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Impact of E-Learning on university Students: the case of L&C First Year Master students at Khemis Miliana University

Dissertation submitted to the Department of English as a partial fulfillment of the requirements for the degree of Master in language studies

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DECLARATION

We hereby confirm that the work submitted is our own and that appropriate credit has been given where reference has been made to the work of others. The work follows APA system of reference

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DEDICATION ONE

To whom I laugh with,
I dedicate this work.

Benzohra Samia

DEDICATION TWO

I dedicate this work to my loving parents, who have always been a Source of inspiration for me and have given me strength when I was on the verge of giving up, and who continues to support me spiritually, emotionally, and financially.

To my sisters, brothers, mentor, friends who encouraged me to finish this study.

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ABSTRACT

During COVID-19 pandemic, several countries were obliged to switch their teaching programs into e-learning, where students spend long hour using electronic devices. This study aims to determine the negative impact of electronic learning on the students' academic performance in Khemis Miliana University. A quantitative analysis was made after collecting the data. 30 Master English students in the Department of Foreign Languages in Khemis Miliana were sampled. The main research tool that was used was multiple choices questionnaire that was made up of 13 items. The data gathered from the respondents were analyzed quantitatively using Spss software. The findings demonstrate that the vast majority agree with the questions of the study. Students still prefer classroom classes over online classes due to many problems they face when taking online classes, such as lack of motivation, understanding of the material, and decrease in communication levels between the students and their instructors and their feeling of isolation caused by online classes.

Keywords: E-learning, Online teaching, E –learners, web technologies, Performance.

ملخص

خلال جائحة COVID-19 ، اضطرت العديد من البلدان إلى تحويل برامجها التعليمية إلى التعلم الإلكتروني ، حيث يقضي الطلاب ساعات طويلة في استخدام الأجهزة الإلكترونية. تهدف هذه الدراسة إلى تحديد الأثر السلبي للتعلم الإلكتروني على الأداء الأكاديمي للطلاب في جامعة خميس مليانة. تم إجراء تحليل كمي بعد جمع البيانات. تم أخذ عينات من 100 طالب ماستر في اللغة الإنجليزية في قسم اللغات الأجنبية بخميس مليانة. كانت أداة البحث الرئيسية التي تم استخدامها هي استبيان الخيارات المتعددة والمكون من 13 فقرة. تم تحليل البيانات التي تم جمعها من المستجيبين كمياً باستخدام برنامج Spss. تظهر النتائج أن الغالبية العظمى تتفق مع فرضية الدراسة. لا يزال الطلاب يفضلون الفصول الدراسية العادية على الدراسة عبر الإنترنت بسبب العديد من المشكلات التي يواجهونها عند أخذ دروس عبر الإنترنت، مثل الافتقار إلى الحافز وفهم المواد وانخفاض مستويات الاتصال بين الطلاب ومعلميهم وشعورهم بالعزلة.

الكلمات المفتاحية: التعلم الإلكتروني ، التدريس عبر الإنترنت ، المتعلمون الإلكترونيون ، تقنيات الويب ، الأداء.

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LIST OF Abbreviations

EFL: English as Foreign Language

E-L: Electronic Learning

ELT: English Language Teaching

F L: Foreign Language

GVC: Global Virtual Classroom

ICT: Information and Computer Technology

L &C: Language and Communication

LMD: License Master and Doctorate

VLE: Virtual Learning Environment

General Introduction

GENERAL INTRODUCTION

"Communications technology has changed our life in a way or another. With the development of information and communications technology, the term E-learning, which includes the acquirement, usage and facilitation of knowledge using electronic means, has emerged. This type of learning depends on the Internet and computers" (Tossy, 2017, p18).

Wentling et al. (2000:5) define e-learning as: "The reception and use of knowledge distributed and facilitated mainly by electronic devices. This form of learning currently depends on networks and computers but will likely evolve into systems consisting of a variety of channels and technologies such as Cellular phones as they are popular nowadays.

Courses, modules, and smaller learning items are all examples of e-learning. E-learning can be synchronous or asynchronous, and it can be spread geographically with different time limits." (Wentling et al., 2000:5). (Oye, Salleh, and lahad, 2010) Claimed that E-learning is a term which is used to describe the online education and web based training.

Information and Communication Technologies (ICTs) have influenced education by changing the method of conducting educational activities. Development of ICTs has improved the efficiency of teaching and learning processes in higher education institutions' (Lwoga and Komba, 2015). This new technique of provides a promising career for graduates as well as movement towards a knowledge-based economy that will lead to a rapid economical growth (Olson et al., 2011). Therefore, a

large number of developed countries have invested in electronic communication technologies, e-learning systems in particular. ELS have become a major phenomenon in recent years (Tossy, 2012) as they transform the classical method of learning into a student-centered one (Truncano, 2005). The system changes the way in which teaching, learning, and supervision of educational activities is done (Tossy, 2012; Lwoga and Komba, 2015).

The rapid progress of technology is changing the social norms. Both educated and uneducated people use technology more frequently for enjoinment benefits. It is observed that different social media plays an important role in education. These applications attracted a large number of learners and allowed them to connect with people from all around the world. These apps introduce learners to a range of new educational concepts, one of which is e-learning. Electronic learners like to use new technologies to learn and interact with other learners who are in the same field of study (Anshari, Alas, & Guan, 2016).

E-learning is also an effective method as it enables students to study from their homes, at the same time, the higher education institutions are less required to offer huge buildings and a large number of faculty members to keep on the progress of the educational process (Arkorful and Abaidoo, 2014). On the other hand, E-learning may result in a reduction in the roles of institutions and teachers. It may also have a negative impact on students' values, education, and social lives. In addition, unacceptable behaviors such as cheating could not be completely controlled, and the educational system is also likely to be not protected and may be a victim to piracy or plagiarism. Moreover, by using E-learning methods, it is not possible to study some scientific fields which require physical presence, for instance conducting experiments in laboratories or doing close training (Arkorful and Abaidoo, 2014).

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As COVID- 19 pandemic has spread in many parts in the world including Algeria. The authorities imposed new procedures that included closing all the Algerian Educational Institutions. Therefore, to keep the educational process going on, the Administration of Djilali Bounaama University has implemented an E-learning system during the first and second semester 2021– 2022.

Hence, the aim of this research is to investigate the negative impacts of E-learning on Djilali Bounaama students' academic performance Based on the results obtained from master 1 English student's in the Foreign Languages department. The University seems to be the perfect field work to investigate the effects of e-learning, since the later has become very common during this period.

The researchers formulated following questions to achieve the aims of this research:

1. What are the negative effects of e-learning?

2. What type of learning do students prefer more? Classic learning or E-learning?

3. How to improve the use of e-learning in universities?

Two hypotheses have been formulated to answer the previous questions:

1. e-learning affects the students' academic performance negatively

2. Students prefer classroom classes over online classes.

This dissertation comprises four chapters. The first chapter entitled The Literature Review provides a whole overview about E- Learning in general. It is divided into many parts

.each one of them deals with concepts of E-learning basically, its definition, history, types and importance. Additionally, it describes the main skills that are needed by both teachers and learners to create a successful online teaching –learning environment as well as some factors that lead to the difficulties faced by first year master EFL students in the e-learning process. Furthermore, it deals with the main strategies that seem to be helpful to Enhance e-learning for EFL learners in the future. The second chapter focuses on the research methodology of this study, in which data were collected through the use of one instrument of research: a questionnaire for EFL students and another questionnaire for their teachers and then the data have been analyzed quantitatively.

The third chapter which is entitled: findings and discussion, deals with the obtained data. The researchers used a case study research dealing with first year Master L&C students in the University of Khemis Miliana. This case study gathered data from 80 L&C master student. Data were collected through the use of one research instrument: a questionnaire for L&C students' and second one for their teachers. Thus, the results of the collected data will be analyzed quantitatively. The chapter also provides a general discussion of the findings which allowed the researchers to bring forward some suggestions and recommendations for both EFL teachers and learners that seem to be helpful for the development of some needed skills for the E –learning processes. Finally, the concluding chapter consists of a small conclusion, a list of bibliography and a list of appendices.

Chapter One

:Literature Review

CHAPTER ONE: LITERATURE REVIEW

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INTRODUCTION:

Internet was adopted and developed as a mean of communication by educational institutions since 1970, , academics have been aware of its enormous impact as a learning tool .recently, Governments in all over the world   are depending more and more on online learning to provide low-cost, accessible, and continuous education to all people regardless of their age ,social backgrounds or location (Dewath, 2004) E-learning offers institutions and their students the flexibility of place and time of delivering or receiving learning information(Smedley, 2010). In an e-learning setting, multiple tools and technologies are used, for example, internet based teaching, web education, TV and radio broadcasts, and virtual classrooms (Rosenblit, 2009). Those who use modern technology in their teaching and learning must have a variety of ICT skills (Juhadil et al, 2007).

