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**PhD Students' Attitudes Towards the Role of Online Teaching
in Reinforcing EAP During the COVID-19 Pandemic.**

Case Study: Post-graduate Students of Sociology and Psychology

A thesis submitted in partial fulfilment of the requirements for the degree of Master in
Linguistics

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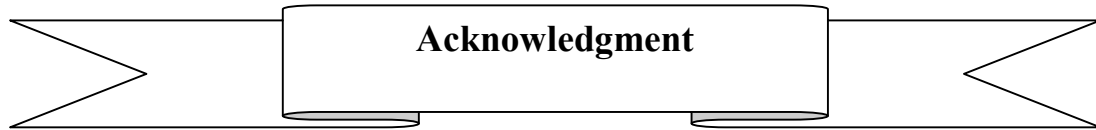
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Dedication

I dedicate this modest work and my fruit of success surrounded by a deep love and respect to
my best family “Ghanem”,

To the one who sprinkled my life with kindness and hope

To my unreachable source of love

To my mother Dalila Anki of fragile feelings who blessed me.

To my father, Nacer Ghanem my support in life, who taught me and directed me to glory
since my birth till today.

Deepest thanks to my siblings Lamia, Amel, Feriel and my little one Kali

My brother in law and my nephew

Who have never left my side and they are very

Unique and special

I also dedicate this study to my partner of this research Fares Kaci and to all my friends who
supported me and have been there for me throughout this experience, and for everything they
have done for me.

Without forgetting my dear uncle who passed away

May God bless you and rest you in peace.

And may Allah bless you all.

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Dedication

I dedicate this work to my loving father, the source of my power, and the diamond of my life,

and

My mother, for their endless love and support. Without them, I would not have been the

Person I am today

To my older sister Amel who warned me that she wouldn't cook for me if I didn't write her

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Without forgetting my little brother Fady

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Abstract

The COVID-19 pandemic forced several universities to shift from face-to-face education to online learning in order to halt the disease's spread. In this sense, remote learning was the only option for ensuring educational continuity in Algeria. EAP courses were required for Algerian postgraduate students in the Department of Sociology and psychology since they study in French and English is a foreign language to them. This present study aims to investigate post-graduate students' attitudes toward the role of online learning in reinforcing EAP during the COVID-19 pandemic, with the use of zoom platform. It also aims to improve the teaching and learning process of academic English language. On this basis, we hypothesised that Post-graduate students prefer learning EAP remotely rather than face-to-face learning. In order to test our hypothesis, and respond to the research questions, the current study went through a mixed methodology method, which included a questionnaire and an interview. The questionnaire was submitted to postgraduate sociology and psychology students at the University Abderahman Mira of Bejaia, Algeria whereas, the interview was conducted with one EAP teacher who is supposed to know more about her students' needs. Result, demonstrated that students prefer learning EAP remotely rather than in-person at university. They also indicated that students are more interested in learning EAP online. Consequently, our hypothesis is validated. In fact, even though it was a new experience for them, the majority of post-graduate students were pleased about studying EAP better online, as it fit their needs and helped them gain a deeper knowledge of the subject.

Keywords: COVID-19, English for Academic Purposes, Online Learning, ZOOM Platform.

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List of abbreviations

EAP: English for academic purposes

EEP: English for educational purposes

EFL: English as foreign language

PhD: Post-graduate students'

%: Percentage

PgD: Post-graduate Students'

Q: Question

General Introduction

General Introduction

1. Introduction

The COVID-19 global pandemic has confronted conventional or face-to-face education with new challenges. With the need to control the spread of the disease, countries have put in place steps to limit crowd gatherings and maintain physical social distance. Many countries like Algeria used the quarantine periods, which resulted at the end of traditional education. As a result, governments have moved all classrooms from face-to-face instruction to online courses in 2020. In this case, all teachers and students are forced to stay at home and organize a virtual classroom collaboratively.

For post-graduate students of sociology and psychology who are in Algeria or abroad, it is important for them to study English for Academic Purposes and experience the remote learning using the Zoom platform, in which they learn academic writing and how to write formal E-mails appropriately.

Even if EAP programs vary in structure, they all place a strong emphasis on reading, writing, speaking, and listening. This is because many post-graduate sociology and psychology students lack these language skills because their studies have been in either in French or Arabic, and their English proficiency is not satisfactory. EAP programs are designed to educate non-native speakers of English, as well as post-graduate sociology students, with the language skills they need to succeed in their academic courses and professional careers.

2. Statement of the Problem

Despite the necessity of EAP, particularly academic writing in an academic context, students may face some difficulties. EAP classes gain an essential part at the university level throughout the years, with the main focus on enabling the creation of different types of paragraphs and essays by students. Students in higher education confront a number of challenges since writing formal paragraphs and mails requires efficiency and accuracy, which take into consideration a variety of factors such as grammar, vocabulary, and style. It is obvious that the pandemic has impacted the educational life of a large number of a school community in a short period of time. Because Sociology/Psychology post-graduate students' courses are done in French at Bejaia University and their English proficiency is considerably

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lower, they have many difficulties when it comes to writing English academically and composing formal mails.

3. Research Questions

1. What are the students' attitudes towards the role of online teaching in reinforcing EAP during COVID-19?
2. What does the teacher of EAP think about teaching EAP to post-graduate students?

4. Research Hypothesis

To enhance academic writing, and to make it efficient, teachers may pick the right content to educate the students' needs remotely during COVID-19. Learning EAP is important in reinforcing academic writing in English. As a result, we determine the following hypothesis:

- Post-graduate students prefer learning EAP remotely rather than face-to-face.

5. Research Aims

Our study aimed to

- Explore the attitudes of students on the role of online teaching in reinforcing EAP during the COVID-19 pandemic.
- Have a better understanding of the current situation of teaching EAP remotely to postgraduate students in the sociology and psychology department.

6. Organisation of the Study

This present thesis is divided into two main chapters. The first one deals with the literature review where the theoretical background about the topic and the second chapter presents the analysis part.

Chapter one is divided into two sections; the first section is about EAP. It aims at identifying EAP and its objectives, and deals with language skills mainly reading and writing as well as students need analysis and its types. The second section which is titled online teaching during the COVID-19, tackles the definition of online learning, and the overview

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about COVID-19. Moreover, it also focuses on teaching and the COVID-19 and EAP to online learning. Additionally, it evaluates online EAP courses advantages and disadvantages.

The second chapter is mainly concerned with the investigation part which involves the description and analysis of the students' questionnaire and the teacher's interview, and the interpretation of the results and findings. Finally, it provides some suggestions and recommendations for the improvement of EAP remotely.

chapter one

Theoretical Background

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Section One

English for Academic Purposes

Introduction

The entire chapter addresses important points. It begins with several definitions of EAP presented by various scholars. It also includes some information regarding the objectives of EAP. It highlights the English language skills of "writing and reading." Finally, and in order to finish the scope of the first section of this research, the last title addresses a theoretical overview of needs analysis and all its types. The second section examines the online learning review and COVID-19, followed by English as a foreign language and teaching it during this pandemic. It also gives insights into the transition of EAP classrooms to online learning while students study at home. Finally, the second section focuses on teaching EAP remotely using ZOOM before concluding with the advantages and disadvantages of online EAP classes.

1.1. Definition of EAP

English for Academic Purposes originated from the wider area of ESP and has grown rapidly over the last 50 years to “become a powerful factor in English language education and research” (Hyland &, Lyons 2002, p. 1). EAP is described as teaching English with the goal of making it easier for students to study or conduct research in that language (Flowerdew &, Peacock 2001, p. 8; Jordan 1997, p.1)

According to Jordan, EAP is practiced all over the world and in a number of situations. It occurs in all English-speaking nations (e.g., the United Kingdom, the United States, Ireland, Canada, and New Zealand) as well as countries where English is used as a second or official language (e.g. the common wealth countries). It also applies to countries where English is taught as a foreign language. In other words, EAP is taught to native English speakers as well as to students studying in their own country and in their mother tongue. It can also be taught to students preparing to study abroad in pre-departure courses. The teachers themselves could be native or non-native English speakers (Jordan, 1997, p. 2)

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The essence of EAP is defined by Hyland and Lyons as follows:

The modern-day field of EAP addresses the teaching of English in the academy at all age and proficiency levels, and it draws on a range of interdisciplinary influences for its research methods, theories, and practices. It seeks to provide insights into the structures and meanings of academic texts, into the demands placed by academic contexts on communicative behaviors, and into the pedagogic practices by which these behaviors can be developed (Hyland and Lyons 2002, p. 3).

1.2. The Objectives of EAP

The major purpose of EAP, according to Pandey (2017), is to help students to communicate successfully in academic settings. As a result, they must be aware of the communication requirements in these situations. He also stated that EAP stands for language research and training that focuses on the distinctive communicative needs and practices of certain groups in academic environments. This motivates educators to provide students with the communication skills they need to engage in particular academic and cultural settings.

The modern discipline of EAP focuses on the teaching of English in the university at all ages and skill levels, and its research techniques, ideas, and practices are influenced by a variety of multidisciplinary influences. It aims to give insights into the structures and usages of academic texts, as well as the requirements imposed on communicative behaviors by academic environments and the pedagogic techniques that may be used to develop these behaviours (Hyland & Lyons, 2002)

1.3. EAP and Language Skills

1.3.1 Writing

When writing at the university level, students are required to produce a wide range of written work, some of which they may not be familiar with due to the fact that writing relies mostly on English writing skills. One of the major tasks of writing teachers is to guide and encourage students gradually throughout the writing process and to assist them in developing a writing style in addition to educating them about academic text. Writing may be described as an activity in which feelings, emotions, and ideas are expressed through written symbols (Rosyada & Sundari, 2021, p.713).

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1.3.1.1 Teaching Writing for Sociology/Psychology Postgraduate Students

Throughout the years, English writing classes at university level have mostly focused on enabling students to compose various sorts of paragraphs and essays (Setyowati et al., 2019). Writing paragraphs and essays demands fluency and accuracy, which takes into account several aspects, such as mechanics, grammar, vocabulary, style, and expression (Coxhead, 2012). According to Rosyada & Sundari (2021), it necessitates a large amount of integrated knowledge and expertise on the part of both teachers and students (p.713).

Because of its complexity, it can be more challenging to learn how to write than other skills. It is regarded as the most difficult skill to teach (Fata et al., 2018). As a result, teaching and learning writing, especially in a foreign language context, may pose a range of obstacles (Bhowmik, 2009). Consequently, multiple researches have reviewed various analyses and methodologies in order to identify the best techniques in teaching writing skills to EFL learners and postgraduate students. According to one study, teaching writing skills and raising EFL undergraduate competency levels might begin with self-assessment training (Mazloomi & Khabiri, 2018).

