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**DISSERTATION OF THE END OF STUDY**

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**Investigating Psycho-pedagogical Support with EFL  
Learners during the Pandemic: case of third year BBA  
University, EFL students**

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## **Statement of Originality**

We hereby solemnly declare that the work we are going to present in this thesis "Investigating psycho-pedagogical support with EFL learners during the pandemic" is our own to the limits of our knowledge, has not been submitted before to any other institution or university or degree and all sources that we have used and quoted from have been indicated by means of complete references. This work is to be carried out and completed at Mohamed El Bachir El Ibrahimi Bordj Bou Arreridj, Algeria.

### **Name**

**Djihad Benbaziz, Hakima Benabida.**

### **Signature**

## **Dedications**

This dissertation is dedicated to:

All my friends and colleagues without exceptions. To all my family and people I love and respect.

To my supervisor, whom I had the honor to work with, Dr. Salim Bouherar.

**Benabida Hakima.**

This work is a product of endless and severe attempts. Through our efforts, this work is heartily and proudly dedicated to the people who are always by my side. From my beloved parents, grandparents, siblings and teachers, to classmates and circle of friends whom extended their help in the midst of problems while doing this work.

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## **Abstract**

This research is an attempt to investigate online learning situation in BBA University, the difficulties that obstruct the process and the impact of it on learners' outcomes, so that we can arrive at a conclusion about whether there is a psycho-pedagogical support or not, and find justification to the shortcomings of the situation. In order to do so we relied on a case study that consists of students who are mainly from Bordj Bou Arreridj University. The data was gathered through the use of a quantitative questionnaire, and analyzed quantitatively to meet the research objectives. The findings first describes online learning situation in comparison to face to face learning, it lacks important elements like: motivation, comfort, accessibility, the lack of learning materials, etc. Second, it explores pedagogical support during e-learning, hence, some supporting methods and techniques are still implemented through virtual platforms, whereas some others are marginalized. Third, it examines psychological support during online courses, thus, the efforts of teachers to support learners psychologically are not sufficient, many aspects are ignored and students are affected negatively. The extract of this study reveals that EFL learners are receiving an insufficient or a slight amount of PPS. In this context, the present research validates that psycho-pedagogical support as strongly important for a successful learning, either in classrooms or on an online basis, and its lack causes a retreat in learners' outcomes.

**Keywords:** psycho-pedagogical support, e-learning, Bordj Bou Arreridj EFL learners, learning outcomes, face-to-face learning.

## **List of Abbreviation and acronyms**

**EFL:** English as Foreign Language

**BBA:** Bordj Bou Arreridj

**PPS:** Psycho-pedagogical Support

**LO:** Learning Outcomes.

**LN:** Learning Needs

**FFL:** Face-to-face Learning

**LP:** Learning Process

**TP:** Teaching Process

**CL:** Classroom Learning

**CT:** Classroom Teaching

**BL:** Blended Learning

**E-courses:** online courses

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# Chapter one

## **General Introduction**

The shift of education to integrate online learning has become a necessity to continue and reinforce learning during the pandemic of Coronavirus, especially in Algerian universities. Hence classroom sessions are not enough to meet the learning needs, in comparison with the huge amount of lessons delivered digitally, whereas many universities adopted e-learning to catch up with their curricula. However, the learning outcomes, starting from last year, are not satisfying in contrast with those of previous years when teaching was more real and authentic. Thus, learners are having their usual lessons and assignments, but their scores receded, which denotes that there is something problematic in online learning. The retreat in scores is interpreted and related to teachers in the first place, and particularly to the shortage in the psychological and pedagogical support they are supposed to provide their learners with. Thereby, psycho-pedagogical support is considered to be one of the main factors that contributes to the success of the teaching learning process, while some teachers' concern is only to complete their syllabi, and ignore spending additional time on supporting the learners as they used to do in classrooms, which is mainly related to several reasons and circumstances. As a consequence, learners' performance is affected negatively and the learning objectives are not achieved as planned to. From all what we have mentioned above several questions start to arise, concerning the existence of psycho-pedagogical support in teaching during the pandemic (online learning).

We, as students who have lived the two different epochs, have noticed the difference in our psychological and pedagogical state in online learning, compared to face-to-face learning. For instance, our motivation and readiness to study had been unintentionally decreased due to the quick shift. Especially, since learning through a digital platform is a total new model that we have not been through before. Additionally, we related this to the fact that we were affected by the short time we barely could spend in front of our teachers. Hence, they used to give us a bunch of psychological and pedagogical support during “live” teaching, that pushed us forward and enhanced our psycho-pedagogical state, consequently, increased our readiness to study. These above mentioned factors intrigued us and made us wondering about the e-learning situation in our university especially from students’ perspectives, and the existence of psycho-pedagogical support in this digital model. They, thus, drove us into investigating and conducting a study to come to reliable answers for our interrogations and to shed light specifically on this topic.

This research, in general, aims to unveil the online learning process situation of EFL learners in BBA University, how is it taking place, teachers' implementation of e-learning, and how does it affect learners' outcomes. In particular, it explores whether they are receiving psycho-pedagogical support or not. Moreover, it seeks to investigate any existing obstacles and suggest recommendations.

With the growing demand of using online platforms within the period of coronavirus, the need for an effective online learning and teaching grew as well. Therefore, our study is significant in a way that it spotlights on specific aspects of the learning process and online learning, particularly of EFL learners, that are psychological and pedagogical support as pivotal aspects of a successful learning. It shifts the attention of instructors to focus more on those elements and call for more professional e-learning.

Organizationally, our study consists of five different chapters, the first one is the introductory chapter, second, the review of literature, third, methodology, then, discussion of the results, and finally the conclusion chapter. Regardless of the general introduction, the second chapter includes a theoretical background or an overview of relevant literature and current studies about the topic. It was divided as well into three parts, which are: online learning, psychological support, and pedagogical support; through which we tried to cover the three elements and provide sufficient information and knowledge that enable the reader to understand the investigated issue. The third chapter, illustrated and explained all the steps being followed, in terms of research design and methodology. Hence, In order to accomplish our designed objectives, we used only a questionnaire that goes with our quantitative approach to collect the needed data. The sample was randomly selected from third year EFL students of the English department, because the overall aim of our study is to generalize the result on similar cases with similar settings. In addition to a description of how the data will be analyzed, and the methods that help to transfer it into comprehensive answers to our research questions. Moreover, in the fourth chapter, data analysis and discussion were extensively covered and studied in detail, some questions were given a thorough analysis, whereas, some others were slightly analyzed based on their importance in answering the questions of the investigation. Finally, the fifth and last chapter included an interpretation of the results, and a general conclusion that brings new insights to the field, it highlights the limitations of our work and also provides recommendations for further research.

In conducting this study, we have three main questions to be answered, based on certain hypotheses to start from:

1. Do EFL learners at Mohamed El Bachir El Ibrahimi University receive psycho-pedagogical support during online learning courses or not?
2. What are the main difficulties faced by EFL learners during the e-learning process?
3. How does e-learning affect learners' outcomes?

Depending on our personal experience as EFL learners, we suppose that learners are not receiving psycho-pedagogical support, hence there is a demand for more focus on these aspects of learning during online classes. For the second question, we hypothesize that the main challenges faced by learners in e-learning are related to misusing technology and online platforms, in addition to strength problems (internet issues). Finally, e-learning outcomes of learners are suggested to be affected negatively, as our outcomes retreated during the last two years of the pandemic in comparison to previous outcomes.

To conclude, we have listed some suggestions and recommendations for further research to investigate. Hopefully, educators will benefit from it and establish more effective e-learning model.

# Chapter Two



## **2. Chapter Two: Pedagogy before and after the Pandemic: E-learning and Students Mental Welfare**

Many researches have been conducted investigating the impact of online learning in education with its effectiveness and drawbacks, yet, few or almost none had thrown a glance on the existence of psycho-pedagogical support. Hence, the teacher's role in supporting students, which must be highlighted when teaching online has been neglected. Our study, therefore, contributes to emphasizing the importance of psycho-pedagogical support and initiates for a better effective model of e-learning.

### **2.1. An Overview of Online Learning**

#### **2.1.1. Online Learning before Covid-19**

Online learning was known and utilized for the two last decades, not only with the appearance of the pandemic but before. It was incorporated to reinforce the face to face learning. However, previously it was emphasized on its effectiveness as an optional additional technique that consists of using the internet, computers, and other technologies for educational purposes, in order to support the learning process when students are outside classrooms. Despite concerns about distance learning taking into consideration the lack of psychological and pedagogical support, it generally was given positive feedback regarding learners performance even though some studies claimed that there was no difference between blended learning and pure face to face learning when it comes to students outcomes(Shu-Chen, Yafen, Angela, 2018).

Notwithstanding, it is worth mentioning that at that time, e-learning was not an obligation to be integrated all over the world except for some developed countries who just wanted to improve their education systems. The positive feedback, however, changed when covid-19 forced the world to turn to the digital transformation where they ought to rely only on online learning and all the schools were obliged to surprisingly close their doors. As a result, teachers should make more -efforts to create and implement new methods of teaching and assessing their learners. Therefore, scholars started consequently to investigate the limitations and difficulties of online learning. Hence, when it comes to the pandemic period, educators found themselves obliged to rely on pure distance learning and teach only behind the screen. Although it has some positive sides, for it enables learners and teachers to keep in touch even from their homes, instructors in higher education, however, have less confidence in e-learning considering the

lack of pedagogical and psychological support besides the difficult perception due to the absences of teacher-learner interaction (Shu-Chen et al., 2018).

According to Bach, Hoynes, and Smith (2007), the use of digital learning have been tested years ago in the USA, in which they explored the importance of online learning and how it promotes transferable skills for the knowledge economy, henceforth, they encourage the use of e-learning and investing for its growth. Likewise, the need for online learning in the UK grew as higher education required it, taking into account that it reduces related outlays and makes teaching more flexible to meet the learning needs (Bach et al., 2007). However, the conclusion of these experiences and studies states that the future of higher education requires both technology (digital learning) and keeping the old system of face-to-face learning (Bach et al., 2007).

Online learning had been implemented in universities since the early 1990s as a support to traditional learning aiming at enhancing and reinforcing the teaching/learning process. This kind of learning, however, had never been purely used as the ultimate source of learning, instead, it was seen as "a poor cousin of face-to-face learning" (Wieland & Kollias, 2020, p, 85). That is, it was judged to be weak enough that teachers should not and cannot rely 100% on it, because of several reasons as limited interactions, difficulties to reach the courses as a consequence of the basic quality of tools available, Assuming that classroom training was an integral part of the teaching process and had been used for centuries as a primary way of teaching. Innovation at that time was a challenging matter for teachers to be able to create and design their own individual courses. Thus, this often used to be done by experts which might negatively affect the content and the teacher's individual style, after that, with the development of technology, accessibility had been increased and had become easier, teachers, consequently, got finally back their content control, which was the starting point where the bad reputation of online learning begun to become smaller and scholars started to view it as an alternative tool to cover what was excluded from the "live" learning(Wieland et al., 2020).

According to Downes (1998), the classroom training model of teaching is designed to be fitting neither individual learner's needs and learning styles nor students' ages and competencies, it instead, targets a group of people who are exposed to the same content and materials, start and end at the same time regardless of their learning needs. Moreover, classroom learning is teachers centered, and believed to be efficient in the term of delivering the content once to a group of students is still better than giving the same content thirty times to thirty

students, this model, hence, was seen as impersonalized and standardized to some extent which may make it as less effective and it needs to be reinforced by the other model of teaching. By contrast, he described online learning as a personalized education that is learner-centered that enables students to acquire knowledge concerning their needs and capacities (Downes, 1998). As a result, the integration of this model as an alternative support to classroom teaching would enhance this latter, and may result in better performance and more efficient acquisition.

Noticeably, before the pandemic the situation varies from one university to another, some depend on pure online learning, while others mix between face-to-face learning and the use of the online one, to be known as " Blended learning". This later aims at supporting the traditional system of learning with internet integration, whereas, after the spread of Covid19 the use of online learning has imposed itself to be an urgent need.

### **2.1.2. The emergent transition from a purely live into a purely online learning**

The quick shift to online teaching has raised a number of challenges amidst education systems. Learners, on the one hand, find themselves obliged to deal with technology and digital learning. Teachers, on the other hand, have been forced to shift from traditional face-to-face teaching into a modern digital environment, which requires reshaping their course designing and enhancing their self-development in order to be able to successfully design syllabi for effective online learning. Nevertheless, both instructors and especially students are obliged to overcome such difficulties that will be shed light on in the next sections. In respect to Wieland (2020), she claims that a good trainer is still a good trainer regardless of the model used, that is to say, a talented and skilled teacher can effectively manage the online teaching as well, exactly as he/she does on the face to face learning. Notwithstanding, before the pandemic e-learning was an option, after the covid-19, however, it has become an obligation to humanity, which resulted in confusion and distraction among both instructors and learners. Wieland (2020), states that the unstable connection between teachers and students during the pandemic is due to the obligation of certain processes and steps that they were exposed and forced to follow, this may affect limiting and ignoring their creativity. As a result, they have got distracted from their own individual teaching styles and that was translated into having obstacles to transmit the information as fast and effective as it used to be. This distraction was reflected in students either who have been found disconnected struggling with the "all-in-one formulate" of courses and losing effective and total comprehension which used to be reached with the help of their teachers' personal teaching approaches that they were used to. In a word, technology has always

controlled the content but neglected teachers' styles, approaches, and creativity. As a consequence, educators themselves lost control of the content (Wieland, 2020, p. 86).

It is worth mentioning that only some universities from the globe were familiar with e-learning even before the pandemic whereas others were not. The first type were less negatively affected compared with those that relied purely on the face to face learning and were forced to online platforms with the outbreak of covid-19 without early preparation. Wieland (2020) expects that instructors still believe in combining "live" and distance learning by such platforms such as "Zoom" and "Google Meet", however, she thinks that such teaching for 7-year-old students may result in noise, distraction, and raises teachers stress. In addition to the previous issues, inaccessibility has had a heavy impact on both teachers and students mental health and well-being.

Covid-19 has greatly changed the world and hastened its transformation into digitalization quickly, in terms of education including colleges and universities. Thus, the learning process changed from face to face classes to online and distance learning (Chan, Vista & Allen, 2021). Therefore, this system created new challenges and difficulties in learning. According to the international association of universities report, there are three common challenges in online learning such as the infrastructure and accessibility of Internet, online learning competencies and pedagogies (of both the teacher and the learner), and the field of study, however, these differences in e-learning and the need to teaching preparations which are only a few examples of the impediments that obstruct the distance learning process in higher education. In this context, Mseleku (2020) confirms that students of the third world cannot have permanent access to the internet, due to connection shortcomings in those countries. He (2020) states that even though universities have well-established online teaching-learning systems, they face many difficulties in terms of network connection, environment issues, mental health issues, the absence of essential needs, and also the absence of learning resources. Consequently, the pandemic did not only change the communication method of people in educational institutions but also modified the system of online learning from how it was a few years ago to match the current situation of the world nowadays (Chan et al., 2021).

Nonetheless, online learning has also been beneficial for students and instructors during the crisis, it has some advantages such as flexibility concerning the use of online learning in such difficult circumstances (Smedly, 2010). Second, e-learning plays an important role in

decreasing the spread of Coronavirus and maintaining universities' curriculum (Adedoyen & Soykan, 2020).

Moreover, in a study conducted by some researchers (Ismail & Samad & Muliyadi & Rahmat & Tini, 2021), about teaching in the pandemic "Covid19", in which they used a questionnaire; one of its sections was devoted to explore students' satisfaction level of online learning. The results demonstrated that the majority of students do not have problems with accessibility, but they need more knowledge about online learning. However, they feel comfortable and safe about the use of online learning during the pandemic. Besides, they showed a positive attitude about the use of digital learning and the access of having their lessons and assignments, but still, not all of them find it inspiring as face-to-face learning classrooms do.

### **2.1.3. Some principles for a better online learning:**

As a best model of online learning, Pelz (2019) claims that the teaching process should involve three effective pedagogical principles. The first principle is letting the students do most of the work. The purpose of this principle is to increase students' time on the learning content. As much as they spend a long time studying the material, the more they better learn it. In this case, the teacher plays the role of a guide rather than being in the center. Pelz (2019) implements certain strategies to do so, which are: students led discussion using a set of ice breaker activities to engage students in online discussions, students finding and discussing web resources (reviewing a web site that is related to specific content and discuss it together), peer assistance (students help each other), peer assessment (students assess each other's assignments), and case study analysis (a diagnostic practice). The second principle is interaction as the core of the learning process, unlike face-to-face interaction (listening and talking interaction), online interaction requires reading and writing, but for Pelz (2019) it is more active than the first one. Interaction can be among students themselves, between the teacher and his/her learners, between the learners and the learning material, and so on, strategies like collaborative research papers (collaborative work) and research proposal team projects are some of the main effective ones for interaction. The last principle "is to strive for presence", in which there are three categories of presence that add value to online discussions, such as social presence (establishing an online community), cognitive presence (constructing and confirming meaning through discussion), and teaching presence (facilitating and directing the cognitive and social processes) through facilitating the discussion and directing the instruction. All the mentioned principles of

Pelz (2019) contribute to the success of online learning classes and the realization of the learning outcomes (Pelz, 2019).

According to Chan, Bista, & Allen (2022), the new teaching program was modified and redirected by the government and educational administrations, so that the system keeps providing teaching and financial support in addition to counseling as well. Thus, they changed the practical content and assessment tasks, some universities extend the period of assessments to weeks considering surrounding factors, like pressure and stress, they suspend the allowance of students' studies, reduce the number of units, and demand lessening the fees, in addition to online teaching training initiation (Chan et al., 2022).

#### **2.1.4. Introduction to e-learning in Algeria**

Within the crisis of covid-19, a need arose for the help of developed technology among Algerian universities, after the closure of educational institutions which aims at preventing the spread of the virus, to permit a successful distance learning. That was the reason which pushed Algerian educators to look for the most effective ways of online learning. They, therefore, struggled with multiple obstacles. As it is pointed out previously, teachers from all over the globe face different challenges regarding online teaching, Algeria, however, is no exception.

According to Djamilia Khiair (Zermane & Aitouche, 2020) who is the president of the Algerian National Federation of Students' Parents' Association. The concept of online and distance learning did not truly exist before five years ago, there were only a few initiatives like Television stations for baccalaureate preparation. However, after the spread of the Coronavirus, it has been obligatory to transit quickly from the classroom learning to the distance one, it made them realize that television education should also include other levels besides the baccalaureate, along with the lack of materials in the company of Algerian families which are often sizeable. In another word, they cannot afford each student/pupil with a computer and stable internet connection, especially the ones of isolated small towns where network availability is barely existing. Therefore, they need to train teachers to online learning and the classes will carry on virtually as schools are closed.

The Algerian e-learning platform started in November 2017 to provide companies and institutions with online tools of training. The first cooperation with the platform includes the school of commercial high studies and research center of scientific and technical information and some other public and private sectors (Zermane et al., 2020). The Algerian higher education

as well adopted the platform, as it aims at maintaining the academic relationship of the teacher and his learners. Hence, higher education depends on the online platform to provide courses, tutoring, and giving assignments. Thus, there were specific platforms of various subjects for different levels created by the national bureau for distance education and training of higher education. Like the university of Batna 2 which has created its own e-learning system. The purpose of this new system of learning is to stimulate the traditional classroom through a virtual space by all its aspects not only downloading lessons but also meeting students and interacting with each other through the options of the system, they may download the lesson either from the instructor's website or the department website that provides online courses (Zermane et al., 2020).

