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Title

Investigating the status of online learning in the post covid-19

Study case: English department at SiElhowas Barika University Center

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Dedication

In the Name of Almighty Allah The most Gracious the Most Merciful

I dedicate this work to my mother and father who did not give up on me until I finish my master degree

To my brothers, YACINE, DJEMEL, ABD-ELWAHAB, and IMAD, and sisters, SOMIA, NADIA, and IMAN

A special gratitude to my beloved husband "NASSIM" for motivating me throughout my journey of this research

I also dedicate this work to my dearest children," ABD-ERRAHMAN" &" ABD-ELMOIZ"

Last and not least, To the soul of my aunt "LYLA" and to every one wishes to be successful.

BOUTHAINA ARRAR

Dedication

I dedicate this very modest work to my late parents, who have been our source of inspiration and gave us strength when thought of giving up, who continually provide their moral, spiritual, emotional support.

To my brothers and their wives and children, to my family, friends, and classmates,

To my teachers who helped us and shared their words of advice and encouragements to finish this dissertation.

To all those who have been supportive, caring and patient, I dedicate this simple work.

DJENANE MEBARKA

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ABSTRACT

Covid-19 is a recent pandemic that affected all life sectors including the educational one. Yet its impact on learning was negative especially in growing countries such as Algeria. Since there was a sudden shift towards online learning from the traditional face to face learning. The current research investigates the status of online learning in post covid-19 at Si El Houas University center of Barika and attempts to evaluate the possibility to replace traditional learning. This is done via investigating both students' and teachers' perception toward the status of online learning in Algeria and identifying the major advantages and disadvantages of its implementation. To realize this, 10 teachers from the English department at Barika UC, were selected. Likewise, 50 participants from the same department from both master and licence degrees were selected using random sampling techniques to obtain reliable generalization. Two questionnaires were adopted as the data gathering tools. One administer to students and another to teachers. Moreover, the study follows a qualitative descriptive method that provides non-numerical data. The major findings of the study were related to three influencing elements: first, the materialistic part, such as the abundance of computers and internet network. Second, the teachers' and students' perception, that is influenced by two elements; the competencies to manage online platforms. In addition, to the interaction and engagement part. Finally, yet importantly, the pedagogical part that is related to giving instruction and assigning exams and online quizzes.

Key words: Online Learning, covid-19, challenges, distant learning, online platform, Traditional learning.

ملخص

يعتبر كوفيد19الجائحة التي أثرت على كل القطاعات بما فيها ميدان التعليم الذي لا يزال لحد الساعة متضررا منه، خاصة في الدول النامية مثل الجزائر، وذلك بسبب التحول المفاجئ من التعليم التقليدي نحو التعليم الالكتروني. هذه الدراسة عبارة عن تحقيق في حالة التعليم الالكتروني في مرحلة ما بعد الوباء بالمركز الجامعي سي الحواس بريكة، وتهدف إلى تقييم احتمالية استبدال التعليم الحضوري بآخر الكتروني عن طريق التحقيق في تصورات كلا الطلبة والأساتذة إزاء حالة التعليم الالكتروني في الجزائر والتعرف على ايجابيات وسلبيات تبنيه. للوصول إلى هذه الغاية تم اختيار 10 أساتذة من قسم اللغة الانجليزية بالإضافة إلى 50 طالبا من نفس القسم. باستعمال تقنية التعيين العشوائي لإعطاء مصداقية للتعميم، واستعمل لهذا الغرض الاستبيان كأداة لجمع البيانات والذي بدوره صمم بطريقة تمكن أفراد العينة من الإجابة المباشرة واختيار الإجابات من القائمة المدرجة، بالإضافة إلى أسئلة مفتوحة لتحليل آراءهم ووجهات نظرهم. أهم ما خلصت إليه الدراسة مربوط بثلاث نقاط أساسية، أولا الجانب المادي كغياب التجهيزات اللازمة والتغطية بالانترنت. ثانيا، تصورات الطلبة والتي بدورها متأثرة بعاملين أساسيين، القدرة على إدارة الأرضيات الرقمية وجانب التفاعل والانسجام. بالإضافة إلى الجانب البيداغوجي الذي له علاقة بالتعليمات، الاختبارات والفروض الممنهجة.

كلمات مفتاحية: التعليم الإلكتروني، كوفيد19، التحديات، التعليم عن بعد، التعليم التقليدي.

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List of abbreviations and acronyms

Who: worldwide health organization

ICT: information and communication technologies

CML: computer managed learning

CMI: computer managed instruction
CAI: computer assisted instruction

COL: community of inquiry

OCL: online collaborative learning

VLE: virtual learning environment

INTRODUCTION

Online learning becomes an important element of the global educational system during last few years. Due to this mode of learning, education now is more efficient and accessible to all learners from different location in the world. However, the Algerian colleges and universities in particular have only recently begun to investigate the implementation of online learning as alternative to the classical classroom approaches. Evidently, the Algerian educational system is relying on face to face learning mode largely since its approach has not been updated in a long time. Besides, the lack of technology requirement and the rapid development of science and inventions make it challenging to a country from the third world to adopt online mode as the way it is in the development countries. Nevertheless, the proceedings that have emerged from COVID-19 pandemic necessitated the entire transform from offline mode to online mode suddenly. Actually, the disease pushed the whole world to reconsider their entire pedagogical approaches and not only Algeria. The ministry of higher education and scientific research imposed online learning on universities around the national territory, which in turn makes it mandatory through a variety of digital platforms to prevent the infection of the disease.

Moving from the implementation to the evaluation, online learning does not help teachers in terms of assessment and feedback unlike face to face learning mode which enable them to evaluate learners immediately and appropriately. However, it can be very beneficial in terms of considering the learners needs and ability. In other words, it does not requires a lot of time to realize that online learning classes could be better arranged and designed according to the learners and teachers' perception. Thus, this study is an attempt to reveal the mystery of the status of online learning in the post covid-19 era.

Introduction

1-Statement of the problem:

Online Learning in Algeria is still primitive. While covid-19 forced the educational system to transit from the old offline approach to online one; the Algerian learning system is still not ready for such change. On the contrary such shift is limiting especially with the lack of technology requirements. So, Like all universities around the Algerian territory, Si elhowas Barika university center and especially the English department was affected by the decision of generalizing the online learning during this pandemic. The problematic of the consequence of this sudden decision extend to affect both teachers and learners 'performance.

2-Hypothesis:

Online learning has proven successful in many developed countries around the world especially in time of quarantine. However, the case in Algeria may differ due to many considerations and obstacles which may be a logical reason to doubt about the future of virtual learning environment in Algerian universities. Especially with the absence of the pre-management and visions to adopt this kind of learning. So the lack of both technology requirements and qualified teachers to use it; online learning in Algeria will eventually fail

3-Research Questions:

The current study aims at answering the following questions:

-What are the challenges that face the Algerian educational system in adopting online learning?

-Will Algerian students become familiar with online learning?

-How to make students more engaging in online learning?

4- **Aims and objectives:**

This current study represents an investigation in the field of online learning in post covid-19 era. So, we aim to examine the status of this kind of learning in the Algerian

institutions, and to evaluate the extent of its success or failure to replace traditional learning. The previous aims could be reached through a variety of objectives which are:

1. Investigating the students and teachers' perceptions about the topic
2. Identifying the major advantages and disadvantages of this kind of learning according to learners as well as educators

5-Methodology design

5-1- choice of the method:

The choice of the research method is dictated by the nature of the subject to be treated. The most suitable is qualitative- descriptive research since our research aims to investigate the status of online learning in a certain era by describing, analyzing and interpreting the obtained results.

5-2-population and sampling:

Due to the large number of the candidates at the English department it is impossible to study the whole population. for instance, dealing with 432 learners is a difficult matter and needs the cooperation of many researchers. Thus, a random sample of 50 members was selected from the five stages from both degrees, license and master to treat the subject of "investigating the status of online learning in post COVID 19". For teachers we sample the whole population which is 14 teachers. However, we received only responses from 10 teachers.

6-Data collection:

The present study opted for two questionnaires designed for both teachers and learners. This tool of data gathering will help us to have access to their opinions and points of view concerning the status of online learning in post COVID 19. The analysis of the finding will certainly help us to comprehend the orientation of the online learning in the future.

7-DEFINITION OF TERMS

7-1-online learning:

The use of ICT tools or devices with internet access to discuss with teachers and colleagues independently in a synchronous or asynchronous setting (Thurman & Thurman, 2019)

7-2-COVID 19

It is an inflammatory disease caused by the sars cov-2virus, and the symptoms vary from person to person, ranging from simple signs like a cold to serious symptoms like breathlessness, chest pain, inability of speech or movements, and sometimes even mortality (Chelghoum & Chelghoum, 2020).

7-3-Hybrid learning:

A learning style which uses internet resources in a traditional learning setting, It combines the benefits of a virtual learning environment with traditional face to face mode. (Naveen, 2021)

7-4-Technophobia

it is described as an extraordinary fear about the consequences of using technological devices (Joong, Page, &Torteinson, 2011).

7-5-Student-centered learning

It refers to a learning style where the learners control what, why, and how to study. (Center, 2010).

Chapter one: literature review

Introduction

Without any doubt, corona virus disease has affected the entire system of the Algerian education and higher education in particular (Chelghoum&Chelghoum, 2020). During this crisis there was a dire need for online learning to ensures the continuity of teaching and learning on one hand, and to prevent the infection on the other hand. However, the sudden shift from offline mode to online mode has raised many issues and difficulties for both students and the academic community. Since online learning is still in its infancy in Algeria, and many students and teachers are still facing what we call technophobia in getting involved in an E-learning setting (Juutinen, Huovinen, &Yalaho, 2011). On the Opposite side, online learning made the learning process more flexible, more easy and re-enforced student centered (Shivanghi, 2020). So this section is devoted to clarify the key concepts like covid-19 and online learning.

Chapter one: Literature review

1-What is online learning

1-1 Online learning definition: the use of technology tools or devices (phones; laptops, tablets...)… with internet access to discuss with teachers and colleagues independently in a synchronous or asynchronous setting (Singh & Thurman, 2019). The synchronous learning form is based on live courses which are programmed in a setting in which students interact with teachers and peers. Furthermore, synchronous learning provides instant feedback possibility, whereas the asynchronous learning environment is totally different from the synchronous one. Live lessons are not accessible for the learning curriculum content but in different forms (Shivanghi, 2020).

According to Paulsen (2002), online learning is the process of separating instructors and learners from each other using a computer network to deliver or introduce educational themes. Ensuring two ways of communication between student-student and student-instructor.

Online learning is regarded as one of the most proficient ways to deliver information to learners. It mainly makes the learning process student centered. Its popularity raised due to the opportunity giving to learners to be unknown, unlike face to face mode that care about the personal information like gender and age.(Agbejule, Ndizabah, &Lotchi, 2021)

1-2Advantages of online learning

Online Learning mode offers a great deal of flexibility; it is students centered and gives some kind of freedom in terms of time; and location. The anytime anywhere features, enhances the students' engagement, in a stress free atmosphere. Students can track their lessons, and do not worry about immediate presence, since course content is all the time available on platforms. Moreover, interaction is enhanced especially that students of nowadays spend most of their time on their phones, it is easy to conclude that anything presented on social networks will please the students and engage them with the content more easily. In addition, using online platforms, guarantees information delivery to a wide range of

audience, it does not matter the number of attendees, as well as their age, origins or social and economic background. Everyone is here and everyone is equal.

Talking about online learning strengths must include immediate feedback; that is to say, teachers could utilize a mixture of videos, audios and text to add a personal signs to their lessons. The previous touch may assist in making a learning atmosphere where students interact interestingly and give immediate feedback, ask questions and add comments.

Using technology in the educational sector provides a wide range of opportunities in front of both teachers and students especially in hard times like the current pandemic(Carol& Al. September 2018).

