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The importance of Online Learning in The Algerian Educational System the Case of Second –Year EFL Students, at Abou Bakr Belkaid University, Tlemcen

Dissertation submitted to the department of English as a partial fulfilment of the requirements for Master's degree in Didactics of Foreign Languages

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Mecheri Zakaria

ABSTRACT

The purpose of this research is to examine how students in the second year of the EFL program at Abou Bakr Belkaid University perceive the use of E-learning in Algeria. A quantitative approach was used for this study. Eighty students from Abou Bakr Belkaid University's English Department were chosen as the study's sample. Using questionnaires as the main means of collecting information, it examines how the respondents feel about E-learning. The study's findings indicate that the Algerian educational system is not ready to fully adopt E-learning. It also exemplifies the fact that the necessary technology infrastructure is not in place to support this shift. Not only do instructors and students lack an understanding of e-significance, learning's but students also face significant technological challenges while adopting and using these platforms. The study concludes with a set of suggestions meant to further the state of E-learning in Algeria.

Keywords: E-learning, Learners, Education.

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LIST OF ABBREVIATIONS

ARN: Algerian Research Network.

ARPT: regulatory authority for post and telecommunications.

AT: Algeria Telecom.

CAL: Computer Assisted Instruction.

CALL: Computer-Assisted Language Learning.

CERIST: Scientific and Technical Information Research Centre

CNEPDC: National Center for Professional Distance Education

CNEG: National Center for General Education.

CD-ROM: compact disc read-only memory.

DE: Distance Education.

EFL: English as a foreign language.

EAD: Education for American Democracy

GC: Google classroom.

GIPI: Global Internet Policy Initiative.

GPL: General Public License.

ICT: information and communication technologies.

ITV: Interactive Television.

ITU: International Telecommunications Union.

ISP: Internet service provide.

LAN: local area network.

MALL: Mobile Assisted Language Learning.

MPTIC: Ministry of Posts, Information Technology and Communications.

MESRS: Ministry of Higher Education and Scientific Research.

NTL: national training laboratories.

NREN: National Research and Education Network.

ONEFD: National Office for Distance Education and Training.

SNS: Social Networking Sites.

UFC: University of Continuing Education

UNDP: The United Nations Development Program.

VLE: virtual learning environments.

WHO: World Health Organization.

WAN: wide area network.

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GENERAL INTRODUCTION

Learning has become simpler for both instructors and students asa result of the widespread use of information and communication technologies (ICTs) in recent decades. Many schools across the globe, especially in industrialized regions, now provide electronic learning (e- learning) or distant education alongside traditional classroom instruction.

But the rapid spread of COVID-19 has prompted countries throughout the globe to look for other forms of education to complement the mandatory vacation that has been declared as a measure to curb the spread of the Coronavirus. The Algerian Ministry of Higher Education and Scientific Research has so mandated that institutions across the country use online teaching and learning using conventional and well-established e-learning systems. Both the completion of the planned curriculum and the prevention of Coronavirus infection among students and instructors need the implementation of the latter. Therefore, e-learning has beenrecognized as a legitimate kind of education (Ministry of Higher Education, 2020).

1. Statement of the Problem

In 1969, Algeria was one of the first countries to implement distance education, and the National Center for General Education (CNEG) was the frontrunner. In 1984, the National Center for Professional Distance Education (CNEPDC) was founded to meet the growing demand for distance learning programs in the professional realm. Later, in 1990 to be exact, the University of Continuing Education (UFC) was founded, and with it came novel approaches to remote education delivery through the creation and utilization of audiovisual material. The rise of ICT coincided with the UFC's efforts to strengthen its online education by using distance learning as a primary tool for this training. The study topic is to investigate the discrepancy between theory and practice after implementing E-learning in the Algerian educational system, since e-learning continues to encounter many challenges in the country. I wanted to investigate the impressions that Algerian students had of E-learning from their ownexperiences.

2. The Aim of the Study and Research Questions

This research seeks to highlight the actual situation of E-learning in the Algerian educational system from the perspective of Abou Bakr Belkaid University students. In addition, it seeks tobridge the gap between theory and practice in terms of E-learning in Algeria by evaluating how learners understand E-learning and their attitudes about the actual usage of E-learning platforms.

This study is guided by the following main questions:

1. Has E-learning become an inevitable necessity in the Algerian university?
2. How effective is E-learning as an alternative to traditional methods, and how prepared are the Algerian universities for that?
3. How much can e-learning be beneficial to learners' cognitive development?

2.1 Research Hypothesis

1. It is hypothesized that E-learning has an impact on students' cognitive development.
2. E-learning has NO impact on students' cognitive development.
3. E-learning is an important part of the Algerian educational system.

3. Research Methodology and Design

3.1. Research Method

Methodologically, this investigation is a descriptive quantitative one. It is the approach that isappropriate for the purpose of this research, which is to explain the state of E-learning in the educational system of Algeria from the perspective of students at Abou Bakr Belkaid University. We have decided to use a quantitative approach since we believe that this is the most effective way to manage such a huge sample for our investigation.

3.2. Sample population

This research is being carried out on second-year LMD students at Abou Bakr Belkaid University. The sample consists of 80 students who were chosen at random to participate in this research. This research included around 73.8% female participants and roughly 26.3% male participants.

3.3. Tool of Data Collection

The gathering of data for this investigation was carried out using a methodology known as descriptive quantitative approach. Students were given a survey to fill out so that we could

learn more about their experiences with e-learning as well as the challenges they have encountered while using this method of education.

4. Structure of the Dissertation

In addition to a basic introduction and a general conclusion, the present investigation is broken down into three distinct chapters. A theoretical foundation for the investigation is laid forth in the first two chapters of the book.

Chapter one is entitled “Introduction to E-learning.” it provides background on prior research studies on e-learning, which acts as a proxy for the variables in the next chapter. The chapter also examines language teaching and learning, including definitions and learning and teachingmethods. This chapter addresses e-development and learning including its definition, forms, advantages, and limitations. It also promotes online educators.

Chapter two is entitled “E-learning in the Algerian educational system.” The evolution of information and communications technology (ICT) in Algeria's educational system, as well as some of the most important EAD initiatives, will be covered in this chapter. In addition to that, it will go through the many different e-learning tools and platforms, such as Moodle, zoom, google meet, and numerous social networking platforms. In conclusion, there are a number of challenges connected to the use of ICT in Algeria's educational system.

Chapter three is the practical part of this investigation. It is entitled “ Second-year lmd student’s field study introduction .” This chapter presents the analyses of the research’s findings from the distributed questionnaire, which was gathered from Second-year lmd students at Abou Bakr Belkaid University.

CHAPTER I: INTRODUCTION TO ELEARNING

Introduction

This chapter offers background information on earlier research studies concerning the significance of E-learning, which serves as a proxy for the variables that will be investigated in the following chapter. In addition to this, the chapter discusses the teaching of languages as well as the learning of languages, including the definitions of both concepts as well as different learning and teaching styles. In addition, this chapter discusses the evolution of e-learning, including its definition, the various forms it can take, as well as its benefits and drawbacks. In addition to this, it emphasizes the significance of instructors in online education.

1. Definition of e-learning

A consistent definition of the concept of E-learning has been the subject of vigorous discussion. According to Dublin (2003), previously established definitions represent the field and specialty of researchers as well as their interests. Moreover, E-learning encompasses a vast array of applications, learning methodologies, and procedures (Rossi, 2009).

Bates and Poole (2003) suggested that e-learning has various types and forms and that these types will continue to emerge as a result of the rapid and continuous evolution of technology, as well as different ways of utilising it; consequently, a great deal of emphasis should be placed on these factors when deciding on the correct definition. In addition, researchers should take into account the unique characteristics of these various e-learning models and the optimal setting in which they perform best (Sangrà et al., 2012, p. 155).

These definitions have been provided:

- Nichols (2003, p. 2) – “Education that occurs only through the Web, that is, it does not consist of any physical learning materials issued to students or actual face-to-face contact. Purely online learning is essentially the use of eLearning tools in a distance education mode using the Web as the sole medium for all student learning and contact.”
- Ellis and Allen (2004) - "E-learning covers a wide set of applications and processes, such as Web-based learning, computer-based learning, virtual classrooms, and digital collaboration. It includes the delivery of content via Internet, intranet/extranet (LAN/ WAN), audio- and videotape, satellite broadcast, interactive TV, and CD-ROM.”
- Tavangarian, Leypold, Nölting, Röser and Voigt (2004, p. 2) – “All forms of electronically supported learning and teaching which are procedural in character and aim to

effect the construction of knowledge concerning individual experience practice and knowledge of the learner."

- Relan and Gillani (1997) - Used synonymously with web-based instruction "The application of a repertoire of cognitively oriented instructional strategies implemented within a constructivist ... and collaborative learning environment, utilising the attributes and resources of the World Wide Web."
- Clark (2002, p. 2) - "Content and instructional methods delivered on a computer (whether on CD-ROM, the Internet, or an intranet), and designed to build knowledge and skills related to individual or organizational goals".
- Rossiter (2002) " The development of knowledge and skills through the use of information and communication technologies (ICTs) to support interactions for learning interactions with content, with learning activities and tools, and with other people
- Triacca, Bolchini, Botturi and Inversini (2004, p. 1) – "An e-Learning website is a web application which communicates contents and structures the interaction in such a way that facilitates the learning experience."
- Dringus and Cohen (2005) - Used synonymously with the term online course It is an extremely frequent practice in the academic fields of social sciences and psychology to carry out research and seek definitions of a variety of concepts that are both accurate and comprehensive. In addition, in educational sciences, it is common practice to conceptualise concepts according to their use in various knowledge areas in the scientific community (Sangrà et al, 2012, p. 146). This is a common practice because educational sciences are concerned with the education of teachers and students.

It was mentioned in a study conducted at Universitat Oberta de Catalunya, Spain (2012) that there was made an international project based on the participation of experts from all over theworld to have an agreement about what can the definition of E-learning is. This was done in order to have a consensus about what can the definition of E-learning be. Two primary research endeavours served as the foundation for this study. The first thing we did was do a comprehensive assessment of the existing research on the idea of E-learning by reading a lot of the relevant literature.

The second task was a survey using the Delphi method. This Delphi survey was sent to a wide variety of professionals working in the fields of education and technology in order tocollect their thoughts for the purpose of reaching a final agreement about the

conceptualization of E-learning. In addition to the conceptualizations that the specialists presented, they offered a great deal of commentary on how E-learning ought to be characterised. These remarks have been condensed into four primary topics. In the first place, it is important to take into account the rapid and ongoing development of new technologies that may aid in both teaching and learning. Second, E-learning is not limited to only serving as a platform for collaborative education; it may also serve as a standalone mode of education. Third, formal and informal learning objectives should both be able to be successfully accomplished via the use of E-learning as an effective technique. E-learning represents not just a new method of education but also new teaching and training paradigm.

E-learning is an approach to teaching and learning, representing all or part of the educational model applied, that is based on the use of electronic media and devices as tools for improving access to training, communication, and interaction that facilitates the adoption of new ways of understanding an issue. After taking into consideration all of the comments and opinions of those experts along with their arguments, it resulted in a preliminary definition of e- learning, which was as follows: "Elearning is an approach to teaching and learning, representing all or part of In the last phase, we asked the specialists who took part in the survey to use a Likert scale to rate the degree to which they agreed or disagreed with the provisional definition. On the concept of E-learning that was ultimately arrived at, there was widespread consensus; nevertheless, the participants urged that two fundamental components be reexamined.

These two facets were the development of educational technology and the socioeconomic issues that may not be explicitly included in the definition but still need to be taken into consideration. Both of these components should be considered.

In conclusion, it is possible to acknowledge that it is extremely challenging to formulate a single, universal definition for the concept of E-learning due to the extensive variety of tools, modes of application, models, and instructional approaches that it encompasses as well as the ongoing advancement of technological capabilities. In addition, E-learning is used in a variety of professions, and each specialist defines it in accordance with the field in which they work.

2. The Historical background of online education

Though Dr Ghazi Al-Qusaybi claims that online education began in Chicago and Moscow inthe early 1960s, the genuine birth of E-learning occurred with the launch of the University of Britain in 1980 when mail and television were the major mediums. Along with these two time-honoured methods, the internet now plays a crucial role (Al-Musa, 2002). Salem

Days of chalk and talk to those of CDs and DVDs to the first generation of the internet and onto the second generation of the information network, when designing websites became more complex and vital, we have come a long way (Al-Musa, 2002).

At the very least, the use of visual education materials in the classroom may be traced back to 1928, when Anna Doris's "Visual Instruction in the Public School" was published (Saettler, 1968). At the end of World War II, a new trend in education emerged: audiovisual teaching. In this development, state-of-the-art tools are presented to provide pupils with real-world, nonverbal experiences (Wagner, 1990). Both of these reforms suffered from the same flaw, an overemphasis on materials at the cost of teaching, and a reductionist view of the media's role in the classroom (Wagner 1990.p. 11).

The federal government and private organisations invested heavily in the creation of instructional television in the 1950s. The National Defense Education Act of 1958, the Public Communication Commission, and the Ford Foundation are just a few of the federal and private organisations that helped make this possible. The decline in educational usage coincided with the slowing of government financing due to the economy (Van Dusen, 1997, p. 16).

There was a need for a framework in the 1960s and 1990s that would allow for the integration of findings from behavioural science, cognitive psychology, and communication theory. In order to provide such a structure, educational technology system models and ideas were created (Banathy, 1968). Changes to the curriculum and the structure of courses were made possible by the introduction of system thinking, which advocates for the identification of instructional design and development process phases. Important efforts were made in areassuch as needs analysis, lesson planning, media creation/use, and outcome evaluation (Wagner, 1990).

Mastery learning (Block, 1990) and computer-based, tutor-less learning are two further outcomes of this systemic method of teaching (Keller 1968). Elements like unit mastering, self-pacing, and de-emphasis of lectures may help CDI and virtual campus intelligence reachtheir full potential (Van Dusen, 1997, p. 16).

Higher education institutions today are compelled to invest in newly evolved education models like e-learning to satisfy the necessary needs and open new doors for teachers and learners to achieve effective learning. This is a response to the great technological development and the need for substantial forces at work outside and from within, as well as the most recent exceptional circumstances of the worldwide coronavirus.

3. E-learning Objectives

E-learning may help students accomplish several objectives, including the following (AlMusa, 2002):

- Creating a learning environment that is diverse and full of learning opportunities, which supports the learning process in all of its components;
- The evolution of educational thinking has resulted in redefining the roles that various parties play in the manner in which the process of education and learning is carried out;
- The establishment of incentives and the promotion of communication within the scientific educational system, including communication between instructors and students, theinstitution and the community at large;
- Creating a template for instruction and delivering it in a standardised format;
- The dissemination of educational practices through the establishment of communication channels and online discussion groups that make it possible for educators andanyone else with an interest in educational issues to engage, in debate and share their perspectives by means of a centralized. Online platform that, despite physical separation, creates an environment in which they can interact as though they were in the same room;
- Educating future generations of instructors and students so that they would be able to adapt to the changing technological landscape, as well as to changes brought about by globalization;
- Assist in the dissemination of technology across society in order to develop into an electronic intellectual and remain abreast of events occurring in remote regions of the globe;
- Providing educational opportunities to the greatest possible number of individuals in the community;
- Educating students in a manner that is appropriate for their age while taking into consideration the unique characteristics shared by each age group.

4. E-learning approaches

E-learning is based on the use of various electronic means in the education process, whether real formal education takes place within the classroom or distance learning, and these electronic means are as follows: computer, internet, television, radio, video, and video conferencing. E-learning can be used for either real formal education that takes place within the classroom or for distance learning.

1- Computer: is an educational instrument that may assist both the instructor and the student. There are a variety of software programs and kinds of software that can be utilized to make the most of the computer in either formal or electronic education:

- Software for both training and practice;
- Dedicated software for special education;
- Simulation software;
- Dialogue software;
- Problem-solving software;
- Survey software;
- Multimedia software;
- Speech processing software;
- Supermedia software.

2- Internet: where all of its members have access to services that are supplied in all aspects of life in general, and in the process of education and e-learning in particular, including the following (Al-Mabrik, 2002):

a. Information transfer protocol;
b. Web service;
c. E-mail service;
d. Communication service to another computer;
e. Speech service;
f. Dialogue service;
g. Mailing lists service;
h. Finger service for investigation;
i. System search service;
j. Internet phone call service;
k. Internet broadcasting service;
l. White page indexing service;
m. Automated copying service.

