

**THE PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA MINISTRY OF  
HIGHER EDUCATION AND SCIENTIFIC RESEARCH ABDERRAHMANE MIRA  
UNIVERSITY OF BEJAIA**



**FACULTY OF ARTS AND LANGUAGES  
DEPARTMENT OF ENGLISH**

**EFL STUDENTS' PERCEPTIONS TOWARDS THE USE OF  
ONLINE LEARNING DURING COVID -19 PANDEMIC: CASE  
OF MASTER STUDENTS OF ENGLISH AT THE UNIVERSITY  
OF BEJAIA**

**A Thesis Submitted in Partial Fulfillment of the Requirement for a Master's  
Degree in linguistics**

**Submitted by**

Silina BRAHMI  
Sarah BROUK

**Supervised by**

Dr. BOUGHANI  
Mrs. DJABALI

**Examinet: Dr. BENBOUYA**

**President: Ms. ARIB**

**ACADEMIC YEAR: 2021/2022**

**THE PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA MINISTRY OF  
HIGHER EDUCATION AND SCIENTIFIC RESEARCH ABDERRAHMANE MIRA  
UNIVERSITY OF BEJAIA**



**FACULTY OF ARTS AND LANGUAGES  
DEPARTMENT OF ENGLISH**

**EFL STUDENTS' PERCEPTIONS TOWARDS THE USE OF  
ONLINE LEARNING DURING COVID -19 PANDEMIC: CASE  
OF MASTER STUDENTS OF ENGLISH AT THE UNIVERSITY  
OF BEJAIA**

**A Thesis Submitted in Partial Fulfillment of the Requirement for a Master's  
Degree in linguistics**

**Submitted by**

Silina BRAHMI  
Sarah BROUK

**Supervised by**

Dr. BOUGHANI  
Mrs. DJABALI

**Examinet: Dr. BENBOUYA**

**President: Ms. ARIB**

**ACADEMIC YEAR: 2021/2022**



## **Abstract**

The COVID -19 pandemic is considered a significant challenge to educational systems around the world. For this reason, governments from all worldwide attempted to stop the prevalence of this pandemic or at least lessen its consequences in the different domains, including education. Algeria provided a potential solution to stop this pandemic from causing a significant global impact. Therefore, all Algerian universities have suspended face-to-face studies. Moreover, the ministry of higher education in Algeria has suggest the application of online learning to handle the situation. For this reason, this study is conducted to explore how EFL students at the University of BEJAIA perceive online learning during the COVID -19 pandemic period. Accordingly, the study adopts a non-experimental design, based on a quantitative method. To this end, a questionnaire consisting of 19 questions is distributed to 123 Master one and Master two students at the department of English, BEJAIA University. The results show that the students have different perceptions of the use of online learning. Their perceptions, thus, covered their explanations of their experiences when using online learning, its benefits, drawbacks, and their acceptance of this new mode of learning.

**Keywords:** COVID -19, EFL Students, Online learning, Students' Perceptions.

## **ACKNOWLEDGEMENT**

*We would like to thank first Allah for giving us the strength and capacity to complete this work.*

*Also, we would like to sincerely thank our Supervisors **Dr.BOUGHANI and Mrs.DJABALI** for their guidance, advice, patience, and for their support throughout the process of writing this research, and for their kindness to us, we are very lucky to have Supervisors like you.*

*All thanks and appreciation go to the members of the jury who devoted their precious time to read and evaluate this work.*

*Our deepest thanks are extended to all members of the library of literature, and Languages at the University of Bejaia.*

*Appreciations go also to those who helped us in one way or another to complete this work.*

## **DEDICATION**

*In the name of **Allah**, the Most Gracious. Most merciful, all the praise is due to him alone the sustainer of the entire world.*

*I dedicate this work to my mother who is the source of my strength, and happiness thanks to her I reach all my dreams.*

*To my father who is my strength in my weakness, You represent what an ideal father really is, Thank you very much for your support and guidance.*

*To my Sisters and brothers, Thank you for your encouragement and support in my difficult circumstances.*

*To my best friend and Sister (**Silina**), thank you for your love and support, thank you for making me laugh and relax, and thank you for reminding me that we can do it.*

*To my friend and future husband (**Fahem**) thank you for your help and your support to become the best and grow in my life. Thank you for your encouragement when I was very disappointed and stressed, you are my force and my source of energy.*

**Miss. Brouk Sarah**

## **DEDICATION**

*To **my mother**, the source of my motivation, thank you for everything you did, and you still are doing for my happiness.*

*To **my precious father**, thank you for your prayers, your encouragement, and your pieces of advice.*

*To **my grandmother and grandfather (HAOUA, Rachid)**, who supported me all of the time.*

*To **my sister and my brother (WASSIM, IMANE)**, thank you for your help and support in difficult situations.*

*To **my future husband (BRAHIM)**, May God preserve our relationship. I appreciate your support and all the things you made for me.*

*To all my uncles especially my uncle (**FAHEM**), thank for being with me in my needed time, and thank you for your support and encouragement, you are the ideal uncle.*

*To our friend (**AYMEN BOUTIQUE**) who helped us to organize this work and to print it. Thank you for your patience.*

*To my best friend and companion of all my years of studies (**Sarah**), all the time you give me hope that we can realize our dream. Thank you for your help and support in my difficult situation, thank you for your sincerity and your love for me.*

*Miss. BRAHMI Silina*

## LIST OF ACRONYMS

**ICT:** Information and communication technology

**E-learning:** electronic learning

**EFL:** English foreign language

**Covid19:** co as corona, v as virus, D as disease, 19 as year 2019

**2019-nCo:** 2019 novel coronavirus

**SARS-CoV- 2:** severe acute respiratory syndrome coronavirus 2

**VLE:** virtual learning environment

**WHO:** World health organization

**CDC:** Centers for Disease Control and Prevention

**UNICEF:** United Nations Children’s Fund

**UNESCO:** United Nations Educational, Scientific and Cultural Organization

**OCL:** Online collaborative learning

**E-learning:** Electronic learning

**E-book:** Electronic book

**ICT:** Information and Communication Technology

**SPSS:** Statistical package for social science software

**E-commerce:** Electronic commerce

**E-shopping:** Electronic shopping

**E-business:** Electronic business

**E-government:** Electronic government

**BA:** Bachelor



## LIST OF TABLES

### CHAPTER ONE: THEORETICAL PART

Table 01: the difference between synchronous and asynchronous online learning.....	10
Table 02: symptoms of COVID -19 .....	19

### CHAPTER TWO: PRACTICAL PART

Table 01: student's gender .....	35
Table 02: student's age .....	36
Table 03: student's level of instruction .....	36
Table 04: student's specialty .....	37
Table 05: have you ever received your university courses online before COVID -19.....	37
Table 06: what types of online tools does your teacher have uses to deliver courses for you? .....	38
Table 09: students' confidence level enhanced when using technology .....	39
Table 10: online courses decrease students' motivation.....	40
Table 11: when learning online, students suffer from physical (face to face) interaction with the teacher .....	41
Table 12: students feel a sense of isolation when learning online .....	41
Table 13: learning online gives students the possibility to have access to their courses at any location and any time they wish.....	42
Table 14: online learning helps students to gain technical skills.....	43
Table 15: students may face a lack of technological tools (laptops, computers....) when required to learn online .....	44

Table 16:students may face bad internet connection when they learn online .....44

Table17:online learning requires strong time management skills..... 45

Table 18: do you want to carry on learning online .....45

## LIST OF FIGURES

<b>Figure 01:</b> Coronavirus disease 2019 (COVID -19).....	17
<b>Figure 02:</b> Origins of COVID -19, and its transmission.....	18
<b>Figure 03:</b> Negative sides of COVID -19 on students .....	23

# TABLE OF CONTENT

ABSTRACT.....	I
ACKNOWLEDGMENT.....	II
DEDICATION.....	III
LIST OF ACRONYMS.....	V
LIST OF TABLES.....	VI
LIST OF FIGURES.....	VII
TABLE OF CONTENT.....	IX

## GENERAL INTRODUCTION

I. Statement of the Problem.....	1
II. Research Questions.....	2
III. The research objectives and significance of study.....	2
IV. Sample and population.....	3
V. Data collection and analysis procedures.....	3
VI. Structure of the research.....	3

## CHAPTER ONE: THE THEORETICAL PART

INTRODUCTION.....	5
-------------------	---

### Section One: Online Learning In Higher Education

Introduction.....	6
1.1. Definition of online Learning.....	6
1.2. Types of Online Learning.....	8
1.2.1. Asynchronous online learning.....	8
1.2.2. Synchronous online learning.....	9
1.3. Asynchronous online learning VS Synchronous Online Learning... ..	9
1.4. The purpose and importance of online learning.....	11
1.5. Online learning in higher education (Algeria).....	12
1.6. Advantages and Disadvantages of online learning in education.....	13
1.6.1. Advantages.....	13
1.6.2. Disadvantages.....	14

Conclusion .....	16
------------------	----

## **Section Two: Online Learning During The COVID-19 Period**

<b>Introduction.....</b>	<b>17</b>
2.1.COVID -19.....	17
2.2. The impact of COVID -19 on Education and Higher Education .....	20
2.2.1. Education.....	21
2.2.2. Higher education.....	22
2.3The importance of technology in higher education.....	24
2.4. benefits and challenges of online training in higher education during COVID -19.....	25
2.5. Student’s and teacher’s points of view towards the use of online Learning during COVID 19.....	26
Conclusion.....	27
<b>CONCLUSION.....</b>	<b>28</b>

## **CHAPTER TWO: PRACTICAL PART**

<b>Introduction .....</b>	<b>29</b>
---------------------------	-----------

### **Section One: Research Methodology**

<b>Introduction .....</b>	<b>30</b>
1.1. Research variables.....	30
1.2. Sample and population .....	30
1.2.1. Population .....	30
1.2.2. Sample.....	31
1.3. Research Design and Methodology.....	31
1.3.1. Research design.....	31
1.3.2. Research method .....	31
1.3.3 Data collection tools.....	31
1.3.3.1. Online questionnaire .....	32
1.3.3.2. Paper questionnaire.....	33
<b>Conclusion.....</b>	<b>34</b>

## Section Two : Data Analysis, And Discussion

<b>Introduction.....</b>	<b>35</b>
1. Gender.....	35
2. Age .....	36
3. Level of instruction.....	36
4. Specialty of students .....	37
5. Student’s Experience of using online learning during COVID -19.....	37
6. types of online tools teachers have used to deliver courses.....	38
7. Did the use of online learning beneficial during the COVID -19 .....	38
8. Did the use of online learning influence you positively or negatively .....	39
9. Student’s confidence level is enhanced when using technology for learning... ..	39
10. online courses decrease students’ motivation .....	40
11. When learning online, students suffer from a lack of physical (face-to-face) interaction with the teacher .....	41
12. Students feel a sense of isolation when learning online .....	41
13. Learning online gives students the possibility to have access to their courses at any location and time they wish.....	42
14. Online learning helps students to gain technical skills.....	43
15. Students face a lack of technological tools (laptops, computers...) when are required to learn online.....	44
16. Students may face bad internet connections when they learn online .....	44
17. Online learning requires strong time management skills .....	45
18. Do you want to carry on learning online? .....	45
19. suggestion to make the use of online learning more profitable for the students .....	46
<b>Conclusion .....</b>	<b>47</b>

## **Section Three: Discussion, Recommendation, And Limitations Of The Study**

<b>Introduction.....</b>	<b>48</b>
1. Discussion of Results .....	48
1.1. Review of the main results of the study .....	48
1.2. EFL student’s perceptions towards the use of online learning during the COVID-19 .....	49
1.3. Benefits of online learning during the COVID -19 pandemic according to Masterstudents.....	50
1.4 EFL Students Perceptions towards the drawbacks Master students faced whenlearning onlineduring COVID -19 .....	50
2. Recommendation for students and suggestions for the study.....	51
2.1 Recommendations for students .....	52
2.2. Recommendations for teachers.....	52
2.3. Suggestion for further researchers. . . . .	53
3. Limitations of study.....	53
<b>Conclusion.....</b>	<b>55</b>
<b>Conclusion.....</b>	<b>56</b>
<b>GENERAL CONCLUSION... ..</b>	<b>57</b>
<b>References .....</b>	<b>59</b>

## GENERAL INTRODUCTION

### I. Statement of Problem

In 2019, a new pandemic called coronavirus invaded the world; it was identified as one of the scariest disease outbreaks that lead to huge losses. COVID -19 originated in China in late February and the beginning of March; and it infected different categories of people at a frightening speed rate to the extent that in a few days, this illness conquered almost all the countries (Kowalik, et al., 2020; WHO, 2020). In addition, this pandemic has influenced all life aspects such as lifestyle and people's everyday interactions, work, traveling, and studies (UNICEF, 2020).

Various countries around the world have decided to find effective and safe ways to fight the coronavirus. Algeria's government and authorities, like those of any other country in the world, have attempted to impose strict regulations in all areas, particularly in the educational sector. These regulations were applied in primary schools, middle school, secondary school, and higher education are the four levels of this academic organization. As a result of the pandemic widespread and inability of taking safety measures to stop the illness, Algeria's educational institutions (colleges, universities, and schools) have chosen to close totally their doors. (Bourim., and Beztoute, 2020, pp. 2-6).

Consequently, this difficult situation caused a shift from traditional learning to the use of online learning. This latter was seen as an innovative method of conducting learning activities and the only option for students to complete their assignments. Moreover, it is used as a solution for students to complete their academic year in the stipulated time frame. In other words, the Algerian institutions, like any other country in the world, started to deliver courses by using different types of online platforms, including video-conferencing, Google Meet, e-learning platforms, and webinars for the sake of carrying on the learning and teaching processes (Souar, 2021, P.24).

According to different research studies, online learning is considered by many researchers useful to EFL students. Students can have easy contact with teachers and easy access to teaching materials. Moreover, it facilitates administrative tasks such as lecture recording and attendance tracking (Mukhtar, Javed, Aroo, and Sethi, 2020). During the lockdown, both students and teachers felt that online learning modalities encouraged student-centeredness.



The students had evolved into self-directed learners, learning asynchronously at any time (Dung, 2020, p.47). Despite these advantages, different researchers, such as Wahab and Iskandar (2020), affirmed that students may face some drawbacks when using it. The disadvantages include the fact that online learning can reduce self-motivation; students can feel a sense of isolation because of a lack of interaction between the teacher and student, and another issue is that some students may not have access to a computer or an Android tablet (Wahab and Iskandar, 2020).

Therefore, this study was undertaken to investigate EFL students' perceptions of the use of online learning during the COVID -19 pandemic in Algeria. Our case study targets Master one and Master two students of English at the University of Bejaia.

## **II. Research Questions**

Based on the above-explained problems, this research study is guided by the following questions :

- How do EFL Master students perceive the use of online learning during the COVID-19 pandemic?
- What skills and strategies have been adopted in vertical learning?
- What are the Drawbacks Master students faced during online learning?

## **III. The Research Objectives and Significance of the Study**

This research intends to describe the use of online learning during the widespread of COVID -19 in Algeria among English as a foreign language (EFL) Master students. This study mainly highlights the attitudes of EFL Master students of English at the University of BEJAIA towards using online learning during the period of COVID -19 as a tool to continue the process of teaching and learning and to prevent wasting the academic year because of the lockdown.

