannot use it after the end of this pandemic in Algeria. In other words, the universities are obliged to go back to the traditional way of teaching which is more preferred.

As the majority of studies, this research is subject to several limitations. Which are those characteristics of design or methodology that impacted or influenced the interpretation of the findings from your research (Price, James H. & Judy Murnan). First, it was difficult to interview a large number of teachers because of the circumstances of examination which means teachers were not available all the time in the department. Second, because this study is about the COVID-19 pandemic, which is a new phenomenon, only a few prior studies have dealt with it. E learning has been always an area of questioning for many researchers, they invested both their time and knowledge in order to clarify this term for the public and present it as alternative to traditional methods . We shared the same drive with those

## **Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers And Students In Giving An Effective Classroom Environment.**

researchers especially when taking into consideration how deeply neglected this method is in Algeria. The main objective is offer the most possible help to introduce this method to Algerian academic settings by discussing the importance of e learning and the challenges that comes with it.

### **References**

- Alawashdeh, A. Z., Mohammed, E. Y., Al Arab, A. R., Alara, M., & Al-Rawashdeh, B. (2020). Advantages and disadvantages of using e-learning in university education: Analyzing students' perspectives. *Electronic Journal of e-Learning*, 19(3), 107-117.
- Abigail Johnson Hess(2021) As college students head back to class, some say benefits of online learning should not be forgotten. <https://www.cnbc.com/2021/07/29/college-students-say-benefits-online-learning-shouldnt-be-abandoned.html>.

**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

- August 13, 2021 by Tegan George <https://www.scribbr.com/methodology/mixed-methods-research/>
- Alsoud, A. R., & Harasis, A. A. (2021). The Impact of COVID-19 Pandemic on Student's E-Learning Experience in Jordan. *Journal of Theoretical and Applied Electronic Commerce Research* 16(5), 1404–1 414. <https://doi.org/10.3390/jtaer16050079>
- Almusharraf, N. & Khahro, S. (2020). Students Satisfaction with Online Learning Experiences during the COVID-19 Pandemic. *International Journal of Emerging Technologies in Learning (iJET)* 15(21), 246-267. Kassel, Germany: International Journal of Emerging Technology in Learning. Retrieved May 30, 2022 from <https://www.learntechlib.org/p/218355/>.
- Alamri, H.; Lowell, V.; Watson, W.; Watson, S.L. Using Personalized Learning as an Instructional Approach to Motivate Learners in Online Higher Education: Learner Self-Determination and Intrinsic Motivation. *J. Res. Technol. Educ.* 2020, 52, 322–352. Available online: <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1260142&lang=pt-pt&site=eds-live&scope=site>
- A. Alaboudi and A. S. Alharbi, "Impact of digital technology on Saudi students", *Int. J. Inf. Technol.*, 2020. <https://link.springer.com/article/10.1007/s41870-020-00451-7>
- \*Ala-Mutka, K., Punie, Y., & Redecker, C. (2008). Digital competence for lifelong learning. *Institute for Prospective Technological Studies (IPTS), European Commission, Joint Research Centre. Technical Note: JRC, 48708, 271-28.*
- Adnan, M., & Anwar, K. (2020). Online Learning amid the COVID-19 Pandemic: Student Perspectives. *Online Submission*, 2(1), 45-51. <https://eric.ed.gov/?id=ed606496> .
- Bączek, M., Zagańczyk-Bączek, M., Szpringer, M., Jaroszyński, A., & Wożakowska-Kapłon, B. (2021). Students' perception of online learning during the COVID-19 pandemic. *Medicine*, 100(7), e24821. <https://doi.org/10.1097/MD.00000000000024821>
- Baticulon, R.E., Sy, J.J., Alberto, N.R.I. *et al.* Barriers to Online Learning in the Time of COVID-19: A National Survey of Medical Students in the Philippines. *Med.Sci.Educ.* 31, 615–626 (2021). <https://doi.org/10.1007/s40670-021-01231-z>
- Butnaru, G. I., Niță, V., Anichiti, A., & Brînză, G. (2021). The effectiveness of online education during covid 19 pandemic—a comparative analysis between the perceptions of academic students and high school students from romania. *Sustainability*, 13(9), 5311. <https://doi.org/10.3390/su13095311>
- Basilaia, G., & Kvavadze, D. (2020). Transition to online education in schools during a SARS-CoV-2 pandemic. *Journal of Pedagogical Research*, 1(1), 1-10. <https://doi.org/10.3390/jpr1010001>