1.3.1.2 The Importance of Academic Writing

Academic writings play a significant role in students' academic goals; articles, workshops, training, seminars and theses for their academic needs. (Aunurrahman, Hamied & Emilia, 2017). Academic writing as a talent necessary for academic context, according to experts, has a substantial influence on the extent of students' written academic papers in a university setting to satisfy their degree requirements. To put it another way, Van de Poel and Gasiorek (2012) identifies various projects in academic discourse essays, projects, lectures, theses, and research papers that have impressed one's writing skills. As a result, students must have certain writing abilities, such as arranging words in a sentence, developing ideas in a paragraph, and composing their work using correct syntax and punctuation. With this attention, Giridharan (2012) confirms that the students would achieve academic success by learning academic writing because the quality of a written work influences the student's bursary and university entrance. In addition, Bailey (2003) expresses a similar point of view,

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stating that academic writing is intended for students in English medium colleges and universities in order to guide and prepare them to write academic essays and other written test assignments that adhere to the style, references, and arrangement of their essay. Written academic works demand significance from practitioners in an academic context because numerous students' projects such as research reports, essays, examination questions, dissertation theses, and their practical application are frequently demanded upon courses (Kayaoğlu & Sağlamel, 2015). Academic writing, therefore, impacts the useful function of the students to develop them in a formal educational environment throughout higher education.

1.3.1.3 The Difficulties of Academic Writing

Despite the importance of academic writing in an academic setting, students may encounter problems. Otherwise, students in higher education face several obstacles, according to research. During the writing process, they must produce, plan, and create fresh thoughts in a good academic essay with their capacity to achieve new scenarios of the educational environment. Van de Poel and Gasiorek (2012) also argue that learning to write, mostly in academic contexts, is an issue of competing in both second- and foreign-language English for students. Moreover, Ariyanti (2016) claims that while writing an academic essay, contextual translation competency became a problem for EFL students in Indonesia. As a result, most academic writings written by students do not make sense in the addressee language, and their writing is incomprehensible, particularly for native speakers. According to Yasuda (2014), writing training in Japan has mostly concentrated on decontextualized information, ignoring the need of training students to be competent writers who can translate their meaning into a contextualized essay. He also recommends that future EFL writing education and all postgraduate student who need writing English in their career should focus on helping students improve their real-world communication abilities. Writing issues are similar throughout East Asian EFL contexts, and writing practitioners in East Asian and African nations must collaborate to create theories and pedagogies that address the distinctive demands of EFL writers in East Asian contexts. Then, Bian and Wang (2016) contend that undergraduate and postgraduate students encountered process-oriented obstacles during the academic writing process, such as creating ideas, outlining, paraphrasing, and summarising. They also ran into issues with the goods, such as poor writing style, referencing, and citation. Complex, formal, objective, guarded, exact, and correct language is similarly difficult to teach to students in academic writing, according to Gillett, Hammond, and Martala (2009).

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1.3.2 Reading

In the majority of classroom lectures and EAP reading studies, Flowerdew and Peacock (2001) showed a number of macro and micro-reading skills that EAP students need to develop, and the focus was on reading skills. The ability to use students' existing knowledge to think about new material and fit new knowledge into their schema is one of the macro-skills. Recognizing logical linkages, definitions, generalizations, illustrations, explanations, and expectations, as well as differentiating fact from opinion, are all important micro-skills. All of these abilities necessitate a lot of reading practice, which necessitates a lot of motivation to stay active (Flowerdew and Peacock 2001).

1.3.2.1 Close Reading

Close reading is an approach that helps students to recognise links between reading and writing, and recognise how what is read may be integrated into writing tasks (Lannon, 2016, p. 68). A survey that was given to first-year composition professors stated that close reading improves the ability to evaluate and think critically, and reading encourages students to develop their own concepts and demonstrate their point of view with evidence. However, students use this when relating their reading to their writing tasks (Marsh, 2015, p. 63). Students who use a close reading method might "replicate" the text structure of what they read into what they write (Marsh, 2015, p. 63). Additionally, close reading "provokes one to write, and that writing assists one in understanding and analyzing what one reads" (Marsh, 2015, p. 63).

1.3.2.2. Extensive Reading

Close reading alone will not enhance EAP students' academic literacy abilities. Not every text read can or will be closely read; nonetheless, reading different books for diverse reasons, particularly for personal enjoyment, can be useful (Lannon, 2016, p. 68). According to Carrell and Carson (1997), extensive reading includes swiftly reading large amounts of information for general understanding. The focus of the reading assignment is on acquiring information or for pleasure, rather than an in-depth examination of the content. The advantages of this type of reading include greater enjoyment, greater automatic word

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recognition, expanded vocabulary, greater background knowledge, sharper understanding, and a developed drive for independent reading (Carrell & Carson, 1997).

1.4. Students' Needs Analysis and EAP Courses

According to recent research, the importance of doing a needs assessment before developing an EAP course has been emphasised. (Flowerdew & Peacock 2001). Students may not always realize which specific skills they need to improve, while their instructors may have incorrect or broad assumptions about what the students can and cannot accomplish and where they should put their attention (Huang 2010). Moreover, Brown (2001, p. 35) describes needs analysis as "the activities associated with acquiring information that will serve as the foundation for building a curriculum that will suit the learning needs of a specific set of students."

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Section two

Online Learning during COVID-19

2.1. Definition of Online Learning

Online learning is a type of distance learning or remote education that has been a part of the American educational system for a long time and has lately grown to become the longest sector of distance learning (Bartley & Golek, 2004). Ally (2008) also describes online learning as the use of the Internet in accessing material; the use of interactions with contents, teachers and other students; and support for learning processes to gain information, make meaning, and move through the learning process.

There is a long tradition of distance learning, and there are many varieties available today (Stern, 2018, pp. 1-2) which are:

- Correspondence courses: these courses are delivered by postal mail with no contact.
- Telecourses: material distributed by radio on television transmission
- CD.ROM courses: these are courses in which the subject deals with static programming materials.
- Online learning: internet-based classes that is available both synchronously and asynchronously.
- Mobile learning: using devices such as smart phones, streaming audio players (iPods, MP3 players).

Last but not least, according to Nguyen (2015), online education has the ability to deliver a global education to anybody, anywhere, and at any time as long as they have access to the Internet (p. 310).

2.2. COVID-19: Overview

Because of the new corona-virus pandemic known as COVID-19, people's lives have been radically changed all across the world. The world has been working to overcome the

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problem since its appearance in December 2020, in Wuhan, China. Chelghoum, (2020) pointed that people have many questions that were asked about the virus, and how to stop it from spreading. On the other hand, teachers are more concerned with how to allow their pupils to continue learning in the face of adversity. Young, & Danovan, (2020) indicated that school administrators are hurrying to transfer education to online learning in order to avoid losing time away from the classroom (p. 1).

Corona-virus Illness 2019, or COVID-19, is a contagious disease caused by the most recently found corona-virus (SARS-CoV-2), which was discovered in Wuhan, China, in December 2019. Furthermore, Covid-19 is now recognised as a pandemic that impacts several countries around the world at various degrees (Kowalik, et al., 2020, p. 100; WHO, 2020). As established by the World Health Organisation (2020), most persons infected with the COVID-19 virus have mild to serious respiratory disease. Moreover, the World Health Organization (WHO) verified that older persons, as well as those with underlying medical issues such as cardiovascular disease, diabetes, chronic respiratory disease, and cancer, are more likely to develop serious sickness.

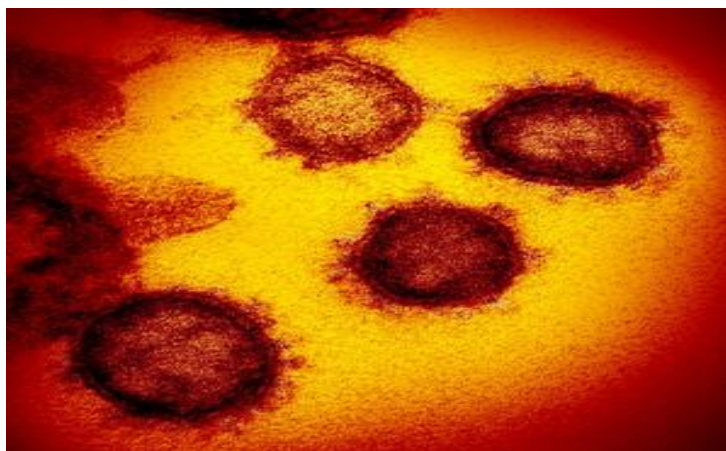


Figure 02: COVID-19 (Rahaal, 2020).

According to the World Health Organization, one out of every five persons will get extremely sick and have trouble breathing. People over the age of 65, as well as those with underlying medical conditions such as high blood pressure, heart and lung disease, diabetes, or cancer, are at a higher risk of getting a serious illness (WHO, 2020).

The virus can cause consequences such as pneumonia, respiratory failure, septic shock, and death. Many of these problems might be triggered by cytokine release syndrome,

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often known as a cytokine storm. Table 1 shows the most prevalent symptoms reported by Chinese researchers in China among patients who had Covid-19 (Smith, 2020):

Symptoms	Percentages
Fever	99%
Fatigue	70%
Cough	59%
Lack of appetite	40%
Body aches	35%
Shortness of breath	31%

Table 01: Most Common Symptoms of COVID-19 (Smith, 2020)

As a result of the virus's propagation, certain measures must be taken. Washing hands and using sanitizer, not touching the face and sticking to etiquette while sniffing or coughing (mouth and nose covered and hands washed quickly), as well as social separation, are all part of this (keeping a distance of at least 1 metre between people and trying to avoid crowded areas. It is also advised to wear a mask in public places, such as the grocery store, where it is difficult to avoid close contact (Mayo Clinic, 2020; Shaban, et al. 2020; WHO, 2020).

2.3. Teaching English as a Foreign Language

For many years, English was used as a teaching language in many countries that were colonized by Great Britain, and it was later considered a foreign language, leading to the formation of many Anglophones that interested in this universal language. This type of English usage is also known as English for educational purposes (EEP) (Strives, 1977) and acted as an example of EAP in many respects since the student's concerns and needs were frequently close to those of higher education. Bruce (2017) stated that EAP classes have always been "needs-driven" instructional activity, with an emphasis on student's immediate or potential academic language needs. Understanding student expectations in terms of

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academic competencies, on the other hand, must be considered in view of the point or standard of academic education at which the EAP course is delivered.

Broughten et al, (1980) pointed out; in recent years, both governmental and private educational institutions have increased English learning and teaching around the world and have created a new system of specialties: EFL teachers. However, Broughten et al, (1980) noted that a lot of teachers moved to teach English for several reasons, some have progressed beyond mother tongue teaching English, and many have been used for no reason, because their English spoken is good, or maybe they speak native English. Many others begin without any specific training or need to reconsider the foundation for their education (Broughten et al., 1980).