Along with the line, Zermane (et al., 2020) denoted that the delivery of lectures in Algeria was through different applications and platforms like Zoom, Google Hangouts, and Microsoft team. Paradoxically, teachers who are not used to using online Moodle found it difficult to manage their lectures, they oftentimes cancel some classes due to technical and accessibility problems. Likewise, the industrial engineering students of Batna 2 University faced several challenges that prevented them from finishing their curricula on time last year, so that they postponed what is meant to be done in the second semester to a later date. As a result, they did not complete their academic requirements like training in industrial companies and online learning was the only solution to pursue their courses (Zermane et al., 2020).

In respect to Chelghoum & Chelghoum (2020), who conducted quantitative research through the use of a questionnaire as a tool to collect and analyze data, yet, they concluded that the most common challengeable issues amongst teachers of different Algerian universities consist of engagement besides internet accessibility. That is to say, the quick shift from classic teaching into distance teaching has increased teachers' struggle with keeping students engaged and motivated to learn from their houses. Another problem in which both teachers and students are encountered is inaccessibility and lack of resources, as a matter of fact, this had been known since several years ago, in Algeria as it is the case in many countries around the world, the quality of networking is not such good to enable successful digital learning to a large extent, as a consequence, a common problem faced by teachers as well as students regarding e-learning is accessibility. Accordingly, since this change from traditional into online teaching was rapid and unexpected, Algerian educational systems' preparation for pure digital learning was not enough, assuming that pure face-to-face learning was the one and only model relied on.

Teachers consequently, suppose that their lack of experience within this system of instructing represents a serious and unavoidable challenge in the teaching-learning process during the pandemic, which may also lead into obstacles in regard to time management and scheduling of online sessions. Yet, more than half of Algerian educators agree that content control does not compose an enormous difficulty to them (Chelghoum & Chelghoum, 2020).

Despite the fact that e-learning raised various challenges in Algeria amid both teachers and students, it, however, provides considerable opportunities for them especially in enhancing and improving their creativity providing teachers relatively with more freedom in designing their courses and students with a greater amount of information (Zermane & Aitouche, 2020).

## **2.2. Psycho-pedagogical Support in Education**

### **2.2.1. Psychological support definition and importance**

Regarding the importance of learners' psychology in the classroom, a new branch appeared which combines psychology and education to create educational psychology. This latter analyses the psychology of learners and its impact on their learning behavior, as Skinner defines it "educational psychology is the branch of psychology which deals with teaching and learning" (Sharma, 2006, p. 20, as cited in Kumari, Sundari and Rao, 2017). It helps the teacher to identify the main factors that affect the teaching-learning process, and provides him/her with useful strategies and techniques to improve the instruction, and make teachers more effective. Henceforth, supporting learners psychologically is one of the main purposes of educational psychology.

Psychological support consists of certain measures that aim to create the conditions for successful learning and develop individual activities (Zeyer, 2003; Krinchik, 2005). The importance of psychological support lies in students' ability to use their mental capacities and form them to choose the right choices and overcome the obstacles in their personal and professional life as well (Antilogova, 2005). According to Povarjonkov (2017), university studies are part of student's formation, they face many difficulties in their learning related to educational activities and personal experiences, therefore, the need for psychological and pedagogical support, in this case, is very urgent and important to help students identify their interests and realize their plans. Psychological support helps students develop their self-regulation, which is a combination of teacher's work with psychological services; together teachers and psychologists monitor and consolidate the progress of students' formation,



improvement, and advancement of their learning activities regulation, through various psychological methods and techniques.

Furthermore, with regard to the effectiveness of psychological support, many universities emphasize its application by providing the necessary conditions for students development and formation which are built on a professional and psychological basis, and reflected through psychological practices of universities Ermolaeva, 2001; Kahina (et al. 2019). Considering the later support as part of university services, defines it as specific assistance to learners that activate and disclose their professional and personal resources, reinforces their psychological health, and help them adapt to university (Malyutina & Morozava, 2017; Povarenkov, 2014). Hence, the psychological support used to develop professional students is concerned with enhancing learners' skills of using consciously their interests and capacities of solving occupational problems, managing skills and their practical use in the teaching-learning process, ameliorating motivational elements of activities, and responsibility for the professional future.

According to Fredericks (2016), the relationship between the teacher and his learners is an important factor in students' school engagement, a good teacher-learner relationship promotes more their school engagement in terms of their participation in the process and learning the material. Nonetheless, the relationship between the teacher and the learner can either foster or impede students' school engagement and learning motivation as well (Li & Goa & Sha, 2020), depending on how well the teacher understands his learners' interests, learning styles, personalities, and other psychological aspects.

On the other hand, according to Gladkova & Fomine (2017), there is an increased need to rehearse and develop psychological support technologies for the vocational progress of students.

### **2.2.2 Strategies to maintain psychological support**

In order for teachers to provide the needed psychological support for their students, they need specific stages to follow and strategies or techniques to implement (Volchkova, Pavitskaya & Sagitdinova, 2021). First of all, with students like the first year, teachers should make their students adapt to the new system of learning in university through various ways. For instance, training for adaptation, diagnosing the psychological criteria of learners, explaining to them the importance of life atmosphere, consulting students, creating a group advisors, having round table discussions, conversation discussions, and focus groups. The second stage of identifying

students is usually used with 2nd-year learners, who have already improved their professional knowledge, in this stage the teacher uses forms like: workshops of reflection, training tasks, and exercises that use drills as well. The last stage is the consultation to be used with the 3rd and 4th years. The activities of this stage aim at solving practical training issues, forming students professionally and personally, and adaptation in the workplace. In this stage, the teachers implement group and individual consultations, situation problem modeling, and games (Volchkova et al., 2021). Moreover, concerning Furman, et al. (2020) view of a psychological support role in developing students self-regulation, they suggest different psychological methods and techniques to do so, such as training, collaborative and individual work, canceling, psychological support, psycho-education...etc. Besides that, the work of psychologists to solve learning problems that obstruct the learners needs specific implementation for individual and group work (Furman et al., 2020).

### **2.2.3. Pedagogical support (definition and importance)**

According to Nagauleng, Waris & Bi-Tahir (2018), pedagogy is the art of teaching, it is about the strategies of instructing, and their correct use. These teaching strategies are determined by learners' prior knowledge, experiences, personal situations, settings and the objectives of learners and teachers as well. Soegarda, & Harahap, (1982, p. 254) define pedagogy as the teaching style of someone, or in their words it is "the knowledge about principles and teaching methods, the principles and leading and monitoring method, or in another word education". In accordance with the idea of pedagogical knowledge, Guerriero (2017) emphasizes the importance of having pedagogical knowledge that matches with the recent requirements of the 21st century. In order for teachers to professionalize and increase learners' outcomes, a high level of pedagogical knowledge is part of competent teaching" (Guerriero, 2017, p. 31), as a result, teachers will be able to provide their learners with effective pedagogical support. The support that is provided through pedagogical strategies and techniques is an effective motor of learner's interaction (Seedhouse, 2004). These techniques include: repetition, elicitation, scaffolding, meaning discussions, students talking time and teacher talking time. However, it depends on the level of learners (i.e. each level requires certain techniques).

Moreover, some teachers do not implement those pedagogical strategies as they are supposed to, and some of those strategies become insufficient to meet the learners' needs, henceforth, pedagogical researchers suggested a new term as the post method pedagogy. This

new pedagogy aims at improving teachers' teaching skills and increasing the learners' outcomes as it has been useful in both higher education and middle or secondary schools. According to Fiani & syaprizal (2018, p. 217), it involves "teachers" constructing, classroom-oriented, and theories of practice" (kumaravadivelu, 1994, p. 29) and estimates the capacities of teachers by emphasizing their experiences as teachers (Prabhu, 1990, p. 72). Most of the traditional methods flourished, and became starting points for the development of the new ones. Brown (2002) claims that these new methods are valued to be more effective than the old ones. In other words, in post method pedagogy, the teacher is in the center of the teaching-learning process. He/she evaluates his/her belief, experiences, and knowledge. Beside that, they create their own teaching methods or techniques, in return, the teaching style of each teacher reflects their beliefs, values, and experience (Richards & Rodgers, 2001). The two phases of pedagogical practices including traditional methods and post method pedagogy have the same ultimate goal, which is providing learners with the maximum of support that increases and evolves their learning outcomes and achievements. Pedagogical support also contributes to students' school and social adaptation since socio-psychological adaptation is an interactional process of the individuals and social environment, henceforth the success of students' adaptation is more promoted under the conditions of the so-called pedagogical support of schools (Simonova, Utemov & Moskvina, 2017).

#### **2.2.4. Strategies to maintain pedagogical support**

The process of supporting struggling students and helping them overcome their learning obstacles requires teachers to adapt suitable techniques that match the three stages of instruction such as: before instruction, during instruction, and after instruction (Jackson & Lambert, 2010).

According to Jackson (et al., 2010), in the first step of "before instruction", the teacher has to anticipate confusion by expecting possible difficulties that might face the learners, and implement acceleration strategies, like sharing with students the work plan that contains what they are going to study and what they are supposed to learn, teaching them effective strategies to organize their learning, and activating the needed knowledge background in order to prepare them for the lesson. In the second step of "during instruction", the teacher must plan and deliver certain interventions responding to "red flags" which refer to students' failure of learning something as supposed to. Each teacher identifies specific red flags as signals to know where

to intervene and what to do to get students back on track. After that, the teacher eventually decides whether to intensify or lessen the interventions based on learners' improvements.

Furthermore, in the last step of "after instruction" the teacher review and remediates his/her students' shortcomings before having a final assessment, in order to help them filling their gaps through: re-teaching, reassessing, tutoring and redoubling the practice so that they will be able to succeed in the future. Nonetheless, in the study of the logical pedagogical support structure, Simonova (et al., 2017) state the strategic stage of pedagogical support that includes: goal setting and tasks defining, identifying the objects and subjects of the support process, highlighting the important ideas, forming common information database, defining criteria and indicators, and finally selecting diagnostic techniques according to the indicators of selected criteria.

In short, psycho-pedagogical support seeks to enhance and facilitate the learning process, and understand its elements, in addition to solving related problems by dealing with different types of obstacles and impediments which occur mainly in education (Barkley et al., 2005; Cho, 2009; Gonzales, 2005; Almeida, 2015 as cited in Nagauleng (et al., 2018). It is also claimed that psycho-pedagogical support is a complete system that sets the learning conditions for students' socialization and adaptation, as well as the promotion of self-development, in accordance with the goals, objectives, and stages of development. (Volchkova, Pavitskaya & sagitdinova, 2021).

### **2.3. Will Online Learning Replace Classroom Training?**

Accordingly to Carliner (2004), distance learning can never replace or be as efficient as face to face learning. Thus, she (2004) claims designers had concluded that the most perfectly designed online course can only support the classroom delivered course. In other words, distance lessons tend to be more theoretical, whereas, face to face lessons are more practical. Those designers believe that classroom courses aim at solving real-life problems using instructions and rules that can be read or sent online, that is to say, students can read, acquire and discuss the information and the rule through digital platforms, but they can neither comprehend nor learn how and when to apply this rule without a real learning experience.

Carliner (2004), argued that designing a digital segment is not as easy as designing a classroom one. Therefore, in addition to the elements included in a face-to-face lesson design, instructors should consider and take technology into account whilst planning an online course,

that not all students master the technology use, so they are required to design their material with regard to this concern (Carliner, 2004). Another issue has raised regarding e-learning, is the dependence of learners' motivation, intention, and readiness to learn and improve; this model is not only a "sit-and-study" model of learning (Carliner, 2004, p, 9) as it is in classrooms, rather, students should intend and plan to learn and acquire information, as it is known. Not all students have the same amount of motivation and such intention may lead to a defect.

## **2.4. Incorporating Blended-learning to Overcome Pure E-learning Challenges**

Relying on distance learning, scholars concluded that many areas were neglected in this model of teaching, and learners consequently suffer from its disadvantages as mentioned earlier. As a result, a new model trend has started to develop as an alternative to cover the excluded areas from e-learning and benefit from face-to-face learning advantages at the same time. Hence, blended learning is a new model of pedagogy built on combining both online and traditional ways of teaching.

According to Bakheit (2016), in order to increase teachers' and students' creativity, benefit from technology in learning, gain time, benefit from web-based instructing and face-to-face human interaction, blended instructing is required. He (2016), however, claims that blended learning consists of several advantages. For instance, he believes that blended learning helps grant more personalized learning support, in other words, learners are allowed to work and receive individual feedback. In addition, it has a great role in enhancing learners' autonomy by increasing their engagement in learning, which can be considered as the primary reason that makes blended learning the most effective model compared to pure web-based learning and pure face-to-face learning. Moreover, this model of learning decreases students' anxiety and stress regarding that they are not always in physical presence. It is also worth mentioning that this modern way of teaching supports independent and collaborative learning since it is based on distance which emphasizes ego learning besides "live" learning. In addition to the previous benefits, mixing online learning with traditional learning allows teachers to largely utilize their creativity and provides them with opportunities to add, remove, modify, adopt or adapt the necessary methods to transmit the content accordingly to their students' needs, meaning that blended learning furnishes teachers with higher control of content in terms of effectiveness. Henceforth, blended learning is believed to have considerable advantages on learners' learning and teachers' teaching. Bakheit (2016) in his paper, shed some light on the standards that should

be considered on incorporating effective blended learning. First of all and most importantly, instructors should take complementarity into account, ensuring complementarity means that selected modes (face-to-face and e-learning) and the tasks that go under each mode should be related and complete each other assuming that “mismatches can lead into learners confusion, frustration and demotivation” (Bakheit, 2016, p. 34). It is argued, too, that teacher's support consists of great importance, that is to say, encouraging students to carry on using technology, has a deep impact on motivating and enhancing learner’s autonomy. Moreover, students should be allowed and exposed to accessibility, flexibility, and a variety of materials that go hand in hand with their needs.

Last but not least, both instructors and teachers need time to adapt and develop and benefit from this new model of teaching/learning process (Bakheit, 2016).

# Chapter three

### **3. Chapter Three: Methodology**

#### **3.1. Research Method**

For the sake of investigating psycho-pedagogical support among EFL students during the pandemic at Mohammed El bachir El Ibrahimi University and identifying some of the challenges they have faced lately within the crisis of coronavirus. Quantitative research approach is utilized considering this latter as a more scientific approach which enables us to objectively and precisely gather and analyze our data in a relatively short time and avoid bias that makes our research findings generalizable and highly reliable. The quantitative approach is more structured and focused that provides us with more control over steps of examining whether the psycho-pedagogical support exists in making our study as precise as it should be. Aiming at arriving to a conclusion about whether the students are receiving psycho-pedagogical support while learning online, how the process of learning is executed, and the impact it has on students' outcomes, a descriptive study is required in order to reach our research aims and answer our research questions. Since our research topic is unprecedentedly been investigated in our university, using an experimental method would not be appropriate because of time limitation, thus, we are intend to throw a glance on the gap that revolves on whether students are obtaining psycho-pedagogical support during online courses, and bring it up to both students and teachers notice. Providing us with insight to identify the state of such support and describe the circumstances in our university. Besides our study aim is to point out the case, attain greater knowledge, and understand the situation of the psycho-pedagogical support during online learning which greatly justifies taking the descriptive analysis of data. In order to investigate this research's aims, quantitative data are gathered from 3<sup>rd</sup> year students of the Foreign Languages Department through the use of a questionnaire as a study tool.

#### **3.2. Data Collection**

In this study we will use a questionnaire as the instrument to gather the needed data that may answer our investigating questions. Hence, we will depend on a printed questionnaire for EFL students, before the questionnaire was conducted therefore, students were informed of the anonymity of data collection and analysis and that their answers will be treated for pure academic purposes aiming at making them feel comfortable to reach the largest and most honest answers. We have relied solely on the questionnaire for it eliminates bias and allows us to collect in-depth and actionable data from the respondents, it additionally, offers no scope for



subjective comments. Also, by design to reaching precise results, obtaining the most reliable and valid data possible. It is a structured close-ended questionnaire, divided into four sections. We have decided to take the questionnaire as an exclusive tool to collect our data because it is considered as one of the most common instruments that everyone can answer regardless of the level, moreover, it does not take much time either, for us and for the participants. Also, we preferred to submit it because students generally ignore e-documents and do not answer them, unlike when we distribute the copies in person during regular sessions at the university. Another reason is that students may take printed copies more seriously and answer them objectively with regard to the preventive measures of the pandemic. It is possible to use an online questionnaire, but for the sake of collecting massive data in a short time, so we believe it would be preferable and better to rely on a print one.

### **3.3. Sampling and Population**

The representative population of our study is third year English students at Mohammed El bachir El Ibrahimi University of Bordj Bou Arreridj (about 230 Students). 30 students were selected randomly from the whole population of 230 3rd year EFL students to answer a close-ended questionnaire, which equals 12.5%, which is largely sufficient to collect enough data that lead us into a valid conclusion with regard to the population size and our study aim. According to Glen (2013) sample size should be no more than 10% of the population, when statistics involve the sample, under the so-called the 10% condition in statistics. The 10% condition is applied when we make inferences about proportions because of large samples. As much as the population is small, the sample would be, but because "increasing the size of a sample increases the likely precision of a sample" (Bryman, 2012, p.198), we preferred to make it 12.5% which equals 30 respondents which is also a preferable number in sampling sizes, considering that the rule might change when time and cost do not allow to question a large sample as the case in our study, therefore, a small sample size is required. We have designed our questionnaire using simple language to be accessible by all different level students which explains the use of English only. The selection of this population rather than others is justified upon having been exposed to both online and face-to-face learning, on the basis of their diversified experience, they are more selective and may be more competent compared to 1<sup>st</sup> and 2<sup>nd</sup> years students, so they can provide more relevant and accurate answers to our questions, regarding the support they receive in online learning compared to the classroom learning based on their experiences. In addition to the previous reasons, 3<sup>rd</sup> year students are under the same grouping system as ours, and their study planning goes hand in hand with ours, so we believe that they would be more accessible

in comparison to master 1 students who are considered competent and have a dual experience as well in regard to experiencing both online and classroom models of learning, this explains why we did not choose to work with master 1 EFL students.

### **3.4. Data Analysis**

After gathering the targeted data we will analyze it statistically, so that we will have certain interpretations and answers to our questions. In an overarching aim to identify significant patterns and trends in the data and display our findings meaningfully, descriptive statistics such as Means, Standard Deviation, frequencies and percentages will be used within the adoption of Excel program that will be employed to analyze our collected data. This goes hand in hand with our quantitative data and research aim to investigate the existence or absence of psycho-pedagogical support in the course of distance instruction. Excel is the easiest and most convenient analysis tool concerning our sample which does not represent relatively a large size that requires automatic processes such as SPSS, rather, 30 answers can be easily analyzed using Excel which is considered fast and time gainer. This process remains a reliable tool for analytics, it organizes data into readable format which makes it easier to extract actionable insights about our research aim.

### **3.5. Research Limitations**

In conducting our research some of the main challenges we faced along the way, were related to time limitation; even though we could have finished our work by the deadline, more time could have been very helpful for better outcomes. In addition to the difficulty of collecting data from the students, some of them did not reply to our questionnaire questions or did not give us back the copies which could affect our sampling size. Another challenging issue that we have faced was the difficulty getting access to students for we needed to contact them face-to-face during their study time where teachers need the full session time with no interruption. Notwithstanding, we thought about distributing our questionnaire after lessons, however, students on the other hand prefer to leave the classroom right after the lesson is done which made them hardly reachable. Skipping some important questions in regard to our aim, was also challenging that we were obliged to conduct the questionnaire twice to get the needed complete data.

