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**A Phenomenological Study of Students' Experience with E-Learning
during the Period of COVID-19**
**The Case of Second and Third Year License Students in Larbi Tébessi
University**

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Abstract

The purpose of this study is to explore the lived experience of students with e-learning during COVID-19, the methodology conducted in the study is qualitative method based phenomenological approach. The participants of this study were fifteen EFL students from second and third year license. the data collected using in-depth interviews via audio tapes which, than transcribed verbatim in order to analyze them, after the analysis four main themes founded to help answering the research question, those themes are e-learning is beneficial due to its unique characteristics as compared with in class learning, the absence of the teacher in e-learning effects students perceiving the courses, external and internal obstacles faced by students in e-learning context, students perceiving lack of interaction in e-learning environment. The findings of this study shows that students experiences merged between positive and negative perspectives towards e-learning during the period of covid 19, students are highly appreciate the traditional learning, whereas they did not totally neglect the role of technology in learning, some of them suggested to deal with both traditional and e-learning due to its opportunities which results blended learning .

Keywords: Lived Experience, E-Learning, EFL Students, Positive, Negative Perspectives.

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Dedication

This dissertation is dedicated to my lovely parents, my father and my mother who are always supported me with their love and care.

My sisters and my brothers

I dedicate this work to my closest friends who supported me to finish my dissertation

Saddar Hadjer

Dedication

Say work and God will see your work and His Messenger.

and believers"

Who taught me success and patience

For whom I miss in the face of difficulties, and the world did not give him time to shower me

with his tenderness, my father Abdullah. May God have mercy on him.

To my angel in life.. for the meaning of love and the source of tenderness and loyalty.

For the secret of my smile and my presence in this life. Who was the secret of my success and

tenderness?

Dear Mother Sabah

To my soul mate and to my heart To the kind heart of my husband who helped me and stood by

my side, may God protect him "Elyas"

To those who were with me, I walked the way step by step, and you still accompany me until

now with their support

My sisters: Samira, Zakia, Sarah, Rima, Dounia.

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Shoukri and Walid.

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List of Abbreviations

- **ALT:** Advanced Learning Technology
- **CALL:** Computer Assisted Language Learning
- **Ed Tech:** Educational Technology
- **EFL:** English as a Foreign Language
- **E-learning:** Electronic Learning
- **ESL:** English as a Second Language
- **ICT:** Information Communication Technology
- **IIT:** Interactive and Information Technology
- **IT:** Information Technology
- **LMS:** Learning Management System
- **Moodle:** Modular Object Oriented Dynamic Learning Environment
- **VLE:** Virtual Learning Environment
- **V-learning:** Virtual learning
- **WBT:** Web Based Training

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General Introduction

1. Background of the Study

Nowadays, technology is dominated in many fields. During the digital era the majority of activities are done electronically, e-commerce, e-shopping, e-communication, and specifically e-learning. Technology imposed itself in the learning process and especially in higher education through the use of information and communication technology (ICT), because of its incredible role in facilitating learning particularly for students and teachers who are separated by distance and time. Indeed many countries around the world like European countries adopted e-learning for a long period of time at the beginning of nineties centuries when the Computer Based Training emerged (Eger,2005) and Web Based Training (WBT)which were designed purposively to facilitate remote learning for both teachers and students, in fact by the start of 1999 e-learning brought its actual name (Eger, 2006). Hence, the Algerian higher education is too adopted e-learning since the last two years as a result to the lockdown during the pandemic.

2. Statement of the Problem

The last two years witnessed some changes in many domains especially in educational system due to COVID-19 pandemic, which obliged the sector to change the way of teaching. After some months of the lockdown the Algerian higher education adopted electronic learning as the alternative method to continue the academic year, e-learning realized a satisfactory results and got a positive views in many universities in the European countries, where there is the possibilities to cover all the necessary needs for implementing this method (Eger,2006). Furthermore, previous studies in this context highlighted the importance of implementing information and communication technologies (ICT) in higher education system and its future prospects (Evagueni,K,M,2002) e-learning

is basically empowered by technology like using web-based learning, email, digital devices like Pc, smartphones, and so on, whereas Several studies in the same field found that the main challenge in e-learning is with technology, for instance the lack of internet connection for access, meanwhile some others appreciate its flexibility in use. The present study seeks to investigate e-learning experience of EFL students from both second and third year levels in Tebessa university during the period of COVID-19. Students faced problems in dealing with this new method, this issue drives the researchers to carry on this study to understand students experience with this phenomenon especially that it is also beneficial to some extent.

3. Research Question.

The current study seeks to answer the following research question:

How do students from both levels second and third year experienced e-learning during the period of COVID-19 ?.

4. Assumptions

The researchers suppose that EFL students from both second and third year are negatively experienced e-learning during the pandemic .