Ybarra and Green (2003), in their research, claimed that students learning English as a second language require additional linguistic assistance. In order to develop their knowledge and capabilities, they must practice language, reading language, speaking language, writing language, and hearing language. They will need to use a variety of tools to do these activities that will assist them in learning the language quickly and successfully. Therefore, teachers should provide English language learners with a language atmosphere in which students continually engaged in language activities, students must be able to engage with one another in order to learn through communication (Liam 1997).

2.4. Teaching and the COVID-19 Pandemic

Civilians were advised to self-isolate to slow the spread of the COVID-19 due to the pandemic crisis of the COVID-19 outbreak that affected all sectors over the world in 2020. Including the educational environment in many ways, teachers around the world attempted to face the hardest challenges of education because of the suspension of the face to face teaching.

Online learning essentially refers to a number of courses, disciplines and programs which are intended to provide information via using online instruction, i.e., over the Internet rather than face to face training (Friedman, 2019). Obviously, Lederman (2020) claimed that, as a result of COVID-19 crisis, teachers and students find themselves forced to accept the new academic experience as online teaching and learning processes. Any educational establishments were unprepared for such a disaster (Fatima, 2020).

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It is clear that the COVID-19 pandemic led to massive changes. Algeria, for instance, implemented a partial lockdown in response to the pandemic. Stores, mosques, and other institutions such as schools and universities were suspended (A. Chelghoum & H. Chelghoum, 2020, p. 125). For example, Algeria's Ministry of Religious Affairs decided to suspend mosques in order to minimize people's physical contact in order to prevent the virus from spreading among Algerian citizens (Nach, 2020). Henceforth, Chelghoum and H. Chelghoum, (2020) confirmed that similar problem exists when it comes to closing schools and universities. As a result of the high demand for e-learning, education has evolved to the point where instruction must be given on a digital platform (p. 125).

2.5. Moving EAP to Online Learning

In the University of Bejaia, doctoral students of Sociology and Psychology were learning EAP remotely in 2021. The students were in quarantine, so the faculty members and the administrators proposed to move from face-to-face learning to online learning.

2.5.1 Studying EAP at Home during the COVID-19 Pandemic

As Rosyada and Sundari (2021, p.712) stated in their article that during the COVID-19 pandemic, home learning is the only way to break the viral infection chain in education globally (Roy et al., 2020). This epidemic has provoked a variety of responses from students as well as professors and lecturers who have felt anxious when interacting with the educational platform (Adedoyin & Soykan, 2020; Baloran, 2020). In certain educational cases, it may be easy to move from face-to-face class to virtual learning; nevertheless, some requirements are contained in the conventional model of learning (Dhawan, 2020).

This pandemic has led to the continuation of the educational process by finding the best platform for both students and teachers (Herliandry et al., 2020). Additionally, different researches, from basic to postgraduate level, have been done to discover a solution based on local demands and incorporated worldwide experiences (Mishra et al., 2020; Rizaldi & Fatimah, 2020). Furthermore, teachers and lecturers, as facilitators of the learning process, must plan and prepare a variety of virtual teaching ways so that students receive the highest possible learning results (Arlinwibowo et al., 2020). Straightway, the techniques are implemented differently depending on the level of expertise and comprehension of the professors or lecturers and the students, with technological readiness driving the implementation (Sulisworo et al., 2020). Ultimately, as can be seen during the COVID-19

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pandemic, educational settings, as well as social and economic situations, were altered and turned into a new normal episode (Firmansyah & Kardina, 2020).

2.6. Teaching EAP Remotely Using ZOOM in Postgraduate Writing Course

Because of COVID-19, online teaching currently plays a vital role in education, and most countries have implemented advanced technology tools in education. One of these is ZOOM, a collaboration tool for teachers and students. But first, we need to understand what this platform is, how it operates, and what educational benefits it provides. (Ramadani, 2020, p. 4). ZOOM integrates video conferencing, online meetings, and in-conference group chat information into one simple solution that is suitable for online class use and group work” (Learning Technology Center, 2018 p.1). The ZOOM platform is a technology that simplifies the teaching process and allows teachers and students to better extend their knowledge.

It was previously mentioned by Rosyada and, Sundari (2021) that the use of an online application in the teaching and learning of languages in modern technology has prompted and transformed educational conditions. The usage of applications in writing classes like ZOOM in particular, has increased. Previously, in an English writing course for postgraduate students, a collaborative writing approach utilizing Google Docs was employed as a supporting tool (p.710). The study found that students who earned greater marks in face-to-face classrooms were more comfortable in anonymous writing activities, and liked learning using Google Docs by comparing different processes in face-to-face classrooms, online classrooms, and anonymous writing practices (Woodrich & Fan, 2017)

2.7. Online EAP Courses Advantages

a) El-Adawy, (2010) has claimed that online EAP programs allow students to exchange senses and convey diverse feelings by applying these multi-linguistic semiotic structures. They are able to enter messages in a text chat application, including hotspots or smileys on their devices. This makes online courses a multimodal student engagement environment (p. 88). This means that the online learning setting can be a problem for researchers as they must seek to correctly and accurately define the online interactional conduct that does not occur in face-to-face classrooms (Lamy, 2006).

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b) Online learning allows students to work on their tasks at any time of day. They may access it at any time and from any location that has a computer with an internet connection. This is especially useful for foreign language learners since regular exposure to the learning material can greatly reinforce what they are learning (El-Adawy, 2010, p. 89).

c) According to El-Adawy, (2010) online EAP courses provide students with the opportunity to communicate in a text-based style, either synchronously or asynchronously, in such a stress-free environment that is free of writing rules and regulations that prevent their writing skills from flourishing due to stress and concerns about their grades. Therefore, asynchronous distance communication will improve the student's ability in second language skills in general and in their second language writing proficiency (p. 88).

d) According to Warschae (1996), one benefit of online foreign language learning systems is that they have access to the entire internet, which can help disrupt the linear flow of teaching. This allows learners to make their own connections and choose what they want to investigate, allowing them to build and improve their own learning styles and skills.

E) El-Adawy, (2010) pointed out that computer technology and the internet may provide a nice atmosphere for students to gain the necessary human experience to excel in their academic lives. This learning environment may also help students connect to the actual world and learn to live in it by guiding them into the global community (p.89). Students who use technology and the internet have the ability to become producers rather than merely recipients of information (Lee, 2000).

2.8. Online EAP Courses Disadvantages

a) El-Adawy, (2010) previously said that arranging live meetings might be challenging owing to different time zones in EAP programs where teachers may have students from all over the world.

b) Brown (2017) emphasized the necessity to invest in a range of devices, such as computers, webcams, and stable internet access, for any students who want to attend the distance learning. As education is provided via the internet there is virtually no physical interaction among students and teachers. Thus, Sadeghi (2019) confirmed that complicated technology is regarded as a drawback (p. 84).

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c) Learners will commonly study alone, which may cause them to feel isolated and lose the social and physical interaction which comes with attending a regular classroom. Furthermore, students do not have the opportunity to practice the teachings verbally. The absence of physical connection in the education process may lead to many issues, including a lot of flames and loneliness (Dyrud, 2000).

Conclusion

This part is devoted to online learning during the COVID-19 pandemic; we started with a brief introduction to the section. Following that, we defined online learning and presented an overview of COVID-19, which was scientifically reported. Then we dealt with learning EAP remotely during the pandemic, as well as the shift from face-to-face to online learning. Furthermore, we discussed the challenges that students encounter when using the new educational system and the materials that are used. Finally, the work is closed by discussing the advantages and disadvantages of online EAP courses.

Chapter Two

Research Methodological Chapter

CHAPTER TWO : Research Methodology & Discussion

Introduction

The chapter is about exploring the attitudes of post-graduate students on the role of online teaching in reinforcing EAP during the COVID-19 pandemic. It covers the analysis and interpretation of the students' questionnaire, as well as the interview with an EAP teacher, and closes with some suggestions and recommendations for improving learning EAP courses remotely.

Section One: Methodology

1.1. Research Design

We may rely on quantitative and qualitative methods, which are less time-consuming, to achieve the desired study goals. They may, however, give a reliable and understandable picture of the situation at hand. Since our study is intended to disclose the attitudes of students on the role of online teaching in reinforcing EAP during the COVID-19 pandemic, this work shall be regarded as analytical and descriptive studies, which are represented in the use of a student's questionnaire and an interview with a teacher of EAP.

1.2. Data Collection Tools

The study employed two tools to collect data. The first was a questionnaire for sociology and psychology post-graduate students at Bejaia University. The questionnaire was chosen as a tool for this study since it takes less time and energy for respondents to complete. The major purpose of the questionnaire in the context of the current study was to collect data on students' attitudes on the role of online teaching in reinforcing EAP during the Covid-19 outbreak. The language chosen was clear and simple so that students could easily comprehend and answer the questions.

The second tool was an interview. It is an effective method for gathering informative data. Hence, the study under examination utilised an interview with an EAP teacher who is teaching sociology and psychology, post-graduate students. The interview was used in this investigation to obtain further data from the EAP teacher on the learners' needs and the manner in which she provides EAP courses to her learners.

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1.3. Population and Sample:

The sample on which the study is based has been selected from post-graduate students at the Departments of sociology and psychology, University of Bejaia, who learn EAP, registered in the academic year 2020/2021. Our simple included only 19 students who are chosen specifically from one level. The reason for selecting just post-graduate students was that they were the only students who had online EAP classes, and for their professional career.

1.4. Procedure for data collection

Our objective is to collect data by using two research tools. For the quantitative tool, we will administrate a questionnaire to postgraduate students in sociology and psychology in order to investigate their attitudes toward the role of online teaching in reinforcing EAP during the COVID-19 pandemic. For the qualitative approach, we will collect data through evaluating an interview with an EAP teacher at the University of Béjaia concerning her perspectives about teaching EAP to post-graduate students.

1.5. Description of the Students' Questionnaire

The questionnaire was designed in Google-Forms and afterwards distributed via emails to (19) sociology and psychology postgraduate students at Bejaia University during the academic year 2020/2021.

Three main sections were included in the questionnaire. The first section contains the background information of the students. It consisted of three elements: gender, age, and their first language.

The second section covered six questions which focused on learning remotely and the tools used to gain access to the webinar while beginning with whether they prefer to study at university or through distance learning.

The third section of the questionnaire was the most important part. It was devoted on students' attitudes toward the role of online teaching in reinforcing EAP during the covid-19 pandemic. It is composed of six questions in which students were asked about their personal experience with learning EAP remotely. The purpose of question (10) was to determine if the EAP teacher was helpful during the online session. As well as the (11) questions on whether or not students and teachers interacted. Moving to the (12) and (13) question, we tried to

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figure out if EAP helped learners in their academic writing, for example, E-Mails and in which area they have troubles. In questions (14) and (15), students were asked about their views on EAP online learning courses and if they believe these courses will serve their professional careers.

We ended up the questionnaire with a comment box, so that students may share and express their thoughts about EAP and online learning. As a matter of fact, this circumstance with COVID-19 and studying remotely is new to all learners, and they must deal with it.

