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***Exploring Lecturers' and Learners' Perceptions towards Online Learning
during Covid-19 Pandemic.***

***(Case study of Third year English students of Borj Bou Arreridj
University.)***

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DEDICATION

We dedicate this work to:

To the most precious people to our hearts, the light of our lives:

Our mothers and our fathers who encouraged us to complete this study.

To our sisters and brothers.

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Abstract

Covid-19 has impacted all sectors of the world, especially education; it was the only sector that has totally transferred into online mode. Therefore, this study comes to explore lecturers' and learners' perceptions towards online learning during Covid-19 in English department, Borj Bou Arreridj University. It is achieved by analyzing 119 responses, using mixed method (quantitative and qualitative methods) based on two interviews and one questionnaire. A questionnaire and an interview are for third-year English students to investigate their perceptions and challenges of online learning during the pandemic. Another interview is addressed for lecturers in order to know their perspectives on online learning during the outbreak of Covid-19 pandemic. The current study results show that most of lecturers and learners have negative perceptions towards online learning during Covid-19, and they prefer to use the traditional mode of teaching and learning, they believe that face to face interaction is better than online learning since online learning is non-convenient and less effective for both lecturers and students.

List of tables

<u>Table 01:</u> Students'gender	28
<u>Table 02:</u> Access to platform	29
<u>Table 03:</u> Conducting online classes	29
<u>Table 03:</u> Online classes.....	29
<u>Table 04:</u> Satisfaction towards the use of technology for online learning.....	30
<u>Table 05:</u> Time management during online learning.....	30
<u>Table 06:</u> Cooperation of lecturers during online learning.....	31
<u>Table 07:</u> Online learning devices	31
<u>Table 08:</u> Preference of online classes and regular classes.....	32
<u>Table 09:</u> Asking questions and receiving responses during online learning	32
<u>Table 10:</u> Obtaining further explanation during online learning.....	33
<u>Table 11:</u> The advantages of online learning	33
<u>Table 12:</u> The disadvantages of online learning.....	34
<u>Table 13:</u> Online lectures/lessons	35
<u>Table 14:</u> Motivating during online learning	35
<u>Table 15:</u> Successful online learners	36
<u>Table 16:</u> The effectiveness of online learning.....	36

Contents

General introduction

1. Background of the study:	9
2. Statement of the problem:	10
3. Significance of the study:.....	10
4. Scope and limitation of the study:	11
5. Limitations of the study:	11
6. Research Objectives:	11
7. Research Questions:	12

Chapter one: Literature review

1. Literature review:	14
1.1. Introduction:	14
1.2. Definition of learning:.....	14
1.3. Types of Learning:.....	15
1.4. Online Learning during Covid-19:	16
1.5. Perceptions of students towards online Learning during the pandemic:	16
1.6. Perceptions of lecturers and teachers towards online learning during the pandemic:	17
1.7. Challenges of online learning during Covid-19:	18
1.7.1. Challenges faced by Students:.....	19
1.7.2. Challenges faced by lecturers and teachers:.....	21

Chapter two: Methodology

2. Methodology	23
2.1. Introduction	23
2.2. Research Design:	23
2.3. Population and Sampling:	23
2.3.1.2. The Setting:	24
3. Data collection tools:	24
3.1. The Questionnaire:.....	24
3.1. Administration of the questionnaire	24
3.2. The Interview:	25
3.3. Students ‘interview:	25
3.4. Lecturers ‘interview:.....	25

4. Data Collection:.....	26
4.1. Questionnaire:	26
4.2. Students' interview:	26
4.3. Lecturers' interview:.....	26
<u>Chapter three: Results and discussion</u>	
3. Results and discussion	29
3.1. Introduction:	29
3.2. Quantitative results of the study:	29
3.2.1. The perceptions of students towards online learning during the pandemic:	29
3.3. Discussion of the students' questionnaire findings:	37
3.4. Qualitative results of the study:	38
3.4.1. The perceptions of lecturers towards online learning during the pandemic:	38
3.5. Discussion of lecturers' interview:	46
3.6. The of challenges of online learning faced by third-year English students during the pandemic:	47
3.7. Discussion of students' interview:.....	50
Conclusion:	52
Suggestions and recommendations:	53
General conclusion	54
References.....	55
Appendix(A)	57
Appendix (B).....	60
Appendix (C).....	61
Appendix (D)	62
Résumé	63
الملخص.....	64

General Introduction

1. Background of the study:

In an unprecedented turn of event, the sudden spread of Covid-19 had impacted the world negatively, in which the world health organization was obliged to declare it a pandemic in March 2020. The pandemic's devastating spread has caused widespread fear around the world. Consequently, to stop the virus from spreading, many countries throughout the world, including Algeria, have declared a state of emergency. The proliferation of Covid-19 resulted in many cases throughout numerous areas, including the economic, socio-cultural, commercial, and educational sector.

In a short period of time, Covid-19 has changed the way students are educated throughout the world (Chung, Subramaniam, & amp; Dass, 2020). Thousands of educational institutions, including Algerian universities and institutions, believe that online learning mode may be conveniently accessed by students or professors without the need to face-to-face interactions (Sari, 2020). Therefore, the Algerian Ministry of Education pushed instructors to use blended learning to minimize the spread of the disease and to allow students to learn from home using digital technology. Teaching techniques are implemented in an online mode in which a platform is designed for both teachers and students at all levels in order to post lessons and assignments there by teachers, also face-to-face sessions are shifted into the online mode where teachers can use either Google meet or zoom to conduct online classes with their teachers . Algerian universities have been closed, and online learning has become the norm for all topics and courses. This online learning wave is a relatively new trend; both teacher and student rely on this new technique, at the current state which requires effective teaching and establishing a new teaching-learning methodology. It is important to know the perspectives of both learners and teachers, as well as to investigate learners' attitudes towards this unique teaching methodology.

Online Learning:

Online learning can be defined as a learning system without face to face interaction between teachers and students (Allen & Seaman, 2007). In this study, online learning is referred to be used via internet, online platform, and various applications such as Google meet, zoom facilitate learning and give students the ability to access online services.

Online learning during Covid-19:

Online learning can be defined as a technique for preventing the outbreak and ensuring social distance (Rosell, 2020). In this study, online learning during Covid-19 is considered a

good option for continuing the teaching and learning process, since it can eliminate distance and time with the use of internet-based digital platforms

Teaching during Covid-19:

Teaching can be defined as a method of guiding, facilitating, and learning, it enables the learners to learn, and sets the condition for learning (Brown, 2000:7). In this study, teaching during Covid-19 can be described as the process of educating learners through virtual platforms such as live courses, video conferencing, webinars, and other online tools; it is the process of imparting information through the use of digital resources.

Students' and teachers' perception:

Perception can be defined as the experience of an event, an object and relationship achieved by the resumption of information and the interpretation of a message (Rahmat,2000).

Perceptions of students and teachers in this study can be described as specific perspectives, points of view, formed beliefs, ideas and conceptions about their experience of online learning during Covid-19.

2. Statement of the problem:

Covid- 19 has tremendously affected all spheres of life including academic institutions especially universities, students have to study through designed protocols- face to face and online learning. The problem now posed is, could online learning offer much practice and satisfaction to both teachers and learners, can all students have access to the internet courses and whether students can finish the tasks assigned to them on time. This is a challenging issue to discuss in the current study

3. Significance of the study:

The current study can be useful for teachers in comprehending the difficulties and challenges of online learning faced by the students during Covid-19 pandemic, particularly at universities. Furthermore, this study is valuable for readers and researchers to broaden their understanding of students' and teachers' perceptions towards online learning and it may be considered as a resource when conducting similar research.

The study will further provide teachers and lecturers with motivation, suggestions and ideas for teaching through online learning. Teachers can use online learning as a

substitution medium to teach without having face-to-face interaction in the classroom. The teacher or lecturer will then understand the level of student comprehension of the material provided through online learning based on student interpretation, whether there are any obstacles. And can provide desire and motivation for students to learn online during this pandemic.

4. Scope and limitation of the study:

This current study investigates the perceptions of students and lecturers of English at department of the English language, Borj Bou Arreridj University towards online learning during Covid-19, focusing on the difficulties of online learning faced by the students during this pandemic, and this will be achieved by analyzing learners and lecturers' responses. Furthermore, the study does not cover the side effects of Covid-19 on the process of teaching-learning.

5. Limitations of the study:

This study deals mainly with perceptions of English students and lecturers of Bordj Bou Arreridj University towards online learning during Covid19, in addition to that, it highlights only the challenges and difficulties faced by learners, which means that this research is specifically limited to higher education, so the results of this study cannot be generalized to other students in a different area, on the other hand, using questionnaires in methodology is not trustworthy, students may lie while filling on the questionnaire so this could lessen the reliability of this research.

