Students' Experiences Using Microsoft Teams: Case of EFL Masters Students at Tlemcen University

Dissertation Submitted to the Department of English as a Partial Fulfilment of the Degree of "Master" in Didactics.

Presented by: **Supervised by:**

✎ KEDDAR Cheyma   ✎ Dr. ZEKRI Wafa
✎ LADJMEL Messaouda

Board of Examiners:

|		
Dr. BASSOU Abderrahmane	Chairman	University of Tlemcen
Dr. MESSAOUDI Youcef	Examiner	University of Tlemcen
Dr. ZEKRI Wafa	Supervisor	University of Tlemcen

Academic Year: 2022 – 2023

Dedication

To those who gave me life, To the source of inspiration, who guided

me in my career who supported me my parents

To the soul of my sister and brother may Allah bless them

To my beautiful sisters and brother

To my lovely nieces and nephews

To my best friends for encouragement

To all my family members

Cheyma

Dedication

This humble work is dedicated to the most precious person in my life, « My Mother », to the spirit of my Father « Ladjmel Ghazeli », may Allah have mercy on him and rest his soul.

As well, this work is dedicated to my brothers Houcine and Ibrahim, to my sister Dounia Zed, to my dearest beloved aunt Yamina, and to all my friends, as well all my family members.

Messaouda

Acknowledgement

ABSTRACT

Due to the COVID-19 Pandemic, education witnessed a huge transformation. A new regulation has been assigned for educational institutions. Many institutions shifted from traditional learning to blended learning including in-person and online learning. This research is a case study of Master I Didactics students' experiences and challenges using Microsoft Teams at the Department of English at the University of Tlemcen. This study focuses on the challenges of using Microsoft Teams. This dissertation attempts to know students' experiences and challenges using MTeams. Therefore, a mixed-method approach has been implemented to collect both quantitative and qualitative data. Two research methods have been used for data collection: online observation and students' surveys. Results reveal that students encountered different challenges, such as the lack of training on using MTeams. They also showed that some students have been assisted with online learning and they positively perceived online classes, while other learners were not satisfied.

Key words: challenges, MTeams, online learning, students' experiences.

Table of Content

List of Tables

List Of Figures

GENERAL INTRODUCTION

General Introduction

The world have significantly changed due to the new corona- virus epidemic, commonly known as COVID-19. The world has been working to overcome the phenomenon since it first appeared in December 2019, in Wuhan, China. People are left with several questions about the pandemic, the virus, and how to stop it.

The global impact of the COVID-19 pandemic has been immense, and there is no exception in education. Algerian educators have moved from face-to-face classes instruction to online instruction which has become the standard during this station of emergency. There are numerous predictable difficulties which emerged due to the hasty move to online learning and teaching.

This research is a case study of Master I Didactics students' experiences and challenges using Microsoft TEAMS at the Department of English at the University of Tlemcen .Also , this study aims to provide an overview of students' experiences and challenges using online learning (Microsoft Teams) during the pandemic

This research considers through the following research questions how the shift has been implemented at Tlemcen University, Department of English so :

1) What were the challenges that first year Master students encountered while using MTeams for learning English modules?
2) What were the students' attitudes towards learning through MTeams?

The following hypotheses emerged from the research questions in order to receive reliable answers.

- Students may face challenges using MTeams.

- Students can perceive MTeams as the best learning platform.

This work is divided into two chapters. The first chapter deals with the theoretical background. It presents an overview of the LMD system in addition to the emergency of teaching English. The second chapter represents different methods used for data collection and data analysis. The data have been collected following a mixed- method approach and triangulation to cross check data collected from observation and surveys. At the end, a few recommendations and limitations are presented.

Chapter One

Literature Review on Algerian Educational Curriculum From classical system to LMD system in Teaching English Language Before and During The Covid-19 Pandemic

Chapter One

Literature Review on Algerian Educational Curriculum From classical system to LMD system in Teaching English Language before and during The Covid-19

1.1. Introduction

The teaching of English language is considered as the most significant process worldwide. Hence, this chapter focuses on the teaching of English in Algeria through different educational reforms and the teaching of English before and during the Covid 19 pandemic. Speaking about teaching through educational reforms, it is worthy to touch upon the LMD system, and its implementation in Algeria. Furthermore, we have presented a general description of the LMD system including its definition and failure. This chapter also includes a discussion of online teaching before the pandemic through synchronous and asynchronous learning/teaching during the COVID-19 pandemic. Emergency Remote Teaching (ERT) during the COVID-19 and English Language Teaching (ELT) Challenges in Algeria.

1.2. The LMD System

The 'License', 'Masters', and 'Doctorate' system in short refers to 'LMD'. It replaced the 'classical' system. It has been gradually introduced to our country in late 2005. Algerian educational system is rushed towards the implementation of the LMD system that was implemented before by Anglo-Saxon countries such as the United States. It has recently begun in some European countries and the Arab world. The aim behind this system is to ensure a better-quality higher education. As it aims to deliver graduate degrees that fit international demands which will allow for students' mobility and transnationality. It is a credit-based system which requires drastic changes in the way courses are designed, taught and assessed, it places the student at the centre of learning, in other words it is a student-centred system. Rodgers (1995, p. 11) defines it as "an idea, practice, or object that is perceived as new by an individual or other unit of adoption". The LMD is designed and implemented to maximize students' chances of success. However, after years of its existence, success rates are often lower than what they used to be in the old 'classic' system.

LMD as an innovative system still faces serious challenges that prevent it from achieving its objectives. Nevertheless, university teachers find it hard to understand and to apply it. Holemberg Borg (1995) note that a few measures should therefore be taken to handle students' failure, and the background realities of Algerian universities. There was a lack of training of the use of this system. All in all, this reform should be founded on three fundamental questions: What, Why and How. What to include in it, and how it is delivered.

Teachers hope that the new system will make programme offerings from Algerian universities more compatible with those around the world.

1.3. The Teaching of English

English is an international language, and it is considered as an important language to be learned. So , the purpose of teaching English as foreign language is to create a situation that the students can use it as their native language (Broughton, 1980).

Under the same point, Broughton has stated that the aim of teaching English is to help our society integrated in new culture through a fully participation within a group of people who use English in all types of interactions. This participation must be built on sharing ideas and experiences in order to have better understanding for each one.

The teaching of English is also aimed to enable learners to communicate effectively and appropriately in real life situation, and to use English efficiently for study purposes across the curriculum, as well as to develop interest in and appreciation of literature. It also aimed to develop and integrate the use of the four language skills, i.e. reading, listening, speaking and writing, mainly because these skills are needed to a greater or lesser degree in every other subject, and for adult life. The teaching of English aimed to help learners promotes self- learning, and critical thought. Besides, to promote learners' intellectual capacities of analysing, evaluating and synthesising. It also aimed to enable learners' read English documents, handle new situations at work, to encourage learners to accept other culture, and to initiate the spirit of tolerance and board mindess. (Brown, 2000,7)

Language teaching is influenced by ideas on the nature of language, and the learning conditions that make learners to acquire the language.(Setiyadi,2006)   Gatenby (1950), a well known British authority on ELT, stated that the strange thing is that though problems connected with language learning were all known and solved more than a hundred years ago, the solutions have never been given widespread acceptance or application. Obviously, wrong in believing that language teaching

1.4. Synchronous vs Asynchronous Learning

There is a major difference between asynchronous and synchronous distance learning. The distinction between the two forms lies in the time at which learning takes place. These two forms of learning determine the choice of used materials, communication tools, and intensity of interaction between teachers and learners. It also underlies the benefits and weaknesses of each form of distance learning.

Synchronous learning occurs when all the participants interact at the same time (Chauhan,2017), including live webinars, virtual classrooms and video conferencing. Asynchronous learning enables learners to complete courses without the constraints of having to be in certain place at a certain time. It also may include online courses, emails, blogs, pre-recorded video lessons or webinars, online forms and discussion boards

1.4.1. Synchronous Learning

Synchronous learning happens in real time, which means that the participants in this form of learning interact in a specific context. All members are logged in at the same time and communicate specifically with each other. In a synchronous classroom setting, educators keep control of students' interaction with the course, and with the capacity to 'call on' members. On most stages, instructors can use an electronic 'whiteboard' to see tasks in advance and to share information. Interaction may happen by means of sound- or video-conferencing, Web communication, or two-way live broadcasts (Redmond et all, 2007). Instant feedback and answers can offer assistance to resolve any issues students experience in learning. Facial expressions and tones of voice can help them to receive the human feeling at a broader spectrum and lead to worldwide interaction (Perveen, 2016). Further, it can facilitate group work for learning. Synchronous online conferencing can be exceptionally important, and indeed ideal, as it overcomes limitations of space and time (Tabak & Rampal, 2014).

(Salmon, 2013) says that synchronous learning is bounded with real-time interaction. In addition, Teng, D.C.E., Chen, N.S., Kinshuk and Leo, T. (2012) state that the synchronous learning is also facilitated on the virtual platform. Synchronous learning has been expanded due to proven demands in various eras of education. In online educational environments, there is no physical meeting. While, learning tools in synchronous learning, such as threaded discussion, instant messaging and blogs play an important role in humanising online courses,

replacing the classroom these tools can exchange and social construct, not only between learners and instructors, but also among the learners during learning.