**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

2 coronavirus (COVID-19) pandemic in Georgia. *Pedagogical Research*, 5(4). <https://eric.ed.gov/?id=EJ1263561>

- Barrett, B. (2010). Virtual teaching and strategies: Transitioning from teaching traditional classes. *Contemporary Issues in Education Research (CIER)*, 3(12), 17-20.
- CarolynMcGibbonJean-PaulVan Belle (2015) Integrating environmental sustainability issues in curriculum through problem-based and project-based learning: a case study at the University of C <https://doi.org/10.1016/j.cosust.2015.07.013> .
- Course Hero, <https://www.coursehero.com/study-guides/odessa-introstats1-1/sampling-and-data>
- Chin-HsiLin.,YiningZhang.,BinbinZheng (2017) The roles of learning strategies and motivation in language learning: A structural equation modeling analysis. <https://doi.org/10.1016/j.compedu.2017.08.001>
- Chelghoum, A., & Chelghoum, H. (2020, December). The COVID-19 Pandemic and Educational Changes ahead for Teaching in Algeria. *ALTRALANG Journal*, 02(02), 118–132.
- COVID-19 and higher education: Today and tomorrow; Impact analysis, policy recommendations 2020. <https://unesdoc.unesco.org/ark:/48223/pf0000375693>.
- Dello Stritto, M. E. & Linder, K. E. (2018). Student device preferences for online course access and multimedia learning. Corvallis, OR. Oregon State University Ecampus Research Unit. <https://ecampus.oregonstate.edu/research/study/student-device-preferences/student-device-preferences-study.pdf>.
- \*Dale H.Schunk·Maria K.DiBenedetto (2020) Motivation and social cognitive theory. <https://doi.org/10.1016/j.cedpsych.2019.101832>
- Elizabeth Stacey, Faye Wiesenberg A Study of Face-to-Face and Online Teaching Philosophies in Canada and Australia 2007. [https://www.researchgate.net/publication/228621641\\_A\\_Study\\_of\\_Face-to-Face\\_and\\_Online\\_Teaching\\_Philosophies\\_in\\_Canada\\_and\\_Australia](https://www.researchgate.net/publication/228621641_A_Study_of_Face-to-Face_and_Online_Teaching_Philosophies_in_Canada_and_Australia)
- Esra MEŞE., Çiğdem SEVİLEN (2021) Factors influencing EFL students' motivation in online learning: a qualitative case study. <https://dergipark.org.tr/en/pub/jetol/issue/60134/817680>.
- Fearnley, M.R.; Amora, J.T. Learning Management System Adoption in Higher Education Using the Extended Technology Acceptance Model. *IAFOR J. Educ.* 2020, 8, 89–106. Available

**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

online: <http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=145761327&lang=pt-plive&scope=site> .