1-3 Theories for online learning

There are a lot of theories has emerged, and most of them originated from (behaviorism ,cognitivism, social constructivism),the three theories discussed below are the most appropriate for online learning environment (Pouciano, 2017)

1-3-1Community of inquiry (COL):

Garrison, Anderson & Archer (2000) designed the community of inquiry theory for a virtual learning environment. This theory is mainly relying on the notions of cognitive, social and teaching presences. Meanwhile, acknowledging the connection and the relation between the three parts, Anderson, Rourke, Garrison, and Archer (2001) recommend that each part can be researched further. Their methodology facilitates the establishment of an active learning environment in which learners and lecturers work collaboratively. It is worth mentioning that "presence" is a natural concept that can be shown obviously in interactions between participants and instructors. The community of inquiry is mainly designed to support online and hybrid-learning that are supposed to be extremely participatory among learners and lecturers in the institution. (Pouciano,2017)
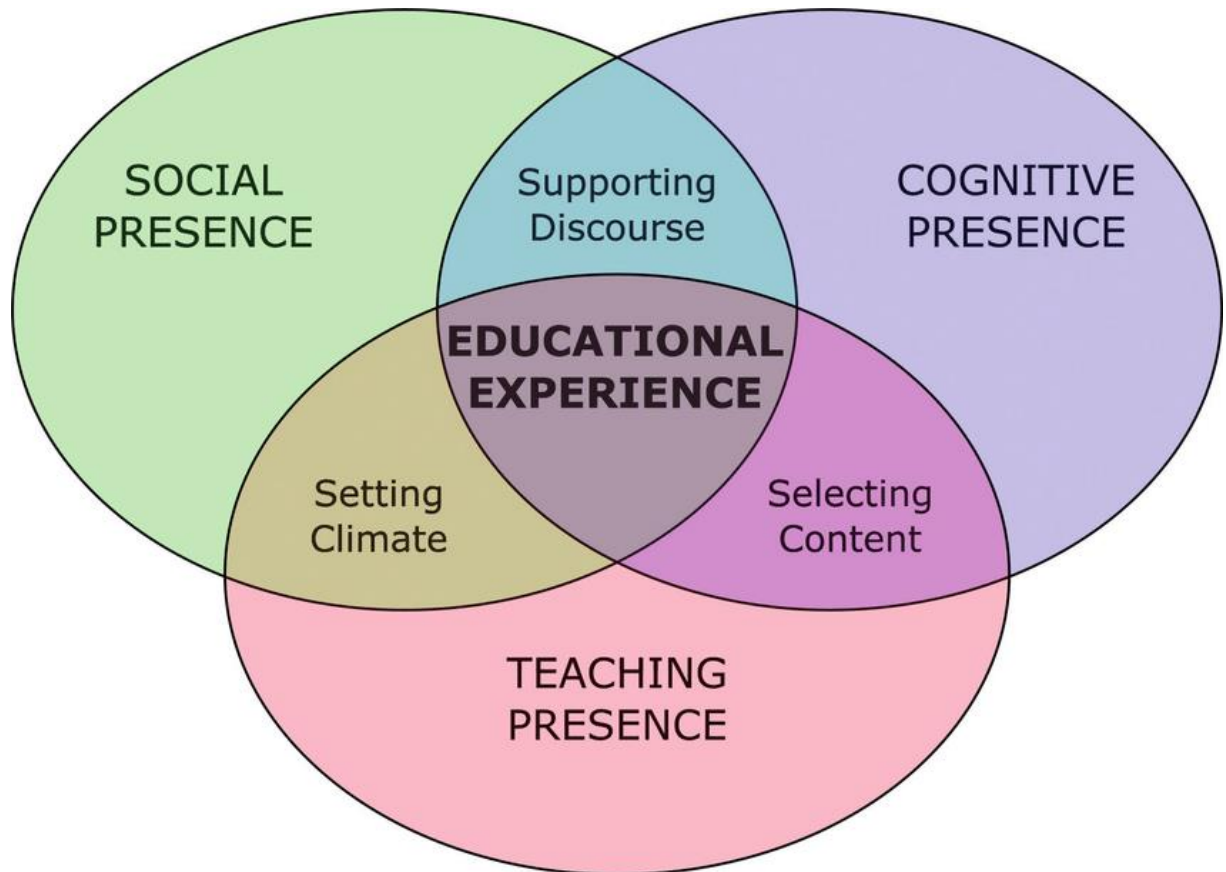
Figure 01: Community of Inquiry (COL) (Donlap&Lowenthall, 2018)

1-3-2 Connectivism,

A learning paradigm that reflects substantial transformation in a way information moves, develop, and evolves because of enormous data communication systems. Due to the internet, learning has shifted from personal to social action. The dynamical flow of information derives connectivism' approach to a paradigm, in which learners must be able to navigate and explore a huge number of continually shifting and emerging data. Connectivism is especially well suited to workshops with large enrolments where the teaching purpose is to explore information instead of sharing it (Pouciano, 2017). According Siemmen (as Pouciano cited) It has 8 principles which are:

"1-learning and knowledge rests in diversity of opinions.

2-learning is a process of connecting specialized nodes or information sources.

3-learning may reside in non human appliances.

4-capacity to know more is critical than what is currently known.

5-nurturing and maintaining connections is needed to facilitate continual learning.

6- Ability to see connections between fields, ideas, and concepts as a core skill.

7-Currency (accurate, up to knowledge) is the intent of all connectivist learning activities.

8-decision making is itself a learning process, choosing what to learn and the meaning of incoming information is seen through the lens of a shifting reality. While there is a right answer now, it may be wrong tomorrow due to the alteration in the information climate affecting the decision".

1-3-3 Online Collaborative Learning (OCL)

It is a model that use the Internet's capacities to create a learning atmosphere which encourages interaction and cooperation. According to Siemmens (as Pouciano cited) OCL is: "a new theory of learning that focuses on collaborative learning, knowledge building, and Internet use as a means to reshape formal, non-formal, and informal education for the Knowledge Age" (Pouciano, 2017)

1-4 Difference between online learning and similar contexts:

1-4-1 - E-learning:

1-4-1-1 - E-learning definition: a learning system in which the learner use communication and information technologies and access the courses by electronic networks. The courses in e-learning delivered via internet unlike distance and online learning in which the courses can be delivered via TV channels (Djabernajim, 2020).

1-4-1-2- Types of E-learning: According to Sander (2021) E learning has 10 types which are:

1-4-1-2-1-Computer Managed Learning (CML)

Managing and assessing learners progress are two main aims in computer managed learning (CML) or it can be called computer managed instruction (CMI) in other sources.it works through a variety of knowledge base which involves information that students should learn, it enables the learner to have an individualized system according to his progress in his learning. Determination and learning goals can be settled according to the participant's performance and that due to the possibility of communication between student and computer. In addition to that, universities used CMI in information management operations (enrollment, curriculum information …).

1-4-1-2-2 Computer Assisted Instruction (CAI)

It is also called computer assisted learning (CAL), a type of e-learning that blends the use of computers with face-to-face teaching mode. Using a variety of interactive media like videos, pictures, diagrams in order to support the learning process.

To make the student or the participant a non- passive learner, CAI enables him to use many testing techniques such as quizzes. The majority of academic institutions (including online and face to face schools)use various forms of computer assisted learning to promote student's development of learning and skills as well.

1-4-1-2-3 Synchronous Online Learning

This type enables the whole class to interact in a learning task simultaneously. It contains online conversations and video conferencing that allow the students and teachers to chat together and to be in touch with the other learners at the same time.

Synchronous online learning becomes possible and available with the quick innovation of learning's devices technologies. Before this technical revolution, synchronous online learning was unimaginable to apply. Nowadays, this type of e-learning has erased many weaknesses of

online mode like the insufficiency of social contacts between students and peers and students and instructors.

1-4-1-2-4Asynchronous Online Learning

Unlike synchronous online mode, asynchronous online learning is regarded as one of the most suitable modes to maintain the flexibility of learning. In this type the participants learn in an independent way, in different settings from each other. Besides, the learners did not have to communicate or interact with instructors and peers

Asynchronous online learning is very helpful for workers and those who do not have enough or specific time for the learning process.

1-4-1-2-5Fixed E-Learning

The term "fixed" refers to the content delivered to the learners, it does not change from one participant to another. In this type the materials used are often pre-selected by instructors.

It was criticized since it does not support neither students' preferences or ability, nor it changes the materials according to the learner's need.

1-4-1-2-6 Adaptive E-Learning

Unlike the previous type, adaptive e-learning supports the learners' preferences and it changes the materials used according to the learners' ability, level and skills. Thus, it made the learning process more student-centered and personalized.

1-4-1-2-7 Linear E-Learning

One of its features, the only passage of information from instructors to learners, it does not enable the student to communicate or interact with instructors and peers. However, this type

of e-learning becomes rare to find with time, educational TV shows and radio shows are typical sample of linear e-learning.

1-4-1-2-8 Interactive Online Learning

Interactive online learning is more approved than linear online learning and that is because of its allowance of two ways of communication between senders and receivers. However, the teaching methods and techniques can be changed according to the student's level, skills and needs.

Interactive online learning enables the learners and instructors as well to interact effortlessly and without barriers.

1-4-1-2-9 Individual Online Learning

Achieving objectives and goals individually is an important feature in individual online learning. This type of e-learning taken from traditional face to face approaches, it is very helpful when talking about student centeredness in education but it is unworkable in attaining collaborative aims and purposes.

1-4-1-2-10 Collaborative Online Learning

Collaborative Online learning is a new type of e-learning, in which a group of learners study and achieve their learning goals together in a teamwork , every single student in collaborative online learning should take into consideration the stability and instability of each learner in the group. And that enhances the interpersonal and collaborative skills of the student. Collaborative e-learning depends on a theory which believes that comprehension is best developed in teamwork where learners can communicate easily and independently with each other.

1-5 Distance learning:

a branch of education based on teaching delivery to learners who are not present in a classroom

setting, using different methods of teaching and" information and communication technology" (ICT) tools. it can be grouped into two major types: synchronous and asynchronous learning. The first term provides real time interaction between teachers and learners and an organized timetable, despite the different location of participants. However, asynchronous learning is more flexible than the synchronous mode. It does not require the students to be together simultaneously and they access their courses on their own schedule.(Papadoulou, 2020)

1-6 Difference between online learning, distance learning and e-learning

Distance learning	Online learning	e-learning
/	Include interaction with teachers and peers	Interactions are allowed only with teachers
Guided by pre-set instructions	Guided by teachers	Guided by teachers
Do not include any aspects of traditional settings	may include use of regular classroom settings	it may be included in traditional settings or online classes

Table 01: difference between online learning, distance learning and e-learning (Jacob, 2019)

2-Role of online learners and teachers

2-1 ROLE OF ONLINE LEARNER

According Borges (2008),For successful online courses, online learners should take into consideration these points:

1- Effective use of ICT devices in the classroom for, interaction, collaboration, and self-direction

2-Effective study of content knowledge, application of information, and seeking assistance when needed

3- Communication and collaboration with students and educators that is beneficial

4-effective self control, conscience and self evaluation are essential during learning online

5- Assimilating and using lexical items, techniques is needed when learning virtually

2-2 ROLE OF TEACHERS IN ONLINE CLASSROOM

Chris (2019) claims that a good online teacher must be:

-A proper guide:

Guiding students through instructions and activities. In addition, changing the teaching style and modes according to the student's skills, level, goals, and performance.

-Motivator:

A specific encouraging message to students is important for giving students a proper dose of motivation and encouragement, besides positive criticism is required for successful online classroom learning.

-Role model

-massive support systems for online student may increase their confidence level

-remain positive helps learners to focus back.

-Individual mirror

-Providing feedback is the most important thing during an online classroom. Proper feedback helps learners to work on their weaknesses and identify their actual strengths.

-Co learner

-being a good learner forms a healthy and nurturing online community sharing what the teacher learns about the subject.

-Effective communicator:

-Online learning environment needs a two way of communication between student-student

and student- teacher this point ensure engaging community of the online classroom (Chris, 2019).

3-Digital technology and online learning

3-1 DIGITAL TECHNOLOGY AND STUDENTS'PERCEPTION:

Students' perception toward online learning is between pons and cons. The cons state that online learning is less interactive less guided and lacks effectiveness due to the sudden shift of courses.

While the pons prefer the online mode because it saves time, and it is flexible; that is it the courses can be traced anywhere and anytime. The only thing that has to be acquired in digital competency, which most of nowadays students have due to the technology development along the previous, (Raja Nazim& Al, December 2019).

3-2 DIGITAL PLATFORMS:

With the rapid development of our world, technology imposed itself as a fundamental element in human life. Especially in the learning and teaching process, digital platforms in particular attract every year millions of visitors from learners as well as educators. Thus, it is possible to say that the academic 'community try to update their jobs and make it aligned with the current time. Besides, it nurtures the spirit of cooperation in the learning process. However, facebook, Moodle, classroom and zoom platforms are the best example (West, 2021)

3-2-1-Facebook

Figure 02: Facebook platform interface

the widest social network ever, used by millions of people for its easiness, availability and free of any charges. It is the preferable platform for Students since it promotes collaborative communication, exchange of information and the most important it ensures interactions between students and peers (Ahi Del Covingo, November 2014).

3-2-2-Moodle

Figure 03: Moodle platform interface

a free online learning platform that is designed specifically to help educations to plan various courses and facilitates interaction with students besides sending feedback. Moodle was structured by Martin Dougiamas its primary role had been contributing suitably to online learning and facilitates the attainment of online degrees(Dr. Linda R. February, 2011).

3-2-3 ZOOM

Figure 04: zoom platform interface

Zoom is a video conferencing platform that can be used via computers or mobile app; it allows its users to engage in live chats, video conferencing, or webinars. Additional services

are sharing files, texts within online meetings or privately with individuals. During Covid-19,pandemic Zoom has witnessed a huge popularity due to its different and easy access services. Zoom is a free app, anyone can use, with extra paid services (Diserahkan& Al, Maret 2021).