 E-LEARNING Definition

Different Researchers provided different definitions for e-learning. It is important to Have Theoretical details about e-learning to make it a successful process. (Moore, 1990) claimed that the distribution of Educational materials utilizing both print and electronic media as Computers become more involved in the delivery of education. Electronic learning has been adapted as a new method in education, yet it poses considerable challenges for instructors, students and the educational system as a whole (Mason and Rennie, 2006). E-learning is the use of electronic media for variety of learning goals ranging from Supplementing Traditional classrooms to completely replacing face-to-face meetings with online encounters" (Guri-Rosenblit, 2005).E-learning refers to educational

processes they utilize information and communication technology to mediate synchronous as well as asynchronous learning and teaching activities (Jerb and Smitek,2006).As Learning technologies continue to progress, researchers have not agreed yet on a specific definitions and concepts (lowenthal and Wilson,2010; Volery and Lord,2000).
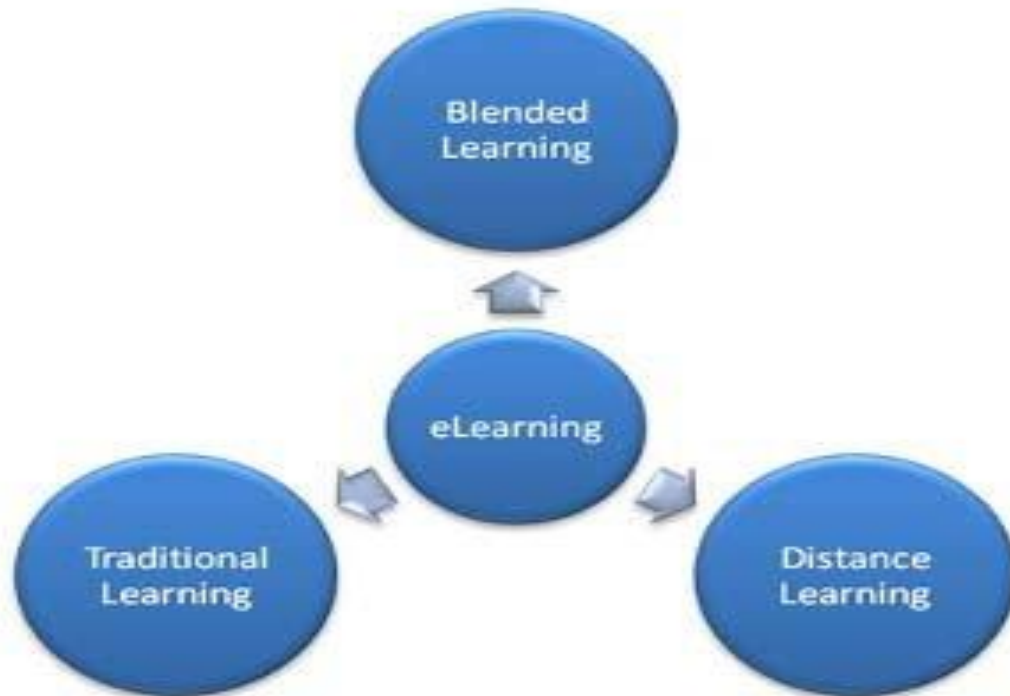
Figure 1.a typical e-learning model (adapted from ChukwunonsoandIbrahim 2013:67)

DEVELOPMENT AND HISTORY OF E-LEARNING

E-learning is usually seen as a new method of learning that takes advantage of the internet's capacities to deliver personalized and interactive learning materials to a variety of local and foreign communities. However, this point of view failed to acknowledge the

extensive links between evolving educational theories and practices that have shaped the use of E-learning in the recent forty years. Furthermore, history divide between education and training resulting in the development of various notions and labels for technology-enhanced learning in various contexts , as well as different conceptual origins in acquisitive and participatory learning metaphors (Nicholson,2007). The development of network communication in the late 1960s, with the invention of email and computer conferencing in 1971, can be linked back to the genesis of e-learning as based on human collaboration in knowledge production and innovation. These technological advancements historically provided an exceptional possibility for individuals to interact and collaborate and that is an important part of flexible e-learning where instrumental in a social, economic, and notably educational paradigm change (Harasim, 2006). The development of e-learning is linked to the development of technology. The first kind of electronic education, computer-based training (CBT), was created in the late 1980 and it is considered the foundation of today's e-learning (Eger, 2005).

TYPES OF E-LEARNING

Today's workers are expected to have a high level of education that requires them to engage in a continuous learning in order to gain the necessary skills they need. Learning and teaching online using network technology is perhaps one of the most significant solutions to the increased demand for education. Organizations and educational institutions depend on various E-learning strategies for e-learning projects to thrive. Researchers state that Asynchronous and synchronous e-learning are the two most popular types of e-learning. The majority of e-learning projects used asynchronous teaching and learning

methods. However, new technological advancements and increased bandwidth capacities have increased the popularity of synchronous e-learning as well (Harastinski, 2008).

ASYNCHRONOUS E- LEARNING

Asynchronous e-learning, which is usually assisted through media such as email and discussion boards, improves work interactions between learners and teachers. As a result, it is an important part of flexible e-learning. Because of the asynchronous nature of online courses, many people utilize them to balance job, family, and other obligations. Learners can access an e-learning environment at any time and download papers or send messages to teachers or peers using asynchronous e-learning. Students may devote more time to fine-tuning their contributions, which are often regarded as more thoughtful than synchronous communication (Hrastinski, 2007).

Figure 2.Use of asynchronous e-learning (adapted from use of synchronous or asynchronous electronic learning)available on www.researchgate.net

SYNCHRONOUS E-LEARNING

Synchronous courses make learners feel like participants rather than isolated individuals: Isolation can be avoided by maintaining more frequent communication, especially synchronously, and by recognizing oneself as members of a community rather than solitary individuals connecting with a computer (Caroline and Michelle, 2001).

(Lynne, 1994) argued that Rather than trying to figure out what sort of e-learning to employ, the E-learning community needs to know when, why, and how to use various types of e-learning ;moreover ,the distinction between asynchronous and synchronous e-learning is a matter of degree.

PARTICIPANTS IN E-LEARNING

Participants in the e-learning process have different personalities. Therefore, certain individuals are more suited for e-learning and have a better chance of succeeding. Other participants, on the other hand, have a lower chance when dealing with the e-learning process. Participants' qualities are considered as the most essential factors in e-learning performance (Raymond et al, 2008). E-learning can come in a variety of formats such as: Web-based course materials, assignments, exercises, and short examinations that are available to all participants at the same time (Robinson et al, 2008). Participants in an e-learning process, as opposed to a traditional (face-to-face) learning process, require or must possess a number of abilities that contribute to e-learning process success (Wools et al, 2002).

TEACHERS

(Barnes, 1989) suggests that a teacher role is to provide the learning goals, techniques and activities that are based on the needs of the situation, also the teacher should have to use active learning methodologies. Moreover; in e-learning motivational factors become more important to keep students linked to the course material because the majority of them are at a distance. Motivational concerns must be addressed in this scenario. In

addition to that, Teachers must be conscious about delivering positive feedback while planning and conducting learning activities and know how to use it effectively. The teacher must choose online learning platforms carefully.

STUDENTS

Learner active involvement in online courses has been linked to improved levels of his /her performance .according to a number of studies (Bettinger et al., 2016) Students were asked to assess their knowledge and skills when working with current ICT's. Self-discipline, motivation for studying, and mastering the use of e- learning technologies as well as having an interest in participating in the e-learning process are all important factors to consider.

DIGITAL MATERIALS USED IN E-LEARNING

E-learning materials, also known as digital learning materials, are study resources that are published in a digital format such as : EBooks, e-tests, and educational videos.

E-BOOKS

Electronic books have transformed the publishing industry by permitting the digitization of books. These resources provide numerous benefits to the reader over a normal book, such as the ability to store a large number of digital books on an electronic device, a lower price, and other reading-related features such as the ability to look up words in online dictionaries (Robinson, 2011). The electronic book is a hardware and software combination that attempts to replace the physical book. It contains a hardware device

known as an e-reader, which runs special software capable of executing and displaying electronic documents (Lin, 2017). According to (Herring, 2015) the only thing necessary to read an e-book is the possession of software that is capable of reading the e-book encoding format. (Zambarbieri, Carniglia, 2012) added that the electronic format of e-books allows for a variety of interactions as the digitized text is supplemented by other as multimedia elements such as videos, photos, or audio as well as other interactive features that enhance the reading experience. (Ciesla, 2019)   stated that being able to watch a video while reading, listening to an audio file related to the content being read, playing a game, learning more about a topic discussed in the book makes the reader an active participant in the reading process .