3- E-book: is a novel means of showing information with its graphics, movement, audio conferences, and video clips in the form of an integrated book that is duplicated by the bug of compact discs, is browsed via the computer and can be readily searched for the topic (Salem, 2004).

4- Visual Book: A book that has hundreds of pages, gives the reader information in the form of a visual, audible, and readable picture, is simple to edit and develop by the user, andcan be read or seen by a number of individuals from all over the globe at the same time (Salem, 2004).

5- Video Conference: A form of visual and audio communication between multiple people who are physically separated by space and time, with the purpose of engaging in conversation and the sharing of information, experiences, and ideas in a manner that fosters collaboration and an understanding of one another's perspectives in an environment that encourages participation and discussion (Salem, 2004).

6- Satellite programs: This technology is distinguished by the speed with which it can transmit programmes and events to all corners of the world. In addition, it enables the transferof both written and spoken communications and is used in e-learning (Al Muhi, 2006).

7- Text and graphic images remotely: This method is used to transmit symbolic digital information as part of the TV signal so that it may be shown in the future. Once the information has been decoded, it can take the shape of text or a diagram (Al Muhi, 2006).

8- Audio conferences: This strategy involves using a regular phone that is connected to several telephone lines in order to connect the lecturers who are located remotely to a numberof students who are located in different locations and away from the classroom. The technique is distinguished by the interaction that occurs between the students and the lecturers (Al Muhi, 2006).

9- Interactive video: is the integration of computers and videos, and the process of integration included the same video that played an active role in situations where studies indicated that interaction between the learner and the educational programme improves the performance of the learner and helps the learner to retain the information for a longer periodof time (Lal & Al-Jundi, 2005).

10- Virtual campus: a website that the student may go into and use to navigate between virtual colleges and departments as well as contact boards by connecting to the Internet ratherthan physically travelling to the institution study location (Lal & Al-Jundi, 2005).

11- Virtual classroom: A set of activities that are carried out by a teacher and a student, separated by spatial barriers but they work together at the same time regardless of where theyare, where students interact with each other through online dialogue, and they print messages that everyone who contacted the network can see. These activities are analogous to those thattake place in a conventional classroom (Lal & Al-Jundi, 2005).

5- The Teacher's Role in E-Learning

The role of the tutor is essential to the successful use of virtual learning environments (VLEs). The tutor begins by acting as a transmitter of information and then transitions into a facilitator of learning by encouraging and directing students through the process of building a product that is the result of individual growth and social interaction. According to Harasim et al. (2000), in traditional education and training, the teacher is in charge of directing the instruction, asking questions, and determining the pace of the class. On the other hand, network group learning is student-centred and necessitates a different role for the teacher, one that is more akin to that of an assistant rather than the person in charge of teaching the lessons. The focus must be placed on the student's own intellectual process and collaborative learning (Harasim et al, 2000, p. 198).

Paulsen has this to say about it: The role of the trainer is focused primarily on energising thegroup and assuming responsibility for the organisation of activities, motivation, and the creation of a pleasant atmosphere for learning and educational facilitation, as well as providing opportunities for self-learning and the construction of knowledge (Paulsen, 1995; Cabero, 2001). These functions are broken down into the following categories: relations between tutor and student, relationships between intergroup, particular tutor preparation, information and knowledge control, and assessment. The first two are the most significant since they pertain to the relationships that exist between the participant and the instructor as well as between the students themselves. They keep up a steady flow of communication, which is the fundamental component in the building of knowledge.

Overall, in a constructivist learning environment, a good tutor will encourage students by analysing their performances, providing answers and advice on the representations, and most importantly, on learning how to perform them, as well as stimulating reflection and articulation on the material that has been learned as well (Jonassen, 2000, p. 242). The same author discusses four distinct forms of tutorships, which are as follows:

1. Make available models of motivation: The instructor describes the activity and its

significance of it, aiming to build a high level of motivation and dedication.

2. Performance analysis and regulation: the tutor monitors, evaluates, and moderates the growth of participants' crucial competencies via strategies that facilitate the development of knowledge, by offering suggestions for how to proceed, making available additional information sources, providing feedback, and encouraging collaboration.

3. Stimulate reflection: The instructor will prompt students to reflect on representations by asking them to examine the outcomes, the techniques used to acquire them, the actions are taken, and the explanations for those actions.

4. Disturbing designs: The instructor disrupts the final design with the expectation that the participants would uncover the weaknesses in their produced representations and then be able to modify and adapt them.

In a form of student-centred learning in which the student learns independently without regular contact with instructors and classmates, the tutor's ability to begin and sustain a conversation with the student is crucial. This dialogue must convey that the student is connected to the group, that his learning process is constantly monitored, and that he is a member of a learning community in which he obtains information for his own knowledge construction and provides information for the knowledge construction of the other members through interaction.

In the course of their research, Marcelo and Perera (2004) discovered that students exerted greater effort when reading and responding to messages sent by other students in the forum if the instructor frequently participated in online discussions and made the requirements for the quantity and quality of submissions clear. Consequently, the tutor's actions led to enhanced learning. Further, the authors argued that there must be norms and standards for managing online debates successfully.

Based on the information presented by Berge (1995), Paulsen (1995), and Mason (1991), Garrison and Anderson (2005) assert that the tutor's duties may be divided into three broad categories: design and organisation, enabling conversation, and direct instruction. These writers use the term "teaching presence" to refer to the function of the tutor, who plans, supports, and directs cognitive and social processes so as to achieve meaningful educational results for both the apprentice and the instructor.

A. Design and organization: They are the overarching components of the method of pedagogical design and execution in a platform or internet-supported virtual learning environment (VLE). The design includes all of the structural choices that were made before

the beginning of the procedure, while the organisation refers to the decisions that were made in order to adapt to the many changes that occurred while the training was being carried out. At this step, the instructor is required to do a number of tasks, which are broken down into the social presence and cognitive dimensions in (Table I.1)

Table (I.1): Tutor's role in the design and organization.

Special Presence	Cognitive Presence
- Feeling of confidence and being welcome. - Feeling of belonging to a community. - Feeling of control. - Feeling of personal Accomplishment. - Willingness to participate in the proposed discourse. - A conventional tone. - A questioning attitude.	- Consideration of assessment of cognitive development and knowledge at the entry-level. - Organization and limitation of the Curriculum. - Selection of appropriate educational activities. - Allow time for reflection. - Integration of small groups and discussion sessions. - Provide opportunities to shape the process of critical thinking. - Designing instruments for the evaluation of high-level education.

Source: Garrison and Anderson, 2005.

There must be some continuity between the planning and organising stages. This is the pointat which the instructor may plan and arrange the educational experience at the same time; inother words, he is accountable for both elements.

B. Facilitating discourse: Building a knowledge network inside of a learning community is the focus of this facet, which is designed to be at the core of the experience of virtual training. Because the role of the tutor in facilitating the discussion is so important, it is essential to control his presence in order to guarantee effective self-management communication. Either an excessive or insufficient amount of teaching presence can have a negative impact on the discourse and comprehension process. In some circumstances, it is vital to act in an acceptable manner in order to include the students who are less responsible and to prevent the same individuals from constantly taking the lead in the conversation. The tutor is responsible for providing encouragement or evaluation of the replies, providing examples of responses that are pertinent and suitable, drawing attention to responses that are well-reasoned, and establishing linkages between the messages (Table I.2). When pupils accept responsibility for the development of knowledge, the teaching presence reaches the point where it is no longer profitable to have that presence.

Table (I.2): Tutor's role to facilitate discourse.

Special Presence	Cognitive Presence
- Greet participants as they enter the debate. - Be friendly and encourage participants to lead the Debate. - Show the personality of a tutor and allow participants to know him as a person within certain limits. - Suggest that participants enter the system at least three times a week. - Encourage participants to recognize the contributions of others when answering a specific input. - Praising the contributions that deserve it. - Use a colloquial conversational tone and not too Formal. - Encourage the involvement of passive participants. - Expressing feelings without exploding. - Use humour with care, at least until you reach a certain level of familiarity. - Encourage participants to communicate via e-mail about their reasons for tension or anxiety.	- Focus debate on key issues. - Asking stimulating questions. - Identify complex issues arising from the answers. - Challenging preconceived ideas and provoking reflection. - Moderate the debate but not excessively. - Testing the ideas in a theoretical way or indirectly through their application. - Move forward when the debate is falling or has reached its purpose. - Facilitate metacognitive awareness.

Source: Garrison and Anderson, 2005.

A combination of educational, interpersonal, and organisational skills is required in order to successfully facilitate the dialogue in order to create knowledge. In addition to considering content, cognition, and context to be essential components of the whole, the teaching presence must be connected to the growth of students' cognitive abilities and the maintenance of an encouraging atmosphere for education.

C. Direct teaching: Direct instruction extends beyond the role of stimulating conversation and involvement; it is often related to particular topic difficulties, a feature that is frequently missed or disregarded. This form of education requires proficiency in concerns of discipline and effective organisation of the educational experience. Here, the instructor must outline steps related to this kind of online instruction (Table I.3).

Table (I.3): Tutor's role in direct teaching.

Special Presence	Cognitive Presence
- Shape the debate without dominating. - Provide feedback in a respectful manner. - Be constructive with rectification Comments. - Be open to negotiation and present reasons. - Dealing with conflict quickly and in private.	- Providing ideas and alternative perspectives for analysis and debate. - Answer directly and cast doubt on questions. - Recognize the lack of security for some answers when appropriate. - Make associations of ideas. - Build macros. - Summarize the debate and have learning moving forward. - Complete when appropriate and announce the following subject to be studied

Source: Garrison and Anderson, 2005.

It is necessary to fulfil this function in order to take on the responsibilities of a facilitator and topic expert. An effective educator is one who is knowledgeable, has a lot of experience, and is able to organise educational activities, guide the conversation, identify misconceptions, andstep in when necessary. They are also able to recognise the ideas and concepts that are being studied, present them in an organised manner, and organise educational materials. They are active participants who take initiative, which contributes to an educational environment that is both efficient and successful.

6. The benefits of E-learning

The implementation of E-learning in educational settings, particularly for higher educational institutions, is associated with a number of positive outcomes, and on account of these and other positive outcomes, e-learning is widely regarded as one of the most effective instructional strategies available today. The use of e-learning technology inside educational institutions has been cited as beneficial and advantageous in a number of studies and written works (Klein and Ware, 2003; Algahtani, 2011; Hameed et al, 2008; Marc, 2002; Wentling et al. 2000; Nichols, 2003).

According to a number of studies, one of the primary benefits of E-learning is its capacity to cater to the specific requirements of individual students. For instance, Marc (2002), in his book review on e-learning strategies for delivering knowledge in the digital age, noted that one of the advantages of E-learning in education is that it focuses on the needs of individual learners as an important factor in the process of education rather than on the needs of the instructors, or educational institutions. This is in contrast to traditional methods of education, which focus on meeting the requirements of the educational institution. According to a studyof the relevant research, some of the benefits that may be realised by using E-learning in educational settings include the following:

1. It is adaptable when time and location considerations are taken into account. Every student has the option to study at a convenient location and time. According to Smedley (2010), the use of E-learning gives institutions and their students or learners a great deal offreedom with regard to the time and location of information delivery or reception;
2. E-learning increases the effectiveness of knowledge and credentials by facilitating access to vast amounts of information;
3. Through the use of discussion forums, facilitates the formation of relationships between students. By doing so, e-learning helps minimise possible hurdles to participation, such as the fear of conversing with other students. E-learning encourages students to engage with one another, as well as to share and appreciate other perspectives. E-learning facilitates communication and enhances learning-sustaining ties. Wagner et al. (2008) emphasise that eLearning provides additional opportunities for student-teacher interaction throughout material delivery;
4. The fact that there is no need for students or other learners to go anywhere makes elearning a more economical option. It is also cost-efficient in the sense that it provides learning opportunities for the greatest possible number of students without the need for a large number of separate facilities;
5. The unique characteristics of each student are taken into account during the whole process of E-learning. Some students, for instance, find it more beneficial to focus on certainaspects of the curriculum, while others are willing to go back over the whole thing;
6. E-learning may assist make up for shortages of academic personnel, such as instructors or teachers, as well as facilitators, lab technicians, and other positions;
7. Self-directed study is made possible via the usage of E-Learning. For example, students may study at their own pace and speed while using the asynchronous method, which means they can go as slowly or as quickly as they choose. Therefore, it raises levels of

contentment and lowers levels of tension (Codone, 2001; Amer, 2007; Urdan and Weggen, 2000; Algahtani, 2011; Marc, 2002; Klein and Ware, 2003).

According to Holmes and Gardner (2006), the benefits of e-learning can be summed up as follows: the ability of e-learning to assess the students or learners as they learn, while at the same time increasing their experiences in education, by way of interactivity suitable to community education, cultural diversity and globalisation, and eradicating boundaries of place and time. This ability of E-learning to assess the students or learners as they learn has been noted by Holmes and Gardner (2006). According to their perspective, one of the most significant benefits and features of using E-learning in educational settings is that it places theemphasis on the students or other learners (Holmes & Gardner, 2006).

As per Rabah (2005), goals may be reached with the least amount of work and in the shortest period of time with the use of e-learning. As a result of gaining experience from a wide variety of subject matter experts working in their respective professions, students and teachers alike are afforded the opportunity to further their careers and maintain their level of competence. According to Khan (2005), the effects of E-learning on educational ethics are certain to have a positive influence. Because the environments for E-learning are tolerant, they are good ways of offering equal access to the information world regardless of the locations of the users, their ages, as well as ethnic origins, and races. This is because elearning environments are tolerant of a variety of things, including ethnic origins, races, and ethnicities (Khan, 2005). Because teachers are not the only source of information anymore, the environment for E-learning also helps learners or students become more independent. Thisis because teachers are no longer the only knowledge source. Instead, they take on the role of consultants and mentors (Alsalem, 2004). E-learning is also helpful in preparing society to interact on a global scale and to have conversations with people from diverse cultures (Zeitoun, 2008). On the other hand, Algahtani (2011) claims that the advantages of conventional learning are likely to be larger than the benefits of E-learning provided that elearning is utilised and applied in the appropriate manner.

Authors such as Zhang et al (2006) and Judahil et al (2007) discussed the favourable effects of E-learning from the point of view of the students or learners. E-learning, as Zhang et al. (2006) point out, makes it possible to experiment with a wide variety of learning approaches while drastically reducing the amount of time spent commuting to traditional classroom settings. According to Zhang et al (2006), E-learning makes it possible for students to view allof the activities that are carried out in the classroom and also to listen to instructors as many times as necessary. This is accomplished via an interactive video capability. According

Brown et al (2008) and Judahil et al (2007), this presents educators with a number of opportunities to connect with students and to provide them with immediate feedback. According to Judahil et al. (2007), on the other hand, it is vital for people who embrace sophisticated technology throughout the process of teaching and learning to have a diversityof abilities in Information and Communication Technology (ICT).

The advantages or benefits of e-learning to students have also been found in other research (Singh, 2001; Hemsley, 2002; and Sadler-Smith 2000), which can be found here. For instance, e-Learning systems provide enhanced communication between and among students as well as between students and professors or instructors, as stated by Singh (2001).

According to Hemsley (2002), full-time and part-time students are able to engage in their degree courses selected from any place or region. This provides persons who are moved ortravel with a readily available resource for learning and experience (Hemsley, 2002).

According to Sadler-Smith (2000) and Brown et al (2001), the adoption and implementationof e-Learning give individuals with disabilities the opportunity to enhance their education from any place.

7. Negative aspects of E-learning

E-learning has significant downsides when used in education, despite its many benefits. Studies indicate that e-learning has various drawbacks (Collins et al. 1997; Klein and Ware, 2003; Hameed et al, 2008; Al-Musa, 2002; Akkoyuklu and Soylu, 2006; Lewis, 2000; Scott et al. 1999; Marc, 2002; Dowling et al, 2003; Mayes, 2002). For instance, despite assertions that e-Learning may increase the quality of education, Dowling et al. (2003) contend that making learning materials accessible online only leads to better learning outcomes for certain kinds of collective assessment. Also, Mayes (2002) questioned if e-Learning is only a supplement to conventional learning approaches. The most glaring criticism of e-Learning is

The loss of important human connections, not just between students and instructors, but also between students (Young, 1997; Burdman, 1998). According to Al-Musa (2002), despite all the problems of e-learning, there are several positives that motivate its usage and promote thesearch for solutions to mitigate downsides. The following problems of e-learning have been identified by studies:

1- When used as a mode of instruction, e-learning forces students to engage in introspection and isolation while also omitting opportunities for interpersonal connection orengagement. In order to lessen the impact of these side effects, you will need not only a powerful source of inspiration but also the ability to effectively manage your time.