### **3.6. The structure of the Questionnaire**

The questionnaire includes 26 questions categorized into three sections: the first section consists of 9 items investigating the participants' preferences regarding the state of online

learning in comparison to classroom learning which allows us to compare and to examine whether they are more supported throughout classroom training. Shedding light on the online learning circumstances is directly related to our research aim, considering it as the first step to draw on our conclusions. The second section contains 9 questions and it is about the pedagogical support they receive in online learning, that is asking students about the state of the online teaching/learning process effectiveness from the perspective of pedagogical assistance allowing us to have insights about whether students are receiving pedagogical support, i.e. pushing us forward our study objectives. Finally the third section which comprises 8 questions that interrogate the psychological support provided in online courses. In other words, whether students experience and receive psychological support from the part of their teachers in terms of distance learning. After having students answers for this section which questions the psychological backing if it exists, we will be straightforwardly directed to our study aim by combining the answers of the three sections (1, 2 and 3) coming up into a conclusion whether Mohamed El Bachir El Ibrahimy EFL students are getting psychopedagogical support during online learning. The questionnaire includes hypotheses for the participants to check “agree” if they think they have experienced that hypothesis or “disagree” when they have not accordingly to their experiences, besides auxiliary questions to answer with “yes” when a certain support is provided or “no” if the act is lacked with other provided middle answers such as “yes but not much” and “neutral” in order to provide informants with more choices to get their closest and real perspectives and obtain more valid data. Taking into account that our participants are 3<sup>rd</sup> year students but not experts nor teachers.

# Chapter four

## 4. Chapter Four: Analyzing and Discussing Students Tendencies toward Psycho-pedagogical Support

Regarding our ultimate research aims and questions concerning the importance of providing EFL learners with psycho-pedagogical support during online learning; our study demonstrates a correlation between the target objectives, hypothesis, and our findings with descriptive analysis. Thus, the analysis results seem to support the theory that there is little or almost no psycho- pedagogical support provided to EFL learners, which is to be explained in detail within this chapter.

### 4.1. Online Vs Classroom Learning

In the first section of online and classroom learning which is a composition of comparing questions between the two systems. The question number one, two and seven are Likert scale questions aim at identifying the difference between the two systems, and prescribing learners' satisfaction with them. Therefore, they are to be compared and analyzed sequentially, then the rest of questions as designed in the questionnaire.

#### 4.1.1. Comparison between online learning and face-to-face learning

*Table 1: comparing online learning state with the face-to-face one*

options	frequency	Percentage	mean	STDV
Strongly agree	1	33,33%	2,366	1,325
Agree	8	26,66%		
Neutral	3	10%		
Disagree	7	23,33%		
Strongly disagree	11	36,66%		
Total	30	100%		

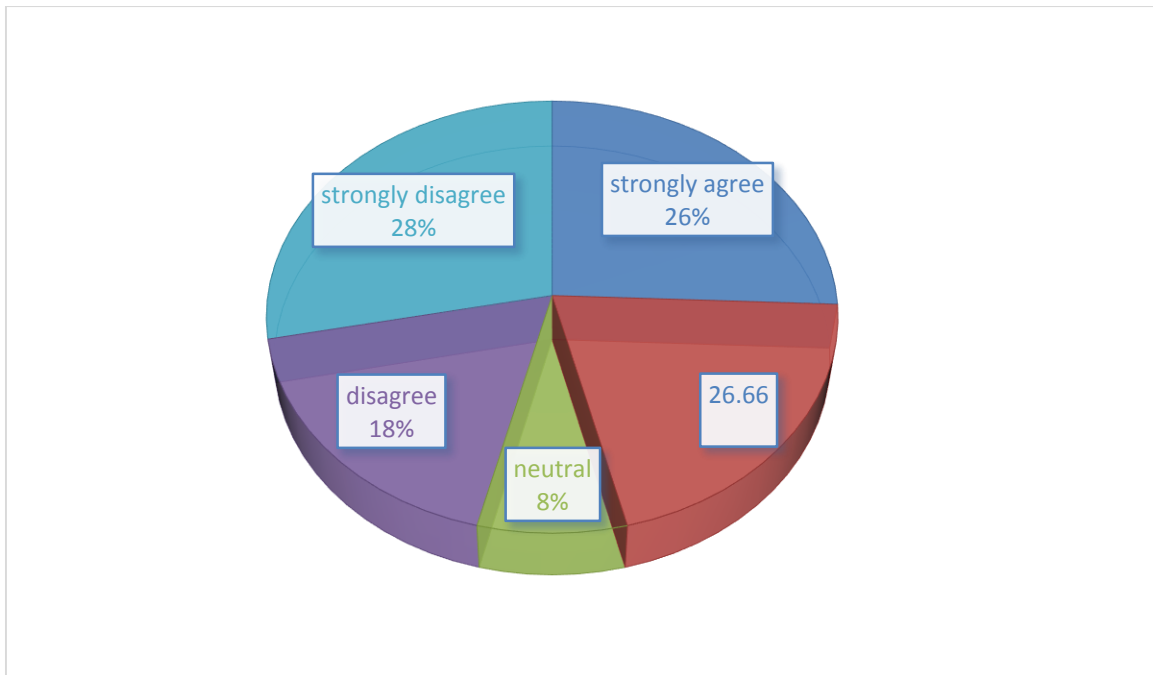


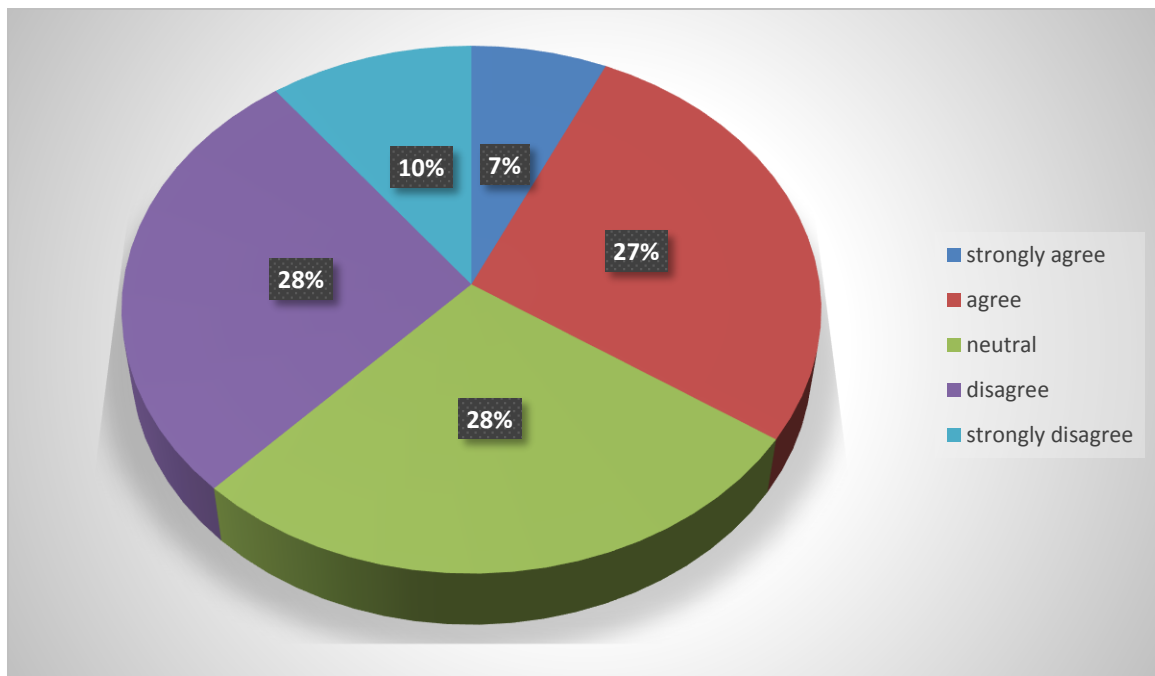
Figure 1: online learning Vs classroom learning states

The first question in this section tests learners' opinion about using online learning in comparison to face to face learning. Thus, most participants from different ages and genders with a highest proportion of 36,66% opted for strongly disagree, it comes next strongly agree with 33,33%, agree with 26,66%, disagree with 23,33%, and then neutral with only 10%. The data scored 2,36 on average, and deviated from the mean by 1,32 on standard deviation. As it appears in the table above, the responses are divided into two equal halves, one agrees and the other disagrees. However, based on Carliner's (2004) presumption as mentioned in our theoretical review, when she discusses how classroom learning is important, and that e-learning is just a completion to it, which means it cannot replace it or parallel it, we expected that the majority of the answers would vary mostly between disagree and strongly disagree.

#### 4.1.2. Comfort in e-learning

**Table 2: investigating students comfort with learning electronically**

Options	Frequency	Percentage	Mean	STDV
Strongly agree	2	6,89%	2,931	1,131
Agree	8	27,58%		
Neutral	8	27,58%		
Disagree	8	27,58%		
Strongly disagree	3	10,34%		
Total	29	100%		



*Figure 2: students' comfort with learning electronically*

In this table, we seek to know whether the learners are comfortable with learning online or not. Henceforth, the responses we obtained from them are as follows,: 6,89% strongly agree, 27,58% agree, 27,58% neutral, 27,58% disagree, and only 10,34% are strongly disagree; it scored 2,93 on average, and the data less spread out from the mean by 1,13 in comparison to the first question. As long as the three options of: agree, neutral and disagree have the same proportion, while, strongly disagree is more than strongly agree, means that the majority of students are not comfortable learning electronically. Contrastingly to what Ismail (et al., 2021) and his colleagues found out in their study, where they reported that the participants found e-

learning safe and comfortable to learn through, 3rd year EFL students of our sample are not similarly presuming, they feel less comfortable, in contrast to how they feel during regular classes. Since they are technically not accustomed to using it, they mostly prefer classrooms over platforms, and learners' preference of classrooms is related to the positive role of them in learning. In accordance with Carliner's (2004) study, the classroom is the most appropriate place where they can solve real life problems, she assumes that learners better learn in classrooms as they can practice the learning material, than in an online basis, which is more flexible to only providing them with the theoretical part of the lesson. Apparently, as our data findings report, ELF learners in Bordj Bou Arreridj University are no exception, and her claim could be proven and confirmed.

#### 4.1.3. The importance of direct contact with teachers

**Table 3: students' opinions about the necessity of direct contact with teachers**

Options	frequency	Percentage	mean	STDV
Strongly agree	10	33,33%	4,033	0,964
Agree	14	46,66		
Neutral	4	13,33%		
Disagree	1	3,33%		
Strongly disagree	1	3,33%		
Total	30	100%		



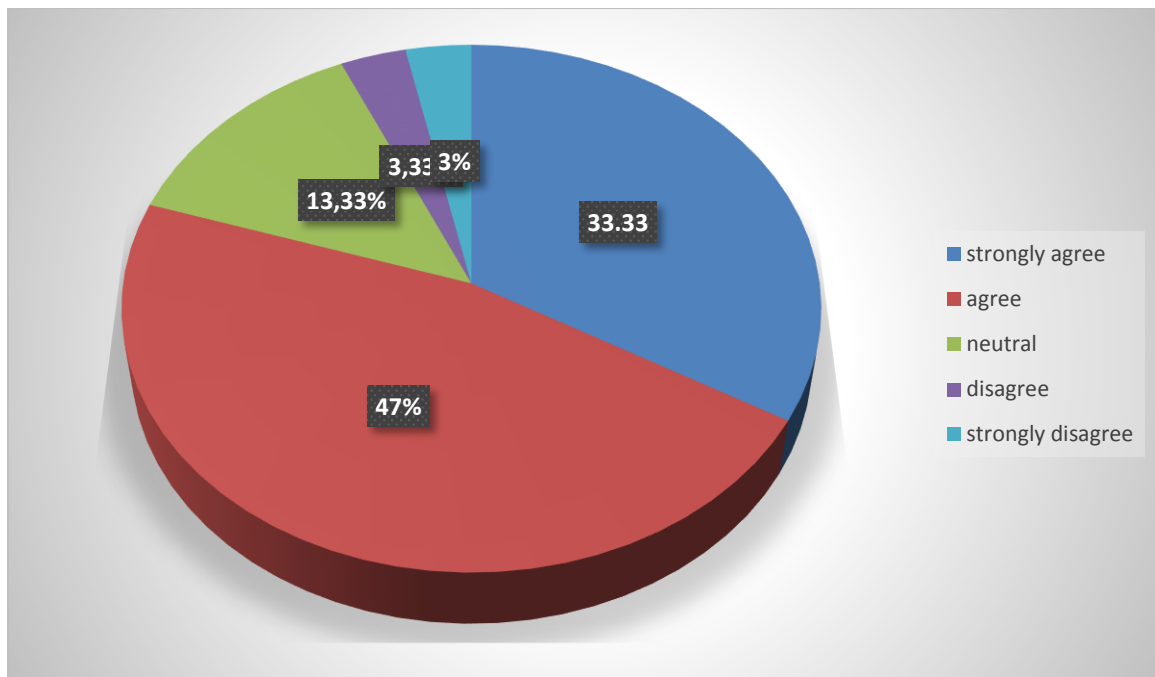


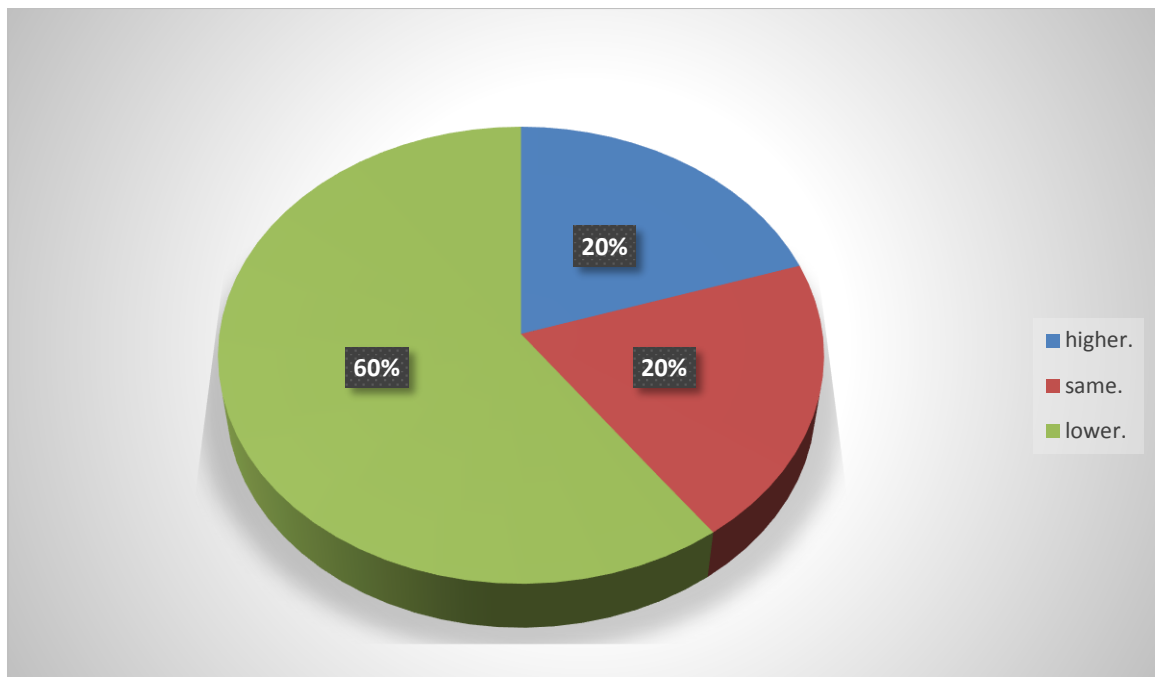
Figure 3: the necessity of direct contact with teachers

This table is intentionally analyzed right after the second sub-section rather than being after the sixth subsection (4.2.6) as it is justified above. The majority of participants were in agreement with the importance of face to face contact, thus (33,33%) of them chose "strongly agree", and (46,66%) chose "agree", whereas 33,33% chose disagree and the same percentage chose "strongly disagree", in addition to 13,33% of neutral ones who did not give a clear answer. It scored 4,03 on average and deviated with 0,96 on standard deviation. Therefore, the majority of 3rd year EFL students supposed and confirmed the theory that face to face contact with the instructor is necessary for learning to occur. This assumption once more supports the claim of Carliner (2004) that emphasizes on the importance of classrooms over a pure online system.

#### 4.1.4. Motivation in e-learning

Table 4: comparing students' motivation score between e-learning and the "live" learning

Options	frequency	percentage	mean	STDV
Higher	6	20%	1,6	0,813
same	6	20%		
lower	18	60%		
Total	30	100%		



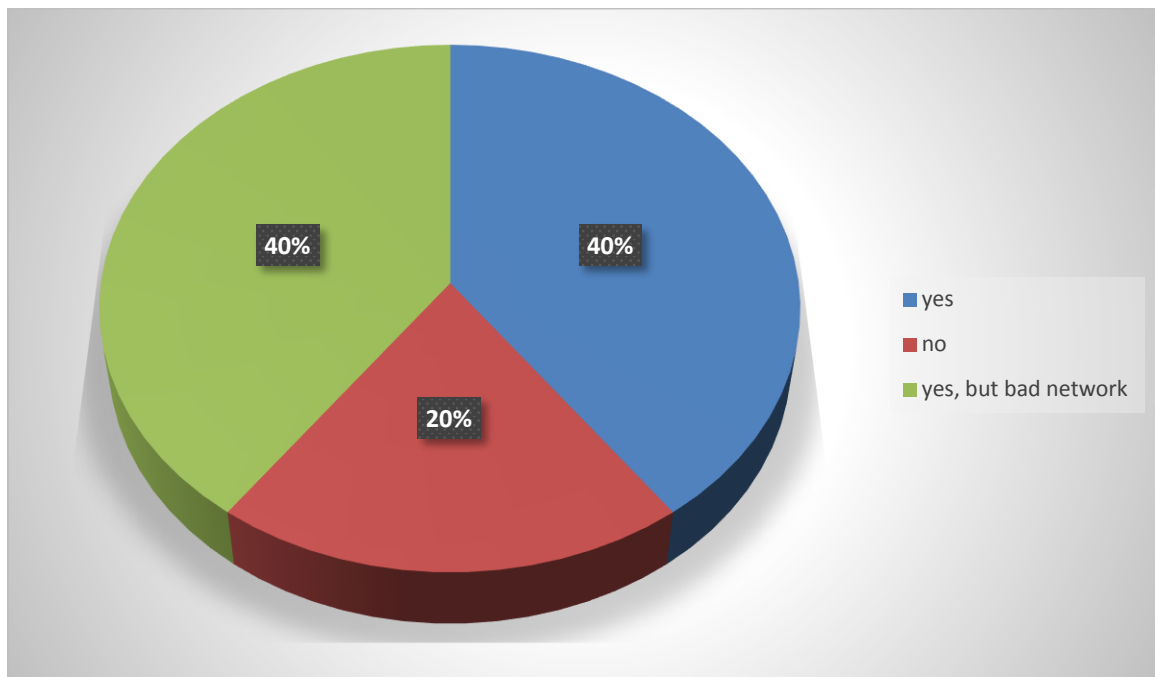
*Figure 4: students' motivation between e-learning and the "live" learning*

In this rating scale question, the participants have to rate their motivation during online courses, in comparison to motivation of regular classes. In accordance with the statistics, the majority of them rated it as "lower" (60%), whereas, the same proportion rated it as "higher" and "same" (20%); it scored 1,6 on average and deviated by 0,81 on standard deviation. According to the given answers, learners' online motivation is assured to be lower than classroom motivation, which confirms what is stated in our literature review, by Carliner (2004), when she claims that some of the main problems and shortcomings of online learning are learning motivation, intention and readiness to learn, unlike in classrooms where teachers do not struggle a lot with these issues. So that teachers, in turn, should take this into consideration while designing online courses and delivering them, to avoid any difficulty. Moreover, in this context, Chelghoum et al. (2020) also highlights the issue of motivation, and claim that teachers are struggling with how to keep their students engaged and motivated to learn via a virtual space; this later makes it logical why the respondents rated their e-learning motivation as low, when compared it to the classroom one.