This study is significant because it investigates the attitudes of EFL Master students towards the use of online learning and the potential advantages and drawbacks they face when using this tool, it also investigates the possible solutions to make the use of online learning more profitable and beneficial for students.

#### **IV. Sample and Population**

This research work is interested in investigating, from an EFL student's perspective during the period of covid-19. Therefore, the population of our study is based on Algerian EFL students, more specifically, the EFL Master (123) students at the University of Bejaia.

#### **V. Data collection and Analysis Procedures**

During the investigation of the EFL students' attitudes toward the use of online learning tools to maintain the academic year at the University of Bejaia. A questionnaire that contains 19 open and close questions was administered to Master 1 and Master 2 students in the department of English at the University of Bejaia. The students belong to different specialties: didactics, linguistics, and civilization. The questionnaire aimed to answer the research questions.

#### **VI. Structure of Research**

The present research starts with a general introduction which covers the statement of the problem, research questions, the objective and significance of the study, sample and population, and finally data collection and analysis procedures.

Furthermore, it contains two chapters; the first chapter provides a theoretical framework, which is divided into two sections. The first section deals with the use of online learning in higher education, including the definition, types, importance, positive and negative aspects of online learning. The second section provides COVID -19 in higher education. First, it includes the meaning and description of COVID. Furthermore, its impacts on different fields of life (health, economy, education in general, and specifically higher education), as well as the importance of technology in higher education, and the benefits and challenges of online learning during the COVID -19 pandemic, have concluded with a set of studies conducted on students' and teachers' points of view toward the use of online learning during a pandemic.

The second chapter, which is the practical part, is composed of four parts. The first part focused on research methodology; it deals with research variables, populations, and sampling; research design and method; and it ends with data collection tools. The second part is based on data analysis and interpretation, which deals with the description of tables, discussion, and validity of the research question. Finally, this section ends with the limitations of the study and further suggestions. The third section is based on a discussion of the findings, and limitations of the study. Finally, this chapter is ends by presenting with some of recommendations.

## **CHAPTER ONE: THEORETICAL PART**

### **Introduction**

The following chapter deals with the literature related to the use of online learning during the COVID -19 pandemic from an EFL students' perspectives. It consists of two sections; the first one deals with the use of online learning in higher education, which comprises its definition, its different types, its importance, and online learning in higher education, and finally, its advantages and disadvantages. The second section deals with online learning during the pandemic. It includes a definition of COVID -19, its impact on education and higher education , the importance of technology, its benefits, and the challenges of online training in higher education during COVID -19. As a result, some previous studies conducted about students' and teachers' points of view toward the use of online learning during the pandemic.

## Section one: Online Learning in Higher Education

### Introduction

During the COVID-19 pandemic, online learning became compulsory in higher education, and it is being used in educational establishments all around the world. This study investigates EFL students' attitudes towards the use of online learning during the COVID-19 pandemic. This section is based on online learning in higher education. It includes a definition of online learning, its types (synchronous, asynchronous), its purposes and importance, as well as online learning in higher education in Algeria. It thus tackles its advantages and disadvantages.

#### 1.1. Definition of online learning

According to IGI Global website (What is online learning, n.d) online learning refers to "a term to describe an emerging approach to learn at students' own premise through advanced information-communication technologies (such as Blackboard, Moodle, YouTube, Virtual Reality) either asynchronously or synchronously". The subjects, audiences, and costs covered by online learning courses are diverse, and this educational method is gaining popularity as a cost-effective way to provide education to a wide number of people.

The concept of online learning is composed of two words: "online" and "learning". The former means connected to or served by and the latter means "the activity or process of gaining knowledge or skill by studying" as defined in Meriam-Webster (2022).

Online learning is defined as using information technology to improve the quality of education. This term is defined by different scholars. Wijanto (2021) defined it as "... the use of internet-based technology without being constrained by time and place". According to Anshari et al. (2017 CITED in Elayan, 2021), online learning is:

"The method of instruction at a recognized institution where the students do not get the classes on the campus. In the modern-day digital era, the net has advanced as one of the indispensable abilities to share resources for learning and research for both the instructors and the students" (p.07)

Dhull , Arora (2017, p.32) introduced online learning “as a range of technology devices such as the worldwide, Web, email, chat, new groups, and texts or delivered over computer networks to impact education”.

Anderson and Elloumi (2004, CITED in Dağ, 2009) defined online learning as "the educational material that is presented on a computer". For Bakia, Shear, Toyama, and Lasster (2012), online learning is:

“Instructional environments are supported by the internet. Online learning comprises a wide variety of programs that use the internet within and beyond school walls to provide access to Instructional materials as well as facilitate interaction among teachers and students. Online learning can be fully online or blended with face-to-face interactions” (P.02)

Means, Toyama, Murphy and Baki (2013) described online learning as the fastest growing trend in educational uses that have become popular. It is described as a "fifth-generation" version of virtual education that "capitalizes on the internet and web's capabilities". As such, Nambiar (2020) claimed that "online learning and classes are increasingly becoming part of the education system worldwide."

Many definitions have been given to the term "online learning." From the reviewed literature, we conclude that online learning has brought a new way of learning and teaching as it provides opportunities for both teachers and learners to interact anywhere and at any time and stay far from the university, in contrast to the traditional method of learning and teaching which is based only on the classroom.

To conclude, Swerdloff (2016) described online learning as the use of software programs to instruct students in content and to facilitate the learning process. It can be delivered via a desktop or laptop computer, mobile phones, tablet, as well as it permits the students to learn at their own pace.

## 1.2. Types of online learning

There are two types of online learning. They can be summarized into:

### 1.2.1. Asynchronous online Learning

Asynchronous online learning is a type of online learning and teaching that is based on the idea that learners and teachers cannot be online at the same time. In other words, learners can be online at anytime and anywhere. According to CSUSM faculty (2020), asynchronous online learning is:

“An instruction model that offers lessons that provide students more independence and flexibility in their learning. This model is shifted from an instructor-based learning model to a learner- based model that provides students freedom of time and distance” (p.02)

According to Katambur (2018) asynchronous online learning includes five tools that can support learning :

- **Video:** It is used by teachers, particularly for auditory and visual learners.
- **Digital library:** is Unlike other kinds of media such as print or microform, a digital library is a specific type of library that houses a collection of digital materials. These digital objects can take the shape of visual content, text, audio, or video in electronic media formats.
- **Discussion board:** It refers to discussion groups used to post and respond to messages on the web.
- **Email lists:** This tool refers to the electronic mailing lists used to exchange messages between the learners and their teachers.
- **Blogs:** This type of asynchronous learning provides learners with different information about specific topics.

### 1.2.2. Synchronous online learning

Synchronous learning is a type of online learning that means courses occurring at the same time. Many researchers such as (Kaddeche, Maana and Kddeche, 2021) defined it as electronic learning in which both the students and teachers may communicate online at the same time. In other words, it is real-time or lives instruction that requires both the instructor and the students to be online at the same time.

According to Lawless (2020) synchronous learning can be achieved through different means:

- **Webinar:** It is a seminar that is transmitted online by using video-conferencing software.
- **Web-conferencing application:** It refers to mobile applications such as zoom
- **Messaging with integrated whiteboard tools:** It is a learning space that is used by learners and teachers to write and interact in real-time via the internet. –

### 1.3. Asynchronous online learning VS Synchronous online learning

Online learning allows students to learn in new and different ways, but the best two types of online learning are synchronous (e-learning) and asynchronous (e-learning). These two types are similar in that students can attend class from anywhere and anytime, they regularly communicate with their teachers, and they work collaboratively with other classmates. They are, however, different in various ways. (Amiti, 2020).

Synchronous virtual classrooms perform similarly to traditional classrooms, with pre-determined study schedules and real-time interactions. Asynchronous virtual classrooms function similarly to traditional classrooms, with pre-determined study schedules and real-time interactions. However, students receive knowledge and communicate with one another at their own pace in asynchronous classrooms, giving them a distinct appearance (Wintemute, 2022).



Table 01: Difference between synchronous and asynchronous online learning  
(Harastiniski,2008, p.54, cited in kebaili, 2015)

<b>Asynchronous e-learning</b>	<b>Synchronous e-learning</b>
<ul style="list-style-type: none"> <li>• It included a variety of online applications, such as e-mails and discussion boards for teacher and student interaction.</li> <li>• It's an important part of a flexible e-learning program</li> <li>• It provides learners with the ability to download courses.</li> <li>• It enables students to access e-learning at any time and from any location.</li> <li>• Frequently utilized features include: e-mails</li> </ul>	<ul style="list-style-type: none"> <li>• It is aided by the use of the internet, such as video conferencing (zoom), group chat, etc.</li> <li>• It helps both teacher and learner to avoid frustration by asking and answering the question</li> <li>• It makes students feel like they are part of a group rather than isolated individuals.</li> <li>• It necessitates the presence of both teachers and pupils at the same time, but not necessarily in the same location.</li> <li>• Popular features used to chat, web conferences, virtual classes</li> </ul>

According to the Learn a Course Online website (2022), asynchronous classes require a lot of structure and make a complete syllabus and course outline that includes course content, readings, learning materials, and required dates. Give students some time in between course requirements and provide useful feedback. When students take online exams and assessments, they are likely to receive merely a test score as feedback. When grading essays and formative exams, provide constructive feedback that will help them develop. However, synchronous classes Create activities that will engage children, such as having them lead certain online debates. Assign case studies; the students will take turns leading the conversation while the teacher provides support and uses a variety of internet platforms and applications. It gives participants time to prepare and provide reading and other learning materials ahead of time.

#### 1.4. The purpose and importance of online learning (E-learning)

Thanks to internet, it is now possible for students to learn about a wide range of topics, and they will be able to learn something new and develop knowledge through online lessons. E-learning is the most efficient method of studying for students, as well as benefits from online learning in a variety of ways. In addition, students may acquire the same quality of education from the comfort of their own homes by taking online programs. Education can serve a variety of goals, and online programs can help you achieve them. Because it provides additional options for traditional learning, online education can be considered a recognized education. Online classes are practical and adaptable (Ecole Globale website, 2020).

Online learning can support learning by offering differentiated learning, particularly for those who need support in literacy, numeracy, and information , communication technologies (ICT). It provides a wide range of tools to help teachers and students be more inventive, creative, and productive in all aspects of learning. Teachers and students can readily adapt virtual learning materials to their own schedule and level, making them suitable for every learning style and ability (Babu, Sridevi , 2018, p.86- 87), argued that :

“E- learning raises the level of education, literacy, and economic development. This is especially true for countries where technical education is expensive, opportunities are limited and economic disparities exist. E-learning can be highly beneficial to both students and institutions if properly implemented. E-learning is a large and growing market with great potential in higher education and the students using e-learning performed better than students who did not use e-learning to maximize their potential” (p.87)

### 1.5. Online learning in higher education in Algeria

As a result of the transformation of the internet and communication, higher education has compelled new educational approaches to develop education by shifting toward combining education with technology. People nowadays prefer to get answers to their questions online rather than going to the library or asking someone, which has contributed to the rise of online learning in the educational field. Online learning has moved into higher education (Allisson Academy website, 2022).

The history of online learning, also known as e-learning in Algeria, dates back to 2003 when the Ministry of Higher Education and Scientific Research began to provide important tools and materials to all universities and educational institutions. As a result, the first learn system in Algeria was not launched until 2006 in collaboration with both Thomson and Microsoft corporations (Benharzallah, 2020).

Nowadays, everything has gone electronic; e-government, e-shopping, e-business, e-commerce, and higher education is no exception. Many academics are accepting the challenge of using web-based or online learning in higher education to deliver course work. Chang and Fisher (2003) argued that many universities are revising their strategic plans to incorporate online learning into higher education because the internet has become a significant change agent in higher education. Online learning has been defined as teaching and learning through synchronous and asynchronous communication through the internet with multimedia and the ability to engage, and it has been linked to the development of higher-order thinking skills in students.

Furthermore, Benharzallah (2020) asserts that online learning in Algeria is well established in higher education, and it has been found to have a significant impact on increasing the effectiveness of learning, as well as is considered a new asset in this era, and it is becoming popular among higher education students in Algeria, owing to the increasing availability of various means and technologies of communication devices.

Finally, online learning cannot replace traditional learning, but it can supplement the teaching and learning process, and it can make learning effective. Lau (2020) argued that "it provides a diversified learning experience for students to stimulate students' learning interests". There are many different methods of online learning to suit different learning objectives, such as having live classes, viewing videos, taking online quizzes and assessments, or playing games.

## 1.6. Advantages and disadvantages of online learning in education

The popularity of online learning is growing, and many established institutions have started to make their courses online. According to Vitoria, Mislinawati, and Nurmasyitah (2018), students perceive web-based learning or online learning as a module to be useful in improving their understanding, independence, self-discipline, motivation to learn, and interact with one another and with the teacher. On the other hand, online learning influences students' lack of motivation and persistence. Several essential aspects influencing online learning from the perspective of students have been discovered in previous studies (Kauffman, 2015). From here, we ask the question: what are the advantages and disadvantages of the use of online learning in education?

### 1.6.1. Advantages

The use of online learning in education can be very beneficial. KAJABI website (n.d) reported some advantages for the students in the sense that it provides them with many opportunities:

- It offers them access to learning at any time and in any location.
- Online learning helps students and teachers to develop cognitive abilities.
- It improves the communication system between students and teachers
- Online learning helps students or learners to rely on themselves.
- It allows students to get deeper insights into the information through the activities.
- It ensures that students are completely involved as learning takes place together.
- It offers flexibility for students in learning.
- It leads to the enhancement of students' satisfaction and motivation.

Furthermore, Chaney (2001) argued that Online courses have the ability to provide students from little, remote, or low socioeconomic school districts with greater. Besides, online learning can increase the interaction between the learners and their instructors in both synchronous and asynchronous forms (cited in Brittany, 2015, pp.8).

The former offers opportunities for real-time collaboration. As such, students can ask questions and get the answer in real-time which means online learning is flexible because learners can connect with their teacher when, and where they want. The latter, however, can offer the students access to the course and initiate or interact with the instructor and their peers at any time and it allows them to re-watch recorded sessions to deepen their learning. (Brittany, 2015, p.9).

Besides, according to Nguyen (2015), the use of online learning is advantageous not only for the teachers and the learners but for the management of the whole learning enterprise as well. For him:

“One reason why there is so much discussion around online learning is that there are many purported benefits and uses of online learning. Some of the most important ones are its effectiveness in educating students, its uses in professional development, and its cost-effectiveness to combat the rising cost of postsecondary education” (p. 310)

These positive points have encouraged teachers and learners to use online learning to support the teaching and learning process.

### **1.6.2. Disadvantages**

Online learning may have different drawbacks, and it can affect students negatively. According to Dhull and Arora ( 2017, p.32 ),

- Students may suffer from a lack of interaction. In other words, when using online learning learners do not have the opportunity to have face-to-face interaction which is called poor communication.
- Students may feel isolated since they remain in touch with their friends in far-off places which might result in isolation in studying.
- Students may lack motivation while studying because they can get distracted easily.

According to Sarangi (2021), online learning may have other disadvantages:

- It is costly to install such technology as computers or devices because it is still impossible for many students. Besides, the need for a good internet connection may become a struggle for some families to pay money for the internet.
- Computers reduce students' opportunities for socialization and they may provoke physical problems such as repetitive stress or eye strain.
- Sometimes digital learning does not apply to all disciplines and subjects.
- Unlike traditional learning, where teachers can monitor students individually, digital learning makes it harder to determine whether or not students cheat on tests.