2- It's possible that the conventional technique of learning is more efficient than the elearning approach when it comes to providing interpretations, explanations, and clarifications; yet, the e-learning method is becoming more popular. When students are able to interact directly with their instructors or professors, the process of learning is facilitated ina manner that is markedly simplified.

3- E-learning as a technique might have a detrimental impact on the enhancement oflearners' communication abilities. The students. Although they may have exceptional academic knowledge, they may lack the abilities necessary to impart that information to others.

4- Since e-learning evaluations may be administered by proxy, it will be difficult, if not impossible, to manage or govern unethical behaviour such as cheating.

5- Inadequate selecting skills and the convenience of copy-and-paste may also lead to piracy and plagiarism in e-learning.

6- E-learning may also diminish the socialisation function of institutions and the role ofteachers as educational process leaders.

7- In addition, the e-learning method cannot be used in the classroom for all subjects or areas of study. For example, strictly scientific subjects that need hands-on experience are not amenable to being studied well via e-learning. E-learning, according to some studies, is more suited for the study of social sciences and humanities than it is for the study of professions like medical science and pharmacy, where students are required to build their practical abilities.

8- E-learning may also contribute to website congestion or excessive traffic. This mightresult in unforeseen financial and time expenditures. Collins et al. 1997; Klein and Ware, 2003; Hameed et al, 2008; Al-Musa, 2002; Akkoyuklu & Soylu, 2006; Lewis, 2000; Scott et al. 1999; Marc, 2002)

8. Different types of virtual classrooms

There are now eight distinct varieties of online classrooms. The first kind is the audio-visualclassroom that only works in one direction. It is a "full motion image and sound that are delivered from a studio location of classrooms on campus or to remote places such as

home,business, or industrial Jobsite," and it can be seen by students anywhere in the world. Examples of popular uses of this media include closed-circuit instructional programming and telecourses that are broadcast through cable or satellite (Van Dusen, 1997, p. 49). The second type of audio/visual classrooms is known as "two-way audio/visual classrooms," and they are popularly known as Interactive Television (ITV)," in which "physical classrooms on the same or different campuses are technologically linked for real-time learner-instructor and learner-learner interaction" (Van Dusen, 1997, p. 49). The third kind of classroom is called a two-way audio classroom, and it is also known as a "live interactive classroom session." These classes do not have a visual component and may be conducted using standard telephone transmission equipment. It is possible for a teacher to confer with students either inthe student's homes or in any number of designated classrooms. Technology that allows for audioconferencing is often used since it makes interaction easier (Van Dusen, 1997, p. 49). A two-way audio graphic classroom is the fourth form of the classroom. This approach is analogous to two-way audio; it enables the visualisation of materials in conventional classrooms so that they may be shown, in an alternative fashion, on whiteboards. "Modern audio graphic systems are only capable of doing a mediocre job with one phone line, but they are capable of doing an excellent job with two conditioned lines" (Tucker, 1995b., p. 44).

Desktop groupware conferencing is the next kind of virtual classroom that may be used. In this setting, students and instructors communicate with one another using their personal computers and the internet or telephones either in real-time, asynchronously or in both modes simultaneously. Desktop video conferencing is the sixth kind available. Compression technology that uses either real-time or asynchronous video recordings now makes it possibleto hold more sophisticated forms of computer-mediated conferencing. There is also something called asynchronous desktop conferencing, which is a newer kind of asynchronouscommunication. This technology enables the storing and retrieval of faxes, as well as, in certain instances, the provision of voice-mail services. "If you want to go down to brass tacks, the software is the university" (Tucker, 1995b, p. 44). The hybrid asynchronous/CD- ROM online classroom is the last kind of virtual learning environment. "Multimedia learningpossibilities may be created with students who have the required computer peripherals via theuse of asynchronous conferencing in conjunction with CD-ROM technology. Richness may be added to asynchronous computer-mediated conferencing via the use of video, sound, and exam supplements, which are often made accessible by publishers as supplemental course content (Van Dusen, 1997, p50).

9. Interactional formats

In both the conventional and modern forms of education, and virtual education is no exception. There are four distinct modes of engagement that may take place inside a virtual classroom. Learner-content interaction, learner-instructor interaction,

learner interaction, and learner-interface interaction are the four kinds of interactions that can only occur in virtual classrooms. The learner-content interaction that takes place in a virtual classroom is one that is more successfully realised and is superior to the one that takes place in conventional classrooms. The explanation for this is that there are many different methods, both vocally and visually as well as kinaesthetically, to deliver the information that is covered in lectures using various forms of electronic media. Any kind of electronic communication may serve as a medium for interaction between students and the material. The use of computer software, CD-ROM, radio and television broadcasts, as well as audio and videotape recordings, are some examples of how this might be accomplished. The contact between the learner and the material is a one-way communication that requires a highdegree of awareness and the ability to manage one's time effectively; as a result, this kind of engagement is better suited for adults (Knowles, 1984).

The most important factors in determining whether or not a student is successful in a virtual learning environment are the approach used to teaching and the utilisation of the technology at their disposal. Because there is no face-to-face engagement, it is clear that the learnerinstructor and learner-learner interactions are difficult to accomplish. This makes it plain that these interactions are difficult to create. Although it is possible to learn just via theinteraction between the subject and the student, this method is less successful than learning while also receiving the necessary instructions from instructors and maybe even other learners (Ven Dusen, 1997, p. 51).

Learner-learner engagement may take place via the use of audio, video, or computer conferencing, all of which make immediate interaction possible. Because of this, learnerlearner interaction may take place either in real-time or asynchronously (Baker et al,1989).

The student-interface interaction is the fourth and final form of interaction that takes place in virtual classrooms. This interaction refers to the interaction that takes place between the learner and the technology that is made accessible to the engaged learner by the educational institution (Hillman et al, 1994). Hillman, Willis, and Gunewardena (1994) describe the learner-interface interaction as a "process of using tools to achieve a job." This is their definition of learner-interface interaction. This directly refers to the engagement that students have with the many pieces of technology that they use.

10. International Experiences in E-Learning

Numerous nations have launched groundbreaking experiments in the implementation of various e-learning technologies, and we shall examine some of them below:

Japan experience: As a first step towards distance education, Japan initiated in 1994 a television network project in which educational materials are broadcast via video materials for schools on demand via cable, and in 1995 the 100 schools project, in which schools are equipped for processing and developing educational activities and educational software through that network.

In 1996-1997, the Center for Electronic Libraries approved the support of scientific research, support, particularly in terms of scientific research techniques, and support for the employment of Internet networks in institutes and colleges. As a result, Japan is one of the countries that officially implements modern e-learning techniques in the majority of Japanese schools.

Experience USA: In 1995, the United States of America finished implementing all of its plans for computer applications. At that time, the country was interested in providing theinfrastructure necessary for the process, as well as educating instructors to assist their colleagues and pupils (21).

More than 2,000 colleges and universities in the United States of America now broadcast at least one of their programmes online, and the proportion of these institutions that participate in online programming is growing every year. The number of online courses and concentrations that are provided by these institutions varies greatly (Polfelaf & Sheheb, 2013).

Malaysia experience: In 1996, the State Comprehensive Development Committee developeda comprehensive technical plan and included a symbol of education in it called the 1996 education contract. This education contract has the goal of introducing computers and internet connection into each classroom, and by 1999, the percentage of schools had reached more than 90 per cent, at which point they were referred to as smart schools.

Experience Britain: A national education network has been established in Britain, and through this network, more than 32,000 schools have been connected to the Internet.

Additionally, nine million students and 40,000 teachers have been given electronic addresses, and various educational websites have been connected to this network. The process of connecting these various educational websites to this network is continuously evolving in Britain.

Conclusion

According to the reviewed literature, which includes previous research studies, e-learning appears to be essential in enhancing individuals' life quality and personal development; for it assists in achieving personal, educational, vocational, and social goals; and it also aids in theprevention of the virus among students. The subject requires further investigation in a different setting. As a result, the current study attempts to do so in the following chapters, in which the evaluated literature aids in the construction of data collection and analysis instruments to answer the research objectives.

CHAPTER II: E-LEARNING IN THE ALGERIAN EDUCATIONAL SYSTEM

Introduction

In a number of nations all around the globe, distance education has developed into an important component of the process of making information available over vast regions. This chapter will discuss the development of information and communications technology (ICT) in Algeria's educational system, as well as some of the most significant EAD projects. It will also discuss the various e-learning technologies and platforms, such as Moodle, zoom, google meet, and social media platforms. Finally, a number of difficulties associated with using ICT in the educational setting of Algeria.

1. ICT IN ALGERIA

The Ministry of Posts, Information Technology and Communications in Algeria is in charge of the implementation and supervision of Algeria's national information and communicationstechnology policy (MPTIC). The first significant policy to be drafted was in the year 2000, when the regulatory authority for post and telecommunications (ARPT) was established. At the same time, Algeria Posts and Telecommunications was divided into two separate companies, with one of those companies, Algeria Telecom, becoming the country's incumbent telecom provider (AT). The regulation of postal services as well as the industry of telecommunications is the responsibility of the ARPT. This involves taking measures to encourage healthy competition in the latter.

It is also in charge of the processes for the distribution of operating licences, and it is responsible for defining the laws for the price of services that are offered to the general public. It makes sure that the criteria of the licence are carried out and that the infrastructure of the telecommunications network is shared. The Internews initiative, which was supported by the United States of America (USA), provided assistance to the MPTIC in the year 2005.

Table (II.1): Algerian Universities in African Top 100

Algerian Rank	African Rank	UNIVERSITIES	World Rank
1	23	University of Sidi Belabbes	4,116
2	24	University of Tlemcen	4,143
3	47	University of Batna	5,548
4	62	University of Constantine	6,766
5	65	University Houari Boumediene	7,008

6	70	University of Mostaganem	7,205
7	76	University of Algiers	7,849
8	86	University of Bejaia	8,376
9	91	University of Boumerdes	8,727
10	96	ESI School (ex INI)	8.960
11	98	University USTO Oran	9,004

Source: http://elabweb.online.fr

Network Global Internet Policy Initiative (GIPI). This initiative had the goal of assisting governmental and regulatory steps that were required to overcome the identified barriers to accessing and using the internet in Algeria...

During that time period, the MPTIC and ARPT had been concentrating their efforts on making significant policy and regulatory choices with the intention of liberalising the telecommunications industry in order to increase internet access.

In addition to the MPTIC and the ARPT, the Ministry of Higher Education has also been a significant player in the field of information and communications technology (ICT), particularly through the Scientific and Technical Information Research Centre (CERIST), which was the sole internet service provider (ISP) prior to the market's liberalisation. This centre has played an important role in the ICT field (UNESCO, 2004; World Bank, 2007).

1.1 Internet

Algeria was originally connected to the Internet in 1994 via the assistance of the CERIST, which was mandated to be the country's only Internet service provider (ISP) up until 1998. Internet service provision was opened up to other providers on August 5, 1998, when order no. 98-257 was issued; nonetheless, private entrance into the market proceeded slowly.

Algeria Telecom was included in the MPTIC that was established by legislation no. 2000-03, which came into effect two years later. Algeria Telecom established the Internet service provider Djaweb in 2001 with the intention of expanding service beyond academic institutions and research facilities.

CERIST is one of the twenty-six Internet service provider partners that Algeria Telecom currently identifies as functioning in the nation. CERIST has established nodes in Algiers, Oran, Constantine, and Ouargla as part of its ongoing development of an academic,

noncommercial version of the Internet. The state is overseeing this development.

The Massachusetts Promotion of Technology and Innovation for Commerce (MPTIC) has said that one of its goals is to increase investment and employment opportunities through theinternet.

espite the fact that the number of people who have access to the Internet has skyrocketed over the last few years, rising from roughly 1,500 in 1999 to almost 850,000 in 2006, the percentage of people who do so is still just 2.6% of the total population.

Users are able to get access to the Internet via initiatives that are backed by the government that operates on a "pay-as-you-go" basis rathoperateser than needing a monthly membership fee. Even though the vast majority of ISPs in Algeria provide broadband, ADSL, or satellite plans, the costs of these services continue to be out of reach for the majority of Algerians. As a consequence of this, the vast majority of Algerians who use the internet do so using dialup connections or at cybercafés (Elabweb 2009; World Bank, 2007).

2. Educational platforms

The number of different training platforms and settings has greatly expanded in recent years as a direct result of the development of new methods, network infrastructures, and standards. A software application that facilitates the delivery of in-person and online instruction is referred to as an educational platform. It is built on strategies for collaborative work and brings together the tools essential for the three primary participants in the training, which are the administrator, the trainer, and the learner. It provides each actor with a device whose primary purpose is remote access to educational content, self-learning, self-assessment, and teletutoring via the use of means of working and communicating with others, such as videoconferencing, email, forums, chats, annotations, and so on. This allows for self-learning,self-assessment, and teletutoring to take place. Therefore, the idea is to compensate for the loss of room cohesiveness and stimulation that the student might sense when sitting in front of his computer (Bouamra, 2010).

A platform may have aspects connected to the management of training quality, educational resource management, and skills management, among other things. In order to accomplish this goal, there are three distinct user accounts available on a platform: the learner, the trainer, and the administrator. (Atmani, 2009, p.65)

- The instructor, who is in charge of developing both standardised and individualised learning plans for his students, makes use of a variety of instructional materials, including

those using multimedia, and keeps an eye on what the students are doing.

- The student who consults internet resources or downloads instructional information that has been suggested to him is better able to organise his work, monitor its progression, and practise its application.
- The administrator is the person who is responsible for the installation and maintenance of the system, as well as the management of access privileges, the creation of linkages to other systems, and the management of external sources.

3. Moodle: The first platform used by Algerian institutions

Following this, we will ground ourselves in the educational platform known as Moodle since, according to the findings of our inquiry, the overwhelming majority of colleges in Algeria have decided to use this particular platform. There are presently approximately 200 different instructional platforms accessible to users (Dokeos, E-Charlemagne, Moodle, etc.). There are more than 30 that are free. These systems may use free or commercial software depending on their needs. In the year 2002, Australia was the birthplace of the word "Moodle," which stands for Oriented Dynamic Learning Environment. A "moodler" is just someone who uses Moodle. It is an open-source e-learning platform that is licenced under the General Public License (GPL) and is extensively used by educational institutions in Europe (Praetere, 2018). Moodle is a platform that is free, adaptable, reliable, and resilient, and it is simple to use even for instructors who are not experienced with online education.

3.1. Moodle in figures

Moodle is by far the most popular platform used all over the globe; it has been translated into over a hundred different languages, including Arabic. Over 65 million people use Moodle every day, and its presence may be seen in a variety of contexts, including businesses and educational institutions (https://moodle.org/? lang=fr ca).

In relation to Algeria, there are 105 different locations in total (58 are private and are not visible).