1.6. Description of the Teacher's Interview

The use of questionnaire alone may not cover all the desired objectives. As a result, an Interview with the EAP teacher is required to obtain more details about the situation of teaching EAP to post-graduate students, in sociology and psychology departments. The interview was done with one EAP teacher, a female with a doctoral degree, who teachess Sociology and psychology students remotely. A sequence of open-ended questions formed the basis of the interview. There were ten questions designed to determine the informants' background and her experience in the teaching of EAP. For consistency, to find out if she has ever taught EAP during the pandemic and for how long, as well as to know about her way of teaching EAP during COVID-19, and to ask about the importance of EAP to sociology and psychology students, also to underline the use of translation in the classroom. Additionally, the teacher was asked whether she prefers to teach EAP classes in a classroom environment or through online platforms, and the challenges she encountered while doing that. As well as to classify the four language skills from the most important to the less important and to explain how her students are being evaluated.

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Section two

Data Analysis and Recommendations

2.1. Students' Questionnaire Analysis

2.1.1. Personal Information

The first section of the students' questionnaire was designed to obtain general information about doctoral sociology and psychology students at Abderahman Mira University of Bejaia. It consists of three components: gender, age, and the mother tongue they use in everyday life.

Q1-gender: Male or Female

Students' Gender

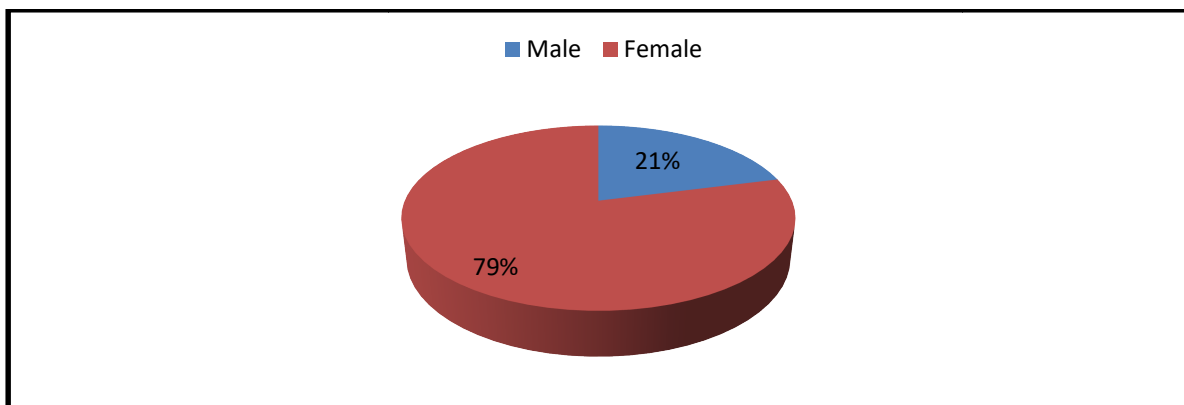


Figure n°.1: Post-Graduate Students' Gender

According to the gender component, females made up 15 of the 19 participants, accounting for 79% of the entire sample, while males made up 04 of the 19 participants, accounting for 21% of the total sample. The findings are represented in the pie chart (1). As indicated, the number of female questioned is more than that of males.

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Q2- Students' Age

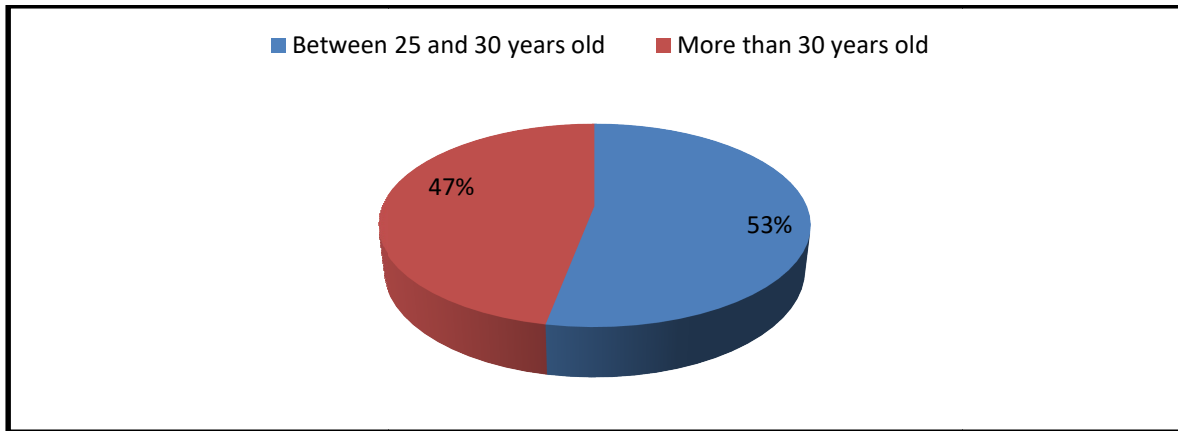


Figure n°2: Students' age

According to the pie chart (2), 53% of doctoral candidates who continue their studies in EAP remotely are over 30, while 47% are between the ages of 25 and 30.

Q3- What is your Mother Tongue ?

03. First language

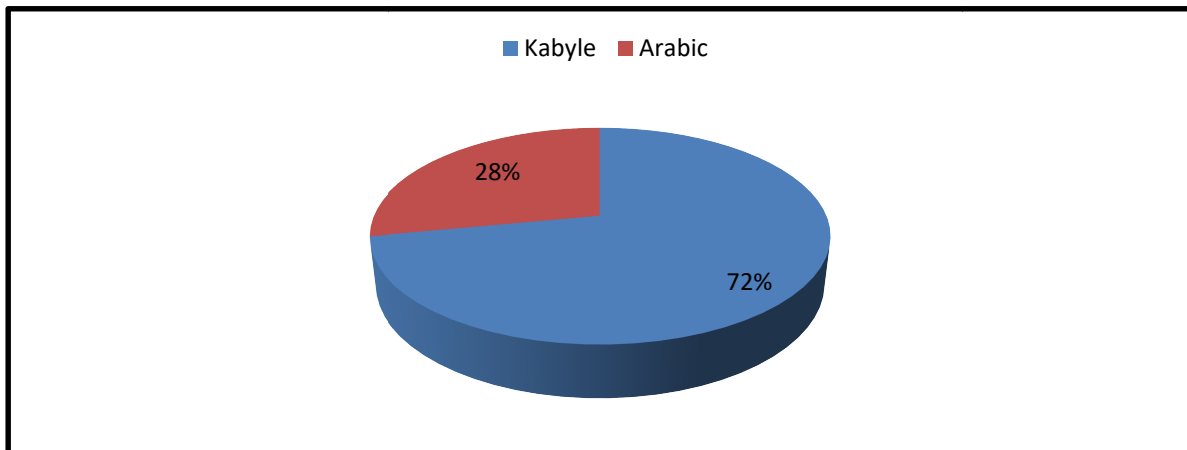


Figure n°3: Post-Graduate Students' First Language

With a rate of 72%, we can see that Kabyle is the most common first language spoken by EAP post-graduate students, while Arabic language accounts for 28% of the total.

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1.1.2. Students' Attitudes towards Online Learning

The second section of the questionnaire composed of six questions. We collected 19 responses for the purpose of eliciting data on students' attitudes regarding online learning.

Q4- Do you prefer to pursue your Education at University or through Distance Learning?

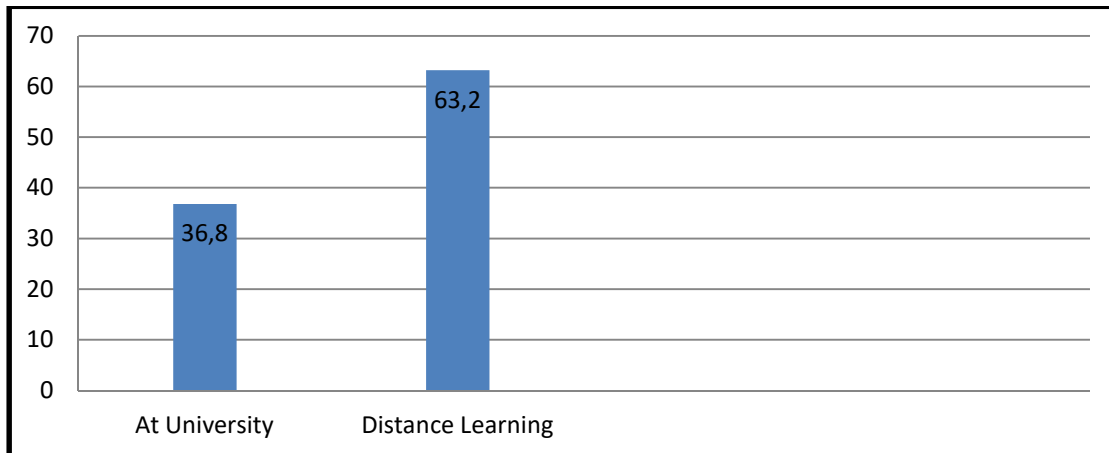


Figure n°4: Post-Graduate Students' Preferences

According to the bar chart (4) we noticed that the majority of students chose university which is about, 36.8 % while 63.2 % supported distance learning.

Q5. Do you have access to a Device for Learning Online?

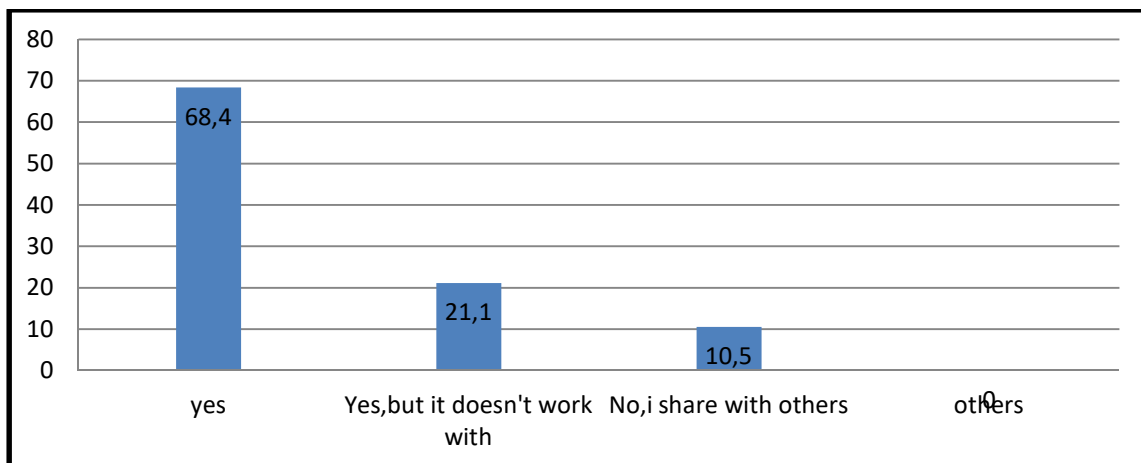


Figure n° 5: Availability of a Device for Online Learning

According to the statistics given in the figure, 68.4 % of students' had access to the device for learning, whereas, 21.1% indicated that they had access but it did not work with. In contrast to the minority of students about 10.5 % they share with others.