#### **4.1.5. Internet accessibility**

**Table 5: investigating learners' accessibility to internet**

Options	Frequency	Percentage	mean	STDV
Yes	12	40%	2,2	0,761
No	6	20%		
Yes, but bad network	12	40%		
Total	30	100%		



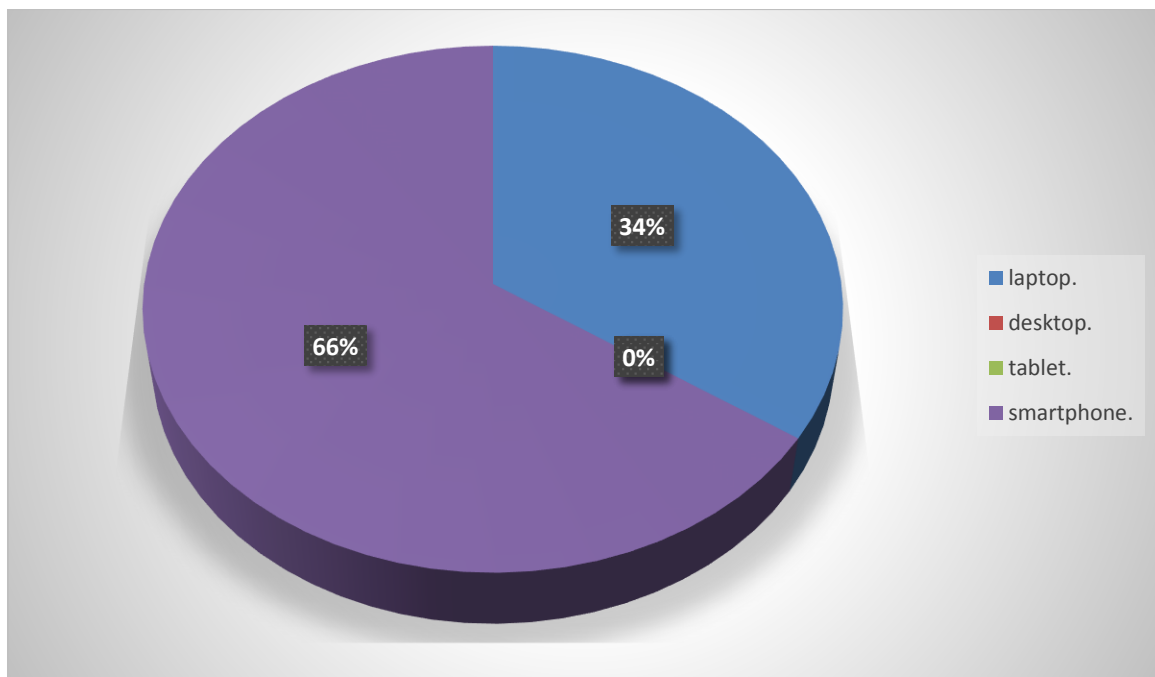
*Figure 5: learners' accessibility to internet*

Regarding this question most participants demonstrated that they do not have a proper internet. Hence, 40% selected "yes but the network is bad", and 20% selected "no" which means that they are suffering from the lack of Internet, except the last 40% who selected "yes". From the whole sample only 40% have a proper internet that enables them to obtain their lessons and follow up their courses; it scored 2,2 on average and deviated from the mean by 0,76. After analyzing them together, we notice that the most probable response is that: they have the internet but it is bad to access. This problem of accessibility as well is an expected issue that almost all third world countries suffer from. In revision to our review, Mseleku (2020) states that even though universities are trying to establish a well formed online learning system, learners are still suffering from the bad network and accessibility problems, they cannot all have permanent access due to internet shortcomings in those countries.

#### 4.1.6. E-learning materials

**Table 6: the students' used devices to access e-lessons**

Options	Frequency	percentage	mean	STDV
Laptop	9	34,61%	2,038	1,455
Desktop	0	0		
Tablet	0	0		
Smartphone	17	65,38%		
Total	26	100%		



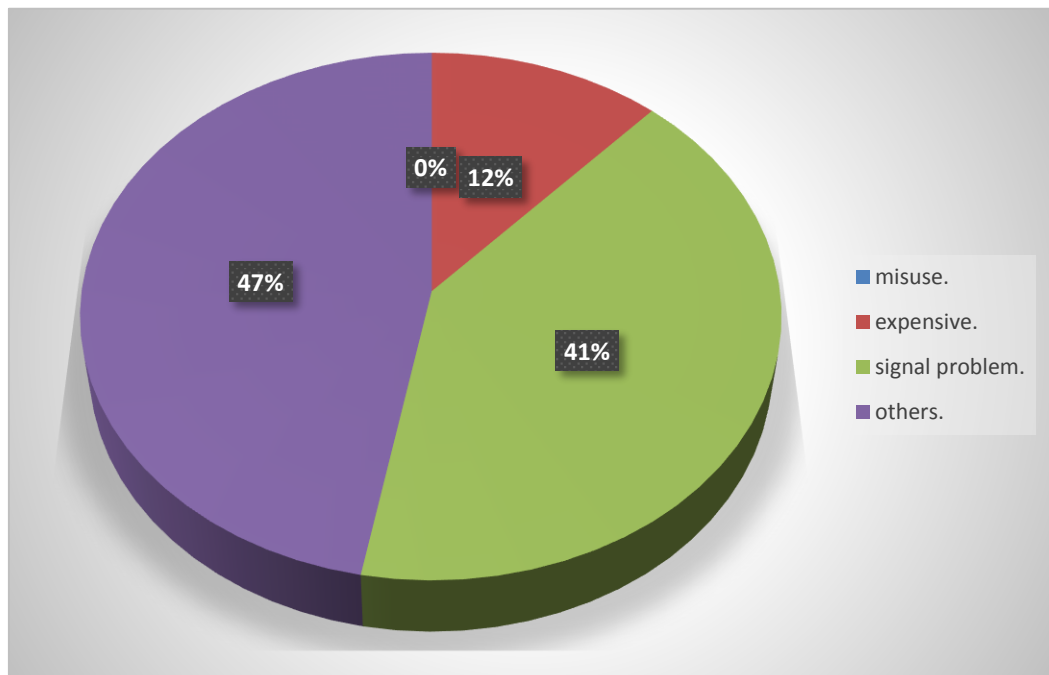
*Figure 6: used devices to access e-courses*

This question aims at identifying the most common and used device for e-learning, which is answered mainly by those who have proper internet access. As it is declared in the table above, (34.61%) of respondents use only laptops, and smartphones which represents the highest proportion (65,38%). It scored 2,03 on average and the data spread out by 1,45 on standard deviation. The problem of infrastructure that includes learning materials, like computers and laptops is a general problem in Algeria, as Djamilia khiar reported in the study of Zermane (et al., 2021), not all the Algerian families can provide their daughters and sons with computers to learn. Based on this information we can understand the highest proportion of smartphone use.

**4.1.7. The reasons of accessibility issues**

**Table 7: the Reasons of inaccessibility**

Options	Frequency	percentage	mean	STDV
Misuse	0	0	1,647	0,701
Cost/ expensive	2	11,76%		
Strength problems	7	41,17%		
Others	8	47,05%		
Total	17	100%		



**Figure 7: the reasons of inaccessibility**

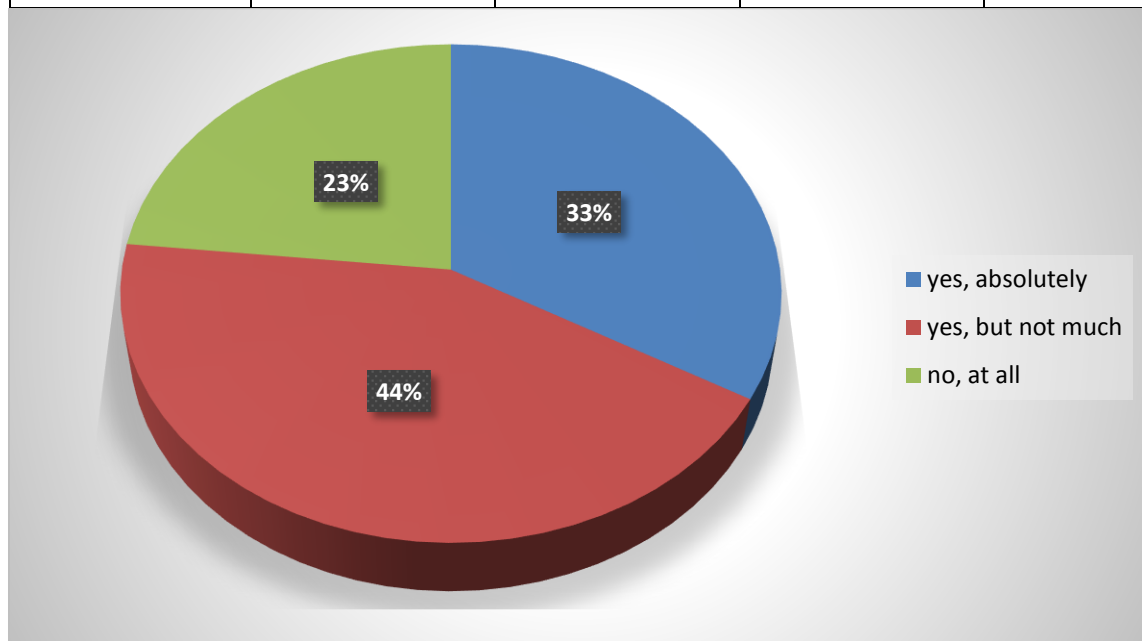
Question number six is devoted to those who have limited internet access, because they are the ones who can answer it. Asking for the reasons demonstrates that the main reason is related to other things (47,05%) representing the highest proportion. However, not misusing (0%) which is not chosen by anyone of the participants. Due to the facility of accessing the platform, our university have created, which is mainly used for uploading the lessons and assignments. As a consequence, learners do not find it difficult to use. Next comes strength problems (41,17%) which are due to the low quality of network which is also a common issue as detailed earlier, then lastly costing and expensiveness of the internet (11,76%); it scored 1,64 on average and deviated from the mean by 0,70. In contrast to what previous studies have arrived at; for instance the study of Chan (et al.,2021) who includes the lack of online learning

competencies, as an important factor or challenge that face learners during online courses, our data stated out that all the participants have a certain knowledge and experience of using and getting into their online platforms to learn, therefore, the challenges are more related to other things that can be time limitation or non-readiness to study, since no one oblige learners, neither push them nor control them to access the platform and upload the courses. In addition to signal issues.

#### 4.1.8. The quality of CT during the pandemic

**Table 8:** *questioning students satisfaction with the quality of classroom teaching*

Options	frequency	percentage	mean	STDV
Yes, absolutely	10	33,33%	2,1	0,758
Yes, but not much	13	43,33%		
No, not at all	7	23,33%		
Total	30	100%		



*Figure 8: students' satisfaction with the quality of classroom teaching*

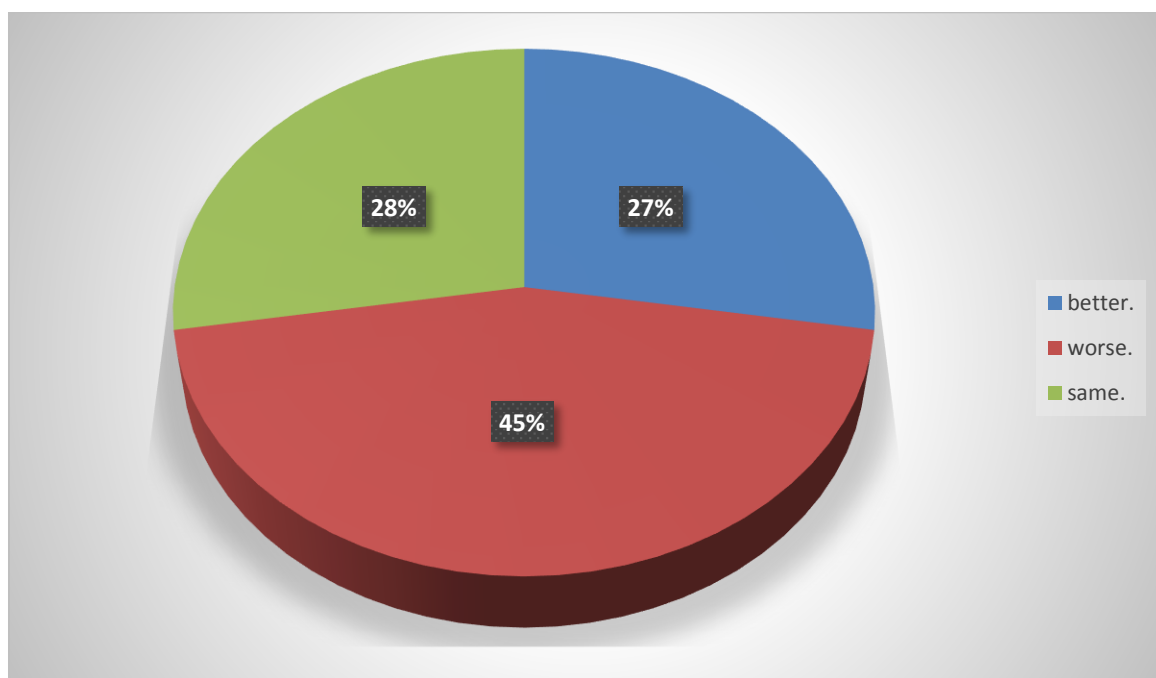
The aim of this question is to rate the quality of classroom teaching during the pandemic and compare it to the past, so that we can identify more flaws and better scrutinize the situation. According to our participants, most of them claims that they are little satisfied (yes, but not much), and this represents the highest proportion (43,33%), then those who said "yes absolutely" (33,33%), therefore only few said "no, not at all" (23,33%); it scored 2,1 on average and deviated from the mean by 0,75. Regarding the result, we notice that even though the quality

of classroom teaching has been affected negatively by the difficult circumstances of Covid-19, it is still rated by students more preferably than the online one, as the majority of their answers stood for it. This is another evidence that supports face to face learning, and spotlights its significance, which means that the problem is within online learning more than it is in classrooms. However, the retreat of students' outcomes, which is illustrated in the next question, refers to the drawbacks of both of them, because the investigated university depends on a blended system that comprises the two methods.

#### 4.1.9: E-learning outcomes

**Table 9:** *comparing online learning outcomes of learners to classroom learning outcomes*

Options	frequency	percentage	mean	STDV
Better	8	27,58%	1,827	0,848
Worse	13	44,82%		
Same	8	27,58%		
Total	29	100%		



*Figure 9: online LO Vs classroom LO*

The last question in the first section, is also a rating question composed of 3 options, aims at rating students' outcomes after adopting online learning as a new system to learn through. Notably, the majority of respondents rated their outcomes to be worse than what they used to be in the old system (44,82%). Yet, the same proportion of participants (27,58%) opted "better",

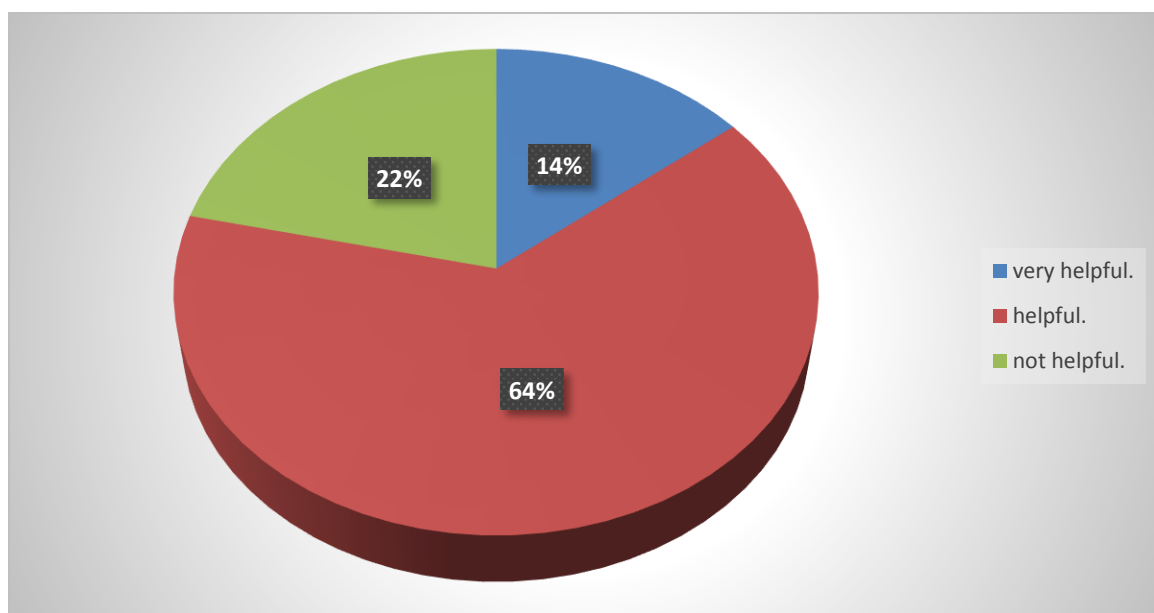
and "same"( which means no difference between their outcomes of classroom and online learning); it scored 1,82 on average and spread out by 0,84. The result of this question states clearly that learners' outcomes have been remarkably retreated, and negatively affected by the use of online platforms to teach, and evaluate learners, since experiencing it in midst of 2020. This later accentuates the importance of classroom contact (referring to the subsection 4.2.7), and highlights one of the main shortcomings of using e-learning as a learning alternative in Algerian universities during Covid19. As it is discussed previously, in Batna 02 University, industrial engineering students could not finish all their learning requirements on an online basis; for example, training in industrial companies, which is impractical and not possible to be done online. As a consequence, they did not achieve all the learning goals, and their outcomes retreated in return Zermane (et al., 2021).