3-2-4-Google Classroom
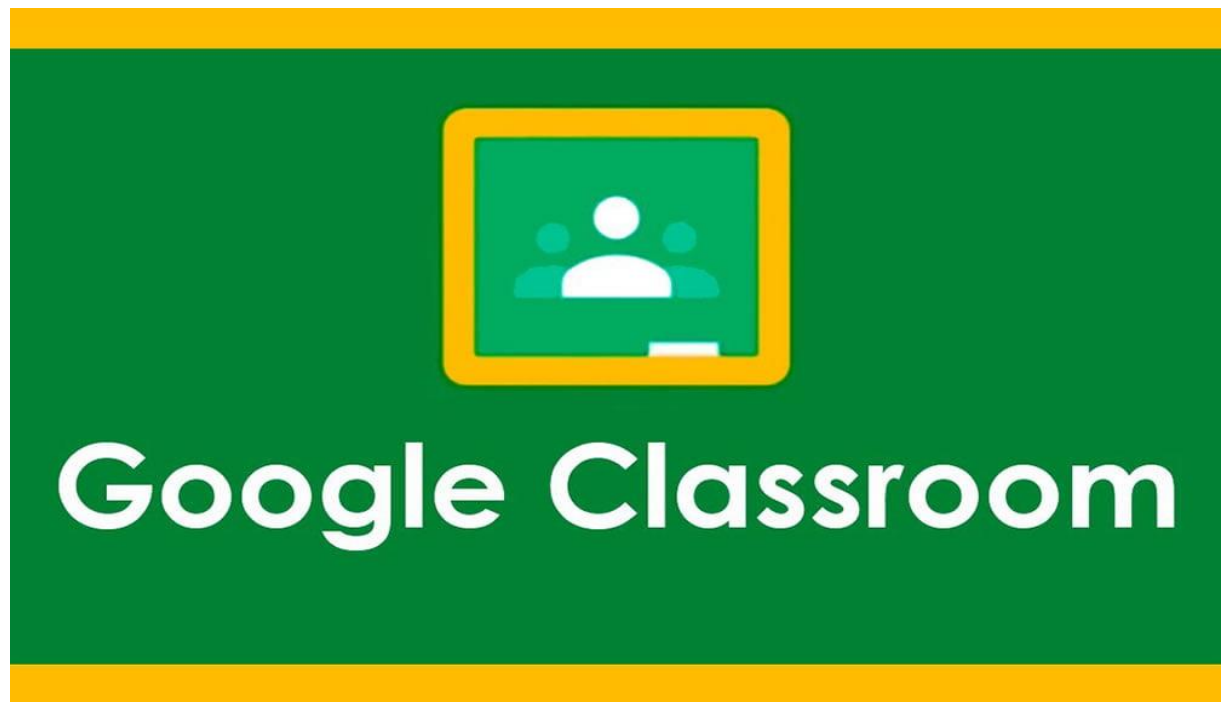
Figure05: Classroom platform interface

Google classroom is a pack of online tools that allows teachers to assign quizzes, to grade, to receive work submitted by students. It is a way of eliminating paper load work and make digital learning possible. Google classroom gain much importance before and during covid-19 crisis, nowadays teachers work with different Google Classroom extensions such as; Google Docs, Sheets, Earth, Calendar, Gmail, Slides, and Sites; for the purpose of implementing paperless instruction (Diserahkan& Al, Maret, 2021).

The learners are eager to use different online apps, and include them to their classroom environment; since they promote their creativity and motivation towards learning.

4-PROBLEMS ASSOCIATED WITH ONLINE LEARNING:

Online learning is completely dependent upon technological equipment and internet; this is considered a huge problem for the whole academic community. D. Yates (personal communication, March 17, 2020) gave an example of a learner who was supposed to do an e-quiz using Respondus yet since he had an outdated device he could not download the browser. Another problem is associated with the economical and social status of students. While some students have computers and internet, others do not, this led the latters to be late and they fall behind the ones who have internet accessibility (Fishbane and Tomer,2020).

Digital competence is another challenge that faces online learning. Digital Competence is considered to be the group of needed skills and knowledge needed to perform online responsibilities (Ferrari, 2012).

Instruction related problems are not the only occurred challenges during Covid-19 crisis; As there are others related to the assessment and supervision challenges. Teachers and instructors need to measure the students understanding of the presented subjects. Previously this was done by hand given tests and quizzes (Osterlind,2002), yet during the pandemic, teachers had to plan e-quizzes, this means no direct supervision and control, thus the impossibility to regulate cheating (Arkorful&Abaidoo, 2015).

Most importantly, the sudden change in type of presented learning, put on the instructors and institutions the burden of designing e-platforms, e-courses and integrating external applications to their programs, this comes with the result of unexpected monetary and extra costs

As stated earlier, online learning during the pandemic is seen as a an emergency remote teaching, that is it lacks a theoretical solid base for how the instructions should be given online, how students would interact with their instructors, and whether students psychology would accept such sudden change with all its associated problems or not.

According to Favale et al (.2020),the loss of direct communication between the learners and their instructors may slow down the learning pace.

4-1 POSSIBLE SOLUTIONS TO PROBLEMS:

According to Kebrichi and Al.2017 necessary prior training must be done for students as well as teachers for the sake of enhancing their digital competency. Thus, facing technical problems with flexibility and maintenance.

Course redesign is also needed to corporate into the sudden changes (Kebrichi et al. 2017). Working on encouraging students, keeping high self-esteem and create a relaxed atmosphere is obligatory especially this full of stress pandemic.

5-Covid-19and online learning and teaching

5-1 What is covid19?

It refers to an inflammatory disease caused by the sars cov-2virus. The symptoms vary from person to person, ranging from simple signs like a cold to serious symptoms like breathlessness, chest pain, inability of speech or movements, and sometimes even mortality. (Chelghoum & Chelghoum, 2020)
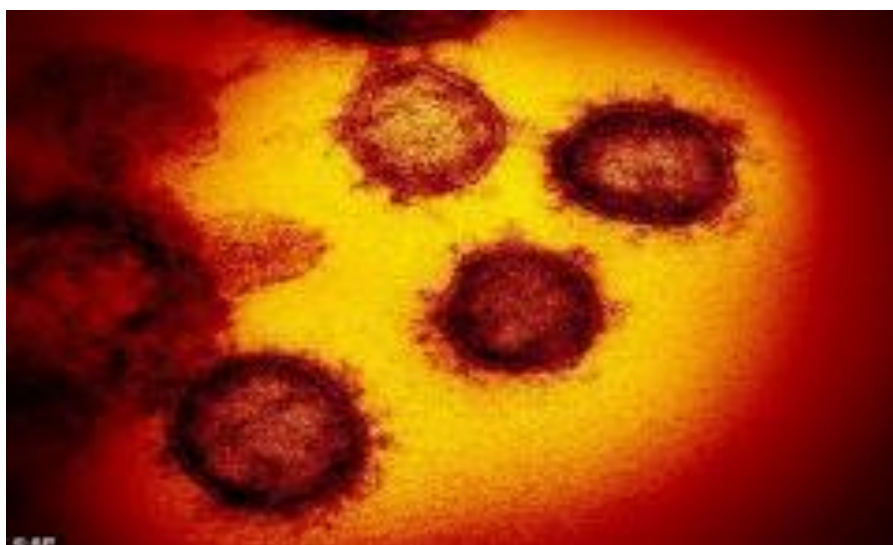

Figure06: coronavirus image (Chelghoum & Chelghoum, 2020)

The disease firstly originated in WUHAN in CHINA (december 2019). According to the worldwide health organization (WHO), around 1 out of 5people may become seriously ill, especially those with underlying medical problems like blood pressure, diabetes, and cancer. The disease spread through two modes of transmission, the first droplet transmission and the second, contact transmission. People catch covid-19 by droplets from their nose or mouth. Consequently, the infection occurs when the person expels those droplets and sprays them near someone else. The second mode, contact transmission, happens when there is a physical contact between an infected person and another one.
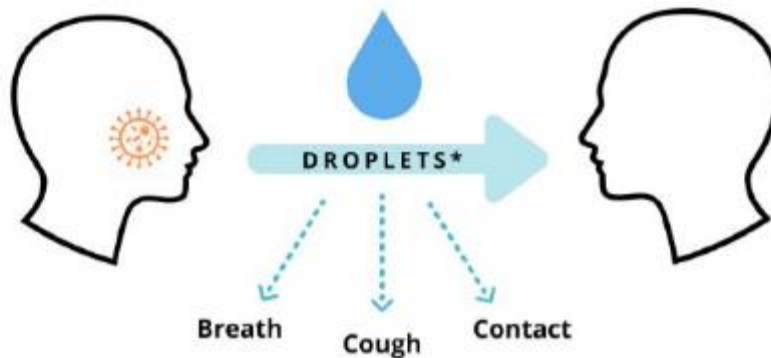
Figure 07: modes of transmission (answers to corona virus questions)

The WHO declared that there were some people who can spread the virus even if they did not have symptoms which explain the rapid spread of the disease around the world. Worldwide health organization sets safety measurements in order to prevent the infection like: washing hands, social distancing, covering the mouth and nose while sneezing, and the most important to wear a mask in public places

Corona virus disease can live in the body for 14 days without giving any symptoms. Thus, it is highly recommended to stay at home and not to have physical contact with others (Chelghoum & Chelghoum, 2020)

5-2 Covid-19 and online learning and teaching

The majority of institutions around the world have adopted online learning and teaching as a solution for the educational break caused by covid-19 (hachemi, 2021). This type of learning can easily assist in delivering the overall learning' content even at the catastrophic time and disaster which may create a lot of disorganization and crisis (al-saadi, 2021) . Furthermore, online learning is an opportunity for universities to learn from the quick transformation and adaptation during such a tough time (kamalipour, 2021). Besides, it is effective for overcoming learning that enables instructors and learners to interact independently and with higher motivation (siagian, ariyanto, &wijayo, 2022). Most importantly, learners had good views about the virtual learning environment despite the fact that they did not profit from all-inclusive acquirements (eraslan&topkaya, 2017). However, the sudden shift caused by the pandemic of covid19 has a big impacts on academic community in general and practice of research and teaching in particular (kamalipour, 2021)

Abdo al-Qawinouri (2021) conducted a study in Takhar university of Afghanistan and he found that the majority of students stated that covid-19 pandemic has badly influence their learning process. The same study showed that there is a remarkable connection between practice of educating and studying and the impacts of covid-19 on Takhar university' students (NOORI, 2021). The previous finding was already confirmed by DUMFORD's study(2018)which concludes that learners assessing online learning are less likely to interact collaboratively, especially in discussion with peers compared to their counterparts in face to face class setting (dumford& miller, 2018).

Lecturers were interested in online learning approaches where the learning process can be done easily and at lower cost. Further, they could maximize their scientific productivity instead of wasting time searching for suitable settings for face to face learning activities. However, instructors faced challenges when adapting some teaching tasks and practices (such

as continuous assessment and performance assessment) to the online setting without losing details in the learning content or interaction between students-students and student-instructors (kamalipour, 2021).In the same vein Teachers also faced obstacles in internet connectivity, lack of interactions between them and their students, being unable to form reasonable evaluation of learning, inability to deliver skills training due to the absence of information about how to evaluate learners' experience and abilities, inability to achieve all the course objectives set for the learning, problems in delivering information to learners , problems in educating to students' specific interests and talents. In addition to that, lack of motivation for learners. However, they indicated that they had no issue with the limited courses , the inadequacy of the time of on-line lessons for learners, or the excessive number of online activities for teachers (korkmas& cetin, 2020).

For students, they find it challenging to study virtually in an inappropriate accommodation and learning environment which directly was affected by the pandemic. Moreover, they faced problems in relation with interaction, mobility, mental health, and finances. All these previous things contributed to decrease the learners' performance in online learning experience (jessy, lieneras, &delrosario, 2021). Moving from online learning to blended learning, students faced challenges and problems with blended online learning, the context to which online learning can aid and support participant's interaction. Beside what mentioned before, the same study found that academic women face the issue of finding sufficient physical setting for online synchronous instructional activities with minimal disruption (kamalipour, 2021, p. 12).

5-3 Online learning is no more an option it is a necessity

At the beginning of the spread of corona virus disease, many cities across the globe were in quarantine and this affected every section including higher education. Universities have experienced online teaching and learning as ***panacea for the crisis,*** covid19 not only pushed institutions to go toward online learning but also made them accept a radical

and technological shift. The crisis has a positive effect on higher education and on learning and teaching in particular since it facilitates sermonizing a huge number of learners at any duration and everywhere in the world. In this regards, the majority of the institutions opt for online pedagogical approaches and digitized their operation as a response to the need of the current situation (shivanghi, 2020).

Online learning enhancement is not only an option but a necessity at this stage of the outbreak. For instance, Chinese institutions achieved a quantum leap after covid-19 pandemic, there was a complete shift from traditional classes to E-learning classes as a result of that instructors shifted their entire pedagogical approaches to new online one. In this period the question is not about the quality of online learning it is rather how universities can adapt online learning in such a vast way (gary, 2020).