5. The Purpose of the Study

The purpose of this study is to better understand the lived experience of second and third year students of English as a foreign language with e-learning, additionally the study sheds light on the overall perspectives of students towards e-learning .

6. Research Methodology

The present study, adopts qualitative methodology based phenomenological approach, in order to explore the lived experience of EFL students from second and third year levels with e-learning. The participants of this study are fifteen EFL students from second and third year levels who lived the experience, data are collected via in-depth

interview using audio tapes, which then transcribed verbatim and analyzed applying phenomenological steps presented by Moustakas (1994),

7. Structure of the Study

The current study made up with two chapters, the first one represents the literature review of e-learning, it is contained of two sections, the first section concerned with educational technology and its important elements which are ICT, V-learning, blended learning, online learning and finally distance learning. The second chapter is about the practical part of the dissertation, It is divided into two sections the first one is about the methodology and research design, site selection, sample and participants, the second section is concerned with analyzing findings and discussing the main results of the study.

Chapter One: Literature Review

The current study sheds light on students personal experience with e-learning during the pandemic from different perspectives .This chapter presents a literature review about e-learning through two sections the first one is consisted of educational technology and the second one is about e-learning. The present chapter seeks to give an overview about e-learning and its focal elements.

Section One: Educational Technology

1. Definition of Educational Technology.

Nowadays technology plays a great role in human's daily life, especially in education it is considered as indivisible part of the current learning process so that it is described as educational technology, the notion of this combined term is as follows :

For Ibid Ed Tech is “using the same tools used in formal education practice in order to disseminate, illustrate, communicate or immerse both students and teachers in activities which are designed purposively to induce learning”(Ibid, p34).

So, that educational technology can help both teachers and students in the process of learning in an advanced way using technology in order to facilitate both learning and teaching. As it is supported by Saul Carlinerwho generalized the definition of Ed Tech and reported that : “ it can be thought as software, hardware and thinkware of learning” (Salkind, 2008, 313) .

In other words the process of Ed Tech can cover a variety of terminologies like (Media, Multimedia, ICT, IT (information technology), IIT (interactive and information technology), ALT (advanced learning technology)). The use of internet and web is very pivotal, and essential, because it helps students to do their researches as well as, it facilitates the process of collecting data in order to use them in their thesis or dissertation.

It is a systematic way used to improve and develop the process of learning and instruction, so it called technology of education or technology in education. According

tokulkarim.S. educational technology is “the application of laws and the New discoveries of technology to the educational process”. And According to Mitra,K,educational technology is the method of science which it realize the educational goal”

1.1-Blended Learning :

Blended learning is a kind of innovation methods of learning that seeks to develop the level of students and their competencies in acquiring the second language acquisition. Its some is to make learners grasp knowledge in a very sophisticated and dynamic way. One of the most essential characteristics of the blended learning is beingrelated to the internet and tries hard to make the learners enjoy their studies by creating a vital and active atmosphere. Watson claimed that”

In general terms, blended learning combines the online delivery of educational content with the best features of classroom interaction and live instruction in such a way as to personalize learning, allow thoughtful reflection, and differentiate instruction from student to student across a diverse group of learners”. (Watson as cited in Manjot Kaur 2012, p. 612).

Blended learning called also the hybrid learning, one of its objectives is to make learners grasp knowledge in a very sophisticated and dynamic way, so According to Garrison and kanuka: " blended learning courses combine online and classroom learning activities and uses resources in an optimal way in order to improve student learning outcomes and to address important institutional issues (Garrison;Kanuka,2004), moreover, it helps students to interact with their teachers and their classmates via variety of fruitful and educational channels (Park;Shea.,2020) so that it makes the course more comprehensive (Garrison;kanuka,2004)

1.2-ICT in Higher Education.

Information and Communication Technologies(ICT) is an essential part of education system, it is an aspect of educational technology particularly its use in higher education sector, applying Competency Based Approach in 2002 was a portal for ICT implementation in

educational system, the first use of ICT in education was through www. CD ROM, Software, Email, database, providing with internet purposively to make research and preparing lectures (Becker .H .J, 1999), previous works on this field proved that ICTs affects student's achievement This idea was supported by. Gueza (2015) who argues that students' self – reliance will be improved when using IT tools like (computers, tablets, internet, software ...) means that they can rely on themselves in the process of learning. ICT at the Algerian university considered as a new trend, so that the higher education ministry should be aware of students acceptance or readiness to technological tools and adapting the suitable pedagogy in order to apply ICT, in addition to provide the sector with higher quality of network ,(infrastructure) many efforts were done this domain via international projects in order to spread and allow the use of technology in the whole society, by the year of 2002 Algeria in co-operative with the world bank established projects purposively to develop ICT in education sector and precise reasonable prices for its use by Algerian citizen. international organizations like UNISCO contributed with some initiatives in applying ICT in Algerian educational system (Hamdy, 2007).