## 4.2. Pedagogical Support in E-learning:

### 4.2.1. Teacher's response to learners' needs

**Table 10: the teachers' helpfulness in respond to learners needs**

Options	Frequency	percentage	Mean	STDV
Very helpful	4	14,28%	1,928	0,604
Helpful	18	64,28%		
Not helpful	6	21,42%		
Total	28	100%		



*Figure 10: teachers' helpfulness in response to LN*

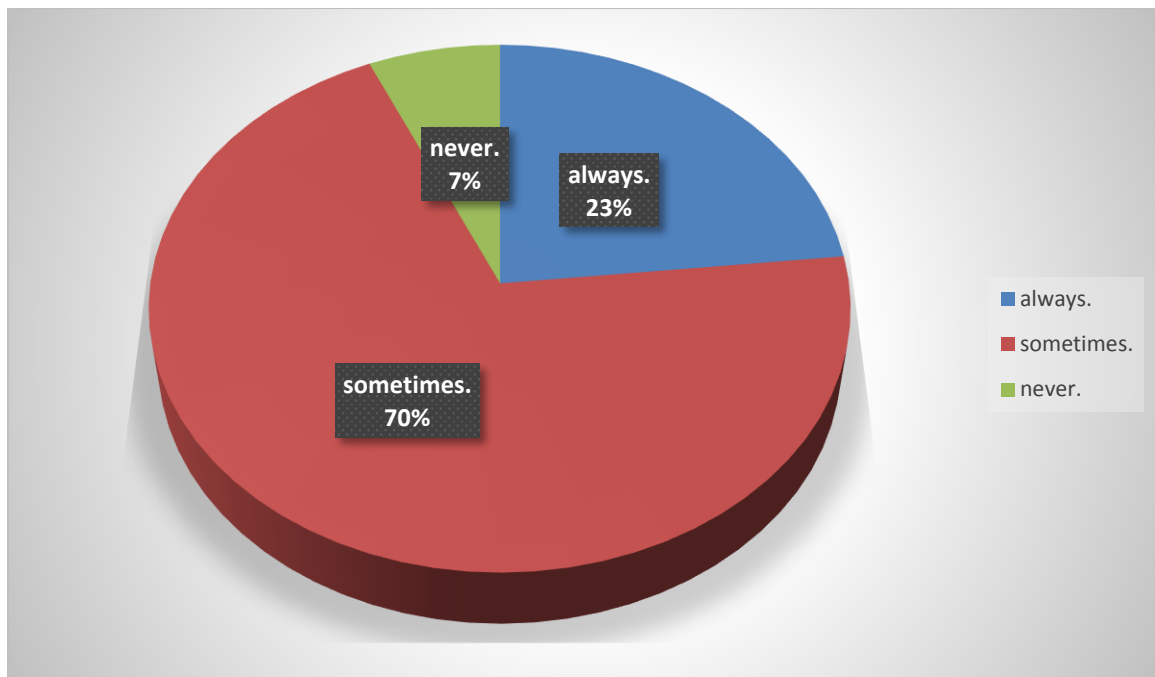


The first question, as a rating question in the third section of pedagogical support, assesses teachers' online teaching performance, in terms of being helpful in responding to students' needs. According to the data of this question, 3rd year EFL teachers were rated to be helpful by 64, 28% (as the highest proportion), which means that they are helpful to a certain extent, not helpful by 21, 42%, and very helpful by only 14, 28% (as the lowest proportion); it scored 1, 92 on average and spread out by only 0, 60 on standard deviation. In respect to Pelz (2019) who identifies certain pedagogical principles for better online learning, three main principles can ameliorate and manage the learning process successfully, they enable the teacher to respond to students' needs, and help them achieve the learning objectives. Particularly, in the second principle which is "interaction" he defined many types of interaction, among which "student teacher interaction" that is mainly written and read, provides the opportunity to the learner to ask questions and reveal his needs concerning the learning process, so that the teacher will be able to respond and solve the problem. The case in our university is not very different for our respondents, their answers denoted that teachers are helping their learners in responding to their needs. This declaration completed the answer to the previous questions (09); since teachers are not very helpful, and they are not doing their best to aid the learners succeed during the crisis, their learning outcomes have been retreated, which means that they have to double the efforts in order to maintain the learning balance and preserve students' levels.

#### 4.2.2. Teachers' availability

**Table 11:** *teachers' availability according to students' perspectives*

Options	frequency	Percentage	mean	STDV
Always	7	23,33%	2,166	0,530
Sometimes	21	70%		
Never	2	6,66%		
Total	30	100%		



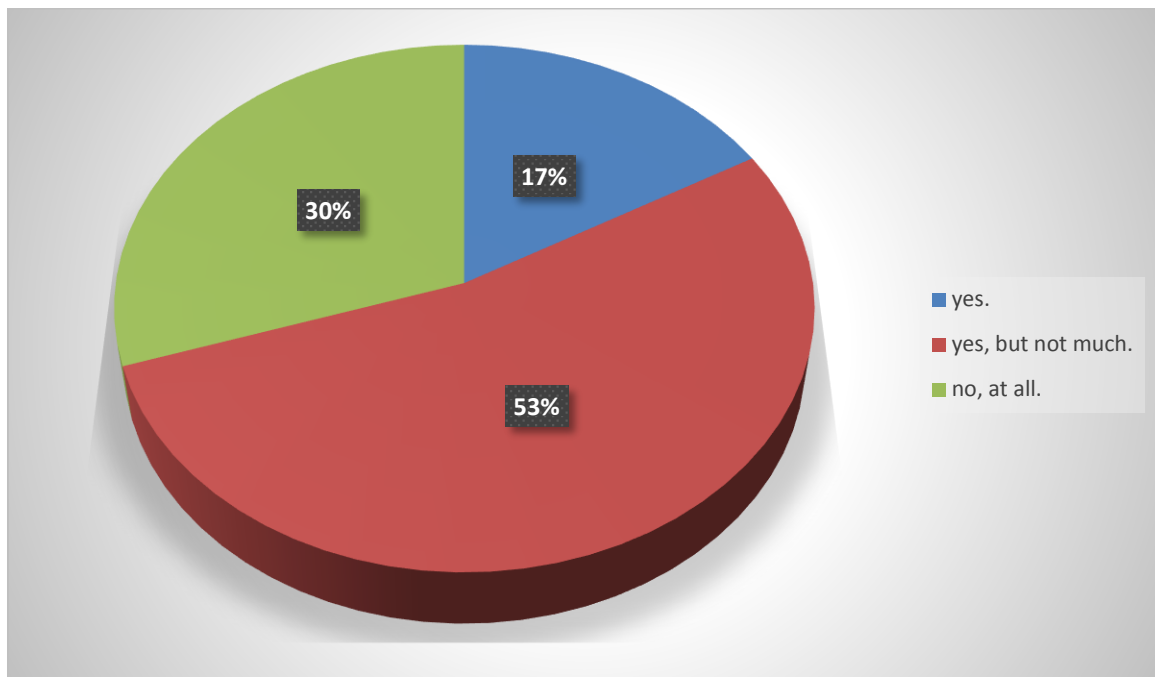
*Figure 11: teachers' availability*

This subsection is strongly connected to the previous subsection (4.3.1) if teachers are helpful in responding to their learners' needs, how often are they accessible then? Based on the answers, we will be able to examine the authenticity of the related question, determine the degree of its objectivity, and establish a logical relationship between them. According to our participants, their teachers are neither "always accessible" (23,33%) nor "never accessible" (6,66%), but "sometimes accessible" (70%) which represents the highest proportion.; It scored 2,16 on average and deviated from the mean by 0,53, which means that it has more consistent scores in comparison to the preceding question. Considering that teachers are "sometimes accessible" , makes the answer to the previous question ( teachers are helpful in responding to learners' needs) more reasonable, authentic, relevant, and logical. In other words, teachers cannot be very helpful if they are not always accessible, to solve their learners' problems and respond to their needs. Contextually, in order for teachers to create a suitable learning system, they have to be always accessible responding to any learning issue during class time.

#### **4.2.3. Teachers' preparation for online teaching**

**Table 12: investigating teachers' preparation to teach online**

Options	frequency	Percentage	mean	STDV
Yes	5	16,66%	1,866	0,681
Yes, but not much	16	53,33%		
No, not at all	9	30%		
Total	30	100%		



*Figure 12: teachers' preparation to teach online*

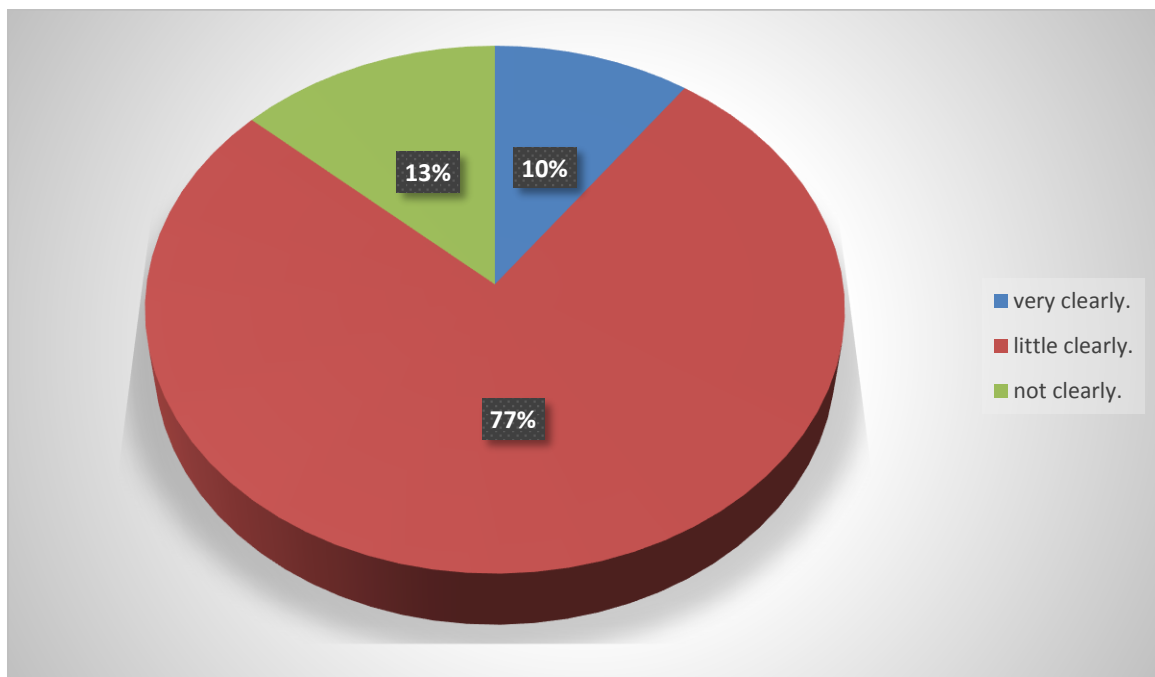
The third question in this section, evaluates teachers' online teaching in terms of preparation. Most participants noticed that teachers are not very prepared to do so, as a highest proportion of 53,33%, in addition to not prepared at all which comes right after by 30%, then only few of 16,66% see them prepared, to be the lowest proportion; it scored 1,86 on average and deflected by 0,68 on standard deviation. This database shows that EFL teachers at Mohammed El Bachir El Ibrahimi University are not prepared to teach online, which is reflected negatively on students' outcomes as reported previously in subsection.... As it is found out by Chan (et al., 2021), the sudden transition from a complete face to face learning to a pure online learning caused several problems and challenges, some of them refer to the lack of online learning competencies and pedagogies of both the learner and the teacher as well, in addition to the lack of teaching preparations of teachers; which means that the teacher also should be

competent and should have certain pedagogies of online teaching. Similarly teachers in our case, found themselves obliged to teach in a totally unfamiliar way, even though they are trying to help their students as the participants reported, they are not very well prepared to manage the process successfully.

#### 4.2.4. Teachers' presentation of online lessons

**Table 13:** *exploring how clear do instructors present online materials*

Options	frequency	Percentage	mean	STDV
Very clearly	3	10%	1,966	0,490
Little clearly	23	76,66%		
Not clearly	4	13,33%		
Total	30	100%		



*Figure 13: how clear are instructors in presenting online materials.*

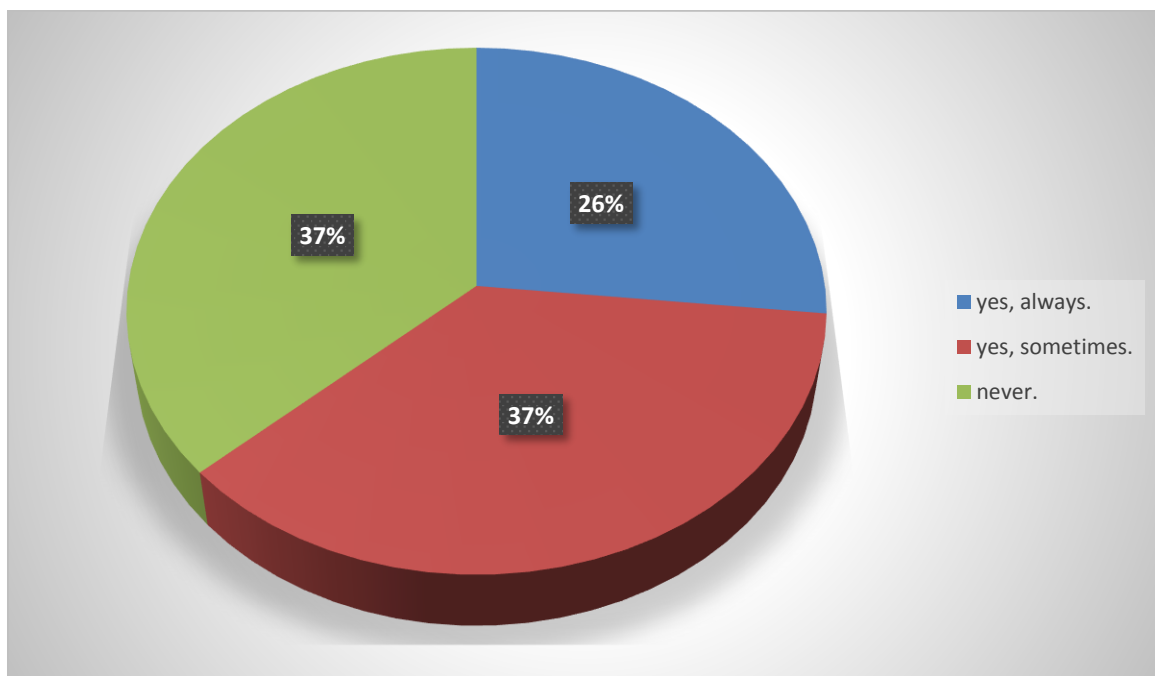
After dealing with teachers' preparation, we dive into their presentation of the material in terms of clearness. Noting that it is about online presentations, the participants mostly (more than half) selected " little clearly" (76,66%), 13,33% of them selected "not clearly", and only 10% selected "very clearly"; it scored 1,96 on average, and 0,49 on standard deviation. The analysis of this question indicates obviously that most of the students are not understanding their online courses, as they saw them not clear, due to their teachers' insufficient presentation in the first place. This latter is logically related to the inadequacy of teachers' preparations as

the respondents reported in the previous question. Furthermore, the reason for the insufficient presentation can be referred to the lack of following effective procedures and principles; for instance, the pedagogical principles of better online learning set by Pelz (2019). The first principle makes the students do most of the work, which requires various types of discussion. The second principle is about interaction in different ways, whether with the teacher or among themselves, and finally striving for presence, which combines all the roles and activities of the teacher like guiding and instructing, and the learner like constructing and processing. These principles are not the best model for online teaching, but its strategies provide abundant opportunities that enable the teacher to evaluate his/her teaching, so that he/she can ameliorate and improve based on their students' feedback and performance.

#### 4.2.5. Teachers' feedback provision during online classes

**Table 14:** *highlighting mistakes and providing feedback*

Options	frequency	Percentage	mean	STDV
Yes, always	8	26,66%	1,9	0,803
Yes, sometimes	11	36,66%		
Never	11	36,66%		
Total	30	100%		



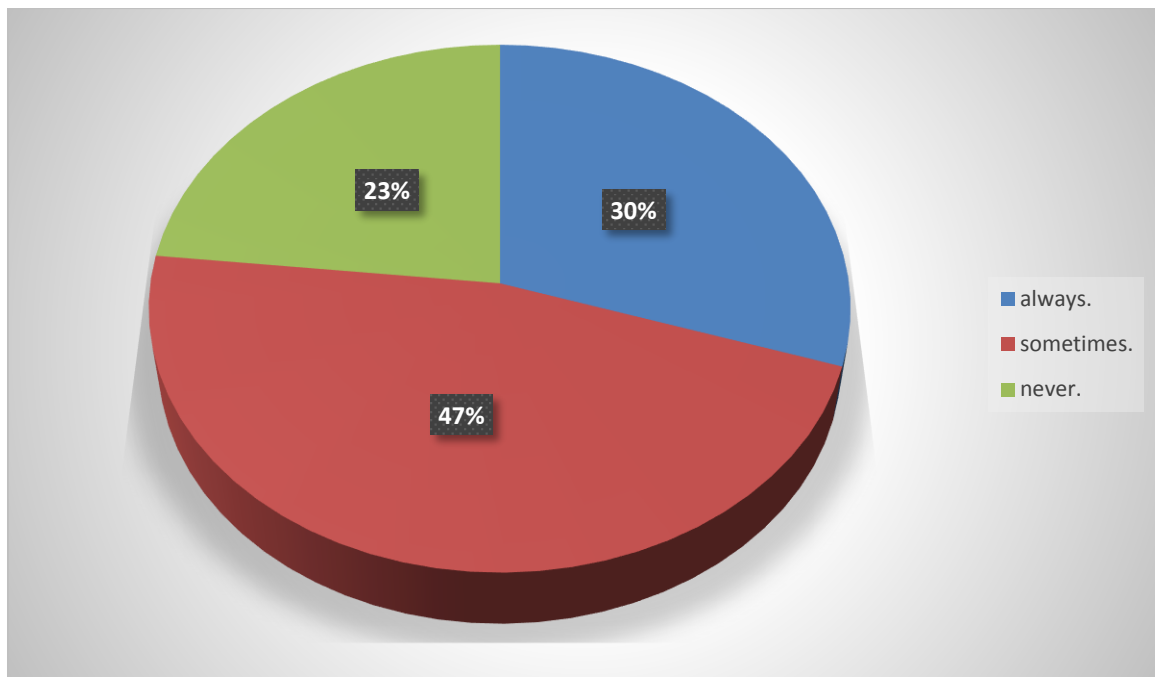
*Figure 14: highlighting mistakes and providing feedback*

Asking the participants about having their mistakes highlighted and corrected through receiving feedback during online courses, seeks to examine how often do their teachers help, support and spend enough time as in classrooms, to make their learners understand the lesson and fill the gaps that might be left, through practice and evaluation. These evaluations need to be instructed at the beginning of the task, and discussed together at the end of it. In the study of Pelz (2019), he highlights in the third principle "teaching presence" of online learning, the role of the teacher in facilitating, directing, and instructing the learners, so that they can learn from their mistakes, and receive the pedagogical support they are supposed to have. Paradoxically, our data demonstrates that teachers do not always highlight the mistakes, henceforth the informants stood for "yes, sometimes", and "never" with the same proportion (36,67%), whereas, only 26,66% stood for "yes, always", scoring 1,9 on average and deviating by 0,80 on standard deviation. These percentages again contradict the measures (the standards and the principles they should follow as stated above), and state that teachers are pressingly in need to reconsider their online teaching steps and strategies, then redesign suitable online courses, including all the aspects of learning; not only providing the learning material, but also taking into account the aspects of support, such as pedagogical support for example, that should be of a great importance in the teaching learning process, in order to help the students overcome the challenges they are facing during the pandemic.