**Conclusion**

From the reviewed literature, this research concludes that e-learning, or online learning, plays an important role in education. Due to e-learning (online learning ), the learning process has become easier and faster and its development is considered as an open door for knowledge.

## **Section two: Online Learning During The COVID -19 Period**

### **Introduction**

This section tackles the theoretical background of online learning during the COVID-19 pandemic. It includes a definition and description of COVID -19, its impacts on different fields of life ( Health, economy, education, and higher education ), and the significance of technology in higher education, as well as the benefits and challenges of online learning in higher education during the COVID -19 period. Finally, it dealt with students' and teachers' points of view toward the use of online learning during a pandemic.

### **2.1. COVID -19 definition and description**

According to the Centers for Disease Control and Prevention website (CDC), COVID-19 is a contagious disease and respiratory sickness caused by a novel virus known as the "coronavirus", which can be transmitted from one person to another. Cox (2021) defined it as an acronym that refers to the following: "Coronavirus disease in 2019". In other words, "CO" stands for "corona," "VI" for "virus," and "D" for disease.

COVID -19 is defined by the Cambridge Dictionary (2022) as an infectious illness caused by a coronavirus (a type of virus) that causes fever, fatigue, cough, and changes in taste and smell, and can cause breathing problems and serious illness in some people.

### **Figure 01**

coronavirus disease 2019 ( COVID -19), adopted from ( Cleveland clinic website, 2022 )





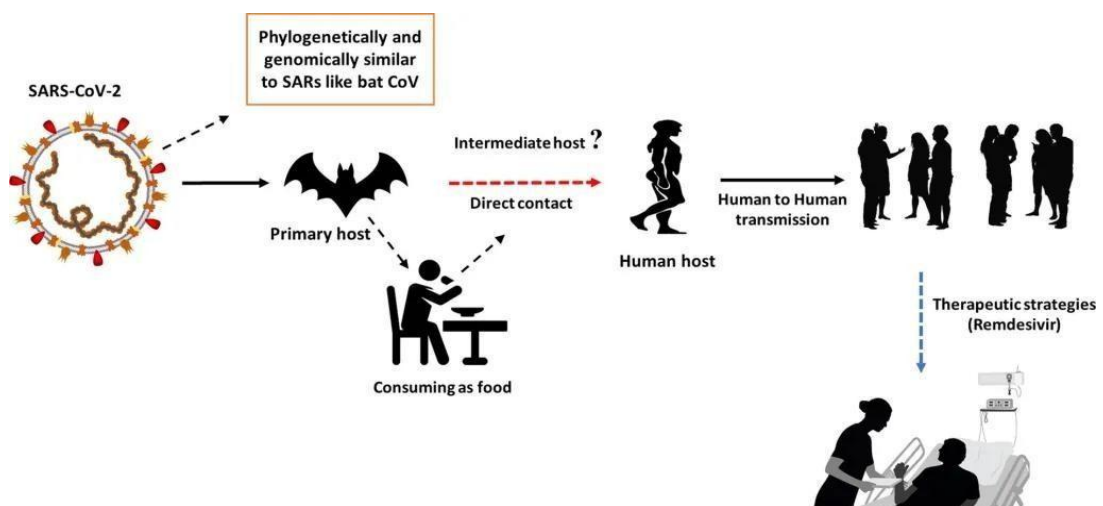
This figure represents an image of the SARS-COV-2 (COVID -19) virus and demonstrates the true form of coronavirus by using a transmission electron microscope.

Furthermore, the COVID -19 term refers to the world health organization's (WHO) "coronavirus 2019"; it is also known as "2019-nicov," which refers to an infection or respiratory illness caused by the "SARS-cov-2 virus," which began in Wuhan, China in December 2019; and it derives from "zoonotic," which means that it is a virus transmitted from animals to humans. In other words, it is an illness that emerged from the Bat-borne (Limieux, 2020), and it is defined by Merriam-Webster (2020) as:

“Mild to severe respiratory illness that is caused by a coronavirus (Severe acute respiratory syndrome coronavirus 2 of the genus Beta coronavirus), is transmitted chiefly by contact with infectious material (such as respiratory droplets) or with objects or surfaces contaminated by the causative virus and is characterized especially by fever, cough, and shortness of breath and may progress to pneumonia and respiratory failure”

**figure 02**

origins of covid -19, and its transmission, retrieved from (Shereen, khan, Kazmi, Bashir & Siddique, 2020, pp.91-98).



This figure demonstrates the origins of SARS COV-2 which stand for “Severe Acute Respiratory Syndrome Coronavirus”, and it shows that it originated from the Bat-borne and then was transmitted to humans.

People who have been exposed to COVID -19 is a pandemic that affects people differently and is linked to individual illnesses, and those who have been exposed to this virus are those who suffer from chronic respiratory diseases such as asthma or old age. That is why people should take care and protect themselves from this disease by avoiding close contact with other people who are ill. In addition to wearing a mask to cover a cough or sneeze, they should always cover their mouth and nose with a tissue when coughing or sneezing and immediately wash their hands with soap and water for at least 20 seconds. Moreover, always clean and disinfect. Finally, people must be alert for symptoms such as: taking care of their temperature if symptoms develop (Centres for disease control and prevention (CDC) 2022, Cleveland clinic, 2022).

Moreover, pneumonia, respiratory failure, septic shock, and death are all possible complications from the virus. Table 02 shows the most common symptoms of COVID -19

**Table02:**

Most Common Symptoms of COVID -19 adopted from (Chelghoum, 2020, p.121)

Symptoms	Percentages
Fever	99%
Fatigue	70%
Cough	59%
Lack of appetite	40%
Body aches	35%
Shortness of breath	31%
Mucus/phlegm	27%

To conclude, the disease is more than just a health issue; it is also a historic socio-economic crisis, with devastating social, economic, and political consequences in every country it affects. It also has a global influence on educational systems, leading to the closure of schools, universities, and colleges (Guessar,2020,p.121).

## **2.2. The impact of COVID -19 on Different Fields of Life**

The COVID -19 pandemic has resulted in a significant loss of human life around the world, providing a novel challenge to public health, the workplace, food systems, transportation, education, religion, tourism, and employment. As a result, this virus has changed various aspects of life. This section summarized some effects of this disease on health, the economy, education, and higher education.

### **2.2.1. Education**

COVID -19 had an impact on the educational systems all around the world, which led to the closure of schools, universities, and colleges, and mostly all the governments decided to close their educational institutions as an effective solution to prevent the further spread of this pandemic. Therefore, on March 3, 2020, UNESCO released the first survey report on the students affected by the disease revealing that twenty-two countries had closed schools and universities to contain the virus propagation.

Furthermore, several countries are exploring solutions and other ways to provide ongoing education using technologies such as the internet, television, and radio at home as a result of school closures due to COVID -19. According to UNICEF (2020), while more than 90% of nations have adopted digital distance learning methodologies, only 60% have done so for preschool education, and from pre-primary to secondary school, government policy attempts to promote learning continuity through broadcast or digital media may reach 69 percent (at most) of children worldwide. 31% of schoolchildren globally are unable to benefit from remote learning due to a lack of sufficient technological assets at home. Furthermore, during school closures, governments used online channels to provide education, with 80 percent of countries using this strategy. 16% of school children are reachable by radio.

In conclusion, the closure of educational institutions (schools, colleges, and universities) has both positive and negative consequences for students, teachers, staff members, and their families, including the rise of collaborative work, blended learning, use of learning materials, learning management, use of various electronic media, and e-conferencing, as well as increased parental responsibilities, lack nutrition, and unpreparedness for online education(Chu, Liu, So, Lam, 2021).

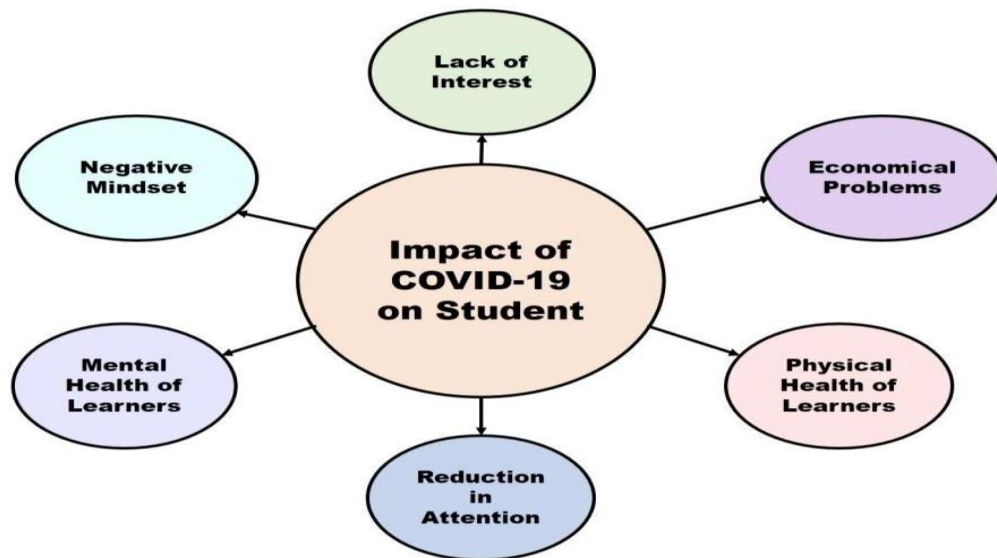
### **2.2.2. Higher education**

COVID -19 had a significant and transformative impact on higher education, and all universities worldwide responded to the pandemic with "emergency E-learning" protocols, indicating a rapid transition from face-to-face classes to online learning systems; however, adapting to this change and shifting to this new application is a challenge for educational institutions, because teachers and students faced many difficulties and limitations ( Rashid and Yadav, 2020).

Furthermore, because of the high risk of this virus, many parents avoid sending their children abroad for higher education, and many countries have shifted to online learning without any planning. So, this has caused the risk of most students are at risk of becoming inactive students and reduced interest in their classes because their level of attention is low. Since the emergence of online learning, some teachers are not good at it or do not know how itfunctions; most of them are simply conducting courses on the video platforms such as Zoom, which are not considered true online learning (India today website, 2020).

**Figure 03**

Negative sides of COVID -19 on students retrieved from( Kumar et al . 2021)



The figure represents the negative impact of the COVID -19 on students as it shows it influence negatively their mental and physical health, caused a lack of interest in courses, and economical problems. Finally, a reduction in attention.

On the other hand, because of COVID -19, universities are shifting to a new model of blended learning that allows students to connect with their teacher, provides a safer learning environment, increases students' engagement, and efficient use of instructor time. ( Weitzel, 2021). In addition, COVID -19 allows learners, and teachers to start improving learning materials that are used in teaching and learning, like the learning management system, which is considered a software tool that helps learners and teachers to create and deliver courses and programs online, particularly in this time of virus ( India today website, 2020), as well as Dhawan (2020), indicated that there are a variety of online learning possibilities and that because the majority of academic institutions have adopted this technique, online learning will prosper during this time of crisis.

Moreover, Harasim (2017) proposed what is called " online collaborative learning" (OCL), which refers to the theory that focuses on the internet as a source of learning by encouraging collaboration and knowledge building. This new theory can be defined as a method

of reshaping formal and non-formal education, and she points out that there are various advantages to moving to teach and learn from the internet and predicts the creation of large scale educational networks based on the concept of e-learning, as this new application encourages students to solve problems collaboratively through discourse, and the main aspect of online collaborative learning (OCL) is that the teacher's job is to facilitate the process of learning.

In addition, Snelling and Fingal (2020) explain strategies for online learning during coronavirus outbreaks, such as: ensuring digital equity, Providing clear expectations to staff and parents, taking time to plan, and making sure you have access to everything you need at home in case you are unable to return to school, or bringing your school computer home and backing up your files to the cloud, makes learning more robust. Take regular breaks. Make time to exercise Choose the right tools, and stick with them. For example, video conferencing, e-learning platforms, Google meetings, as well as establishing daily schedules, are designed for independent learning.

In conclusion, Since the pandemic spread, online classes have become the foundation of modern higher education. However, while the majority of universities around the world have made the full transition to online teaching and learning, teachers are still working out how to get their students to participate in online activities. Every day, they must choose between synchronous and asynchronous learning, because online learning enables higher education to provide services to students who are furthering their education (Sabri, Junaini and Norhuanaini, 2020).

### **2.3. The importance of Technology In Higher Education**

Higher education uses digital technologies because it is considered an effective strategy, especially during this pandemic, to get in communication with students and continue with their studies. According to Smith (2014), different educational institutions indicated that digital tools were mostly utilized to communicate with students and support a variety of learning styles. Even as the pandemic continues to spread over the world, closing down higher education has never been an option; instead, finding ways to avoid it has led to greater reliance on online technology for the course and program delivery (Asimiran and Alam, 2021).

Thanks to technology, students become self-sufficient because it encourages them to conduct research, it also makes learning easier by making concepts more digestible, such as

Through an instructional video. It is critical to recognize that different learning styles exist and that traditional education may not be able to accommodate them all. Some people do not succeed in a school environment, so having access to things like online courses can allow them to obtain qualifications that they would not have been able to obtain otherwise. Students can struggle to stay engaged in what they are learning; therefore, the use of technology is critical in keeping their attention and allowing them to absorb information more effectively. Technology can assist in providing higher-quality education to them. Moreover, by giving adequate access to knowledge, technology saves teachers time and money while also allowing students to continue on top of their studies, such as checking deadlines or emailing a teacher with questions at any time of day. With the help of technology, students can read a lot of e-books, journal articles, and blogs, especially during the COVID -19 era (Explorance website, 2022)

#### **2.4. Benefits and Challenges of Online Training in Higher Education During the COVID-19 era**

Today, online learning is more important, because learning virtually has various advantages, namely: low cost, following the latest developments, can be accessed from anywhere and at anytime, and universal (Cilre website, 2018).

In the study conducted by Demuyakor ( 2020, p.7), the results showed that one of the most difficult challenges in online training is fostering a sense of community, and creating such a community. On the other hand, successful and effective online learning is primarily defined by how the course content is designed, the interaction between student and teacher, and the availability of learning materials.

Despite the many challenges faced by students during this pandemic when they are not used to using profitable online learning methods, such as a poor internet connection and a lack of technological devices such as laptops or tablets (Uzorka, Ajiji, 2020, p.476); online learning provides students with flexibility, convenience, and allows for the expansion of teaching methods, such as using the internet and multi-media can provide students with new examples, explanations, activities, and assessment methods ( Carson College of business website,2019)

**2.5. Student's and Teacher's Points of View toward the Use of Online Learning during a Pandemic**

The outbreak of the COVID -19 pandemic drove institutions all across the world to close their doors indefinitely and shift their educational programs to online platforms. Many universities were unprepared for such a change, so their online teaching-learning processes involved over time, and many research has been conducted on students' and teachers' attitudes towards this new application (World Economic Forum, 2020).