Despite the fact that, the majority of Algerian universities are provided with computers,digital laboratories, network ...etc, they still face many challenges with internet access and lack of technological devices for some universities

1.3-V- Learning

Virtual learning used in Education to refer to describing the learning application which used by both teachers and students in order to share files, interact via discussion boards, manage time and schedules, prepare tests assignments and any other needed activities in educational program (Boulton.et al.,2007,p1). This idea supported by Paul(2011) virtual learning environment (VLE) facilitates language teaching and learning at the different stages to both teachers and learners it pushes the ESL learners to focus on the language, as wellthis

process help the instructors to design their lessons by providing classroom's materials. So "The VLE has the capacity to provide a central focus for students and staff alike, irrespective of their geographic location, aiding continuity in the teaching and learning processes systems usually come with scheduling facilities, so that students can download synopses in advance of a lecture, whilst lecture notes and slides may be released after the lecture. They may also be used at any stage to solicit student feedback through survey tools and to collect assignments through online pigeon holes or drop boxes". (Paul,T,2011, p. 144).

He added that "VLEs typically provide a set of options that determine who has access to these resources and also at what level (such as reading, commenting, editing and administering). This is a key feature that enables fine-grained control: areas can be made open (to members of the public) or closed, for instance limiting access to a particular group and making materials available only between certain dates. There are in fact many course materials freely available, of which a notable example is MIT Open Courseware, which includes materials in Economics. However, the value of a good education emerges in how these materials are presented, in the communication between a teacher and a student and the various other kinds of specific support; a VLE's primary role may be considered as contributing to that support." (Paul Trafford, 2011, p. 144). means that the virtual learningenvironment shows the value of the best teaching through these materials. According to Paul's point of view, the advantages of the VLE is being able to provide for learners the software options he said: "The potential benefits a VLE can offer, the next step is to consider the software options available to deliver these services. If a decision is made to go forward with VLE provision, this will be the core task of any procurement process". VLE software has origins going back many decades to seminal work, such as that by Engelbert (1962), who saw computers as helping to solve problems. As the history of their development shows, this presents today a vast array of options and it is not feasible to provide a comprehensive

evaluation of them all. So it is important to carefully formulate the essential requirements to establish a firm basis for narrowing down suitable candidates for consideration.” (Paul Trafford, 2011, p. 144).

1.4. Distance Learning

Distance learning or distance education refers to people who are geographically distant by time and place and they make efforts to access learning courses via network as well as using pedagogical materials like printed and electronic tools and media (Moore,1990), in other word this definition make combination between learning as a medium for implementing distance education. C.Wedemyer(1981) argued that the basic and meaning of distance education relies on students ‘independency, this means that they can learn with their own pace (Ibid).

According to C.Wedemyer (1981). The instructional system of distance education should :

- Responsible for students learning process.
- Get access to students anywhere and any time even if there is no teacher and there are few students .
- Using an effective teaching method which suits students differences and provide authentic information.
- Give students sufficient time to deal with different tasks.
- Allow students to learn with their own pace.
- Make an evaluation to students results.

Moreover, Keegan(1993) gave some characteristics to distance learning like; good pedagogical organization, teachers and students are separated by distance and time, using technology as a medium to make connection between students and teachers via video, audio,

printed media and so forth, students are taught as individuals more than as a group, in person interaction can happen distance education (Keegan,1993).

1.5. Online Learning

The general definition of online learning is that using technology in order to get access to the learning experience (Boston,2002;Carliner,2004;Cornard,2002).It is described by modern learning but “disenfranchised” (Benson,2002), by means that it is not sufficient learning. As it is quoted by Poe(2002):

“... Online teaching and learning is faculty-delivered instruction via the Internet. Online instruction includes real-time (synchronous) and anytime, anywhere (asynchronous) interactions.”(A. & Poe, 2002: 5)

Seemingly, there is a variety of interaction mediums are provided in an online learning either oral, written or visual. It is somehow difficult to distinguish between online learning and e-learning because are mainly the same online learning described as “wholly”, which means that it may include all types of online learning such as e-learning which is a kind of it (Triacca,2004).

To conclude the three presented types of educational technology are different to some extent, there is a clear distinction between blended learning and online learning because online learning deals with only an online environment while blended learning deals with both face to face environment and online environment as well as it deals with both interactions in-person and non person interaction, additionally, online learning characterizes with student-centered approach when the student is responsible for his learning and the teacher is only a guide, meanwhile in blended learning students can benefit more because there is an in person interaction and variety of resources to refer to them, so that they can understand

better (CELT., n.d). Keegan (1996) described distance learning as an umbrella term which includes online learning and e-learning .