EDUCATIONAL VIDEOS

During the 1980s, video entered the classroom for the first time in the twentieth century. Rapid advancements in communication and information technology have turned them into a resource with limitless potential (Nagy et al, 2015,). According to (Kay and Kletskin, 2012) the ability to make, edit, and share videos has expanded the usage of videos in university instruction. With the rise in the number of settings that use dynamic image as a captivating element for students' attention. (Simó et al., 2009) argued that videos has progressed from being an important element to being considered a teaching methodology, to the point where some authors argue that it is more beneficial than other methodologies that rely only on books or text material. Videos are utilized as a supplement to classroom activities. Some studies have found that when used as a supplement, students perform better (Dupuis et al, 2012).

E-TESTS

E-learning security should not be narrowed to the technological system alone, it needs to encompass the complete environment, including the teaching, supervision, and the learners' examination processes" (Weippl, 2005). Tests are considered the most common method of assessing learners' knowledge development .therefore; the new e-learning strategies demand for new technologies to be integrated into business intelligence system (Mustakerov, Borissova, 2017). A series of questions are required whether they are multiple-choice, true-false, or short-answer. The questions should be also graded according to their level of difficulty (Veldkamp, 1999).

SKILLS NEEDED IN E- LEARNING

(Martens, 2004) stated that E-learning is considered a synonym of concepts such as independent learning, active learning and self-directed learning where Learners become responsible for organizing their own learning process. Self-regulated learners are motivated, independent, and active learners in their own learning (Duffy et al, 2000)

For over a decade, there has been a growing concern about students' persistence and success in e-learning courses (Beaudoin, & Goeman, 2015) E-learning systems are becoming essential platforms for educational institutions as well as for corporations, and for general life-long learning (Beaudoin, Kurtz, & Eden, 2009). However, it has been noted that determination in e-learning is a main issue, while some students struggle to stay focused with their courses a (Gafni & Ramim, 2012).

(Levi & Ramim, 2016) claimed that there is a gap between the skills that instructors indicate that students should have to become successful in e-learning courses and what the skills they claim that they actually have. Both the teacher and the student must have a willingness to learn these tools, which is mentioned here: "In the COVID-19 emergency situation, teachers have been suddenly asked to become creative designers and good mentors, using tools that most of them have not mastered yet" (Rapanta et al, 2020, p. 926).

Extra material, rather than books, must be created by the teacher especially the ones that involve audio and visual exercises which aid the assimilation of new information. In this day and age, students are used to receiving huge amounts of easily-accessible information without making a great effort to find it, something what can be largely attributed to the wide use of the Internet. For these reasons, programs such as PowerPoint - with descriptive images and videos with easy illustrations are crucial to helping the student study alone at home. A variety of resources can help teachers to provide these materials (TNTP, 2020).

Teachers have moved to virtual classrooms with the help of tools such as Zoom, Google Hangouts, and Microsoft Teams. However; there are some challenges to get online. Particularly for professors less equipped to navigate the internet and the lack of the knowledge to manage a virtual classroom. Several professors cancel classes because they

had technical issues, trouble with Wi-Fi, or were simply panicked over the prospect of teaching the full class over the new platform (Zermane & Aitouche, 2020, p. 164).

The importance of student participation is clear; for this reason, teachers must be creative, adapt to the new materials, provoke dynamic exchanges, and challenge the student to participate and keep them motivated (Ellis & Lambert, 2019).

The absence of interaction between the teacher and the students is a fundamental issue in the attempt to succeed in distance learning in Algerian universities Interaction is essential in language classes (Deli Girik Allo, 2020). Encouraging learners to participate is highly recommended, as well as promoting meaningful interaction in the classroom and engaging students in the assessment process (Guofang, 2020). The student must participate in this process to prepare or review the material that is written or orally communicated (Rapanta et al., 2020).

In order to achieve a high-quality level of teaching, some efforts should be made from both sides: the teacher as they are responsible for transmitting the information and the student as the recipient of it (Guslyakova & Guslyakova, 2020). The student must corporate to make the process successful .They must find a way to connect to the online classes specially that most of them have access to social media applications meaning that they also have the ability to access the internet, though sometimes poor quality (Guessar, 2020: 7). Some form of student-teacher contact can be maintained, but it must be constant and taken seriously to learn and continue with the program. There are very simple platforms available

which allow contact to be maintained between both parties involved in the learning process (Benkhider & Kherbachi, 2020).

METHODS USED IN E-LEARNING

Learning is a two phase process that involves reception and processing of the information received. Reception engages the various senses to gather information from external sources, whereas the internal activities of memorization, induction, deduction, introspection, reflection are primarily necessary in the processing activity. Every learner has a preferred way of reception and process the information. This activity is known as a learning style. According to Felder-Silverman there are 32 different styles of learning (Dominic, 2014).

When compared with more traditional instructional methods, e-learning promises a higher motivation of learners by presenting contents in an interactive, rule-based and competitive way. (Boeker, 2013).Fundamental to Computer Mediated Communication systems is the concept of being able to utilize the capabilities of a computer to tailor a human communication process (Hiltz & Turoff, 1991).

The flexibility of software structures for supporting distance education vary widely, from simple electronic mail systems to Conferencing systems that have been specially enhanced to support classroom-like experiences, particularly group discussions and joint projects. Nowadays, A large number of colleges provide distance learning courses using

various types of computer-mediated communication (Harasim, Hiltz, Teles & Turoff, 1995; Paulsen & Rekkedal, 1990; Wells, 1990).

WEB BASED LEARNING

"Web based learning is often called online learning or e-learning because it includes online course content. Discussion forums via email, video conferencing, and live lectures (video streaming) are all possible through the web. Web based courses may also provide static pages such as printed course materials" (McKimm, Jollie, and Cantillon, 2003).

VIRTUAL CLASSROOMS

The Virtual Classroom is a teaching and learning environment located within a computer-mediated communication system. Virtual Classroom aims to improve educational experiences by allowing learners and teachers to participate in virtual learning communities using personal laptops .it also aims at enhancing education's quality .by encouraging groups' interaction on the part of both students and tutors (Bouton and Garth, 1983; Whipple, 1987).

Virtual learning environment (VLE) is a computer system that makes e-learning easier (McGill and Hobbs, 2008). This web-based learning system, as it is referred to a virtual learning system (VLS) in our study, have been widely implemented by higher education institutions to support face-to-face teaching and self-managed learning (Eijl et al., 2005; Lin and Wang, 2011). By adopting the VLS, students are expected to enhance learning by getting access to course-related information and having full opportunities to interact with instructors and peers in VLE. This is referred to a blended learning instruction

(Akkoyunlu and Soylu, 2008; Lim and Morris, 2009)

Learning can be perceived as a particular type of cooperative work. Studies of the use of computer-mediated communication facilities that form components of a Virtual Classroom environment have tended to support the point of view that for mature, motivated learners, this mode of learning can be more interactive and more effective than the traditional classroom (see Welsch, 1982; Quinn, et. al., 1983; Davie and Palmer, 1984; Harasim, 1990; Hiltz, , 1995).

GAME –BASED E-LEARNING

(Malone and Lepper, 1987) present a theoretical framework of motivation (doing something because it is inherently interesting or enjoyable). They suggest that motivation is created by four individual factors: challenge, fantasy, curiosity and control and three interpersonal factors: cooperation, competition, and recognition.