According to the research conducted by Chakraborty, Mittal, Gupta, Adav, and Arora (2020, pp 360–361), the result showed that during the COVID -19 pandemic, students had mixed views about online education. A majority of the students agreed or strongly agreed that learning is better in physical classrooms than through online education, while only a minority of the students believed that online education is better than face-to-face classes. Nonetheless, students believe that professors' online teaching skills have improved since the outbreak and that online learning is a feasible option in the current situation, and the students well received the courses when teachers used internet resources and technologies. (73.7%) of students believe that appropriate study materials are now available online. The participants also found PowerPoint presentations (58.7%) and note-taking tools (69.0%) to be effective in delivering knowledge. Students (72.1%) believe that online resources for problem-solving, programming, and design can enhance classroom learning.

Furthermore, other studies were conducted about the students' views on online learning, such as the research conducted by Zhu, et al ( 2013) at the University of South Australia, Adelaide. The findings showed that the participants utilized email the most frequently among the various ICT applications. The ICT applications to which the participants had the least access were publishing tools. When it came to social networking technologies, the participants preferred to use them for personal purposes rather than group collaboration. Online search engines are more commonly used for non-academic purposes than for academic purposes.



Moreover, in the study done by Nambiar (2020, pp. 787–791), the results show that most of the teachers favored classroom instruction over internet teaching; however, few of the preferred online classes believed that even though online lessons were convenient and could be attended from the comfort of their own homes, Disconnection between the teacher and the students, a lack of interaction, and an inability to engage the students' influence of online learning during COVID -19. From the perspective of students and teachers, technical challenges were considered to be the most important problems. In addition, the majority of them faced problems with poor connectivity, power outages, broadband troubles, and poor audio video quality. In addition, the study concluded that the majority of students faced technical issues when using online learning, such as bad internet connection and problems with the app, and some of them found it difficult to concentrate during online classes. There were more distractions at home, and the lack of an organized learning environment makes it difficult for students to focus during class. Therefore, a few of them reported that they were unmotivated and uninterested in taking online programs. They believe that taking lessons online makes them less serious and that they only go for the sake of attendance, which makes them bored and lazy (Nambiar, 2020, p.787-791).

### **Conclusion**

In conclusion, even though some teachers and students faced some issues when using online learning, COVID -19 been forced everyone to carry on their learning process in this way, because online learning has proved to be an effective solution and can provide students with adynamic and interactive user experience and allow them to interact with others from all overthe world, exposing them to different cultures (Global Alumni, 2022).

## **Conclusion**

This part provides an overview about online learning as an effective solution for learning during the COVID-19 pandemic and to know the different drawbacks and opportunities of this new strategy. As well as learning about various obstacles and issues encountered by learners when using online learning.

To conclude, the current chapter gave an overview of the literature related to the present study. It encompasses two sections, including online learning in higher education and online learning during the COVID-19 Pandemic. Each concept was discussed in a section. The first section deals with the definition of online learning, its types, its purpose, and its importance. It has also targeted online learning in higher education in Algeria, and it ends with the advantages and disadvantages of online learning.

The second section is based on the definition and description of the COVID -19 pandemic (its origins, its transmission ,symptoms, and the means of protection). It also deals with the impact of this pandemic on different fields of life, such as health, the economy, education in general, and higher education, as well as the importance of technology in higher education, benefits and challenges of online learning. The last point tackled students' and teachers' points towards the use of online learning during a pandemic.

## **CHAPTER TWO: THE PRACTICAL PART**

### **Introduction**

The present dissertation aims to investigate the use of online learning during COVID-19 from EFL students' perceptions in the department of English at the University of Bejaia . Hence, this part is divided into two sections. The first one, described the research design, the method employed, sampling techniques, the research variable, and tools used to gather data. In the second section, students' questionnaires are analysed and discussed. Moreover, recommendations are presented focusing on the results of the study, which are the most important part of the analysis that helps students to develop positive perspectives towards the use of online learning during COVID-19. Finally, this part ended with a discussion, limitations, and recommendations. Finally, this part finished by giving a short conclusion that summarized the whole chapter.

## **Section One: Research Methodology**

### **Introduction**

This research investigates and analyses the EFL Master student's perceptions towards the use of online learning during the COVID -19 pandemic. This section focuses on different aspects and points that take part in this section, such as; the research data collection, the population, and the sample. Finally, the instrument used to achieve this research.

#### **1.1. Research Variables**

Throughout the present study, the researchers can clearly distinguish between one variable, which is online learning, and the context, which is the COVID-19 disease that appeared in 2020 in China and then invaded the entire world. This virus spread throughout the population's lives and caused the death of millions of people. The entire world was put in quarantine and isolation to protect themselves and to stop the spread of COVID-19. During the period of COVID -19, the ministry of higher education called for the use online learning to save the academic year for students. They based on the use of this tool because it was the only solution to save the academic year (World Health Organization, 2020).

Online learning called also E-learning which defined as a method that is used by people electronically, is based on remote interaction between teacher and student for learning. It is delivered through various multimedia and internet platforms and applications. Since the appearance of the COVID -19 pandemic and the isolation of the quarantine period, students have found that online learning is the only way to follow their studies to avoid the "white year," in which all students must repeat their year, and to preserve the academic year (Tamm,2020).

#### **1.2. Population and Sampling**

##### **1.2.1. Population**

The research population which is targetted in the present study includes Master EFL students at the Department of English, University of Bejaia. The population consists of 375 students divided into Master one and Master two levels. This population seems to be appropriate because they are more experienced compared to bachelor (BA) at the level of

online learning during the COVID-19 since have already they studied for three years under the COVID-19 circumstances. This makes their opinions and perceptions more clear and more eliable.

### **1.2.2. Sample**

Since the study of the whole population is not possible, sampling is an indispensable technique in behavioral research. According to Ouasala (2007) "sample is taking any portion of a population or universe as representative of that population or universe" (cited in Oribahabor and Anyanwu, 2019). Hence, the sample chosen in this study is 123 Master 1 and 2 students who come from different specialties: linguistics, didactics, and civilization. This sample consists of 48 males and 75 females. Their majority age range is between 20 and 23 years.

## **1.3. Research Design and Methodology**

### **1.3.1. Research design**

The present study is a description of the EFL students' perception towards the use of online learning during the pandemic in the Department of English, at the University of Bejaia. Therefore, the design adopted in this study is non-experimental. A descriptive study is used basically to report the situation. In other words, according to Sahin and Mete (2021) "Descriptive Research is type of research that describes a population, situation, or phenomenon that being studied. It focuses on answering the how, what, when ,and where questions of research problem rather than the why".

### **1.3.2. Research Method**

This research opted for the quantitative method to answer our research question. According to Bhandari (2020) : "Quantitative research is the process of collecting and analysing numerical data". It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations. In other words, the quantitative method is a systematic investigation of phenomena through the collection of quantifiable data and the application of statistical, mathematical, or computational techniques.

### **1.3.3. Data Collection Tools**

In our research, the data collection instrument is based on a questionnaire. A questionnaire is a useful tool that is well suited to the quantitative method as it permits us to elicit a lot of data in a short period of time. Therefore, the participants are asked to answer questions anonymously and choose

a response from a list of options. According to Roopa and Rani (2012) :

“Questionnaires are frequently used in quantitative marketing research and social research. A questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic. When properly constructed and responsibly administered, questionnaires become a vital instrument by which statements can be made about specific groups or people or entire populations” (p.273)

In this study, the questionnaire was delivered to 123 students; some of the questionnaires were delivered online via Google forms, and 50 of the questionnaires were handed to participants in paperform.

The questionnaire is composed of two sections. The first one is consisting of 6 items that are devoted to collecting data about participants’ profile. The latter includes gender, age, level of instructions and specialty, experience in online learning, and the type of online tools teachers used to deliver courses.

The second part is about the student’s perspective on online learning. It includes items 9 to 17 that aim to identify the advantages and disadvantages of online learning. Finally, items 7, 8, 18 and 19 are asked to find out how this new application influences students, if it is beneficial, as well as whether the students accept it, and what they suggest to make it more profitable for them in the future.

### **1.3.3.1. Online questionnaire**

According to the QuestionPro website (n.d), an online questionnaire is a structured question that the target audience completes online, usually by filling out a form. The questionnaire comes in a variety of formats and types. The data is recorded in a database, and the survey tool usually incorporates data analysis as well as expert assessment. To put it another way, an online questionnaire is a set of questions meant to collect data on a specific audience or group of people. The benefits of an online questionnaire include a higher response rate (respondents can answer questions at their own pace) and a lower cost (data collection does not have to be

expensive. Various websites and platforms assist the researcher in quickly and economically creating a questionnaire, with real-time access (respondent responses are automatically saved, allowing anyone to have the results at their fingertips in no time). This reduces the process of assessing their data to a straightforward and rapid action), and practical: (respondents can answer the questions on their own time and with some flexibility in terms of completion time). On the other hand, the disadvantages of an online questionnaire are that it is accessible to cheating, which is a major issue. If the student's answers are long and/or confusing, users could get some responses. Because there is a lack of accountability, as well as limited sampling and respondent availability (certain populations are less likely to have access to the internet and respond to online questionnaires). Drawing samples based on email addresses or website visits is more difficult. Finally, possible cooperation problems online questions can be deleted and ignored. Finally, People dislike being pushed, and if they get angry, they may just delete the message (Howard, 2019).

#### **1.3.3.2. Paper questionnaire**

A questionnaire that is printed on paper is called a "paper survey." A physical copy of a questionnaire is sometimes distributed to people who do not have access to an online version. Users can print your questionnaire in its entirety or convert it to Word or PDF using a paper survey creator (QuestionPro website, n.d ).The advantages of the paper questionnaire are readability, which means if the intended audience is visually impaired in anyway and is unable to view the text on a monitor, then paper surveys may be a strong and viable option; usability, which means paper questionnaire have and will always have a place in survey research because a hard copy can be used as a document if that is what is required; and use of purpose, which means there is no point in using online surveys. However, the disadvantage of a paper questionnaire is the expensive printing and probably shipping costs, as well as the significant amount of work involved in data transcription (especially handwritten free texts). Finally, the response rate should be considered (in extreme cases, as low as 5 percent ) ( Smartsurvey website, 2022).

**Conclusion**

This section aims to describe the research design and methodology utilized in the research and the description of tools employed to collect data, as well as the explanation of the procedures applied to analyze it. This chapter provides information about recruited population .



## Section two: Data Analysis and Interpretation

### Introduction

To collect data about Bejaia EFL students' perspectives toward the use of online learning during the pandemic, this research follows the procedure of descriptive design through which a quantitative method is employed. The data are collected through online and paper questionnaires. The data of the questionnaire are analyzed and interpreted using percentages and descriptive statistics, utilizing the statistical package for social science software (SPSS). It was able to translate the findings into tables of descriptive statistics which display frequencies and percentages.

### 1. Questionnaire's Results

#### 1.1. Section one: respondents' background

Gender

Table 1: What is your gender?

<b>Gender</b>	<b>Frequency</b>	<b>percentage</b>
Male	48	39 %
Female	75	61 %
<b>Total</b>	123	100 %

Table 1, demonstrates that 61% of the whole sample of the study are females, whereas only 39% are males. From these numbers, the table asserted that the present study has exclusively based on female participants. Thus, the factor of gender is not taken into consideration.

## Age

Table2: What is your age?

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
20-22	58	47, 2 %
23-25	55	44, 7 %
More than 25	10	8, 1 %
<b>Total</b>	<b>123</b>	<b>100 %</b>

Table 2, demonstrates that the participants' age differs from one another. It showed that 47.2% of them were between the ages of 20 and 22, and 44.7% of them were between 23 and 25 years old. Only 8.1% of students were more than the age of 25 years old.

## Levels of instruction

Table 3: What is your level of instruction?

<b>Levels of instruction</b>	<b>Frequency</b>	<b>percentage</b>
Master 1	64	52%
Master 2	59	48%
<b>Total</b>	<b>123</b>	<b>100%</b>

As shown in table 3, the sample is divided into two levels: Master one and Master two. 52% of students who answered the questionnaire were from Master 1 and 48% were from Master 2. This table showed that the majority of the students who responded were from Master 1.

*Specialty of students*

Table 4: please! Specify your Specialty

<b>Specialty</b>	<b>Frequency</b>	<b>percentage</b>
Linguistics	36	29,3%
Didactics	59	48%
Literature	27	22%
Missing	1	0,8%
<b>Total</b>	<b>123</b>	<b>100%</b>

The result of table 4 shows that 48% of participants belonged to didactics, and 39.3% of them belonged to the linguistics branch. Only 22% of students belonged to literature.

Therefore, the majority of students who answered the questionnaire belonged to the linguistics and didactics branches.

**1.2. Section two: online learning**

Student's experience with using online learning

Table 5: Have students ever received their university courses online before?

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	51	41,5%
No	72	58,5%
<b>Total</b>	<b>123</b>	<b>100%</b>

Table 5 shows that the majority of students, 58.5%, have never received their university courses online before COVID -19 and 41.5% of them answered "yes». From this table, the researcher concluded that the majority of students did not use online learning before the widespread of COVID -19.

Types of online learning used by the teacher to deliver courses

Table 6: what are the types of online tools your teacher has used to deliver courses for you?

Types of online learning	frequency	Percentage
Web conferencing application	28	9,9%
Blogs	2	0,7%
Digital library	7	2,5%
Email	42	14,9%
Video conferencing	81	28,7%
eLearning platform	52	18,4%
Discussion board	57	20,2%
Webinar	4	1,4%
Others ( Instagram)	9	3,2%

Table 6 reports the types of online tools through which teachers used to deliver courses during the pandemic. Most students (28.7%) chose video conferencing. 20.2% of them referred to discussion boards and 18.4% answered that they use e-learning platforms. Then, 14.9% of students preferred the use of email and 9.9% of them claimed that they used web video conferencing and 0.7% chose blogs. Only 1.4% preferred webinars, while 3.2% preferred Instagram as a tool for online learning. 2.5% of them chose digital library.

#### 7- Was the use of online learning beneficial during the COVID -19?

The students who are from Master 1 and Master 2 levels answered the question with different opinions and views that online learning is beneficial when they use it during the COVID -19 pandemic.

Those who said it is beneficial

They said it was beneficial because it helped them to continue their academic year in a normal way. They could study at anytime and anywhere they wanted. Most students considered it a good new method because it is less stressful and it encouraged them to discover how to use ICT in learning. Moreover, the participants added that it is beneficial because it raises the students' motivation.

Those who said it is not helpful

However, some students were against the idea that online learning is beneficial because most of the time, the students did not understand the courses and needed a teacher to explain some important points. It is not beneficial because most of the students did not have access to the internet, and they lacked technological tools like laptops, which led to the loss of their interest and a decrease in their motivation.

8- Did the use of online learning influence you positively or negatively?

The students who responded to the question argued that online learning is beneficial because it allows students to do more research on their own, unlike traditional learning, they were passive learners, and it facilitated the learning process. The use of online learning during the pandemic influenced them positively because they learned a lot of things when searching or when discussing the answers with others. The use of technology makes studies more advantageous because students have all courses they need in front of them. Finally, learners learned positive things like learning how to use different technological tools.

Nonetheless, some students claimed that using online learning during COVID -19 has drawbacks on students, such as a lack of interaction between students and teachers, a lack of understanding of the lessons, and taking a long time to understand the lessons. Additionally, it is not available for all students because of a lack of tools.

### 1.3. Section three: advantages and drawbacks of online learning.

Table 9: Students' confidence level is enhanced when using technology for learning.