Section Two: E-Learning

2. Definition of E-Learning

Different definitions are presented by many authors for the process of e-learning due to its inconsistent use, some of those definitions are considered .

Some authors like Rosenberg defined e-learning as: any e-media tools that help individuals (learners in our case) to receive, produce, and distribute information purposively to ameliorate their training performance. (Rosenberg, 2001.p28-29)

Rosenberg's definition is correspondent to Tavangarian's definition, who said :

“ We will call e-learning all forms of electronic supported learning and teaching which are procedural in character and aim to effect the construction of knowledge with reference to individual experience ,practice and knowledge of the learner”(Tavangarian, 2004), the writer here was constructivist in describing e-learning, in his definition, he took into consideration learners “knowledge” , “experience “, and “performance” that can be affected by ICT as a method for both learning and teaching process. Those forms of electronic learning can be, websites. And technological devices like (PCs ,tablets, mobiles ...), software ...etc

Moreover koper (2007) argued that e-learning defined as implementing ICT s in education in order to facilitate both learning and teaching process (koper, 2007. p 356) , this idea was supported by Anderson and Garrison who believed that e-learning is the use of educational technology to support remote learning (Anderson, Garrison, 2003.p34)

It is scrutinized by Ruth Colvin Klarck and Richard E.Mayerwho explained “e” and “learning” in e-learning as:

“the “e” in e-learning refers to the “how”—the course is digitized so it can be stored in electronic form. The “learning” in e- learning refers

to the “what”—the course includes content and ways to help people learn it—and the “why” of e-learning is the purpose: to help individuals achieve educational goals or to help organizations build skills related to improved job performance.” (Klarck .R.C, Mayer ,R,E).

In conclusion, the authors highlighted the use of electronic tools to generate the content of the course and the way e-learning occurs as well as they mentioned the purpose of e-learning to construct knowledge and improve technological skills for professional aims

Types of E-Learning

2.1. Synchronous E-Learning

Synchronous e-learning involves online studies through chat and video conference, this type of learning is Real-time like the course in the classroom, According to Khan (2006)"the synchronic e-learning is the interaction of the students and the teachers via the web in Real-Time". It is called synchronic because it is an immediate learning in the sense that it allows the learner to Ask and the teacher to answer, means that synchronic e- learning or online courses facilitate the interaction between students and teachers by using different tools for examples : video conference, chat based online discussion, zoom and instant messaging, According to (Clark et al,2007) "the origin and the real root of the synchronic e-learning are derived from three influences: the classroom, the media, and the conference"

2.2. Asynchronous E-Learning

Asynchronous e-learning involves coursework delivered via web, it encouraged and facilitated the work of the learner and the instructor, when they Cannot be online at the Real-Time means there is no simultaneous interaction between the teacher and the learner. According to Mayadas (1997) the asynchronous e-learning is the learning community of interaction, that it is not limited by Time, place ,or classroom restrictions". The environment of asynchronous provides student an available tool for example: the audio, video lectures,

handouts, article, and e-mail ,in the other point, asynchronous e-learning take the advantage of computer-mediate communication (CMC) which make learning anywhere and anytime.

2.3.E-learning Techniques and Tools

Since electronic learning is empowered by technology, a variety of electronic tools are considered to activate this process.

“Many e-learning tools are currently available for using in education. E-learning tools can provide training and education to a large number of students with diverse cultural backgrounds and educational levels”(Shadi,n.d)this dissertation, reviews the different e-learning tools such as MOODLE,Zion app, Google classroom, and theimportant aims of each tool and analyzing the advantages and disadvantages of them. So, the different techniques and tools of the E- learning process enable the ESL learners to contact students from different countries and exchange information and new cultural values. He starts by presenting the MOODLE as a free software that provide a high quality of teaching and learning by saying:

MOODLEis an abbreviation to Modular Object Oriented Dynamic Learning Environment built by Martin Douglas at Curtin University. (Shadi,A.,n.d),it is a free software package, this platform designed to help students to provide creation of quality teaching also announced that “MOODLE has a number of advantages in education. MOODLE is easy to install, upgrade and use. It can be installed on as many servers as involved without an additional cost. MOODLE does not also require modification on Unix, Linux, Windows, Mac OS and any other systems [12]. It is implemented for educational aspects which some other e-learning platform is lack off.” (Shadi, A, n.d, p. N.d). The blackboard is considered a hybrid teaching tool. The blackboard can be used by lecturers throughout the lecture to discuss ideas or identify main points. It is suggested that only main points or ideas be written instead of long drawn out pieces of information. The blackboard can be a useful tool to help students visualizing key aspects of the lesson but may make things hard if lecturers attempt to teach a

large group. Blackboard assessment tools include: • Tests • Surveys • Assignments • Grading can be automatic and/or manual • Control over quiz/test features and functionality • Availability, grading, reporting, and others • Important technical/software considerations • Alternative forms of assessment. (Shadi, A, n.d, p. N.d).