6. Research Objectives:

During the Covid-19 outbreak, teachers and students are obliged to turn to online learning or to conduct online classes from home using the appropriate technology tools. It means that all the activities are performed online, including tasks, presentations, assignments, and assessments. Implementing online learning during the pandemic, on the other hand, is not always effective. Especially in university context, the students may possess little experience with online learning. Furthermore, it becomes complicated when teachers are unfamiliar with the learning system's use of online applications. As a result, this study aims are presented as follow:

1. To investigate the perceptions of third year English students and of Borj Bou Areridj University towards online learning during Covid-19.
2. To investigate the perceptions of English lecturers of Borj Bou Areridj University towards online learning during Covid-19.
3. To explore the challenges of online learning faced by third year English students.

7. Research Questions:

This current research will clearly try to answer the following questions:

1. What are the students' perceptions towards online learning during Covid -19 Pandemic?
2. What are the teachers' perceptions towards online learning during Covid -19 Pandemic?
3. What are the challenges of online learning that third year English students have encountered during this pandemic?

Summary:

The Covid-19 pandemic has brought about many changes in all sectors of life, especially in the field of education. These changes aim to make the learning process more effective in the pandemic period. So the current research aims at exploring the perceptions of lecturers and learners toward online learning during Covid-19. In this chapter, it is mainly discussed the study's background, in which it is dealt with how Covid-19 has spread and impacted the world negatively, and how it affected the educational sector in general, also tackled the definitions and explanation of key terms. Some definitions of online learning as a tool are demonstrated to prevent the outbreak and ensure social distance, then we moved on to teaching during Covid-19 explaining that it can facilitate learning, enabling learners to learn and setting the needed conditions for learning, also, this chapter dealt with teachers and students perception in which they were explained based on this study.

Moreover, the problem posed in this study is highlighted, as well as the significance of this research, also this chapter highlighted the research objectives as well as the research questions which tend to investigate the perceptions and challenges of English lecturers and students at Borj Bou Areridj University, and aim to see whether the process of online learning for English students was successful or not.

Chapter one

Literature Review

1. Literature review:

1.1. Introduction:

Humanity has been exposed to many health crises, which in turn led to many losses and general imbalance, which among; Covid-19 pandemic, the new virus has affected all different sectors of life, especially, educational sector, where all schools and universities have been closed to prevent the spread of the virus, and the process of teaching-learning has been shifted from face to face mode into an online one. In the following section, previous researches have been demonstrated on online learning conducted during the Covid-19 crisis, as well as some researches related to the challenges of online learning, in addition to other studies that dealt with perceptions of learners and teachers towards online learning during this pandemic. During the pandemic, the transition to online learning occurred quickly, researchers conducted several studies about various strategies and techniques that they used for teaching online. There is a need to learn more about the students' perspectives concerning online learning and how it is applied in the teaching-learning process; this will ensure a successful online learning process, if the students' perspectives of online learning were not taking into consideration that will lead to a poor learning experience. Besides that, understanding the perspectives of students will ensure analyzing the students' needs in the context of online learning.

1.2. Definition of learning:

Learning is a transformative process in which the understanding of new information can lead to a change in a person's behavior or perception of the world around them. Learning is a process that mainly leads to change, which happens based on experience and enhances the ability for better performance and learning (Ambrose et al, 2010). Thus, learning can be described as a process of acquiring information and getting knowledge about certain topics, fields, aspects, and skills. Learning is the process of obtaining, acquiring knowledge about a specific subject or skill through study, experience, and instruction. (Brown, 2007).

Moreover, some authors did define learning, for instance, (G.D. Boaz, 1984) described learning as the process through which individuals learn varied habits, knowledge, and attitudes that are required to satisfy the general demands of life. While Piaget claims that as a person learns, he or she is developing a new experience of reality, according to Kingsley and Garry, learning is the process of changing behavior through practice or training. Vygotsky

believes that learning is a social process and the source of human intellect. Therefore, learning can be defined as the general process of acquiring, understanding new information, concepts, attitudes, values, and different skills.

1.3. Types of Learning:

In general, there are three types of learning, the first one is face to face learning, which is almost the usual type before the pandemic, the second type is online learning which is currently most used during Covid-19, and the third one called blended learning.

1.3.1. Face- to- Face Learning:

Is a traditional type, in which, teachers and lecturers present their lessons and lectures in the classroom in front of their students in a set of time.

In face-to-face learning, the teacher provides his/her students with more detailed information about the subject presented (Top Hat Glossary, 2019). This teaching/ learning strategy emphasizes eye contact and interaction in the classroom as a means of an effective teaching process.

1.3.2. Online Learning:

Is a different method of learning, in which, students can learn in a completely online environment. It is a technique that enables learners from various places to learn flexibly and interact with academic institutions in order to get a degree or certificate.

Online learning is defined as a type of education that uses electronic methods to interact, receive information, and learn new skills. As it is described as an educational system to provide educational programs for learners at anytime and anywhere. According to (Horton, 2006, p.1) online learning is the process of receiving information using modern technologies for the purpose of learning, and knowledge acquiring.

1.3.3. Blended Learning:

Blended Learning, also known as hybrid learning, is a method of education that generally combines online learning and face-to-face learning, According to Collis and Moonen (2001); it is an integration of face-to-face and online learning, in which the teaching-learning process occurs in both classroom and online environment. That is, learners may study through online classes at times and in classrooms at other times.

So it can be said that blended learning includes a class teaching-learning and online courses as well as certain assignments and activities that shall be done outside of the classroom. Therefore, Blended learning focuses on learning through self-directed learning activities. (Idée, 2013).

1.4. Online Learning during Covid-19:

Today's teaching practices, particularly during the Covid-19 outbreak, obliged teachers and learners to shift to online learning mode and conduct online classes from home using the appropriate technology tools. That means tasks, presentations, assignments, and assessments are needed to be performed via online. Implementing online learning during a pandemic can be concluded that the whole world changed the way of the teaching-learning process into online mode using online tools as necessary materials. Because the only choice that seems to be appropriate during this pandemic is online learning, since it is time-saving, and does not require any physical connection. On the other hand, it is not always effective. Especially for universities with little experience of online learning. Furthermore, it is complicated when teachers are unfamiliar with this new method of teaching.

1.5. Perceptions of students towards online Learning during the pandemic:

The perception of students is one of the most important factors in the success of online learning. When students perceive online learning to be beneficial to their learning, they may perform well (Smart & Cappel, 2006). Numerous researches have been conducted in different contexts and different educational levels on students' perceptions towards online learning. Among these studies, a study was conducted in Pakistan on perceptions of students regarding online learning during Covid-19, on (May 2020), at a private medical college, the results revealed that students were more partial to face to face learning over online learning since they did not adapt to this new process of learning.

Furthermore, in comparison to laptops and tablets, the focus of this study was primarily on the use of mobile as most used devices among students for online learning. Which indicates that the majority of them used mobile devices, however, this study did not cover the struggles, difficulties that students have faced regarding their experience with online learning, also, the sample was chosen from a particular private medical department. This means that the study's findings cannot be generalized.

Another study was conducted on the impact of online learning during Covid-19 on (June 2020), The main focus of the study was to get a clear understanding and feedback about both students' and teachers' perspectives towards online learning. According to the findings of this study, face-to-face learning is more favorable, regarding the actual presence, and interaction among students and teachers, as well as the general performance of the student. Although it was revealed that online classes were more appropriate because they are time-saving, still students considered them to be less productive and organized in comparison to face-to-face learning.

Nevertheless, this study though it did cover almost the important details that could be more beneficial for further research, did not provide some previous studies or articles or other views that did tackle such a topic, as it did not cover definitions of the main words according to some researchers.

Another recent study was conducted in 2020, this study targeted English students in the Philippines College where it focus the most on their perceptions towards online learning during Covid-19, after having a questionnaire for investigating this research gap, the findings revealed that most of the students were not enthusiastic about online learning, in addition to their negative views towards the tasks and the assignments that were given to them by their lecturers, Moreover, some of them revealed that online learning for them was challenging due to the lack of internet connection because they live in the rural area. However, the findings of this study cannot be generalizable since it was specified for a particular field and particular sample

1.6. Perceptions of lecturers and teachers towards online learning during the pandemic:

The perception of teachers is considered another basic factor in the success of the online learning process since their thoughts, attitudes, can somehow reflect in a positive way on the online teaching process.

Some studies have been conducted on teachers' perceptions towards online learning during the pandemic, among these researches; a recent study, in 2021, it was conducted in India on the perceptions of school teachers towards online learning and obstacles faced by them during the pandemic, the findings stated that most teachers show positive feedback regarding this new method of teaching, yet some old teachers still think that face to face teaching seems

to be better than the online one, highlighting some difficulties as lack of interaction between them and their students.

Nevertheless, though this study is quite useful to take a clear and deep understanding of school teachers' perceptions regarding online learning during this pandemic, still did not cover the perceptions of teachers in universities and various colleges, so the results cannot be related to lecturers.

Another study investigated the perceptions of EFL teachers towards the online learning of the English language, in which its findings are kind of similar to the previous one, where old teachers view this new method as a non-effective one since they considered it complicated and difficult to comprehend. On the other hand, another study was conducted in order to assess lecturers' perception and preference towards teaching in an online environment, the findings revealed that the majority of them have conducted online classes and online exams using online platforms. Stating that the online teaching-learning process was almost effective, time-saving, easy for sharing materials, but still less efficient to evaluate students.