According to Clark et al., (2007) the roots of synchronous learning are derived from three main influences: the classroom, the media, and the conferences. Khan (2006) on the basis of these components defines synchronous learning as Interact of participants with an instructor via the Web in real time'. According to Hyder et al, (2007) some of the main advantages of using synchronous language learning include: First, connecting scattered learners using synchronous strategies that are particularly well-suited to organisations. Second, real-time interaction and collaboration; synchronous tools permit us to log in with other people in genuine time. Teachers can immediately answer students' questions. Third, fostering a learning community; learners take advantage of sharing thoughts and encounters with their colleagues. A major advantage to synchronous learning devices is the sense of connectedness and community building learners. Fourth, adjusting learning elements; synchronous language learning can decrease imbalances and make a more egalitarian learning engagement. It can avoid the control elements of the face-to-face learning environment. Finally, special usefulness: numerous synchronous language learning devices led to a successful learning. White boarding and markup devices can permit course works out that can be effortlessly spared and reviewed.

Synchronous learning has many advantages for a student, for example it can increase motivation and participation and establish social relations. These values are not experienced through asynchronous learning approach (Murphy et al., 2011). However, synchronous learning can be successful only when certain arrangements are done beforehand. Such as preparing the teaching materials, scheduling class time, and taking absences (Shukri et al., 2020). The efficacy of synchronous lies on knowing learners needs. For instance, it enables teachers to find out the best strategies that fit different students. It also acknowledges a better support for students using the available strategies through synchronous learning strategies (Park and Bonk, 2007). The most flexible learning approach is synchronous learning because there is no requirement for a face-to-face interaction in a real time. Teachers and students are not present virtually or in any physical environment, but learning still happens in a successful manner. The teacher assigns activities and different tasks to student and the same is done and submitted within a given time frame. Based on the work that has been submitted by students, teachers assess them (Carroll, 2011).

In the other side, there is some challenges of synchronous learning according to (Hughes,2014) including; first, both the teacher and the students need to follow to time schedules, and much of the preparation depends on the quality of the instructor. Then, students may not receive an individual assistance that they need. Finally, the learning pace is set by the teacher, not students a few of the challenges of the requirement of the accessibility of students at a given time. Also, the essential accessibility of a great transfer speed Web. Members can feel frustrated and obstructed due to specialised issues.

We can distinguish other challenges of synchronous education, such as the availability of students at a given time and the necessity of the availability of a good bandwidth internet (Perveen ,2016). Participants can feel depressed and demoralized due to technical problems. In addition to a carefully instructional design is required as a pedagogy is more important than a technologically facilitated media. For example, Murphy et al. (2011) consider synchronous mode more teacher-oriented, as special e-activities need to be created to broaden the scope of synchronous communication from a lecture or teacher-students discussion only.

1.4.2. Asynchronous Learning

Asynchronous language learning is defined as distance learning. It enables learners to complete courses without having constraints to be in a certain place at a certain time. In addition, asynchronous learning does not hinder learners by time or place, and they have access to the internet, in asynchronous learning learners have the freedom to complete course materials at any point of time and space.

Asynchronous learning allows the opportunity for feedback. Learners are free to share thoughts and questions with their teachers though they may not receive an immediate response. It includes online-courses, emails, blogs, pre-recorded video lessons or webinars, online forums, and discussion boards.

Asynchronous learning enhances students' self- discipline and self- authority to learn (Vonderwell et al., 2007). It is defined according to its components, its nature and facilities that share some characteristics. One of the popular definitions that focused on the components of asynchronous e-learning introduced it as "an interactive learning community that is not limited by time, place or the constraints of a classroom"(Mayadas,1997, 1-16).

In one part, Hughes (2014) confirmed the main advantages of asynchronous e-learning for example, learners can consider it at any time and place, concurring to their possess needs. Also, they have the capacity to go back to pieces they ought to brush up. And there is the opportunity to survey exterior assets to help instruction.

Also, there are other advantages of asynchronous learning including:

✓ Time for students to engage in critical thinking, reflection, practice, and refining their contributions to class activities.

✓ Archive of information that students can return to throughout the semester.

✓ Re-reading or re-watching lectures in order to clarify students' understanding.

In addition, Hughes (2014) confirms some challenges of asynchronous learning. First, it has limited access to a teach and / or genuine time. Second, not all instruction is suited for self-paced learning. Also, there are other challenges of asynchronous learning which are: it requires more self- directed learning skills from students and more guidance, structure, and support from instructors. In addition, it has potential feelings of isolation if students have a lack of opportunity to interact with the instructors and their peers.

1.5. Synchronous and Asynchronous Learning

Both the online learning approaches complete each other, according to (Haythronthwaite & Kazmer,2002) the combination of means of communication support several ways for students to know each other and to collaborate at work. According to (Hammond 2000& Ligorio2001) the nature of the medium affects communication Different media maybe complementarily, researchers ought to conduct studies that investigate asynchronous; synchronous, and mixed approaches.

Synchronous Learning ➕ Asynchronous Learning ⬛ Blended Learning
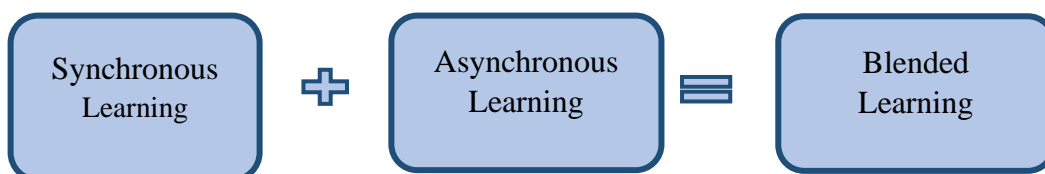
(Picciano, 2009)

Both asynchronous/synchronous modes can be beneficial for language learning (Perez,2013). Blending asynchronous with synchronous gives students an opportunity to

learn better, According to Laurillard (2007), the asynchronous / synchronous model can complete each other in teaching / learning language through the conversational framework.

Ge (2011) confirmed that blended learning can be a model for enhancing language learners' cognitive participation, information processing and motivation language. Learning is more of a skill-oriented process rather than content mastery. to develop listening and speaking skills, recurrent synchronous sessions are required (Wang & Chen, 2009) as Mcloughlin & Lee (2010b) noted most of online students work and study simultaneously.

Emergency Teaching During the COVID-19

The term 'emergency' reflects unusual situations such as wars, disasters and pandemics. 'Remote' represents an on-distance mode of teaching. Thus, this term generally represents the status of distance teaching during the outbreak of COVID-19.

1.6.1. Emergency Remote Teaching (ERT)

According to Affouneh et al (2020, P1.) ERT is "not usually planned in advance, rather it involves a sudden shift from traditional teaching into a remote one in view of emergency situations, such as the outbreak of COVID-19 in different countries", and in more detail, Hodge et al.(2020,6) define ERT as a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances. ERT involves the use of fully remote teaching solutions for instruction.

ERT has certain features, according to Hodges et al (2020) ERT is different from online teaching. Unlike, blended learning, ERT depends on distance teaching (Bozkurt & Sharma,2020). It is flexible in terms of time and place of teaching. It can also provide learners even in rural areas with experienced teachers and solution for their learning problems (Stenman & Petterson,2020). According to Hodges et al(2020) ERT provides synchronous and asynchronous learning modes, and all these features make ERT different from traditional face to face teaching.

Several studies on ERT have paid specific attention to classroom internal challenges of ELT. Davies et al. (2020) argued that the pandemic posed significant challenges for providing effective English for academic purposes. The study presented a reflective overview of how individual English courses in China responded to the courses in China responded to COVID-19 pandemic. In the same vein, Talidong(2020) emphasised the positive outlook of ERT, how students learn with it, and strategies teachers implemented.

Ng (2020) called for further research on the interactions between teachers and students. While, Yi and Jang(2020) showed how ERT influenced ELT in South Korea. They found that ERT has forced language teachers to become more creative and collaborative in their instructions. While, Lanssangan(2020) found that the most challenging aspect of the implementation of ELT during ERT was due to the lack of Internet services, other factors belonged to culture resistance, associated with the teachers less knowledge in using the internet. Atmojo and Nugroho (2020) investigated how Indonesian EFL teachers carried out online EFL learning and its challenges. In the same vein, Nartiningrum and Nugroho (2020) examined Indonesian EFL students' challenges during ERT.

In the Arab world, some studies were reported about the classroom challenges of ELT during ERT. Bin Dahmash(2020) reported that language instructors encounter "lack computer literacy and knowledge of online instruction, lack of facilities of implement online instruction and lack of interaction in online language-teaching courses"(p.3). Also, Ja'ashan (2020) studied the challenges of applying online learning to EFL students at a Saudi University, the data revealed academic, administrative, and technical challenges as. Al-hattimi (2020) investigated the effectiveness of the shift to the online teaching and learning in general and the implementation of online assessment among college instructors in Bahrain. Also, Farrah and al-Bakry (2020) assessed classroom challenges and solutions among Palestanian EFL students, and the findings it showed a need to change and improve the quality of e-learning both from top-down such as improving the technological infrastructure and bottom-up such as teachers' training. In the same vein, Lassoued et al. (2020) studied the obstacles of ERT from teachers and students' perspectives in four Arab countries (which are Yemen, Saudi Arabia, Libya, Jordan) and they found that lecturers faced self-imposed obstacles, as well as educational, technical, and financial obstacles. These reviewed studies did not report the classroom challenges that ELT during ERT encountered in other Arab countries such as Yemen and Libya. Therefore, this study seeks to fill in this existing gap in the literature by examining classroom challenges and solutions of ELT during ERT in Algeria to find out about the challenges met at EFL contexts.