Zoom app: Is an application of cloud-based video, which allows to set up virtual video and audio conferencing live chat .zoom Can be a great Platform to facilitate interaction with a multiple students and sharing courses ,it is a tool that lets you add virtual one-on-one or team meetings easily .

Zoom has a number of advantages in education, it is easy to use (just download, click it set it up.....) Zoom is a modern communication tool where it is an option like a digital white boarding and one click sharing students participation ,zoom has another benefit ,it Can record classes with lets students to learn at their individual pace .

Google classroom :Is a learning management system(LMS)that aims to simplify and distributing assignment ,it is a remarkable option in G suit for education which allows the communication between students and teachers. It is used to provide classroom communication, students Can be invited to classroom by using a private code.

Google classroom has a number of advantages which : it is easy to use to help students cause it is Super user friendly. google classroom is an easy Access materials because everything is posted and Students who are absent Can simply and easily Access classroom materials from home.

2.4. Benifits of E-Learning

As it is noticeable nowadays electronic means are integrated more in the educational discipline due to its opportunities and needs for learners and the followings are mainly the most important ones :

E-learning provides more knowledge with less efforts, learners anywhere and anytime can get access to their lectures via computers or any digital devices provided with internet in a few minutes, Thomas Jefferson (2008) pointed out that: “when course content and activities are provided online, students no longer need to worry about accessing course materials”. In other words students can access their courses whenever and wherever they are because they are available any time

According to Guess statistics, (2007) approximately around 98.4 % of Students have digital tools which shows that mostly all of them are knowledgeable about technological tools (TT), he added that 60% percent of students declared that their achievement was developed through the use of electronic means (Guess, 2007) .

In fact, the majority of today’s jobs needs professional and expert workers in using technology, therefore e-learning can improve students’ technological skills to build their professional future (Finch,.A.et all 2012)

For students who work at the same time of classes, e-learning is the best solution for them to carry on their work and at the same time get access to the class via electronic platform and e-mail (Kulik,,1989).

E-learning can match students' needs in terms of the way they prefer to learn according to their style of learning. Visual and auditory learners are preferred to receive their lectures as videos or records, for example ; teachers can provide lectures with diagrams, pictures ,and charts, additionally they can use educational videos to facilitate their learning, For auditory learners FL teachers prefer to provide courses with native speakers videos and records. generally speaking we can say that e-learning can improve students conversational skills (Helen,D,,2020)

-Since e-learning can be realized through several tools like computers, CDs,it will be affordable for students. so they can use the appropriate material which fits their financial needs .(Jeffrey.R.y,2018).

-E-learning can be more effective than traditional one, in faculties where students number is very large, by decreasing their number and provide them with more advanced technological materials that facilitate learning and make it very effective by contrast to traditional resources like books, libraries, amphitheatres that rises the number. (Enam .k 2018)

-E-learning decreases shyness and stress among students, they can interact with their colleagues and teachers any time via using electronic platforms, e-mail and through discussion additionally they will be more socialized and interactive. This idea was highly supported by Wagner (2008) he argued that e-learning gives students more chances to interact with their teachers as well as their colleagues .

2.5.Factors Influencing the Success of E-Learning

Variety of factors are affecting the success of e-learning, the main factors will be discussed as following :

Previous research in the process of e-learning suggest that the effectiveness of e-learning can be examined through variety of factors (either human or non-human) that affect students experience as well as e-learning success, the main factors will be discussed as following :

-Learning community or learning environment, refers to the space where learning and teaching take place, C.Whitmyer(1998)described e-learning environment as it based on “content”, “technological support “, and instructional support “ .

Content defined as the perceived output which made by the instructors to achieve the learning goals (Osman, F.M.et al,2018) ,Bailey and pearson(1983)argued that the quality of content should be, relevant to the students educational needs, moreover content should be

accurate (correct and clear), he adds that content quality must be sufficient (complete and comprehensive) and even time should be appropriate and sufficient, easy to access and use. when those aspects covered students will be motivated and satisfied towards e-learning course (Bailey and Pearson 1983).