Table (II.2): Moodle usage statistics in Algeria

Distance Learning Platform For The Department Of Computer Information, University Of Bouira.	AMA Elearning	Usthb's Moodle Educational Platform https://campusvirtuel.usthb.dz/?lang=ar
Campus Avicenne	Digital Campus University Ibn Khaldoun -Tiaret	Virtual Campus Of The University Of Laghouat 2008 / 2009
Tele-Teaching Unit University Of Setif	Networks Center And Information Systems and Communication	Centre-Univ-Mila
Djouabri Abderrezak	E-FlE	E-Learning C2i Annaba
E-Learning De L'etm Ibn ROCHD	E-Learning Ummto	Elearning Université Mohamed Bachir El Ibrahimi Bordj Bou-Arréridj
Elearning - Semep - Eh Didouche Mourad	https://elearning.univ-msila.dz/moodle/	Enpo-Dessalement
Teachers Of The University Of Oran 1 Ahmed Ben Bella	Esi-Tice: The Distance Education Portal Of The National School Of Computer Science, Algiers	Area Heads of Establishments
Online Administration Area	C2i Training	Distance Learning Master's Degree - Mentouri Brothers University
MOOC	Moodle Of The Preparatory School In Science And Technology	NumDoc
Distance Learning Plate Forme	German Platform	Platform Of E-Learning University Of Tlemcen

Fertial Platform	Distance Education Platform Of The Eloued University Center	E-Learning Platform (Luedld - University Of Ouargla)
Educational Platform	Pedagogical Platform Of L'ecole Supérieure Des Sciences Appliquées	Educational Platform Of Sétif2University
Compere Ufmc Projet	Samt Elearning	Sonatrach Management Academy
Télé-University Mentouri Brothers Constantine	Thalaa	Djilali Bounaama Khemis MilianaUniversity
Larbi Ben M'hidi Oum El Bouaghi University	Mustapha Stambouli Mascara University	Zaghez.Mdl2.Com
Zenati	Auxiliary Education	The Distance Learning Platform For The Department Of Automation, University Of Bouira

Source: https://moodle.org/?lang=fr_ca

3.2. Moodle: online courses

In the context of Moodle, a course is an online area that can be accessed remotely using a web browser. However, only those who have been given permission to do so may enter the space. The instructor(s) of this class have arranged, organised, and are in charge of managing a variety of aspects that are located inside this area. Students who are enrolled in this class will be able to see and make use of them. Moodle is often used in conjunction with presidential teaching in several cases. In this context, these online course spaces can allow teachers to distribute electronic documents that will be accessible to students at any time and to create and animate online activities (with automatic management of certain aspects) individually, or in groups. In addition, students will be able to access these documents whenever they need them.

Students will benefit from these spaces in the following ways: they will be able to access course information at any time and from any location; they will be able to work at their ownpace; they will be able to self-evaluate and (if necessary) review certain pre-requisite concepts for the course, and they will be able to improve their knowledge with additional information (Http://www.uvt.rnu.tn).

The Moodle platform may be used in the following ways:

- Conduct your own evaluations on yourself (with a random selection of questions, automatic correction of results, personalised feedback, ...)
- Deliver digital papers (lecture notes, annals, revisions, etc.) that may include a great deal of multimedia content (web links, images, sounds, video, animations, etc.)
- The assessment questionnaire should be made public (with management answers, statistics, etc.)
- You may do your assignments online (with the management of discounts, grading, fixes, ...)

4. Algerian expertise in remote learning and E-learning

The National Center for General Education in Algeria (CNEG) was the pioneer in the country's adoption of distance education in 1969. The National Center for Professional Distance Education (CNEPDC) was established in 1984 as a means of providing students with an education that was delivered via the use of correspondence courses. Later on, in the year 1990 specifically, there was the establishment of the University of Continuing Education (UFC), which introduced innovative strategies and techniques for the delivery of distance education via the development of audiovisual media and its subsequent use. (Cherroun & Benameur, 2005, p.2)

The UFC then proceeded to develop its distance education by using distance learning as a vital instrument for this training, which coincided with the emergence of ICT, which facilitated the improvement. (Cherroun & Benameur, 2005, p.3).

E-learning in Algeria: what route?

The Ministry of Post and Information and Communications Technology (MPTIC) and the Ministry of Higher Education and Scientific Research (MESRS) worked together in 2008 to launch the e-Algeria 2013 initiative, of which the e-Learning project is a component. The eLearning project is a response to several issues, in particular the growth in the number of students and the inadequacy of the pedagogical framework. Due to the fact that it puts three components in a network—the teacher/researcher, the student, and the outside world—its great importance can be attributed to the fact that it responds to these issues. (Kessouri, 2018; www.mesrs.dz)

In order to accomplish this goal, various agreements have been weaved that link together a number of Algerian colleges in the same network (Sétif, Batna, Constantine, Ouargla, Sidi Bel Abbés, Annaba, Biskra, Bechar and the UFC and the University of Poitiers; https://www.eldjazaircom.dz, 2018).

As a direct consequence of this, a number of informative portals have been built. These include "Avunet.info," the experimental platform known as "Algerian Virtual University," and the "Elabwab" ICT site in Algeria.

Since its implementation, it has registered more than 400 subscribers to the Avu net.info platform, including ten with teacher status and approximately 50,000 accesses, more than 50 courses or additional courses, and 77,700 accesses to the Elabwab portal, including 154 members. In addition, it has enabled more than 50 courses or additional courses to be offered. (Kessouri, 2018, p.16) Professor Mahieddine Djoudi proposed that as part of the e-Algeria 2013 strategy, virtual labs for Tele-experimentation in experimental sciences, the introduction of mobile learning, and the customization of content and interfaces for the benefit of learners should be established. (https://www.eldjazaircom.dz)

In the realm of information and communication technology, the MESRS (Report on priorities and planning for the year 2007) has outlined two goals as "Strategic Objectives 2007- 20082009," which are as follows: to implement the integrated information system of the sector and to put in places the distance learning system in support of face-to-face training. Both of these goals are intended to be accomplished by the year 2009. (www.mesrs.dz)

In order to accomplish these goals, actions have been made to ensure that every location hasthe specialised equipment necessary for remote learning.

Distance learning, on the other hand, is considered an alternative in some nations (both developed and developing), but in Algeria, it is seen as a supplement to traditional classroom instruction, which complements and enhances it. others that are presented to the student on a

standalone basis. Our nation is able to tackle a situation that is not the least difficult with the help of this strategy. To achieve these goals, the goal is to achieve the following: to absorb the continuous flows of learners, while at the same time tending to gradually overcome the effects of the "inverted" pyramid that currently characterises the teaching body (quantitative aspect), to improve the quality of training and quickly approach international norms and standards in terms of quality assurance. The goal is to achieve these goals by the end of the year (qualitative aspect).

A short-term, medium-term, and long-term agenda that reflects immediate, intermediate, and slightly more distant issues, respectively, have been formed in order to realise these goals. (http://www.cerist.dz)

4.1. The videoconferencing network and the E-learning system of theMESRS

The implementation of the distance learning project required, on the one hand, the implementation at the level of each university establishment: of a multimedia resource centre for the production of courses and educational materials; of a room dedicated to distance learning (access to the distance learning platform); of a room dedicated to receiving videoconferencing; and of a multimedia resource centre for the production of educational materials. On the other hand, the installation of a central node (CERIST) that is stocked with the necessary apparatus to ensure that e-Learning functions without a hitch is essential.

As a result, the first thing that needed to be addressed was how to make the most efficient use of both human and material resources, which was made possible by the introduction of the following (https://services.mesrs.dz/plateforme/):

- A videoconferencing network that connects all of the businesses that make up the institution, with 13 serving as transmitting sites and 46 serving as receiving sites. This network is utilised in synchronous mode, and it enables the recording and delayed streaming of classes. However, it does require that the student, the instructor, and the tutor all be present at the same time. A central node and six multi-site units that are located at CERIST are what make it feasible for this operation to take place. During the 2009-2010 academic year, the network was extended to include preparatory schools. These schools also received virtual labs and multimedia classrooms, both of which were connected to their very own videoconferencing network. In the meanwhile, you should have the online education system set up.
- An e-learning system that is built on a platform for remote learning and that enables

the development of and access to online materials in an asynchronous (delayed) mode is called an asynchronous learning system. The student may access it whenever they want and anywhere they want, regardless of whether or not the instructor is there. This platform enables educators to compile a wide variety of online materials (including courses, exercises, practical work, animations, simulations, and others), and as a result, it provides the student with a wealth of educational assistance that is both diverse and ongoing. In order to accomplish these goals, a work plan that outlines the privileges and obligations of all of the relevant parties (including the National
Evaluation Committee, Regional Evaluation Committees, Department of Graduate Training, Establishments, CERIST, CEUs, and suppliers of equipment and services) has been
formulated. This plan is intended to ensure that the desired results are achieved. The establishments currently have distance learning units that are staffed with pedagogical experts, engineers, and technicians who have benefited from specific and multifaceted training, within the framework of various cooperation projects, in particular within the framework of the Avicenna project (UNESCO and the European
Commission), the CoseLearn cooperation programme (Switzerland), (Http://services.mesrs/e-learning), and the AUF's Digital Campus, which is housed at USTHB. The National Inter-Library Network, which was foretold by the RIBU project and was launched by the pooling of a directory of 10 predecessor institutions, will provide support for the E-learning system. The RIBU project is presently being expanded to include all establishments in the nation.

4.2. The Remote System

In addition to the action taken before this one, the implementation of a system for education through distance will take place. The latter makes it possible to integrate the particularities ofe-learning with the capabilities of teleconferencing in a notion that extends outside the very limits of the University, for the benefit that it was nonetheless initially devoted to serving.

Therefore, it will continue to be largely aimed at the community associated with the institution, but it will be able to serve a far larger audience of students. The investment made during the earlier phase of e-learning will benefit the remote system's e-learning component, which is based on the same courses that were produced, evaluated, and then approved in line with standards and norms specific to the industry.

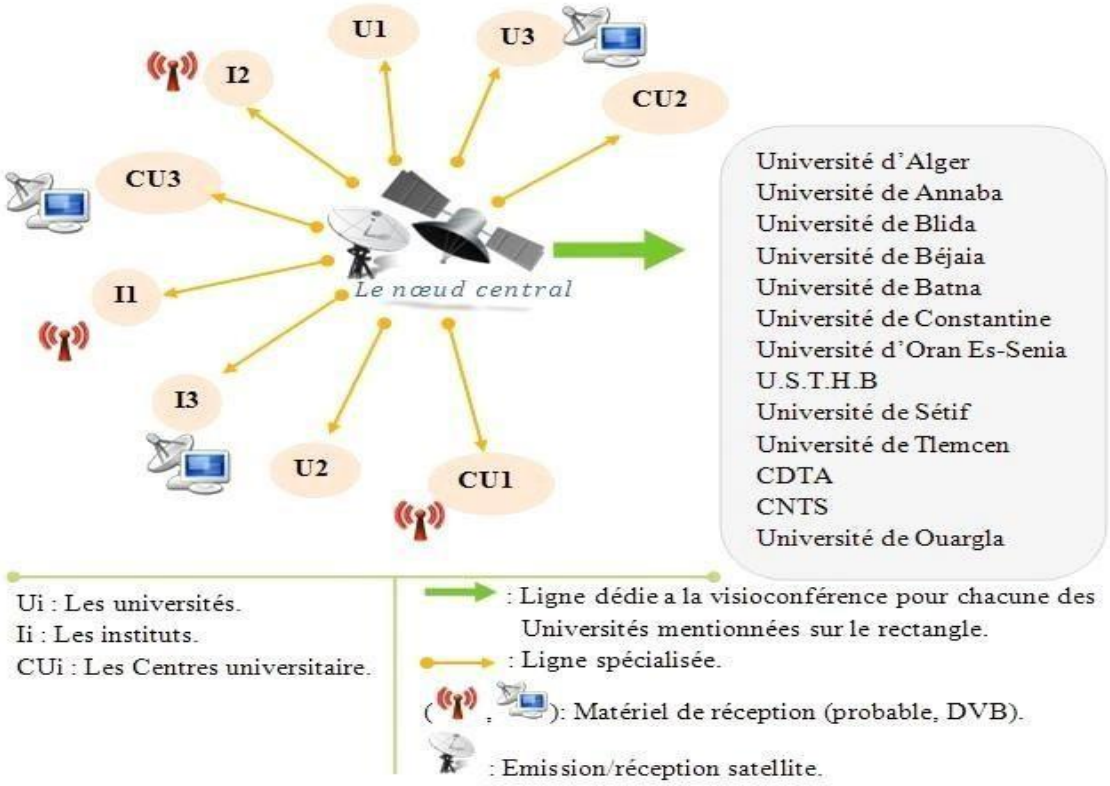
In the same way, it will be supported by an online library that serves as a true "repository" of

various online materials.

4.3. The Algerian Research Network (ARN)

Connectivity at the national and international levels is provided via the ARN network, whichalso undergoes continuous development in step with advances in technology and the increasing capabilities of existing physical infrastructure. The ARN network is a national research network that unites all of the scientific and technical institutions in the country. It is also associated with other research networks from other countries, such as the Pan-European research network GEANT and the Internet. (http://www.arn.dz/index.php/presentation).

Figure (II.1): National Research Network



Source: http://www.arn.dz/index.php/presentation

Despite the fact that this apparatus has a few benefits, it is important to mention that:

- The Algerian Research Network, often known as ARN, has grown in a disorganised way to satisfy ad hoc and sometimes hurried demands, most notably and most importantly in terms of Internet access. Its primary function is to provide support for the continuously improving system of remote education.
- The backbone of the ARN network, which is built on supports and lines that belong to Algérie Télécom, does not have nearly sufficient capacities to support the future ERP (Enterprise Resource Planning), which is the integrated information system for the Sector in its broadest sense. This integrated information system covers both the distance learning system as well as all of the management applications (in particular the management of schooling, educational pathways, management of academic works, heritage management, etc.), the decision-making processes, and so on.

4.4. The National Research and Education Network (NREN)

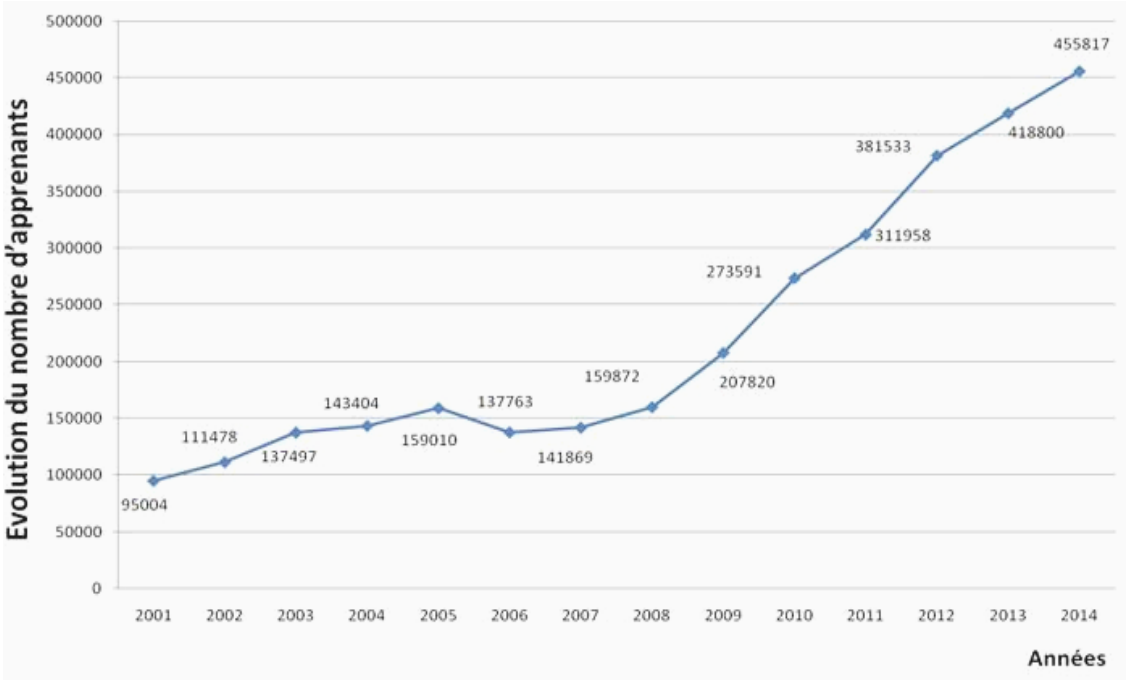
After that, there are plans to establish a sectoral network, which, similar to the other national education and research networks (NREN), will be required to have its own infrastructure that is separate from that of commercial operators. He is obligated to do the following for the benefit of students, teachers, researchers, staff, and citizens: provide an adequate infrastructure base for the sector; allow the establishment of an information system for highereducation and scientific research, and do so by establishing a set of new integrated services. (Http://mesrsservices/e-learning).

4.5 The National Office for Distance Education and Training (ONEFD)

The National Office for Distance Education and Training has, over the course of many years, been aggressively pursuing the implementation of a programme with the goal of providing all schools in the country with access to computers and other forms of internet connectivity. This project was considered a significant step that Algeria was taking to take serious and practical efforts to promote the use of information and communication technologies (ICTs) in the education sector. In order to accomplish this goal, almost every secondary school in Algeria has a computer lab.