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Q6. What Device do you Use for Distance Learning?

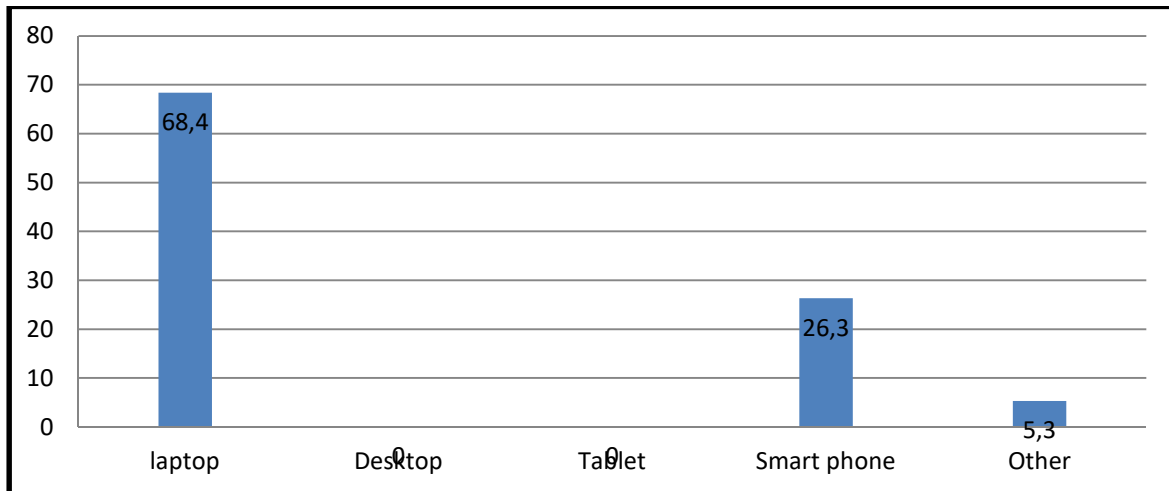


Figure n°6: Devices used by Post-Graduate Students for Distance Learning

According to the figure (6), it is noticeable that laptop was the most used device by post-graduate students to get access to the webinar for studying EAP remotely, with a percentage of 68.4%. In contrast, 26.3% of the total used smart phones. And one of them around 5.3% indicated that he studied online using other devices. For the other suggestions, none of them seem to use "desktop and tablet".

Q7. When it Comes to Online Learning, Which Tools do you like to Use

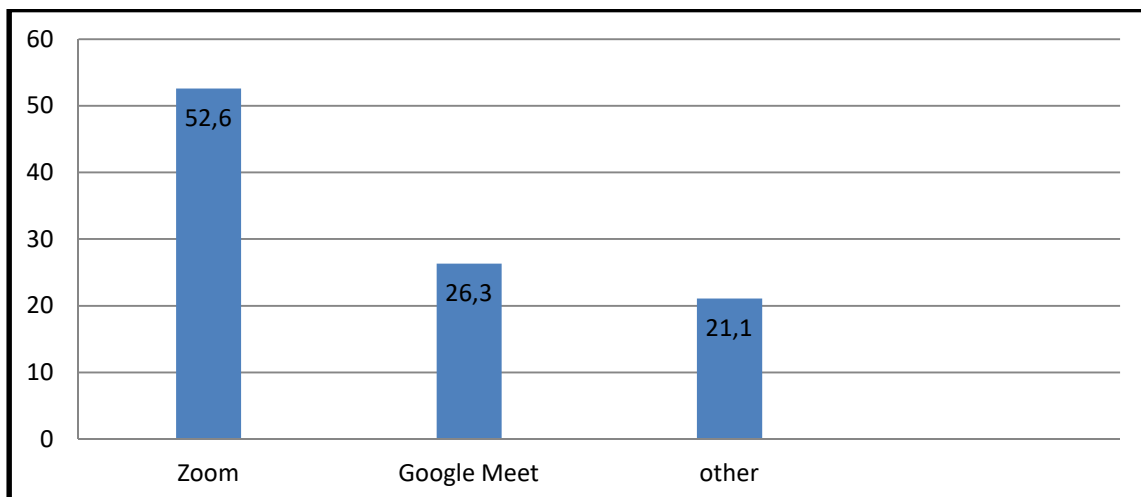


Figure n°7: Tools used by Post-Graduate Students'

The results showed that 52.6% of participants used Zoom platform in learning EAP remotely since it is recommended by the teacher. Also 26.3% of students used Google meet Platform. The minority 21.1% used unknown application to study online.

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Q08. Are you Supportive towards Online Learning during COVID-19?

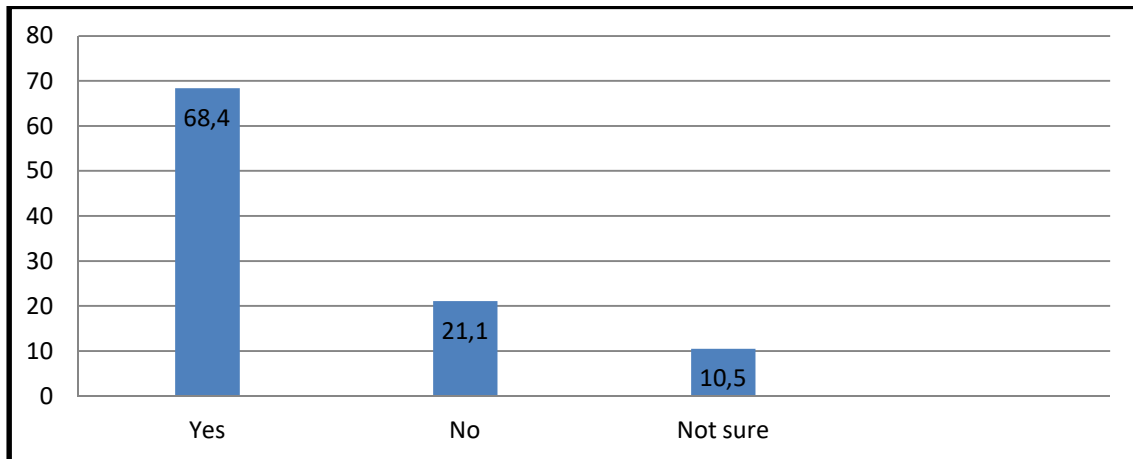


Figure n° 8: Post-Graduate Students' Perceptions towards Online Learning

Figure (8) indicates that 68.4% of post-graduate students are supportive towards online learning during the covid-19, while 21.1% are not supportive towards that. However, 10.5% are not sure if they are supportive or not.

Q9. How effective has Remote Learning been for you?

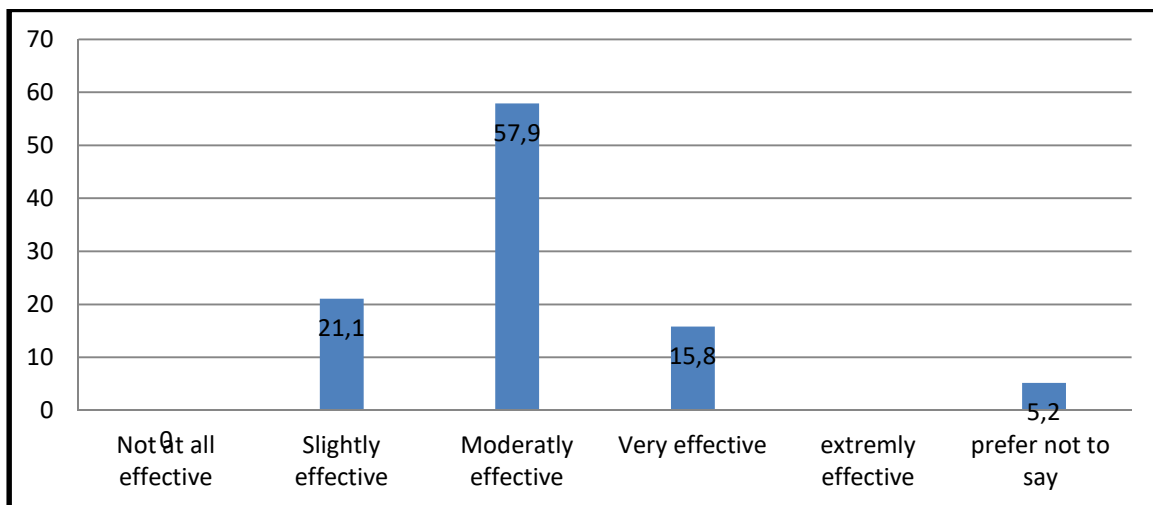


Figure n°9: Effectiveness of Remote Learning for Post-Graduate Students'

According to the data shown in figure (9), it shows that, 57.9% of the students find that remote learning is moderately effective, in one hand the 21.5% of the students they replied slightly effective. On the other hand, the minority of them 15.8% answered that remote learning was very effective. In contrast, 5.2% preferred not to say.

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2.1.3. Students' Attitudes toward the Role of Online Teaching in Reinforcing EAP during the COVID-19 Pandemic.

The third section of the students' questionnaire is composed of six questions; it aimed at exploring the actual Post-Graduate students' attitude towards the role of learning EAP remotely during COVID -19 pandemic.

Q10. How helpful is your Teacher when you study EAP Remotely?

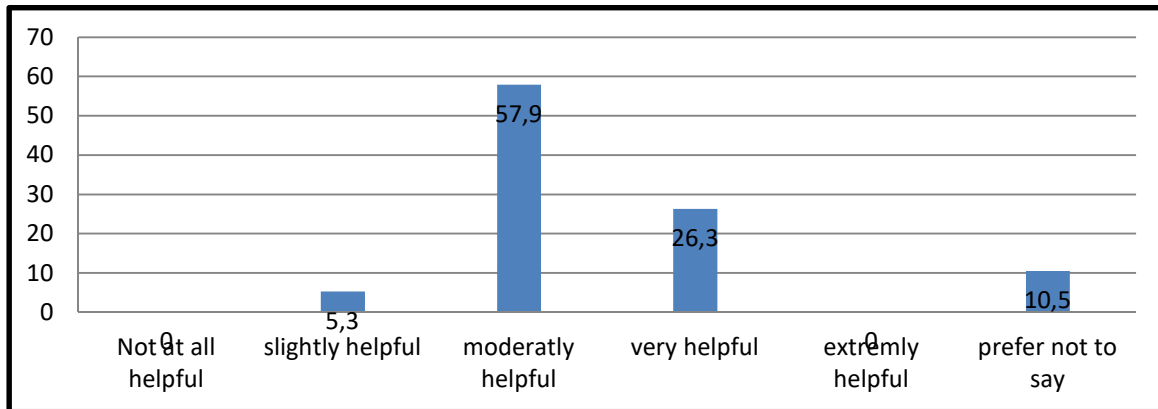


Figure n° 10: Post-Graduate Students' Attitude towards the Teacher of EAP

As the figure displayed, the findings clearly revealed that (11) respondents with a percentage of 57.9% replied that EAP teacher is “moderately helpful”. However, (05) other students answered that their EAP teacher who teaching them remotely is “very helpful” with a rate of 26.3%. Moreover, only one student 5.3% stated that was slightly helpful. Furthermore, concerning the two last students 10.5% preferred not to say, while the two other propositions were left empty without any answer.