Actually, changes in the entire general educational system are not helpful at all, institutions will be criticized for the rapid resistance in a short period, lower quality of lessons given and their inability to transform all the operations in the institution. The reputation of the educational unit has faced a lot of pressure during such a hard time. the radical transform from face-to-face approaches to online learning and teaching was the only possible solution for institution to maintain their academic reputation, so that they started to work with apps and platforms to make the learning process possible and available at any time; google apps including (classroom, Gmail, drive…) are the best example. (Al-saadi, 2021).

CONCLUSION:

Online learning as a recent research field plays a significant role in tackling the effects of the covid-19 pandemic by being the only platform that serves as a direct source for instructional design, assessment and delivery platforms. Thus, there is an urge to share research findings for the purpose to promote both instructional and technological networking enquiries for maintaining of viable pandemic courses. Online Education is strongly shaped by adequate planning of both courses and instructions that are based upon several theories and models; however, the sudden shift in the learning mode becomes questionable because the online learning during the covid-19 lacks the previous conditions that shape online education. The processes adopted by the institutions during covid-19 are centered on delivery media neglecting the effectiveness of learning theories and models. Thus, urgent procedures should be taken to correct the vision towards online learning during the pandemic; working on a solid platform based on learning theories and planned instructions is needed for sure, without forgetting focusing on the students and teachers' digital competencies and perception towards online learning.

Chapter two:

Methods, Results, and

Discussion

Introduction:

The core section in any dissertation is the research methodology part, since it gives clear view of what the researcher had done by asking the appropriate relevant questions to gathering data and analyzing it. For the general purpose of filling a gap in knowledge.

This conducted study aims at shedding the light on the status of online learning in the covid-19 pandemic in Algeria; and the different challenges that have encountered this rapid shift. Besides tackling both the students' and teachers' perception towards whether online learning can be seen as an effective mode of learning, thus adopting it or not.

For this purpose, carefully designed questions were asked, and the researcher follows systematic steps from choosing the suitable method based on the philosophy that aligns with the research aims, and questions. Additionally, it is necessary to select the appropriate sample that best fits the criteria of a population that witnessed the rapid shift and can add something to our knowledge. Of course, the tools of both collecting data are crucial to obtain reliable results that reflect the situation and will confirm or disconfirm the proposed hypothesis. All these systematic steps will carefully be explained in this section. To carefully guide the reader through the dissertation and build a rational about the theme in the readers' mind**.**

Chapter two: Methods, Results, and Discussion

1- Research Methodolology :

1-1-Statement of the problem

The Covid-19 pandemic forced the educational system to transit from offline mode to online mode in a sudden way, shifting from the traditional face-to-face learning toward online learning. Yet this abrupt transition came in a manner that the Algerian institution of higher education could not keep up with. Especially in remote areas where the needed resources for such distant learning are not readily available. From one hand, teachers lacked experience in dealing with technology features of online learning, that is they were not qualified enough to deliver live courses and dealing with sudden interruptions or even recording videos or going live. Besides, decision makers and administrators also lack training on how to manage live classes, the timing, the assessments and the projects to ensure the syllabus is completed on time. On the other hand, low-class students could not cope with the demands of online learning that is at least one computer connected to internet network per house, besides the environment inside home should be suitable for attending live classes, that is separate quiet room, something that most Algerian families do not have, especially those living in remote areas.

The pandemic has only increased the educational inequalities already existed in the country, therefore, all the stakeholders need some solid scientific base to use in order to assess the problems experienced during the covid-19 pandemic, for the ultimate purpose that is ensuring a smooth shift while adopting the other modes of online learning. Many other studies have also been carried out on the challenges that came because of the sudden implementation of online mode. Especially, after the status exacerbated as a consequence of covid-19. However, there is no conducted research on the success stories of online learning implementation; the only information available is on news and articles from developed countries. News cannot be seen as scientific evidence, therefore cannot be taken as a source of

information. In addition, the developed countries cannot be seen as a background since there is an immense difference between the technological and socio-economic factors between their universities and the Algerian ones.

Some problems experienced in Algeria such as the disqualification of both teachers and students, lack of materials, and slow internet connection especially in remote areas may not be experienced in other countries. Therefore, an efficient transition from the traditional mode of learning towards a new mode of learning that mainly based on technology, demands scientific proofs. Understanding, the challenges eases the integration of online learning. therefore, the current research aims at identifying the unforeseen challenges that might encounter the integration of online mode of learning in the Algerian' institutions during covid-19.

1-2-research questions

As mentioned earlier, the Algerian universities still follow a primitive mode of teaching, both teachers and students depend a lot on classical learning. On one hand, the low socio-economic features influenced the adoption of ICT tools in universities. On the other hand, lack of the needed skills to manage the technology features. Therefore, to tackle the core problem, specific questions must be asked. Perhaps the most important one will be to know exactly the challenges that may face the integration and adoption of online learning.

"What are the challenges that face the Algerian educational system in adopting online learning? "Knowing the challenges paves the way in front of finding suitable solutions. However, it is not enough to deal only with the material part that is the availability of tools and its management. The pedagogical part is at least same as important as the abundance of equipment. That is to say, it is necessary to know the students 'perspective towards the matter

and this is what leads us to rise the second question "Will Algerian students become familiar with online learning?"

Besides, information must be available on how to make students more engaging in online classes. Since the only way of interaction used to be and still face –to-face one, where teachers ask direct questions, assign in class activities, and give instant feedback. For this reason the last question is necessary" how to make students more engaging in online learning?"

1-3-Hypothesis

Online learning is an immense field of study, which is based not only on ICT tools, and availability of qualified, well-trained teachers and internet network. Just like any other field of study, it necessitates a whole theoretical background, and pedagogical orientations that takes into account the students' psychology, social backgrounds, economic classes, learning atmospheres and many other linguistic features related to feedback, interactivity, and assessment. Taking the previous parameters into account, we assume that Algerian universities are still far from adopting the online mode of learning, for successive and carefully designed studies should be taken to guarantee the scientific proof that can launch the era of online learning in Algeria. Rather than that, online learning will eventually fail in the Algerian universities

1-4-Research approach:

Priya (2016) define research approach as:"a plan and procedure that consists of the steps of broad assumptions to detailed methods of a data collection, analysis and interpretation. It is, therefore based on the nature of the research problem being addressed"

The current study uses a descriptive -qualitative research approach since it seeks to investigate the status of online learning and its orientation in post pandemic by having access

to learners and educator's opinions about online learning and by describing the major difficulties and obstacles that both student and teachers face when learning or teaching online.

1-5-DATA GATHERING TOOL:

To guarantee the reliability of the tools, the study opted for a pre- designed questionnaire as a data gathering tool. The learner's questionnaire was adapted from an article written by Peimani & Kamalipour (2021). Of course, some modifications were introduced so that it fits the needs of our research.

The questionnaire consists of 14 questions varying between close ended and open ended questions. And it is split up into two main parts. The first part begins with questions about the general information of the participants (gender and level), their points of view concerning online learning and whether their ICT' tools and environment is appropriate for online learning. The second section deals with the learner's satisfaction level, advantages and disadvantages of online learning.

For the teacher's questionnaire it was adopted from a previous article conducted by Zitouni (2020). Since the number of the teachers is very limited, we tried to sample the whole population which consists of 14 teachers. However, we received answers only from 10 teachers. The questionnaire contains 7 questions varying between YES/NO questions, open ended and closed ended questions. It is split up into two main parts:

The first part begins with a question about the teacher's gender, then; their beliefs and views about online learning. Besides, the last questions is about ICT' tools and the software they used while teaching online and whether they like to continue with online learning in the post covid-19 pandemic.

The second part contains two open-ended questions about the disadvantages of virtual learning and the most suitable software they believe to be appropriate for a virtual learning environment.

1-6-POPULATION AND SAMPLING:

Banejree(2010) argues that:

> "Population is an entire group about which some information is required to be ascertained, a statistical population need not consist only of people, we can have a population of heights, weights, hemoglobin levels, events, outcomes… so long as population is well defined with explicit inclusion and exclusion criteria " and for sample " it is any parts of the fully defined population" (60)"

The population of our study includes 432 students from the English department at Si-El- Howas Barika university center. The learners' questionnaire was submitted to a sample consisting of 50 members, approximately 10% of the population, varying between license and master degree. In order to have a variation of views, the same questionnaire was designed in online version for master two students who fulfill their face to face study and prepare for their dissertations. For teachers we took the whole population that consists of 14 teachers. We formally submitted the questionnaire in hard copy and in electronic version, for those who were absent, sent for their email addresses. We only received responses from 10 teachers.

1-7-Data analysis procedures

Collecting, organizing, analyzing and then interpreting the data to identify usable information is the process of data analysis which aims to obtain meaningful information from the data gathered and to make decisions based on the data analysis (Chicki, 2020).

For our study, we used the SPSS program to organize the data gathered from questionnaires and to transform the views and perceptions of educators and learners at the

English department at Barika university center into specific values. In addition, the data displayed descriptively through graphics and diagrams to present the study findings in a clear and ordered manner.

2- Results of data analysis:

2-1 Students 'questionnaire:

Item 01: What is your gender?
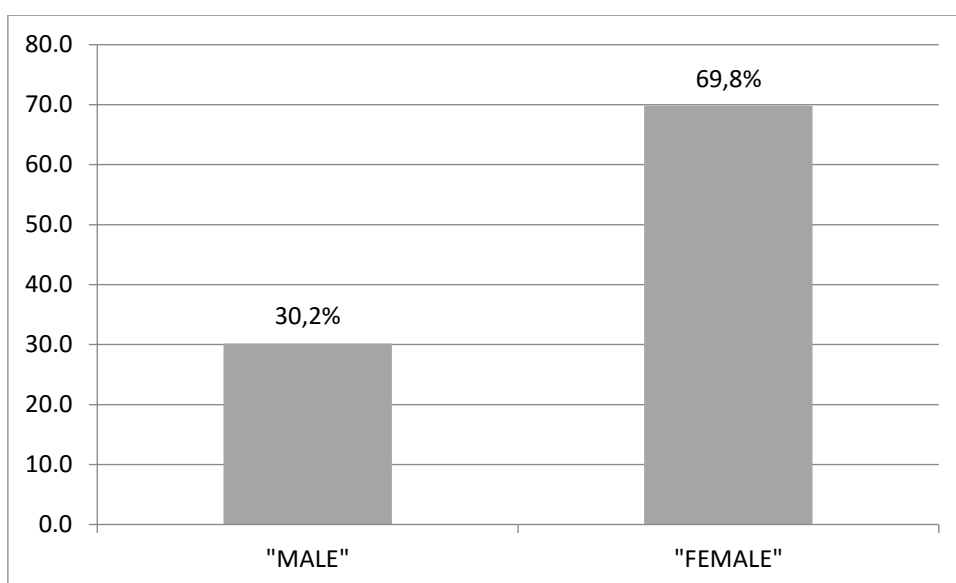
Figure08: learner's gender

The above figure shows that the percentage of female students participating in the study is 70% which is the double number of males (30%). This kind of paradox is due to the large number of females according to their males counterparts in the foreign language department.

The previous finding may be explained by a study conducted by NOAK (2015) which concluded that women are better than men at learning the English language (noak, 2015).

Item02: level
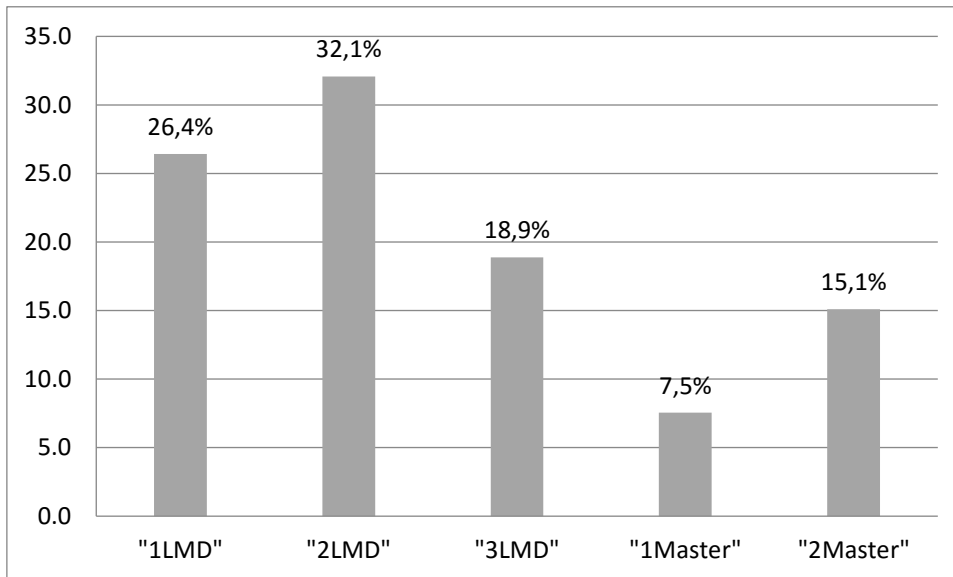
Figure 09: learner's level

As shown in the above figure, there is a diversity within the target sample. The dominant percentage is for second year with 32% then followed by order first year 26%, third year 19%, master two 15%, and then master one 7%

The contract between level's percentage is due to the streaming system that the ministry of higher education sets in order to prevent the infection of covid-19 which in turn obstacle the researchers to have access to the whole levels equally.