Some studies highlighted interaction as an important aspect in learning environment. John Dewey (2016) gave more emphasis to interaction and pointed out that is an essential factor in the learning space, he defined the act of interaction as refers to the output students receive from their teachers in order to build and exchange knowledge with people in their own way (Dewey, J., 2016). Interaction in e-learning environment can be human or non-human act. In addition the absence of the teacher in e-learning environment cause a problem for students, consequently there is a need for technological support as mentioned by C. Witmyer (1998) technological support can happen through discussion forum and social media in order to collaborate, Cheng and Chau (2014) included the LMS as one of the technological applications and programs that permits interface among students, between teachers and their students and between students and content, either synchronous or asynchronous. Besides, educational support refers to the stuffs and tools like podcasts, slides, tapes, photographs, videos, charts, that teachers use to prepare their online course in order to encourage students to engage in e-learning environment, and it help students to perceive, retain, and construct knowledge, so that logical organization of the content can make it flexible, comprehensive, and easy to be memorized, since the main objective of electronic learning is to make students construct knowledge and explore the content depending on themselves, for instance including situations for problem solving can help them to achieve the goal.

Finally, e-learning environment with its aspects positively affect learners if it is well established by instructors.

-Course design refers to course quality, course objectives, course content and course organization (Wright,C.,2003). Heinerichs and his colleagues pointed out that the aim of designing course is to help students enhance their learning skills and build knowledge. as mentioned by Gray and Delisto mentioned that course design affects the way students acquire knowledge, other writers give more emphasis to scaffolding activities in order to make connection between online resources and what is related to the university program (Berber ,k. Bauchanar,2015), in fact there is a need for in person relations through using media in an appropriate way to communicate by using evaluative tasks, as argued by Lee (2014) course design has a positive effect to make students satisfied towards online course .

-Computer literacy, it refers to the ability to use technological tools especially computers to realize educational goals. Anderson and Hogan (2001) reported that professional use of technology can help students to improve their technological skills ,prior knowledge about the use of technology for instance computers, internet, software, make students feel confident in using Computer and enjoy the use of LMS in order to rich the content, which leads to improve students self- efficacy to understand the course content.

According to Haggerty (2008) students who experienced better how to use ICT, will have a positive perspectives about e-learning as well as they better succeed in e-learning process.

In a study conducted in USA department of education concluded that 16% of adults are facing problem with technology skills (Mamedova,S,Pawlowski,E.,2018) in order to overcome this problem some criteria are considered to increase digital knowledge those criteria are resumed as following ;

-People must acquire knowledge on how to deal with user interface and computer components (keyboard, monitor, program, applications)

-Learning how to navigate through the computer space or what refers to user interface like searching, writing documents,

-It seeks to make students knowledgeable about how to exchange files via emails social media or via other applications, moreover they share other data either written, auditory (records), or visual data (video) .therefore computer literacy or digital literacy gives more opportunities to communicate share and acquire knowledge about how to use e-learning tools and resources .

-Teachers and students' attitudes : the success of any educational system is related to the positive perception of both teachers and students according to Kim (2012) the success of e-learning system refers to instructors 'attitudes which affect positively students 'perceptions in terms of motivation and reinforcement, this idea is supported by Loh et al (2016) energetic teachers who make efforts to make students satisfied about electronic learning trough interaction (quick reply to students emails) giving instructions, providing lectures with interactive and evaluative tasks, in this way teachers encourage learners to engage an e-learning classroom. Sauthard et al 2015 argued that instructors should contact their students either via synchronous tools like video conference, zoom up, or asynchronous like emails, google classroom .., other studies found that students are highly enjoyed online learning due to its characteristics such as flexibility (Cobb and Mueller ,1998). To sum up factors like, learning community, course design, teaching method, computer literacy, and finally teachers and students attitudes make students motivated and satisfied about e-learning system and create a positive attitudes towards the process .

Moreover,the effectiveness of e-learning can be examined through variety of factors (either human or non-human) that affect students experience as well as e-learning success.

2.6. Learning Theories and Their Application in E-Learning.

The great aim behind establishing learning theories is to know how learning occurs under different conditions and factors specialists in e-learning link learning theories like Behaviorism, cognitive, and constructivist, to e-learning system and program. Before talking about learning theories. we firstly define learning.

As it is defined by Ruth .C Clark and Richard E.Mayer, learning includes acquisition of new knowledge, and make a link between the newest and the prior knowledge in an organized way in human brain, in other words to construct knowledge, additionally learning involves change in behaviour as a result to personal experience for behaviorists change in behaviour occurs when there is a reinforcement for the correct answer. (Klarck. R.C, Mayer.R.E.,2011) From the definition we can pick up three essential learning theories that instructors based on in e-learning course design .

2.6.1.Behaviourism Theory

This theory states that learning is a behavior which can be changed over lived experiences and interaction, for behaviorists knowledge can be acquired through stimulus and response, those responses can occur due to positive or negative reinforcement. Since behaviourists build their believes on imitation or stimulation,(William,J,Skinner,B,F,1975).E-instructors based on this theory reach their courses with group discussion through Chat that enables students to participate throughout course content, stimulus in e-learning can occur synchronically in a form of some activities like role play, drag and drop tasksin order to test knowledge comprehension and measure students feedback and reaction about the course. teachers in this way motivate and reinforce students to engage the course (Sengupta,D,2019).