Computer games integrate conditions within players that encourage them to involve with the game. Such conditions include satisfaction, desire, anger, adsorption, interest, enjoyment, and pride in achievement. Computer games can be really helpful to improve education by exploiting these emotions (Becta, 2001). A study by Ricci et al (1996, as cited in Garris, Ahlers & Driskell, 2002) found that incorporating game features into instruction increased motivation and consequently produced greater attention and retention. An empirical study by Chen, Shen, Ou and Liu (1998) presented the positive impact of computer games on motivation and learning.
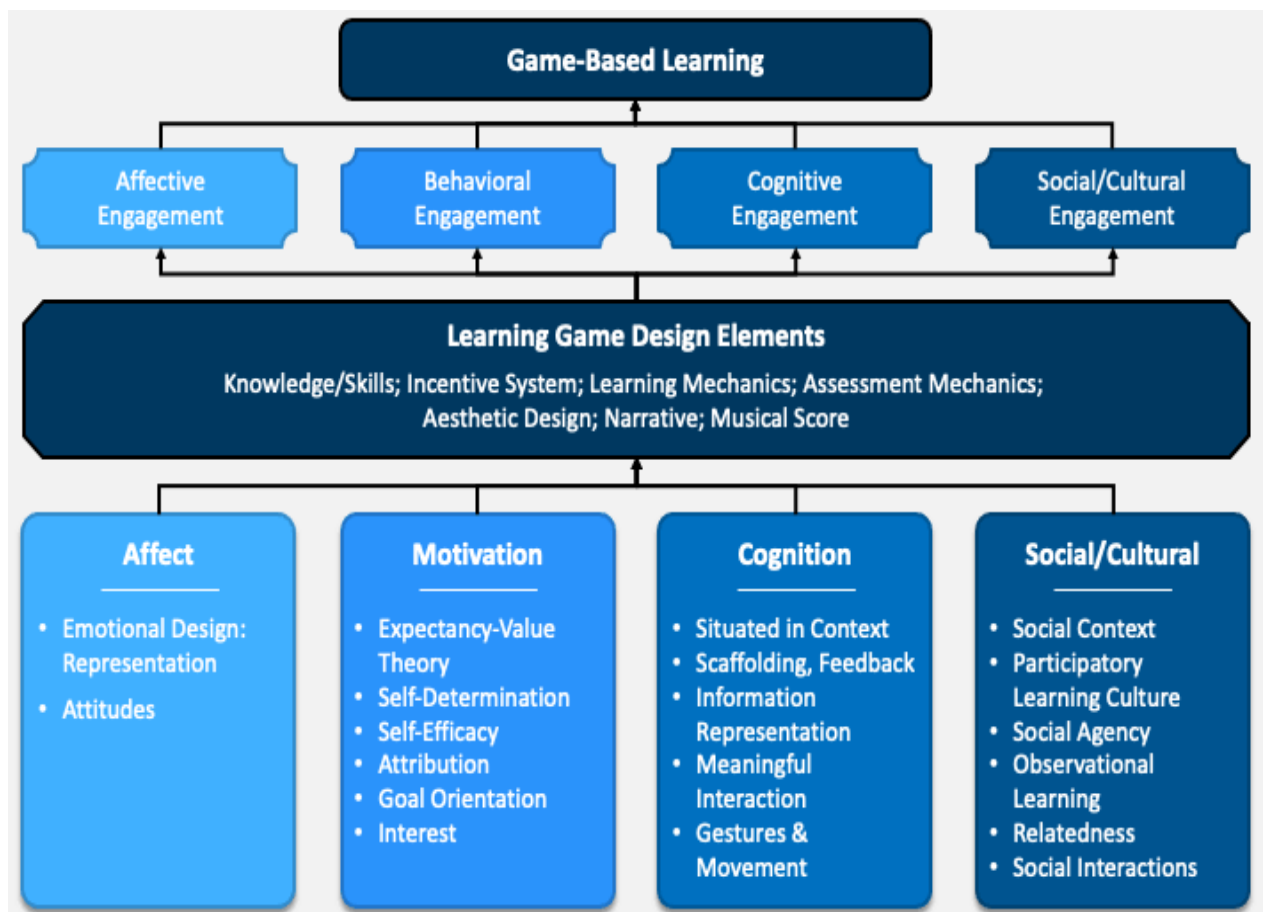
Figure 3.Game based learning (adapted from https://www.sketchbubble.com)

Caillois (1961) defines a *game* as an activity that is done voluntary and it is considered enjoyable. Crookall, Oxford, and Saunders (1987) believe that a game is not intended to represent any real-world system; rather it is 'separate from the real world'. Prensky (2001) defines the key characteristics of games as: rules, goals and objectives, outcomes and feedback, conflict and, challenge" games-based eLearning can be defined as

"The use of a computer games-based method to offer, support, and enhance teaching and learning (Connoly, 2006).

IMPORTANCE OF E-LEARNING

"E-learning makes it possible for people to study at home, in the workplace or at a community learning centre. This gives new opportunities to many millions of workers who should soon be able to access high quality learning material with the approval and support of their employer and union" (NEC, 2000).

The actual power of e-learning resides in its ability to offer the right information to the right people at the right time and place (Rustenburg *et al*, 2000).

(Urdan andWeggen, 2000) stated that Students taking an online course enter a risk-free environment in Which they can try new things and make mistakes without exposing themselves after a failure; students can go back and try again. This type of learning experience eliminates the embarrassment of failure in front of a group while(Block and Dobell ,1999) note that it allows the shy learner, the Insecure learner, and the verbally challenged learner to flourish in the blindness of the learning engagement.. Also Greg Kearsley (1997) argues that the computer-mediated communication involved in e-learning minimizes discrimination and prejudice that arises naturally in face-to-face settings. In e-learning Environments, learners have no idea about the age, gender, ethnicity, physical

characteristics or disabilities of other learners or tutors, thus enabling discussions in online

classes to be free from socio-cultural bias.

Figure 4.Benifits of e-learning (adapted from semantics scholar) available on: www.semantics scholar.org.

(Urdan and Weggen, 2000) report that a study of online learning in higher education

found that online students had more peer contact, enjoyed the learning more, spent more

time on class work, understood the material better, and performed better than students taught in a traditional classroom (Shutte, 1996, *Virtual Teaching in Higher Education*, cited in Urdan and Weggen, 2000).

.Internet-based learning empowers people. Because learning online demands that students have at the very least a basic understanding of IT skills and computer literacy, as more people learn via this method, so will the number of people with relevant IT skills increase (NEC, 2000).

(Asymetrix, 1997) notes that it can be difficult to measure the general effectiveness of traditional training. However, they feel that e-learning overcomes these difficulties and enables the tracking of learner performance, and therefore enables a good quality of Learning.

DIFFICULTIES ENCOUNTERED BY LEARNERS DURING E-LEARNING

A great number of students do not master technological tools, this is consider a major problem in Algerian universities (Abdelouafi, 2021).a large number of instructors and students indicated the lack of long-distance communication (Bashitialshaeaer, Alhendawi, and Lassoued 2021). (Makhlouf, 2020) claimed that teachers had access to different web platforms to transmit courses. However, a lot of students were unable to

reach or understand how the platforms work. During the pandemic, teachers have been asked to become both creative designers and tutors using tools which they do not know how to use (Rapanta et al., 2020).

. (Greg Kearsley 1997) noted that most online learning takes place by the use of written messages, so writing skill and the ability to transform thoughts into words become important skills if a learner wants to get the best results out of an e-learning experience. Kearsley was concerned that people with poor writing skills may be at a disadvantage.

E-Learning requires motivation and self-control to finish a course of study. It requires greater dedication and discipline than traditional classroom learning, as generally e-learners complete learning in their own time, at their own pace (pollard & Hillage, 2001).

Figure 5.challenges of e-learning (adapted from/www.sketchbubble.com)

Hara and Kling (1999) in their qualitative study of web-based distance education at a US university found that students can feel isolated and especially frustrated with web-based learning.

E-learning can be expensive as (Milligan, 1999) stated: "providing materials and basic support for learning online is cheap, but the quality of learning received is   poor

.Good online learning requires both a creative design of Materials and highly qualified tutors that cost money to employ"

CONCLUSION:

In this chapter, the researchers gave a small overview about electronic learning , some definitions that were presented by previous researchers as well as its types, advantages and disadvantages .moreover ,the researchers presented some materials that are used in e-learning such as e-books, educational videos and e-tests . The chapter also highlighted the importance of e-learning then pointed out to some of the most common

Chapter Two

:Research Methedology

Chapter Two: Research Methodology

Introduction

Description of the English department

Participants

    Teachers

    Learners

Research instruments

Questionnaires

    Teachers' questioners

    Students' questionnaires

conclusion

INTRODUCTION

The second chapter deals with the research methodology of this work. It investigates the process of E-Learning: the aspects of teaching/learning at Djillali Bounaama University in Khemis Miliana. Furthermore, it aims at providing the readers with the main research instruments and procedures that have been used to collect data in this study. The present work intends to investigate teachers and students' opinion about the E-learning process and whether it is useful or not. Their views and opinions are important to test the researchers' hypothesis. The main research tools to collect the data are questionnaire for both first year master English students and EFL teachers.

DESCRIPTION OF THE ENGLISH DEPARTMENT

The English Language specialty is a part of Language and Literature department at the University Of Djillali Bounaama University in Khemis Miliana. The English Department follows the LMD system which stands for License, Master, and Doctorate degree. Three years for License, two for the Master degree. The study curriculum offered by the department includes a group of varied courses in the fields of learning foreign languages in general and learning the English language and its various applications in particular. Students are taught different modules including Phonetics, Grammar, Oral, Linguistics, Literature, Civilization and Written Expression. In designing its program, consideration was given to providing the student with the knowledge, skills and experience that qualify them to work after graduation in various fields.

PARTICIPANTS

STUDENTS

The study used a quantitative analysis design with multiple-answer questions with a specific group of students. The samples of the study were 30 first year master Language and communication students' (mixture of males and females) at Djillali Bounaama University of Khemis Miliana. The participants were in the second semester of the 2022-2023. They were selected randomly their ages were between 20 -33 years old. They are all users of the Internet. The step taken was an attempt to discover whether e-learning has affected their academic performance negatively or not.