**Item03: How do you find online learning?**
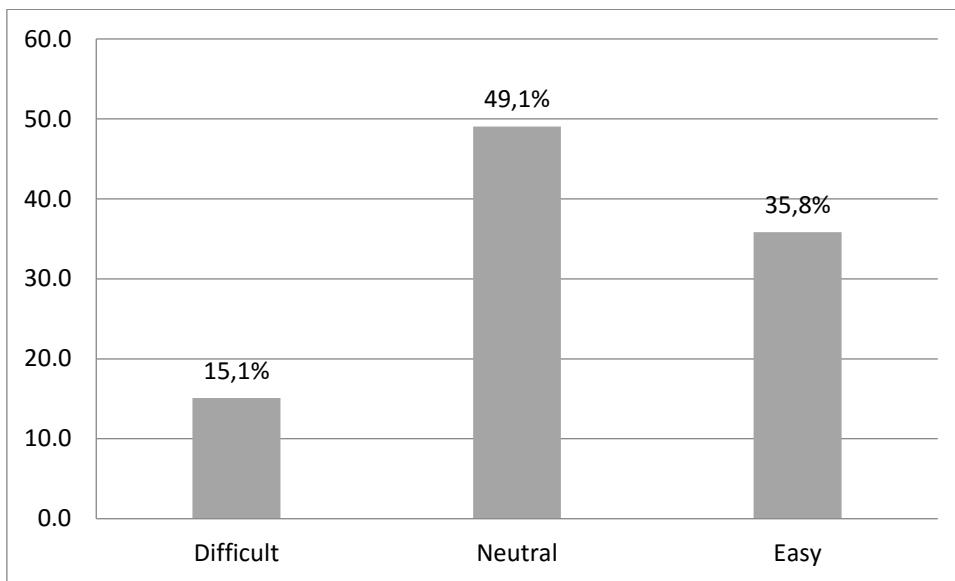
Figure 10: learner's evaluation to the online learning

We include this question to gain information about the students' experiences of online learning during the outbreak of covid-19. The participants expressed divergent views regarding their personal experience, only 15% of the respondents found a difficulty in online learning; may be because of their unfamiliarity of this kind of learning or due to the sudden shift from traditional face to face approaches to new online one. While a considerable number of learners (19 participants), which consists of 36% of the whole sample, expressed that they found online learning easy. However, the dominant participants 49% were neutral. Thus, they are not against online learning but still they have not yet totally accepted it may be because of their lack of experience and the necessary environment and equipment.

Item04: hybrid online lectures will be helpful
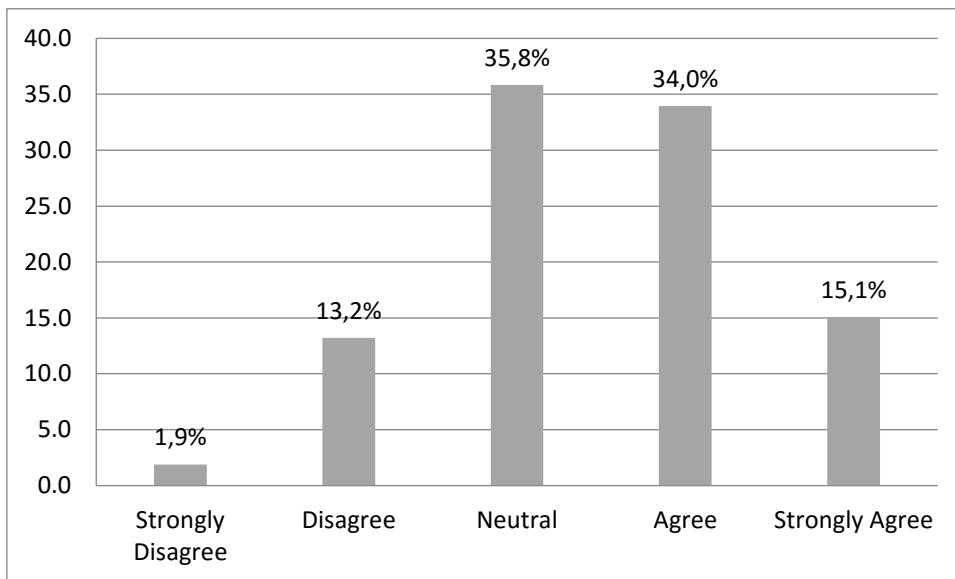
Figure 11*: learner's attitude toward online learning*

Having an idea about the learner's attitude toward blended learning certainly helps in analyzing the students' perception about the topic. As can be seen in the above figure, 34% of the respondents agree that hybrid online lectures will assist them in their study, then around 15% strongly agree, while 13% were disagree. However, 1 person strongly refused the idea that blended learning is helpful, the remaining participants 36% were neutral. Thus, the majority of the learners hold a positive attitude toward hybrid online learning may be because of the flexibility offered to learners or the equilibrium establishment between traditional learning and virtual learning environment.

Item05: student attending all the live sessions
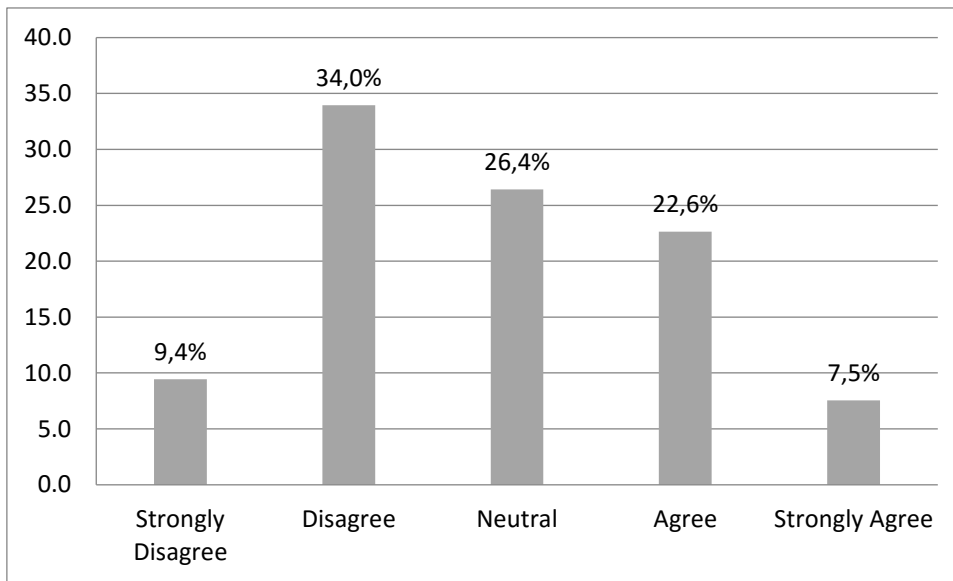
Figure 12*: student's attendance during live sessions*

By this item we seek to investigate the students' engagement in online courses. In this vein, 8% of the participants totally agree on the concept that they attend all live sessions supported by 23% who agree. In contrast, 34% disagree followed by a minority of the participants who totally disagree. However, 26% indicate a neutral position. Thus, the learners express conflicting views, maybe because online sessions require self discipline and time management which a lot of students have missed but they still prefer to study virtually where the learning process is more flexible and student- centered.

Item06: your computer and technology you used are good enough for online learning and teaching
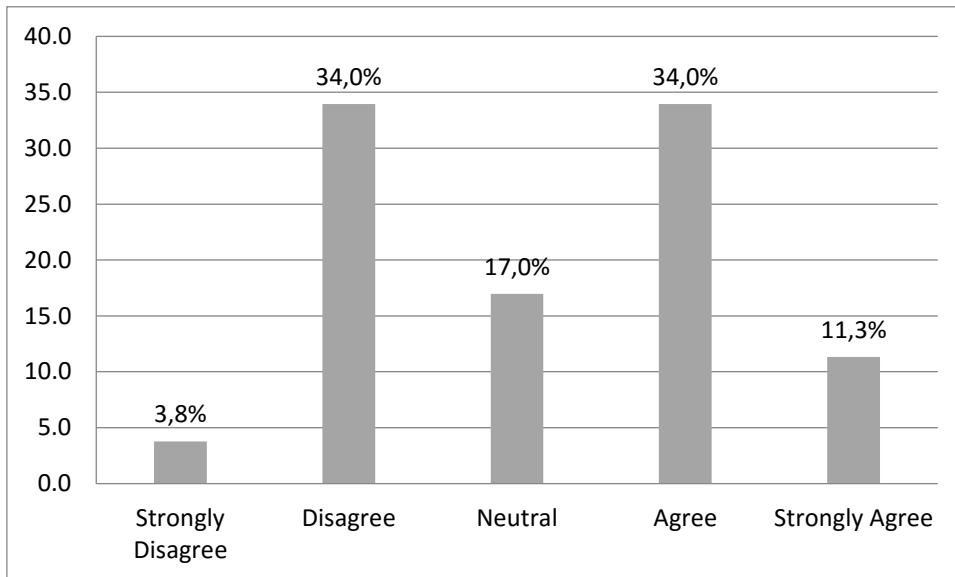
Figure 13*: student's possession of good computers and technologies*

The availability of ICT tools definitely helps students for better engagement in a virtual learning environment. Obviously, our respondents are divided into supporters and opponents of the content of this item, 34% of them agree that their computer and technology are good enough for online learning. In the same vein, 6 respondents, who constitute 11%, totally agree. However, 34% of the participants denied the possession of good computers and technologies, supported by 4% who emphasized the same point. Meanwhile 17% were neutral. The response –to some extent- confirms that we live in the age of modern communication technologies which could not be abandoned and that it occupied an essential part in our life.

Item07: you have had access to stable internet connection
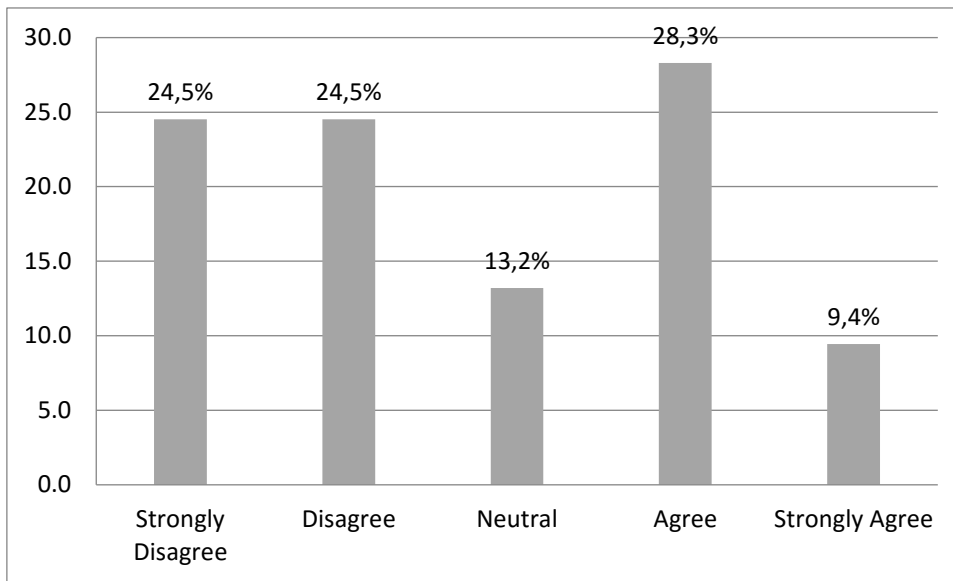
Figure 14*: student's access to the internet connection.*

This item was included to know if the students' environment is appropriate for online learning. As the figure shows the responses vary between agree 28%, strongly agree 9%, neutral 13%, disagree 24% and strongly disagree 24%. Notably, the respondents express converging views may be because of the disparity of internet coverage from one place to another and the diversity of network types in Algeria.