Q11. Has Learning EAP remotely helped you to improve your Academic Writing?

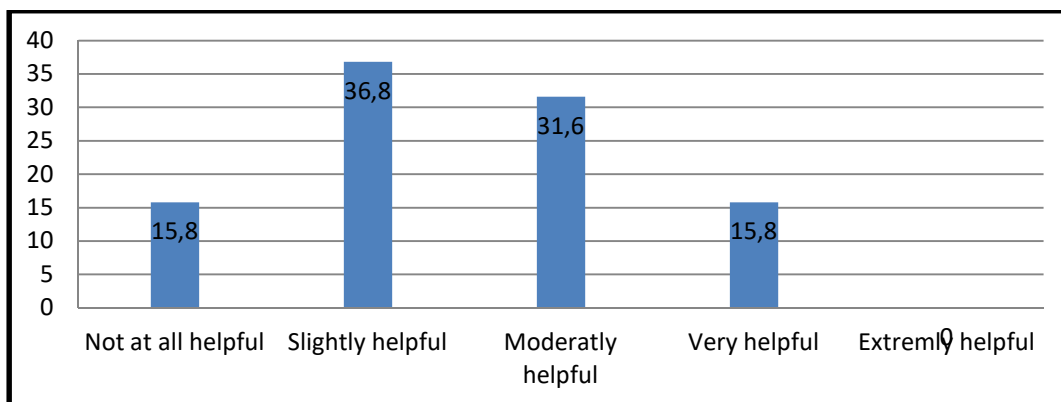


Figure n° 11: Academic Writing Improvement in learning EAP Learning

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In Figure 2.11, it determines whether remote learning has improved the academic writing of post-graduate students or not. 36.8% of students replied that EAP online is slightly helpful, while 31.6% it was moderately helpful. However 15.8% replied: very helpful. In contrast, 15.8 % of other students indicated that learning EAP online was not helpful in improving academic writing.

12. When it comes to producing Formal E-Mails, which areas do you have the most trouble with?

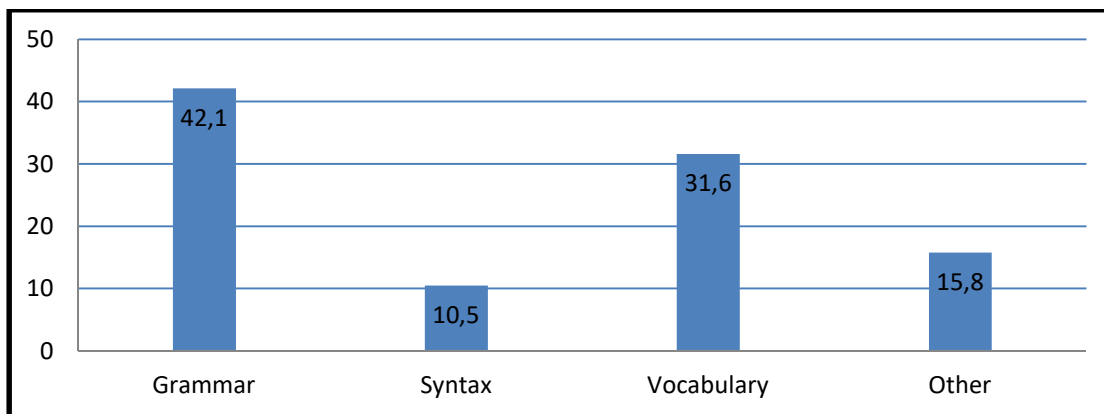


Figure n° 12: Post-Graduate Students' Difficulties when Producing Formal E-Mails

Regarding the doctoral students' answers 42.1% declared that they encounter troubles in Grammar. Whereas, 31.6% of them faced difficulties in vocabulary, and 10.5% stated syntax. Additionally, 15.8% of students had troubles in other areas.

Q2.13. Do Online EAP writing courses facilitate the Interaction between Students and Teacher?

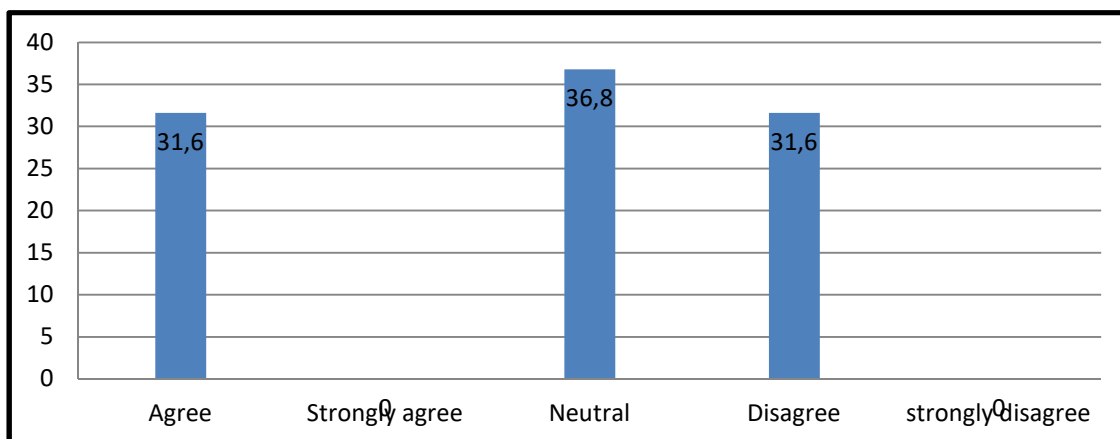


Figure n°13: Post-Graduate Students' Perspectives on the Interaction between Students and Teacher

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In this figure we try to find out if post-graduate students and teacher interact between each other. The majority of doctoral students 36.8% are neutral. Moreover, 31.6% of students' agreed that online EAP writing facilitate the interaction. In contrast, other (31.6%) disagreed. For the other suggestions, none of the students answered them.

Q2.14. How did you Find the EAP Online Courses?

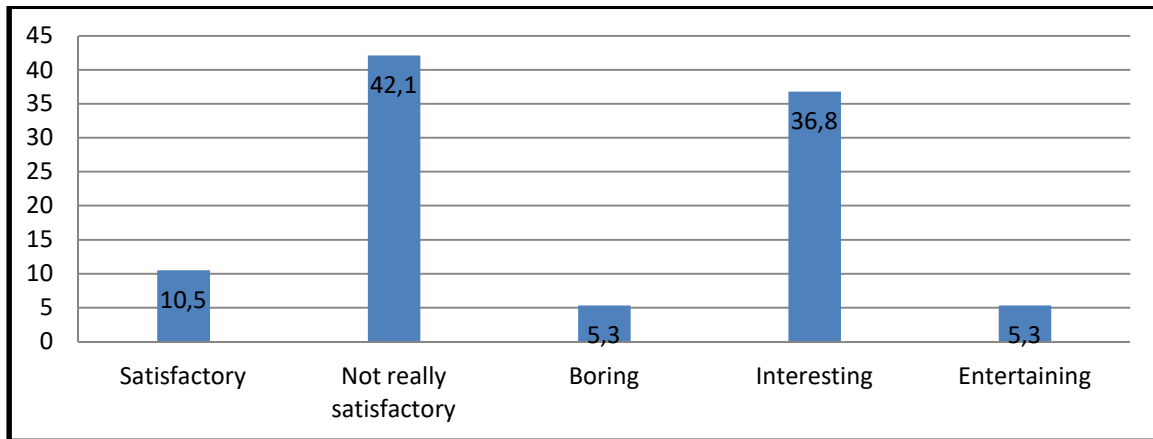


Figure n° 2.14: Post-Graduate Students' Impressions on EAP Online Courses

According to the figure (14), (36.8%) of students found EAP online courses interesting and two students with the percentage of (10.5%) found it satisfactory, and one from 19 persons found it entertaining. In the other hand, the majority of students said that it was not really satisfactory, and (5.3%) claimed that is boring.

15. Will EAP Courses serve your Professional Career?

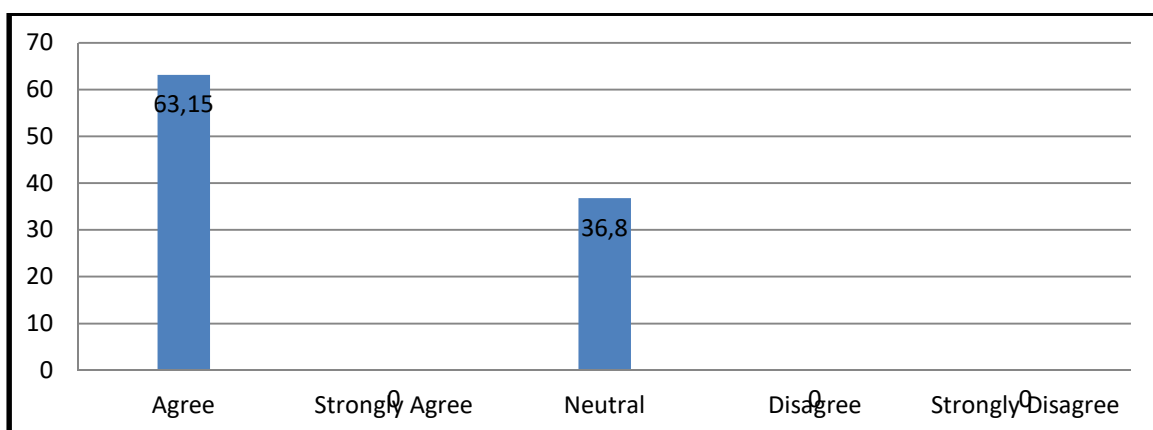


Figure n ° 15: Judgment of Post-Graduate Students on the Value of EAP in their future Careers

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In this figure (12), (63.15%) of Participants seemed to agree that EAP will serve their professional carriers in the future since English is now more necessary to obtain a job and have writing skills. While 36.8% are neutral. Concerning the propositions left none of the students chooses them.