In addition, The Universities of Uttarakhand found that most lecturers have a positive perception of online learning during the pandemic, since it enhanced teachers' knowledge and developed their technical skills. It increases instructors' work hours because of the needed knowledge related to developed educational teaching materials, as it also creates a gap of communication among students and teachers (Dubey & Singh, 2020). Teachers have a positive perspective regarding the use of virtual learning in the midst of the Pandemic, whereas older teachers struggle with developing and creating appropriate content, and providing feedback through the system of online learning (Rahayu & Wirza, 2020). Since the spread of Covid-19, university students claimed that the online teaching abilities of lecturers have improved (Chakra et al., 2021).

On the contrary, some lecturers have a negative perspective towards online learning because they are not satisfied with the university's assistance; they believe that online classes do not provide an emotional bond among teachers and students as they used to be in traditional classes.

1.7. Challenges of online learning during Covid-19:

Even though that there was a substitute temporary for the traditional type of learning during the pandemic, and all the schools and universities around the world were obliged to use it,

with this Covid-19 pandemic, it is obvious that the educational system has become more liable to extrinsic danger (Bozkurt& Sharma, 2020), still difficult for both teachers and students to adapt with this new method. Ribeiro (2020) correctly observed that this transformation of the educational system has come with various challenges and changes. According to some previous recent studies, many challenges were highlighted concerning online learning during Covid-19, in which they will be mentioned as follow:

1.7.1. Challenges faced by Students:

Poor Internet Connection:

The covid-19 pandemic has kept all students to home, due to these circumstances, students were obliged to attend classes online, on various platforms, and use digital instruction. One of the most essential factors of online learning is a good internet connection. In developed countries, computers and smart phones have a great-speed internet connection, which makes it easy for students and instructors to access online platforms (Ahmadi & Ilmiani 2020). However, in developing countries, forinstances, Algeria and India, some students could not access online classes/courses due to poor internet connection.

According to some previous studies , a study was conducted in developing countries on the problems , obstacles faced by students of higher education related to online learning during the Pandemic of Covid-19 , among these challenges; Poor Internet Connection, this study revealed that Poor Internet Connection is the main reason why most students in developing countries struggle to engage in digital learning or cannot access online classes , for instance, according to some recent studies in Switzerland, Norway, Austria, and Indonesia, there was revealed that 95% of students in the first three countries have computers to utilize for their assignments, while only a lower percentage of students in Indonesia that do have computers.

Based on the study that was conducted in developing countries, some students especially those who live in the countryside and underprivileged zones do not have access to Internet Connections.

in a similar study on the English students of STKIP PamaneTalino Philippines, where findings revealed that the majority of students have a poor internet connection and some of them were obliged to leave miles from their home or sometimes even village, to access the internet. Moreover, online devices may not be functional with online learning platforms. for example, in the research that was conducted on the English students of STKIP, the majority of

them revealed that their devices are not suitable for online platforms, which caused several issues, since they were obliged to utilize their mobiles to access online classes which demand installing various applications and that makes their mobile' memory filled up (Agung & Surtikanti 2020).and such obstacles could lead to an imbalance in the learning process.

Houses environments:

The online learning process requires an appropriate environment, before the Covid-19, classes used to take place in schools, a particular classroom, but now during the Pandemic, learners are obliged to attend online classes from home.

However, sometimes houses cannot be a suitable environment for conducting online classes. For instance, the study that was conducted in developing countries to investigate the challenges of students in higher education revealed that majority of students agree that home is not a good place for studying because they got distracted or disturbed by their families, furthermore, for those who work, they cannot attend online classes due to their commitment to their jobs

Lack of face to face interaction among students and teachers:

Interaction between teachers and their students is a basic element in teaching-learning process, and since online learning, is considered a serious problem because usually when a student failed to understand something during the lecture or the lesson, he/she directly pose the question to the teacher which lead to a long, deep discussion that finally leads to enough answers, but now such option is not always available during an online teaching-learning process.

According to the findings of a study that was conducted on medical students in Iran, it was revealed that teacher-student interaction was a major challenge during the pandemic. Because some students needed to have a face-to-face discussion with their teachers in order for them to comprehend some complicated contents that were taught online during a lecture or a lesson.

Another study was conducted in Indonesia on EFL students, the findings stated that among the challenges faced by EFL learners was the lack of efficient interaction among lecturers and students which resulted in a poor understanding of the provided topics or materials covered during online classes. Despite the fact that some lecturers provide video conferencing during online sessions, it cannot be a good replacement for the actual communication because

many issues such as poor internet connection may prevent students from efficiently transforming their comprehension, their ideas during the online learning process.

1.7.2. Challenges faced by lecturers and teachers:

Based on a study was conducted in India on teachers' challenges regarding online learning during the pandemic, it was stated that most of the teachers encountered difficulties in evaluating students online because of network troubles. Many instructors were not aware of digital progression platforms for evaluation and they had a lack of the essential tools and training, another challenge that was highlighted in this study is the lack of the necessary materials such as a printer, the whiteboard, a laboratory, which means that teachers are in a need to such materials for having online classes, and due to that they could not provide good explanation of the lessons.

In a similar study in Uttarakhand, another challenge in addition to the previous ones is getting disturbed or distracted by family members at home while conducting online classes or online exams.

Furthermore, other difficulties such as the lack of technological abilities, the lack of students' engagement in learning, made it hard for teachers to have an effective online teaching process (Yusnilit.2020) .it was quite challenging for some teachers for making students motivated and urging them to engage and participate in online classes. Due to a lack of technology, infrastructure, a pricey and poor Internet connection, and financial economical difficulty, university lecturers experienced obstacles when teaching online (Ramij & Sultana, 2020). Lecturers and teachers do their best in order to establish effective online classes in comparison to traditional classes. However, teaching that requires practical projects and utilizing particular tools does not consider appropriate for online learning (Jacques et al., 2021).

Summary:

To summarize, some of these previous studies cannot be considered generalizable, as we previously mention since they were conducted based on a specific sample, However, are useful for further research because mostly they tackled the impact of online learning during Covid-19, as well as highlighting some challenges that many students and teachers have encountered, moreover, these previous studies did provide a clear understanding about the perspectives of both teachers and students towards online learning during the pandemic.

Chapter Two

Methodology

2. Methodology

2.1. Introduction

This chapter represents the methodology part of the research, the main goal of this research is to explore the perceptions of third-year English students and lecturers at Bordj Bou Arreridj University towards online learning during the pandemic, it includes research design, population and sampling, and instruments of the study, data collection and data analysis. According to the provided research tools, both lecturers and students are expected to provide us with their perspectives on online learning during covid-19, and the main challenges that third-year students have faced during this pandemic.

2.2. Research Design:

The current research is an exploratory study, which is a type of study that is used to explore a topic that has not been precisely identified. It is carried out to gain a better knowledge of the current situation, but it will not produce definite conclusions. It aims at exploring the untapped and less-discovered areas. The basic concern is to explore lecturers' perceptions and third-year students' perceptions and challenges of online learning faced by third-year students during covid-19 at the English language department of Borj Bou Arreridj university, in addition, the data was collected using mixed methods (quantitative and qualitative methods) based on two interviews and one questionnaire. A questionnaire and an intervieware for third-year English students to investigate their perceptions and challenges of online learning during the pandemic. Another interview is addressed for lecturers in order to know their perspectives on online learning during the outbreak of Covid-19 pandemic.

2.3. Population and Sampling:

The population of this study is Third-year English students and lecturers at the department of English language and Literature, Bordj Bou Arreridj University. And it consisted of 300 students.

The sample of this study consisted of 102 students, which was determined based on the table of Krejcie & Morgan (appendix, D). 51 male, and 51 female, who answered the questionnaire items, it was designed via Google forms and distributed in third-year English students' group. Moreover, an online interview was conducted with eight third-year English students to highlight the challenges of online learning they have faced during the pandemic.

Face-to-face interview was conducted with nine English lecturers at the department of English language and literature, Bordj Bou Arreridj University in order to explore their perceptions, their experience of online learning during the pandemic.

2.3.1.2. The Setting:

The current study took place at the department of English and literature, Bordj Bou Arreridj University; it was conducted during the period From 20 March until 5 April of the academic year 2022/2023

3. Data collection tools:

In order to answer the three research questions of this study, three instruments were used to collect data from both lecturers and students about online learning during the pandemic; a questionnaire and two interviews, adopting both quantitative and qualitative methods.

3.1. The Questionnaire:

A questionnaire was prepared for third-year English students, to explore their perceptions of online learning during the pandemic, which consists of 16 items. It was delivered online to students, where 102 students had responded.