- Gurung, S. (2021). Challenges faced by teachers in online teaching during Covid-19 pandemic. *Online Journal of Distance Education and e-Learning*, 9(1), 8-18.
- Gherhes, V.; Stoian, C.E.; Farcas, M.A.; Stanici, M. E-Learning vs. Face-To-Face Learning: Students' Preferences and Behaviors. *Sustainability* 2021, 13, 4381. <https://doi.org/10.3390/su13044381>
- Gopal, R., Singh, V., & Aggarwal, A. (2021). Impact of online classes on the satisfaction and performance of students during the pandemic period of COVID 19. *Education and information technologies*, 26(6), 6947. <https://doi.org/10.1007/s10639-021-10523-1>
- Hew, K. F., Jia, C., Gonda, D. E., & Bai, S. (2020). Transitioning to the “new normal” of learning in unpredictable times: pedagogical practices and learning performance in fully online flipped classrooms. *International Journal of Educational Technology in Higher Education*, 17(1), 1-22. <https://doi.org/10.1186/s41239-020-00234-x>.
- Iker Etikan et al.: [Comparison of Convenience Sampling and Purposive Sampling](#)
- Jeong, H. C., & So, W. Y. (2020). Difficulties of online physical education classes in middle and high schools and an efficient operation plan to address them. *International journal of environmental public health*, 17(19), 7279.
- Krishna Reddy: [What is an Interview: Definition, Objectives, Types & Guidelines](#)  
<https://content.wisestep.com/what-is-an-interview/>
- Kebritchi, M., Lipschuetz, A., Santiago, L. (2017). Issues and challenges for teaching success courses in higher education. *Journal of Educational Technology Systems*, <https://doi.org/10.1177/0047239516661713>
- Kadi, N., & Khelfaoui, M. (2020). Population density, a factor in the spread of COVID-19: a statistical study. *Bulletin of the National Research Centre*, 44(1), 1-7.
- Lounis, M. (2020). COVID-19 in Algeria: Chronology and evaluation of preventive actions. *Journal of Medical and Educational Technologies*, 13(1), em2001

**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

- Nicholason, P. (2007). A history of e-learning: Echoes of the pioneers. *Computers and e-learning, from theory to practice*. Dordrecht, The Netherlands: Springer
- Nguyen, T. (2015). The effectiveness of online learning: Beyond no significant differences horizons. *MERLOT Journal of Online Learning and Teaching*, 11(2), 309-319.
- Michał Bączek , Students' perception of online learning during the COVID-19 pandemic. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7899848/>
- Obeidat A, Obeidat R, Al-Shalabi M. The effectiveness of adopting e-learning during COVID-19 at Hashemite University. *International Journal of Advanced Computer Science and Applications*. 2020. <https://pesquisa.bvsalud.org/global-literature-on-novel-coronavirus-2019-ncov/resource/pt/covid-19/1040183>
- OECD. *The Impact of COVID-19 on Education-Insights from Education at a Glance 2020: OECD (Organisation for Economic Cooperation and Development) Indicators*; OECD Publishing: Paris. 2020. <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/question-and-answers-factsheet/20200327-situation-report-11-covid-19>  
<https://www.oecd.org/coronavirus/insights/education-at-a-glance-2020/>  
[detail/coronavirus-disease-covid-19-schools](https://www.oecd.org/coronavirus/insights/education-at-a-glance-2020/).
- Peter DeWitt April 26, 2020 06Reasons Students Aren't Showing Up for Virtual Learning. <https://www.edweek.org/leadership/opinion-6-reasons-students-arent-showing-up-for-virtual-learning>
- P. Sahu, "Closure of Universities Due to Coronavirus Disease 2019 (COVID-19): Impact on Educational Institutions and Mental Health of Students and Academic Staff", *Cureus*, vol. 12, no. 4, Apr. 2020. <https://www.cureus.com/articles/30110> .
- Pintrich, P. R. (2003). Motivation and classroom learning. In W. M. Reynolds & C. E. Knoff (Eds.), *Handbook of psychology: Educational psychology*, Vol. 7, pp. 103–122). John Wiley & Sons.
- Price, James H. & Judy Murnan. "Research Limitations and the Necessity of Reporting Them." *American Journal of Health Education* 35 (2004): 66-67.
- Rogers, C. (1969). *Freedom to Learn*. Columbus, OH: Charles E. Merrill. <https://scirp.org/reference/referencespapers.aspx?referenceid=2334965>.
- Rouah, I.; Bourekkadi, S.; Khouilji, S.; Slimani, K.; Kerkeb, M.L. Mobile Learning

**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

Development of Higher Education Through a New Vision of Teaching  
ThankstoEducationalTechnology. *Ilkogronline* 2021, 20,976987.<http://search.ebscohost.com/login?direct=true&db=eue&AN=150195314&lang=pt-pt&site=eds-live&scope=site>.