2.6.2.Conitive Theory

Cognitive theory, cognitivists view learning as a mental phenomena where and how knowledge is acquired, they describe learners as “information processors” as influenced by

the appearance of computer processor, whereby learners retain information in their memories in a form of connected nodes which they are semantically interrelated and conceptualize thoughts into words .

Cognitive theory is one of the most applied for instructional design in e-learning. due to the absence of teachers in an e-learning context they cannot really interact simultaneously with their students, they have to design courses to accommodate learners 'needs and mental or cognitive capacities for instance some students react better to graphics by contrast other feedback better to written forms like texts or visual resources like videos, illustrations ... (Arshavski, M,2018) .

Since cognitive theory consists of both external and internal factors to in the learning process it is used by e-learning teachers in two aspects ; trough social cognitive learning or social learning and cognitive behavioral learning, the former is based on , external factors. from environment like interaction, observation, and motivation (MCLeod,S,2020). In e-learning students can learn through observation via video and audio materials like you tube, while the later (cognitive learning theory) states that people learn depending on their thoughts (Jarre,A,.n.d)cognitivists build their assumptions for learning on thoughts, feelings and behaviors, (Jarre,A,.n.d) ,in other words, what learners thing about something will influence their behavior, they can change their acts or behaviours according to what they believe in .

Cognitive learning is widely beneficial for e-learning applications, it gave students opportunities to deal with difficult issues and easily accommodate with them, it could improve problem solving skills which is very important for e-learners, moreover it can be effective for students retention through activities like storytelling (Arshavsky,M,.2018), it enhanced students self-confidence and self-satisfaction as it is described by Albert Bandura intrinsic reinforcement, when students feel confident about their success in some challenging tasks, consequently they will be motivated (Bandura,A,.2002).

2.6.3. Constructivism Theory

Constructivist theory, according to constructivists learning is to construct, produce, recognize and interpret knowledge according to personal experiences as well as learners assimilate and make a link between prior and new knowledge, constructivism considered as the newest theory of learning it is mostly applied by e-learning instructors simply because it deals with learner-centered approach which characterizes e-learners, the application of this theory make students more active rather than being passively receive information (Syngupt,D,2019)The main objective of e-learning is to make students explore, predict and logically construct new knowledge about the content, the best useful activity in e-learning is provide a story telling technique which help students to easily retrieve information about the content in addition this kind of activities can improve students thinking and critical skills, in addition it permits them to make connection between content and what they really lived and feel about as well as to create kinds of scenarios to share experiences and emotions .

To sum up, applying some basics from the previous theories, may help e-learning instructional designers to make the system effective

3.1.E. Learners Characteristics and Role.

Studying online is not flexible as it seems, some students suffering with that, simply because they missed some technical basis,online learners have more different characteristics rather than being in class .

-Students learn how to be socially interactive. In clicking one button students can get access not only to their colleagues but even to their teachers and students around the world around the world, they share with them different norms, ideas, views, cultures, perspectives, ...etc .They learn more about others' culture through interaction, in this context, some writers like Robert Bernard(2009) pointed out three kinds of e-learning interaction, interaction among students, interaction between students and teachers and finally interaction between students

and content, (Bernard, R., et al, 2009), those elements are explained basing on M.G Moore (2009); online interaction among students can happen either synchronic through video conference, or asynchronous through discussion or e-mails. Besides, even interaction between students and teachers can occur through the previous two types of electronic learning, teachers' role in an online course is to motivate, facilitate, and guide students to build and acquire knowledge about the required courses, depending on themselves, (Bures, E., M et al., 2011). The other kind of interaction is between students and content which seemed somehow unusual for the concept of human interactivity because there is inhuman variable, but this can occur in the digital era when students are interacted with their online courses to understand the content and make feedback the process can happen through using educational videos to enhance their learning and interactive activities on web based learning, generally speaking the precedent types of interaction made e-learners described as being socialized, interactive, self-independent and explorer. As mentioned before e-teachers acting as facilitators and motivators, therefore e-learners are responsible for their learning process, to understand and manage their online class, so that an e-learner should be self-control, self-motivated, and self-independence and deadline respectful, furthermore, online students must be professional in using technology since it is the basis of electronic learning; they acquire knowledge about how to use technological tools.