3.1. Administration of the questionnaire

The questionnaire was distributed to third-year English students of Borj Bou Arreridj University. The participants were 102 students who were anonymous and from different groups, it contains 16 questions which are close-ended questions. Each question has a goal; the first question is for the purpose of gathering general information about the students' gender, while the second question investigates the students' access to platforms. The third question investigates two parts; the first one is whether lecturers are conducting online classes or not, and the second part is exploring their opinion about online classes. Whereas the fourth question aims at exploring the students' satisfaction with the technology used for online learning. As for the fifth question, it aims at exploring the students' ability to manage their time for learning online. While the sixth question aims at exploring the extent of cooperation of lecturers during online learning. The seventh question aims to know the most used device for students during learning online. And the eighth question aims at knowing the student's preference between traditional learning and online learning. Questions, nine and ten aim at

exploring the possibility to get more information and explanation during online classes. while eleven and twelve were designed to explore the advantages and disadvantages of online learning according to the students. Whereas the thirteenth question was designed to know whether online classes are difficult or not. And the last three questions, aim at exploring whether online learning is motivating and effective or not.

3.2. The Interview:

Two interviews were conducted in order to answer the second and the third research questions in which; an interview was addressed to nine English lecturers, which consists of 10 questions, in order to understand and explore their points of view concerning online learning during the pandemic. Moreover, another interview was conducted with eight third-year English students, which consists of nine questions, in order to explore the main difficulties and challenges of online learning faced by them during the outbreak of Covid-19.

3.3. Students 'interview:

The interview was designed in order to get the main challenges of online learning faced by third-year English students during the pandemic, the participation were eight students who were anonymous and from different groups. It contains nine questions which are; Questions number (1, 2, 3, 5) were designed to explore students ' access to the internet and blackboard devices. Question number (4) aims at exploring the cooperation of lecturers during online learning .while question number (6) aims at exploring the student's preference between face-to-face interaction and online interaction. The question number (7) aims at exploring students' perception of posting lessons via online mode. Whereas questions number (8, and 9) aim at exploring the types of interruptions that students may have during online learning.

3.4. Lecturers 'interview:

Another interview was specified for English lecturers at Bordj Bou Arreridj University, in order to explore their perception towards online learning during the pandemic. The participants are nine lecturers who were selected randomly. The interview contains ten questions which are; the first question: aims at knowing if lecturers are conducting online sessions for their students, and the second question aims at exploring the lecturers' satisfaction with online learning. while the third question: aims at knowing whether online learning makes teaching easier or not , the fourth question was designed to know the lecturers' preference

between face-to-face learning and online learning . Whereas the fifth question aims at knowing whether lecturers motivate their students during online learning or not. The sixth question aims at knowing whether online lessons take more time than face-to-face lessons .As for the seventh and eighth questions, they aim at exploring the strategies and approaches for students' evaluation and assessment. The ninth question aims at knowing whether online learning is suitable for lecturers or not ,while the tenth question: aims at knowing whether online learning is effective or not

4. Data Collection:

4.1. Questionnaire:

The current study was conducted during the second semester of the academic year 2022/2023. For valid and accurate data, an online questionnaire was designed for third-year English students to answer the first research question.

4.2. Students' interview:

The data were collected using an online interview, in which it was sent to the students through email. The total respondents of this interview are eight students from Bordj Bou Arreridj University, consisting of female only, this indicates that male students were not involved in the interview at all, whereas female students were highly involved. The students' answers were also sent via email, and the information that was provided by the respondents were restructured in order to be analyzed later on, each response was coded using F/M and numbers, i.e.; (F: Female)' S: student). F'S/ 1 , F'S/2,F'S/3 , F'S/4 ,F'S/5, F'S/6, F'S/7, F'S/8), and then it was categorized according to the major challenges faced by students.

4.3. Lecturers' interview:

The data were collected using a face-to-face interview; the total participants of this interview are nine English lecturers at Bordj Bou Arreridj University, consisting of four females and five males, who were selected randomly. The information that the lecturers had provided us with was recorded, in order to be analyzed later on, and each record was coded using F/M and numbers, i.e.; (F: Female, M: Male, F1, M2,) In order to analyze the data from the interview, we transcribed the recorded data into written ones. Then it was thematically categorized according to the questions of the interview.

Summary:

To summarize, this chapter discussed the methodology part of the current study, it tackled research design, population, and sampling, as well as the instruments of the study. In this study, both quantitative and qualitative methods were used to collect data, based on two interviews and one questionnaire. Also this chapter shed light on the techniques of analyzing the responses of the participants and the respondents.

Chapter Three

Results and discussion

3. Results and discussion

3.1. Introduction:

This chapter represents the practical part of the research; the main goal of this research is to explore the perceptions of third year English students and lecturers at Borj Bou Arreridj University towards online learning during the pandemic. It includes quantitative results of the study, which aims at exploring the perceptions of third year English students. It also contains qualitative results of the research, which aims at exploring the lecturers' perceptions as well as the challenges of online learning faced by students during Covid-19.

3.2. Quantitative results of the study:

This section represents the results that were obtained from the questionnaire, which aims at exploring the perceptions of third year English students towards online learning during the pandemic.

3.2.1. The perceptions of students towards online learning during the pandemic:

(1): Gender

Students' gender	Number of participants	Percentage
Male	51	50 %
Female	51	50%

Table 01: students 'gender.

From the table above, it is noticed that the participants who answered the questionnaire were 50% of males and 50% of females. This means that both male students and female students were equally involved in the questionnaire.

(I.2): Do you have access to platform for online learning?

Response	Number of participants.	Percentage
Yes	98	96.10 %
No	4	3.90 %

Table 02: access to platform.

As shown in the table, 96.10% of the students had access to the platform for online learning, whereas only 3.90% of the participants did not have access to it. This indicates that the majority of students are able to access to the platform.

(I.3): Do your lecturers conduct online classes for you?

Response	Number of participants.	Percentage
Yes	89	88.10 %
No	13	11.90 %

Table 03: conducting online classes.

If yes, do you think that online classes are?

Response	Number of participants.	Percentage
a. more difficult than regular classes.	90	89.80%
b. easier than regular classes.	8	7.10 %
c. the same as regular classes.	3	3.00 %

Table 03: online classes.

From the table above, it is noticed that 88.10% of the participants reported that their lecturers conduct online classes for them, while 11.90% only were the opposite.

And for those who answered with yes, 89.80% of them reported that online classes are more difficult than regular classes, whereas 7.10% of them reported that online classes are easier than regular classes, and only 3% reported that online classes are the same as regular classes.

(I.4): Are you satisfied with the technology you are using for online learning?

Response	Number of participants	Percentage
Yes	13	12.70 %
No	89	87.30 %

Table 04: satisfaction towards the use of technology for online learning.

As shown in the table, it is clearly noticed that the majority of students were not satisfied with the technology they used for online learning, however only 12.70% of the students were satisfied.

(I.5): Can you manage your time while learning online?

Response	Number of participants.	Percentage
Yes	17	16.70 %
No	85	83.30 %

Table 05: time management during online learning

As shown in the table, the data revealed that the majority of the participants cannot manage their time while learning online, which means that they may get distracted by other things as social media, housework, or other occupations. Yet, 16.70% of them reported that they can manage their time during online learning.

(I.6): How helpful are your lecturers while studying online?

Response	Number of participants.	Percentage
a. not all helpful	37	36 %
b. rarely helpful	58	57 %
c. very helpful	7	7 %

Table 06: cooperation of lecturers during online learning.

As shown in the table above, the results indicate that the majority of the participants have all come to an agreement that their lecturers are rarely helpful while studying online. While 36% of them reported that not all of their lecturers are helpful and only 7% reported that their lecturers are very helpful. This could mean that some lecturers are not really familiar with this new method of teaching.

(I.7): What device do you use for online learning?

Response	Number of participants.	Percentage
a. laptop	49	48 %
b. Smartphone	53	52 %

Table 07: online learning devices.

As shown in the table above, the data obtained revealed that 48% did use laptop for online learning, while 52% used their smart phones for learning online. This means that not all of the students have laptops, they just depend on their smart phones to learn online, and attend online classes.

(I.8): Do you prefer regular classes than online classes?

Response	Number of participants.	Percentage
Yes	97	95.10 %
No	5	4.90 %

Table 08: preference of online classes and regular classes.

As shown in the table above, it is noticed that the majority of the participants 98.10% preferred regular classes than online classes, however, only 4.90% of the participants preferred online classes. This indicates that students are not satisfied with this new method of learning, and regular classes are more effective and useful than online classes.

(I.9): Can you ask questions and receive a quick response during online activities outside of class?

Response	Number of participants.	Percentage
Yes	18	17.60 %
No	84	82.40 %

Table 09: asking questions and receiving responses during online learning.

As shown in the table above, it is noticed that 82.40% of the students cannot ask and receive a quick response during online activities outside of class; this could be due to poor internet connection. However, 17.60% of them can ask and receive response during the online activities.

(I. 10): Do you find it difficult to obtain further explanation from your lecturer, during online learning?

Response	Number of participants.	Percentage
Yes	89	87.30 %
No	13	12.70 %

Table 10: obtaining further explanation during online learning.

As shown in the table, it is noticed that 87.30% of the students find it difficult to obtain further explanation from their lecturers during online learning, while 12.70% did not face difficulties to obtain further explanation from their lecturers during online learning.

(I. 11): What are the advantages of online learning?