On the other hand, the beginning computer classes were reserved exclusively for the pupils who were in their first year of secondary school. It was discovered at this time that a number of pupils use the same computer at the same time and for a limited amount of time, in addition to other trainers who are not specialised. Initially, this circumstance had a detrimental effect on the pupils' use of information and communication technologies (ICT). In addition, the National Office for Distance Education and Training (ONEFD) has played an important part in the fight against students dropping out of school. This is because ONEFD has made it possible for students of all educational levels to engage in distance learning through the application of contemporary educational practices. This is especially helpful for students who dropped out of school for a variety of reasons. Over the course of many decades, Algeria has seen a substantial rise in the number of students who complete their educations at a distance (See Figure II.2).

Figure (II.2): Evolution of the number of learners in the National Office for Distance Education and Training.



Source: http://www.onefd.edu.dz/cneg/statistique2009.htm

Therefore, this significant increase in the number of learners registered by the national officefor distance education and training, during the period from 2009 to 2014, is linked to the remarkable development observed in the use of the Internet and "Smartphones" in Algerian society. This remarkable development has helped this segment of students who have droppedout of school to continue their studies at a distance through the utilisation of technology.

Because these numbers demonstrate that the number of learners has increased from 95,004 registered during the year 2001 to 455,817 learners in 2014, it is no longer useful to demonstrate the significance of technology in the progression of education. and actions to combat the phenomenon of school dropouts.

These provisions are a part of the encouragement and motivation of this segment of society to integrate the learning and training environment, and this is to prepare it to either join the labour market or follow the path of studies in order to obtain other higher diplomas. The purpose of this preparation is to encourage and motivate this segment of society to learn and train together.

5. Panorama of several Algerian DE projects

Within the context of DE, a number of initiatives have been started in Algeria, including the following ones:

Djamia ICT Project: is a combination of the Arabic term Djamia, which may mean university but also league, alliance, friendship, or federation and literally translates to "everything that joins," and information and communications technology (for information and Communication). The Djamia ICT is a website that serves as an online community. It is asite that covers a variety of topics connected to higher education and information and communication technology. (http://www.djamiatic.net/).

AVUNET Project: Post-graduate students from Algerian institutions may make use of Algerian Virtual University's adaptable and remote training or self-training platform in information technology and information and communication technology (ICT) communication. The platform that is used gives students access to courses and enables them to self-assess. Teachers complete this device by ensuring a detailed assessment with advanced solutions. Additionally, communication and collaboration services can be accessed between students and teachers through two different portals: Elabweb and Avunet.info (Djoudi, 2009).

"Mech-eLearn" Project: Mech-eLearn is an electronic education initiative that intends to accomplish the purpose of becoming the showcase of e-Learning at the Algerian Universityin the area of scientific and engineering skills. The project's name comes from the acronym for "mechanic," which stands for "electronic learning." By doing the following, you will beable to accomplish this objective: (Http://aichouni.tripod.com/mech- eLearn/projectdescription.htm, 2018).

- The incorporation of modern information and communication technologies (ICT), including the World Wide Web, electronic mail, online discussion forums, and videoconferences, into the curriculum of Algerian universities with the purpose of educating future engineers and researchers.
- The implementation of a strategy that will assure the integration of the three primary roles of the educational institution, which are the teaching function, the research function, and the community service function.
- The participation of the primary players in the process of university training, namely teacher-researchers and students at several universities and research institutes located across Algeria.

This initiative, which aims to pool pedagogical and scientific resources, is open to participation from all teacher-researchers, as well as students at the graduate and postgraduate

levels.

UATL Project: Students at the UATL, a university in southern Algeria Laghouat, who have already earned a master's degree in computer science are eligible to participate in this project. It is important to note that the UATL is the first university in the south to be able to put a genuine FAD project into action. The project in question is a distance training programme. It is a training with the goal of introducing the socio-collaborative pedagogical model, which will enable the scripting of group activity with the assistance of a tutor, as well as the introduction of ICT via E-Learning, and it will also train competent teacher-researchers. (Cherroun & Benameur, 2005).

IDE@ Project: A group consisting of twelve universities from Algeria and Europe worked together to put on this programme. Together with the other participants in the project, the Louis Pasteur University of Strasbourg and the Agency for University Cooperation in Francophonie (AUF) served as the project's coordinators. The TEMPUS programme of the European Union provided funding for the IDE@ project for a period of three years (20052008), which made it possible to deploy in Algeria a distance learning system (EAD) via the Internet within education Algerian superior. This was accomplished through the Algerian superior education sector. Training of human resources, who are accountable for the implementation and continued viability of this new training, took up the majority of the time and money allocated to the project.

Through a total of 19 training sessions and 3 practical internships, which were spread out over the course of the project's duration of three years and organised within Algerian and European partner establishments, a total of 387 people were trained, including 163 women (which is equivalent to 42.11%). (RIFEFF, 2014, p.31).

6. Google Classroom and Zoom: Other alternatives to Moodle for online education

Companies all over the globe that are in charge of developing apps and software both for Mobile Assisted Language Learning (MALL) and Computer-Assisted Language Learning are engaged in a fierce rivalry with one another (CALL). During the epidemic caused by the coronavirus, these services were the lifesavers for academic institutions and universities in the pursuit of their academic aims (Ghounane, 2020 p. 29).

One of the platforms is called Google Classroom (GC), which is utilised as an additional method for maintaining communication between students and instructors. It has been shown

to be useful in the institutional setting of schooling (Ghounane, 2020 p. 29). Google Classroom is an application that inspires independent study on the part of its users. According to the findings of several academics, including Halverson, Spring, Huyett, Henrie, and Graham, Google Classroom is superior to alternative platforms due to the fact that it encourages face-to-face connection (2017). "Online learning systems such as Google Classrooms allow flexibility in scheduling, reduce travel fees, and can reach out to everyone who has access to it," claim Albashtawi and Al Batnainch (2020). (p. 79).

Numerous studies were conducted to evaluate the effectiveness of Google Classroom. These studies investigated a variety of issues pertaining to the implementation of Google Classroomin educational settings. These issues included testing the attitudes of students and teachers, determining whether or not this application can develop students' linguistic skills that can be used to communicate within GC, and determining whether or not it is effective in an EFL setting. For instance, Kasula (2016) noted that GC may be of more use to educators than it is to pupils. This finding supports the hypothesis. According to him, GC makes it possible for instructors "to show class goals, activities, and assignments in an ordered way that is focused,productive, and transparent for students, teachers, and administrators" (p. 11). In addition, there were other tests conducted on the efficacy of the application Zoom in the EFL setting.

According to the findings of McCloskey, Thrush, Wilson-Patton, and Kleskova (2013)'s research, the use of Zoom in English as a Foreign Language (EFL) virtual classrooms is advantageous when it comes to the process of building activities that cater to the preferences and requirements of the students. Other studies have highlighted the significance of the Zoom application as an essential component of synchronous learning, which helps students enhance their critical thinking and problem-solving abilities. In supportof this notion, Chen and Lee (2011) stated that: During the zoom session, students may ask questions to help them structure their sentences or do their assignments before posting them;

they may be exposed to listening input to increase their schemata that develops their error correction system, which is directly linked to conscious learning of a language. In addition, Chen and Lee (2011) stated that: At the same time, students get crucial feedback on their work from both their instructor and their classmates, which may lower the levels of fear that is felt while sharing with others (Ayoub, 2019, pp. 131-132).

There has only been a handful of research done to investigate whether or not using Zoom may help pupils enhance their language abilities. One study, conducted by Liang (2006), found that having students participate in Zoom sessions that included textual discussion

helped them improve their writing abilities. In addition to this, the face-to-face engagement that may be achieved via Zoom benefits the direct interactions and communications among the pupils. Students will be inspired by these findings, which will encourage them to participate in e-learning. In point of fact, the majority of studies concentrate on the atmosphere of the classroom as well as the attitudes of the students, and this includes the EFL. However, there have only been a few studies conducted specifically on the use of Zoom in EFL settings, and despite this, there is a pressing need for more research.

7. Social media

Due to the abundance of services, platforms, and apps for teaching and learning, technologyis the only option to accelerate and simplify learning. Students like Facebook. According to Tounsi (2016), Facebook is the most popular social network worldwide. He stated that YouTube is the second most utilised app and the first for searching and sharing information. Additionally, WhatsApp was the third most utilised app. These social networking apps drawmore individuals than educational systems like Moodle. (Ghounane, 2020).

Bouamra and Mankour (2010) felt that students may form an educational community like Facebook's communication community. Wise et al. (2011) also found that students use Facebook extensively. With direction, instructors may utilise Facebook for instruction during this time. (2013). Thus, teachers may utilise Facebook to engage students' perspectives. “If instructors utilise Facebook successfully, many of the activities and experiences that occur in this social network may contribute to boosting learning,” Espinosa (2015) said (p. 2207).

Facebook offers a social place where individuals from various cultures, languages, and ethnicities can connect and converse, which may motivate students and boost their crosscultural awareness and understanding, according to Godwin-Jones (2008), Garrison and Kanuka (2004), and Wenger (1998). (Espinosa, 2015). Because learning happens informally, Facebook helps students exchange texts and videos to improve their reading, listening, and writing (Ghounane, 2020 p. 27).

Besides Facebook, several research examined YouTube's impact on pupils and how it helps them participate in school. More research examined how YouTube motivates students to create instructional content. Kelsen (2009) in Taiwan and Roodt and Peier (2013) on EFL YouTube usage are examples (Ghounane, 2020 p. 27).

8. The Challenges of incorporating ICT in Algerian school environments

In the beginning, the incorporation of information and communication technologies into

the various sectors of the country was as rudimentary as it was in the developed countries, where it was limited to the field of finance, the business sector, the accounting sector, and anything else that had to do with numbers. After the development of the designs for the various programmes, the transition to other fields has given many educational practitioners and the educational process the opportunity to use and integrate information technologies and communication in the educational process, in order for it to become a reality because of the benefits of its tools that facilitate graphics and digital symbols. This opportunity has allowed the educational process to become a reality because of the benefits of its tools that facilitate graphics and digital symbols.

Despite the forecasts made to advance the educational process and enhance the quality of education in this nation, the integration of information and communication technology has met certain hurdles connected to the teacher and the student, although to varying degrees in each case. On the other hand, regardless of the circumstances, the educator continues to be the most important part of this process.

The current circumstance has made it difficult to implement and spread the usage of this technology in educational institutions. According to Tawat (2016), according to the Algerian daily Al-Fajr, published on 14/11/2016 under the title of lessons and internships for teachers in the competency-based approach and information technologies, this has made the education sector an operational room for planning and designing programmes and training courses for education practitioners. These programmes and training courses are sometimes challenging in terms of promotion and sometimes compulsory, especially when it comes to new recruits. "Lessons learned include the components of teacher and learner learning attitudes, subject learning objectives, teaching and learning location, time, curriculum, programme learning and educational activities, as well as an emphasis on the use of information and communication technologies in the teaching of the subject" (Al-fadjr, 2017).

In this same context, and in reference to the use of the internet, it is mentioned that "The statistics published on the use of information and communication technologies, in particular the use of the internet in different countries of the world, indicate that there are 1,970,000,000 users worldwide." With 13.6% of the total population in 2010, Algeria comes in at number 13 on the list of 17 nations that make up the Middle East. (INRE, 2011).

This index provides a high-level summary of the steps that the government has taken to make use of the most significant channels of communication throughout this time period. "What makes the digital education system unique is that it views the student as a productive

learner in the process of information acquisition through direct contact with databases, while maintaining the role of the educator as that of a consultant or guide for the educational process. This is what makes the digital education system distinctive. The implementation of the new system in the United States led to an increase in high performance of thirty per cent, a reduction in learning time of forty per cent, a reduction in the cost of thirty per cent, and an improvement in the effectiveness of the learning process. Ongoing efforts by UNESCO, the International Telecommunications Union (ITU), the World Bank, and the United Nations Development Programme (UNDP) to analyse the present state of education systems in developing countries and the integration of information and communication technologies (INRE, 2011)

According to information obtained from the National Institute for Research in Education, we are able to comprehend that the procedure of integrating information and communications technologies (ICTs) into the educational and school environment is extremely complicated, and it calls for concerted efforts and potentials that can exceed the potential of the state itself. This is evidenced by the fact that international organisations are intervening to contribute to their integration for the benefit of developing and vulnerable countries. "Information and communication technologies have been steadily incorporated into educational settings in Algeria, both at the level of education and in all of the country's educational and administrative institutions." The project was kicked started in a proper manner. After reading this information, the reader may be surprised to learn that the level of integration of ICT has reached a peak, considering the year that the process was initiated and the efforts that were made in this regard. As a result, it was able to meet the needs of secondary schools completely, whereas the situation in primary schools is a little bit different. This remark is accurate for the informed observer of the educational process and the ongoing reform of the educational system since, during the academic year 2006–2007, each student was allotted one hour per week to be used for the purpose of receiving computer instruction.

In secondary school, computer science was required to be studied for a total of two hours each week. It was only one of the many required subjects. (INRE, 2011). In spite of these efforts, the subject matter of the educational programmes continues to be contained within the boundaries of information literacy and does not constitute the "As regards the training of managers and qualified personnel, in the use of the media and communication technologies in the educational process, special courses have been programmed to improve the progress of the integration project, and these courses have been distributed in all of the states and

territories of the country." (INRE, 2011)

According to these findings, the project is ambitious; however, the commitment of those who are involved continues to fall short of the level that is required and does not meet the expectations of those who are responsible. This may be due to the absence of incentives or the existence of negative trends, such as a lack of interest from a wide range of teachers, particularly older people.

According to many educators, this process has become cumbersome and expensive, which leads to irregularity in the training, and it is linked to the difficulties of acquiring the means for the educators or because of the remote training centres, and the difficulty of travel. This isconnected to the fact that it is difficult to acquire the means for the training centres. and even rupture in some instances.

The aspect of the project of integrating information and communications technology into the educational environment of Algerian schools that is still of the utmost importance is the provision of technological resources in educational institutions, as shown by the figures (one computer for 40 students at the level of primary schooling rates, at the level of average education at the rate of one computer for 30 students, while the level of secondary education has reached an average of one computer for 15 students). (INRE, 2011)

These numbers demonstrate the enormous potential of the enormous budget that was allocated to the launch of the project; however, despite the efforts that have been put in, they continue to be insufficient and reflect a noticeable slowdown in the current use of the means of digital communication processes.

The expectations about the distribution of equipment to the various levels of education throughout the course of time are outlined in (Table II.3) which can be found below:

Table (II.3): Distribution of equipment according to levels of education during the years 2009 / 2014

The expectations of the distribution of equipment according to the levels of education over the years					
Secondary		**Lower Secondary**		**Primary**	
Nbre	Year	Nbre	Year	Nbre	Year
52674	2009/2008	76280	2009/2008	36000	2010/2009
28000	2010/2009	16500	2010/2009	36000	2011/2010
		11600	2011/2010	36000	2012/2011
				36000	2013/2012
				36000	2014/2013

Source : http://www.inre-dz.org/documents/docrevue/revue%202%20Ar_opt.pdf, p.12

According to Bensaada (2013), all of these numbers demonstrate that Algeria has to adopt significant and bold actions in terms of information and communication technology in orderto at least bridge the digital gap. However, the most important investment should be made in the education of teachers, as they are the foundation of the entire educational system. Schools, particularly those in the primary cycle, need to make significant investments in technology and networking equipment, and also in the training of their staff (Bensaada, 2013,P.6). As a result, the data shown in the table above demonstrates that there is insufficient capacity to satisfy the requirements posed by the total number of pupils participating in the educational process.

The published figures do not fully reflect the reality on the ground, especially since in 2015 the data give a different reading vis-à-vis "the REO indicator (average number of pupils per computer, by level and by school year)," which showed 669 pupils per computer for the primary and 58 pupils per computer for the medium. The degree of integration of the computer tool is not of the level of requirement require it to be (Tounsi, 2016)

Conclusion

Algerians have realized, via their usage of the Internet, the fragility of the structures that prevent them from keeping up with the advancements of the digital era. The fact that this is the case is precisely what kept the "distance educational system" within the bounds of its conventional scope (printed lessons sent to the participants by regular mail). Regrettably, the availability of online registration for these kinds of educational programs didn't become public knowledge until 2009. This demonstrates that the goal of making a practical step forward in the field of e-learning is still unattainable, despite the fact that many segments of Algerian society have an urgent need to take advantage of the learning opportunities that may be provided by virtual schools if any exist. These segments include housewives, workers, employees, residents of remote areas, and individuals who were unable to continue their education for reasons that were social, political, or economic in nature. It has been said that "the overall educational scene" in our nation is dismal, and the e-learning area that Algerians have access to online is a mirror of this sentiment.