Options	frequency	percentage
Strongly agree	25	20,3 %
Agree	52	42,3%
Neutral	27	22%
Disagree	15	12 %
Strongly disagree	3	2,4 %
Missing answer	1	0,8 %
<b>Total</b>	<b>123</b>	<b>100 %</b>

It is obvious from Table 9 that the majority of participants (42.3%) agreed that students 'confidence level is enhanced when using technology for learning and 20.3% of them strongly agreed. However, 22% of them were neutral and 12% of participants disagreed. Only 2.4% of them strongly disagreed.

Table10: Online courses decrease students' motivation

<b>Options</b>	<b>frequency</b>	<b>percentage</b>
Strongly agree	30	20,3 %
Agree	49	42,3%
Neutral	22	22%
Disagree	17	12 %
Strongly disagree	3	2,4 %
Missing answer	2	0,8 %
<b>Total</b>	<b>123</b>	<b>100 %</b>

The results of table 10 show that 20.3% of the students strongly agreed that online courses decrease the students' motivation, 42.3% of them replied by agreeing 22% as well as neutral that online learning decreases students' motivation and 12% of the respondents disagreed with the idea, whereas 2.4% strongly disagreed online courses decrease students' motivation, and 0.8% did not answer the question.

Table 11: When learning online, students suffer from a lack of physical (face-to-face) interaction with the teacher.

<b>Options</b>	<b>frequency</b>	<b>Percentage</b>
Strongly agree	32	26 %
Agree	30	24,4 %
Neutral	12	9,8 %
Disagree	7	5,7 %
Strongly disagree	1	0,8 %
Missing answer	41	33,33%
<b>Total</b>	<b>123</b>	<b>100 %</b>

Table 11 indicates that 26% of students strongly agreed that online learning can suffer from a lack of physical interaction with the teacher, 2.4% agreed and 9.8% were neutral. 5.7 "disagreed that online learning leads the students to suffer from a lack of interaction with teachers and 8% strongly disagreed.

Table 12: Students feel a sense of isolation when learning online.

<b>Options</b>	<b>frequency</b>	<b>Percentage</b>
Strongly agree	26	21,7 %
Agree	45	36,6 %
Neutral	25	20,3 %
Disagree	14	11,4 %
Strongly disagree	10	8,1 %
Missing answer	3	2,4%
<b>Total</b>	<b>123</b>	<b>100 %</b>

As presented in the table 12, 36.6% agreed and 21.7% strongly agreed that students feel a sense of isolation when learning online, while 11.4% disagreed, 8.1% strongly disagreed, and 20.3% were neutral on the fact that students feel a sense of isolation when learning online. As a result, it can be concluded that the majority of students feel a sense of isolation when learning online.

Table 13: Learning online gives students the possibility to have access to their courses at any location and time they wish

<b>Options</b>	<b>frequency</b>	<b>percentage</b>
Strongly agree	42	34,1 %
Agree	57	46,3 %
Neutral	25	6,5 %
Disagree	8	8,1 %
Strongly disagree	4	3,3 %
Missing answer	2	1,6 %
<b>Total</b>	<b>123</b>	<b>100 %</b>

The results in Table 13 highlight that 46.3% and 34.1% of the respondents agreed and strongly agreed that learning online gives students the possibility to have access to their courses at any location and time they wish; whereas 8.1% and 3.3% of them disagreed and strongly disagreed that online learning gives students the possibility to learn at anytime and anywhere and 6.5% of them were neutral. Therefore, the result revealed that the majority of students have access to their courses at any location and time they wish.



Table 14: Online learning helps students to gain technical skills

<b>Options</b>	<b>frequency</b>	<b>percentage</b>
Strongly agree	39	31,7%
Agree	51	41,5%
Neutral	7	5,7%
Disagree	15	12,2%
Strongly disagree	5	4,1%
Missing answer	6	4,9 %
<b>Total</b>	<b>123</b>	<b>100 %</b>

Table 14, notices that 31.7% of students strongly agreed with the provided Statement 41.5% agreed that online learning helps students to gain technical tools (how to use laptop) and 5.7% were neutral. 12.2% of respondents disagreed, only 4.1% of them strongly disagreed, and 4.9% of students didnot answer the question asked. Then, the researcher concluded that students need technical tools to succeed in their online learning.

Table 15: Students face a lack of technological tools (laptops, computers...) when are required to learn online.

<b>Options</b>	<b>frequency</b>	<b>percentage</b>
Strongly agree	39	31,7%
Agree	51	41,5%
Neutral	7	5,7%
Disagree	15	12,2%
Strongly disagree	5	4,1%
Missing answer	6	4,9 %
<b>Total</b>	<b>123</b>	<b>100 %</b>

According to the table 15, 41.5% and 31.7% agreed and strongly agreed that students may face a lack of technological tools when they want to learn online. 12.2% agreed, with 4.9%strongly disagreed. Only 5.7% were neutral, the result reveals that students often face problems due to a lack of technological tools

Table 16: Students may face network coverage connections when they learn online

<b>Options</b>	<b>frequency</b>	<b>percentage</b>
Strongly agree	75	61 %
Agree	38	30, 9 %
Neutral	3	2,4 %
Disagree	3	2,4 %
Strongly disagree	1	0, 8 %
Missing answer	3	2,4%
<b>Total</b>	<b>123</b>	<b>100 %</b>

From the table 16, we can notice that 61% of participants strongly agreed that they may face low internet connection when they learn online and 30.9% of them agreed. 2.4% were neutral and 0.8% strongly disagreed and another 2.4% of them disagreed.

Table 17: Online learning requires strong time management skills.

<b>Options</b>	<b>frequency</b>	<b>percentage</b>
Strongly agree	28	22,8 %
Agree	56	45,5 %
Neutral	24	19,5 %
Disagree	9	7,3 %
Strongly disagree	4	3,3%
Missing answer	2	1,6%
<b>Total</b>	<b>123</b>	<b>100 %</b>

Table 17 shows that 45.5% of students agreed that online learning requires strong time management skills, and 22.8% strongly disagreed. 19.5 % of them were neutral, 7.3% of them disagreed, and 3.3 % of the students strongly disagreed, believing that online learning does not necessitate strong time management skills.

Table 18: Do you want to carry on learning online?

<b>Options</b>	<b>frequency</b>	<b>percentage</b>
Yes	52	42,3 %
No	60	48,8 %
Missing answer	11	8,9 %
<b>Total</b>	<b>123</b>	<b>100%</b>

According to the table above 42.30% of students who said "yes" they want to carry on their learning online in the future. However, 48.8% of them said no, they were against continuing their learning online.

19. What do you suggest to make the use of online learning more profitable for students?

The following points represent the different suggestions recommended by the respondents.

- Making the use of online learning more profitable for the students
- providing technical trainings for students who lack tools for online learning.
- Establish a good network coverage connection to accomplish the tasks and have an access to the courses
- There must be other ways for course delivery like making videos to explain the contents of the lesson in detail.
- Making a mix of lessons and videos to motivate students who learn online.
- The responsible must provide learners free access to laptops, and the internet for learning online.
- The discussion with the teacher via video call like zoom to create a good environment for learning and raise students' motivation instead of sending courses to the E-learning platform.
- Teachers should use videos online to explain students' lessons and they should not use only pdf texts.

The majority of students who participated in the questionnaire suggested that to make the use of online learning more profitable, students need to have a good internet connection. They also need free technical tools like laptops and mobile to learn online successfully. Moreover, the others recommended the use of applications like Zoom and video conferencing to create an interaction between student and teacher.

**Conclusion**

In this section, the data collected from Master I and Master II students in department of English at the University of Bejaia are analysed and reported findings by using descriptive method (frequencies and percentages) to reach the aim of the study and get a better understanding. Therefore, the participants of this study gave some suggestions to make online learning profitable.

**Section 3: Discussion, Recommendations, and Limitations of the study****Introduction**

This research investigates EFL Student's perceptions towards the use of online learning during the period of COVID -19 to complete their process of learning. This part discusses the results which are analysed in the previous section. The interpretation and discussions of our findings enable the researcher to answer the research questions set at the beginning of this study and which have served as the map route to guide this research.

In addition, this section tends to present some recommendations, suggestions and limitations that are deduced throughout this study.

**1. Discussion of the Results****1.1. Review of the main results of the study**

After analysing the data collected through the questionnaire to investigate the attitudes of EFL Master students toward the use of online learning during the pandemic, the findings of this study respond to the 3 questions. The first question is about the attitudes of Bejaia EFL Master students toward the use of online learning during the COVID -19 pandemic. The study found that the majority of students accept the idea of using online learning during the COVID -19 period. They think that the use of online learning is an innovative way that should be encouraged because it offers them different opportunities such as learning at anytime and anywhere unlike traditional learning which is not flexible. The students can feel independent when doing their research alone without the help of teachers.

The second question is about whether the use of online learning during the COVID -19 period was beneficial for students. According to the results obtained, the findings showed that the majority of students find the use of online learning interesting and beneficial and they want to carry on their learning online in the future years.

The Last research question is about the drawbacks (challenges) that Bejaia EFL Master students faced while using online learning during the COVID -19 pandemic. The result concluded that EFL Master students face different problems when they are required to have not to do their courses online, students are not motivated or trained enough to complete the course

if adequate materials are not provided. 36.6% of students are in agreement with the idea that they feel isolated when using this new tool. Moreover, they faced difficulties in understanding the course content through online teaching.

In conclusion, this research showed that the majority of students support learning through the use of online tools. The results demonstrated that Bejaia EFL Master students' perceptions of the use of online learning during the period of COVID -19 are mostly positive. The second question, which is about the benefits of online learning showed the majority of students find online learning helpful. As far as the third question is concerned, the results revealed that EFL Master students face often obstacles when learning online.

Finally, in the following section, a more detailed discussion will be presented regarding the three research questions:

### **1.2. EFL students' perceptions toward the use of online learning during the COVID -19 period**

There are a lot of research studies that attempted to investigate students' perceptions when using online tools to carry on the process of learning during the period of COVID -19. For instance, a research article written by Moulouj, Bouarar, and Stocjzew (2021) which is conducted to Analyse the students' intention to use online learning systems in the context of COVID- 19 pandemic, reported that the majority of students said that the use of online learning had advantages during the health crisis. Eldeeb (2014) reported that the students accepted the use of online learning tools because they found it useful and easy to learn (cited in Bourim and Beztoute, 2021). However, they face obstacles such as poor internet access, low signal, and high financial cost problems; he added that students preferred mixed-mode and web supplemented courses rather than web-dependent courses (cited in Bourim and Beztoute, 2021). Bali (2018) reported in his research that he found many negative attitudes or sentiments felt by students regarding the use of online lectures, they seem not used to doing lectures that rely 100% on network and internet resources.

otherwise, the findings of this research answered the question (questions 7 to 18) which revealed that EFL students at the department of English at the University of Bejaia have different perceptions toward the use of online learning, and the majority find it beneficial as it increases their self-motivation and it gives them access to learning at anytime and anywhere; besides, it helps students to develop their technical skills and it helps students to do their research alone without the help of their teachers.

### **1.3 Benefits of online learning during the COVID -19 pandemic according to Master students of English**

The coronavirus infection (COVID -19) had a considerable impact on several sectors of life all around the world. This crisis has resulted in the universal suspension of face-to- face pedagogical activities (teaching and learning) in educational institutions to reduce the virus transmission and lessen its impacts. For this reason, the application of online learning started as it is considered an effective solution to avoid blocking the academic year and causing a mess in all the domains during the academic year.

Accordingly, in this research, a questionnaire is employed as a research tool to investigate the benefits gained by Master one and Master two students when using online learning at the department of English, University of Bejaia.

During the COVID-19 several prior research papers have proved the benefits of online learning. For example, Dhawan (2020) confirmed that there are multiple options for online learning and that because the majority of academic institutions have adopted this strategy, online learning flourishes throughout this period of crisis.

According to the results of this study's questionnaire, the results of questions 7 to 17 revealed that students believe online learning to be valuable and significant during the COVID -19 period. As a result, students can access their courses with flexibility and availability. In other words, students received their lessons and communicate with their teacher at anytime and anywhere.

### **1.4.Perceptions towards the drawbacks (challenges) Master students faced when using online learning during COVID -19**

Numerous research studies tackled the challenges students faced during COVID -19. authors gave an overview of the different challenges that students face in an article written by Adoeye, Adaniki, and Adaniki, (2020) about the challenges of learning online during the pandemic in Nigeria the researchers reported the different challenges of their participants.



Another study was also done to investigate the challenges when using the online learning tool, Maouche (2021), and Guessar (2020) identified different factors and challenges like motivation decrease and lack of interactivity. Similarly, the result of our research study indicated that the majority of students faced challenges and barriers when using online learning during the COVID-19 pandemic.

More specifically, the findings of the student's questionnaire reported different challenges such as low internet connection, lack of materials like laptops, most of the students did not have access to the internet, they feel isolated when they stay all the time facing computers in the room alone (see question 9), lack of interaction between teacher and students; moreover, the questionnaire revealed that the Students suffer from the lack of monitoring and guidance (see question 11). As result, a large number of courses have not been understood by students. The use of online learning during the pandemic was compulsory and an urgent solution to save the academic year; therefore, they were obliged to transit to virtual learning.

Finally, it is due to the COVID 19 Crisis that the students had a chance to discover the use of online learning and its challenges. Thus, it can be said that thanks to these challenges that students faced, they could succeed to finish their academic year.

In this research questionnaire, the respondents have suggested different solutions to fight these drawbacks among which these solutions have been cited ( see section3, questions 12, 15, 16). From a general point of view, The respondents suggested permitting free access to the internet as well as its connection since it is the main source for the use of online learning. Moreover, they suggested creating the student's teachers' interaction that can help them to better understand as well as eradicate students' feelings of isolation.

The collected data revealed that the respondents strongly affirmed their willingness and preference to increase the quality of online learning. It can be claimed that using new strategies will help students become more ambitious and courageous, interact more effectively, and improve their academic performance.

## **2. Recommendations for students and suggestions for the study**

In light of the previous findings and discussions of the results, the study recommends the following suggestions for the improvement of online learning in Algeria. Especially for a Master degree.

**2.1. Recommendations for students**

1. Since, students face problems with the internet connection to access their online courses, Algerian authorities should refine the internet connectivity and provide them with the Students should not just use one tool of online learning, they should use different tools to create interaction and a good environment for learning with their teachers such as video conferencing and zoom.
3. As students tend to find online courses in Pdf format difficult to learn, they can resort to summarizing their lessons to speed up their learning and improve their grades.
4. Since students face difficulties in using technology, responsible should provide them with training to help them to master these tools first.

**2.2 Recommendations for teachers**

2. Since students face problems with understanding of the lessons, teachers can support the online courses with some videos to accompany the students when revising.
3. Using attractive online teaching methods such as audio, colors, and non-verbal communication such as emotions and drawings to increase students 'motivation.
4. When learning online, teachers should facilitate the lessons, by using keywords and summaries to make the lessons easy for students.
5. Teachers can provide students with at least one google meet session per weekend for questions and clarifications.
6. When using online learning students are exposed to plagiarism more; to prevent them from doing this, teachers should raise the students' awareness towards online plagiarism through teaching about plagiarism checking tools and how to use them, teaching about referencing styles, and offering special lectures to learn about references references and referencing procedures with practice
7. Teachers should create lectures for students- teachers interaction that may help them to better understand as well as remove students' feelings of isolation.