#### 4.2.6. Teachers' feedback on online assignments

*Table 15: giving feedback on online assignments*

Options	frequency	percentage	mean	STDV
Always	9	30	2.03	0.73
Sometimes	14	46.7		
Never	7	23.3		
Total	30	100		



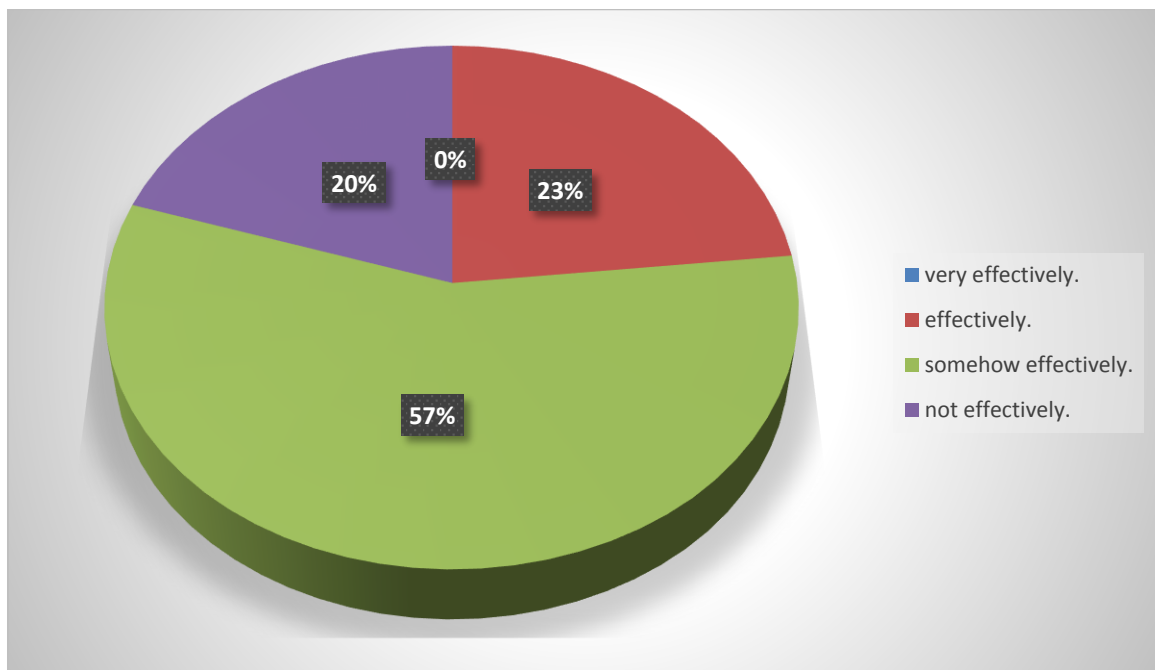
*Figure 15: giving feedback on online assignment*

The obtained results from the answers of our sample reveal that the pedagogical support is not highly provided in Bordj Bou Arreridj University. As indicated in the above table, only 9 of the participant answered that teachers always provide feedback. 7 say that they never provide any feedback. Whereas 14 of the informants, which represents the majority answered that teachers sometimes provide feedback. However, providing feedback on online assignments is an important component of pedagogical support. That is to say, when students receive their feedback, they will make more efforts on online assignments and deal with them more seriously considering the given remarks from their teachers. Both positive and negative feedback positively support students to work harder. Thus, a high feedback would make students realize their abilities and what they can do and consequently, encourage them to put more effort into their studies. Low feedback on the other hand, pushes students to work harder, prove themselves and capacities to improve their skills and reach higher and better feedback. In other words, when students do not receive feedback, they do not receive pedagogical support appropriately.

#### **4.2.7. Teachers as effective leaders of online discussions**

**Table 16:** *teachers' effectiveness in leading online courses discussions*

Options	frequency	percentage	Mean	STDV
Very effectively	00	00	2.03	0.66
Effectively	7	23.3		
Somehow effectively	17	56.7		
Not effectively	6	20		



*Figure 16: teachers' effectiveness in leading online discussions*

The obtained results, as shown in the previous table, where none of the participants think that teachers are very effective leaders of online courses. Only 7 of them believe that teachers are effective in leading distance courses. Whereas 17 informants answer that their teachers somehow effectively lead online classes. This, however, indicates that teachers are not very effective in leading online courses which supports the claim of Wieland & Kollias (2020), that instructors may lose control of their content during the pure online teaching especially in its beginnings due to the lack of technological experience. This lack, however, makes them effective only to a limited extent in leading online discussions. The answers of this question demonstrate that instructors as well face such challenges as content control and difficulties in

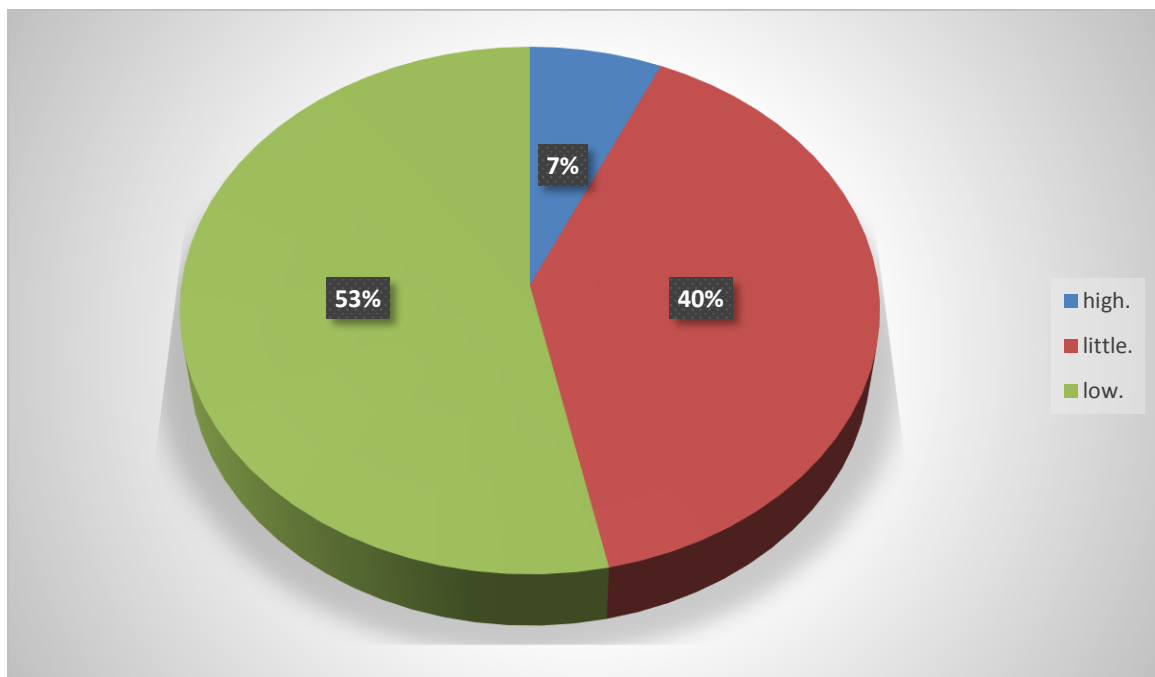


regard to leading pure online lessons during distance instruction. This was previously concluded by Wieland (2020) where she states that during the pandemic and distance learning, teachers had been exposed to certain instructions and regulations that got them to lose their individual teaching styles and limited their creativity. This answers the question why they cannot lead online discussions effectively and perfectly.

#### 4.2.8. Learners' interaction in e-learning

**Table 17: students' interaction during online instruction**

Options	Frequency	Percentage	Mean	STDV
High	2	6.7	1.53	0.62
Little	12	40		
Low	16	53.3		
Total	30	100		



*Figure 17: students' interaction during online instruction*

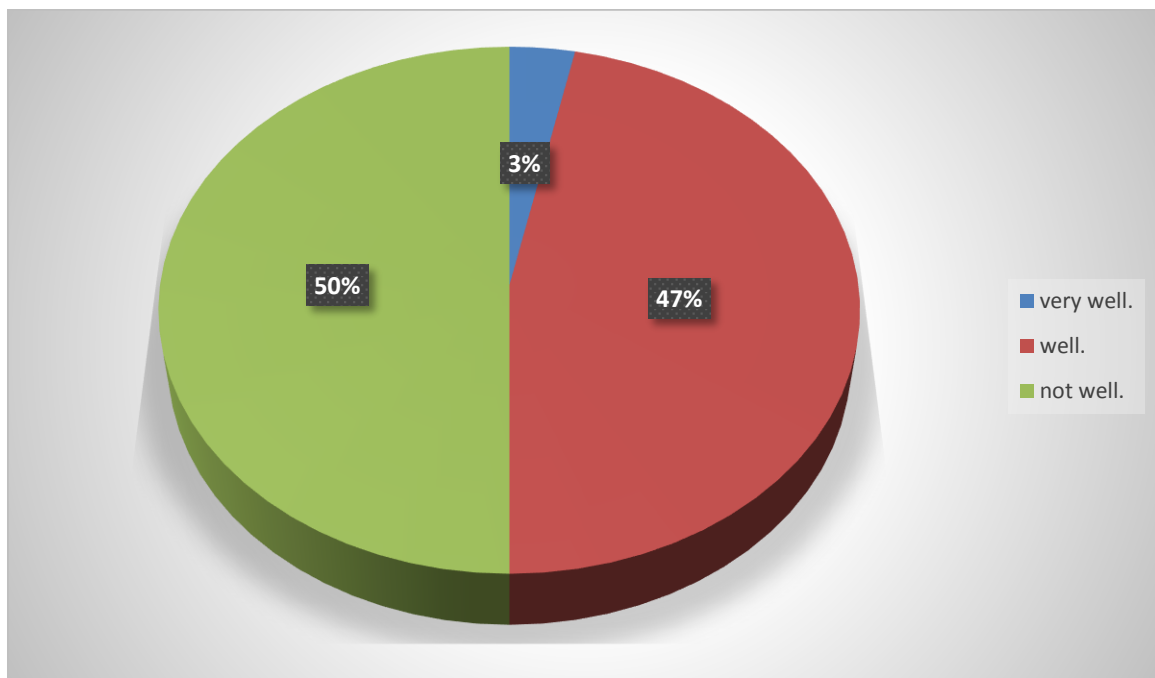
The above table questions the students' interaction during covid-19. However, only two students answer that their interaction is high. 12 participants say that their interaction is little and 16 informants which represents the majority rate their interaction as low. It scored 1.53 on average, and deviated by 0.62, which indicates that most of our sample participants took the answer encoded by (1) that is "low". This means that students are struggling to interact and

understand the content as well as to use technology as confirmed in previous figures. As we have seen before, students find difficulties in accessing the platforms and understanding online courses, because of the low quality of network in addition to the lack of appropriate devices like laptops or desktops where we found that most of students use their smartphones to access the online lessons which is not a good enough and a less suitable device to study effectively relatively to the previously mentioned devices. These results, also, can reflect the low motivation and unwillingness to study online amidst 3<sup>rd</sup> university EFL students. The findings of this question, consequently, confirm what was stated by Wieland (2020), in which he found out that one of the pandemic drawbacks concerning online learning process, is the interaction reduction due to the connection that is lost between students and instructors.

#### 4.2.9. Teachers' response to learners' inquiries

**Table 18:** *instructors responding to students inquiries*

Options	Frequency	Percentage	Mean	STDV
Very well	1	3.3	1.53	0.57
Well	14	46.7		
Not well	15	50		
Total	30	100		



*Figure 18: instructor response to students' inquiries*

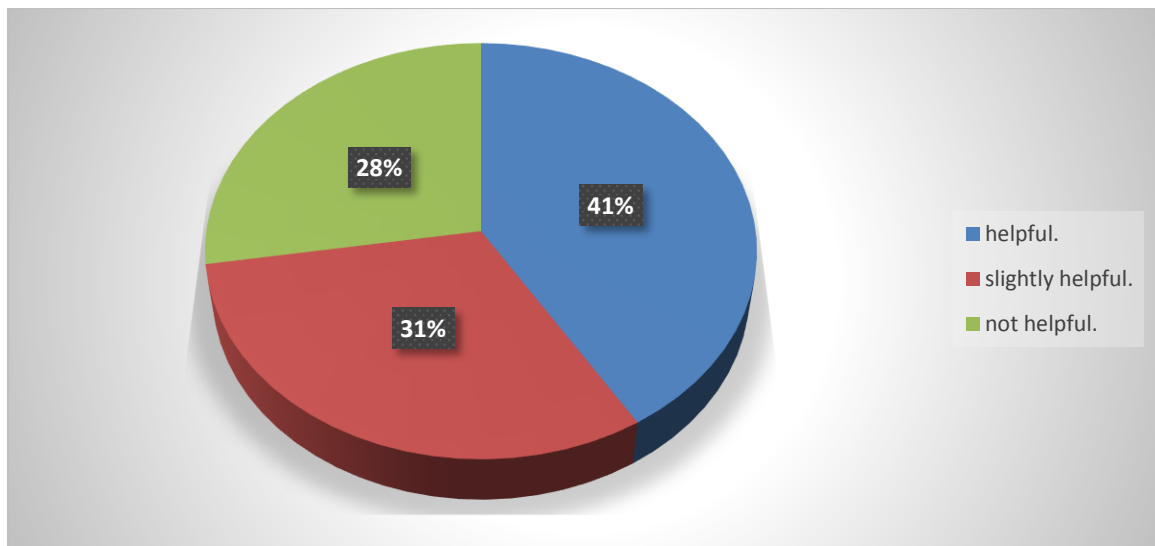
This question asks students about whether their teachers answer to their inquiries and interrogations regarding their studies. 3<sup>rd</sup> EFL students therefore are divided into closely two parts. The first one consists of the majority with 15 answers of “not well”. The second part are the ones who answered that teachers respond well to the inquiries. Whereas only one says that teachers are answering their interrogations very well. The average of this question is 1.53, illustrating that students took the encoded option with (1), which is “not well”. Deviated from the means by 0.57 which is the standard deviation. Thus, as it is stated in our literature review, according to Jackson et al. (2010), teachers must respond to students’ questions or difficulties to understanding contents on the “during instruction” step to maintain pedagogical support. According to the latter, it can be seen that some strategies are neglected at Mohamed El Bachir Al Ibrahimi University to maintain a good support during distance instruction. In respect to Jackson et al. (2010) as well as Simonova et al. (2017) who state the important key-components that a strategic stage of pedagogical support should include. This support (pedagogical support) is not nearly perfectly provided during online instruction, in accordance to the obtained results from 3<sup>rd</sup> year EFL students. Rather, students are not receiving the pedagogical support the way they should receive (i.e. there exists a lack of pedagogical support in the university as a consequence of the outbreak of corona virus which resulted in the online learning model).

### 4.3. Psychological Support during Online Learning.

#### 4.3.1. Teachers helping depressed learners

**Table 19:** *teachers’ helpfulness toward depressed students during the pandemic*

Options	Frequency	Percentage	Mean	STDV
Helpful	12	40	2.13	0.83
Slightly helpful	9	30.3		
Not helpful	8	26.7		
Total	29	97		



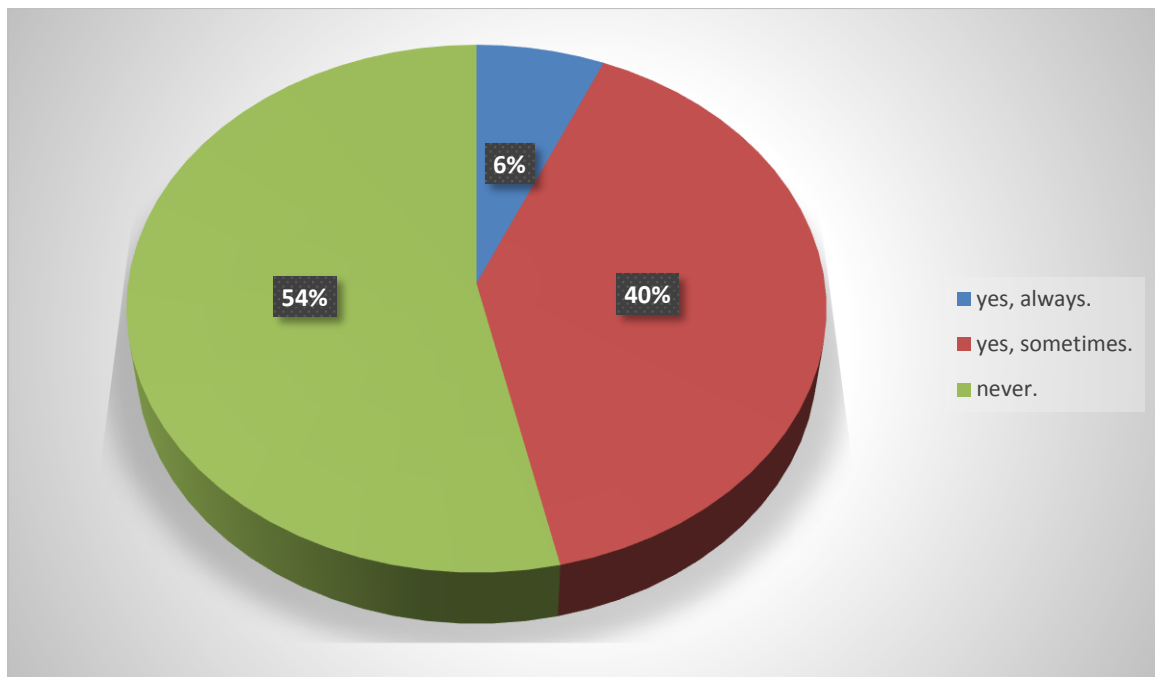
*Figure 19: teachers help for depressed students*

Within the pandemic outbreak and crisis, most people around the globe came into a depression period in their life because of its accompaniments and circumstances such as lockdown and curfews...etc. We have told our sample therefore, that this question was addressing this category of students who were mentally and psychologically affected by the Covid-19. Yet, we have received all the questions answered, except for only one empty answer, however, this means that 29 of our informants got into a depression with different scales, due to the pandemic. This question asks students to which extent were teachers helpful to depressed students. Majority of informants consist of 12 3<sup>rd</sup> students admit that teachers were helpful, 9 of them think that they were slightly helpful and 8 of the sample say that teachers were not helpful during that period. These result demonstrate that instructors of our university did not neglect students' depression and have shown help and understanding towards this specific state that most students, even instructors and administrators have been through.

#### 4.3.2. Teachers' concern for learners' psychological states

**Table 20: investigating whether teachers show concern towards their learners' psychological state**

Options	Frequency	Percentage	Means	STDV
Yes, always	2	6.5	1.53	0.62
Yes, sometimes	12	40		
Never	16	53.5		
Total	30	100		



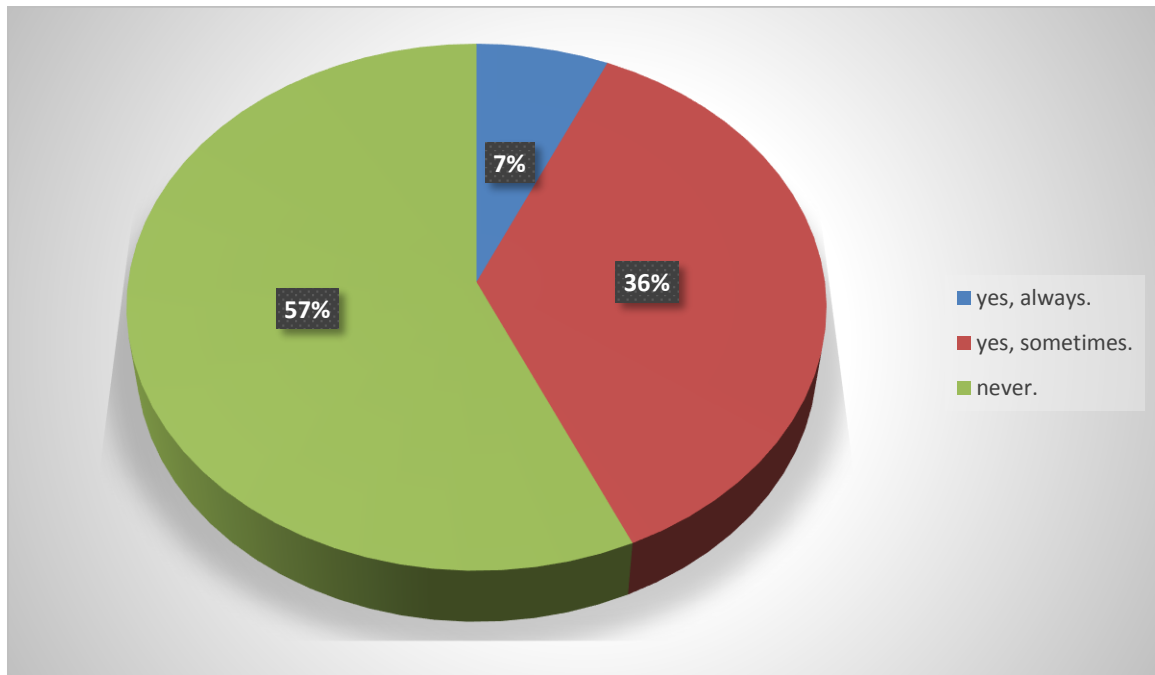
*Figure 20: showing concerns towards learners' psychological state*

This table summarizes students' answers about teachers showing concerns towards their psychological state during online learning. It exhibits that only 2 students believe that teachers "always" show concern for students' psychological state. 12 think that they sometimes do whereas 16 manifest that teachers never display any concern in relation to their psychological state. It scored 1.53 on average, answering mostly by the option encoded under (1) which is "never" showing regard against the previous mentioned state. The answers less spread out from the mean by 0.62 as a standard deviation. In contrast to what Volchkova et al. (2021), this latter states that teachers should consider students psychological state to maintain a psychological support, as it is previously mentioned in our literature review. These results reveal the contrary, where students demonstrate that teachers do not consider their psychological state. That is teachers are marginalizing one of the important strategies that should be followed to maintain a psychological support in response to Volochkova et al. (2021).