E-learning has been a priority for Algeria's Ministry of Higher Education, which has allocated a significant amount of funding toward its development. Despite the fact that it has seen a number of setbacks, the most recent findings suggest that there are actually indicators of e-learning being implemented.

CHAPTER 3: SECOND-YEAR EFL STUDENT'S FIELD STUDY INTRODUCTION

Introduction

This chapter is devoted to providing the analyses of data collected from research that intends to investigate the attitudes of Algerian learners at the University of Abou Bakr Belkaid Tlemcen towards the e-learning platform. The study was carried out at the University of AbouBakr Belkaid Tlemcen. The discussion then moves on to provide an overview of the case study, which is then followed by an examination of the questionnaire.

1. Methodology

In the present investigation, a descriptive quantitative approach is used to data collection. Students at the University of Abou Bakr Belkaid Tlemcen were polled to get their opinions on the current state of e-learning in the Algerian setting. The descriptive approach was used to explain this naturally occurring phenomena, which is the status of e-learning in Algeria. In contrast to the qualitative strategy, we are using the quantitative approach since it is more appropriate for the substantial size of the sample in our investigation. As a result, in order to gather data and conduct analysis on it for the purpose of responding to the research questions, the descriptive qualitative research technique would be a suitable choice.

1.1 Sample Population

The participants in the research were second-year EFL students in the English department ofthe Abou Bakr Belkaid University Tlemcen faculty of letters and languages. Participating in this research was a group of eighty students who were chosen at random. All of the participants were enrolled in the academic year 2021/2022 and had some kind of English instruction for a minimum of seven years (three years at the middle school, three years at the secondary school and one year at the university). There are about 73.8% female participants and approximately 26.3% male participants in this study.

They both have the same educational background, having completed the same academic course during their first year for credit in written expression. They both have the same academic background.

1.2 Data, procedure and tools

This study paper's data were acquired utilizing questionnaires. Some questionnaires were distributed in class, while others were sent electronically. The purpose of this questionnaire

was to investigate students' background knowledge about e-learning and how they adapt to the new teaching/learning system, as well as to identify the difficulties and obstacles students face when using e-learning platforms.

2. Description of Student Questionnaire

In this research, the questionnaire is employed as a data-gathering instrument. It comprises 22questions organized from broad to specialized and separated into two major parts. The first component requests background information, the second half focuses on e-learning, and the last section investigates the cognitive growth of pupils.

Participants are prompted to pick the proper answer (s) depending on their knowledge of the topic. In order to acquire more accurate data, the questionnaire is designed in English so that respondents may better comprehend the questions.

2.1. Distribution of the Questionnaire

The student questionnaire was made available online through Google Forms, and some of thequestionnaires were handed out to students during classes at the University of Abou Bakr Belkaid Tlemcen during the period beginning on September 10th, 2022 and ending on September 16th, 2022. The students were enrolled in the second year of the EFL program. It is important to point out that the majority of students were cooperative since they had an interest in taking part in the survey, they were confident that their responses would be kept anonymous, and their responses would only be utilized for academic reasons. As a direct consequence of this, recruiting eighty volunteers was a breeze.

3. Statistical Analysis of the Results

The analysis of the questionnaire administered to students with its different parts is given below:

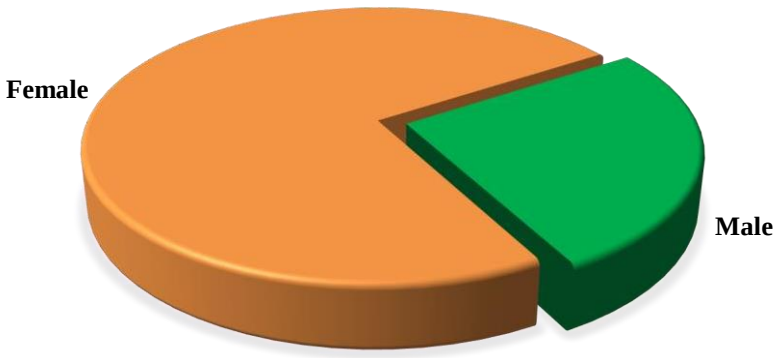
SECTION A: RESPONDENT'S BACKGROUND INFORMATION.

Question 1: Gender?

Table III.1: Respondent's gender

Gender	Frequency	Percentage
Male	21	**26.3**
Female	59	**73.8**
Total	**80**	**100.0**

FIGURE III.1: RESPONDENT'S GENDER



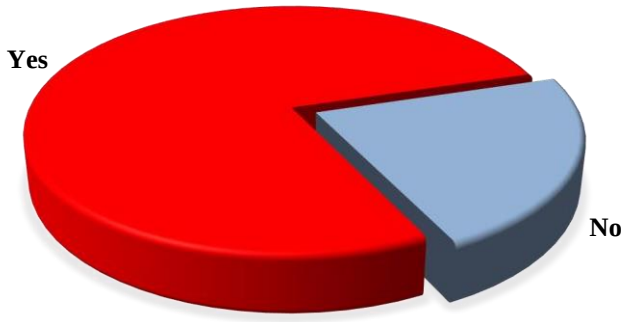
This question tries to determine the gender of respondents and gives the number that responded. The graph demonstrates that there are more female students (73.8% of the total) than male students (26.3%). It demonstrates that female students are more engaged in learning English, which is to be anticipated given that foreign language acquisition seems to be more of a focus for female students than male students.

Question 2: Was English a personal preference?

Table III.2: Student's preference for the English language

Details	Frequency	Percentage
Yes	62	**77.5**
No	18	**22.5**
Total	**80**	**100.0**

FIGURE III.2:: STUDENT'S PREFERENCE FOR THE ENGLISH LANGUAGE



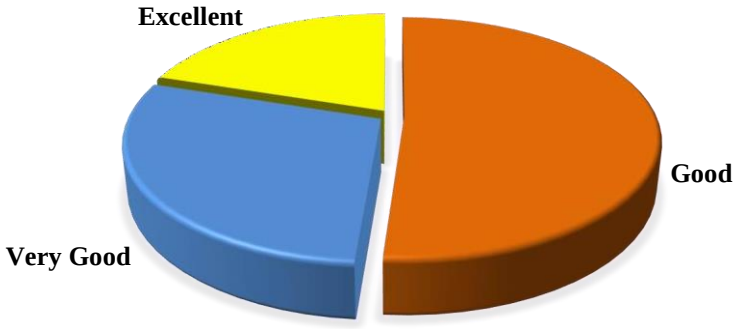
This inquiry seeks to determine if the student's choice of English as a field of study is voluntary or not. Since English is a global language and one of the most intriguing languages that students should learn for a variety of objectives, (77.5%) of students who responded affirmatively to the question believe that it is their decision to learn it (occupational, professional, ect). However, the plurality (22.5%) of those who answered "No" were compelled to learn English or had other valid reasons for wanting to do so.

Question 3: How do you rate your English proficiency?

Table III.3: Student's English language proficiency

Details	Frequency	Percentage
Good	41	**51.3**
Very Good	23	**28.8**
Excellent	16	**20.0**
Total	**80**	**100.0**

FIGURE III.3: STUDENT'S ENGLISH LANGUAGE PROFICIENCY



The primary purpose of this question is to provide students with the opportunity to independently assess their English language proficiency, abilities, knowledge, and background. Due to the preceding inquiry, people are kindly requested to rate themselves from good to great. The majority of students (51.3%), who have a limited background in English and are interested in improving their level by gaining new knowledge and information, consider their level of English to be adequate, while the second largest group (28.8%) believes their level to be excellent. In contrast, the remaining 20% of pupils seem more proficient in English due to their superior knowledge.

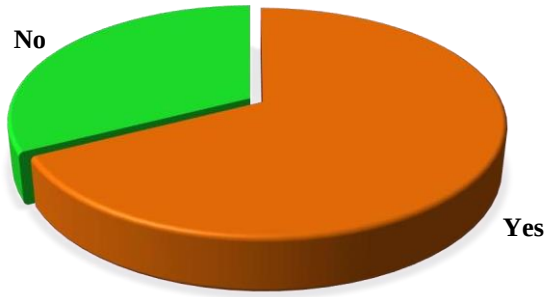
SECTION B: ONLINE EDUCATION

Question 1: Do you favour online learning?

Table III.4: Student perception towards studying online

Details	Frequency	Percentage
Yes	54	**67.5**
No	26	**32.5**
Total	**80**	**100.0**

FIGURE III.4: STUDENT PERCEPTION TOWARDS STUDYING ONLINE



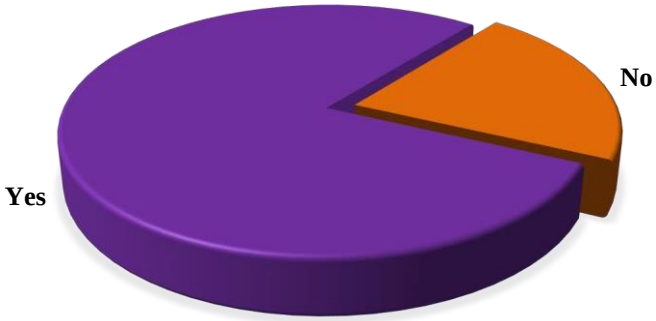
This question aimed to elicit the student's viewpoint about online learning, whether they like studying online or not. They are asked to pick between the two alternatives presented, and a comparison to the prior rate reveals that the majority of students (67.5%), who are novices in English and like experimenting with new methods of instruction, embrace online learning. In contrast, 32.5% of students reject to study online because they are eager to participate in suchnovel problems that it may not be successful.

Question 2: Does online learning help you improve your four English skills?

Table III.5: Students English level skills improvement due online learning

Details	Frequency	Percentage
Yes	63	**78.8**
No	17	**21.3**
Total	**80**	**100.0**

FIGURE III.5: STUDENTS ENGLISH LEVEL SKILLS IMPROVEMENT DUE ONLINE LEARNING



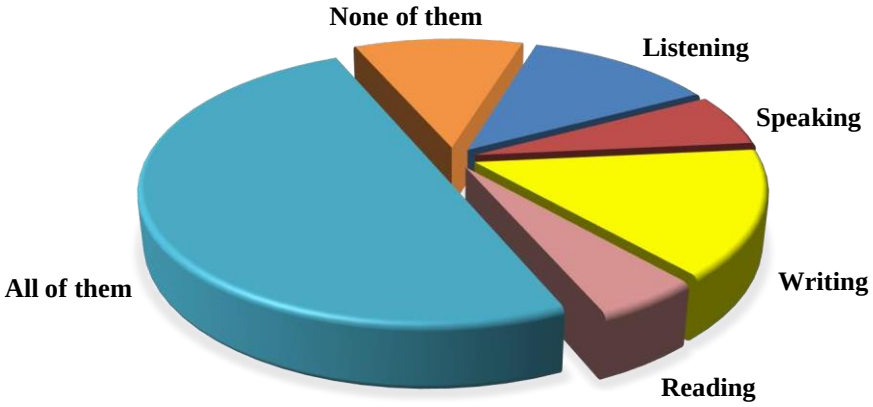
This question was aimed to demonstrate the students' perspective on the four English abilities necessary for advancing their English proficiency. The graph above demonstrates that the majority of students (78.8%) believe that studying online improves their understanding of English as they practise reading, listening, speaking, and writing via the many e-learning tools and assignments, while the remaining students (21.3%) disagree.

Question 3: Online learning improves:

Table III.6: E-learning enhancement of the four English skills

Details	**Frequency**	**Percentage**
Listening	10	**12.5**
Speaking	5	**6.3**
Writing	12	**15.0**
Reading	4	**5.0**
All of them	40	**50.0**
None of them	9	**11.3**
Total	**80**	**100.0**

FIGURE III.6: E-LEARNING ENHANCEMENT OF THE FOUR ENGLISH SKILLS



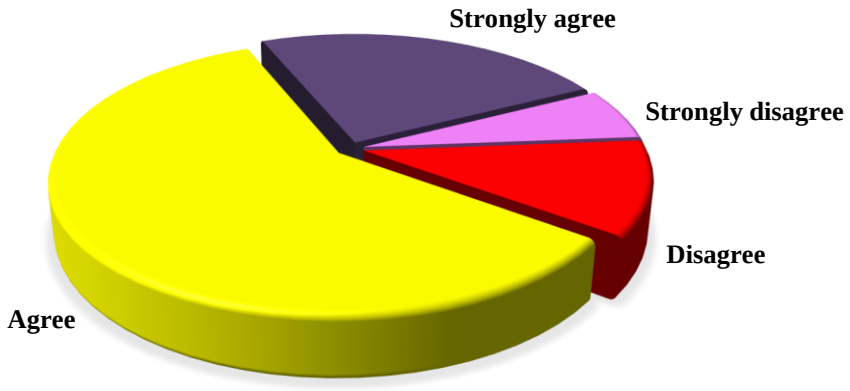
This recent question demonstrates the role of E-learning in a student's career as it relates to the development of their four English language skills. According to the above graphic, the majority of students (50%) believe that E-learning enhances all four skills (speaking, listening, reading, and writing) so that they complement each other and serve a different purpose in developing their English language. Than (12.5%) for student agrees on listening skill due to E-learning enhance audios, videos, and documentaries... and (11.3%) their answer was for none of the skills being achieved through online learning, and finally the remainder agreed with speaking skills as the lowest percentage due to lack of classroom performances and oral presentations, and only (6.3%) of the respondents thought that speaking skill improved while studying online. Finally, just (5%) of respondents said that e-learning simply improves reading skills for the purpose of seeking and reading books and chapters.

Question 4: Social media may be utilised as an educational tool.

Table III.7: The use of media as an educational tool

Details	**Frequency**	**Percentage**
Strongly disagree	5	**6.3**
Disagree	9	**11.3**
Agree	47	**58.8**
Strongly agree	19	**23.8**
Total	**80**	**100.0**

FIGURE III.7: THE USE OF MEDIA AS AN EDUCATIONAL TOOL



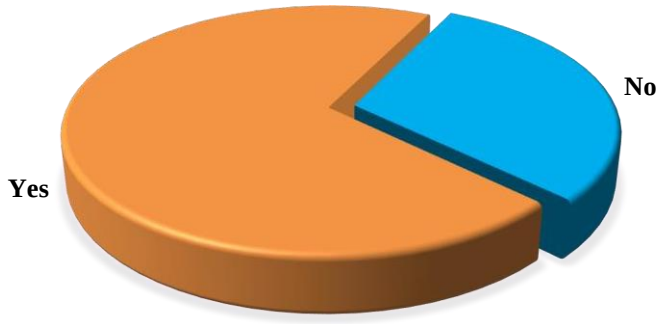
Due to their extensive and ongoing usage by the majority of instructors and students, social media are very vital communication tools. This question seeks to determine whether or not students value the usage of social media as a teaching tool. Students were asked if they agree or disagree with the use of social media in the classroom. (58%) of students agreed and (23%) strongly agreed that they should be used. However, just (11.3%) of students disagreedand (6.3%) of them strongly objected with the use of social media in the classroom. In conclusion, the majority of students support the use of social media in the classroom. Indeed, social media can be quite effective for communicating with students, providing them with lessons and necessary instructions, enabling students to communicate with one another, etc.

Question 5: Did you have the necessary tools to operate the e-learning system efficiently and effectively?

Table III.8: Availability of facilities for students

Details	Frequency	Percentage
Yes	56	**70.0**
No	24	**30.0**
Total	**80**	**100.0**

FIGURE III.8: AVAILABILITY OF FACILITIES FOR STUDENTS



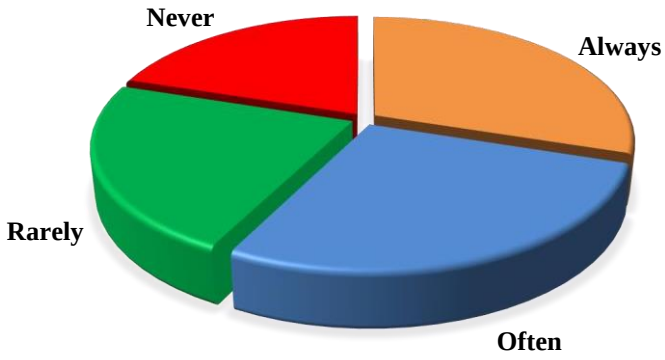
Obviously, E-learning needs several resources, like computers/smartphones, Internet connectivity, electronic classes, etc. Therefore, the purpose of this inquiry is to determine whether or not pupils are prepared to study efficiently and successfully. (70%) of pupils reported having the necessary equipment. However, 30% of respondents indicated they do not. This proportion is still substantial and should be seen as an impediment to the success of online education.