Response	Number of participants.	Percentage
a. access to online materials while learning at your own pace	82	80.40 %
b. ability to stay at home	80	78.40 %
c. classes interactively	1	1 %
d. comfortable surrounding	19	18.60 %

Table 11: the advantages of online learning.

As shown in the table above, the data obtained, revealed that, 80.40% reported that the advantages of online learning are “access to online materials while learning at your own pace”, however 78.40% have chosen “ability to stay at home”, and 18.60% have chosen “comfortable surrounding” and only 1% have chosen “classes interactively”.

(I. 12): What are the disadvantages of online learning?

Response	Number of participants.	Percentage
a. lack of interaction with teachers and classmates	90	88.20 %
b. technical problems	77	75.50 %
c. poor learning conditions at home	71	70.60 %
d. lack of self-discipline	74	73.50 %
e. social isolation	1	1 %
f. it is not helpful at all	74	72.50 %

Table 12: the disadvantages of online learning.

As shown in the table above, According to the participants, the disadvantages of online learning 88.20% have chosen “lack of interaction with teachers and classmates”, whereas, 75.50% have chosen “technical problems”, while 73.50% of the participants have chosen “lack of self-discipline”, and 70.60% have chosen “poor learning condition at home”, however, 72.50% have reported that it is not helpful at all, and only 1% have chosen “social isolation.

(I. 13): Do you think that lessons/lectures can be given online without any difficulty?

Response	Number of participants	Percentage
Yes	17	16.70 %
No	85	83.30 %

Table 13: online lectures/lessons.

As shown in the table above, the data obtained, revealed that the majority of the participants thought that lessons/lectures cannot be given online without any difficulty, however 16.70% of them thought that lessons or lectures can be given online without any difficulty. This could possibly indicate that online classes are more difficult than regular classes.

(I. 14): Do you think that learning online is more motivating than a regular class?

Response	Number of participants.	Percentage
Yes	10	9.80 %
No	92	90.20 %

Table 14: motivating during online learning.

As shown in the table above, 90.20% of the participants believed that regular classes is more motivating than online class, However, only 9.80% believed that online classes are motivating. This indicates that either lecturers are not motivating their students during online learning, or learning online was just not effective and useful for students as regular learning.

(I. 15): Would you describe yourself as a successful online learner?

Response	Number of participants	Percentage
Yes	14	13.70 %
No	88	86.30 %

Table 15: successful online learners.

As shown in the table above, 86.30% of the participants did not see themselves as successful online learners, yet 13.70% of them believed that they are successful online learners. This indicates that the majority of students were not familiar with this new method of learning, and probably it was difficult for them to adapt to this new process of learning.

(I. 16): Do you think that online learning is effective?

Response	Number of participants.	Percentage
Yes	13	12.70 %
No	89	87.30 %

Table 16: the effectiveness of online learning.

As shown in the table above, 87.30% of the participants believed that online learning is not effective, however 12.70% of the participants believed that online learning is effective. This indicates that the majority of students believed that face to face learning is more effective and useful than online learning, due to some reasons as lack of face to face interaction, poor internet connection.

3.3. Discussion of the students' questionnaire findings:

The data indicate that online learning was perceived negatively in terms of effectiveness, usefulness, interaction, and satisfaction, it was revealed that online classes were reported to be more difficult than regular classes and non-convenient, and less effective in terms of interaction because students preferred to face to face interaction in the classroom, also poor learning conditions at home, technical problems, and lack of self-discipline were found to be essential factors for determining effectiveness, satisfaction, and usefulness with online

classes. So mostly, students had negative perceptions towards online learning, which is similar to findings in a study by Deepika (2020), who found that face-to-face learning was regarded more favorably than online learning regarding the actual presence, and interaction among students and teachers, as well as the general performance of the students. Although it was revealed that online courses were more appropriate because they are time-saving, still students considered them to be less productive and organized in comparison to face-to-face learning.

Another similar result in a study by Sahar, Tahera, Abdul, & Shabnam (2020), the results revealed that students were more partial to face-to-face learning over online learning since they did not adapt to this new learning process. Furthermore, Antonius, Sugeng, Agung, Widyastuti, & Charito. (2020) found that most of the students were not enthusiastic about online learning, in addition to their negative views towards the tasks and the assignments that were given to them by their lecturers, moreover, some of them revealed that online learning for them was challenging due to the lack of internet connection because they live in the rural area.

3.4. Qualitative results of the study:

This section represents the results that are obtained from the two interviews, which aim at exploring the perceptions of lecturers towards online learning during the pandemic, and the challenges of online learning that third year English students have faced during Covid-19.

3.4.1. The perceptions of lecturers towards online learning during the pandemic:

3.4.1.1. Positive Perception:

3.4.1.1. Making online lecturing:

According to the data collected, we found that four lecturers out of nine participants (M/4, M/9, M/8, and F/3) believe that online learning is a good option for them since it can facilitate the interaction between lecturers and their students. In addition to that, they said that they can teach anytime and anywhere; it has flexible time, also they are not so worried if the students missed the lessons because they can still provide materials to their students, for that, they use online learning because they found it beneficial, helpful and better than nothing. They felt that a great deal could be accomplished through online lessons as they could quickly provide

learners with activities and worksheets that challenged them and encouraged progress. As some of them had stated:

“I use online learning mainly with first-year students and I organize meetings with students up six to seven sessions reaching 3 hours for a session .60to 70 students attended the online classes each time out of 300 hundred students and the results for the exam and the tests were good results and very effective for those who attended only”. (F/3)

As for the (M/4), he usually teaches online, presents online, prepares a PowerPoint that contains the major elements of the lesson and he tries to explain and have a debate. Whereas for (M/8), he makes online sessions in which he opens a messenger group for his students and to provide them with exercises since he has no idea about Google meet option.

As for (M/9), he usually conducts online teaching using Google meet, and saying also; "sometimes I work on platforms moodle and sometimes I deliver lectures in terms of recorded videos, sometimes I just upload some files related to what the students take inside the classroom, in this way I am combining the in-person teaching in the classroom and online teaching via the use of Google meet and the different platform available especially moodle."

3.4.1.2. Satisfaction towards online learning:

The data revealed that two respondents (M/7, M/8) are satisfied with the online learning system, which they believe is complex and multidimensional and includes many factors, such as communication, students' participation in online discussions, flexibility, workload, technology support .they believe that online learning is beneficial for students easy accessibility to knowledge, proper content delivery. Online learning has helped universities keep their doors open for students during the lockdown to decrease the spread of the disease .although it is the only available solution during the Covid-19 pandemic. As follows:

“It is good at least students will have something to do, it is an obligation that we have not chosen, it is imposed on us, so we have to work on this by using this technology.” (M/8)

“Online learning is a good to a certain extent, it can help students, it is better than nothing”.

(M/7)

3.4.1.3. Preference for online learning:

The data revealed that two participants (F/3, M/9) consider that online learning is also needed in the educational system, they believe that face to face learning and online learning

complete each other, and it can be useful for both teachers and students if there were the appropriate atmosphere and materials, as (F/3) also added that the success of online learning greatly depends on the students. This means that students need to have that desire of learning and acquiring more knowledge.

3.4.1.4. Motivating students during online classes:

The results of this section indicate that six lecturers (F/3, M/4, F/5, F/6, M/8, and M/9) motivate their students during online classes. According to them motivation is one of the key factors that affect learners' success and performance since it is very beneficial for them. Fostering students' motivation is a difficult but necessary aspect of teaching that lecturers must consider. The role of the lecturer is to help their students engage in the truth that they care for them.

“when I record a lecture I always go back to something that is related to the previous lecture and at the same time I say I believe you remember this, I believe you search about this, I trust that you worked hard on this so need to explain again, it’s kind of motivation when you believe in your students, you implement confidence in them, they feel that they are responsible because their teachers believe in them.” (F/5)

The way these lecturers engage their students online also has an impact on their motivation .it is even more important to provide them with a detailed syllabus to help them set their goals.(M/4) believe that rewarding is very effective to get students motivated, he stated :

“I always praise my students to keep going. To reinforce positive behavior in them and students eventually internalize a desire for learning.”(M/4)

As for (M/9), he claimed that motivating learners to online learning is not an easy task, stating that:

“Students who are motivated in face to face learning are likely to be motivated in online learning. My task is to make these demotivated motivated, through mastering the subject matter , giving them something interesting ,to master the technological tools I usually use pictures , give them options, choices what they like to work on, not imposing things on them in order to happily study via online” (M/9)

3.4.1.5. The effectiveness of online learning:

The majority of the respondents (M/1, F/2, F/3,M/7,M/8,M/9) confirmed that online learning is suitable for them, (F/3) claimed that the online learning experience worked for her, she appreciate it though it consumed time, energy and needed more effort than the classroom, As for (M/1) and (F/2), they believe that online learning experience is suitable for them but it is not appropriate for their students, as follows:

“Yes it is suitable, yet, for students it is not a good idea to follow, especially with a large number of students” (M/1)