#### **4.3.3. Teachers' concern for learners' social interaction**

**Table 21: concerning about student’s social interactions with their mates**

Options	Frequency	Percentage	Mean	STDV
Yes, always	2	6.7	1.5	0.62
Yes, sometimes	11	36.6		
Never	17	56.7		
Total	30	100		



*Figure 21: concerning about students social interaction*

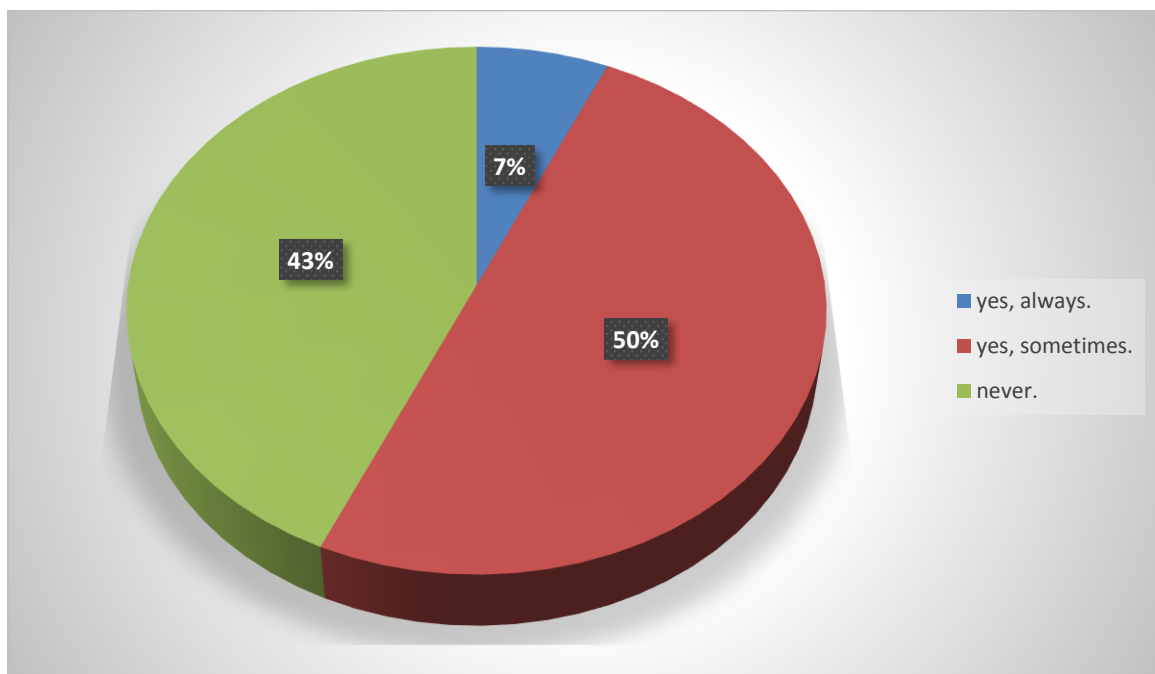
This table indicates students’ answers about their teachers whether they exhibit concerns alongside their social interaction with their mates, which is considered an important aspect in psychological attend. Accordingly, as it is shown in the figure, only 2 participants respond that teachers always show concerns about their social interaction in the classroom, 11 say that instructors sometimes show concerns. Since 17 that speaks for the greater number believe that teachers never expressed any concerns with regard to their social interactions with their partners in the classroom. It scored 1.5 on average that points to the encoded answer by (1) which consists of “never”, deviated from the mean by 0.62 as a standard deviation which means that not a very large number of participants have taken answers rather than the most frequent answer “never”. These results reveal that during the pandemic, even in face-to-face learning, students

do not get the psychological support effectively. Assuming that showing care towards students' interaction would positively enhance their psychology in the classroom.

#### 4.3.4. Learners' involvement in e-learning implementation

**Table 22:** *allowing students to comment and evaluate online teaching methods and procedures*

Options	Frequency	Percentage	Mean	STDV
Yes, always	2	6.7	1.63	0.61
Yes, sometimes	15	50		
Never	13	43.3		
Total	30	100		



*Figure 22: allowing students to negotiate online teaching methods and procedures*

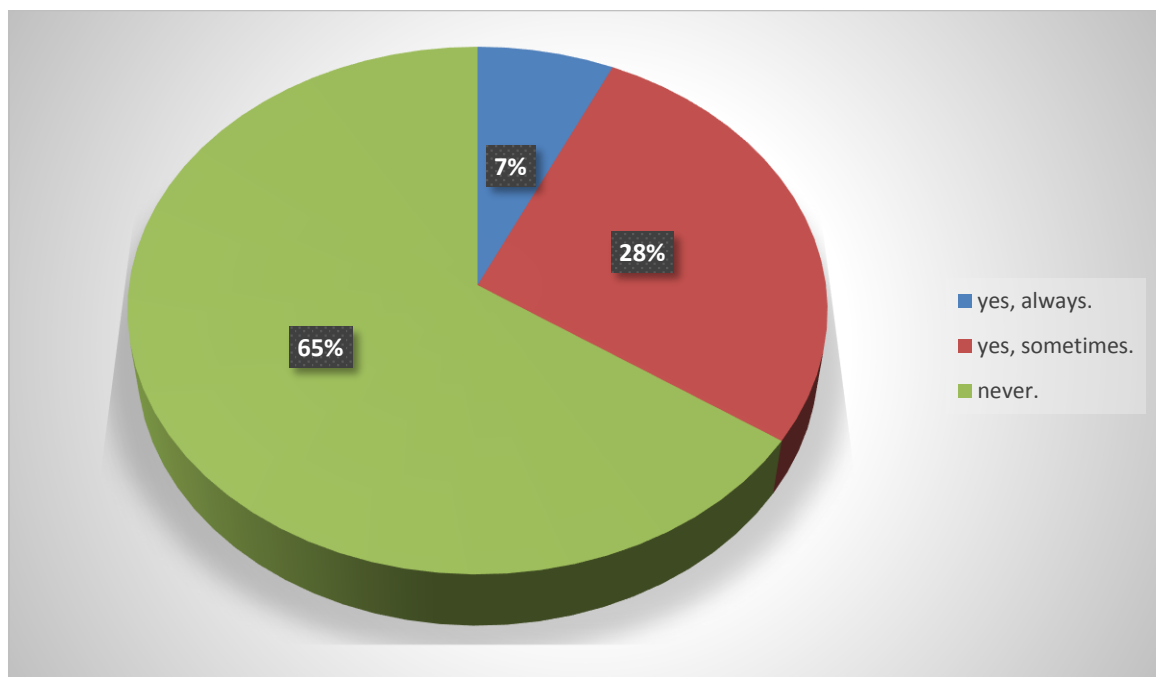
In this question, students are asked to say whether teachers give them the opportunity to negotiate and express their needs with reference to the online teaching methods and procedures. Then, only 2 say that teachers “always” do that. 13 answered that teachers “never” give them such an opportunity. While 15 which serves as the largest number for this question, think that their instructors “sometimes” give them the chance to negotiate the methods and procedures that work for students the best in the course of online learning. This question scored 1.63 on average, and deviated from the mean by 0.61 on a standard deviation. It is needless to say that, providing learners with opportunities to negotiate teaching methods and procedures, that help

them best acquire information easily, assuming that they are the ones who can decide which methods should be better used with them to understand and learn more easily and comfortably. As well as taking their requirements into account, greatly enhances their psychological state and increases their self-esteem, consequently raises their motivation and willingness to study. This finding however, is approved by Li et al. (2020) who believe that learners motivation is directly affected and influenced by teachers understanding and counting to students interests and wants in relation to their studies and learning.

#### 4.3.5. Teachers' understanding of students' emotional states

**Table 23:** *understanding students' emotional state during e-learning*

Options	Frequency	Percentage	Mean	STDV
Yes, always	2	6.7	1.41	0.62
Yes, sometimes	8	26.7		
Never	19	63.3		
Total	29	97		



*Figure 23: understanding students' emotional state during e-learning*

The obtained results from this question, that asks whether teachers are showing comprehension toward the emotional state of students during online learning, declare that instructors are mostly never concerned about their learners' mental state. Thus, only 2 say that

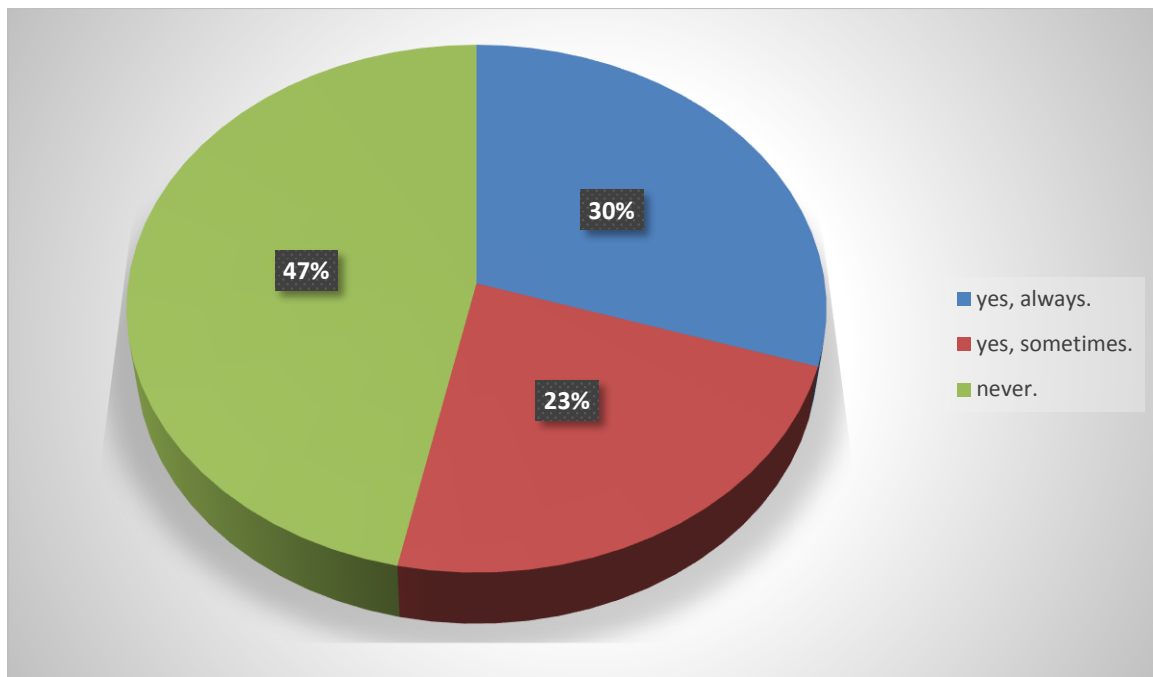


teachers “always understand and 8 answered that instructors “sometimes” comprehend their emotional state. Whilst 19 of the informants admit that teachers “never” present any understanding in relation to their mental state during the coronavirus pandemic. In respect to Povarjonkov (2017), during university studies, the need for psychological support arises and should be provided by teachers with the help of psychologists, he states that the mental state of students at this phase, needs to be understood. And learners need help to let them identify and effectively deal with their own emotional state. This, however, raises another issue which consists of the lack to psychologists in educational institutions such as universities in order to help teachers dealing with students and help them understand their students’ psychological state, instead of letting them struggling alone with preparing and presenting content, additionally understanding and analyzing learners’ psychological state. Henceforth, at the University of Mohamed El Bachir El Ibrahimi, in accordance to the results from this question, students are not emotionally understood, which determines that the psychological support is not conducted at this point.

#### 4.3.6. Students’ expression of thoughts about e-learning

**Table 24:** *allowing students to freely express thoughts and ideas*

Options	Frequency	Percentage	Mean	STDV
Yes, always	9	30	1.83	0.87
Yes, sometimes	7	23.3		
Never	14	46.7		
Total	30	100		



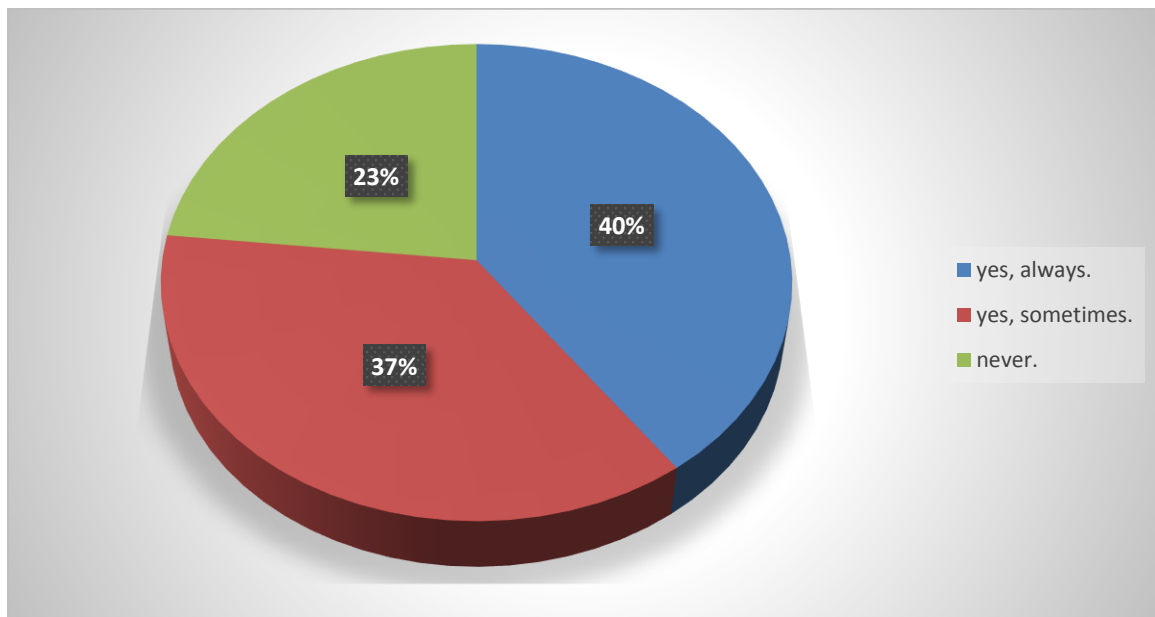
*Figure 24: allowing students to freely express thoughts and ideas*

This table questions whether students are allowed to freely deliberate their thoughts along online learning which consists of an integral part of psychological support. 9 of the participants answered that teachers “always” give them the freedom to express their thoughts during online instruction. While 7 of the students say that instructors “sometime” give the opportunity to express their ideas. However, 14 of the informants’ state that teachers “never” allow them to talk their thoughts freely, which serves as the most frequent answer for this question. It scored 1.83 on average, our informants, in this question, deviated from the mean by 0.87 which consists relatively of a low standard deviation. These results indicate that students are not allowed to declare their thoughts as regard to their studies on online platforms. This may result in negatively affecting students’ psychological state and destroy the teacher-learner relationship. Thus, according to what is stated in our review by Fredericks (2016), a good relationship between the teacher and his learners based on listening and understanding is a key factor for a successful teaching learning process in terms of students’ engagement and participation. In contrast, a poor teacher-learner relationship affected by neglecting students’ ideas and thoughts impedes students learning engagement and decreases their motivation.

#### **4.3.7. Teachers' encouragement of students to communicate and collaborate**

*Table 25: encouraging students to communicate and collaborate*

Options	Frequency	Percentage	Mean	STDV
Yes, always	12	40	2.16	0.79
Yes, sometimes	11	36.7		
Never	7	23.3		
Total	30	100		



*Figure 25: encouraging students to communicate and collaborate*

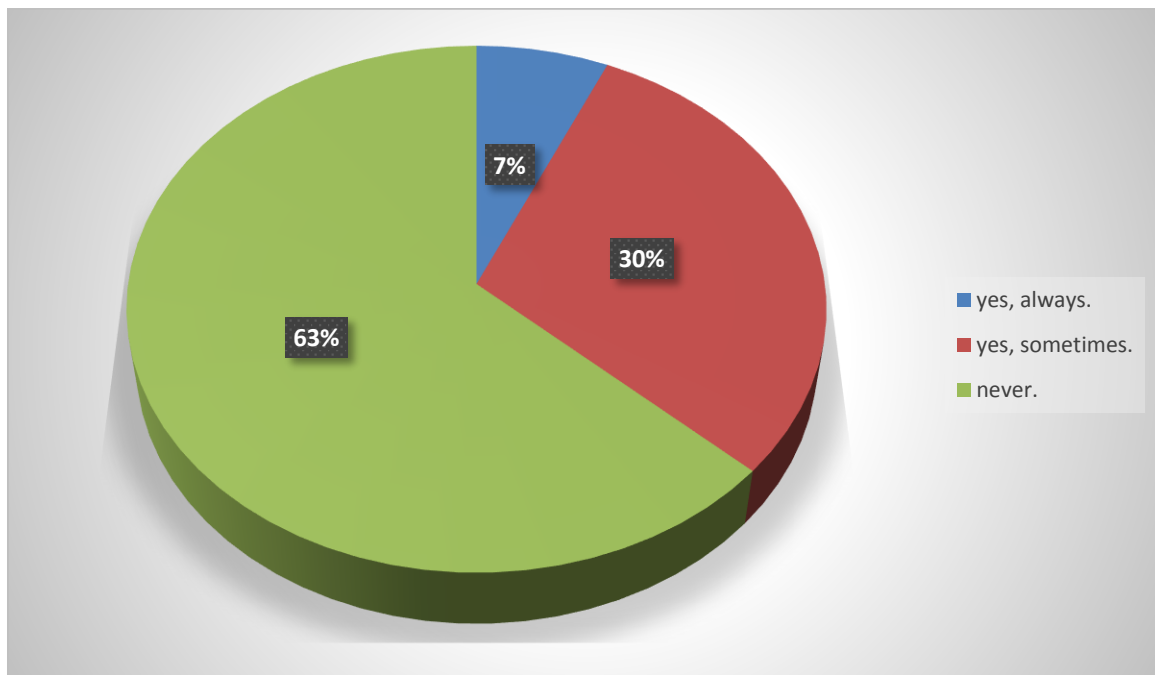
This table demonstrates students' answers regarding encouraging them to communicate and collaborate, which represents an effective technique in psychological support and educational psychology as it is stated by Furman et al. (2020) in the literature review. They suggest that urging students to communicate and collaborate is a forceful method to support students psychologically that has a direct role in enhancing their self-regulation. Nonetheless, only 7 students amid our sample of 3<sup>rd</sup> year EFL students of Mohamed El Bachir Al Ibrahimi University answered that teachers “never” encourage them to communicate and collaborate which consists of the least frequent answer. 11 informants say that teachers “sometimes” encourage communication and collaboration. Whereas 12 participants answered that their instructors always encourage them to communicate and work collaboratively. It scored 2.16 on average and deviated by 0.79 as a standard deviation. This result refers to a positive sign.

Accordingly to the maintained answers from this question, psychological support is present to a certain extent at this point, regarding encouraging communication and collaborative work.