Item 8: Your accommodation /home environment has been appropriate for online learning and teaching?
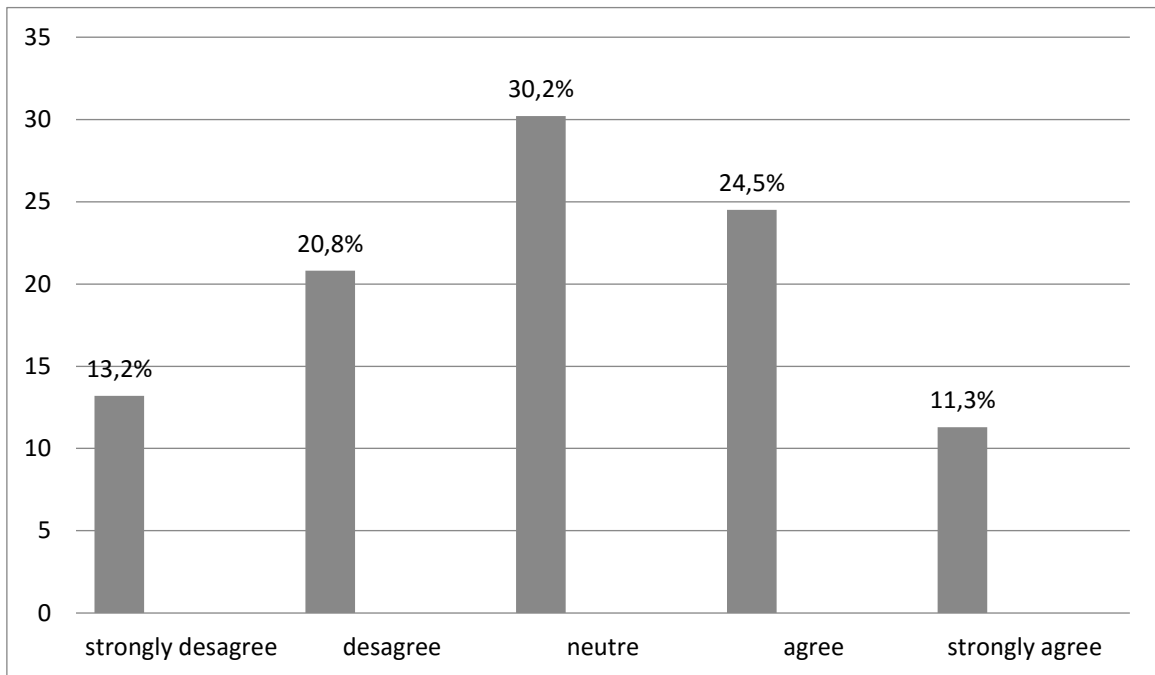
Figure 15: students'learning environment and accommodation in online learning

This question was asked to the students to find out the suitability of learners space residence for online learning. The above figure shows that 13 % of respondents strongly disagree; 21% disagree, however, 30% of them were neutral. In contrast, 24% agree supported by 11% who strongly agree on the content of this item. Obviously, the responses shows that the majority of respondents were neutral which means that their accommodation and home environment is not bad but it still does not measure up to be appropriate for online learning and to cover all the needs.

Item 9: Do you wish to carry on with online learning in post Covid-19?
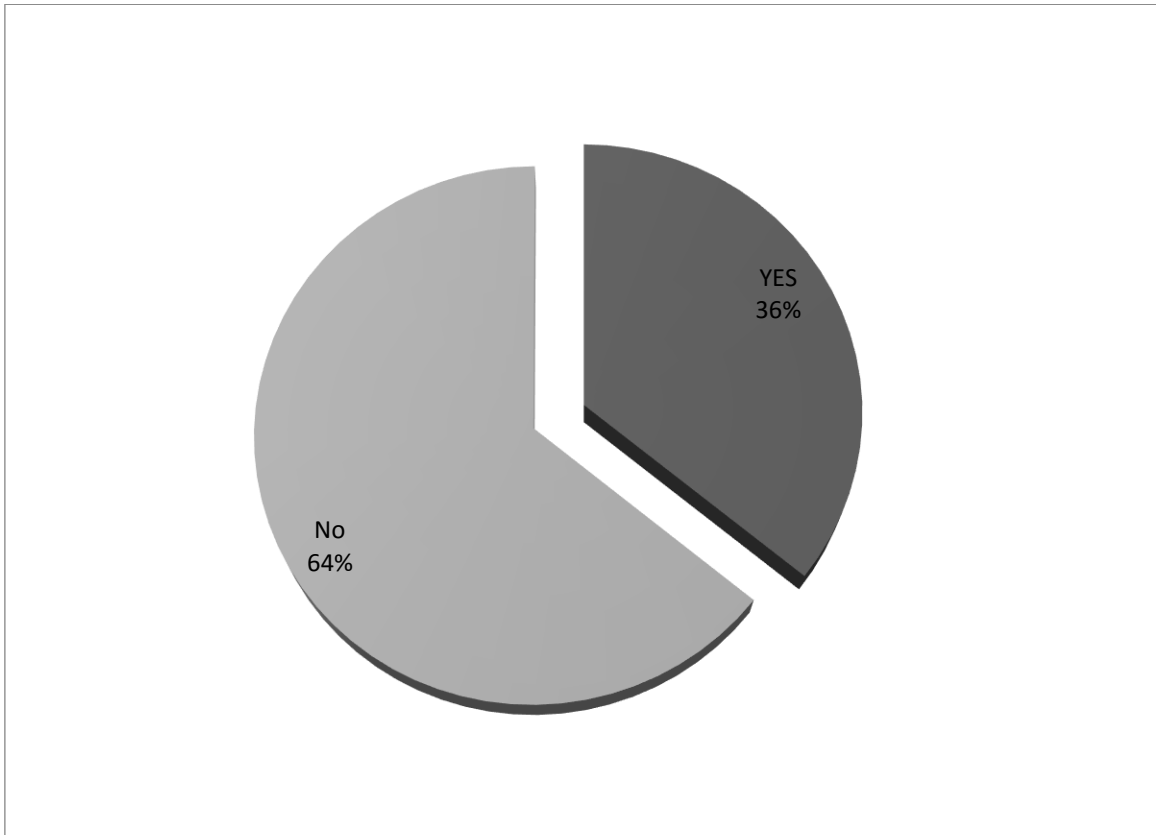
Figure 16: integrating online learning in studies after the pandemic.

By this item we seek to know if the participants become familiar with online learning or not. 64% of students indicate that they would like to carry on with online learning even after the pandemic ends up. On the other hand, 36% of them express their unwillingness to continue with it.

Item 10: How satisfied are you with your interaction with your module teacher in online learning?
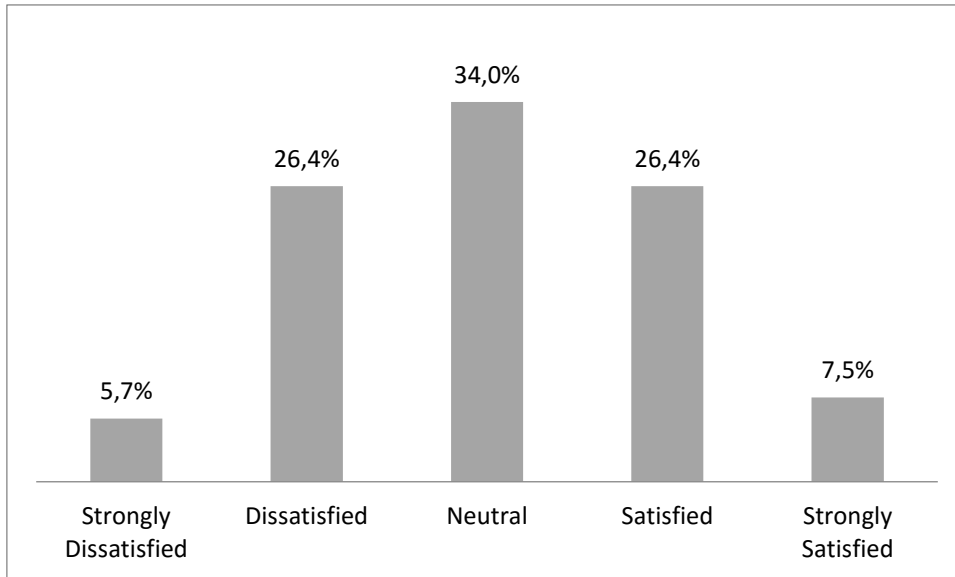
Figure 17: Students' interaction with teachers in online session.

Perceiving the students' satisfaction level about their interaction in online module certainly helps in understanding the learners' performance in virtual learning environment. In this vein, 34% of the respondents were neutral. Meanwhile, 26% were satisfied followed by the same percentage of students who were dissatisfied. However, 6% of the students strongly dissatisfied while 7% were strongly satisfied. Clearly, the analysis shows that the students were content to some extent about their interaction in online module.

Item11: How satisfied are you with your interaction with other students during online sessions?
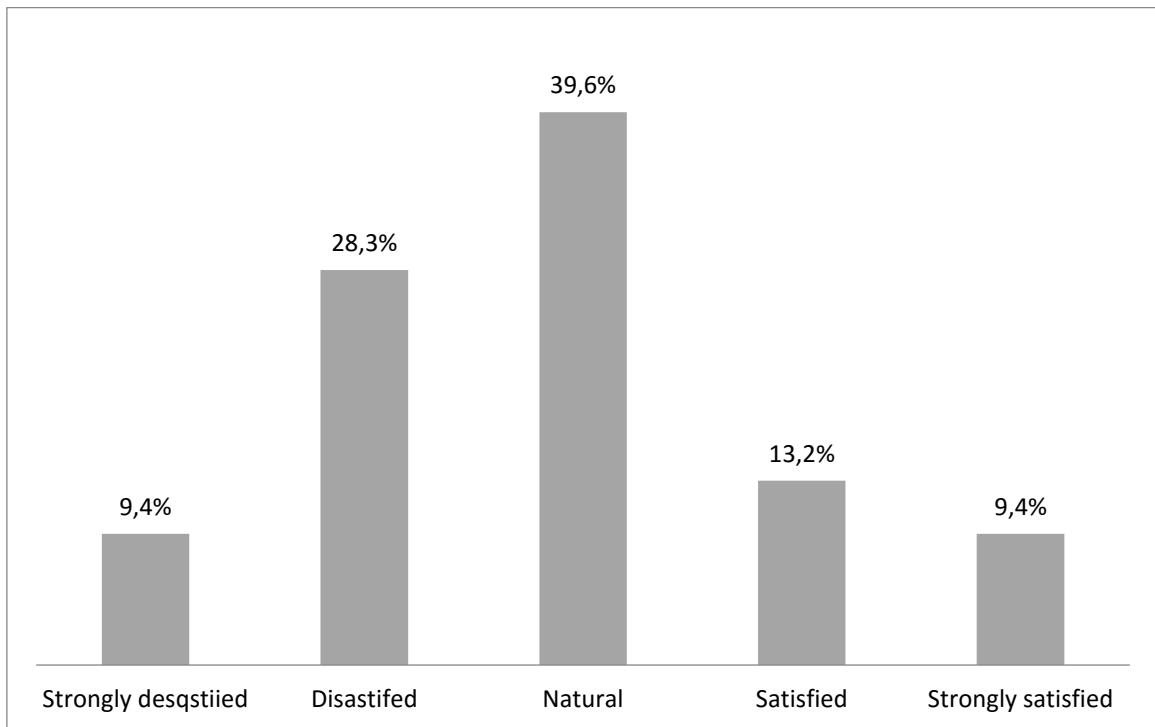
Figure 18: students' satisfaction level about their interaction with peers

By this item we want to ensure if the students in virtual learning environment having the same rate of interaction and engagement like in face to face learning mode. The above graph shows that the majority of the students 40% indicate a neutral position. Followed by considerable number of them who consist 28% were dissatisfied, Then only 13% were satisfied. However, for strongly satisfied and strongly dissatisfied represents the same percentage which is 9%. Understandably, the students believes that online learning do not reached yet the level which ensures interaction with collages and peers without barriers and obstacles like in face to face teaching mode.

Chapter two: Methods, Results, and Discussion

Item 12: What are the benefits you found in online learning?

This item was addressed to know benefits and features that students found in online learning. The major advantages could be concluded in these points:

- Online learning is comfortable and easy to use

- Lessons are available at any time unlike face to face mode

- It saves time and effort

- It is more private

- It ensure the Learning process anywhere and any time

Item13: What are the difficulties you met in online learning?

This item was directed to knowing the most important difficulties and problems that students face in online learning. Most of students answer that they face many difficulties like:

- Weak internet connectivity or instability

- Lack of tools and equipments

- Low interaction level with teachers and peers

- Trouble in understanding the teachers' explanation of the lessons

Item 14: Please, share any other comments that have been covered in the previous question?

This item prompts students to add any comments or opinion about the previous questions. The majority of students which answer on this question said that they faced some difficulties and problems during learning online. It can be concluded in these points

- They do not support the online courses because it is wasting time

- They claims that Teachers do not explain lessons

- They faced problems in online learning platforms

Schools should not include online learning as a long term solution because it is unhelpful and difficult to adopt.