Whereas, (M/8) clearly stated that online learning is suitable for him, as he thinks that there are a lot of options he did not explore yet, and he believes that it would be helpful for teaching. And for (M/9), he thinks that online learning is suitable for him, it just needs more practice, more training, in order for education to be an effective process, as stated:

“Practice makes perfect, the more you practice online education, the more you become a better online teacher.” (M/9)

3.4.2. Negative Perceptions towards online learning:

3.4.2.1. Unfamiliarity with online lectures:

The data revealed that five of the respondents do not conduct online learning lectures because they find it ineffective for them and their students, also the appropriate technology and connectivity problems were an issue, which impacted the learning process, these lecturers claimed that the overall online learning process has become disrupted due to insufficient time as well as the drop in student interaction which in turn also made it hard for the student to understand their lessons. In addition, some lecturers have no idea about how to use Google meet or moodle application and this makes it hard for them to teach online. But still, they submit lessons on the platform, and sometimes they share lectures, summaries, some recorded lectures, and some videos, into the group of their students. As (M/1) said that that he makes online lessons but he does not teach online because some students do not have the appropriate materials, like laptops, the internet, some of them do, but he cannot risk teaching few students only and exclude the others, he does put some lessons online but he does not teach them online they go and upload the lessons and print them and bring them to the classroom , (F/5) explained that she did not teach online due to the lack of materials (connection

problems, absences), she said that she recorded lectures, explanations, videos and post them on the platform of the university sharing some websites and some videos to the group of the students which include an extra explanation. While (F/6) said that she cannot use online learning since she is teaching literature and civilization modules so the students must be present in the classroom for the lessons because she thinks that teaching such modules online would be ineffective, but sometimes she provides her students with lessons on platforms, and summaries, audio-video to make them understand more . Also (F/2) see that online learning is not useful for students because the teacher is just repeating what is written in the handouts. As for (M/7) , he explained that he did not make online sessions because he had already given them everything in a flash disk.

3.4.2.2. Dissatisfaction with online learning:

Most of the respondents (M/1, F/2, F/3, M/4, F/5, F/6, and M/9) are not satisfied with online learning. no assessments or assignments were completed by the students, Moreover longer preparation and time were needed, technical problems and difficulties were an issue, also students' participation in online discussions was lower than face- to face .they said that more colossal efforts and time were devoted to online teaching compared to face-to-face instructions.

as (M/1) said that he is not satisfied with the online learning system and the way it is implemented here in the country, according to him, some things need to be enhanced, providing the appropriate materials, also the number of students is huge and some of them are coming from different backgrounds, and therefore it is difficult for him to teach online.

“I can teach them online, but if I do that certain students will not have the ability and the chance to access online sessions, and this is not fair. so I have to teach my student fairly.”

(M/1)

(F/2) also was not satisfied with online learning because of the problem of internet connection. Saying that it was difficult for many students to open an account to access the platform for studying. And this reflected the system negatively.

As for (F/3), she appreciates the idea but the problem was that most of the students were demotivated starting from the pandemic.

“I try to motivate my students by saying that one hour in the classroom is not beneficial, you have to attend online sessions too, I select the appropriate time for them and whatever I did I kept finding the same members attending the online classes”. (F/3)

“I have conducted online sessions five to seven times and the internet was horrible, we could not hear each other, we did not have the facilities to communicate, online learning is not an overnight process, especially for our country, it is not qualified for that, not well equipped, some students are poor literate in the use of ICT, are not trained for that.” (M/4)

Also, (F/5) was not satisfied with the online learning due to some reasons such as; poor internet connection, the lack of concentration from students.

“I do prefer face-to-face interaction, I prefer to interact with my students and give them the chance to play the role of the teacher through research papers, questions, and even discussions.” (F/5)

“online education is not an option sometimes you find yourself obliged to use online teaching, but still, it is something useful, interesting, important, and helpful for teachers and students, it has some drawbacks as internet connectivity, we do not have that fast connectivity to the net which is going to make online teaching hard and difficult, because sometimes it is difficult for the students to learn online and access to platforms, also technological tools are one of the drawbacks, students cannot all of them have highly developed materials such as laptops smart phones in order to connect via the net and learn online, also the difficulty of evaluating and assessing students online.” (M/9)

3.4.2.3. Preference for face- to- face learning:

The majority of the lecturers (M/1, F/2, M/4, M/8, F/5, F/6, and M/7) agree that face to face learning is better than online learning because they believe that students can learn better when they are in a real environment and they have more chances of learning and acquiring new knowledge and information.

“online learning is just the teacher giving the lessons while in the classroom students are more familiar with the process, know what they are expecting, they know what they want from the teachers.” (M/1)

“Face to face teaching is better than online teaching, when I teach my students in the classroom, I can see their level, their interaction, how weak they are, their body language,

they give me a hint if they understand or not, but during online, I cannot really grasp their level until the exam, and then in the exam, we find disasters and catastrophes” (F/6)

“They are learning in a real environment, there is interaction, different learning styles, for instance, some students learn from gestures while explaining the lesson, movement.” (F/2)

M/4 and F/5 think that most teachers and learners in Algeria are not ready yet for online learning.

“ there are some advantages and disadvantages for instance ; there are some students who feel shame to ask questions in the classroom , but online, they feel free, especially if they do not logging with their identity , they feel free to ask questions but it has also disadvantages; may have internet caught, some students might be distracted with things at home, or advertisement online , but I would prefer face to face teaching not ignoring the fact that online learning has advantages” (M/8)

This means that online learning is a double-edged sword, as much as it has features; it also has disadvantages that could possibly interrupt the process of learning.

3.4.2.4. Poor in conducting online classes:

Three of the respondents (M/1, F/2, and M/7) have revealed that they did not motivate their students during online learning, they prefer face to face motivation.

“I did not teach online, I'm just posting lessons, I'm not interacting online with them, and for that, I did not motivate them.” (M/1)

Also,

“I like to motivate them during face to face learning”. (M/7)

3.4.2.5. Ineffectiveness of online learning:

The data revealed that three respondents (M/4, F/5, and F/6) said that the online learning experience is not suitable for them at all. (F/5) and (M/4) claimed that lecturers and students, in general, are not prepared yet for such a method

“Online learning is good but we are not prepared, it happens suddenly, for example; some students do not even know how to use email” (F/5)

Whereas, (F/6) has clearly confirmed that she is against the online teaching- learning process because she could not take everything into consideration when it comes to online teaching, as she mentioned:

“For example, when I give my students an assignment, they just try to find ways to work less, and online learning taught them laziness in studying.” (F/6)

This means that students are trying to take advantage of the situation, by only copy, and past the information, ignoring the fact that they need to improve their learning abilities , and not getting the mark only, she also added that, since the pandemic, the level of students had greatly decreased, stating that :

“This experience has not succeeded in our university or educational system.” (F/6)

(M/1), thinks that online learning could be effective if there was a small number of the students, and when all students have the appropriate materials and are able to access the internet and different platforms, As for (F/2), she claimed that online learning is not effective at all, most of the students are struggling due to many reasons which among; poor internet connection, the poor comprehending of the lessons.

Whereas, for (F/3), she claimed that since she has not reached her objectives behind her sessions, she cannot say that it was effective, yet it could be effective if students take things seriously. However, (M/4) declared that online learning was a helpful option during the pandemic, but he believes face to face learning is more effective,

“I can interact with my students, I can see them in actual presence, and I can talk to them one by one.” (M/4)

Moreover, (F/6) said that face to face teaching is more effective than online teaching, according to her, this new method has only made both learners and lecturers/teachers lazier, adding that online learning could be useful if the students were ready to work more on their selves and improve their skills. As for (M/7), he thinks that online learning is efficient for those who believe online is good and not for teachers who are active and prefer the presence of the students in the classroom. Furthermore, (M/8) believes that online learning is convenient for him as a teacher, yet there are some conditions that need to be improved, especially the number of students,

“It is impossible to work with a large number of students, from one hand I can work with all the students but I cannot evaluate all of them because of the big number. It may be inconvenient but it has a lot of advantages to explore by the teachers and the students.” (M/8)

AS for (F/5), she believes that online learning can work perfectly with students whom she has taught for the whole three years, mentioning that:

“We discuss, we interact online, because we had enough time to know each other, I could determine their levels, their needs, and they could know my methods too.” (F/5)

While (M/9), strongly recommends that online learning must go in hand with face to face learning, he believes that they complete each other,

“We have to use online education because it has become a necessity in the multimedia age.”
(M/9)

3.5. Discussion of lecturers' interview:

The data indicate that lecturers had negative perceptions towards online learning in terms of effectiveness, interaction, assessment, evaluation, and satisfaction, they believed that teaching must take place in the classroom, and requires a face to face interaction between students and teachers, although it can be a helpful option during the pandemic, certainly is not effective as classroom learning. moreover, poor internet connection, learners' discipline, appropriate materials, as well as the students 'motivation to learn more, are important factors for determining effectiveness and satisfaction with online classes which unfortunately were non-available. So generally lecturers perceived online learning negatively. This is in comparison to a study was conducted by Tuba & Asheref (2021), who found that most teachers showed positive feedback regarding this new method of teaching, yet some old teachers still think that face to face teaching seems to be better than the online one, highlighting some difficulties as lack of interaction between them and their students. Another opposite study by (Dubey& Singh, 2020). Who found that most lecturers have a positive perception of online learning during the pandemic since it enhanced teachers' knowledge and developed their technical skills. It increases instructors 'work hours because of the needed knowledge related to developed educational teaching materials, as it also creates a gap in communication among students and teachers. Similarly, teachers have a positive perspective regarding the use of

virtual learning in the midst of the pandemic, whereas older teachers struggle with developing and creating appropriate content, and providing feedback through the system of online learning (Rahayu & Wirza, 2020).