16. If you have any further EAP or Online Learning thoughts or comments, please feel free to write them.

In the comments' analysis we have only 3 replies out of 19. According to the first participant comment he said that Algeria still not yet reached the level needed due to the lack of experience and training between students and teachers. Moreover, an adequate educational atmosphere must be developed in order to realise this form of education. However, the second participant believes that all students should make more efforts to make it succeed especially the interaction between students and teachers. While, in the third comment, a participant claimed that the effective way to learn a foreign language is to assimilate the articulation.

2.2. Discussion of the Student's Questionnaire

The questionnaire was organised into three sections that addressed the main study issues, which are divided as follow: 1) general information, 2) students' attitudes toward online learning, 3) students' perception toward learning EAP remotely.

In relation to the first section, it was about students' gender, age, and their first language, since the research is based on teaching EAP remotely. The chosen simple was post-graduate students in the department of sociology and psychology learning EAP. While interpreting our data for the first question, we recognised that most of our participants are females since it represents (79%) and (21%) of males. the result indicates that the major number of participants is female; they are more interested in learning EAP remotely comparing to males. Moving to the second question, the majority of students (72%) speak Kabyle, and (28%) speak Arabic, this reveals that they learn EAP by their own choice. Our participants range in age from 25 to 30 years old, with some participants being over 30 years old.

With regard to the second section, which is based on online learning during Covid-19 pandemic shows that on one side, (36.8%) of students support University, probably because

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they assimilate more in classrooms rather than studying online. On the other hand, the majority of students (63.2%) choose distance learning, possibly because they are attempting to balance their time between work and studies.

With respect to availability of devices for online learning, most of students (68.4%) have access to the device for learning, since the necessity of the devices becomes needed nowadays, and (21.1%) they have access but it doesn't work with, this maybe their devices are old or not compatible with the new generation of technology. In contrast, the minority of students about (10.5%) they share with others. Therefore, when it comes to materials, the majority of postgraduate students (68.4%) choose using laptops since they are more practical than other tools. As well as, (26.3%) of students find smart phones being simple to use, besides, one of them (5.3%) indicates that he studies online using other devices. For tablet and desktop, none of the students seem to use them. According to the seventh question, (52.6%) of the participants use Zoom platform in learning EAP remotely since it is recommended by the teacher and it facilitates studies comparing to other platforms, and (26.3%) of students use Google Meet platform which may be considered more suitable for webinars and videos conferencing, whereas, the minority of respondents (21.1%) use unknown application to study online.

(Roberts, 2005) mentioned that learning styles and learning techniques have changed as a result of the introduction of information technology to the classroom in recent years. Students of the Net Generation believe that employing technology in the classroom is important. Almost all of them have used online applications in their educational experiences.

The eighth question was about postgraduate students' perceptions towards online learning. Thus, almost all students (68.4%) indicate that they are supportive toward online learning because they have other responsibilities, and they prefer this form of learning because it allows them to control how they can manage their time to do various projects. In the contrary, (21.1%) others are not supportive about online learning, maybe due to a lack of stable internet or having technical issues, and (10.5%) are undecided on whether they are supporting it or not.

According to a previous study in term of face-to-face and online learning, online learning would be more successful if technological elements were included into the process. Bender, Wood & Vredevoogd, (2004).

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The result obtained from the ninth question, revealed that more than half of the participant (57.9%) find that remote learning is moderately effective, as well, (15.8%) of students answer that remote learning is very effective, Learning, was not their option, since the circumstances forced them to be integrated into Algerian's new educational system. Lastly, one of them (5.2%) prefers not to say.

The third section is based on postgraduate student's attitude towards learning EAP remotely during Covid-19. Starting from the Q10, the majority of students (57.9%) assert that their EAP teacher is moderately helpful for them and (26.3%) of them claim that their teacher is very helpful because the atmosphere offers them a comfortable area where they can interact and share their thoughts properly. While, only one student (5.3%) points out that the EAP teacher is slightly helpful. (10.5%) of the students prefer not to say, and the two others suggestions were left without any answer.

The Q11 examines whether remote learning has benefited doctorate students' in academic writing. The majority of participants (36.8%) stated that learning EAP remotely is slightly helpful to them, while (15.5%) reported that is not at all helpful. We noticed that learning EAP remotely is not beneficial for 10 participants and they didn't improve their skills while studying. However, (31.6 %) found it moderately helpful, indicating that students are focused on improving their academic writing. Furthermore, (15.8%) said that they found studying EAP remotely very helpful. As a result, students were more satisfied with their progress in academic English, such as the language basic skills (writing and reading), text analyzing, and one suggestion was left unsaid.

According to the Q12, (42.1 %) of students faced grammatical issues while sending emails, and the most prevalent ones are credibility, readability, communication, and clarity that students cannot achieve. About (31.6%) of students noticed vocabulary difficulties, and (10.5%) of them in syntax, the weakness was highly in reading and writing skills, and (15.8%) of participants have difficulties in other areas. Moreover, in the Q13 with a proportion (31.6%) of participants agreed that online EAP courses facilitate the interaction between students and teachers; this means online learning is more attractive to them. Where (36.8%) pointed out that they are neutral concerning the interaction. Approximately, (31.6%) of the total disagreed, this demonstrates that the target students prefer face-to-face courses; this facilitates the interaction between students and teachers. The two others suggestions (strongly agree, strongly disagree) were left empty.

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As mentioned by McNeely (2015) in his previous study, students learn best by interaction, and they require a specific use of technology to connect with one another rapidly. Additionally, students gain knowledge through producing, revising, and sharing documents and thoughts better through online learning.

In this 14Q, about (36.5%) of students find learning EAP remotely interesting, and (5.3%), find it entertaining, (10.5%) of them see it satisfactory, this determines that doctorates students gives much interest to EAP online courses. Around (42.1%) and (5.3%) of students find it boring and not satisfactory at all. The last question of this section, was about the judgment of doctorate students on the value of EAP in their future careers, almost the majority of students (63.15%) replied agreed they need EAP courses in their professional careers. While 7 out 12 participants are neutral.

Finally, in the comments analysis we have only 3 replies out of 16. According to the first participant comment he said that Algeria still not yet reached the level needed due to the lack of experience and training between students and teachers. Moreover, an adequate educational atmosphere must be developed in order to realize this form of education. However, the second participant believes that all students should make more efforts to make it succeed especially the interaction between students and teachers. While, in the third comment, a participant claimed that the effective way to learn a foreign language is to assimilate the articulation. The Results have shown that Post-graduate students of Sociology and Psychology prefer learning EAP remotely rather than in-person at university. They also indicated that students are more interested in learning EAP online. Consequently, our hypothesis is validated.

2.3. Teacher's Interview Analysis

The interview is the second tool used in the present research to collect data. It was held with an EAP teacher who teaches sociology and psychology students remotely. It consisted of 10 closed and open-ended questions. The main aim of conducting this interview is to have a better understanding of the current situation of teaching English for academic purposes remotely to postgraduate students in the sociology and psychology department.

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2.4. Results and Discussion of the Teacher's Interview

An EAP teacher shared her perceptions regarding the current situation of teaching EAP remotely to postgraduate students in Sociology and Psychology Departments in Algeria through an interview, which was the second tool used in this research.

In the first question, the findings showed that the instructor was a full time teacher. With respect to the teacher's experience with EAP teaching during COVID-19 in the second question, she mentioned that because of this pandemic era she was teaching this field remotely.

The third question, however, was regarding the importance of EAP for postgraduate sociology and psychology students, the teacher agreed because it is all what they need. With relation to the fourth question, the respondent was asked to classify in terms of importance the four language skills needed by the students; the teacher focused on reading at the first place, then writing, after that listening and speaking. This indicates that reading and writing are the focused language skills in EAP courses. Furthermore, the teacher replied that sufficient resources are available to satisfy the students' needs.

Moving to the sixth question, which was about the setting in which the teacher prefers to teach EAP courses, she answered that hybrid is the suitable for her. The seventh question required the teacher to give her opinion regarding the use of translation when teaching, she stated that she does not rely on translation and instead uses proper English. However, the teacher argued that sometimes, she switches to French for a specific detail. Yet, she uses English 80% in speaking but 100% in writing.

Based on question eight, the teacher indicated that students' lack of interest is one of the difficulties she encountered when teaching EAP and she also mentioned that network problems, students' reluctance to communicate online and students' non response are other difficulties she had trouble with.

Concerning the point of view of the teacher about the interaction between her and the students, the teacher claimed that classroom interaction is not the same as online learning since she interacts better in face-to-face classrooms than she does in online ones. However, observing and communicating with others in classroom education is the most effective method for students to understand and it enables to gain new experience and skills by observing others' behaviour and attitude.

CHAPTER TWO : Research Methodology & Discussion

The interviewer's last question concerned how she evaluated her students. In brief, she responded that evaluating students based on their entering behaviour; works to prepare, practical quizzes, and classroom discussion which are the most appropriate way to evaluate students.

2.5. Discussion of the Findings

First and foremost, let us restate our hypothesis:

- Post-graduate students prefer learning EAP remotely rather than face-to-face learning.

A brief discussion of the results obtained from two instruments, namely a questionnaire for students and an interview with an EAP teacher has been presented in the preceding section. As a result, in order to fulfill the research objectives, the next section is devoted to a general discussion of the results and findings in relation to the topics presented in the literature.

The findings of the students' questionnaire indicated their preference for studying in an online learning environment. Consequently, based on their responses, we may infer their satisfaction with studying EAP online, because it fosters an environment in which they can be confident, cooperative, and independent. By the same token, Singh & Thurman (2019) pointed out that students in these environments can be anywhere (independent) to learn and engage with teachers and other students. On the contrary, the results obtained from the teacher's interview demonstrate that interaction is better in face-to-face education rather than in online learning and this was confirmed by Ellis (1990) who said that interaction is centered on meaning and is conducted in order to facilitate information sharing and prevent communication breakdowns.

Teaching EAP to post-graduate students in ZOOM platform allowed them to use the language in an authentic setting, with other learners, talking in daily language. In this context, As El-Adawy, R, M. (2010) stated, online EAP courses provide students with the opportunity to communicate in a text-based style, either synchronously or asynchronously. Accordingly, to the results obtained from the questionnaire, students give interest to learn EAP remotely because this will serve their future careers and help them gain more experience in this field.

Overt the discussion of the findings and the conclusions taken from them, we confirmed the hypothesis that students prefer online learning to face-to-face learning.

CHAPTER TWO : Research Methodology & Discussion

2.6. Limitation of the Study

Even though our study has answered our questions positively, there seem to be a lot of limitations. The first limitation was the absence of documentation and the difficulties in finding the suitable resources for conducting this research, since it is a new research that has never been tackled in Algeria.

The second limitation was the difficulties in collecting data from the student questionnaire, which was distributed through E-Mail. Even though our research required them to be sent online, it was therefore difficult to find students contacts. We obtained 42 post-graduate students e-mails and we have only 19 responses. The number of participants needed for the sample was harder to acquire. Also we had to settle for a single interviewer for our interview, a teacher of EAP which is less for our research.