1.7. Challenges During ERT

The challenges differ from one context to another. In low-tech countries the challenges are related to the unavailability of power supply, the technological infrastructure required for applying virtual classrooms, internet services, and the lack of smartphones. These challenges have resulted in suspending the learning process during the spread of Covid-19. For instance, due to the lack of technological infrastructure in Yemen and Libya according to Onyema et al (2020,108), they did not apply ERT during the Covid-19.

High- tech countries including Saudi Arabia and Jordan faced a bunch of challenges that can be categorised in relation to technology and pedagogy. High tech countries have technological infrastructure and facilities, yet they still face some technical challenges during the application of ERT as breakdowns of mobile phones or computers during the session.

Also, the deficiency of the net service, some requirements and facilities are not available in virtual learning which means that some universities are not ready to adopt virtual learning. Concerning user-related addressed the issue that both instructors and students suffer from digital illiteracy and the younger are better in virtual teaching.

Pedagogical challenges include teaching-learning interface, students' engagement, and students' assessment for instance, the challenges include preparing materials, such as power point, planning and pedagogy. These teaching materials became problematic in virtual context and applying teaching strategies used in traditional EFL teaching /learning also became insufficient during ERT. So, students' assessment considers as the last pedagogical challenge by English language instructors and it became less tenable and the ability to judge was taking place became tougher.

1.8. Conclusion

This chapter focused on a vital process that is the teaching of English Language before and more precisely during the Covid-19 through the implementation of new technology (MTeams). It also presents the LMD system, synchronous Vs. asynchronous learning, and emergency remote teaching during the Pandemic, in addition to the most important part in the research the challenges during the ERT.

Chapter Two

Research Design & Data Analyses

Chapter Two

Research Design and Data Analyses

2.1. Introduction

The second chapter is concerned with research design and data analyses. The first part is concerned with research design and the research rationale used to conduct this study. The second part presents a thorough overview of the data analyses. After the discussion of the research approach and process used in the data collection, the following highlights the main findings from the research instruments. Finally, a list of recommendations and limitations are presented at the end of the chapter.

2.2. Research Design: Case Study

As there was a shift from in-person classes to online classes during the COVID-19 pandemic, learners found themselves moving between two learning spaces: in-person classes and online learning using different platforms.

The first step undertaken in this recent study is to describe Master I Didacts in English Language Education Students' experiences using online platforms at the Departments of English at Tlemcen University. The researchers employed a case study which Eckstein's (2002,124) defined it "technically as a phenomenon for which we report and interpret only a single measure or any pertinent variable". Detailed data is gathered to explain the challenges and experiences of students using MTeams in the English Department.

In this research the researchers used a case study. Creswell (2002,61) defined it as "a problem to be studied, which will reveal an in- depth understanding of a case or bounded system, which involves understanding an event, activity, process, or one or more individuals". It is used in different fields, particularly in the areas that required detailed and accurate data from many sources. Gerring (2004) stated that case study is an intensive study of a single unit (a relatively bounded phenomenon)

Case study designs have been viewed differently by different scholars. Yin's (2014) methodology integrates mixed methods approach: quantitative and qualitative approaches; however, Stake (1995) and Merriam (2009) used only qualitative approach, as cited in Cope (2015). Merriam (2010) noted that case studies can be used with mixed method approaches. Despite the lack of well-defined case study research methodology, Yin, Stake, and Merriam provided research with different principles that have been employed in conduct of case studies. Data has been collected from surveys and online observation to enable the researchers present a deep understanding of how students interact and react on online

learning and the experience of using online platforms during COVID-19 pandemic. Therefore, Yin (2003) states that case study combines a variety of sources of information that can be converted into triangulation. The researchers believe that this approach can enrich the literature with knowledge of English Section in Tlemcen University to show how students were vigilant towards hybrid/online learning.

Based on the previous research conducted on online learning, this study is designed as a case study for five main reasons. Using a case study enabled researchers to interact with participants and observe their behaviour in both contexts in-person and online. It also helped the researcher to interact with the participants and observe them in online class in addition to the collection of data of the intended context. Besides, it helps the researcher to describe the challenges of using online platforms during the pandemic with the use of hybrid learning and the implementation of online learning as a mode of teaching; as it also enables the researchers to gather and cross check data between different research instruments. Further, it helps the investigator to establish validity through the triangulation method.

2.3. Population Sampling

To thoroughly presents participants' experiences using MTeams case of first year Master students, the researchers collected data from Master I Didactics.

2.3.1. Students Profile

The sample consists of 55 students out of 72 Masters students from Didactics, the aim behind selecting Masters I is that they have experiences using online platforms. they have faced challenges using platforms due to the pandemic which started in the second semester of 2019-2020.The students have enough experiences using the online platforms from 2019 until 2022.

2.4. Research Instruments

Two research instruments have been conducted in this study including: classroom observation and students' surveys. Data were collected quantitatively and qualitatively.

2.4.1. Observation

Observation is a data collection method which often offers the researcher the opportunity to gather ' data' from the 'situations. It enables the researcher to understand the

content, to discover things that participants might not freely talk about in interview situations, to move beyond perception-based data, and to access personal knowledge (Cohen et al., 2005).

For Denscombe (2010), observation does not rely on what people say they do, or what they say they think. It is based on what to observe in what actually happens. Cohen (2018) notes that observation is a valuable research instrument because it allows researchers to gain unique access to and insights into diverse social experiences and physical environments.

According to Cooper and Schindler (2001) observation can be seen from two perspectives: (1) direct or indirect observation, in which the direct observation necessitates the observer to be an insider, while the indirect one requires the use of surveillance equipment such as video cameras; (2) participant and non-participant observation in which the former refers to observing behaviours, actions, and situations by being part of the observed group (i.e. the researcher can participate with group members). However, non-participants' observation refers to watching a group from distance without engaging.

The researchers in the observation make students behave naturally to not influence their behaviour. In this study, we observed Master 1 students behave in online classes during the covid-19 pandemic. And also how students interact with the teacher during the session. Besides, the researchers observed how the teacher used materials to give them instructions, and how she manage. The situation when she faced technical problems.

2.4.2. Survey

It also called questionnaire and it is an 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 (Brown, 2001).

This data collection instrument is a useful instrument not only for collecting information, but also for providing respondents with structured, often numerical and analyzing data in a straightforward way (Wilson & Mclean, 1994).

The researchers in this study used surveys with master I Didactics students. The survey consists of 11 questions including open-ended and closed-ended questions. Also, the researcher used both a Printed Questionnaire and Google Forms to distribute the survey due

the lack of students' responses. The rationale of using survey is to collect as much information as possible to see the challenges and students' experiences using MTeams.

2.5. Data Analysis

The data is analysed both quantitatively and quantitatively using descriptive analysis on students' survey, and observation.

2.5.1. Observation Analysis

This section is devoted to the analysis of online classroom observation. A class of Masters I Didactics was observed to know how students experienced online learning. The researchers attended one session online as there was a lack of online sessions during semester two. Online classroom observation aimed to find out about the experience of teaching /learning during the COVID-19 pandemic. The online session took 1 hour and a half, in a total of 72 students, only 24 students attended. The teacher organised a revision session about levels of analysis in linguistics and also showed them how to answer Linguistic Sciences exams. The teacher wanted to share with the students a PDF on the screen, however, she could not due to a technical problem in using MTeams. The teacher could not solve the issue, she decided to send them the PDF in the chat box. This activity aimed to engage students in reading the PDF, and to discuss it later with the teacher.

The teacher initiated her class with a warm up question to know if students have some background knowledge of 'levels of analysis'. Interaction was weak, as the teacher asked and answered, there were only 5 students who interacted. The example below illustrates the teacher-students interaction.

Teacher: what are the levels of analysis?

Student: the levels are phonemes; study of sounds, morphology study of the combination of words, syntax is the study of sentence structure, and semantics is the study of the meaning.

Teacher: what is the role of morphology? or in another word is it important as a teacher to know the role of morphology in teaching English?

Student: of course, to decode taught into meaningful sentences, and to enrich their background by knowing new words. Also, to communicate using language.

Teacher: what is the relationship between reading form and morphology?

Student A: Word sorts with self-discovery to aid in recognition of word families based on morphology or orthography.

Student B: Explicit instruction of syllable types to recognize orthographical patterns.

Student C: Scaffolding to turn patterns into "rules" about meaning and spelling, word manipulation through blending and segmenting morphemes to further solidify patterns. Flashcards, Word analysis while reading…

Student D: Practicing both decoding and encoding activities in tandem is like strengthening both triceps and biceps muscles to maximize the outcome. They are held in tension and the knowledge of one supports the other.

Teacher: what is the meaning of "connotative" and "denotative"?

Student: denotation is: "a direct specific meaning as distinct from an implied or associated idea." Connotation is: "an idea or quality that a word makes you think about in addition to its meaning."