- Ribeiro, R. (2020, April 14). How university faculty embraced the remote learning shift. *EdTechMagazine*. <https://edtechmagazine.com/higher/article/2020/04/how-university-faculty-embraced-remote-learning-shift>.
- Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez Gutierrez, T., & Hernández-Escobedo, G. (2020). The impact of environmental factors on the performance of university students taking online classes during the COVID-19 pandemic in Mexico. *Sustainability (Switzerland)*, 12(21), 1–22. <https://doi.org/10.3390/su12219194>.
- Suprianto, Sitti H, A, Mahmudin, Ade O, S. (2020). The Effectiveness of Online Learning Amidst the COVID-19 Pandemic. *Jurnal Administrare: Jurnal Pemikiran Ilmiah dan Pendidikan Administrasi Perkantoran*, 7(2), 321-330. <https://doi.org/10.26858/ja.v7i2.16441>
- Smith, A. (2020, July 28). Differences Between Structured, Unstructured and Semi-Structured Interviews. *Comeet*. <https://www.comeet.com/resources/blog/structured-unstructured-semi-structured-interviews-compare-candidates-on-the-same-set-of-questions>.
- Shibly FHA, Nafrees ACM, Roshan AMF, Nuzla Baanu AS, Fathima NM. Awareness of Online Learning Among Undergraduates during COVID 19 with special reference to South Eastern University of Sri Lanka. *Journal of Physics: Conference Series*. 2020;1712(1):012010. DOI: 10.1088/1742-6596/1712/1/012010.
- <https://ui.adsabs.harvard.edu/abs/2020JPhCS1712a2010N/abstract>.
- Sumitra Pokhrel, Roshan Chhetri (2021) A Literature Review on Impact of COVID-19 Pandemic on Teaching and Learning. <https://doi.org/10.1177/2347631120983481>.
- Sewell(n.d)page88DefinitionofInterviewinQualitativeResearch  
[https://www.researchgate.net/profile/ChristinaAnozie2/publication/320009898\\_Literature\\_Review\\_for\\_the\\_Type\\_of\\_Interview\\_in\\_Qualitative\\_Research/links/5bca1bae92851cae21b42be3/Literature-Review-for-the-Type-of-Interview-in-Qualitative-Research.pdf](https://www.researchgate.net/profile/ChristinaAnozie2/publication/320009898_Literature_Review_for_the_Type_of_Interview_in_Qualitative_Research/links/5bca1bae92851cae21b42be3/Literature-Review-for-the-Type-of-Interview-in-Qualitative-Research.pdf)  
origin=publication\_detail
- T.Muthuprasad, S.Aiswarya, K.S.Aditya, Girish K.Jha (2020). Students' perception and preferences for online education in India during COVID -19 pandemic. <https://doi.org/10.1016/j.ssaho.2020.10010>

**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

- The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A qualitative study exploring medical students' perspectives, article number: 285 (2020) - [Published Online First on World Scientific Research Journal, 2020.](#)
- Taherdoost (2016) .<https://hal.archives-ouvertes.fr/hal-02546800/document>
- Umniah Abu Al-Saud – Dubai April 21, 2020 [https://www.alroeya.com/173-76/2130389-\"Pri and stress\"..The most prominent complaints of female students about distance learning](https://www.alroeya.com/173-76/2130389-\)
- UNESCO COVID-19 Education Response Education Sector issue notes Distance learning strategies for a response to COVID-19 school closures", no. April, pp. 1-8, 2020.  
<https://unesdoc.unesco.org/ark:/48223/pf0000373305>
- [Wei Bao](#) (2020) COVID-19 and online teaching in higher education: A case study of Peking University. [https://www.researchgate.net/publication/340493657\\_COVID-19\\_and\\_online\\_teaching\\_in\\_higher\\_education\\_A\\_case\\_study\\_of\\_Peking\\_University](https://www.researchgate.net/publication/340493657_COVID-19_and_online_teaching_in_higher_education_A_case_study_of_Peking_University)
- Wagner, Mary; Newman, Lynn; Cameto, Renee; Levine, Phyllis; Garza, Nicolle(2005) After High School: A First Look at the Postschool Experiences of Youth with Disabilities. A Report from the National Longitudinal Transition Study-2 (NLTS2). <https://eric.ed.gov/?id=ED494935>.
- Wieser, D. Integrating Technology into the Learning Process of Higher Education: A Creative Approach. *High.Educ.* 2020, 34,138–150. Available online: <http://search.ebscohost.com/direct=true&db=eric&AN=EJ1253437&lang=pt-pt&site=eds-live&scope=site>
- Xu, D., & Jaggars, S. S. (2013). The impact of online learning on students' course outcomes: Evidence from a large community and technical college system. *Economics of Education Review*, 37, 46–57.  
<https://doi.org/10.1016/j.econedurev.2013.08.001>
- ZERMANE, H., & AÏTOUCHE, S. (2020). Digital learning with Covid-19 in Algeria. *International Journal of 3D printing technologies and digital industry*, 4(2), 161-170 .