3.6. The of challenges of online learning faced by third-year English students during the pandemic:

3.6.1. Poor internet connection:

The data revealed that all respondents have come to an agreement that they have a poor internet connection, which can make it difficult for them to listen or speak during online classes,

“The lack of internet interrupts the interaction between the student and the teacher that's why sometimes I found it difficult to speak during online sessions or hear well what the teacher is saying due to the bad connection, which pushes the teacher to disconnect.” (F’S/1)

Also,

“The flow of the internet is so bad, online sessions get interrupted always and there is not enough time for teachers to discuss their questions.” (F’S/2)

So mostly, they cannot interact well during online sessions due to poor internet.

3.6.2. Lack of face- to- face interaction:

The data revealed that the whole respondents have come to an agreement that direct interaction is better than an online environment, As for (F’S/1) , she prefers having a classroom interaction with her teachers because,

“The questions that others ask may be useful and helpful for me to clarify other ideas and simplify the lesson. In addition, I can ask extra questions that make me confused”. (F’S/1)

This is similar to the responses of (F’S/.6, 7, 8.), they strongly believe that direct interaction is more effective for having a successful learning process,

“I feel that it is way better to understand and memorize ideas and have better learning”.

(F’S/6)

“I feel free to express my ideas and understand well. Moreover, I am able to ask the teachers more comfortably and have fruitful discussions with them. I also like studying in the classroom with the other mates and somehow got motivated.” (F’S/7)

“I prefer direct interaction with the teachers, because it allows us to interact more and understand everything better than online teaching.” (F’S/8)

(F’S/1) also added that there are some modules that need to be practiced in the classroom or in groups in order to reach the objective of the lesson.

For (F’S/ 2), she claimed that direct interaction enables her and the other students to know their strengths and their weaknesses and improve them as well. Moreover, (F’S/ 3) believes that direct interaction with teachers facilitates the learning-teaching process and students receive much information and understand it. Whereas (F’S/4, 5.) claimed that classroom interaction can help the teachers to know whether their students did understand the lesson or not by their facial expressions.

3.6.3. The issue of understanding lessons posted via platform (online mode):

The data revealed that the majority of the respondents (F’S/1, F’S/2, F’S/3, F’S/4, F’S/5, F’S/6, F’S/7) are against posting lessons via online mode, most of them strongly claimed that posting lessons via online mode are not enough to understand, based on their answers, it was concluded that posting lessons only, be in need of more explanation and discussion from their teachers. As it is not enough for them to acquire and comprehend the lectures or lessons which could lead for having low marks, they still think that they can be autonomous learners but they are certainly needed for their teachers’ guidance

“Posting lessons without explanation is not professional at all. Any student needs to be guided in order to understand the lesson. Reading the lessons without knowing even the general idea makes the student in dilemma” (F’S/1)

“Students cannot comprehend lessons only by themselves; they need explanation from their teachers.” (F’S/2)

“Sometimes we need more explanation from the teacher. Also sometimes we need answers to our questions.” (F’S/3)

“There are things that are ambiguous and need more explanation”. (F’S/4)

“Because there would be a Lack of explanation and understanding”. (F’S/5)

“Reading the lesson is not at all like discussing it. I do not mind reading the handouts at home and then having the explanation during the session. But to depend just on Pdf lessons is real nonsense. Some expressions are hard. Some are ambiguous. No one can deny that we are responsible as students to search and make big efforts but and a big but with a guide, with a teacher who teaches me how and what to learn at least. Besides, why would I come to university then! If I have to learn depending just on Pdf lessons then the government should close universities”. (F’S/6)

“They are not enough. As students, we need more explanation from the teacher to understand the lesson well.” (F’S/7)

However, only one respondents (F’S/8) said that online lessons are enough to comprehend, saying that the online lessons posted by teachers are posted with enough details and clear analysis that can be understood by students,

“The professors publish it in detail and the analysis can be understood by any student.”(F’S/8)

3.6.4. Houses environments:

The data revealed that six students (F’S/1, F’S/3, F’S/4,F’S/5,F’S/6,F’S/7) out of the respondents were having interruptions when learning at home, claiming that the noisy atmosphere at home causes a loss of focus and distraction, they said that they got disturbed by their family members when having an online class, in which, (F’S/1) had mentioned that she got disturbed by her little brothers and sisters, who make noise at home, in this case, she cannot focus and she got distracted by them, (F’S/3) claimed that she mostly gets disturbed by the noisy atmosphere at home . while (F’S/4) said that online learning was new for her and for her family, saying that she got disturbed all the time by her two kids .whereas (F’S/5) and (F’S/6) stated that their houses is too tight, that's why they cannot be isolated from the noisy

atmosphere . As for (F'S/7) she mentioned that she got distracted by housework, in addition to the noise caused by her brothers.

3.6.5. Rural areas:

The data revealed that four respondents (F'S/5,F'S/4, F'S/6,F'S/7) have claimed that it is difficult for them to attend online classes or access the internet because they live in rural areas, far from the city , it is hard for them to have a good signal where they live,

“I do not have the internet at home, I always go to the cyber club so I can print any handouts were submitted to the platform by the teachers”. (F'S/6)

Also (F'S/7) said that she always face difficulties whenever she had to send an assignment, because she had to go to the cyber club too to send the assignment for her lecturer. Whereas (F'S/4, F'S/5) they rarely attend online lectures because mostly they only use their mobiles for internet access, and mostly connection in their phones was unstable because they had poor signal. This due to the places they live in.

There were also some external interruptions of online learning such as, power outage, battery power outage, and distraction from social media. also, some of the participants have mentioned that they lack discipline when it comes to online learning or attending online classes, which has made them kind of lazy enough to study.

3.7. Discussion of students' interview:

The data revealed that the significant challenges of online learning that third-year English students have faced during the pandemic are mentioned as follows:

3.7.1. Poor internet connection:

The first challenge was a poor internet connection, all respondents agreed that they have a poor internet connection, which can make it difficult for them to listen or speak during online classes. This is similar to a study conducted by (Soraya & Shahriar, 2021). It revealed that

poor Internet Connection was the main reason why most students in developing countries such as India struggle to engage in digital learning or cannot access online classes.

3.7.2. Lack of face-to-face interaction:

Lack of face-to-face interaction was considered a main issue during the pandemic, in which students preferred direct interaction to an online environment, according to the results, this challenge did hamper the learning process since students believe that direct interaction is more effective for having a successful learning process. In a similar study by (Kurnia Ulfa,2021), she found that one of the major challenges faced by EFL learners was the lack of efficient interaction among lecturers and students which resulted in a poor understanding of the provided topics or materials covered during online classes.

3.7.3. Houses environments:

This is another basic challenge that did obstruct the learning process, in which students were having interruptions by their family members when learning at home, the noisy atmosphere in the house causes a loss of focus and distraction. This is similar to a study by (Zarei & Mohammad, 2021), who revealed that the home was not a suitable environment for conducting online classes due to the distraction and disturbance of families

3.7.4. Rural areas:

The data revealed that among the main challenges that third-year English students faced during the pandemic was that they live in remote areas. And due to their living places, they were struggling to attend online classes or access the internet, they had to go to the cyber club to send their assignments or to check the handouts that were submitted to the platform by their teachers. Similar results were revealed in the study of (Soraya & Shahriar, 2021) who found that students who live in the countryside and underprivileged zones do not have access to the internet connection, which makes online learning unuseful method for them. Other similar findings in a study conducted by (Antonius, Sugeng, Agung, Widyastuti, &Charito, 2020) found that students who live in rural areas were obliged to leave miles from their homes or sometimes even villages, to access the internet. Or access online learning platforms.

3.7.5. The issue of understanding lessons posted via platform (online mode):

The data revealed that students were against posting lessons via online mode, because posting lessons only was not enough for them to understand, and acquire knowledge of lectures, thinking that such a method of learning lack more explanation and discussion from teachers.

Conclusion:

The section indicated that the minority of students showed a positive perception of online learning during the pandemic in terms of usefulness and effectiveness, However, the majority of students did agree that online learning was not effective due to some reasons such as lack of internet connection, and face to face interaction among students and their teachers, also inappropriate houses environments hampers the online learning process .In addition, the majority were against posting lessons via online mode, since they considered it an ineffective method of teaching.