### **2.3 Suggestions for further researchers**

This study focused on the attitudes of EFL Master students on the use of online learning during the Covid19 outbreak; nevertheless, it was unable to explain other items, so this study suggests the following items for future researchers.

1. After the loss of several students and teachers in universities, Future researchers may conduct research about the influence of covid 19 on students' and teachers' mental health.
2. Other researchers can replicate the same work with another research tools like interviews, and with a larger sample of students.
3. The future researchers can conduct the same topic in other provinces in Algeria to get more generalizable findings on students' perceptions of the use of online learning during the COVID -19 pandemic.
4. Furthermore, this study is concerned with students' attitudes toward online learning during the pandemic. Hence, future researchers might deal with the attitudes of teachers towards the use of online learning during the pandemic.

### **3. Limitations of the study**

The researchers always face some obstacles that prevent them from achieving the desired goals that they planned at the beginning of their investigation. The first limitation of our study is the lack of academic sources, regarding that most sources, speaking about COVID-19 are websites and few sources are academic.

In addition to this, not all Master students replied to the questionnaire of the study; the researchers found many important are left without answers which could affect the results obtained in this research. Additionally, some of the students refused to answer all questions because they were in hurry to leave their classes. The third limitation that faced the researchers is the submission deadline. Moreover, the primary data collection procedure used in the study is the questionnaire it is unable to give detailed data. Hence, conducting interviews with the students to consider deeply their attitudes would be very interesting and could be done in the future.

Furthermore, the researchers encountered problems in time management, they faced obstacles to carrying on this dissertation; many parts were not corrected in time because of the change of supervisor. Moreover, The present study has investigated EFL Master students' perceptions toward the use of online learning during the pandemic at the Department of English(University of Bejaia). However, because learning is tightly related to teaching, it would be interesting to investigate teachers' perspectives on the use of online teaching. Additionally, This study should not be restricted to one level, and students from different levels should be included.

**Conclusion**

In this section, the data gathered throughout the questionnaire is analyzed and discussed. The Conclusion deduced in this research is that EFL Master students have different perceptions towards the use of online learning during COVID-19 pandemic some of them argued that it is beneficial and profitable; however, the others are against the idea of using this tool because they said it is not beneficial and they face different challenges when using it.

the researchers suggested recommendations for future researchers, and some of limitations that fronted them when doing this investigation about EFL students' attitudes towards the use of online learning during the period of pandemic .

## Conclusion

This chapter highlighted the attitudes of students towards their use of online learning tools during the COVID -19 spreading period. This chapter is divided into 3 sections. The first section analyzed the data gathered through the questionnaire that is distributed to EFL Master students. This questionnaire, which covered 19 open and closed questions, is interpreted into tables by the use of (SPSS). The second section dealt with the discussion of the findings; in this section, the study's results have been compared to previous research in the field and finally responded to the three research questions set at the very beginning. The result showed that EFL Master students have different attitudes toward the use of this new tool at the university of Bejaia. In addition to the discussion, the third section suggested some recommendations for students, teachers, and further research. Finally, this chapter concludes with the limitations that have been faced when conducting this work such as time consistency and lack of sources.

## GENERAL CONCLUSION

Because of the outbreak of the COVID -19 pandemic, educational institutions (schools, colleges, and universities) in Algeria, have started to use blended learning. Consequently, as a suggested solution and to speed up the learning process and prevent suspending the learning and teaching activities, different types of online learning tools are used such as videos, digital libraries, discussion boards, email lists, blogs, webinars, and web-conferencing applications. These are said to play a significant role, especially during the disease period. On the other hand, students face different obstacles when using virtual learning, such as a lack of technological tools, a lack of motivation, a sense of isolation, as well as a lack of access to the internet.

The study aimed to investigate the EFL student's perspective on online learning during the COVID -19 pandemic, as well as to find the benefits, and challenges they faced when using the internet sources to learn. This study is divided into three main parts. The first part entitled "theoretical part" is composed of two sections. Section one concentrated on Online Learning in Higher Education including the definition of online learning, its types, the purpose and importance, and the Advantages and disadvantages of online learning in education, it also shed light on Online learning in higher education in Algeria. Section two deals with online learning during the COVID -19 pandemic including the definition of COVID -19, and its impact on different fields of life, the importance of technology in higher education. Finally, the advantages and challenges of online training in higher education during COVID -19. The second chapter which is the "practical part" the first part based on research methodology includes the research method, research design, sample and population, Research variables, and Data collection tools based on a questionnaire. The second focused on the analysis and interpretation of data and ended with a discussion of research questions.

This study is descriptive; a non-experimental research design was used to determine the attitudes towards the use of online learning during COVID -19: Among Master's students of English at the University of Bejaia. In addition, the study aims to localize different difficulties and obstacles faced by learners and also to discover opportunities gained by them when using online learning. The study is based on a quantitative method consisting of questionnaire.

The data analysis of our research revealed that the EFL Master students used online learning to follow up on their learning process during the COVID-19 pandemic. Even though online learning plays an important role during the COVID -19 Pandemic, the results showed that the learners faced different obstacles when using this new application such as lack of interaction being a problem. In other words, when students use online learning, they miss out on face-to- face engagement, which is referred to as bad communication and students feel isolated since they remain in touch with their friends in far off places which might result in isolation in studying, lack of technological tools like computers, laptops, finally bad internet connection.

According to Master's students of English, at the University of Bejaia, the COVID-19 pandemic did not only negatively affect the students, but also gave them opportunities to discover different types of online learning, and how they work. In return, the online learning offers learners flexibility which is the most important advantage of online learning and is almost like having only one trainer because students generally have a direct e-mail connection to teachers, allowing questions to be answered. In addition, it saves time since learners can attend online classes at anytime from anywhere. It is not like going to a regular class where you must be punctual. However, this new method affects also learners negatively such as learners may not have the resources they require to log in and finish remote learning, learn from home is convenient, but it can also be isolated. Virtual individuals are frequently isolated, and spending even more time alone in front of a screen might prevent productive learning. Yet, policymakers need to take into consideration the challenges the students face to get full access to the benefits of online learning.

To summarize, the corona virus had a severe impact on higher education sector, but it has also provided valuable opportunity for teachers and students to identify areas of strength and weakness. Thus, the novel corona virus brought a great change in the field of education. So, This research could prove that students have different attitudes toward the use of online learning during COVID-19. As a result, additional studies could be done to investigate and enrich other aspects of this research domain.



## References

- Adedoyin, O. & Soykann, E. (2020), COVID -19 Pandemic and Online Learning: The Challenges and Opportunities, *Interactive Learning Environments*, pp.1-13.  
<https://www.tandfonline.com/doi/full/10.1080/10494820.2020.1813180?scroll=top&needAccess=true>
- Adoeye, I ., Adaniki, A., & Adaniki, A.(2020). COVID -19 and E-learning. *Nigeria Tertiary Education system Experience*. 5(5), pp.28-31.  
<https://www.researchgate.net/publication/341574880>
- Akbulaev, N., Mammadov, I., & Aliyev, V. (2020). Economic Impact of COVID -19. *Sylwan*, 164(5), pp.115-121. [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3649813](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3649813)
- Allison Academy. (2022). How does technology impact student learning.  
<https://www.allisonacademy.com/students/education/technology-in-education/how-does-technology-impact-student-learning/#:~:text=Same%20as%20in%20all%20other,to%20work%20on%20joint%20projects.>
- Amiti, F. (2020). Synchronous and Asynchronous E-learning. *European Journal of Open Education and E-learning Studies*, 5(2), pp.60-66.  
[https://www.google.com/url?sa=t&source=web&rct=j&url=https://scholar.google.com/scholar\\_url%3Furl%3Dhttps://www.oapub.org/edu/index.php/ejoe/article/download/3313/5949%26hl%3Dfr%26sa%3DX%26ei%3D-X-iYq2GAdCVy9YPsMWc2Ao%26scisig%3DAAGBfm2muVJjPHdnCtelXkeu2z ydc9cqPQ%26oi%3Dscholarr&ved=2ahUKEwiw68XpwKH4AhX1gv0HHSwh AQ8QqAN6BAgDEAE&usq=AOvVaw0WvTitXrRiovAeqUzcDx9a](https://www.google.com/url?sa=t&source=web&rct=j&url=https://scholar.google.com/scholar_url%3Furl%3Dhttps://www.oapub.org/edu/index.php/ejoe/article/download/3313/5949%26hl%3Dfr%26sa%3DX%26ei%3D-X-iYq2GAdCVy9YPsMWc2Ao%26scisig%3DAAGBfm2muVJjPHdnCtelXkeu2z ydc9cqPQ%26oi%3Dscholarr&ved=2ahUKEwiw68XpwKH4AhX1gv0HHSwh AQ8QqAN6BAgDEAE&usq=AOvVaw0WvTitXrRiovAeqUzcDx9a)
- Armstrong, S. (2013). What are the advantages and disadvantages of online learning?. *E-Learning industry*.  
<https://elearningindustry.com/advantages-and-disadvantages-of-online-learning>

- Asimiran, S., Alam, G.(2021).Online technology: Sustainable higher education or diploma disease for emerging society during an emergency—comparison between pre and during COVID -19. *Technological Forecasting & Social Change, ScienceDirect*, pp.2-11.  
<https://reader.elsevier.com/reader/sd/pii/S0040162521004662?token=7BC08CF5E5F25652E9BBFA1C8A068B9F7AB942BD8F5C3D660D37DCFAEA1D893969A603B6E3328B60F6287E3E2A83D346&originRegion=eu-west-1&originCreation=20220608110618>
- Babu, S., Sridevi, K. ( 2018). Importance of E-learning in Higher Education. *International Journal of Research Culture Society*, 2(5), pp.84-87.  
[https://www.google.com/url?sa=t&source=web&rct=j&url=https://scholar.google.com/scholar\\_url%3Furl%3Dhttps://www.academia.edu/download/57574209/201805018.pdf%26hl%3Dfr%26sa%3DX%26ei%3DXhOjYvKNH\\_eVy9YPyaCzyA4%26scisig%3DAAGBfm18khY8zCEj\\_6o9NSEg8NyWyw1dvw%26oi%3Dscholarr&ved=2ahUKEwj\\_1aOyzaL4AhV6Q\\_EDHSicAKAQgAN6BAgDEAE&usq=AOvVaw2zS8jHN3gmv3HGVQaNSWxC](https://www.google.com/url?sa=t&source=web&rct=j&url=https://scholar.google.com/scholar_url%3Furl%3Dhttps://www.academia.edu/download/57574209/201805018.pdf%26hl%3Dfr%26sa%3DX%26ei%3DXhOjYvKNH_eVy9YPyaCzyA4%26scisig%3DAAGBfm18khY8zCEj_6o9NSEg8NyWyw1dvw%26oi%3Dscholarr&ved=2ahUKEwj_1aOyzaL4AhV6Q_EDHSicAKAQgAN6BAgDEAE&usq=AOvVaw2zS8jHN3gmv3HGVQaNSWxC)
- Bakia, M., Shear, L., Toyama, Y., & Lasster, A ( 2012). Understanding The Implication of Online Learning for Educational Technology. *U.S. Department of Education Office of Educational Technology*, pp.1-26.  
<https://tech.ed.gov/files/2013/10/implications-online-learning.pdf>
- Bali, S., & Liu, C.(2018).Students’ perceptions toward online learning courses. *Journal of Physics: Conference.1108* (2018), P.1-6.  
<https://iopscience.iop.org/article/10.1088/1742-6596/1108/1/012094>
- Benharzellah, M, M. (2020). E-learning at the Algerian University. *Reality and challenges*.  
[https://www.researchgate.net/publication/345984120\\_Elearning\\_at\\_the\\_Algerian\\_University\\_Reality\\_and\\_challenges](https://www.researchgate.net/publication/345984120_Elearning_at_the_Algerian_University_Reality_and_challenges)

- Bhandari, P. (2020). What is Quantitative Research? Definition Uses and Methods. *Scribbr website*. <https://www.scribbr.com/methodology/quantitative-research>
- Brittany, G . ( 2015). Online learning reveals benefits and challenges.  
[Online Learning Revealing the Benefits and Challenges \(sjfc.edu\)](#)
- Bourim, L., Beztoute, Y. ( 2020). Algerian EFL Students' Perceptions towards the Use of the "E-learning" Platform during COVID -19: The Case of Master's Students at the department of English at the University of Bejaia.[unpublished Master dissertation, Bejaia University]
- Cambridge university Dictionary. COVID-19 meaning. (2022).COVID -19 | meaning in the Cambridge English Dictionary.  
<https://dictionary.cambridge.org/dictionary/english/COVID-19?q=COVID-19>
- Carson College of Business.(2019). Benefits of Flexible Online Learning Environments for Professionals.  
<https://onlinemba.wsu.edu/blog/benefits-of-flexible-online-learning-environments-for-professionals/#:~:text=4%20%E2%80%93%20Convenience%20and%20flexibility>
- Centres for Disease Control and Prevention. (2021). Care for Yourself.  
[Care for Yourself \(cdc.gov\)](#)
- Centers for Disease Control and Prevention. ( 2021). Coronavirus Disease 2019 (COVID -19). ( 2021).  
<https://www.cdc.gov/dotw/COVID-19/index.html#:~:text=COVID>
- Centres for Disease Control and prevention. (2022). How to Protect Yourself & Others.  
<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>
- Chakraborty, P., Mittal, P., Gupta, M., Yadav, S,& Arora, A. (2020). Opinion of students on online education during the COVID -19 pandemic. *The empirical article*, 3(3), pp.357-365.  
<https://doi.org/10.1002/hbe2.240>

- Chaney, E. (2001). Web-based instruction in a Rural high school: A collaborative inquiry into Its effectiveness and desirability. *Sage Journals*, 58(628), pp. 20-35.  
<https://journals.sagepub.com/doi/abs/10.1177/019263650108562803>
- Chang, V. Fisher, D. (2003). The Validation and Application of a New Learning Environment Instrument for Online Learning in Higher Education. *World Scientific*, pp.1-20.  
[https://www.worldscientific.com/doi/abs/10.1142/9789812564412\\_0001](https://www.worldscientific.com/doi/abs/10.1142/9789812564412_0001)
- Chelghoum, A., & Chelghoum, H. (2020). The COVID -19 pandemic and education ahead for teaching in Algeria. *Altralang*, 2(2), pp.118-132.  
<http://www.univ-oran2.dz/revuealtralang/index.php/altralang/article/view/79/70>
- Chu, A., Liu, So, M & Lam, B. (2021). Factors for Sustainable Online in Higher Education during the COVID -19 Pandemic. *Sustainability*, 13(5038), pp.2-16.  
[https://www.google.com/url?sa=t&source=web&rct=j&url=https://scholar.google.com/scholar\\_url%3Furl%3Dhttps://www.mdpi.com/20711050/13/9/5038/pdf%26hl%3Dfr%26sa%3DX%26ei%3DEvSiYqyzA4zGsQLCzoLQBA%26scisig%3DAAGBfm1dtFeqiuJcweq5EFmD0yP6FNSMw%26oi%3Dscholarr&ved=2ahUKEwiju9PFr6L4AhWoSfEDHYeWBq0QgAN6BAgDEAE&usq=AOvVaw0Df\\_Pu0bCEOgDih\\_EsbSrV](https://www.google.com/url?sa=t&source=web&rct=j&url=https://scholar.google.com/scholar_url%3Furl%3Dhttps://www.mdpi.com/20711050/13/9/5038/pdf%26hl%3Dfr%26sa%3DX%26ei%3DEvSiYqyzA4zGsQLCzoLQBA%26scisig%3DAAGBfm1dtFeqiuJcweq5EFmD0yP6FNSMw%26oi%3Dscholarr&ved=2ahUKEwiju9PFr6L4AhWoSfEDHYeWBq0QgAN6BAgDEAE&usq=AOvVaw0Df_Pu0bCEOgDih_EsbSrV)
- Cilre website. (2022). Why is Online Learning Important?.  
<https://cilre.com/why-is-online-learning-important/>
- Ciotti, M., Ciccozzi, M., Ternioni, A., Jiang, W., Wang, Ch., & Bernardini, S. (2020). The COVID -19 pandemic. *Critical reviews in clinical laboratory sciences*, 57(6), pp.365-388.  
<https://www.tandfonline.com/doi/full/10.1080/10408363.2020.1783198?scroll=top&needAccess=true>
- Cleveland Clinic. (2022). How long is a person with COVID -19 considered contagious?.  
<https://my.clevelandclinic.org/health/diseases/21214-coronavirus-COVID-19>