2-2 Teachers' questionnaire

Item 01: what is your gender?
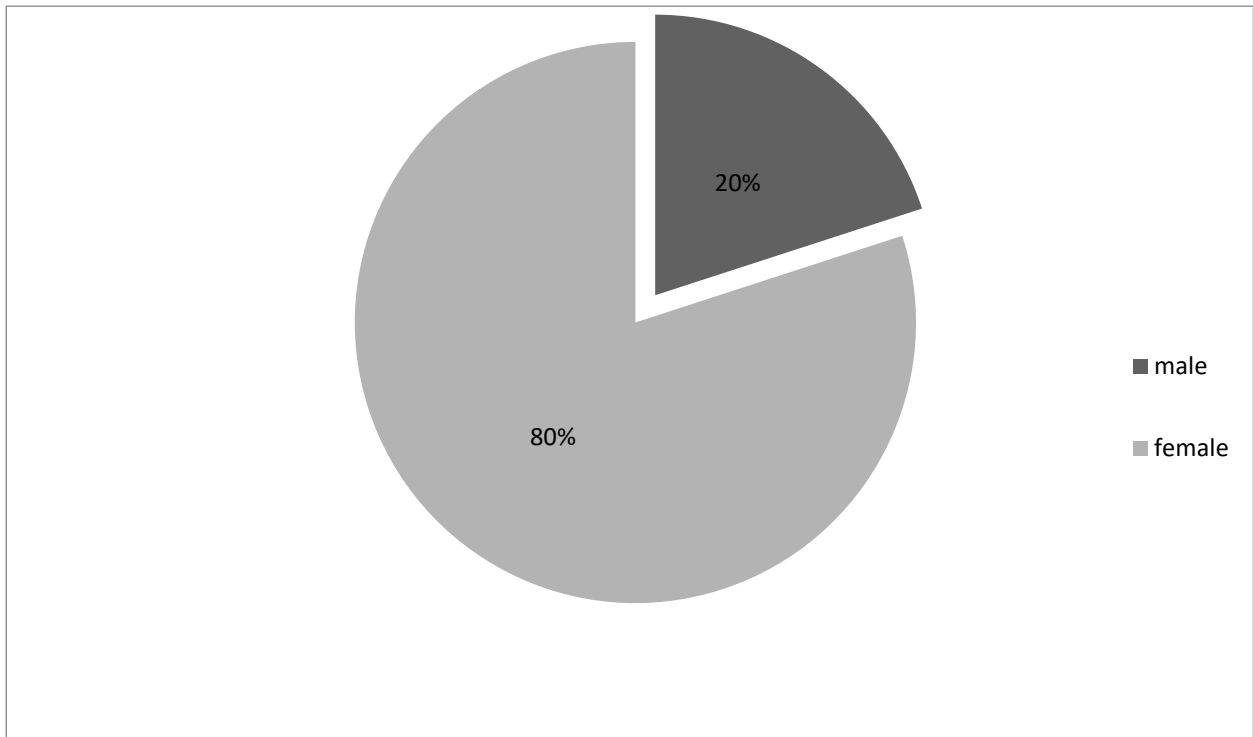
Figure 19: teachers' gender

From the above figure, we find that the percentage of participating female teachers 80% is twice the number of male teachers 20%, this contradiction is due to the large number of women working at the expense of males in the same department or university.

Item 2: Do you believe that online learning has improved the continuity of learning?
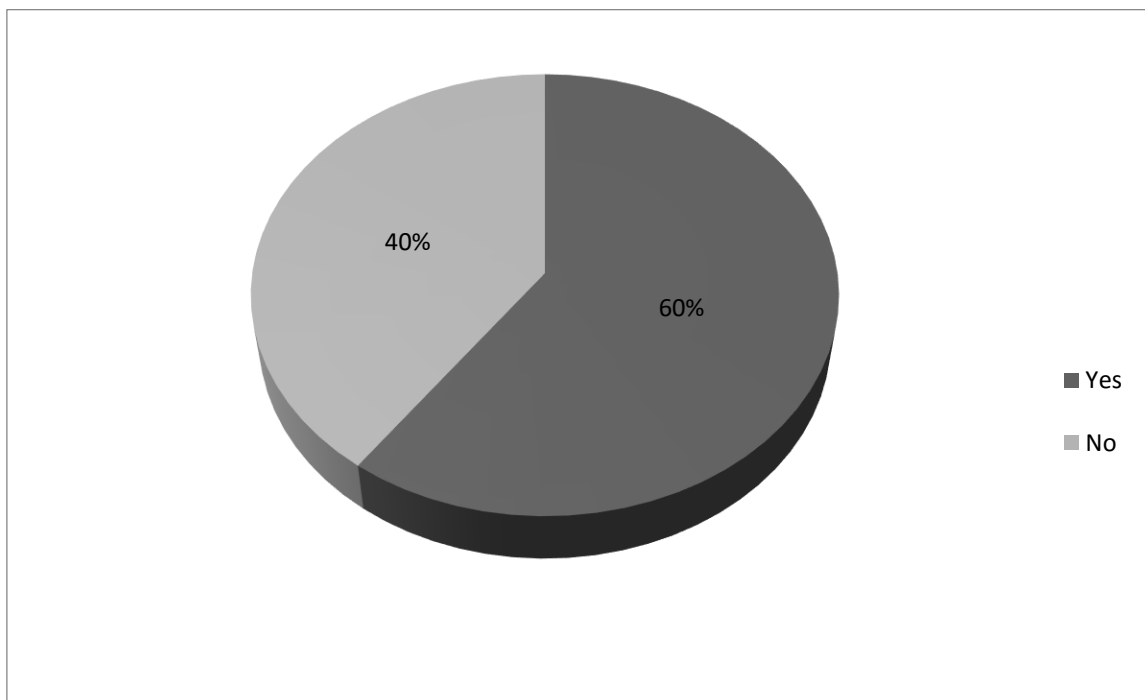
Figure 20: the help of online learning in improving the continuity of learning

This question was asked to the participants to know the extent to which online learning improves the continuity of learning and teaching. We find that 60% of respondents agree that online learning has helped them in improving their teaching, while 40% believe the opposite. It is clear that the majority of teachers appreciate the role of online learning in progression of the learning and teaching process. Meanwhile, there are a minority of respondents who believes that online learning is not enough to replace classical learning due to the lack of experience and materials.

Item3: What is the software you have adopted it in online teaching?
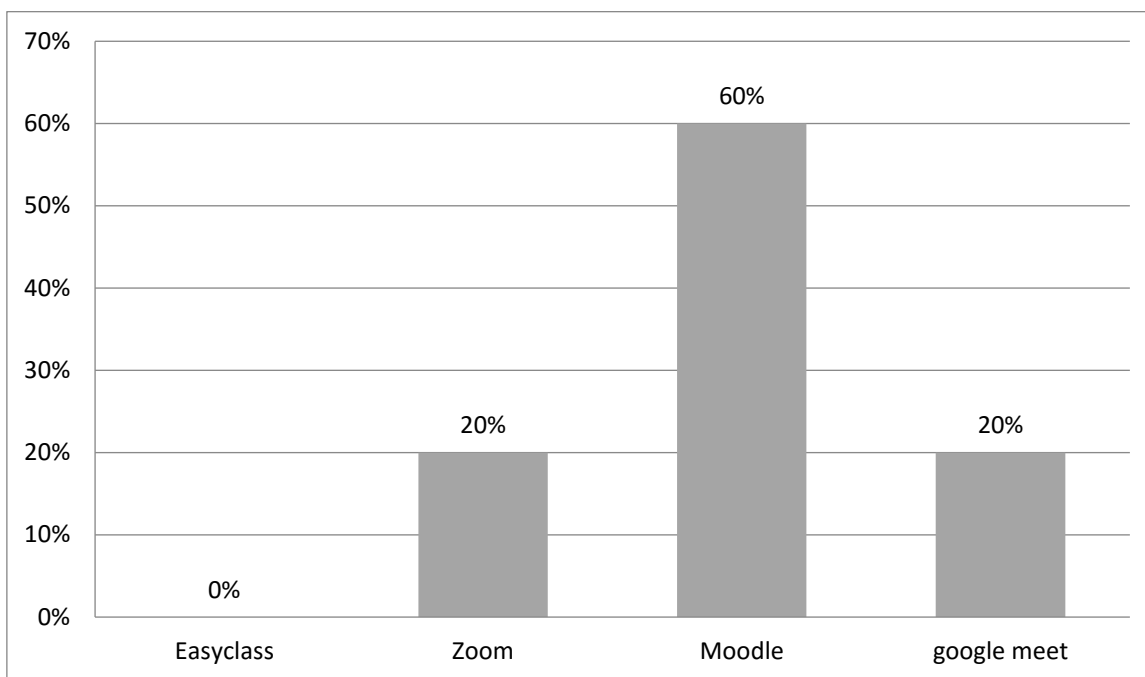
Figure 21: the adopted software

The teachers were asked this question to find out the most approved software they have for their online teaching. The dominant percentage in this figure is 60% for Moodle, while Zoom and Google meet have the same percentage, which is 20%, except that no one uses Easy class. Apparently, the majority of the teachers opt for Moodle platform. The teachers' desire to opt nothing but this platform is directly related to the ministry of higher education which suggest it as a unified national platform.

Item4: Are you used to integrate ICTs in your teaching?
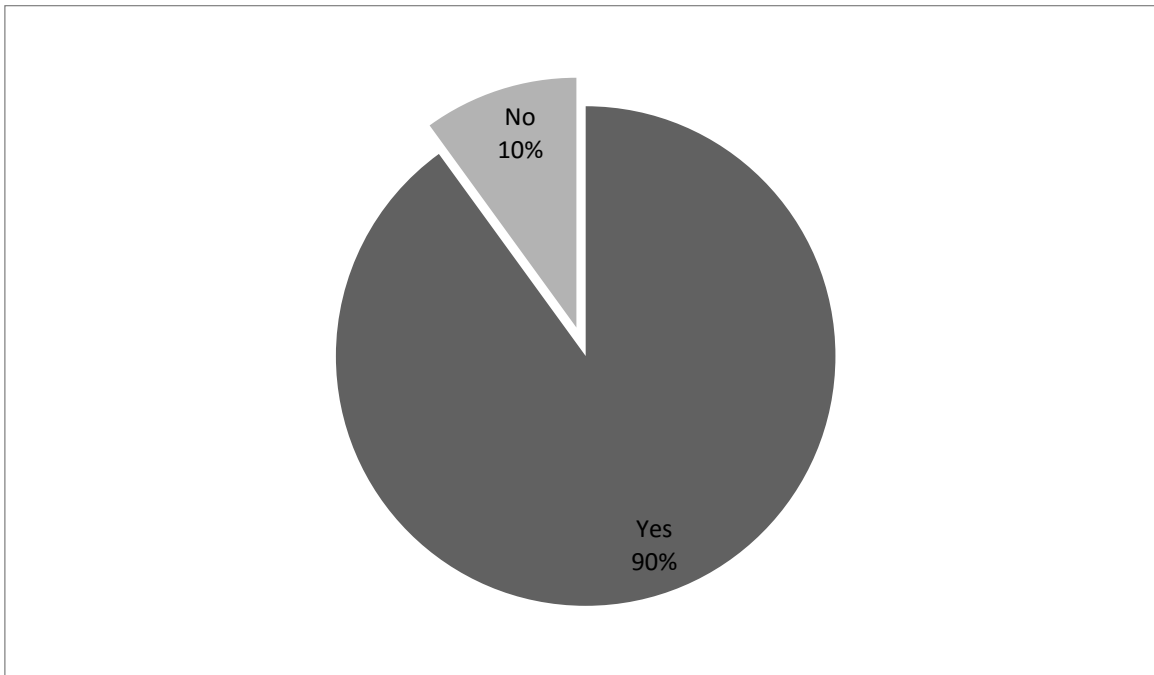
Figure 22: integrating ICTs in the teaching process

The use of ICT tools in teaching certainly reinforce and facilitates the process of content delivered to the learners. The above figure shows that the dominant percentage is 90% for teachers who integrate ICTs in the teaching process. Meanwhile only 10% from them do not use it. Notably, the majority of teachers opt for integrating ICTs since it Opens borders to smooth educational process.

Item5: Would you like to include online learning in your teaching even after Coronavirus Pandemic ends up?
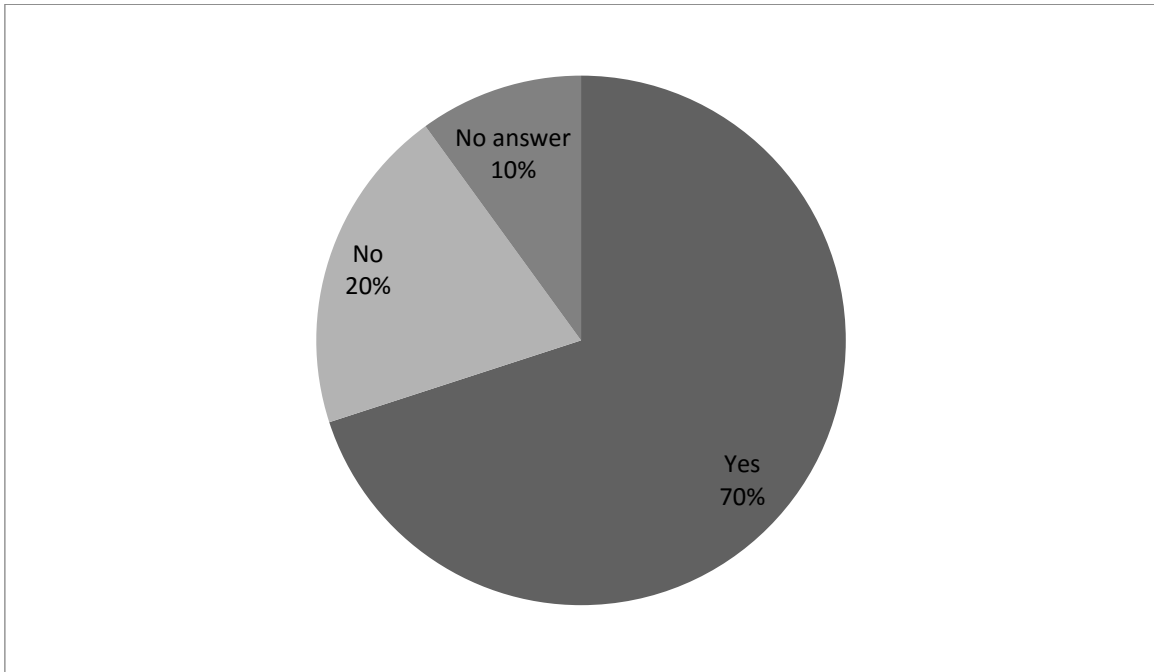
Figure 23: the intent of including online learning even after the coronavirus pandemic

This item was addressed to elucidate if teachers indicate their desire to including online learning after the end of the coronavirus. From the above figure 70% of the respondents said yes, 20% refused to continue with online learning; while one person (10%) did not answer on this question. The choice of teachers to include online teaching after the end of coronavirus pandemic, including:

> ➢ Facilitating the process of in-person teaching and learning.