**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

## **Appendix**

**Consent Form for students:**

**Name of Researchers:** Balaouane Imene, Yettou Amira, Mohri Ahlem.

**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

**Research title:** Explore The transition from physical to virtual learning: The challenges for both teachers and students in giving an effective classroom envirement.

**Participant Full Name:** .....

I give my consent to be a participant in this research and I acknowledge the following: (please tick each box)

- ❖ I acknowledge that I have read the information sheet and understand the nature of this research.
- ❖ I understand the research aims and objectives.
- ❖ I agree to take part as a participant in this research study.
- ❖ I agree to answer the questions in the questionnaire carefully and accurately.
- ❖ I understand that my name will be anonymous and will not be identified in the future publications from this research.
- ❖ I understand that I could withdraw my participation by contacting the researcher until the data collection has been completed and anonymised.

**Date:**

**Signature:**

**Consent Form for teachers:**

**Name of Researchers:** Balaouane Imene, Yettou Amira, Mohri Ahlem.

**Research title:** Explore The transition from physical to virtual learning : The challenges for both teachers and students in giving an effective classroom environment.

**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

**Participant Full Name:** .....

I give my consent to be a participant in this research and I acknowledge the following: (please tick each box)

- ❖ I acknowledge that I have read the information sheet and understand the nature of this research.
- ❖ I understand the research aims and objectives.
- ❖ I agree to take part as a participant in this research study.
- ❖ I agree to answer the questions carefully and accurately.
- ❖ I agree to take part in follow-up interview face to face to the interviewee.
- ❖ I agree that this interview may be recorded (Please note: you are free to refuse this, and in which case I will take notes during the interview instead.)
- ❖ I understand that my name will be anonymous and will not be identified in the future publications from this research.
- ❖ I understand that I could withdraw my participation by contacting the researcher until the data collection has been completed and anonymised.

**Date:**

**Signature:**

**Information Sheet:**

**About the Researchers:** A master "2" students of English at Djilali-Bounaama, Khemis Meliana University.

**Full Name:** Balaouane Imene, Yettou Amira & Mohri Ahlem.



## **Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers And Students In Giving An Effective Classroom Environment.**

**Course:** A master thesis in language and communication.

It is our pleasure to invite you to participate in our research which will examine the transition from physical to virtual learning, and The challenges for both teachers and students in giving an effective classroom environment.

### **Research Aims:**

The aims of this research are explained as follows:

- ❖ The study shows the transition of nowadays method of teaching between physical and virtual classroom.
- ❖ To know the challenges faced by students and professors during this transformation.
- ❖ To find out if this transformation can be permanent, or in other words, if we can use it after the end of this pandemic
- ❖ To indentify the main differences between traditional methods of teaching and modern mechanism (online )
- ❖ To gain a new insight about virtual classrooms aside to test its efficiency in term of learners outcomes.