The third limitation that we encounter was less time to conduct our research because of the COVID-19.

2.7. Implications

For future readers and learners in order to adapt their teaching from face-to-face to online learning in all EAP contexts, also to what is related to our previous variables, these are some implications to follow:

To begin, teachers should prepare the students to become more independent in developing their online training courses with support systems to help them solve various difficulties. For example, creating familiarity with online Learning tools and systems through written instructions or video guidance, also providing deadlines, weekly assignments and expected schedules, so learners can adhere to it. Teachers have the ability to guide learners to improve their autonomy and encourage them to take responsibility and evaluate its performance. This connects to the objectives of many EAP courses and help students to achieve success in an online environment.

Students need to enhance their language skills in EAP courses with an emphasis on academic writing. Hence, a platform of LMS discussion forums would seem to be very appropriate to reinforce critical academic reading and writing abilities. While Voice-thread discussion and video replies, are better suited for EAP classes that focus on oral expression and academic discussion skills (Davies, et al., 2020, p. 44).

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2.8. Recommendations

This work demonstrated a number of issues that demand additional investigation:

- We may recommend for future researches to do a similar investigation with EFL learners' interest that need to focus much more in the four language skills in order to identify their intellectual weaknesses.
- Students' interactions in face-to-face and online classrooms should be examined in order to gain a better understanding of the issue.
- A study on the website “Grammarly” may be conducted to improve students' writing skills while producing formal E-Mails.
- The use of translation is essential in EAP courses to help students of sociology and psychology to enhance their vocabulary and writing skills, since their studies are conducted in French language.

Conclusion

In this chapter, the purpose was to explore the attitudes of students on the role of online teaching in reinforcing EAP during the COVID-19 pandemic. It included the analysis of the collected data from two main research tools, students' questionnaire and teacher's interview. For a better interpretation of the gathered data, graphs were used. Finally, the chapter was conducted by some useful suggestions and recommendations.

General Conclusion

General Conclusion

The current study focused on postgraduate students' attitudes towards the role of online teaching in reinforcing EAP during COVID-19 in foreign countries. To collect data, we used a mixed method quantitative and qualitative approach, including a needs analysis questionnaire and an interview. The questionnaire has been sent to postgraduate students in sociology and psychology who study EAP. The interview is the second tool, it was held with an EAP teacher at the University of Béjaia which aimed to have a better understanding of the current situation of teaching English for academic purposes remotely to postgraduate students in the sociology and psychology.

The study is divided into two main chapters, the first chapter is about the theoretical part of the study, and it is divided into two sections which are: English for academic purposes and online learning during COVID-19. Concerning the first section of the second chapter, it was devoted to the research methodology design, however, it include descriptions of the context of the study and data collection tools. In addition to the last section was devoted to data analysis and interpretation, and it concluded with some suggestions and recommendations for further researches.

Therefore, this research was limited to a small number of participants due to the COVID-19 pandemic, which prevented some participants from being contacted. The analysis of the findings has answered our study questions which are: student's attitudes towards learning EAP remotely during COVID-19 pandemic. The second one, teachers thought on teaching EAP remotely to post-graduate students. The obtained data results showed that our hypothesis is validated, that is to say the majority of post-graduate students prefer studying online rather than face to face learning. Hence, the majority of post-graduate students raised a positive attitude in learning EAP better remotely because it serves them in their needs and understand better, also they find learning EAP remotely as an exceptional opportunity for them they appreciated the benefits that online learning offers.

To conclude, non-native speakers come to EAP classes with a variety of computer skills some are very competent, others are less skilled. They also arrive with a variety of language ability; meeting the requirements of such a diverse group will always be difficult. However, all students will need the use of the Internet in their academic studies, and all are engaged in an EAP course to improve their language and study skills. If practitioners start with this concept and see the Internet as a pedagogical tool for providing certain learning goals, applications like zoom it can be enhanced and improved in a good way.

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APPENDICES

Appendices

Appendix N°01

The Questionnaire

Section one: Personnel Information

Dear respectful students,

We will be grateful and appreciative if you would fill out this questionnaire which asks about your thoughts and experience on learning English for academic purposes (EAP) remotely during the Coronavirus outbreak. Please select an answer that better suits you.

1. Gender

Male

Female

2. Age

Between 25 and 30 years old

More than 30 years old

3. What is your mother tongue?

Kabyle

Arabic

Section two: Students' Attitudes toward Online Learning

4. Do you prefer to pursue your education at university or through distance learning?

.....

5. Do you have Access to a Device for Learning Online?

Yes Yes, but it doesn't work with No, I share with others Other

6. What device do you use for distance learning?

Laptop Desktop Tablet Smart phone Other

7. When it comes to online learning which tool do you like to use?

Zoom

Google meet

Other

Appendices

8. Are you supportive towards online learning during covid-19?

Yes

No

Not sure

9. How effective has remote learning been for you?

Not at all effective

Slightly effective

Moderately effective

Very effective

Extremely effective

Prefer not to say

Section three: students' perception toward learning EAP remotely

10. How helpful is your teacher when you study EAP remotely?

Not at all helpful

Slightly helpful

Moderately helpful

Very helpful

Extremely helpful

Prefer not to say

11. Do online EAP writing courses facilitate the interaction between students and teacher?

Agree

Strongly agree

Neutral

Disagree

Strongly disagree

12. When it comes to producing formal E-Mails, which area do you have the most trouble with?

Grammar

Syntax

Vocabulary

Other

13. Has learning EAP remotely helped you to improve your academic writing?

Not at all helpful

Slightly helpful

Moderately helpful

Very helpful

Extremely helpful

14. How did you find the EAP online courses?

Satisfactory

Not really satisfactory

Boring

Interesting

Entertaining

Appendices

15. Will EAP courses serve your professional career?

Agree

Strongly agree

Neutral

Disagree

Strongly disagree

16. If you have any further EAP or online learning thoughts or comments, please feel free to write them.

.....

.....

.....

Appendices

Appendix N°02

Teacher's interview

Dear teacher,

We are currently conducting research on sociology and psychology students' attitudes towards the role of online teaching in reinforcing EAP during the covid-19 pandemic. We would appreciate it, if you could help us with this research by answering the following questions.

1. Do you work as a full-time or part-time teacher?
.....
2. Have you ever taught academic English remotely during Covid-19? How long have you been doing this?
.....
3. Do you think it's important for PhD students in sociology and psychology to study English for academic purposes?
.....
4. Which of the following skills do you focus the most while teaching English to sociology and psychology PhD students? Rate it from the most important to the least important by numerating (1-2-3-4).
-Listening skill (....) -Reading skill (....)
-Speaking skill (....) -Writing skill (....)
5. Do you have sufficient resources in your field of study?
.....
6. Do you prefer to teach EAP courses in a classroom setting or through online platforms?
.....
7. When teaching students from other faculties, do you rely on translation?
.....
8. What difficulties have you faced while teaching EAP remotely?
.....

Appendices

9. Do you believe that interaction between students and teacher in the classroom is the same as it is in online learning? Please explain!

.....

10. What criteria do you use to determine the level of your EAP students?

.....

Thank you so much for your cooperation.

Appendices

The results obtained from the (10) questions were discussed as follows separately:

Question01: *A Full-time or Part-time Teacher.*

The teacher interviewed was a full time teacher.

Question02: Experience of the Teacher about Teaching EAP during Covid-19.

The teacher said that she was teaching EAP during the Covid-19 pandemic, and this year was exceptionally.

Question03: The Importance of EAP to Postgraduate Sociology and Psychology Students.

-The interviewee replied that teaching EAP for PhD sociology and psychology students is important because it's all what they need.

Question04: Classification of the Four Language Skills relating to their Importance.

According to the teacher's answer, reading in the first position followed by writing, and then speaking in the third place and finally listening took the fourth place.

Question 05: Sufficiency of Resources.

The teacher replied having sufficient resources.

Question06: The setting in which the Teacher prefers to teach EAP Courses.

The participant prefers hybrid teaching.

Question07: The Use of Translation.

The interviewed teacher stated that she does not rely on translation and instead uses proper English. The teacher argued that sometimes, she switches to French for a specific detail. Yet, she uses English 80% in speaking but 100% in writing.

Question08: Difficulties that the Teacher have faced when teaching EAP remotely.

The teacher stated the difficulties as follows: "Students' lack of interest, network problems, students' reluctance to communicate online and students' non response."

Question09: The Point of View about the Interaction between Teacher and Students in Classroom and Online Learning.

Appendices

The teacher claimed that classroom interaction is not the same as online learning since she interacts better in face-to-face classrooms than she does in online ones.

Question10: Assessment of Students by the Teacher.

According to the teachers' reply, she uses evaluation of the entering behaviour; works to prepare, practical quizzes and classroom discussion which are the most appropriate ways to evaluate students.

Résumé

La pandémie de COVID-19 a contraint plusieurs universités à passer de l'enseignement en présentiel à l'apprentissage en ligne afin de stopper la propagation de la maladie. En ce sens, l'apprentissage à distance était la seule option pour assurer la continuité éducative en Algérie. Les cours EAP étaient obligatoires pour les étudiants algériens de troisième cycle dans le département de sociologie et de psychologie car ils étudient en français et l'anglais est une langue étrangère pour eux. Cette présente étude vise à enquêter sur les attitudes des étudiants de troisième cycle envers le rôle de l'apprentissage en ligne dans le renforcement de l'EAP pendant la pandémie de COVID-19, avec l'utilisation de la plate-forme zoom. Il vise également à améliorer le processus d'enseignement et d'apprentissage de la langue anglaise académique. Sur cette base, nous avons émis l'hypothèse que les étudiants de troisième cycle préfèrent apprendre l'EAP à distance plutôt que l'apprentissage en face à face. Afin de confirmer ou de rejeter notre hypothèse, et de répondre à nos questions de recherche, la présente étude est passée par une mixte méthodologie quantitative et qualitative, qui comprenait un questionnaire et un entretien, le questionnaire a été soumis à des étudiants de troisième cycle en sociologie et psychologie de l'université Abderahman Mira de Bejaia, Algérie. Alors que l'entretien a été mené avec une enseignante de l'EAP qui est censée en savoir plus sur les besoins de ses élèves. Le résultat recueilli à partir des données a démontré que les étudiants préfèrent apprendre l'EAP à distance plutôt qu'à l'université. Les résultats de cette recherche ont indiqué que les étudiants sont plus intéressés à apprendre l'EAP en ligne. Par conséquent, notre hypothèse est validée et nos questions de recherche se terminent par des réponses. Par conséquent, la majorité des étudiants de troisième cycle ont exprimé une attitude positive vis-à-vis l'apprentissage du l'EAP à distance, même si le passage du traditionnel au en ligne était quelque chose de nouveau pour eux, mais cela les a mieux servis dans leurs besoins et ils ont une meilleure compréhension.