> ➢ Helping the students to learn online anywhere and anytime.

> ➢ Teaching large groups of learners without regard of time and place.

Item6: What are the main difficulties that are impeding and inhibiting the development of online learning?

This item aims to represent the difficulties that hinder the development of online learning. The main difficulties were mentioned by the teachers are:

- ❖ Poor Internet connection.

- ❖ Students difficulties with computer and ICTs.

- ❖ Absence of learners or few number of students attend the online session.

- ❖ Lack of training for both teachers and students.

- ❖ Lack of motivation and sincerity.

- ❖ Undeveloped online learning platforms.

- ❖ Lack of materials and equipment.

Item7: According to you, what is the most suitable software to support online learning?

By this item we seek to know the software they believe to be appropriate for the teaching and learning process. Seemingly, the majority of teachers 70% opt for MOODLE platform. Meanwhile, 20% use Zoom and 10% Google meet. Thus, the most appropriate platform according to teachers is MOODLE. The previous choice is due to many considerations including that this platform is proposed by the ministry of higher education as unified national distance learning platform.

3-Disscusion and interpretation of results:

Concisely, through this research we have the objectives of bringing to light the status of online learning in the Algerian higher education institutions and investigating its orientation in post covid-19 era. This work sought to highlight the main views and issues regarding online learning in the English department of SI-Elhouas Barika university center.

Thus, based on the perceptions of both students and teachers we try to foreshadow the acceptance or rejection of the hypothesis. Using a descriptive qualitative method on learners and educators, who assist us to unravel the mystery of the subject treated by answering the survey questionnaire, which in turn paved the way for answering the research main questions. After the analysis of the data collected, the researchers have reached to valuable results which definitely add to the raise of the literature of this context.

The data collected from the learner's questionnaire indicate that learners accept to a certain degree online learning and that they hold positive attitude toward it (eraslan & zehir topkaya, 2017). Besides, the participants welcomed to include hybrid learning in their study since they believe that blended learning is helpful. Moreover, the responses confirm that we live in the age of modern technologies which could not be abandoned and that it occupied an essential part in our life.

However, the students' environment seems to be not appropriate for online learning. The analysis of the responses supports the theory which suggests that student have access to slow and unstable internet connectivity which badly affect their engagement in online lessons. It is worth mentioning that the study demonstrates a correlation between home environment and online learning. The participants stated that they faced the issue of finding sufficient physical setting for online synchronous instructional activities with minimal disruption. As a consequence, their learning goals and objectives was also affected (peimani & kamalipour, 2021).This finding certainly explain the absences of the students during live sessions and their unwillingness to carry on with online learning in post covid-19 pandemic.

Moreover, the participants were content to a certain degree about their interaction with teachers in online module. However, Students' dissatisfaction level about the interaction with peers seems to be incredibly obvious from the responses. The study shows that online learners' performance in collaborative learning practices, discussion with peers have reached

its lowest level compared with their performance in traditional class setting (dumford & miller, 2018). This matter has not forbidden them to enlist some benefits of online learning. They stated that online learning make the learning process more flexible, students centered and even more easy. In brief words, the result is not exhaustive, it is already reached by (shivanghi, 2020).

On the other side, the most significant problems according to the participants were directly related to their home educational environment, while their least major difficulty was technology and proficiency. Built on the participants' answers, their obstacles were exacerbated by the pandemic as well, notably in terms of educational experience quality, learning engagement, and interaction between students and peers (jessy, lienaras, & del rosario, 2021).

For teachers, the analysis of the data obtained support the theory which suggests that they become familiar with online teaching. This finding could be a logical explanation for their willingness to continue with online mode even after the corona virus pandemic ends up. Practice of research and teaching in higher education certainly become easy and comfortable during this epidemic. It gives teachers new prospects and visions to manage the greatest challenges they faced during their teaching career. In addition, online mode gives them the opportunity to find a sufficient duration to maximize their scientific productivity and to save time in meaningful educational activities. Accordingly, the result was in line with Kamalipour &Peimani (2021) study.

The data suggest that the use of ICT tools and devices in online teaching process certainly has reinforced communication between learners and educators especially in time of quarantine. Obviously, teachers adopted the software MOODLE platform for their teaching operation. The logical reason why teachers choose this platform is directly linked to the Algerian ministry of higher education and scientific research which adopted MOODLE as a

unified national distance learning platform. In this regards, many researchers evaluated MOODLE and they find that it succeeded, to some extent, to maintain the academic reputation.

It is crystal clear that online learning grabs a great popularity between teachers during the pandemic of covid-19. Nevertheless, it was not fully enough for instructors and they stated that they find obstacles and difficulties during teaching online like: lack of materials, poor internet connectivity, lack of motivation and sincerity, lack of training(teachers, students, stuff), students difficulties with computer and ICT tools, absence of learners during online sessions. In addition to that, absence of the necessary environment and equipment strongly affect the teachers' performance in virtual learning environment.

Rooted on the previous analysis of the findings, the results obtained from this study enable us to answer the following research questions in these words:

1- What are the challenges that face the Algerian educational system in adopting online learning?

2- Will Algerian students become familiar with online learning?

3- How to make students more engaging in online classes?

Although the technological development has reached a high level in the world, it is still in its infancy in Algeria which makes it challenging for the ministry of higher education to adopt online learning and to generalize it in the future. Furthermore, both students and teachers environment seems inappropriate for virtual learning environment which need availability of ICT tools and a professional use of it. Besides, good internet connectivity and online learning are two sides for the same coin.

Unfortunately, the internet speed and quality in Algeria considered among the worst networks in the world as Seasia (2019) classified in his report. The learners express their unwillingness to continue with online learning which they found it inefficient to replace face

to face learning as a consequence for the previous mentioned obstacles. However, it can be possible for learners to be more engaged in online sessions if the ministry improved the conditions of distance education and intensify efforts for better future online learning. Based on the forgoing, the research hypothesis suggested in this study, which states that the lack of both technology requirements and qualified teachers to use it, online learning in Algeria will eventually fail, is accepted.

Conclusion

Clearly, the investigation in the field of online learning in the post covid-19 era has reached important findings. The study shows a positive view of the academic community for online learning despite the fact that they did not have an appropriate environment to adopt it. Besides, it reveals of a wide use of ICT tools that reinforce the learning process. In addition, the study demonstrates a correlation between home environment and online learning and teaching. It is true to say that the future of online learning in Algeria goes into the wrong path. Thus; it will inevitably doom as a result of many obstacles and problems.

General conclusion

Covid-19 pandemic has altered the mode of teaching and learning, shifting from face-to-face learning towards online learning that is primarily home-based learning. This sudden shift was a response to the total closure of all life sectors; the educational one was one among them. Nevertheless, this abrupt change in learning mode has its challenges and obstacles, especially in a country where the use of ICT tools was so rare, most of the teaching depended on primitive delivery methods. In the light of the obtained results, it must be said that teaching in Algeria, especially higher education teaching must be reshaped; and it is time to promote online learning in Algeria.

To say it differently, implementing technology and ICT extensions is now compulsory. However, in order for the reform to be successful there must be collaboration and connectivity between teachers, students, syllabus designers and government authorities. The authorities need to consider the promotion of distant learning by furnishing the Algerian universities with the necessary equipment.

Teachers and students need to work on self-development to better cope with the usage of ICT tools and different digital platforms. Moreover, syllabus designers should overlook the usage of online platforms in delivering certain instructions or courses as part of the syllabus. Covid-19 had devastating impacts yet when it comes to the educational sector there is a bright side of the pandemic after all.

RECOMMONDATION

Based on the previous findings, we tried to provide the reader with some humble recommendations that could certainly increase the participants' performance in online learning, and to improve online learning itself.

- Learners should have a high level of self discipline and time management and to be

responsible for their learning.

- Authorities should review the internet stability and speed to keep pace with the times.

- The ministry of higher education and scientific research should organize training courses about online learning for all staff of the academic community, which surely enable them to take a step forward.

- The ministry should adopt new approaches that suit online learning and should encourage further research in the field.

- For better engagement in online learning, it is preferable to undertake awareness-raising campaigns target at parents about the importance of the learner's environment in their performance in online learning.

- Teachers should revise their entire pedagogical approaches to keep it aligned with online mode.

- The transformation must be gradual by encouraging first blended learning and to provide the academic community with the necessary equipment before generalizing online learning.

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Appendices

Appendice one: learners' questionnaire

Si El-Haoues University Center of Barika
Institute of letters and languages
Department of English language and literature

Questionnaire for students

Dear student,

For obtaining the master degree, we are preparing a dissertationentitled "Investigating the Status of Online Learning in Post Covid 19: Study case English department at Si El Houes Barika University center".We kindly invite you to take part in this study by completing the questionnaire bellow. Your participation is completely voluntary. It will take approximately 5 minutes to complete it. Thank you for assisting us in this research

1- What is your gender? **Male** ☐ **Female** ☐

2- Level : **1LMD** ☐ **2LMD** ☐ **3LMD** ☐ **1Master** ☐ **2Master** ☐

3- How do you find online learning? **Difficult** ☐ **Nutral** ☐ **Easy** ☐

4- Hybrid learning (a mixture between online and face to face lectures) will be helpful

Agree ☐ **Strongly agree** ☐ **Nutral** ☐ **Disagree** ☐ **Strongly disagree** ☐

5- You attend during all the live session

Agree Strongly ☐ **agree** ☐ **Nutral** ☐ **disagree** ☐ **Disagree Strongly** ☐

6- Your computer and technology you used are good enough for online learning and teaching

Agree ☐ **Strongly agree** ☐ **Nutral** ☐ **Disagree** ☐ **Strongly disagree** ☐

7- You have had access to fast and stable internet connection

Agree ☐ **Strongly agree** ☐**Nutral** ☐ **Disagree** ☐ **Strongly disagree** ☐

8- Your accommodation / home environment has been appropriate for online learning and teaching

AgreeStrongly ☐ **agree** ☐ **nutral** ☐ **disagree** ☐ **Disagree Strongly** ☐

9- Do you wish to carry on with online learning in post covid 19? **YES** ☐ **NO** ☐

10- How satisfied are you with your interaction with your module teacher in online sessions

Satisfied ☐ **Strongly satisfied** ☐ **Nutral** ☐ **Disatisfied** ☐ **trongly disatisfied** ☐

11- How satisfied are you with your interaction with the other students during online sessions

Satisfied ☐ **Strongly satisfied** ☐ **Nutral** ☐ **Disatisfied** ☐ **trongly disatisfied** ☐

12- What are the benefits you found in online Learning?

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13- What are the difficulties you met in online learning?

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14- Please, share any other comments that have been covered in the previous questions? …………………..

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Appendice two: teachers' questionnaire

Teachers' questionnaire

Respected teacher,

For obtaining the master degree, we are preparing a dissertation entitled "Investigating the Status of Online Learning in Post Covid 19: Study case English department at Si El Houes Barika University center". We kindly invite you to take part in this study by completing the questionnaire bellow. Your participation is completely voluntary. It will take approximately 5 minutes to complete the questionnaire. Thank you for assisting us in this research.

1- What is your gender?   **Male** ☐   **Female** ☐

2- Do you believe that online learning has improved the continuity of the teaching and learning process?

           Yes ☐   **No** ☐

3- What is the software you prefer to adopt in online teaching?

Easyclass ☐   **Zoom** ☐   **Moodle** ☐   **Google meet** ☐

Other: …………………………….

4- Are you used to integrate ICTs in your teaching?

      Yes ☐   **No** ☐

5- Would you like to include online learning in your teaching even after coronavirus pandemic ends up?

      Yes ☐   **No** ☐

6- What are the main difficulties that are impeding and inhibiting the development of online learning?

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7- According to you, what is the most suitable software to support online learning?

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