TEACHERS:

Beside learners, EFL teachers' are also informants of this study. Six teachers in the university of Djillali Bounaama were selected (mixture of males and females) .They hold different diplomas in different English language specialties. The selection of the teachers was not based on a set of criteria. They were selected randomly for the sake of quality information. Most of them are users of Internet.

Data Collection

To take a deeper look into the more, a quantitative method is applied and a

questionnaire is carried out. It aims to collect the data to understand the situation under study.

RESEARCH INSTRUMENT

In this work one instrument was used to know the opinion of the informants at the University, a questionnaire was selected to collect data from learners and another for teachers**.** Questionnaire is considered as the most common tool used for collecting the data about a specific topic by giving a set of clear questions for a specific group of people. According to (Brown ,2001) a questionnaire is "any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers"

STUDENTS' QUESTIONNAIRE

A Questionnaire was submitted to 1st year master EFL students'. It includes a list of the research questions'. It consists of two sections .the first section requires the participants' general information .it consists of 5 questions .and the second one includes questions about students' experience with e –learning. It consists of 10 questions.

TEACHERS' QUESTIONNAIRE

Another questionnaire was submitted to the EFL teachers. It includes a list of the research questions' asked to the respondents For the purpose of collecting the appropriate

data In order to analyze it later. The questionnaire was designed for six teachers .each one of them Answered it individually. It mainly consists of 9 questions that aim to discover how their experience was teaching in this new method instead of the traditional one.

CONCLUSION

This chapter represents the Research methodology of this study. In addition, it gives a clear idea about the research tools and procedure used by the researchers to collect data from both EFL teachers and learners at Djilali Bounaama University. Moreover, the chapter deals with the analysis of both teachers' and first year master L&C learners' questionnaires' .It also provides an analysis and a discussion of the obtained results.

Chapter Three
Findings and Disscussion

Chapter Three: Findings and Discussion

Introduction

Findings and Analysis

Analysis of the Students Questionnaire

Analysis of the Teachers' Questionnaire

Discussion

Conclusion

INTRODUCTION

This chapter represents the analysis of the data that was gathered from participants of this research. This chapter ends with a general discussion of the findings that were obtained from the questionnaires answers.

FINDINGS AND ANALYSIS

The questionnaire was given to ten students. To be samples of the study, it was distributed to males and females of different ages. The questionnaire was a number of multiple choice questions. The analysis of the retrieved questionnaires provided the following answers.

Questions n°1 and n°2: Were about gender and age. Questionnaire was distributed to both males and females whereas the age of participants was ranging between 20and 33.

Questions n°3: Do you have internet access in your home? When asked if they do have Internet access in their homes, 62%said yes whereas the other 37% said they have only a limited access through mobile phones or hand held devices.

	Yes	NO	Limited access
Females	4	1	2

Percentages	40%	5%	20%
Males	2	1	1
Percentages	20%	5%	10%

Table 1.Surdents' Internet Access

Question n°4:

What is the main reason you have limited internet access? 57 %said because it costs too much .28% said that it is due to problems in signals strength while the rest 14% said that they do not have it for other reasons.
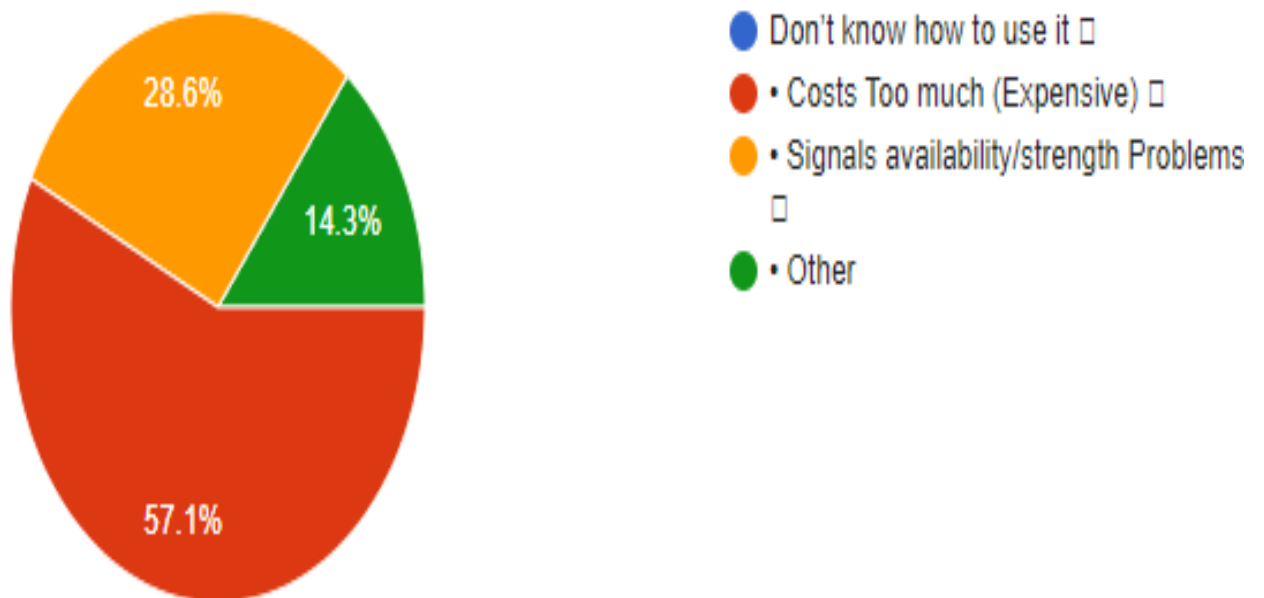
Graph n 01 .Reason behind having limited Internet access.

Question n°5:

I am pretty good at using computer 50% of the participants said that they are good at using computers .the other 50% said that they are good at using it.

	Agree	Strongly agree
Females	4	2
Percentages	40%	20%
Males	1	3
Percentages	10%	30%

Table n 02.Ability of Students to use computer.

Question n°6:

Estimated number of hours you spend per week using computer for educational purposes: 85% said that they spend from one hour to five hours per week while only 14 %said that they spend from six to ten hours each week.
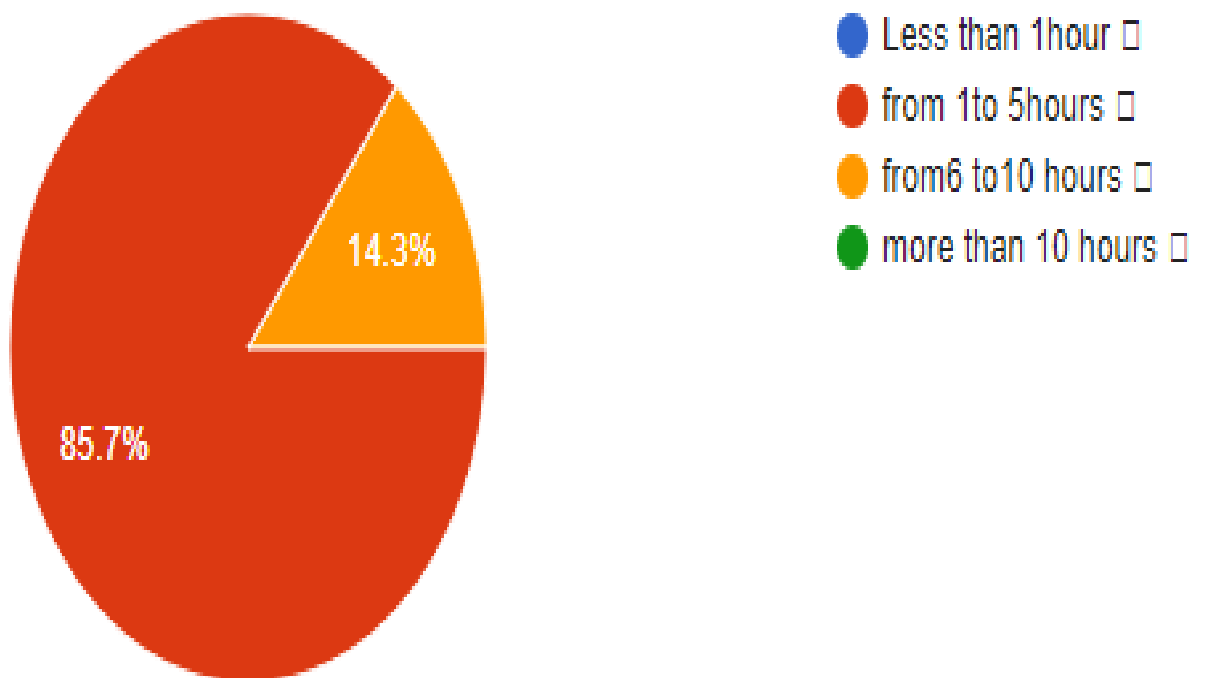
Graph n 02. Estimated hours spent by students using computer for educational purposes

- **Section II**: **Statements about Distance Education:**

Question n°01:

I am able to easily access the Internet as needed for my studies.70% said that they strongly agree.10% said that they agree whereas only 10 % said that they disagree.