#### 4.3.8. Teachers' changing their teaching methods based on their learners' suggestions and needs

*Table 26: changing teaching methods to Fit students' needs and suggestions*

Options	Frequency	Percentage %	Mean	STDV
Yes, always	2	6.7	1.43	0.62
Yes, sometimes	9	30		
Never	19	63.3		
Total	30	100		



*Figure 26: changing teaching methods to fit students' needs and suggestions*

The obtained result from this question that asks whether teachers change their methods to reach students' needs and suggestions, illustrate that the psychological support is not produced at this point. Where only 2 informants answered that instructors "always" change methods, 9 of the respondents say that their teachers "sometimes" change their methods. Yet, 19 students in our study target group say that instructors "never" change their teaching methods in accordance to their needs and suggestions. This later reveals that students are not given the

chance and do not suggest any teaching methods for their teachers which conclude a lack of motivation amidst university students during online learning, that is resulted from the absence of psychological support to some extent.

#### **4.4. Discussion:**

The first section, through which we sought to analyze the online learning process and identify its drawbacks, so that we can dive into the aspects of support, demonstrated some relevant and other contrary answers to our hypothesis and the previous studies as well. Some of them are to be discussed in dichotomies and some others in more than two, because they are connected and related to each other. The gist of this section states that the online learning process at BBA University lacks important basics that made it different from real learning. Some of the main lacking basics are, face to face contact with the teacher, which is of a great importance to EFL learners. Second, motivation, which is another effective factor in the LP, is so low in comparison to classroom learning motivation, which means that students' intentions to learn decreased, and therefore the learning outcomes retreated as well. Other issues in e-learning are related to the lack of learning materials, as learners depend mostly on their personal smartphones, and they have bad access to the internet, which makes the learning process not comfortable for them.

Among the questions of this section, we asked them in general about the quality of teaching in classrooms during this period of Covid-19, since they are having virtual and real face to face courses, to know whether it was also affected or not. We have found out that they are not very satisfied with it. The crisis impacted education in classrooms as well; and this latter also contributes to the retreat of the learning outcomes. To conclude the second section, the online learning process is not appropriately managed, there are many shortcomings and drawbacks that include the lack of students' learning facilities, the lack of motivation, uncomfortable learning and others. They are considered as challenges for both the teacher and the learner, but they influence the learner in the first place.

The second section of pedagogical support during e-learning, similarly shed lights on the main areas that should be supported pedagogically. Hence, it was found that teachers are not very prepared to teach online, as a result they do not present the teaching material very clearly, it means that teachers are struggling with content control, they rarely highlight and provide feedback on their learners' mistakes, which makes learners little satisfied with the quality of online teaching. Students on the other hand, find difficulties in interaction as it became lower during online instructions. This latter can be justified by the lack of receiving feedback as stated previously, and teachers' incapability of responding well to their learners' inquiries.

What we have concluded from this section is that there is a slight pedagogical support. As teachers are helpful in general, but they are not always accessible to respond to learners'

needs, beside a lot of flaws in teachers' online teaching, in reference to the insufficiency of teachers' preparation, insufficiency of presentation, ignorance of important aspects in learning like highlighting mistakes, and providing feedback on online assignments, as well as the problem of interaction during online classes.

In the third section, which is the last section, we have thrown some glances at psychological support. Investigating whether it is present or absent at the university. Notwithstanding, at this level we have received only two positive attitudes regarding psychological support. The first one is about how teachers are helpful toward depressed students, and the second one is about how they always encourage students to communicate and collaborate. However, the research also revealed that teachers do not contribute in any other psychological support. Instructors never show concerns nor understanding toward students' emotional and psychological state or their interactions in the classroom during the pandemic, which indicates that the psychological teacher-learner relationship is not allowed. Regarding teaching methods and procedures, most participants believe that teachers do not allow learners to freely express their thoughts. In addition, they do not change methods in accordance with students' requirements, wants and needs, which can be inferred as there is a lack of psychological support as well, due to neglecting important strategies that should be concerned to maintain this support along with online learning.

From the findings that have been dealt with so far, we have found out that psycho-pedagogical support at Mohamed El Bachir El Ibrahimi University is so slight and about to absent.

# Chapter Five



## **5. Chapter Five: General Conclusion**

As an overall conclusion to our study, that is concerned with teaching issues during the pandemic. Although we tried to thoroughly analyze and examine these issues. And despite the efforts and the finding that our research seems to reveal, we understand that there should be more to be done to unveil other aspects of this research. A pure quantitative approach was used to tackle this pedagogic and psychological concept, through which we shed light on how the online learning process is taking place in terms of management and implementation. A particular emphasis was given to various aspects of support, as it is our area of research, to know how teachers are teaching online and to what extent they do support their learners.

We used a single instrument to identify learners' opinions, and determine through their answers whether they are receiving psycho-pedagogical support during online courses. Our study also aimed at identifying how e-learning affects learners' outcomes, and the main obstacles that obstruct the learning process. The study includes EFL learners at Mohammed El Bachir El Ibrahimi University of Bordj Bou Arreridj considering the informal setting only.

Three research questions were assigned to reach our aims. The first question targets directly the general aim, which is to know if there is any psycho-pedagogical support provided to EFL learners. For this question, we hypothesized from our experience as learners, that teachers are not supporting their learners, because they are more interested in finishing the syllabus. The second question, focused on the impact of using online learning as an alternative to classroom learning on students' outcomes, which is expected to be affected negatively. The third question sought to reveal the main impediments that obstruct students' online learning which is in our opinion more related to the misuse of online platforms and internet shortcomings.

The first hypothesis which signifies that EFL learners are not receiving psycho-pedagogical support during online learning, is not completely validated, because, based on the result obtained from the questionnaire, students at Mohammed El Bachir Al Ibrahimi University are receiving some psycho-pedagogical support but it is not sufficient to meet the learning needs of students. Teachers in this university slightly and rarely provide learners with some support. Thus, they show concern for some aspects and neglect many others. From the learners' perspective, teachers are helpful in responding to their learning needs, they help them overcome depression that arose from the crisis of Covid-19 and encourage them to communicate and

collaborate, however, they do not show any concern for their social, emotional, and psychological states. They allow them sometimes to negotiate the teaching process, but they never change their teaching methods according to that. This negligence of psychological aspects, even though they help the depressed learners sometimes, indicates that there is a lack of psychological support, therefore teachers have to focus more on the role of the psychological side in learners' success and scaffold it. Pedagogically speaking, students are also suffering from the insufficient pedagogical support of their teachers, considering that they are not always accessible, they are not very well prepared to teach online, they do not present the lesson very clearly, they only sometimes provide feedback on students' mistakes and online assignments. Though they somehow lead learning discussions effectively, they do not respond well to learners' inquiries. Consequently, online learning motivation and interaction decreased in comparison to classroom learning, which as well was not very satisfying to learners during the pandemic, as they reported, they were not satisfied of its teaching quality, denoting that even classrooms have been affected negatively by the circumstances.

The second hypothesis which is concerned with the difficulties of online learning is partly touched upon from students perspective, thus, misusing is not on the list of our respondents problems, whereas, the problem of internet shortcomings and strength is confirmed to be a common issue in e-learning as our participants reported. In addition to other reasons, that could be personal issues; for example, some students do not have proper conditions to learn at home, family problems or noisy houses distract their attention and decrease their motivation to learn at home, which means that they cannot focus while learning online in such bad conditions, their access is interrupted each time they go online. The lack of direct contact with the instructor also could be one of the reasons that made the learners consider online learning as a challenge, and this is confirmed by our participants who stated that face to face contact is necessary for learning to happen. In other words, some students became accustomed to a guide which is the teacher in order to get ready for studying and involved in the learning process, while in e-learning the learner needs a higher motivation to learn most of the time alone, and this is apparently another problem those learners suffer from. Furthermore, learners in our case lack the necessary materials for learning like computers, most of them use their personal smartphones, therefore, they do not feel comfortable learning online.

The third hypothesis which assumes that e-learning causes retreat in learners' outcomes has been positively proven to be the case. As a consequence to all that is aforementioned, learners clearly indicated that their learning outcomes have retreated and the scores have decreased, due

to the defined obstacles and shortcomings. In comparison to classroom outcomes, learners suppose that e-learning outcomes are worse, but generally they think that there is no big difference between classroom and online learning including all the aspects of the learning process, not only the outcomes.

To conclude data interpretation, we have arrived at the answers to our research questions. Thus, the process of e-learning in Bordj Bou Arreridj University is not appropriately managed. There are many shortcomings and drawbacks related to the lack of teachers' preparation, insufficient presentation, marginalizing important aspects in learning like highlighting mistakes, the lack of students' learning facilities, the lack of motivation, and others. They are considered as challenges for both of them (the teacher and the learner) and they influence the learners' outcomes negatively. Nonetheless, online learning process in our study does not fit all the standards of suitable e-learning. Education is lacking important basics and element, psychological aspects of learners are mostly ignored, and for the pedagogical ones only few aspects are considered, which means that the implementation of teachers needs reconsideration and adjustments. Thereafter, the answer to our general aim is that students are receiving only a slight and insufficient psycho-pedagogical support.

### **5.1. Contributions and Limitations of the Study**

The importance of this master dissertation involves generalizing contributions at various levels. First, this study contributes and adds new insights to the literature about psycho-pedagogical support during online learning, hence, myriad of researches investigated the issue of e-learning during the last two years, however, this work digs into specific aspects of learning when using this new system. Rather than just investigating e-learning in terms of flexibility, feasibility, difficulty, etc, we intended to know more about the extent to which e-learning fits the measures of classrooms and the constituents of suitable online learning, that includes psychological and pedagogical support of learners.

Second, it gives new insights to all the members involved in Algerian higher education generally, and the English department of Mohammed El Bachir Al Ibrahimi University particularly; as it shifts the attention of teachers and pedagogues from focusing on finishing the curriculum to the importance of supporting learners while teaching them, even though through virtual spaces. It makes them realize their shortages, and recognize which parts they have to focus on, so that they can change their teaching methods to be more effective and rectify the situation.

Third, this study contributes to providing a free space for learners to criticize the online teaching learning process, and target their teachers' methods of teaching, rather than just criticizing the system alone. They had the chance to report about specific details that have not been tackled before, and made them apprehend their rights in learning. For instance, demanding feedback, discussing with their teachers the learning procedure and demanding changes, asking their teachers to understand their psychological state and act according to that, and so on and so forth. Lastly, these contributions can be regarded as an account for didactics and foreign language teaching to reconsider the e-learning process as a whole, and provide better learning, especially during the period of Coronavirus in Bordj Bou Arreridj.

Although our study found out considerable results, there are inevitable limitations. The problem of time limitation made the whole research limited. Starting from the theoretical overview and gathering resources, additional time might be helpful to obtain some books that we could not find. Second, research design time also did not allow us to use more than one instrument to gather the data and analyze it as we were supposed to. Besides, the problem of having some questions left unanswered, skipped, or unclear; for example the question about the reasons for having bad internet access, have several options, one of them is non-defined. For those who have other reasons out of the suggested ones, which are mainly common, unfortunately the majority of them chose the non-defined answer and left us confused about those reasons. As a result, this question was left ambiguous for further researches to answer it.

## **5.2. Recommendations for Further Research**

The result of this study demonstrates that EFL learners, by all means, are not receiving a satisfying amount of psycho-pedagogical support, as long as their outcomes are retreating, they consider their teachers' effort not sufficient for them to succeed. These assumptions are only from learners' perspectives, and this fact opens new doors for further research to investigate the issue from teachers' perspectives and explain many unresolved questions:

- a) Further research is needed to examine teachers' point of view about e-learning as related to psycho-pedagogical support, if learners claim that they are not supported as supposed to, what is the opinion of their teachers then?
- b) The study reveals that internet strength is only one of the reasons for having bad internet access, however, other reasons are still unknown, therefore, teachers' view about this point could make us know and expect more the non-defined reasons.
- c) As an inference from EFL learners' answers at Mohamed El Bachir El Ibrahimi University, they related the retreat in their learning outcomes to the unprofessional

online teaching of their teachers in the first place, as most of the answers showed little support, and rate their teachers' performance as insufficient. Henceforth, what would the teachers say, is it true that the retreat of outcomes refers to their insufficient (unprofessional) online teaching or they have another opinion?

- d) According to the respondents' report, teachers are ignoring a lot of learning aspects that may accelerate and ameliorate the learning process, which go under pedagogical and psychological support. What are the main reasons that pushed the teachers to ignore them, and the main obstacles that obstruct the learning process during online classes' time.
- e) The findings of this study display students dependence on teachers as well and their lack of autonomy on learning which can be an extension study from our research to investigating this issue.

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## Appendices

### Appendix One: Questionnaire for 3rd year EFL students

**Dear students,** we are conducting research about psycho-pedagogical support during the pandemic in e-learning at Mohamed Al Bachir Al Ibrahimi University. We would like to have your answers about the situation and how it is taking place. Your answers will help us investigate the issue, and see how this may affect students' learning outcomes with whatever obstacles may exist and initiate improvement. The survey will take less than 10 minutes, and your responses will be treated with complete anonymity that will be used for academic purposes.

Please, Check (✓) the most appropriate answer for you.

#### **Section one: Online and classroom learning**

1/ Learning is the same in the class and at home using the internet

Strongly agree     agree     neutral     disagree     strongly disagree

2/ I am comfortable learning electronically

Strongly agree     agree     neutral     disagree     strongly disagree

3/ How will you rate your motivation in online learning in comparison to face to face classes?

Higher     Lower     Same

4/ Do you have proper internet access for learning online?

Yes     no     yes but the network is bad

If "yes", go to question number 5 , but if yes but limited go to question number 6.

5/ What device do you use for online learning?

Laptop     desktop     tablet     smartphone

**6/ What are the reasons for having limited internet access?**

Misuse     Cost/expensive     Strength problems (signals availability)     Others

7/ I feel that face to face contact with my instructor is necessary for learning to occur

Strongly agree     agree     neutral     disagree     strongly disagree

## Appendices

8/ Are you satisfied with the quality of teaching face to face in the class?

Yes, absolutely     yes, but not much     no, not at all

9/ How do you think your outcomes of online learning are comparing to classroom learning?

better                   worse                   same

### **Section two: Pedagogical support in e-learning**

10/ How helpful are the teachers in responding to the students' needs?

Very helpful                   helpful                   not helpful

11/ How accessible (i.e. available) are your teachers?

Always accessible                   sometimes accessible                   never accessible

12/ Do you think your teachers are prepared to teach online?

Yes                   yes, but not much                   not at all

13/ How clearly do your teacher present the teaching material?

Very clearly                   somewhat clearly                   not clearly at all

14/ Do your teachers highlight your mistakes and give you feedback?

Yes, always                   yes, sometimes                   never

15/ Do your teachers provide feedback on your online assignments?

Always                   sometimes                   never

16/ How effectively does your teacher lead discussions of online course?

Very effectively                   effectively                   somehow effectively                   not effectively

17/ How will you rate your interaction during online courses?

High                   Low                   Little

18/ How well do the instructor respond to the students inquiries?

Very well                   well                   not well

### **Section three: Psychological support in online learning**

19/ During the pandemic, some students encounter depression, how helpful are your teachers while studying online?

Very helpful                   helpful                   slightly helpful                   not helpful

Appendices

20/ Does the teacher show genuine concern for the students' psychological state?

Yes, always       yes, sometimes       never

21/ Do your teachers show concern about your social interaction with your classmates?

Yes, always       yes, sometimes       never

22/ Do your teachers allow you to negotiate the online teaching process to include any comfortable procedures/methods that make you feel at ease during virtual learning?

Yes, always       yes, sometimes       never

23/ Does your teacher show sympathy/concern/understanding towards your emotional state during e-learning?

Yes, always       yes, sometimes       never

24/ Does your teacher allow you to say freely what you think about while online learning?

Yes, always       yes, sometimes       never

25/ Do your teachers encourage you to communicate and collaborate?

Yes, always       yes, sometimes       never

26/ Does your teacher change his/her teaching methods according to your suggestions and needs?

Yes, always       yes, sometimes       never

***Thank you...***

## summary:

This study tackles the issue of psycho-pedagogical support with EFL learners at Mohamed Elbachir El Ibrahimy University, whether they are receiving PPS or not, since they are experiencing a new learning system which is e-learning during the pandemic of Covid19. It investigates the online learning situation with its shortcomings and challenges, and gives particular attention to its impact on students' outcomes. Its main aim is to know about psycho-pedagogical support for the sake of improving online learning model, and maintaining the learning outcomes of learners. In our case of study, there is a slight amount of support which is not sufficient to maintain the learning outcomes. A remarkable retreat in scores has been reflected as a result, and learners have not been feeling comfortable learning online. We inferred from our participants' answers a tangible demand for face to face learning, due to the shortage of the most important basics of the learning process which are, psychological and pedagogical support.

**Keywords:** psycho-pedagogical support, e-learning, Bordj Bou Arreridj EFL learners, learning outcomes, face-to-face learning.

## Résumé

Cette étude aborde la question de l'accompagnement psycho-pédagogique auprès des apprenants EFL de l'Université Mohamed El Bachir El Ibrahimy, qu'ils soient bénéficiaires ou non du PPS, puisqu'ils connaissent un nouveau système d'apprentissage qui est l'apprentissage en ligne pendant la pandémie de Covid19. Il étudie la situation de l'apprentissage en ligne avec ses lacunes et ses défis, et accorde une attention particulière à son impact sur les résultats des élèves. Son objectif principal est d'investiguer le soutien psychopédagogique dans le but d'améliorer le modèle d'apprentissage en ligne et de maintenir les résultats d'apprentissage des apprenants. Dans notre cas d'étude, il y a un léger soutien qui n'est pas suffisant pour maintenir les acquis d'apprentissage. Une baisse remarquable des scores s'en est traduite, et les apprenants ne se sentent pas à l'aise pour apprendre en ligne. Nous avons déduit des réponses de nos participants une demande tangible d'apprentissage en face à face, à cause de la pénurie des bases les plus importantes du processus d'apprentissage que sont le soutien psychologique et pédagogique.

Les mots clés : soutien psycho-pédagogique, L'apprentissage en ligne, Bordj Bou Arreridj apprenants EFL, acquis d'apprentissage, apprentissage en présentiel.

## ملخص:

تتناول هذه الدراسة مسألة الدعم النفسي التربوي لمتعلمي اللغة الإنجليزية كلغة أجنبية في جامعة محمد البشير الإبراهيمي، سواء كانوا مستفيدين من الدعم النفسي البيداغوجي أم لا، لأنهم يعرفون نظامًا تعليميًا جديدًا وهو التعلم الإلكتروني أثناء Covid19 وباء.

يدرس حالة التعلم عبر الإنترنت مع أوجه القصور والتحديات، ويولي اهتمامًا خاصًا لتأثيره على تحصيل الطلاب. هدفها الرئيسي هو معرفة الدعم النفسي بهدف تحسين نموذج التعلم عبر الإنترنت والحفاظ على نتائج التعلم للمتعلمين. في دراسة الحالة التي أجريناها، يوجد دعم طفيف لا يكفي للحفاظ على نتائج التعلم. نتج عن ذلك انخفاض ملحوظ في الدرجات، ولا يشعر المتعلمون بالراحة في التعلم عبر الإنترنت. استنتجنا من ردود المشاركين طلبًا ملموسًا للتعلم وجهًا لوجه، بسبب نقص أهم أسس عملية التعلم، وهي الدعم النفسي والتربوي.

**الكلمات المفتاحية:** الدعم النفسي البيداغوجي، التعلم الإلكتروني، متعلمي برج بو عريريج للغة الإنجليزية كلغة أجنبية، نتائج التعلم، التعلم وجهًا لوجه.