Question 6: How frequently do you utilise educational sites while studying online?

Table III.9: Student platform use

Details	Frequency	Percentage
Always	24	**30.0**
Often	22	**27.5**
Rarely	18	**22.5**
Never	16	**20.0**
Total	**80**	**100.0**

FIGURE III.9: STUDENT PLATFORM USE



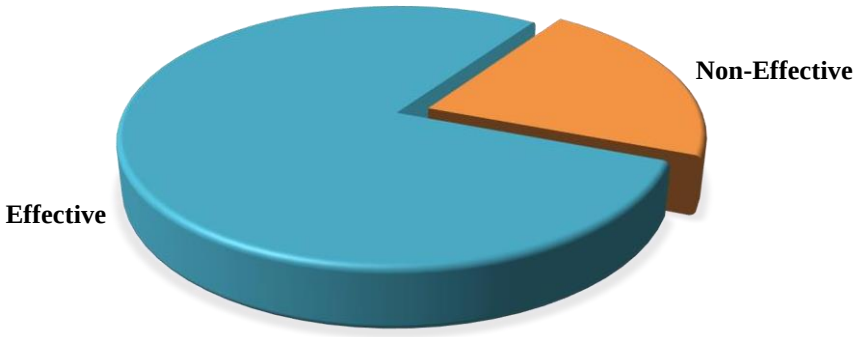
The purpose of this item was to determine whether or not students utilise online platforms to access their educational materials. According to the figures shown in the pie chart above, (30%) of students indicated that they always use platforms to get their academic assignments. While virtually an equal proportion of students (27.5%) use educational platforms often, while (22.5%) of students use them seldom. And (20%) of students reported never using platforms.

Question 7: How successfully do you believe online schooling to be?

Table III.10: E-Learning effectiveness

Details	**Frequency**	**Percentage**
Effective	63	**78.8**
Non-Effective	17	**21.3**
Total	**80**	**100.0**

FIGURE III.10: E-LEARNING EFFECTIVENESS



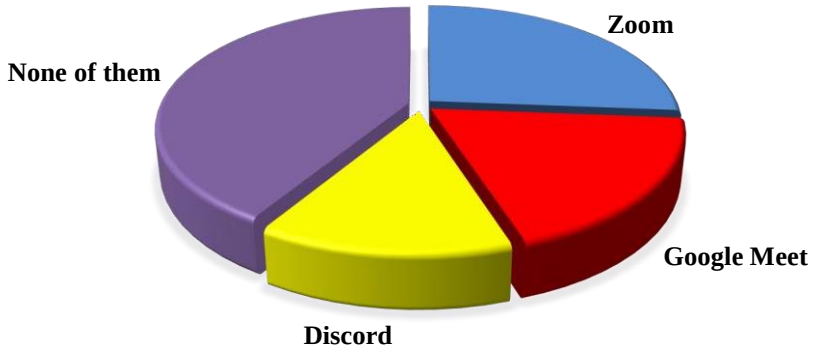
According to the graph above, the percentage of students who believe that e-learning is either effective or ineffective indicates that the majority of students (78.8%) believe online learningto be effective and sufficient as a method that should be taken into account in order to access the learning process successfully. While only (21.3%), based on their impression, said that elearning is mostly ineffective and we should disregard this view.

Question 8: Do you utilize any of these applications:

Table III.11: Utilization of platforms by students

Details	**Frequency**	**Percentage**
Zoom	21	**26.3**
Google Meet	15	**18.8**
Discord	11	**13.8**
None of them	33	**41.3**
Total	**80**	**100.0**

FIGURE III.11: UTILIZATION OF PLATFORMS BY STUDENTS



As the accompanying graph demonstrates, we attempt to list several online platforms used bystudents in order to compile a statistic based on their truthful responses. As shown by the study, 41.3% of students are unaware of the previously listed possibilities. Despite the large number of students who choose 'none of them,' there are still 26.3% of students who use the 'Zoom' programme to access their educational materials, 18.8% of students who use Google Meet to conveniently access their assignments, and 13.8% for the 'Discord' application.

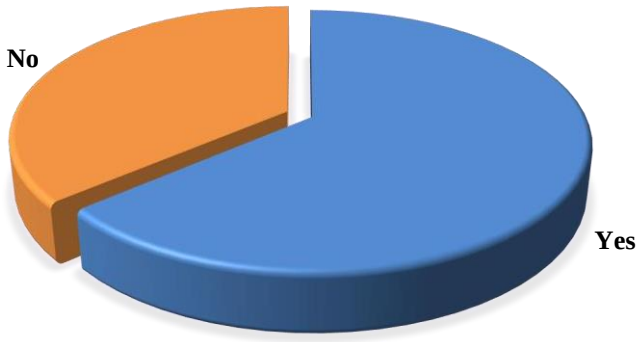
Question 9: Do you utilize any additional applications?

Table III.12: Student application use

Details	Frequency	Percentage
Yes	51	**63.8**
No	29	**36.3**
Total	**80**	**100.0**

-

FIGURE III.12: STUDENT APPLICATION USE



Since there are several more platforms and it is hard to list them all, the purpose of this question is to determine whether or not students utilise platforms that were not included in the previous alternatives. The statistical data indicates that (63.8%) of students use platforms that we did not recommend. While fewer than half of students (36.3%) do not use any platforms.

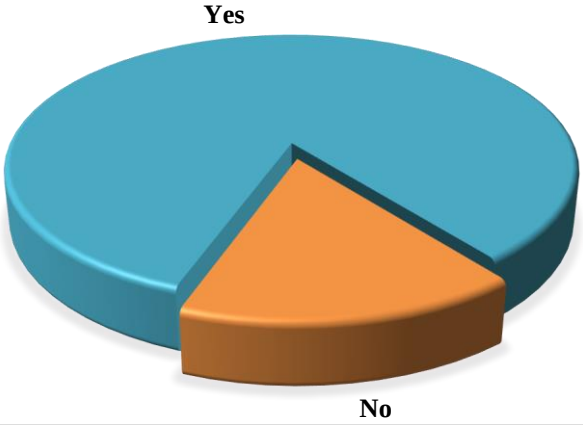
SECTION C: STUDENTS' COGNITIVE DEVELOPMENT

Question 1: Do you believe that students' cognitive growth is impacted by attending school online?

Table III.13: Effectiveness of E-learning in student cognitive development

Details	Frequency	Percentage
Yes	67	**83.8**
No	13	**16.3**
Total	**80**	**100.0**

FIGURE III.13: EFFECTIVENESS OF E-LEARNING IN STUDENT COGNITIVE DEVELOPMENT



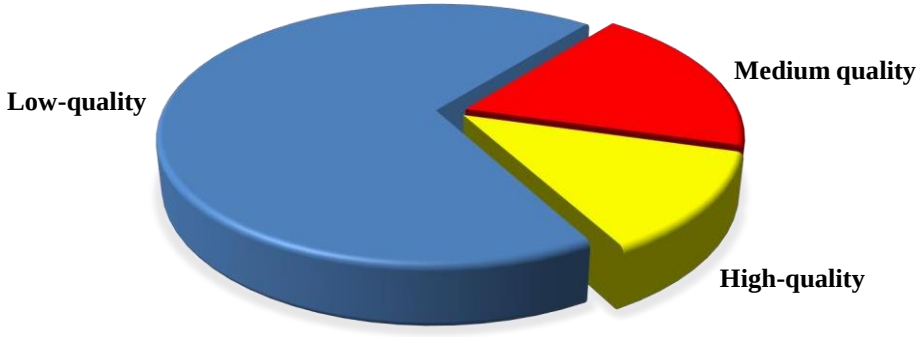
As shown in the graph above, we want to collect student perceptions on the efficacy of elearning in fostering cognitive growth for a variety of mental processes. The majority of respondents (83.8%) felt that E-learning had a significant cognitive impact on their students since it is seen as an effective technique of education. While just (16.3%) of the remaining respondents are opposed to the statement that it affects them.

Question 2: How reliable is Algeria's internet service?

Table III.14: Algeria's internet quality

Details	Frequency	Percentage
Low-quality	55	**68.8**
Medium quality	15	**18.8**
High-quality	10	**12.5**
Total	**80**	**100.0**

FIGURE III.14: ALGERIA'S INTERNET QUALITY



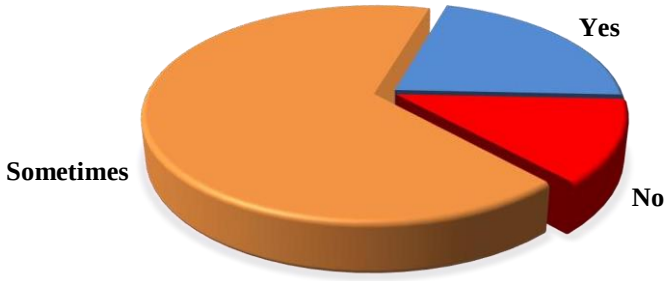
The following section makes an attempt to investigate the quality of the internet service available in Algeria. According to the data shown in the preceding graph, the majority of students, as a percentage (68.8%), consider the quality of the internet to be poor, and they feel that it acts as a barrier in their ability to access their educational resources and complete their assignments. Than (18.8%) of respondents identified it as a medium quality it fits them time from time, and for the rest of the students (12.5%), it was claimed that the internet quality is good and enable them to access all of their demands.

Question 3: Can your educational demands be met by the internet in Algeria?

Table III.15: Internet's utility in updating students' requirements

Details	Frequency	Percentage
Yes	17	**21.3**
No	10	**12.5**
Sometimes	53	**66.3**
Total	**80**	**100.0**

FIGURE III.15: INTERNET'S UTILITY IN UPDATING STUDENTS' REQUIREMENTS



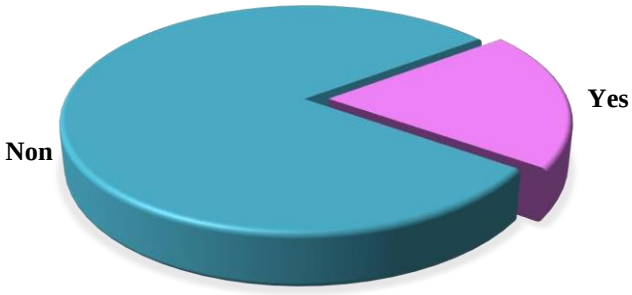
This question was designed to determine the extent to which students use the Internet to obtain their educational resources and to practise their attitude toward their careers. The majority of students (66.3%), as seen in the graph above, choose the option 'sometimes' when obliged to use the Internet. In contrast, the second most popular answer (21.3%) of respondents) was 'yes' since it represented an easy method to update lectures, activities, and evaluations without the need to go to a college or educational institution. The remaining (12.5%) of respondents said that they do not use the internet at all.

Question 4: Do you consider 1 hour online for each lesson sufficient?

Table III.16: Timing perceptions of students

Details	Frequency	Percentage
Non	64	**80.0**
Yes	16	**20.0**
Total	**80**	**100.0**

FIGURE III.16: TIMING PERCEPTIONS OF STUDENTS



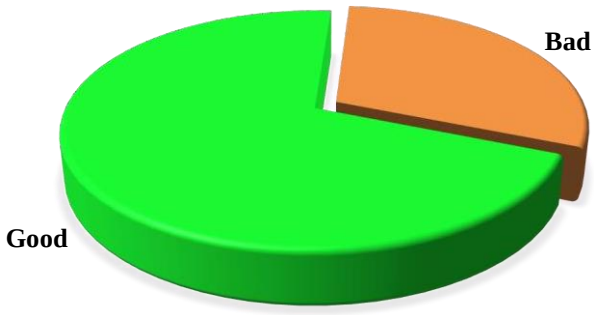
This item was used to determine how students felt about the time spent attending online lectures, using platforms to update their materials, and giving live explanations with their lecturers. From the gathered data, we see that the majority of students (80%) are dissatisfied with the time, since 1 hour cannot cover all the important points necessary to make the section effective, such that at the conclusion of each lecture they find themselves immersed in the material. In contrast, a minority of students (20%) find that 1 hour is sufficient to learn knowledge effortlessly, and their levels are so advanced that they can readily access key portions of the presentation.

Question 5: How would you rate the online course content?

Table III.17: Student satisfaction with online courses content

Details	Frequency	Percentage
Good	56	**70.0**
Bad	24	**30.0**
Total	**80**	**100.0**

FIGURE III.17: STUDENT SATISFACTION WITH ONLINE COURSES CONTENT



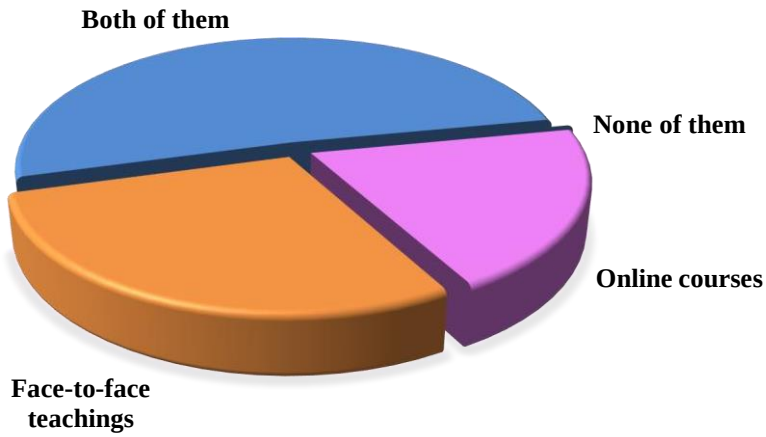
A cursory look at the graph indicates that (70%) more than half of respondents believe the quality of the information they consume online to be excellent. On the other hand, (30%) of students deemed it unsatisfactory based on their viewpoint since it lacks validity and the kindof information provided cannot be acquired by all students at the same time because it depends on the student's level and method of comprehension.

Question 6: In a comparative setting, what is more effective?

Table III.18: Efficacy of presentations

Details	Frequency	Percentage
Online courses	16	**20.0**
Face-to-face teachings	23	**28.8**
Both of them	41	**51.3**
None of them	0	**0**
Total	**80**	**100.0**

FIGURE III.18: EFFICACY OF PRESENTATIONS



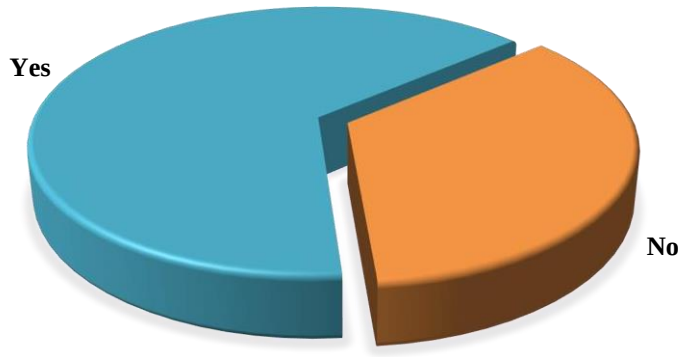
This new inquiry seeks to study a student's perspective on determining which learning strategies are most successful. Thus, the above graph presents numerous options from which respondents are free to choose the most suitable one. The fact that (51.3%) of students chose face-to-face classes and online lectures demonstrates that students favour blending learning as a mix of face-to-face and online learning. While, in second place (28.8%), student responses indicated that face-to-face lectures were the most effective approach to learn several decades ago. And (20%) exclusively participate in online seminars.

Question 7: Do you find the classroom environment to be more stimulating than online lectures?