	Agree	Strongly agree	Disagree	Strongly disagree
Females	/	3	1	/
Percentages	/	30%	10%	/
Males	/	4	/	1
Percentages	/	40%	/	10%

Table 3.Ability of students' to access Internet

Question n°02:

I am comfortable communicating electronically during an online class: 40% said that strongly agree on that question. 30% said that they agree with that while other 30% said that they disagree

	Agree	Strongly agree	Disagree
Females	2	2	2
Percentages	20%	20	20%
Males	1	2	1
Percentages	10%	20	10%

Table n 04. Students' ability to communicate during an online class

Question n°3:

I actively communicate with my classmates and instructor electronically.85 %said that they do agree to feel comfortable communicating with their peers .The rest 14% said that they strongly agree on that.
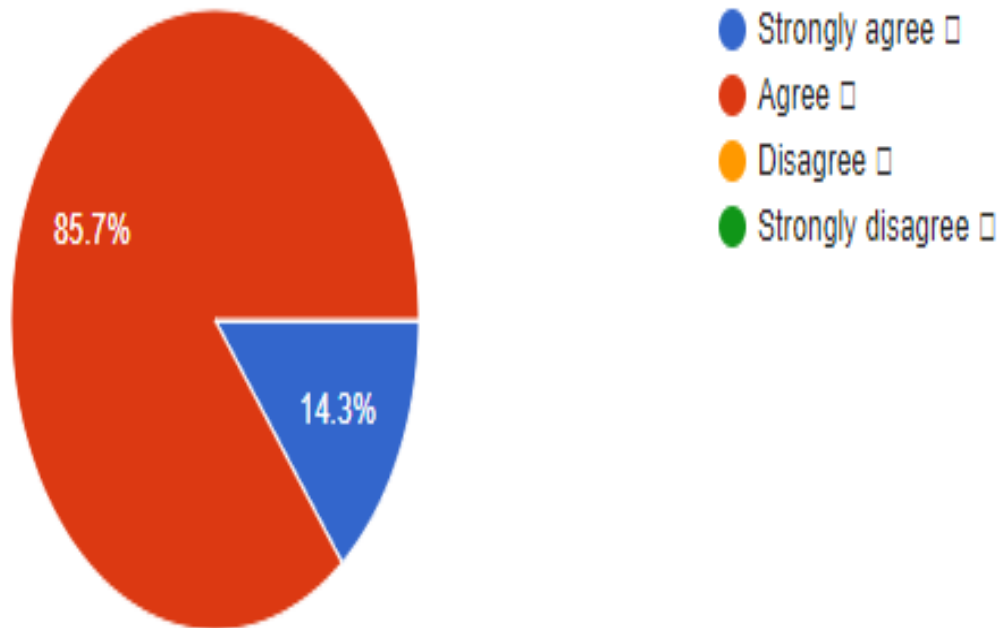
Graph n 03.Students' ability to communicate with peers during online class.

Question n°04:

In my studies, I am self-disciplined and find it easy to complete my homework in the right time.57 %agreed on this.28% said they strongly agree and only 14% said that they disagree with it.
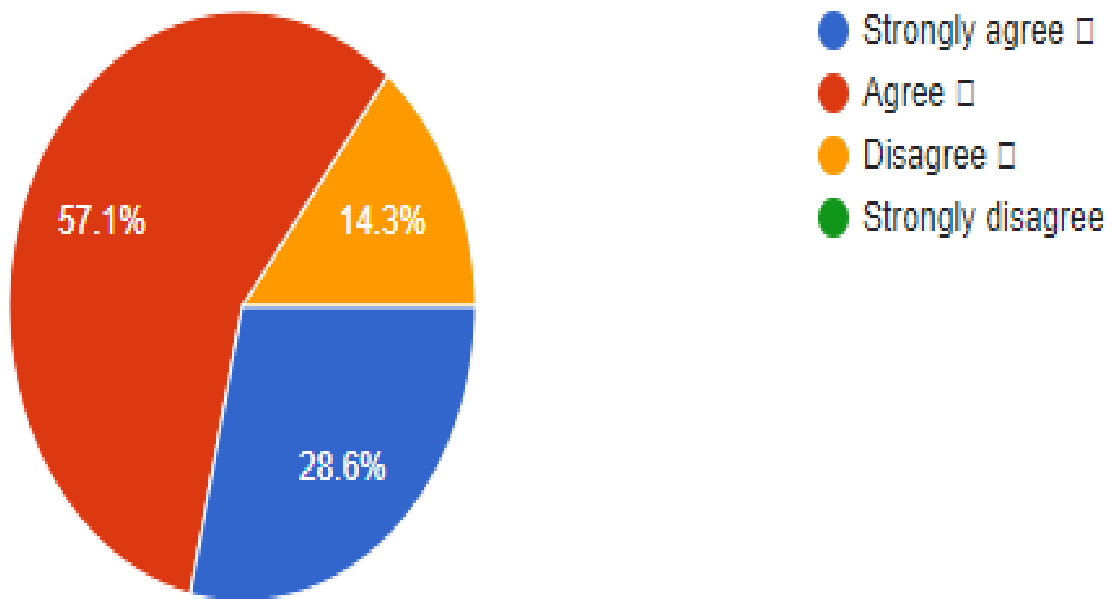
Graph n 04.Students' self descipline.

Question n°05: I possess sufficient computer keyboarding skills for doing online work:

60 % said they strongly agree. 10 % said they agree and 30% said they disagree.

	Agree	Strongly agree	**Disagree**
Females	1	2	2
Percentages	10%	20%	20%
Males	/	4	1
Percentages	/	40%	10%

Table n 05.Students' computer keybording skills.

Question n°06:

I am able to manage my study time effectively and easily: 40% said they agree .20

% said they strongly agree and 40% said they disagree.

	Agree	Strongly agree	Disagree
Females	3	1	2
Percentages	30%	10%	20%
Males	1	1	2
Percentages	10%	10%	20%

Table n 06.Surdents' time management.

Question n°07:

I believe that learning on the Internet outside of Class is more motivating than a regular course.14% said they strongly agree .42 % said they do agree on that question and the other 42% said they disagree
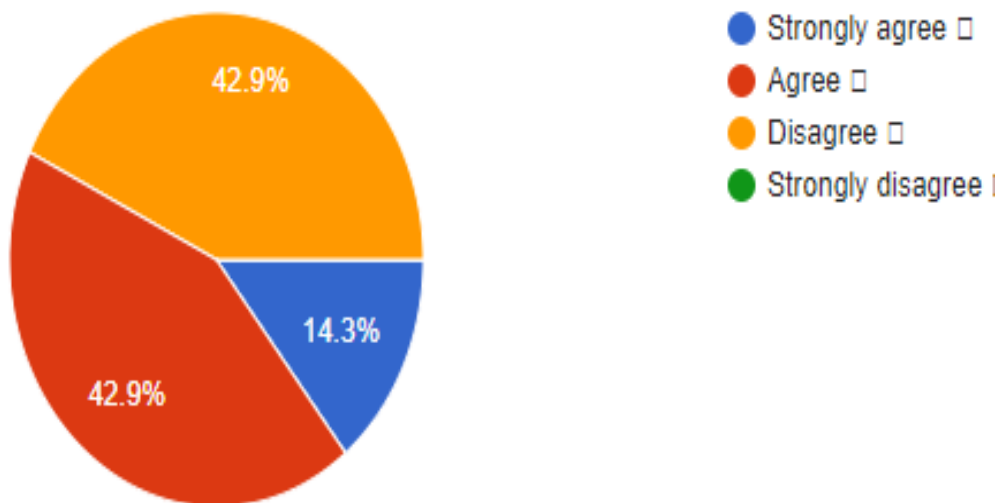
Graph n 05.Students' motivation during E-learning.