At the end of the session, the teacher provided them with some tips concerning how to choose exam topics, for example: she suggested that they can read the question carefully and underline the important terms and key words. She sent them another link on MTeams on how to write an essay structure.

2.5.2. Students' Survey Analysis

Rubric 1 Students' Profile

Item 1: what is your gender?

The aim of this question was to know about the number of male and female students.
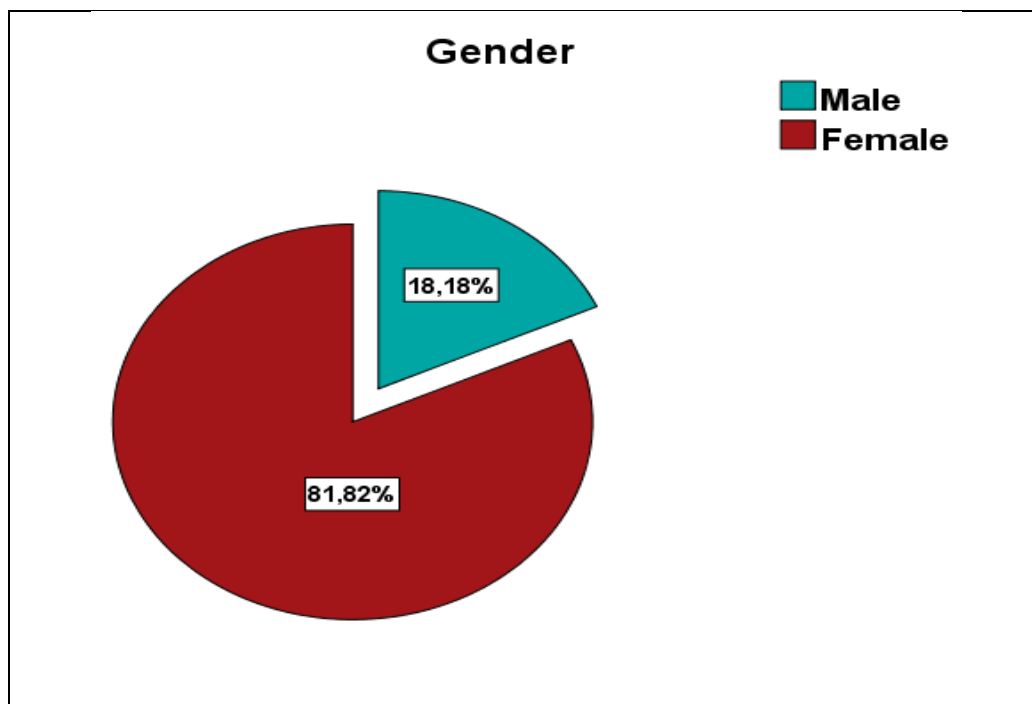
Figures 2.1: Students' Gender

The figure shows that there are more female students than male students; 81,82% of female students participated in the survey, however, only 18,18% of male students participated in the survey.

Item 2: What is your learning level?

The aims of this question was to know the students level

Learning Level
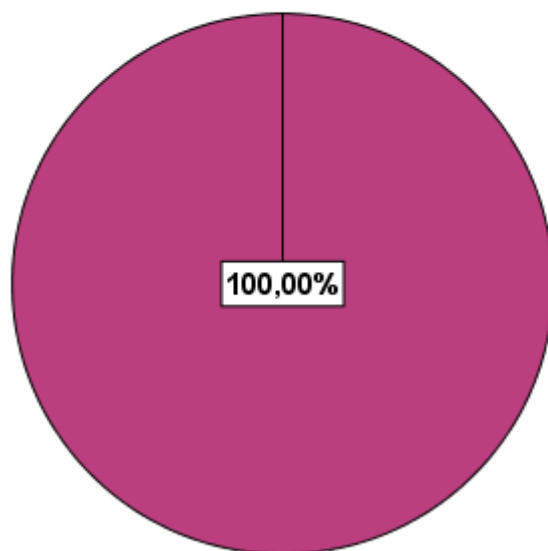
Figures 2.2: Learning Level

Our survey was oriented to Master I, however, only 55 in a total of 72 students responded to our survey

Rubric 2 Students' Accessibility

Item 3 : Do you have access to internet ?

The aim of this question was to see the students' accessibility to internet
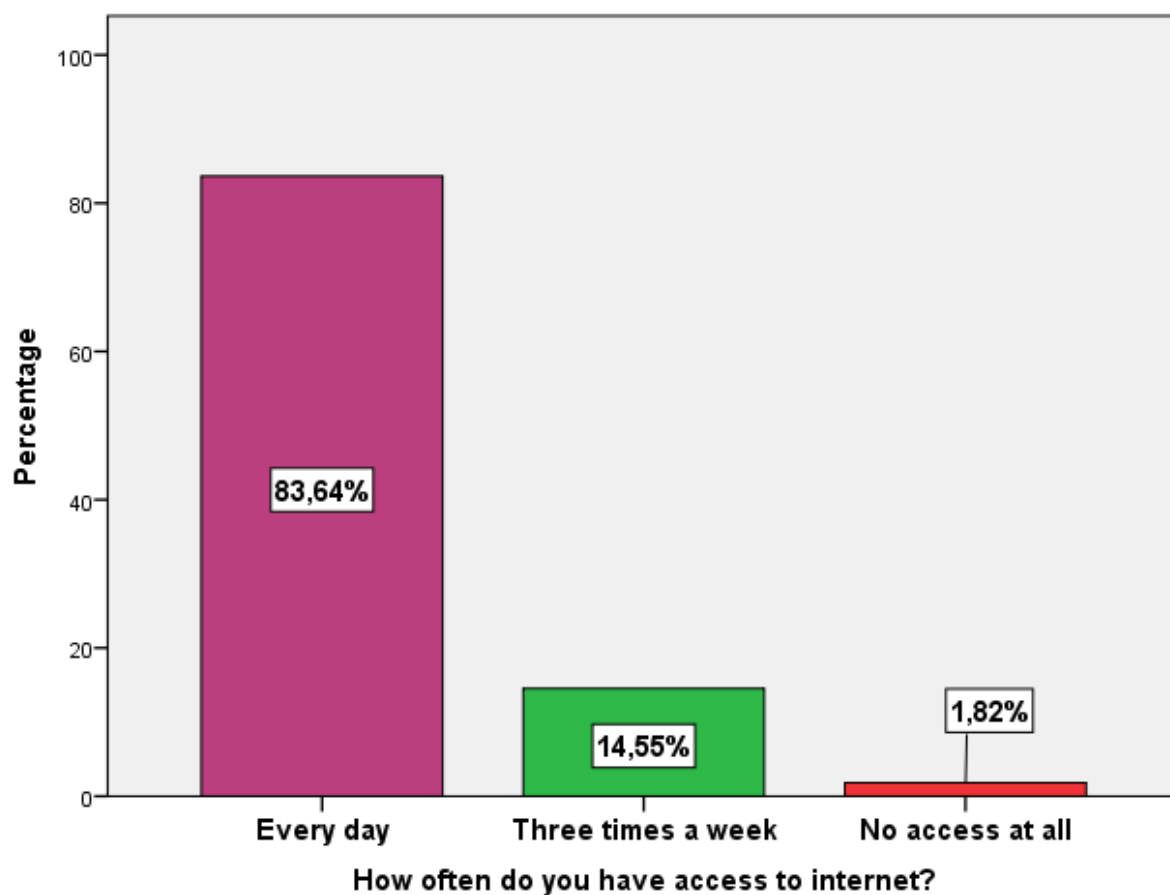
Figures 2.3: Students' Accessibility To Internet

This bar graph shows that 83,64%of students have the accessibility every day, 14,55% of them attended three times a week and only 1,82% have no access at all to internet.

Item 4: What are the platforms that your teacher used for instruction?

(You can choose more than one option)