Furthermore, concerning Lecturers, some of them showed a positive perception of online learning, they thought that online learning was a good option during the pandemic, and it could be more effective if the appropriate materials, fast internet connectivity were available, as well as the students 'motivation to learn more, they believe that online learning must go in hand with face to face learning. However, the other lecturers showed a negative perception towards online learning, because according to them, teaching must take place in the classroom, and need a face to face interaction between students and teachers, still, it can be a helpful option during the pandemic but certainly is not effective as classroom learning.

Suggestions and recommendations:

After conducting this study, we tend to recommend and suggest for:

- Further and deep researches about the whole experience of online learning during the pandemic in the universities and schools, also about the challenges of online learning faced by lecturers and teachers as well.
- Most English lecturers and learners are not familiar with online platforms, so they need training sessions.
- Universities should integrate technology into the learning and teaching process, it will help them increase their understanding of the online learning.
- Government should provide better internet connections and well-equipped rooms to make successful online sessions/courses.
- Students should be engaged in online debates and discussions to increase the amount of interaction among them.
- Students should be more aware about practicing speaking and writing skills through online platforms.
- Oral and writing teaching should be based on video conferencing.
- Teachers should provide constant feedback to their students and send evaluation online.

General conclusion:

To ensure an effective teaching-learning process, there must be appropriate conditions for both learners and teachers. Over the years, the traditional method of teaching and learning was the only available option in the educational system, but since the start of the pandemic, the way of teaching and learning has been changed into online mode. Throughout the academic year of 2019-2020 the process of teaching and learning in Borj Bou Arerridj University, English department has been quiet changed into online mode. Therefore the current study aims to explore the perceptions of lecturers and learners towards online learning during Covid-19, in addition to that, it investigates the major challenges of online learning faced by third-year English students during the pandemic.

This study started with theoretical framework, it is mainly concerned with the important concepts that are related to this study in the first chapter, and in the second chapter, as well as discussing the previous studies that have been conducted on such a topic. The third chapter is the methodological part of this study in which two interviews and one questionnaire have been used as data gathering tool to provide accurate and reliable results. The questionnaire was distributed to third year English students, while the first interview was designed for English lecturers, and the second interview was designed for third year English students. Based on this study, the results in the fourth chapter revealed that most lecturers and learners had negative perceptions towards online learning, moreover, the results also showed that online learning was quiet challenging for third year English students, poor internet connection, lack of face- to- face interaction, the issue of understanding lessons posted via platform, houses environments, and rural areas, these were the main challenges that this study highlighted. Furthermore, the fifth chapter discussed the results of the study in comparison to other previous results from previous studies.

Hopefully, this study can contribute to the improvement of learning and teaching online through online platforms at El Bachir El Ibrahimi University of Borj Bou Arerridj. This study opens for further research to be conducted about the experience of online learning during Covid-19 in different universities and schools.

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Appendices

Appendix (A)

Questionnaire:

Dear students,

Since the emergence of the Covid-19 outbreak, students all around the country, including universities students, have been obliged to study online, Thus you are kindly invited to participate in this questionnaire in order to explore third-year English students' perceptions towards online learning during this Pandemic, Your answers will remain confidential.

Read carefully and put (x) to the answers you consider appropriate:

1- What is your gender?

Male

Female

2- Do you have access to platform for online learning?

Yes

No

3- Do your lecturers conduct online classes for you ?

Yes

No

If yes, do you think that online classes are?

a. the same as regular classes

b. easier than regular classes

c. more difficult than regular classes

4 - Are you satisfied with the technology you are using for online learning

Yes

No

5 - Can you manage your time while learning online?

Yes

No

6 - How helpful are your lecturers while studying online?

not all helpful

rarely helpful

very helpful

7 - What device do you use for online learning?

a. laptop

b. Smartphone

8 - Do you prefer regular classes or online learning?

Yes

No

9 - Can you ask questions and receive a quick response during online activities outside of class?

Yes

No

10 - Do you find it difficult to obtain further explanations from your lecturer, during online learning?

Yes

No

11 - According to you , what are the advantages of online learning? Pick the ones you consider suitable

a. access to online materials while learning at your own pace

b. ability to stay at home

c. classes interactively

d. comfortable surrounding

12 - According to you , what are the disadvantages of online learning? Choose the ones you consider appropriate

a. lack of interaction with teachers and classmates

b. technical problems

c. poor learning conditions at home

d. lack of self-discipline

e. social isolation

f. it is not helpful at all

13 - Do you think that lessons/ lectures can be given online without any difficulty?

Yes

No

14 - Do you think that learning online is more motivating than a regular class?

Yes

No

15 - Would you describe yourself as a successful online student?

Yes

No

16 - Do you think that online learning is effective?

Yes

No

Thank you for your collaboration 😊

Appendix (B)

Interview

Dear Students,

Since the emergence of the Covid-19 outbreak, students all around the country, including universities students, have been obliged to study online, Thus you are kindly invited to participate in this interview in order to explore the challenges of online learning faced by third-year English students during this Pandemic, Your answers will remain confidential.

1 - How difficult or easy is it for you to connect to the internet to access to online lessons or lectures and assignments?

2 - Did you face some difficulties when you speak or listen to online classes?

If yes, can you please tell us some of them?

3 - Do you have access to online learning?

If no, can you please tell us why?

4 - Do you feel that all teachers try to do their best in teaching you well through online learning?

If no, why do you think so? If yes, would you please explain how?

5 - Are you able to use all the blackboard facilities to perform online learning activities?

If no, please explain why?

6 - Do you prefer having a direct interaction with your teachers, i.e. in the classroom or an online environment?

Would you please tell us why?

7 - Do you think that posting lessons via online mode by teachers are enough to comprehend?

If no, would you please tell us why? If yes, tell us why please?

8 - Do you get disturbed by your family members when having an online class?

If yes, tell us why please?

9 - Do you face any interruptions when learning online at home?

If yes, would you please mention them?

Thank you for your collaboration ☺

Appendix (C)
Interview:

Dear Lecturers,

Today's teaching practices, particularly during the Covid-19 outbreak, obliged teachers and learners to shift to online learning mode and conduct online classes, thus you are kindly invited to participate in this interview, which aims at exploring your perceptions towards online learning during the pandemic. Your answers will remain confidential.

1 - Do you make online lecturing for your students?

If yes, would you please explain? If no, would you please tell us why?

2 - Are you satisfied with the online learning?

If yes, why would you think so? If no, would you please tell us why?

3 - Do you think that online learning makes teaching easier for you?

If no, would you please tell us why? If yes, explain how?

4 - Do you think that face-to-face learning is better than online learning for teaching?

If yes, would you please say why? If no, why would you think so?

5 - Do you motivate your students during online lessons?

If yes, explain how?

6 - Do you think that online lessons take more time than face-to-face lessons?

If yes, why would you think so? If no, please tell us why?

7 - Do you follow some strategies in order to conduct students' evaluation?

If yes, what are they?

8 - Do you follow specific approaches during the assessment?

If yes, what are they?

9 - Do you feel that the online learning experience is suitable for you or not?

If yes, why would you think so? If no, would you please tell us why?

10 - Do you think that online learning is effective and convenient?

If yes, why would you think so? If no, would you please tell us why?

Thank you for your collaboration ☺

Appendix (D)

Table 3.1									
<i>Table for Determining Sample Size of a Known Population</i>									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384
<i>Note: N is Population Size; S is Sample Size</i>					<i>Source: Krejcie & Morgan, 1970</i>				

Résumé

Le Covid 19 a impacté tous les secteurs de la vie dans le monde, en particulier l'éducation; c'est le seul secteur qui a totalement basculé en mode en ligne. par conséquent, cette étude vient explorer les perceptions des professeures et des apprenants a l'égard de l'apprentissage en ligne pendant le Covid 19 a l'université de Bordj Bou Areridj , département d'anglais. Elle est réalisée en analysant 119 réponses. Covid 19, et ils préfèrent utiliser le mode traditionnel d'enseignement et d'apprentissage, ils pensent que l'interaction en face à face est meilleure que l'apprentissage en ligne car l'apprentissage en ligne n'est pas pratique moins efficace pour les enseignants et les étudiants.

المخلص

كان لجائحة كورونا تأثيرا كبيرا على جميع القطاعات الموجودة في العالم لاسيما القطاع التعليمي، لقد كان القطاع الوحيد الذي تم تحويله إلى التعليم الإلكتروني . وعلى هذا النحو ، تهدف هذه الدراسة إلى استكشاف تصورات المحاضرين و الطلبة فيما يخص التعليم الإلكتروني خلال جائحة كورونا، بجامعة برج بوعرييج، قسم اللغة الانجليزية. وقد تم ذلك من خلال تحليل أجوبة 119 مشاركا. تشير نتائج هذه الدراسة أن التعليم الإلكتروني له تأثير سلبي على معظم المحاضرين والطلاب، كما أنهم يفضلون الطريقة التقليدية ألا وهي التعليم وجها لوجه، حيث أنهم يرون أن التواصل وجها لوجه بنفس المكان أفضل بكثير من التواصل الإلكتروني ، لذا فان التعليم الإلكتروني يعتبر غير ملائم وأقل فعالية . لكل من المحاضرين والطلبة.