Question n°08:

I like to interact with my instructors / teacher: 57% admitted that they agree to this question .28% said that they strongly agree and only 18% said they disagree.
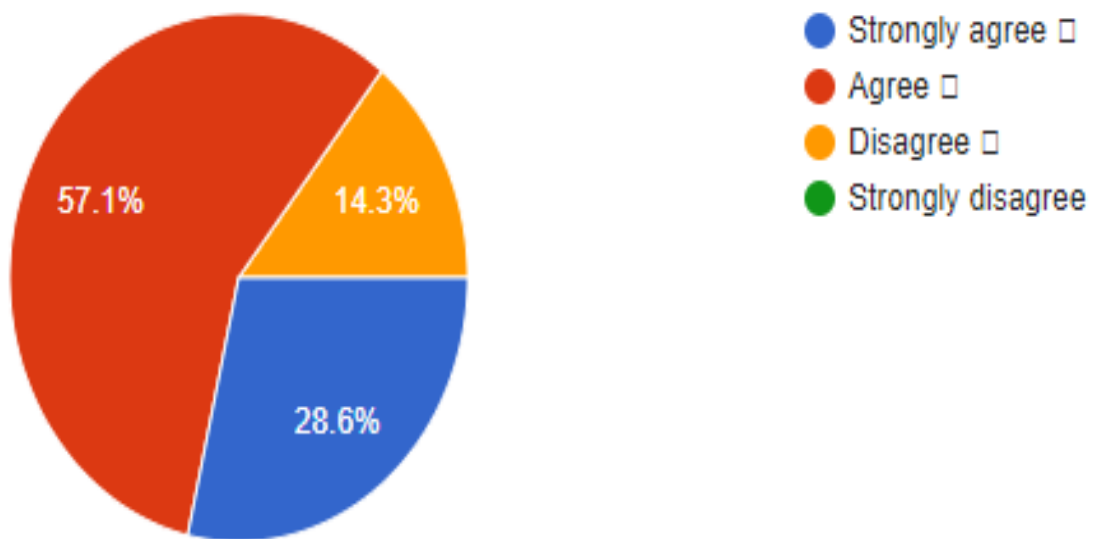
Graph n 06.Students' interaction with teachers.

Question n°09: Learning is the same in class and at home on the Internet: 70% disagree

and 30% strongly disagree.
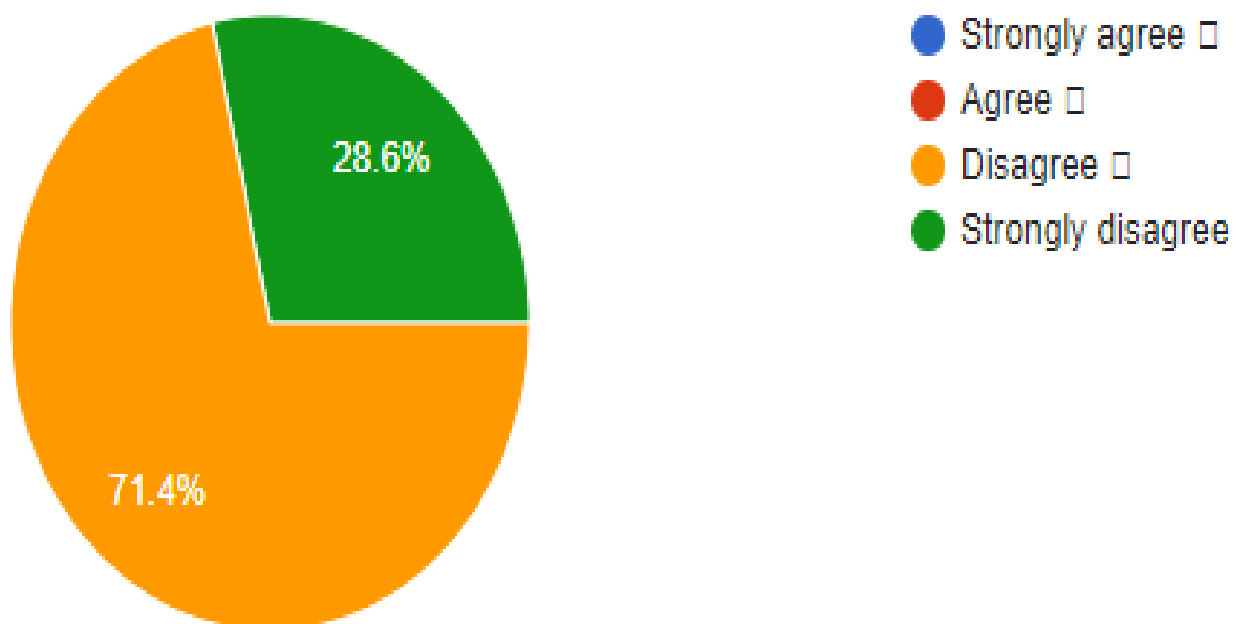
Graph n 07 .Students preferences toward classical learning Vs E-learning.

Question n°10: Learners were asked if they achieved better academic scores during E-

Learning: 40 %said they disagree.30 %said they agree 20% said they disagree and 10 %percent said they strongly disagree.

	Agree	Strongly agree	Disagree	Strongly disagree
Females	2	1	2	1
Percentages	20 %	10%	20%	10%
Males	1	1	2	/
Percentages	10%	10%	20%	/

Table n 07.Students' academic scores during E-learning.

ANALYSIS OF THE STUDENTS' QUESTIONNAIRE

The questionnaire was given to six teachers. it was distributed to males and females of different ages. The questionnaire was a group of multiple choice questions. The analysis of the retrieved questionnaires provided the following answers.

Questions n°1 was about age. It was distributed equally between male and female teachers (3 females and 3 males) .

Questions n°2: Do you internet access in your home? 57 %said that they do

while 42 % said they only have a limited access through mobile phones.

- ● no □
- ● yes □
- ● Limited Access through mobile phone or hand held device □
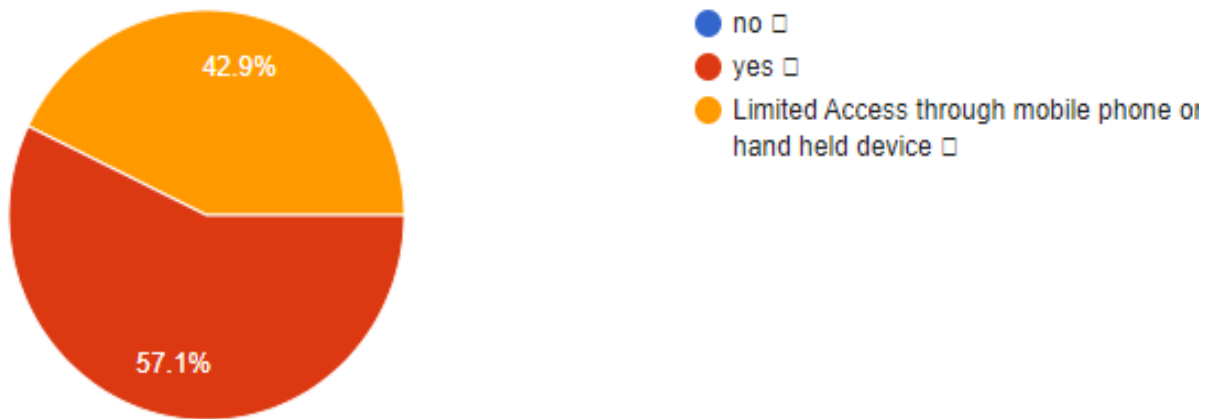
Graph n 08.Teachers' Internet access

Questions n°03: Teachers were asked what kind of devices they use for presenting electronic courses.80 answered that they have computers, and 20said they use smart phones.

	Computers	Smart phones
Females	1	01
Percentages	10%	10%
Males	3	01
Percentages	70%	10%

Table n 08.   Electronic devices used by teachers.

Questions n°04: participants were asked if they are satisfied with the technology and software they are using for online teaching.42% said they are satisfied with it while 58 % said they are not satisfied at all.

	Satisfied	Unsatisfied
Number of teachers	2	4
Percentages	42%	58%

Table n 09.Teachers' satisfaction with electronic software

Questions n°05: teachers were asked How stressful did they find teaching during covid-19 pandemic. 18% said they found it very stressful 60% said they found it quiet stressful and 22% said they found it very stressful.

Questions n°06: participants were asked if they can relate to this sentence" I had a great experience teaching students from home as compared to teaching at School"64% said no and 37% answered with yes.

	Yes	No
Number of Teachers	2	4
Percentages	37%	64%

Table n 10.Teachers' experience with e-learning

Questions n°07: teachers were asked if that Teaching is the same in class and at home on the Internet. All participants agreed that it is not the same.