The aim of this question was to know what are the platforms that the teacher used more in teaching.
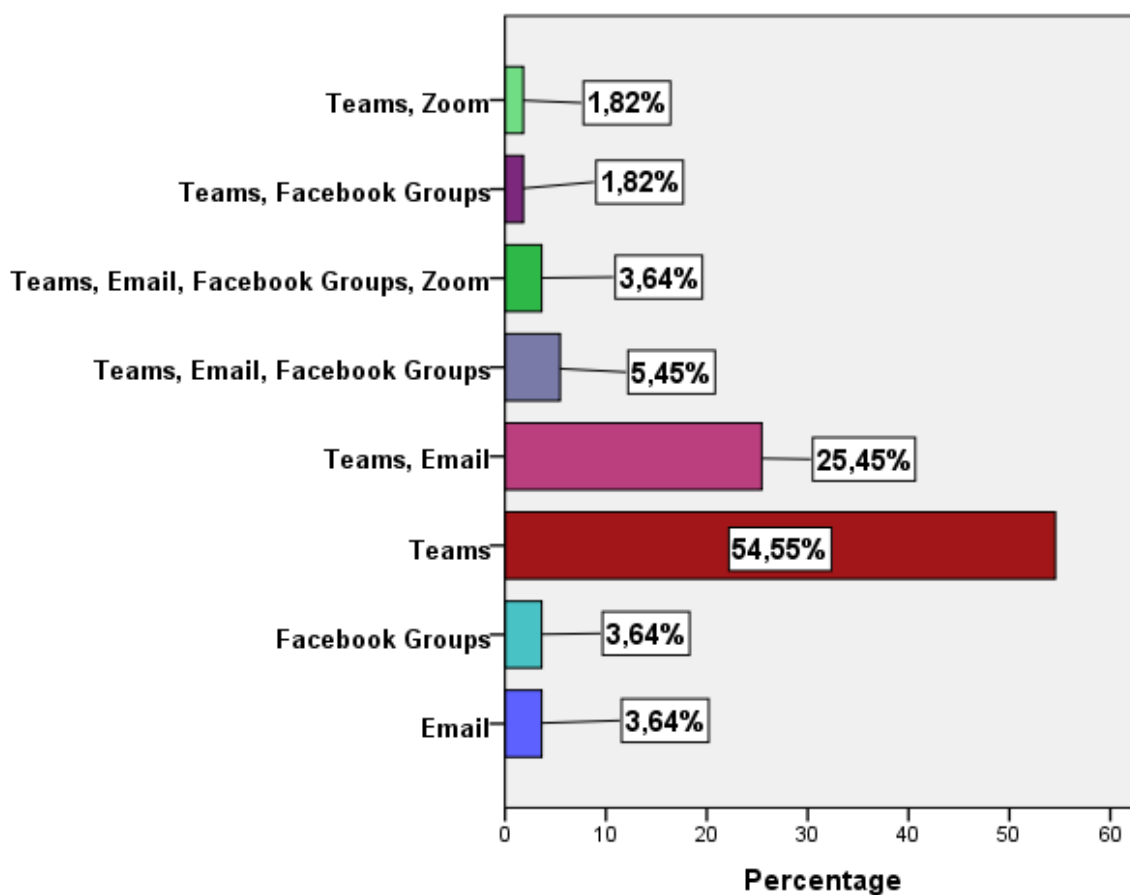
Figures 2.4: Platforms Used For Instruction

The graph shows that the 54,55% of the teachers used MTeams. Then, 25,45% used both MTeams and Email also 5,45% of them used MTeams, email and Facebook Groups. While, 3,64% used Facebook Groups and Emails and only 1,82% shared the lectures using Zoom.

Item 5: What are the digital devices that you used for attending your courses?

The aim of this question was to see if students have the materials that they need to access online classes.
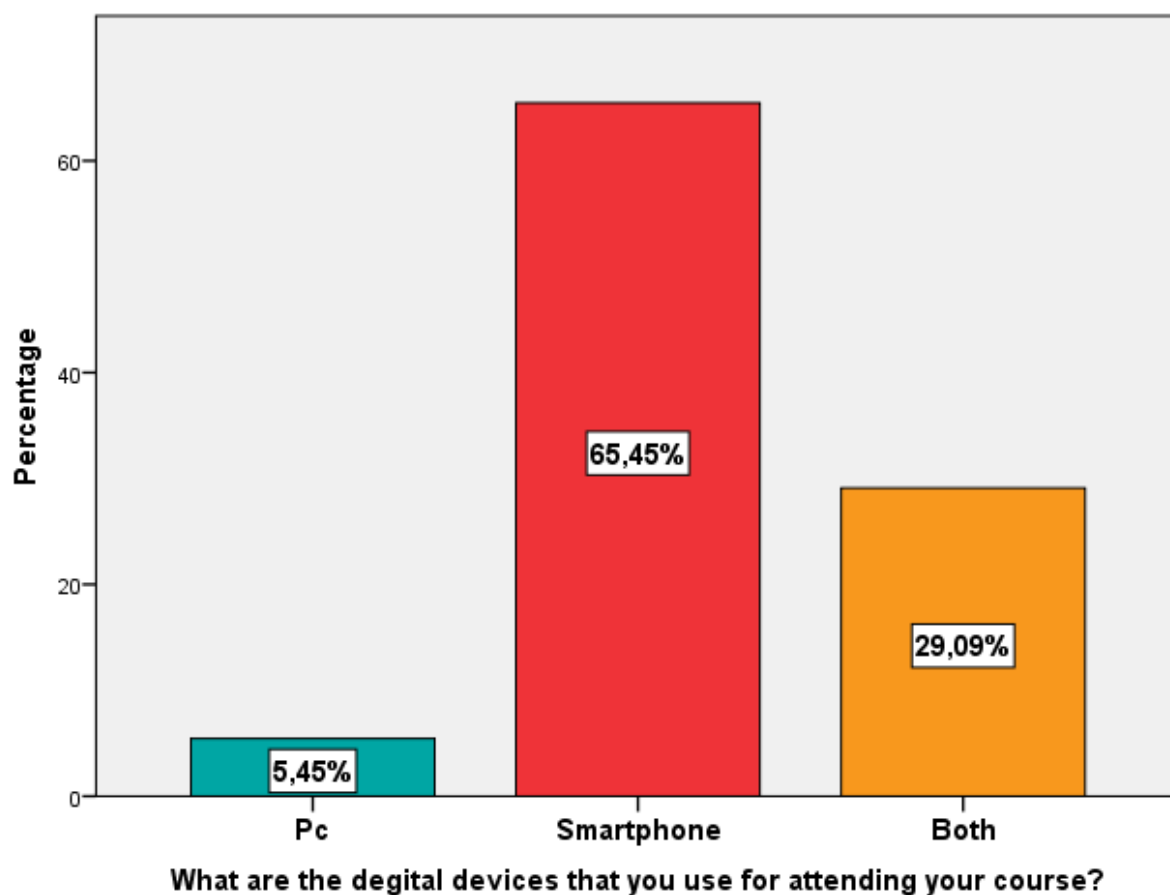
Figures 2.5: Digital Devices Used For Attending Online Courses

The graph shows that all the students have access to digital devices including 65,45٪ who said have smartphones, 29,09٪ said they have both PC and Smartphones. However only 5,45٪ said they have their own Computer.

Item 6 : Have you been trained before how to use online platforms?

The aim of this question was to know if students were trained using online platforms.

Have you been trained before how to use online platforms?

☐ Yes
☐ No

5,45%
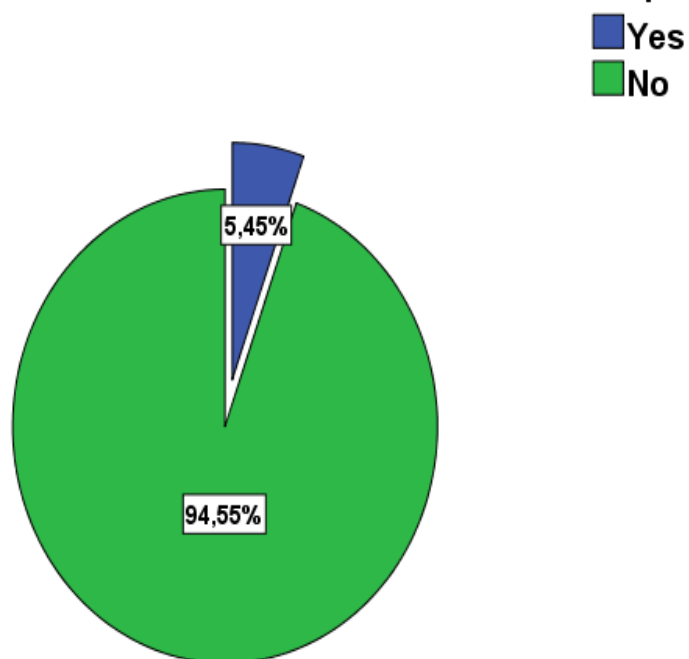
94,55%

Figures 2.6: Students' Training of Online Platforms

The data show that majority of the students are not trained before on how to use online platforms including 94,55% and only 5,45% are trained.

Item 7: Have you faced any challenges using online platforms?

Have you faced any challenges?		
	Frequency	Percentage
Yes	31	56,36%
No	24	43,64%
Total	**55**	**100,0**

Table2.7: Students' Challenges in Using Platforms

The aim behind this question was to determine whether students encountered challenges of using online platforms.

The data report that 56,36٪ of students have challenges in using platforms, besides 43,64٪ of students did not encounter any obstacle.

Item 8: Have you faced any difficulties while attending in-person classes?

The aim of this question was to find out the obstacles which Students encountered while attending in-person classes.

Have you faced any difficulties while attending in-person classes?		
Response	Frequency	Percentage
Yes	16	29,09٪
No	39	70,91٪
Total	**55**	**100٪**

Table 2.8: students' difficulties while attending in-person classes

The table above shows that 39 students (70,91٪) had no obstacles while attending in-person classes, however 16 students (29,09٪) mentioned that they faced problems.

Item 9: How many sessions have you attended during both semesters?