### **Data Collection Procedures:**

#### **Observation:**

We will have weekly discussions about the transition that happened in the context of education during COVID-19. You will have the right to use any language (Arabic, French or English) in the discussions.

#### **Interviews:**

The interview will last about one hour. If you consent the interviews may be recorded, and again you may use Arabic, French or English.

#### **Participation:**

**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

This research is voluntary, and you have the right to withdraw your participation in the research until the data are made anonymous.

**Confidentiality:**

The data collected from our participants will be confidential and anonymous. All documents which include the participants' information will have be locked, so that we are the only three who has access to this information.

**Potential Risks:**

There are no potential risks or harm will be caused to you in this research. You will not be paid for your participation in this research.

**Next step:**

We would be pleased if you accept to take part in this research. If you choose to participate in the research, please tick each section and sign and send the consent form to the email written below. I am looking forward to hearing from you soon.

Best Regards,

**MS ;** Balaouane Imene, Yettou Amira & Mohri Ahlem.

Email Adress: [Balaouane.imene@gmail.com](mailto:Balaouane.imene@gmail.com)

Contact Number: 0672106396

**Students Questionnaire:**

Dear students,

This questionnaire aims to collect the data required to complete the research of a master thesis. Our research tend to obtain information about first year LMD students' challenges in online learning. We seek to shed light on how learning online during the COVID-19 pandemic affected students' education. We hope you would give frankly your views.

**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

- 1. Do you have a previous experience in e-learning before COVID-19?**
  - Yes
  - No
  
- 2. Do you have access to a device for learning online?**
  - Yes
  - Yes, but it doesn't work well
  - No, I share with others
  
- 3. Which device do you use for distance learning?**
  - Laptop
  - Desktop
  - Tablet
  - Smartphone
  
- 4. What are the advantages of e-learning? You can choose more than one answer :**
  - Learning on your own pace
  - Ability to stay at home
  - Classes interactivity
  - Ability to record a meeting
  - Other ...
  
- 5. What are the disadvantages of e-learning? You can choose more than one answer :**
  - Reduced interaction with the teacher
  - Technical problems
  - Lack of interactions with patients
  - Poor learning conditions at home
  - Other
  
- 6. How do you feel overall about distance education during COVID-19?**
  - Poor
  - Below Average
  - Average
  - Good
  - Excellent

**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

**7. How helpful your University has been in offering you the resources to learn from home?**

- Not helpful at all
- Slightly helpful
- Moderately helpful
- Very helpful
- Extremely helpful

**8. Give your opinion of the following statements according to your previous experience , you can choose more than one statement :**

- There is a difficulties in adapting online learning
- I do not have enough skills with using technology applications
- There is a difficulty in managing my time because of responsibility at home
- I lose concentration while learning because of poor Internet
- All of the answers.

**9. What are the biggest challenges facing online education today ?**

- Lack of Motivation in Students
- Digital devices and Technical Issues
- Lack of In-person Interaction
- Lack of skills to implement the technology.
- Course Structure and Quality

**10. Rate the effectiveness of traditional face-to-face learning, from one to four**

- 1
- 2
- 3
- 4

**10. Do you enjoy learning remotely (online)?**

- Yes,why ? .....

.....

**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

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

- No,why ? .....

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

**Thank you for your collaboration**

**Teachers interview :**

➤ Have you experienced online teaching before COVID-19?  
.....  
.....  
.....

➤ Do you have access to a device for teaching online?

**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

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

➤ Are you satisfied with the technology and software you are using for online teaching?

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

➤ How was your experience teaching students from home compared to teaching at university ?

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

➤ How do you provide feedback?

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

➤ How do you ensure the quality of online courses?

.....  
.....

➤ How important is face-to-face communication for you while teaching remotely?

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

➤ what are the challenges of distance learning?

.....  
.....

**Explore The Transition From Physical To Virtual Learning: The Challenges For Both Teachers  
And Students In Giving An Effective Classroom Environment.**

.....  
...

➤ What do you think is necessary/important to overcome these problems?

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

➤ Mention three key factors for making an online class effective?

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

**Thank you for your collaboration**