- Cleveland clinic. (n.d). Symptoms and causes, What are the symptoms of COVID -19?.  
[https://my.clevelandclinic.org/health/diseases/21214-coronavirus-COVID -19](https://my.clevelandclinic.org/health/diseases/21214-coronavirus-COVID-19)
- Cox, C. (2020). Fact check: COVID -19 is short for Coronavirus disease 2019. *USA Today*. [https://news.yahoo.com/fact-check-COVID -19-short-000418639.html](https://news.yahoo.com/fact-check-COVID-19-short-000418639.html)
- Dağ, F., Geçer, A.(2009).Relation Between Online Learning and Learning Styles. *Procedia social and behavioral sciences*, 1(2009), pp.862-871.  
<https://reader.elsevier.com/reader/sd/pii/S187704280900158X?token=57006F76A44F71E485AB1FA990CD81186D67B0174144530D543218BD981963A551596816389661541B05FCFE46557981&originRegion=euwest1&originCreation=20220607193629>
- Demuyakor, J. ( 2020). COVID -19 Pandemic and Higher Education: Leveraging on Digital Technologies and Mobile Applications for Online Learning in Ghana, 10(3), p. 26-38.  
<https://pdfs.semanticscholar.org/2fbc/0d87dfc1cb5122e403cc2f6e9ac6b600321f.pdf?ga=2.14880881.697351685.1654618635-1460890050.1644691986>
- Definition COVID -19. (2022). In *Merriam-Webster*.  
[COVID -19 Definition & Meaning - Merriam-Webster https://www.merriam-webster.com/dictionary/COVID -19](https://www.merriam-webster.com/dictionary/COVID-19)
- Definition of online learning. (2020). In *Merriam-webster dictionary*. .  
<https://www.merriam-webster.com/dictionary/online>
- Dhawan, S. ( 2020). Online Learning: A Panacea in the Time of COVID -19 Crisis, 49(1), pp.7-22  
[.https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7308790/pdf/10.1177\\_0047239520934018.pdf](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7308790/pdf/10.1177_0047239520934018.pdf)

- Dhull, I., & Arora, S. (2017). Online Learning. *International Education & Research Journal*.3(9), pp.32-34.  
[https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.researchgate.net/publication/332833360\\_Online\\_Learning&ved=2ahUKEwie9\\_qt2KH4AhVig\\_0HHakJB\\_sQFnoECAMQAQ&usq=AOvVaw2rbQQzb1h2nQXHOu\\_hc6pvK](https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.researchgate.net/publication/332833360_Online_Learning&ved=2ahUKEwie9_qt2KH4AhVig_0HHakJB_sQFnoECAMQAQ&usq=AOvVaw2rbQQzb1h2nQXHOu_hc6pvK)
- Dung, D. (2020). The Advantages and Disadvantages of Virtual Learning. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 10(3), pp.45-48.  
<https://iosrjournals.org/iosr-jrme/papers/Vol-10%20Issue-3/Series5/H1003054548.pdf>
- Dwortzan, M. (2021). How will ultimately impact climate change?  
<https://news.mit.edu/2021/how-will-COVID-19-ultimately-impact-climate-change-0129>
- Ecole global. (2020). The Importance of Online Classes.  
<https://www.ecoleglobale.com/blog/importance-of-online-classes/#:essential%20to%20keep%20up%20with%20changing...%20More%20>
- Elayan, N. (2021). Advantages and Disadvantages of University Online Learning from Student's and Instructor's Perspectives: a Case Study of English Language Students in Jordan. *Middle East University*, pp-1-81.  
<https://www.coursehero.com/file/136724576/Advantages-and-Disadvantages-of-University-Online-Learning-frompdf/>
- Explorance .2022\_Reasons Why Students Need Technology in the Classroom.  
<https://explorance.com/blog/7-reasons-students-need-technology-classroom/>

- Global alumni. (2020). Coronavirus Lessons: Highlighting the Importance of Online Education. (2020)  
<https://globalalumni.org/en/coronavirus-lessons-highlighting-the-importance-of-online-education/>
- Gupta, M ., Abdelmaksoud, A ., Jafferany, M ., Lotti, T ., Sadoughifar, R ., & Goldust. (2020). COVID -19 and Economy. *Free PMC article*, 33(4), P.1  
<https://onlinelibrary.wiley.com/doi/epdf/10.1111/dth.13329>
- Guessar, S . ( 2020). Algerian University During the Corona Virus Pandemic: COVID -19 – Bechar University as a Sample. *European Journal of Education*, 3(1), p.121-130.  
[https://revistia.org/files/articles/ejed\\_v3\\_i1\\_20/Guessar.pdf](https://revistia.org/files/articles/ejed_v3_i1_20/Guessar.pdf)
- Harasim, L . (2017). Collaborative (aka Online Collaborative Learning or OCL) Pedagogies in Practice. *Learning Theory and Online Technologies*. 2nd Edition.  
<https://www.taylorfrancis.com/chapters/mono/10.4324/9780203846933-10/online-collaborative-learning-ocl-theory-linda-harasim>
- Harastanki, S. (2008). Synchronous and Asynchronous e-learning. *Educause Quarterly*, p. 51-55.  
<https://er.educause.edu/~media/files/articles/2008/11/eqm0848.pdf?la=en>
- Howard, C. (2019). Advantages and Disadvantages of Online Surveys.  
<https://www.cvent.com/en/blog/events/advantages-disadvantages-online-surveys>
- IGI Global. (n.d) .What is online learning?.  
<https://www.igi-global.com/dictionary/what-can-college-teachers-learn-from-students-experiential-narratives-in-hybrid-courses/20995>

India today website. (2020). COVID -19: 4 Negative Impacts and 4 Opportunities created for Education

<https://www.indiatoday.in/education-today/featurephilia/story/COVID-19-4-negative-impacts-and-4-opportunities-created-for-education-1677206-2020-05-12>

Kaddeche, S., Maana, S, & Kddeche.A . (2021). E-learning at the Algerian University in Light of the Corona Crisis – Obstacles and Prospects. A Case Study on the Faculty of Economics, Business and Management Science. University of kasdi , Merbah Ourgla. *Al-Riyadh for Business Economics Journal*, 07(01), pp.38-53.

<https://www.asjp.cerist.dz/en/downArticle/510/7/1/141459>

Katambur, D. (2018). 5 Proven Online Tools that Support Asynchronous Learning. *Commlab India website*.

<https://blog.commlabindia.com/elearning-development/online-tools-for-asynchronous-learning-support>

KAJABI website.(n.d). 20 benefits of online classes for teachers and students.

<https://kajabi.com/blog/top-20-advantages-of-online-learning-and-digital-courses>

Kauffman, H. (2015). A Review of Predictive Factors of Student Success in and Satisfaction with Online Learning. *Research in Learning Technology*, pp.1-13.

[https://www.researchgate.net/publication/281564342\\_A\\_review\\_of\\_predictive\\_factors\\_of\\_student\\_success\\_in\\_and\\_satisfaction\\_with\\_online\\_learning](https://www.researchgate.net/publication/281564342_A_review_of_predictive_factors_of_student_success_in_and_satisfaction_with_online_learning)



- Kebaili,H.(2015).Investigating Teacher’s attitudes towards E\_learning. unpublished Master dissertation. Larbi Ben MHidi university.
- Kowalik, M., Trzonkowski, P., Łasińska-Kowara, M., & Mital, A., Smiatacz, COVID -19 Toward a Comprehensive Understanding of the Disease.2(27), pp. 99-114  
[https://journals.viamedica.pl/cardiology\\_journal/article/view/CJ.a2020.0065/50909](https://journals.viamedica.pl/cardiology_journal/article/view/CJ.a2020.0065/50909)
- Kumar, V ., Alshazly, H ., Idris, S ., & Bourouis, S. ( 2021). Evaluating the Impact of COVID -19 on Society, Environment, Economy, and Education. *Sustainability*, 13(24), pp.8-10.  
[https://www.researchgate.net/publication/356601816\\_Evaluating\\_the\\_Impact\\_of\\_COVID-19\\_on\\_Society\\_Environment\\_Economy\\_and\\_Education](https://www.researchgate.net/publication/356601816_Evaluating_the_Impact_of_COVID-19_on_Society_Environment_Economy_and_Education)
- Lau, H. (2020). Should Online Learning Replace Face-to-Face Learning? *New latest York News*. <https://www.carmelss.edu.hk/buddingwriters/archives/7585>
- Learn Course Online Website. ( 2022). Synchronous learning VS Asynchronous learning – what are the Differences?.  
<https://learncourseonline.com/synchronous-learning-vs-asynchronous-learning-whats-the-difference/>
- Lawless, C. (2020). Synchronous vs Asynchronous Learning: Which is Right for Your Learners?.  
*Learn upon blog website*.  
<https://www.learnupon.com/blog/synchronous-learning-asynchronous-learning/>
- Learn Upon and The Best Schools. (2020). Synchronous, Asynchronous, and Blended Learning at Csum. *Csums-- Faculty Center and planning & academic resources*.  
[https://www.csusm.edu/fc/teachingandlearning/teachingonline/sync\\_and\\_asyn\\_0920.pdf](https://www.csusm.edu/fc/teachingandlearning/teachingonline/sync_and_asyn_0920.pdf)
- Limieux,J.(2020).Coronavirus Outbreak Emerged from Bats , Genomic Findings Suggest. *AKOYA BIOSIENCES*.  
<https://www.genengnews.com/news/coronavirus-outbreak-emerged-from-bats-genomic-findings-suggest/>

- Maouche, S.(2021). The Impacts of the Covid 19 on the Algerian Higher Education System: Distance Teaching and Learning: a Critical Analysis. *Psychological & Educational Studies* Abderrahmane MIRA University of Bejaia (Algeria), (14)2, pp. 885-902.  
<https://www.asjp.cerist.dz/en/downArticle/117/14/2/163239>
- Means, B ., Toyama, Y., Murphy, R ., & Baki, M. ( 2013). The Effectiveness of Online Learning and Blended Learning: a Meta-analysis of the Empirical Literature. *Sage Journals*, 115(3),pp.1-47.  
[https://agronomy.unl.edu/online/documents/Effectiveness\\_of\\_online\\_learning.pdf5](https://agronomy.unl.edu/online/documents/Effectiveness_of_online_learning.pdf5)
- Moulouj, K., Bouarar. A., & Stoczew, K.(2021). Analyzing Students ‘Intention to use Online Learning System in the Context of COVID -19 Pandemic. A Theory planned Behaviour Approach.4(9),pp.1-21.  
[https://www.researchgate.net/publication/352479696\\_Analyzing\\_the\\_students%27\\_intention\\_to\\_use\\_online\\_learning\\_system\\_in\\_the\\_context\\_of\\_COVID\\_-\\_19\\_pandemic\\_A\\_theory\\_of\\_planned\\_behavior\\_approach](https://www.researchgate.net/publication/352479696_Analyzing_the_students%27_intention_to_use_online_learning_system_in_the_context_of_COVID_-_19_pandemic_A_theory_of_planned_behavior_approach)
- Mukhtar, K., Javed, K., Arooj, M., & Sethi, A. (2020). Advantages, Limitations, and Recommendations for online learning during the COVID -19 pandemic era Online learning during the COVID -19 pandemic era. *Pakistan Journal of Medical Sciences*, 36( S4).  
<https://www.pjms.org.pk/index.php/pjms/article/view/2785>
- Nambiar, D . (2020). The Impact of Online Learning during COVID -19: Students and Teachers’ Perspectives. *The International Journal of Indian Psychology*, 8(2), pp787-79  
[https://www.google.com/url?sa=t&source=web&rct=j&url=https://scholar.google.com/scholar\\_url%3Furl%3Dhttps://www.researchgate.net/profile/D\\_eepikaNambiar/publication/343229234\\_The\\_impact\\_of\\_online\\_learning\\_during\\_COVID19\\_students%2527\\_and\\_teachers%2527\\_perspective/links/5f1e4faea6fdcc9626b67cd4/The-impact-of-online-learning-during-COVID\\_-\\_19-students-and-teachers\\_perspective.pdf%26hl%3Dfr%26sa%3DX%26ei%3DzQqjYvyUB4zGsQLCzoLQBA%26scisig%3DAAGBfm0-LRyTPVe9Dxt4SkzFkp3vPV0Mbw%26oi%3Dscholarr&ved=2ahUKEwjM-](https://www.google.com/url?sa=t&source=web&rct=j&url=https://scholar.google.com/scholar_url%3Furl%3Dhttps://www.researchgate.net/profile/D_eepikaNambiar/publication/343229234_The_impact_of_online_learning_during_COVID19_students%2527_and_teachers%2527_perspective/links/5f1e4faea6fdcc9626b67cd4/The-impact-of-online-learning-during-COVID_-_19-students-and-teachers_perspective.pdf%26hl%3Dfr%26sa%3DX%26ei%3DzQqjYvyUB4zGsQLCzoLQBA%26scisig%3DAAGBfm0-LRyTPVe9Dxt4SkzFkp3vPV0Mbw%26oi%3Dscholarr&ved=2ahUKEwjM-)

[KScxaL4AhXiS\\_EDHZn1DNEQgAN6BAgGEAE&usq=AOvVaw27Nbz1JEECOmC5tUodup4F](https://www.researchgate.net/publication/336723498_Research_Sampling_and_Sample_Size_Determination_A_practical_Application)

Nguyen. ( 2015) The Effectiveness of Online Learning: Beyond No Significant Difference and Future Horizons. *MERLOT Journal of Online Learning and Teaching*, 11(2), pp309-319.

[https://jolt.merlot.org/Vol11no2/Nguyen\\_0615.pdf](https://jolt.merlot.org/Vol11no2/Nguyen_0615.pdf)

Oribhabor, CH., Anyanwu, CH. (2019). Research Sampling and Sample Size Determination : A Practical Application. *Federal University Dutsin-Ma Journal of Educational Research*. 2(1), pp.47-56.

[https://www.researchgate.net/publication/336723498\\_Research\\_Sampling\\_and\\_Sample\\_Size\\_Determination\\_A\\_practical\\_Application](https://www.researchgate.net/publication/336723498_Research_Sampling_and_Sample_Size_Determination_A_practical_Application)

Paper Surveys website, ( 2022),

<https://www.smartsurvey.co.uk/survey-types/paper-surveys>

QuestionPro .( n.d). Online Surveys: What are they, advantages & examples.