Table III.19: Student enthusiasm

Details	Frequency	Percentage
Yes	52	**65.0**
No	28	**35.5**
Total	**80**	**100.0**

FIGURE III.19: STUDENT ENTHUSIASM



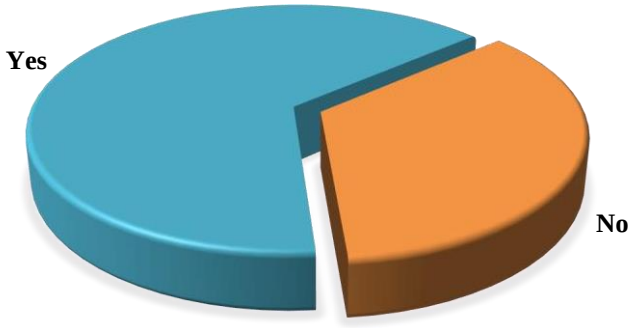
This topic tries to compare the motivation of students who are presented in class against thosewho get lectures at home. According to the graph above, the majority of students (65%) believe that the classroom environment is motivating because they support collaborative work that enhances direct engagement with their professors and classmates, as well as because they feel comfortable in an educational environment. While (35% of respondents) do not believe that classroom environments are more engaging than online courses.

Question 8: Would you rather study individually?

Table III.20: Learning independently

Details	Frequency	Percentage
Yes	44	**55.0**
No	36	**45.0**
Total	**80**	**100.0**

FIGURE III.20: LEARNING INDEPENDENTLY



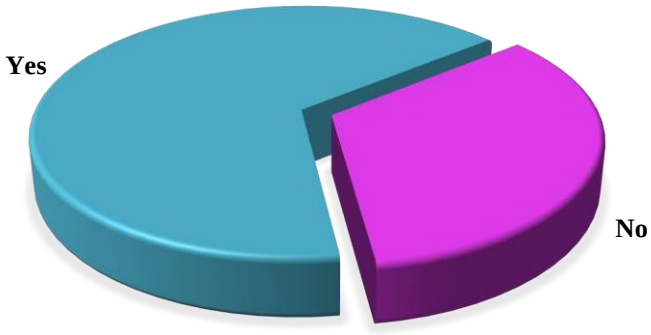
This question tried to establish the preferred learning method based on the number of respondents who completed this survey. Referring back to the preceding graph, it can be seen that (55%) of students prefer to study alone, while (45%) of respondents prefer to study in groups.

Question 9: Are you supportive of working in partnership?

Table III.21: Collaborative work

Details	Frequency	Percentage
Yes	53	**66.3**
No	27	**33.8**
Total	**80**	**100.0**

FIGURE III.21: COLLABORATIVE WORK



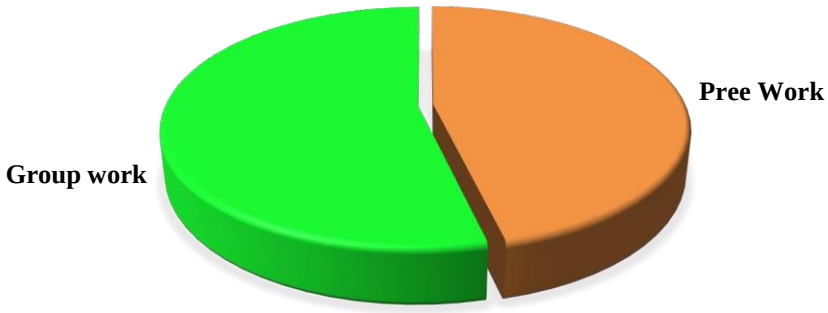
The graph above demonstrates that the majority of students (66,3 %) prefer studying in cooperative work, as well as the role that this learning style plays in emulating their English skills by assisting them in enhancing peer performance and exchanging new information and knowledge on a regular basis. However, (33.8%) of students said that they do not favour collaborative work but do encourage individual learning styles.

Question 10: If so, which is best for improving your English proficiency?

Table III.22: Different styles of collaborative learning

Details	Frequency	Percentage
Pree Work	37	**46.3**
Group work	43	**53.8**
Total	**80**	**100.0**

FIGURE III.22: DIFFERENT STYLES OF COLLABORATIVE LEARNING



This question was created with the intent of eliciting more specific responses to the preceding question (Q.9) from those who answered affirmatively. More than half of the respondents (53.8%), as seen in the graph above, believe that group work may be a useful way for motivating pupils and encouraging the development of their critical thinking and decisionmaking abilities. In contrast, (46.3%) of students who support peer work do so because they feel more comfortable expressing their opinions when dealing with a peer with comparable characteristics.

4. Summary of the Findings from the Questionnaire

Section A, of the questionnaire is labeled "Responder's background information," and it comprises of three questions concerning basic facts that relate to the respondent about their gender and the reason behind picking the English language as a subfield to study it at university. And the most crucial thing to do is to assess their level of English and the background they have in the language.

Section B, " Online education," Regarding the second segment, it was created with the intention of discovering learners' perspectives on e-learning in terms of whether or not it is used by huge numbers of students at the levels that they are now studying. In addition to this, it helps facilitate the use of a wider variety of online platforms and apps. Also, recommending methods and technologies that are unknown to others in order to improve a variety of English-related abilities and features.

Section c: " students' cognitive development" According to the third portion of the most current questionnaire, the purpose of this evaluation is to determine whether or not the second variable, which is Piaget's theory of cognitive development, is easily understandable. In addition, the primary purpose of this part is to demonstrate the effect that e-learning has on the process of acquiring new information and expanding existing knowledge. In addition, it investigates a variety of intriguing aspects, such as the nature of the material, the quality of the online services used in educational settings and the requirements of the target audience, as well as the optimal scheduling and learning styles to apply.

The primary objectives of this study were to summarize what we have observed in this recent chapter on the influence of e-learning on students' cognitive growth. This research has shed light on a number of intriguing findings, ranging from the impact of e-learning on students' careers to the ways in which second-year LMD students at Abou Bakr Belkaid University might enhance their English by considering EFLL. In addition, we sought to emphasize the impact of e-learning on student performance and levels in order to improve their abilities and varied capacities throughout this research. In addition, we attempt to examine the many concerns and challenges that students have when being taught online through a number of websites and platforms.

During the examination of the collected data used before in the third chapter, student questionnaires and reveal that the finding analysis reveals a variety of good and significant aspects.

Initially, the study of the student questionnaire suggested that females are more interested than men in learning English since they were more willing to answer the questionnaire than the minority of guys. However, the majority of students perceive themselves to have a decent level of English, In addition, the majority of boys and girls respond that they prefer to study online, and they do so. However, despite this majority, the minority do not choose to study online owing to the many obstacles they face, which makes them too bored to seek shelter in E-learning. Moreover, the majority of respondents agree with the notion that E-learning is useful in improving both English abilities and aspects. Additionally, the majority of students seldom utilize platforms to access their instructional resources. Other students, however, are parallel between always and often using the internet, maybe because it seems difficult to meet

their goal demand in relation to the difficult difficulties of internet quality in Algeria that all students face.

In addition, the majority of students agree that E-learning is useful in increasing their performance in various online tasks and activities. In addition, a student provides critical comments on the usage of various lists of platforms that they did not know in the first place, but they are concerned with the replies of a few other students who contribute to their use. Similarly the majority of learner responses indicate that E-learning has a positive influence on students' cognitive growth, as shown by the studies. In addition, we examine the quality of internet connection to see whether it enables students to update their demands and content, concluding that the majority of responses were of 'poor quality' The fact that most students prefer to study in an environment where they feel most comfortable and most at ease, as opposed to one that is difficult and tedious, may be the reason why they do not enjoy online education. In addition, we aim to demonstrate an interest in the topic of time, since it was evident from students' responses that they were unable to adequately address all the problems and shortcomings in English language. Also, we compare the efficacy of online learning and face-to-face learning. According to the students' responses, both online and face-to-face learning are successful in terms of the notion of motivation that encourages students to study and acquire new knowledge. Despite the fact that the student has a favorable attitude toward individual learning, this is insufficient. Nonetheless, the majority of students indicated that they prefer group-work and pair work in terms of classroom arrangements that help them to improve their English language through multiple benefits: it provides them with the opportunity to practice the language in an effective manner, it facilitates the exchange of diverse, meaningful ideas and information, and most importantly, it contributes to the development of self-confidence and reduces their shyness.

Conclusion

Students at Abou Bakr Belkaid University in Tlemcen are aware of the positive function andpotential of the e-learning platform, as well as how it may be helpful, simple to use, and easyto work with, according to the findings of the questionnaire that was administered to them.

They are of the opinion, however, that the educational system in Algeria is not yet prepared for it owing to the considerable barriers that exist in the way of its growth. The

infrastructureof the internet still has a long way to go before it can provide the services that are necessary.

For E-learning. Many students are pleased with the content of their online classes, although they do wish that certain technological concerns could be resolved

.

GENERAL CONCLUSION

1. Limitations of the study

There may be a number of factors that prevent the analyst from reaching the top of the research proposal. These components include:

- **Human limitations:** the scope of this study deals with second-year LMD students.
- **Attitude of respondents:** Some responders seem uninterested in providing data that is not empowering, while others provide inaccurate data for reasons best known to them. This substantially reduces the likelihood of killing bias occurring.
- **Cost Limitation** : Due to the nature of this study, which requires more than what the analyst can bear, the scope of the study was narrowed to allow the analyst to have a test that could be effectively assessed in light of cost consideration and the financial resources available to me as a student.
- **Time Limitation:** The analyst is also time-constrained, since the time-space available to do the investigation is truly impacted by the school's time restriction.
- **Place limitations:** University of Abou Bakr Belkaid Tlemcen.
- **Scientific Limitations:** This research may overlook several crucial factors that may influence the deployment of E-learning technologies.

2. Pedagogical Implications

To begin, Algeria as a nation does not have an advanced technical infrastructure that would allow it to provide online students with unlimited internet connection speed whenever it is essential to do so in order to keep them informed on a consistent basis. Second, there are several issues with the way the platform was designed. It regularly freezes up as a consequence of an unexpectedly high number of online learners logging in at the same time. It is not simple to use, and even joining, creating, or downloading courses might be difficult.

Students have the misconception that the e-learning process is beyond their capabilities since the platform takes too long to respond; as a result, they choose traditional learning over online instruction. In addition, the majority of students were unable to approach e-learning with the same level of seriousness as they did traditional learning. They limited the number of logins to their platform to a minimal. Having said all of that, the Algerian minister of higher education still has time to step in and safeguard the future of e-learning. It is not too late for him to do so.

It is possible to make use of a great variety of effective approaches and processes. To begin, a strong technical infrastructure has to be constructed. This infrastructure should provide sufficient internet access throughout the whole nation, enabling distance learners to easily enroll in online courses and classes whenever they are required. In addition, all students should have access to technological gadgets that will enable them to maintain their connections with others and maintain their level of knowledge. In addition, not everyone comes from the same financial background, which means that we cannot assume that they all have the resources to pay for internet service on a monthly basis and that they all have smart gadgets.

The government has the ability to investigate the histories of these pupils' families to determine whether or not the parents are unable to buy and pay for internet connection and smart gadgets for their children. Second, in order to provide a superior e-learning experience, every university needs to design a platform that is simple, user-friendly, and easy to access. In addition, the servers that support the platform need to be upgraded so that they can accommodate a large number of online students at the same time. This will help eliminate common problems such as "the site is not responding," "the server timed out," and "the server crashed." Students will be able to avoid confusion and waste less time searching for a module or enrolling in any online class they wish if the website's interface is simple and easy to use. Clear instructions and an uncomplicated layout are required for the website to meet this requirement.

In conclusion, the administration needs to be involved in the following: the organization of online courses as well as the supervision of all activities that take place online; the obligation to educate teachers and students on how to use the online platform; and the obligation to raise their awareness about the significance of using the online platform. To provide more explanation, the process of arranging might be completed by making an online schedule for online sessions, which is analogous to the way that traditional learning courses are organized. Scanning Quick Response (QR) codes, which quickly record the presence of both students and instructors as they are scanned, is another easy way to keep track of everyone's whereabouts in the classroom. The database makes an immediate determination on who is missing. Absenteeism and skipping online classes should be addressed seriously, just as they are in traditional learning, so that students see e-learning as being on par with traditional learning in terms of its significance.

3. Contribution of the Study

This study explores the opinions of Abou Bakr Belkaid University students regarding e-learning. In recent years, E-learning has expanded significantly, particularly since the outbreakof COVID-19. Consequently, the goals of this research are to provide light on how learners view E-learning and to investigate their attitudes about it. Then, determine the degree to which E-learning was effective. A questionnaire was designed to collect information from the learners themselves.

The bulk of research on E-learning in Algeria have solely taken a theoretical approach. The purpose of this study is to determine how effective the actual usage of the platform was and how students evaluated it. This study's findings are consistent with those of (Benghalem, 2021), who found that a number of factors contributed to this negative attitude. Benghalem noted that a lack of materials, the quality of the internet, issues within the platforms themselves, and students who did not own a laptop or even a smartphone were among the most significant obstacles to the development of e-learning. Also, (Kerras & Salhi, 2021) discovered that without live dialogues, it would be considerably more difficult to absorb knowledge. After completing this, the gap between e-learning theory and practice will be instantly revealed.

Students, instructors, and the Algerian educational system as a whole will benefit from these discoveries and solutions. The suggested solutions progressively make e-learning user-friendly and accessible, removing the obstacles that students now face. Due to the fast internet bandwidth, instructors will no longer have trouble downloading courses or delivering face-to-face lectures. The Algerian educational system will be able to move between both learning modalities (traditional learning and E-learning) with ease, and the academic calendar will be resistant to future natural calamities.

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APPENDICES:

Ministry of Higher Education and Scientific Research

University of Abou Bakr Belkaid Tlemcen

Faculty of Letters and Languages

Foreign Languages Department

Department of English

Questionnaire to be filled by Second -year EFL Students, Department of English

Dear Students,

We invite you to take part in a Master's study under the title: The Importance of online learning in the Algerian educational system in the case of Second -year EFL Students, Department of English. This questionnaire is considered a vital part of this scientific research.

We would be grateful if you could answer the following questions honestly and openly; your assistance in completing this work is critical. Make certain that any information you provide is anonymous and will be kept confidentially. Information and data will be used only for the purpose mentioned below.

Please do not provide your name on the questionnaire.

Please check the relevant option or provide a detailed response where required.

Thank you for your substantial assistance.

1. Do you Utilize any additional applications?
   A. Yes ☐ B. No ☐

SECTION C: STUDENTS' COGNITIVE DEVELOPMENT

1. Do you believe that students' cognitive growth is impacted by attending school online?
   A. Yes ☐ B. No ☐

2. How reliable is Algeria's internet service?
   A. Low quality ☐
   B. Medium quality ☐
   C. High quality ☐

3. Can your educational demands be met by the internet in Algeria?
   A. Yes ☐
   B. No ☐
   C. Sometimes ☐

4. Do you consider 1 hour online for each lesson sufficient?
   A. Yes ☐ B. No ☐

5. How would you rate the online course content?
   A. Bad ☐
   B. Good ☐

6. In a comparative setting, what is more effective?
   A. Online courses ☐
   B. Face-to-face teaching ☐
   C. Both of them ☐
   D. None of them ☐

7. Do you find the classroom environment to be more stimulating than online lectures?
   A. Yes ☐ B. No ☐

8. Would you rather study individually?
   A. Yes ☐ B. No ☐

9. Are you supportive of working in partnership?
   A. Yes ☐ B. No ☐

10. If so, which is best for improving your English proficiency?

A. Pree Work ☐ B. Group work ☐

SECTION A: RESPONDENT'S BACKGROUND INFORMATION.

1. Gender.

A. Male ☐ B. Female ☐

2. Was English a personal preference?

A. Yes ☐ B. No ☐

3. How do you rate your English proficiency?

A. Good ☐

B. Very good ☐

SECTION B: ONLINE EDUCATION

2. Do you favour online learning?

A. Yes ☐ B. No ☐

3. Does online learning help you improve your four English skills?

A. Yes ☐ B. No ☐

4. Online learning improves:

A. Listening ☐

B. Speaking ☐

C. Writing ☐

D. Reading ☐

E. All of them ☐

F. None of them ☐

5. Social media may be utilised as an educational tool.

A. Strongly disagree ☐

B. Disagree ☐

C. Agree ☐

D. Strongly agree ☐

6. Did you have the necessary tools to operate the e-learning system efficiently and effectively?

A. Yes ☐ B. No ☐

7. How frequently do you utilise educational sites while studying online?
    A. Always ☐
    B. Often ☐
    C. Rarely ☐
    D. Never ☐

8. How successfully do you believe online schooling to be?
    A. Effective ☐ B. Non-Effective ☐

9. Do you Utilize any of these applications:
    A. Zoom ☐
    B. Google meet ☐
    C. Discord ☐
    D. None of them ☐
    C. Excellent ☐