Questions n°08: teachers were asked if their students achieved better scores during e – learning 57% said it is not true.28%agreed that they did and 14% said they definitely did.
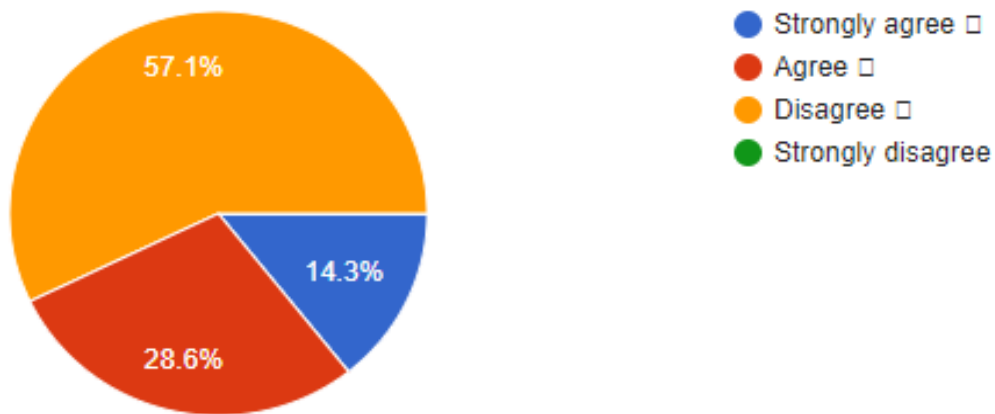
Graph n 09. e- learning impact on students' academic scores

DISCUSSION OF THE RESULTS

This study has aimed to investigate the e- learning process on r first year master L&C students at Djilali Bounaama .the questionnaires were used as a tool to gather information from both EFL learners and teachers to attest the hypotheses presented by the researchers. After the analysis of both research tools, the following results were obtained:

STUDENTS' QUESTIONNAIRE

The analysis of the students' questionnaire reveals that most students have been affected by the sudden switch towards e-learning. They still not feel completely comfortable with this new method. This can be due to the lack of appropriate knowledge about how to use online platforms and the lack of interaction between themselves and their instructors from the analysis; the learners do agree that they have problems with internet access as it is very expensive. Thus, they admit that they are very good using electronic devices such as computers. The majority of them find it easy to interact with their classmates online. The questionnaire analysis denotes that e –learning affects the learners' academic scores negatively. They will be able to perform better in the future if they developed the right skills that are required when dealing with e-learning.

TEACHERS QUESTIONNAIRES

The analysis of the questionnaires of teachers demonstrates that their first impression on e-learning is quiet positive however, all the teachers agree that more efforts should be done to improve both learners' and teachers' experience with it. The interview analysis shows that some teachers has enjoyed this new method of teaching while others felt really stressful as it is considered new to them and they are not used to it yet. The findings show that most participants agree on the fact that their students' academic scores were affected negatively by e-learning.

SUGGESTIONS AND RECOMMENDATIONS

In order to make E-learning a successful process, the following suggestions are suggested for both EFL teachers and students:

FOR TEACHERS

- ✓ E-learning teachers should provide a relaxed atmosphere in order to motivate the students to learn.

- ✓ E-teachers should encourage their students to interact and participate in online classes

- ✓ The teacher should be well prepared and must learn how to use different online platforms.

- ✓ The Instructor must offer clear instructions.

- ✓ Provide Feedback to keep learners engaged and create a sense of connection.

- ✓ Help students to organize their thinking and their time.

- ✓ Avoid using different e -learning tools in the same time.

FOR STUDENTS

- ✓ Students also have a great role in the e-learning process. So, they need to:
- ✓ Follow the instructions that their instructor has suggested.

- ✓ Students should try to interact with both teacher and their peers during online courses.

- ✓ To develop the necessary skills they need to use electronic devices and different virtual platforms.

- ✓ To be engaged within the explanation of the teacher during courses.

CONCLUSION

Through the research instruments, there has been an attempt to discover some of the challenges which students at Djilali Bounaama University of Khemis Miliana face

with electronic learning. Some of the challenges are feeling isolated and not knowing how to use online platforms. Despite the fact that Internet has an important role in students learning since it facilitate learning and provide them with useful information. However, this research work proved that there is another side in which e-learning can affect the students' educational performance negatively.

Final Chapter

CHAPTER FOUR: FINAL CHAPTER

General conclusion

Bibliography

List of appendices

General Conclusion:

Internet is becoming a fundamental part of our daily life. Students in different parts of the world are using Internet more frequently including Algerian ones. This Master dissertation is an attempt to describe the impact of E-learning on first year L&C Master's students of English in Djillali Bounaama University. The aim of this study is to investigate this new method and its impact on the teaching/learning process. It also suggests some strategies to enhance E-learning for both students and teachers. This research was divided into four main chapters: chapter one was primarily concerned with some concepts in relation with E-learning such as; its definition, types as well as some difficulties faced by students in the e-learning process. Chapter two presents a description of the research methodology and the participants of the study. The third chapter provides an analysis of the collected data followed by a discussion of the results findings from the research instruments (questionnaires). Results showed that there are some challenges that make the process of e-learning difficult for both students and teachers. These challenges include: Lack Of Motivation, social Isolation and the lack of the right knowledge to deal with modern technology.

The results obtained revealed that two of the hypotheses were confirmed. Therefore, regarding that most students agreed that e-learning affect their academic results negatively. The researchers gave some recommendations to consider when studying online. The present study opens the door for other researchers to make a further exploration about e-learning usage among students and its affect on their academic performance.

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Appendix A: Students' Questionnaire

Dear students

This questionnaire is part of a study which seeks to investigate the effect of E-learning on the students' academic performance. We would be so grateful if you could answer the following questions. Please put a plus (+) in front of the appropriate box that corresponds to your answer. Thank you in advance for your cooperation and the time devoted to answer the questionnaire.

<u>Section One: Background Information:</u>

1- Gender:

- Male ☐

- female ☐

- Rather not to Say ☐

2-How old are you?

- 18-22 ☐

- 23 – 27 ☐

- 28 – 32 ☐

- 33 or more ☐

2- Do you have internet access in your home?

- no ☐

- yes ☐

- Limited Access through mobile phone or hand held device ☐

3- **What is the main reason you have limited Internet access:**

- Don't know how to use it ☐
- Costs Too much (Expensive) ☐
- Signals availability/strength Problems ☐
- Other ☐

4- I am pretty good at using the computer:

- Strongly Agree ☐
- Agree ☐
- Disagree ☐
- Strongly Disagree ☐

5-Estimated number of hours you spend per week using a computer for educational purposes:

- Less than1hour ☐

- from 1to 5hours ☐

- from6 to10 hours ☐

- more than 10 hours ☐

Section II: Statements about Distance Education:

1. I am able to easily access the Internet as needed for my studies.

- Strongly agree   ☐
- Agree   ☐
- Disagree   ☐
- Strongly disagree   ☐

2. I am comfortable communicating electronically during an online class:

- Strongly agree   ☐
- Agree   ☐
- Disagree   ☐
- Strongly disagree   ☐

3. I actively communicate with my classmates and instructors electronically.

- Strongly agree   ☐
- Agree   ☐
- Disagree   ☐
- Strongly disagree   ☐

.

4. in my studies, I am self-disciplined and find it easy to complete my homework in the right time.

- Strongly agree   ☐
- Agree   ☐
- Disagree   ☐
- Strongly disagree   ☐

5. I possess sufficient computer keyboarding skills for doing online work:

- Strongly agree   ☐
- Agree   ☐
- Disagree   ☐
- Strongly disagree   ☐

6- I am able to manage my study time effectively and easily:

- Strongly agree ☐
- Agree ☐
- Disagree ☐
- Strongly disagree ☐

7. I believe that learning on the Internet outside of Class is more motivating than a regular course.

- Strongly agree ☐
- Agree ☐
- Disagree ☐
- Strongly disagree ☐

8- I like to interact with my instructors / teacher:

- Strongly agree ☐
- Agree ☐
- Disagree ☐
- Strongly disagree ☐

9. Learning is the same in class and at home on the Internet:

- Strongly agree ☐
- Agree ☐
- Disagree ☐
- Strongly disagree ☐

10. I achieved better academic scores during E-Learning:

- Strongly agree ☐
- Agree ☐
- Disagree ☐
- Strongly disagree ☐

Appendix B: Teachers' Questionnaires:

Dear teacher

This questionnaire is part of a study which aims to investigate the effect of E-learning on the students' academic performance. We would be so grateful if you could answer the following questions. Please put a (+) next to the appropriate box that corresponds to your answer. Thank you in advance for your cooperation and the time devoted to answer the questionnaire.

<u>Section One: Background Information:</u>

2- Gender:

- Male ☐

- Female ☐

- Rather not to Say ☐

2- Do you have internet access in your home?

- Yes ☐

- No ☐

- Limited Access through mobile phone or hand held device ☐

3. What device do you use for E-learning?

- A smart phone ☐

- A computer ☐

- Others ☐

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

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- Satisfied ☐

- Very satisfied ☐

- Unsatisfied ☐

5. How stressful did you find teaching during covid-19pandemic?

- Quiet stressful ☐

- Very stressful ☐

- Not stressful at all ☐

6. How stressful were your students while learning during covid -19 pandemic?

- Quiet stressful ☐

- Very stressful ☐

- Not stressful at all ☐

7. I had a great experience teaching students from home as compared to teaching at School?
- Strongly agree ☐
- Agree ☐
- Disagree ☐
- Strongly disagree ☐

8. My students' academic scores got better during E-learning:

- Strongly agree ☐
- Agree ☐
- Disagree ☐
- Strongly disagree ☐