The aim of this question was to know the number of session that students attended during both semesters
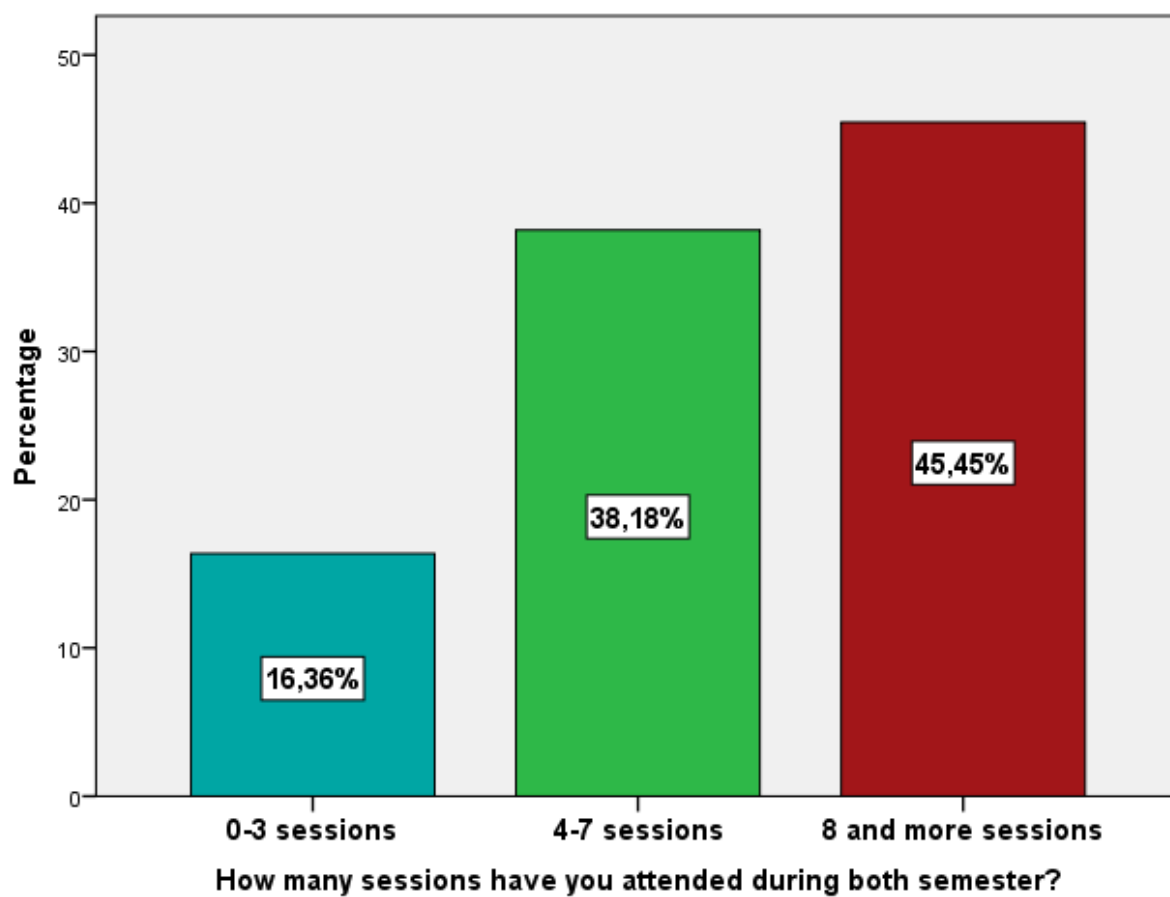
Figure 2. 6   Attendances in Both Semesters

The data of this graphs shows that 45,45٪ of students attended 8 and more sessions, 38,18٪ attended 4 to 7 sessions and only 16,36٪ of students attended 0 -3 sessions.

Item 10: How do you rate on the sentences?

Table 2.10.1 Students Interesting In Studying Online

I like online teaching because I find it interesting:			
	Frequency	Percentage	Valid percentage	Cumulative percentage
Strong Disagree	12	21,8	21,8	21,8
Disagree	20	36,4	36,4	58,2
Neutral	13	23,6	23,6	81,8
Agree	9	16,4	16,4	98,2
Strong Agree	1	1,8	1,8	100,0
Total	**55**	**100,0**	**100,0**	

The table above shows the informants' preferences about using online teaching and whether they found it interesting or not. So, 36,4℅ are disagree, 23,6℅ are neutral, and 21,8℅ are strong disagree. While, 16,4 ℅are agree and only 1,8 is strong agree when learning online.

Table 2.10.2: Online Teaching Helps In Making Further Research

I like online teaching because it makes me do further research on my own			
	Frequency	Percentage	Valid percentage	Cumulative percentage
Strong disagree	16	29,1	29,1	29,1
Disagree	13	23,6	23,6	52,7
Neutral	2	3,6	3,6	56,4
Agree	22	40,0	40,0	96,4
Strong Agree	2	3,6	3,6	100,0
Total	**55**	**100,0**	**100,0**	

The table above shows that 22students (40℅) are agree that online teaching helps them to do further research on their own way. While, 16 students (29,1℅) are strong disagree, 13 students(23,6℅) are disagree. And, only 2 students (3,6℅) are neutral, also another 2 students(3,6℅)are strong agree.

Table 2.10.3: Students Preferences Using Online Teaching

		Frequency	Percentage	Valid percentage	Cumulative percentage
I like online teaching more than in-person teaching :					
Valid	Strong disagree	18	32,7	32,7	32,7
	Disagree	18	32,7	32,7	65,5
	Neutral	9	16,4	16,4	81,8
	Agree	6	10,9	10,9	92,7
	Strong Agree	4	7,3	7,3	100,0
	Total	**55**	**100,0**	**100,0**	

The table above shows that 18 students (32,7٪) dislike the online teaching and are strong disagree about the online teaching. While 9 students (16,4٪) said neutral. And 6 students(10,9٪) agreed that online teaching effective more than in-person teaching also 4 students (7,3٪) are strong agree about the effectiveness of online teaching rather than in-person teaching.

Table 2.10.4: Teachers Motivated more in Online Teaching rather than In-person

		Frequency	Percentage	Valid percentage	Cumulative percentage
I find teachers in online teaching more motivate for teaching more than in-person teaching					
Valid	Strong disagree	21	38,2	38,2	38,2
	Disagree	19	34,5	34,5	72,7
	Neutral	10	18,2	18,2	90,9
	Agree	4	7,3	7,3	98,2
	Strong Agree	1	1,8	1,8	100,0
	Total	**55**	**100,0**	**100,0**	

The table above shows that 21 students(38,2٪) are strong disagree in finding teachers motivated more in online teaching rather in in-person teaching, and 19 students (34,5٪) said disagree. Also, 10 students (18,2٪) said neutral. While, 4 students(7,3٪) said that they are agree and only 1 student(1,8٪) said that he /she is strong agree.

Table 2.10.5: Students Prefer Online Teaching like their Peers

My peers prefer online teaching so do I					
		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Strong disagree	16	29,1	29,1	29,1
	Disagree	20	36,4	36,4	65,5
	Neutral	14	25,5	25,5	90,9
	Agree	5	9,1	9,1	100,0
	Total	**55**	**100,0**	**100,0**	

The table above shows that 20 student(36,4٪) said that they did not prefer online teaching like their peers, 16 students (29,1٪) said that they are strong disagree. While, 14 students (25,5٪) are neutral. And, 5 students (9,1٪) prefer online teaching like their peers

Item 7: the question was about whether students encountered challenges or not using online platforms as it is shown in table2.7.

56,36٪ of students had several problems and this can be listed as. First, the lack of knowledge in using internet, lack of concentration, motivation and participation. Second, they did not know how to create an account and how to manipulate the icons. In addition to that they could not focus on online courses. Then, university students found them too late for an appropriate digital using in studies. Besides that, the teacher faces more difficulties than the students (the digital teaching / learning still in its first steps in Algeria). finally, the learners did know how to pass assignments or send home works and sharing any documents during the session for presentation.

Item 8: The question was about if the students faced any difficulties while attending in-person classes as it is shown in figure 2.8, that only 29,09٪ of students had difficulties and this can be listed as code switching from Arabic to English. In addition to, the slow voice of the teacher and the overcrowded classes. Besides that the bad amphies and noise

Item 10: Can you mention the challenges that faced the students while attending courses on MTeams?

The aim of this question was to know if the students faced challenges while attending courses on MTeams

The main challenges that faced the students while attending courses on MTeams can be listed as: to start with the cut off of internet and its problems, and also the sound is not always clear, then sharing documents during online course and sharing or sending assignments. In addition, leads to the lack of attention, distraction and, low concentration due to internet problems. So, some teachers do not believe that you have technical issues and notifications could not be arrived sometimes. Second, less interaction between the teacher and the students, then the online teaching sometimes cannot fit the students' schedule, also they may face difficulties in attending the meeting, in addition to the absence of the teachers and only one or two teachers are interested in doing online session on MTeams, always there are technical problems from both sides teacher and student either network or how to use the platform

Item 11: Can you mention the positive points that the students like about online teaching?

The aim of this question was to know if there is positive side in online teaching.

Some of the positive points that the students notice about online teaching can be listed as follow: to start with you can participate freely without anxiety, and also asking questions, then it was safe lectures during the pandemic, and you can go back to see the lectures again, second, When the number of students is low the teaching process is effective. Teacher usually take time to answer to questions and give chance to students more than on sight there is pressure so they just move on headlines to finish the curriculum, - lessons are received better in documents than in person- teaching it lesson and write action, also it save time and money for those who lives far from university, having the opportunity to have access on google and make research, good teacher make good teams sessions, you can access whenever you are, you can focus more on details, and also online session are better when the weather is bad ,easy to send home-works .