<https://www.bing.com/ck/a?!&&p=79ab1a64e179a130dd5094cd6e8b92c197c67c553085e8da993ea0a051f91128JmltdHM9MTY1NDYxNjYxMyZpZ3VpZD0wMTNmOWJmMC1mYmNhLTQ4NzEtYTRhYy0zYmM2ZDY0MjgwOWUmaW5zaWQ9NTEyNg&pfn=3&fclid=961bdb65-e678-11ec-9628-2f9a098204ec&u=a1aHR0cHM6Ly93d3cucXVlc3Rpb25wcm8uY29tL2Jsbn2cvd2hhdC1hcmUtb25saW5lLXN1cnZleXMv&ntb=1>

QuestionPro.(n.d). What is a paper survey?.

<https://www.questionpro.com/features/paper-surveys.html>

Roopa,S ., Rani, M. (2012).Questionnaire Designing for a Survey. *The Journal of Indian Orthodontics Society*, 46(6), pp.273-277.

<https://journals.sagepub.com/doi/pdf/10.5005/jp-journals-10021-1104>

- Rashid, S ., & Yadav, S. ( 2020). Impact of COVID -19 on higher education and research. *Indian Journal of Human Development*, pp.1-4.  
[https://www.researchgate.net/publication/343820992\\_Impact\\_of\\_COVID\\_-\\_19\\_Pandemic\\_on\\_Higher\\_Education\\_and\\_Research?enrichId=rgreq-06f742db5eacf48556e7f720d431d29bXXX&enrichSource=Y292ZXJOYWdlOzM0MzgyMDk5MjtBUzo5MzUzMDc0MTEyMTAyNDVAMTYwMDAwNjA3MjI3Mg%3D%3D&el=1\\_x\\_2&\\_esc=publicationCoverPdf](https://www.researchgate.net/publication/343820992_Impact_of_COVID_-_19_Pandemic_on_Higher_Education_and_Research?enrichId=rgreq-06f742db5eacf48556e7f720d431d29bXXX&enrichSource=Y292ZXJOYWdlOzM0MzgyMDk5MjtBUzo5MzUzMDc0MTEyMTAyNDVAMTYwMDAwNjA3MjI3Mg%3D%3D&el=1_x_2&_esc=publicationCoverPdf)
- Sabri,M ., Junaini,S Norhuanaini,A.(2020). transtitionning to online learning during COVID -19 pandemic : case study of pre- university centre in Malasia. *International journal of advanced computer science and applications*, 11(6). pp.217-223.  
[https://www.google.com/url?sa=t&source=web&rct=j&url=https://scholar.google.com/scholar\\_url%3Furl%3Dhttps://philarchive.org/archive/KAMTTO-8%26hl%3Dfr%26sa%3DX%26ei%3DHpyjYteMEI3QmAG6o6vYDw%26scisig%3DAAGBfm2ou31e5Qm0QV2IL6b7seIMgfqAXA%26oi%3Dscholarr&ved=2ahUKEwjgzJznz6P4AhUVhv0HHXjsBJsQgAMoAXoECAMQAw&usq=AOvVaw04XaMpOSkJVxYh5e2szH0o](https://www.google.com/url?sa=t&source=web&rct=j&url=https://scholar.google.com/scholar_url%3Furl%3Dhttps://philarchive.org/archive/KAMTTO-8%26hl%3Dfr%26sa%3DX%26ei%3DHpyjYteMEI3QmAG6o6vYDw%26scisig%3DAAGBfm2ou31e5Qm0QV2IL6b7seIMgfqAXA%26oi%3Dscholarr&ved=2ahUKEwjgzJznz6P4AhUVhv0HHXjsBJsQgAMoAXoECAMQAw&usq=AOvVaw04XaMpOSkJVxYh5e2szH0o)
- Sahin, S ., & Mete, J. (2021). A Brief Study on Descriptive Research: Its Nature and Application in Social Science. *International Journal of Research and Analysis in Humanities*. 1(1), pp.23-33.  
[https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.iajri.in/index.php/ijrah/article/download/38/37&ved=2ahUKEwjH\\_4DQ9aL4AhWpg\\_0HHf-jAscQFnoECA4QAQ&usq=AOvVaw0lro3OW3BrcYLJ77jWONne](https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.iajri.in/index.php/ijrah/article/download/38/37&ved=2ahUKEwjH_4DQ9aL4AhWpg_0HHf-jAscQFnoECA4QAQ&usq=AOvVaw0lro3OW3BrcYLJ77jWONne)
- Sarangi,P .(2021). Advantages and Disadvantages of Online Classes/ E-learning. *Your Space Website*.  
<https://www.your-space.in/blogs/advantages-and-disadvantages-of-online-classes-e-learning/>

- Semo. B., & Frissa. S. ( 2020). The Mental Health Impact of the COVID -19 Pandemic: Implications for Sub-Saharan Africa. *Psychology Research and Behaviour Management*, p.713-720.  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7508558/pdf/prbm-13-713.pdf>
- Shereen, M ., khan, S., Kazmi, A ., Bashir, N., & Siddique, R. (2020). COVID -19 infection: Origin, transmission, and characteristics of human coronaviruses. *Journal for Advanced Research*. 24(2020), pp.91-98.  
<https://reader.elsevier.com/reader/sd/pii/S2090123220300540?token=AA063E5141E5FAE7FBAC297C381CFB147630F95322CE04543592AB84FB3C6B39BB6CEFF0031C9053FFF4983220B9B4BF&originRegion=eu-west-1&originCreation=20220608114528>
- Smith, E. G. (2014). Faculty Integration of Technology in Undergraduate Courses at Private Colleges and Universities. *Electronic Theses and Dissertations, Paper 2444*.  
<https://www.iste.org/explore/learning-during-COVID-19/10-strategies-online-learning-during-coronavirus-outbreak>
- Snelling, J., & Fingal, D. (2020). 10 Strategies for Online Learning during a Coronavirus Outbreak. *ISTE Website*.  
<https://www.iste.org/explore/learning-during-COVID-19/10-strategies-online-learning-during-coronavirus-outbreak>
- Souar,A.(2021). Exploring the use of E-learning Platform Strategies by EFL students and their perceptions during the Quarantine Period. unpublished Master Dissertation. University of Bejaia .
- Swerdloff, M. (2016). Online Learning. *ScienceDirect*.  
<https://www.sciencedirect.com/topics/psychology/online-learning>

Tamm, S. What is Definition of Online learning. *E-Student.org*.

<https://e-student.org/what-is-e-learning/#:~:text=Elearning%2C%20also%20referred%20to%20as%20online%20learning%20or,as%20%E2%80%9C%20learning%20that%20is%20enabled%20electronically%20%E2%80%9D>.

UNICEF. ( 2020). Education and COVID -19.

<https://data.unicef.org/topic/education/COVID-19/>

UNESCO.(2021). Figures how two-thirds of an academic year lost an average Worldwide due to COVID -19 School Closures. *APACIEU*.

<https://gcedclearinghouse.org/news/unesco-figures-show-two-thirds-academic-year-lost-average-worldwide-due-COVID-19-school?language=en>

UNICEF. (n.d) . How to cope with the new situation during the coronavirus epidemic.

<https://www.unicef.org/serbia/en/how-cope-new-situation-during-COVID-19-epidemic>

UNICEF Serbia. (n.d).How To Protect Your Mental Health During Coronavirus (COVID-19) Pandemic.

<https://www.unicef.org/serbia/en/how-protect-your-mental-health-during-coronavirus-covid-19-pandemic>

Uzorka, A. Ajiji, Y. (2020). Academic Challenges faced by Students in Higher Education during COVID -19 Pandemic. *International Journal of Research and Innovation in Social Science*, IV(VII) , pp.474-476.

[https://www.researchgate.net/publication/357340992\\_Academic\\_Challenges\\_faced\\_by\\_Students\\_in\\_Higher\\_Education\\_during\\_COVID-19\\_Pandemi](https://www.researchgate.net/publication/357340992_Academic_Challenges_faced_by_Students_in_Higher_Education_during_COVID-19_Pandemi)

- Vitoria, L., Mislinawati, M., & Nurmasyitah, N . (2018). Students' Perceptions of the Implementation of E-learning: Helpful or Unhelpful? Conference Paper: 6th South East Asia Design Research International Conference <https://iopscience.iop.org/article/10.1088/1742-6596/1088/1/012058/pdf>
- Wahab, S., Iskandar, M . ( 2020). Teacher's Performance to Maintain Students' Learning Enthusiasm in Online Learning Conditions. *JELITA: Journal of English Language Teaching and Literature*. 1(2). <https://media.neliti.com/media/publications/322373-teachers-performance-to-maintain-student-d6d4cb41.pdf>
- Weitzel, (2021). 7 advantages of blended learning programs. *Course key website*. <https://coursekey.com/blog/7-advantages-of-blended-learning-programs/>
- Wijanto, M., Karnalim, O., Ayub, M., Toba. H.(2021). Transitioning from offline to online learning: issues from computing student perspective social science. *IEEE Global Engineering Education Conference (EDUCON)*, pp.1150-1155. <https://ieeexplore.ieee.org/document/9453996>
- Wintemute, D. (2022). Synchronous VS . Asynchronous Classes: What's the Difference. *The Best Schools Websites*. <https://thebestschools.org/resources/synchronous-vs-asynchronous-programs-courses/>
- World Economic Forum .(2020). The COVID -19 pandemic has changed education forever. <https://www.weforum.org/agenda/2020/04/coronavirus-education-global-covid19-online-digital-learning>
- World Health organization (2022). Coronavirus,( COVID -19). [https://www.who.int/health-topics/coronavirus/coronavirus#tab=tab\\_1](https://www.who.int/health-topics/coronavirus/coronavirus#tab=tab_1)

World Health organization.(2020).COVID -19 China.

<https://www.who.int/emergencies/disease-outbreak-news/item/2020-DON229>

Zhu, Y., Au, W., Yates, G.(2013). University Students' Attitudes toward Online Learning in a Blended Course. *Australian Association for Research in Education*.

<https://files.eric.ed.gov/fulltext/ED603297.pdf>



# APPENDIX

**EFL STUDENT'S PERCEPTIONS TOWARDS THE USE OF  
ONLINE LEARNING DURING COVID -19 PANDEMIC: CASE  
OF MASTER STUDENTS OF ENGLISH AT THE UNIVERSITY  
OF BEJAIA**

Dear students,

By using the present questionnaire, we aim to know about your experience in using online learning to take your courses during the COVID -19 pandemic. The questionnaire would help us to collect data that is necessary for our dissertation. We would be very grateful if you could answer all the questions by ticking /  $\surd$  / the right answer.

May we thank you for your collaboration.

**Section one: Respondents' backgrounds**

Tick the appropriate answer

**1-** What is your gender?

Male       Female

**2-** What is your age?

a- 20-22 years old

b- 23-25 years old

c- More than 25 years old

**3-** What is your level of instruction?

a- Master 1

b- Master 2

**4-** Please, specify your specialty?

a- Linguistics

b- Didactics

c- Civilisation

**Section two: Online Learning**

**5-**Have you ever received your university courses online before COVID-19?

a-Yes

b- No

**6-** What are the types of online tools your teachers have used to deliver courses for you?(You can choose more than one answer)

a- Web-conferencing application (e.g. Zoom)

b-Blogs

c-Digital library

d-Email

e-Video -conferencing

f-eLearning platform

g-Discussion board (online group discussion)

h-Webinars

I-Others (Please, specify)

.....

.....

**7-**Did the use of online learning beneficial during the COVID - 19?

a- Yes

b- No

Justify your answer

.....

.....

.....

.....

**8-** Did the use of online learning influence you positively or negatively?

a- Yes

b- No

Justify your answer:

.....

.....

.....

.....

**Section 3: Advantages and Drawbacks of Online Learning**

For each of the statements below, indicate the extent to which you: strongly agree, agree, are neutral, disagree, or strongly disagree.

**9-** Students' confidence level is enhanced when using technology for learning.

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

**10-** online courses decrease students' motivation.

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

**11-** When learning online, students suffer from a lack of physical (face-to-face) interaction with the teacher.

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

**12-** Students feel a sense of isolation when learning online.

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

**13-** Learning online gives students the possibility to have access to their courses at any location and time they wish.

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

**14 -** Online learning helps students to gain technical skills.

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

**15 -** Students face a lack of technological tools (laptops, computers...) when are required to learn online.

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

**16 -**Students may face bad internet connections when they learn online.

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

**17-** Online learning requires strong time management skills.

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

**18-** Do you want to carry on your learning online?

a- Yes

b- No

19- What do you suggest to make the use of online learning more profitable for the students?

.....

.....

.....

.....

.....

.....

**Thank you for your collaboration.**

## **ABSTRACT**

The COVID -19 pandemic is considered a significant challenge to educational systems around the world. For this reason, governments from all worldwide attempted to stop the prevalence of this pandemic or at least lessen its consequences in the different domains, including education. Algeria offered a possible means to prevent reaching the big damages resulted from this pandemic in the world. Therefore, all Algerian universities have suspended face-to-face studies. Moreover, the ministry of higher education in Algeria has suggest the application of online learning to handle the situation. For this reason, this study is conducted to explore how EFL students at the University of BEJAIA perceive online learning during the COVID -19 pandemic period. Accordingly, the study adopts a non-experimental design, based on a quantitative method. To this end, a questionnaire consisting of 19 questions is distributed to 123 Master one and Master two students at the department of English, BEJAIA University. The results show that the students have different perceptions of the use of online learning. Their perceptions, thus, covered their explanations of their experiences when using online learning, its benefits, drawbacks, and their acceptance of this new mode of learning.

**Keywords:** COVID -19, EFL Students, Online learning, Students' Perceptions.

## **RESUME**

La pandémie du COVID-19 a posé un important challenge aux systèmes éducatifs dans le monde . Tous les gouvernements des pays du monde ont travaillé pour arrêter la prévalence de cette pandémie au pire notamment de diminuer ses conséquences sur les différents domaines y compris le secteur de l'éducation. L'Algérie a offert tous les moyens nécessaires et possibles pour empêcher d'atteindre des conséquences mondiales. Pour cela, toutes les universités algériennes ont décidé de suspendre les études et fermer les établissements.

En outre, le ministre de l'enseignement supérieur algérien a suggéré l'application des études en ligne pour remplacer la présence physique des étudiants , pour ce faire , cette étude va conduire à explorer la manière et le comment dont les étudiants de ALE aperçoivent les études en ligne pendant la période de la pandémie du COVID -19 . Dans la poursuite de cet objectif , l'étude entame une procédure d'une conception non expérimentale dont laquelle on a employé l'approche quantitative. Quant au recueil de données, un questionnaire établi de 19 questions est distribué pour un ensemble de 123 étudiants en master 1 et master 2 du Département anglais de l'université de Bejaia. Cependant , Les résultats démontrent que les étudiants ont de différentes perceptions des études en ligne. Leurs perceptions avaient donc porté sur leur explications et leurs expériences d'utilisation de l'apprentissage en ligne, ses avantages, ses défauts et leur acceptation de ce nouveau mode d'apprentissage.

**Mots-clés :** COVID -19, les étudiants de ALE , Apprentissage en ligne, Perceptions des étudiants.