2.6. Discussion of the Results

As already noted, this research aims at exploring Master I Didactics students' experiences and challenges using online platforms in learning, for the sake of confirming or rejecting the research hypotheses, the researchers collected data through the use of mixed method approach using survey and observation. The data analysed aimed to discuss the following research questions:

1) What are the challenges that first year Masters encountered using MTeams for learning English language?
2) What are the students' attitudes learning through MTeams?

Challenges in using MTeams

To discuss the first research question: What are the challenges that first year Master encountered using MTeams for learning English language? We present results from both classroom observation and students' survey.

We obtained as results from surveys that students experienced M Teams with great challenging in their learning process.

The findings show that teaching through M Teams was challenged by different and several factors, among them the factor of using online platform before. In this case, our results revealed that only 3 among 55 students are trained how to use online platform what equals only 5,45%. Whereas, 94,55% are not trained how to use online platforms.

The next factor that challenged the learning process was the low internet quality which effects teachers to reach their goals in the learning process- the digital teaching /learning still in its first step in Algeria.

To discuss the second research question: What are the students' attitudes learning through MTeams? The findings show that the majority of M1 students feel that their internet access improved, as well as their perception of data was ameliorated too.

A large number of students appreciated MTeams, since they proved their feeling of comfort using the platforms participation without anxiety.

Then, the sessions were saved during Pandemic, and the students can go back and see lectures again. After that, the teacher explains lectures without pressure. Later on, the lectures were received better in document. Next, online sessions save time and money, especially for those who live far from the university.

2.7. Recommendations

This humble research aims to give some recommendations to improve learners' qualifications, changing educational structures and create learning opportunities. Furthermore, integrating learning, improving the quality of education, as well as ameliorating the teaching skills for further future circumstances.

In addition, for a successful engagement of ICT, this concept must be studied with regard to learners' attitudes related to their absence during the session and give it more importance. For instance, the instructors need to make formal agreement with students before starting the online session so as to make them feel responsible for this way of learning.

And to conclude we can suggest some remedies. So, we can identified it into short-term remedies and long-term remedies within the sub-themes of macro-level remedies and micro-level remedies.

The micro-level remedies and the macro-level remedies fall within long term remedies that is to say that the remedies that the participants aspire to, the macro-level remedies, in low-tech countries and high-tech countries, concerning the governments and the language learning . Move from techno-unavailability to techno-availability as well as improving their techno-efficiency should improve ERT experience

EFL institutions should support the technological infrastructure to manage virtual learning. Moreover, empowering instructors in the ERT academically and financially through academic staff and ensuring a compulsory schedule and curriculum.

The remedies can come from the educational institutions when they invest in in their online learning management if they exist or develop ones if they have not already had these platforms. In comparing online teaching with traditional face-to-face teaching is one of the remedies suggested. Raising students' awareness of the importance of ERT could be of help.

The micro-level remedies in low-tech countries and high-tech countries concern with instructors might invest more time trying to help students with the changes psychologically, in the other hand teachers need to know more about the technology as well as develop literacy to deliver the skill and content needed to achieve learning outcomes. These remedies are related to instructors' digital illiteracy and the humanitarian teacher-students rapport.

2.8. Limitations

When dealing with our study, we faced a list of limitations; as we were concerned, some learners refused to participate in filling our survey. Moreover, due to the pandemic change of teaching hours which were reduced we could not meet the participants face-to-face, and we had to use Google Form.

Concerning online teaching we couldn't reach an overall view about the online sessions, as well as we had a limited access to classroom observation, as the teacher accepted her session to be observe once only.

2.9. Conclusion

Chapter two was about the research design and data collection. The first part describes the research design that was used for employing research instruments for data collection. So, the section gives a thorough overview of data analyses in both quantitative and qualitative terms.

After discussing the research methodologies and processes used in data collection, the following section focused on the discussion of the main finding collected from the questionnaire that was delivered to the students and online observation for both the teacher and learners. Finally, we presented our met limitation.

GENERAL CONCLUSION

General conclusion

Due to the COVID-19 pandemic, education witnessed a huge transformation. Due to the health crisis, new regulations have been assigned for educational institutions. Many institutions shifted from traditional learning to hybrid learning including both in-person and online learning.

The research have been continuing learning process during Covid-19 made the researchers contributes to the existing studies on the use of online platforms. This study provide an overview on students' experiences and challenges using MTeams.

The study consists of two chapters. The first chapter deals with the theoretical backgrounds. It presents an overview of the LMD system in addition to the emergency of teaching English. The second chapter represents different methods used for data collection and data analysis. The data have been collected following a mixed- method approach, and triangulation to cross check between data collected from observation and surveys . At the end, a few recommendations and limitations are presented.

This exploratory research addressed to Master I Didactics students as a sample population. The researchers used mixed-method approach to check the results obtained from observation and survey. It attempted to know the experiences and challenges using online platforms in Tlemcen University, Department of English

The research results gathered enable the researchers to confirm the first hypothesis which said that learners faced challenges with in-person learner and how they experienced the use of MTeams. The main challenges that faces the learners is the lack of internet and the sudden disconnection of online platforms, also technical issues.

In the second hypothesis, the results shows that were motivated and satisfied in attending online session and argue on the effectiveness of online of online learning, yet a few students were not motivated and also unsatisfied.

As there was a positive feedback from students who attend effective organized online classes. Hence, the researchers suggested list of recommendation in the section above.

BIBLIOGRAPHY

Affouneh, S., Salha, S., & Khlaif, Z. N. (2020). Designing quality E-Learning environments for emergency remote teaching in Coronavirus crisis. Interdisciplinary Journal of Virtual Learning in Medical Sciences, 11(2), 1–3.

Alf Andrew Heggoy (University of Chicago Press Journal,1973).

Al-hattami, A. A. (2020). E-Assessment of students' performance during the E-teaching and learning. International Journal of Advanced Science and Technology, 29(8), 1537–1547.

Atmojo, A. E. P., & Nugroho, A. (2020). EFL classes must go online! Teaching activities and challenges during COVID-19 pandemic in Indonesia. Register Journal, 13(1), 49-76. https://doi.org/10.18326/rgt.v13i1.49-76

Bambang Setiyadi, Teaching English As a Foreign Language (Yogyakarta: Graha llmu,2006,20).

Bin Dahmash, N. (2020). 'I couldn't join the session': Benefits and challenges of blended learning amid Covid-19 from EFL students. International Journal of English Linguistics. 10 (5) 221-230. https://doi.org/10.5539/ijel.v10n5p221

Bozkurt, A., & Sharma, R. C. (2020). Emergency remote teaching in a time of global crisis due to coronavirus pandemic. Asian Journal of Distance Education, 15(1), 1–6. http://doi.org/10.5281/zenodo.3778083

Carroll, N. (2011), "Evaluating online asynchronous support in the institutes of technology Ireland", All Ireland Journal of Higher Education, Vol. 3 No. 2, pp. 1-23

Chauhan, V. (2017), "Synchronous and asynchronous learning", Imperial Journal of Interdiciplinary Research, Vol. 3 No. 2, pp. 1345-1348.

Clark, Dublin, L., Gottfredson, C., Horton, B., Mosher, B., Parks, E., et al. (2007). The eLearning Guild's Handbook on Synchronous e-Learning. Santa Rosa: David Holcombe, eLearning Guild.

Cope, D. (2015). Case study research methodology in nursing research. Oncology Nursing, 42(6), 681-882.

DAHMANI,H. (2020-2021). Hybrid Teaching of Oral Expression During The Covid-19 Pandemic: The Case of L2 EFL Students at Tlemcen University(Master Dissertation). University of Tlemcen, Tlemcen, Algeria.

Davies, J. A., Davies, L. J., Conlon, B., Emerson, J., Hainsworth, H.,& McDonough, H. G. (2020) Responding to Covid-19 in EAP contexts: A Comparison of courses at four Sino-Foreign Universities. International Journal of TESOL Studies, 2 (2) 32- 51. https://doi.org/10.46451/ijts.2020.09.04

Emergency Remote English Language Teaching in the Arab League Countries: Challenges and Remedies, Abduljalil Nasr Hazaea, Wagdi Rashad Ali Bin-Hady, Marwa Mekni Toujani(Jan 2021), p.201-222,.

Farrah, M., & al-Bakry, G. H. (2020). Online learning for EFL students in Palestinian universities during corona pandemic: Advantages, challenges, and solutions. Indonesian Journal of Learning and Instruction, 3(2). https://doi.org/10.25134/ijli.v3i2.3677

Ge, Z. G. (2011). Exploring e-learners' perceptions of net-based peer-reviewed English writing. International Journal of Computer-Supported Collaborative Learning, 6(1), 75–91.

General description of the LMD system traditional courses, Guelma University.

Geoffrey Broughton, et al, Teaching English as a Foreign Language n (New York: Routledge, 1980),p.6.

Hammond, M. (2000). Communication within on-line forums: The opportunities, the constraints and the value of a communicative approach. Computers & Education, 35(4), 251-262.

Haythornthwaite, C., and Kazmer, M.M. "Bringing the Internet Home: Adult Distance Learners and Their Internet, Home, and Work Worlds," In The Internet in Everyday Life, B. Wellman and C. Haythornthwaite (eds.), Blackwell Publishing, Malden, Massachusetts, 2002, pp. 431-463.

Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online learning. Educause Review, 27(March 27). 220 https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning.

Howatt A.P.R., A history of English Language Teaching(Oxford University Press, 1984) Reviewed by Makhan Lal Tickoo RELC

http://csrc:nistigov/glossary/term/local-management-device

http://Learnsupon.blog.com. Synchronous vs Asynchronous Learning: Which is Right for Your Learners

http://mpbse.nic.in> general language English 10th.

Hughes, A. (2014). Comparing Asynchronous and Synchronous Learning. Learning Solutions.

Hyder et all, K. (2007). Synchronous E-Learning. In A. K. Karen Hyder, & M. Murray, Synchronous E-Learning. David Holcombe.

Ja'ashan, M. M. N. H. (2020). The challenges and prospects of using e-learning among EFL students in Bisha University. Arab World English Journal, 11(1), 124–137. http://doi.org/10.24093/awej/vol11no1.11

Khan, B. H. (2006). Flexible Learning in an Information Society: Hershey PA17033:Information Science Publishing (August 7, 2006), USA.

Lansangan, R. V. (2020). Teaching junior high school chemistry during the Covid-19 community quarantine season: lessons, challenges, and opportunities. KIMIKA, 31(1), 20–37. http://doi.org/ 10.26534/kimika.v31i1.20-37Lassoued, Z., Alhendawi, M., & Bashitialshaaer, R. (2020). An exploratory study of the obstacles for achieving quality in distance learning during the COVID-19 pandemic. Education Sciences, 10(9), 1-13https://doi.org/ 10.3390/educsci 10090232.

Laurillard, D. (2007). Pedagogical forms of mobile learning: framing research questions. London: Institute of Education

Ligorio, M. B. (2001). Integrating communication formats: Synchronous versus asynchronous and text-based versus visual. Computers & Education, 37(2), 103-125.

Mayadas, F. (1997). Asynchronous Learning Networks: A Sloan Foundation Perspective. Journal of Asynchronous Learning Networks, 1(1), 1- 16.

McLoughlin, C. & Lee, M. J. (2010b). Personalised and self regulated learning in the Web 2.0 era: International exemplars of innovative pedagogy using social software. Australasian Journal of Educational Technology, 26(1).

Merriam, S.B. (2010). Qualitative Case Studies. International Encyclopedia of Education, 456-462.

Murphy, E., Rodríguez-Manzanares, M. A., & Barbour, M. (2011). Asynchronous and synchronous online teaching: Perspectives of Canadian high school distance education

teachers. British Journal of Educational Technology, 42(4), 583–591. http://dx.doi.org/10.1111/j.1467-8535. 2010.01112.x

Murphy, E., Rodrıguez-Manzanares, M.A. and Barbour, M. (2011), "Asynchronous and synchronous online teaching: perspectives of Canadian high school distance education teachers", British Journal of Educational Technology, Vol. 42 No. 4, pp. 583-591, doi: 10.1111/j.1467-8535.2010. 01112.x

Musthafa Bachrudin, Communicative Language Teaching in Indonesia: Issues of Theoretical Assumption and Challenges in the Classroom Practice.(2021).

Nartiningrum, N., & Nugroho, A. (2020). Online learning amidst global pandemic: EFL students' challenges, suggestions, and needed materials. English Franca: Academic Journal of English Language and Education, 4(2), 115- 140. https://doi.org/10.29240/ef.v4i2.1494.

Ng, C. H. (2020) Communicative language teaching (CLT) through synchronous online teaching in English language preservice teacher education. International Journal of TESOL Studies, 2 (2) 62-73. https://doi.org/10.46451/ijts.2020.09.06.

Park, Y.J. and Bonk, C.J. (2007), "Is online life a breeze? A case study for promoting synchronous learning", MERLOT Journal of Online Learning and Teaching, Vol. 3 No. 3, pp. 307-323

Pérez, L. C. (2013). Foreign language productivity in synchronous versus asynchronous computermediated communication. CALICO journal, 21(1), 89–104. http://dx.doi.org/10.1558/cj.v21i1.89- 104

Perveen, A. (2016), "Synchronous and asynchronous E-language learning: a case study of virtual university of Pakistan", Open Praxis, Vol. 8 No. 1, pp. 21-39, doi: 10.5944/openpraxis.8.1.212.

Perveen, A. (2016). Synchronous and Asynchronous E-Language Learning: A Case Study of Virtual University of Pakistan. Open Praxis (international council for open and distance education), 8(1), 21–39.

Rezig Nadia, Teaching English in Algeria and Educational Reform: An Overview on the Factors Entailing Students Failure in Learning Foreign Languages at University (Procedia-Social and Behavioral Sciences, Volume 29,2011,p1327-1333).

Salmon, G. (2013), E-tivities: The Key to Active Online Learning

Salmon, G. (2013). E-tivities: The key to active online learning. Routledge.

Shukri, A., Nordin, L., Salleh, F.I.M., Raidzwan, S.N.M. and Ahmad, R. (2020), "UniKL students' perception on synchronous learning using ICT as learning tools to learn English", Journal of Critical Reviews, Vol. 7 No. 8, pp. 793-796, doi: 10.31838/jcr.07.08.170

Stenman, S., & Pettersson, F. (2020). Remote teaching for equal and inclusive education in rural areas? An analysis of teachers' perspectives on remote teaching. International Journal of Information and Learning Technology. http://doi.org/10.1108/IJILT-10-2019-0096.

Sun, S. Y. H. (2011). Online language teaching: the pedagogical challenges. Knowledge Management & E-learning: An International Journal (KM&EL), 3(3), 428–447. Retrieved from http://www.kmeljournal.org/ojs/index.ph

Synchronous e-Learning How to design, produce, lead, and promote successful learning events, live and online The eLearning Guild's Handbook on, By Karen Hyder, Ann Kwinn, Ron Miazga, and Matthew Murray Edited by Bill Brandon

Teng, D.C.E., Chen, N.S., Kinshuk and Leo, T. (2012), "Exploring students' learning experience in an international online research seminar in the Synchronous Cyber Classroom", Computers and Education. doi: 10.1016/j.compedu.2011.10.018.

Vonderwell, S., Liang, X. and Alderman, K. (2007), "Asynchronous discussions and assessment in online learning", Journal of Research on Technology in Education. doi: 10.1080/15391523.2007. 10782485.

Wang, Y. & Chen, N. S. (2009). Criteria for evaluating synchronous learning management systems: arguments from the distance language classroom. Computer Assisted Language Learning, 22(1), 1–18. http://dx.doi.org/10.1080/09588220802613773

Yi, Y., & Jang, J. (2020). Envisioning possibilities amid the COVID-19 pandemic: Implications from English language teaching in South Korea. TESOL Journal, 11(3). https://doi.org/10.1002/tesj.543.

Appendices

Appendix I

Students' Experiences Using 'MTeams': Case of First Year MA Students

Our research aims to find out the main important challenges that faces the learners while using the Teams

Your answers will help us in our dissertation.

1/ Gender

Male ☐   Female ☐

2/ Learning class/ level

M1 ☐   M2 ☐

3/ How often do you have access to internet?
- Every day ☐
- Three times a week ☐
- No access at all ☐

4/ What are the platforms that your teachers used for instruction?

(you can choose more than one option)

- Teams ☐
- Zoom ☐
- Facebook Group ☐
- Email ☐
- Google meet ☐
- None of the above ☐

5/What are the digital devices that you use for attending your course?

- PC ☐
- Smartphone ☐
- Both ☐
- None ☐

6/Have you been trained before how to use online platforms?

Yes ☐   No ☐

7/Have you faced any challenges using online platforms?

Yes ☐   No ☐

- If yes what kind of challenges ?

- ……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………

8/Have you faced any difficulties while attending in-person classes?

Yes ☐   No ☐

- If yes what kind of ?

- ……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………

9/ How many sessions have you attended during both semesters?

- 0-3 sessions   ☐
- 4-7 sessions   ☐
- 8 and more sessions   ☐

From (1-5) how do you rate the following sentences

1-I like online teaching because I find it interesting

- Disagree   ☐
- Strong disagree   ☐
- Neutral   ☐
- Agree   ☐
- Strong Agree   ☐

2- I like online teaching because it makes me do further research on my own

- Strong disagree   ☐
- Disagree   ☐
- Neutral   ☐
- Agree   ☐
- Strong Agree   ☐

3-I like online teaching more than in-person teaching

- Strong disagree ☐
- Disagree ☐
- Neutral ☐
- Agree ☐
- Strong agree ☐

4-I find teachers in online teaching more motivate for teaching than in-person teaching

- Strong disagree ☐
- Disagree ☐
- Neutral ☐
- Agree ☐
- Strong agree ☐

5-My peers prefer online teaching so do I

- Strong disagree ☐
- Disagree ☐
- Neutral ☐
- Agree ☐
- Strong agree ☐

10/Can you mention at least three challenges that you faced while attending your course on MTeams?

1- …………………………………………………….

2- …………………………………………………….

3- …………………………………………………….

11/Can you mention at least two positive points you liked about online teaching?

1- …………………………………………………….

2- …………………………………………………….

Thanks for your contribution!

Keddar Cheyma

Ladjmel Messaouda