The previous characteristics of e-learners help to include the main roles of them since there is commonality between e-learners' characteristics and roles. So that the role of a good e-learner is acting as self-reliant, self-dependent, self-control, self-motivator in order to continue learning throughout life (Clayton, 2003). An e-learner should be a good time manager, an explorer, researcher. Zariski and Styles (2000) suggested that e-learners should be self-directed and responsible for organizing his learning process. Furthermore, an "e-learner must be able to identify and prioritize his or her personal skill gaps" and "manage the learning

experience, including setting clear goals, establishing specific plans, and securing needed resources” (Birch,2002).Quek and Wong (2003, p.289) warn that being successful in the online learning environment requires that students understand the purpose and function of online learning, which need to be made explicit and involves giving both teachers and students time to be comfortable in using the tools provided in the online environment. (Craig.A.2008, p. 208).Finally, students in e-learning need to take an active approach to learn if they want to be a successful online learners (Palloff & Pratt, 1998).

4.The Role of Teachers in E-Learning

Teachers play an interesting role to make both learning and teaching very successful, that is why they should know how to deal with their students and analyze their characters, and personality in order to find the suitable way or strategy that attracts their attention. However, English Foreign Language (EFL) teachers should master the program which will be followed during the academic year and they should be sure that they are competent in guiding the EFL learners, controlling, monitoring, and making them understand and acquire knowledge.

Secondary school teachers should not based just on adding new methods or techniques to facilitate the process of teaching, but also to make their learners behaviours more highly which considered as one of the important aspect of ethical and moral features because teaching ethical manners is very essential that lead learners to achieve good learning. This concept, has been well explained by Beijaard and Verlop in the book of The teacher's role and professional development as “teaching cannot be reduced to mere technical or instrumental measures that are reflected in the learning achievements of pupils, Also, Korthagen assured that “people’s core personal qualities that are important for the teacher, and lists necessary traits for a successful teacher: creativity, trust, care, courage, sensitivity, decisiveness, spontaneity, commitment, and flexibility”. (Korthagen, cited in Danijela Macovecp, p.36). That quotes showed one of the most important features that the

teacher should possess in order to make teaching process interesting and successful.

He pointed out that self-confidence, care and courage are very fundamental in building teachers' personality. Similarly, being decisive, spontaneous and committed help the educators to achieve a good results and make great learners. On the other hand, teachers should develop their competencies and skills in order to master their professional career, as well as, they also should know what are the factors that affect the learning process. As mentioned before e-teachers acting as facilitators and motivators, therefore e-learners are responsible for his learning, and serious learner.

Conclusion

This Chapter consists of the theoretical framework of the study it represents an overview about e-learning, and its important elements such as educational technology and ICT which serve as the base for e-learning process, as well as its important tools which allow the learners to communicate with their teachers either synchronous or asynchronous ,whereby students can easily retrieve, download, send and receive information digitally , this chapter introduces the main benefits and drawbacks of e-learning especially in the Algerian universities. Moreover the chapter sheds light on the factors that can affect e-learning success and effectiveness, additionally it shows the main roles of students and teachers especially e-learning characterized by learner centered approach rather than teacher centered approach .

Chapter Two: Methodology

Section One Research Design

Chapter Introduction

In this chapter the researchers started with an overview about the qualitative research methodology and phenomenological design and pointed out the aim behind the selected design. The limitations of the study are presented through site selection and participants, data gathered via in-depth interview which leads the researchers to consider some ethical concerns, the purpose behind undertaking those procedures is to naturally refine the results of the study which will be analyzed in the next chapter .

1.1. Research Design .

The design conducted in the current study is the qualitative phenomenology, hence, qualitative methodology is adopted when the researcher seeks to understand some details about a certain phenomenon or a complex issue, those details can be taken from the people who lived the experience, when they give permission to tell stories which are " unencumbered " with the researcher expectations and with what have been found in the literature (Creswell, J., 2013, p48), phenomenological approach gave a description and meaning to the lived experience which is shared by individuals, it aims to make people's experience understandable about the phenomena in order to grasp the universal essence of the experience (Van Manen, 1990, p177), the lived experience is the way or how people lived the experience which is used by the researchers to describe the universal structure of the phenomena (Vagle, 2014) phenomenological study is to describe but not explain.

Moreover, two approaches are necessary to study phenomenology either hermeneutic which is called also interpretive or transcendental which is known as descriptive, when hermeneutic phenomenology is about the researcher interpretation of the phenomenon in other words the researcher "mediated" or interfered between the essences of the lived experience

(Van Manen,1990,p26), while transcendental phenomenology is more focusing in describing the lived experience when the researcher “bracketing” a side of the phenomenon (Moustakas,1990, p 34) in order to get the essences of the phenomenon (Smith et all, 2009) it focuses on the what and how the phenomenon is experienced, as quoted from Moustakas (1994).

...a transcendental phenomenological approach engages in disciplined and systematic efforts to set aside prejudgments regarding the phenomenon being investigated (known as the Epoché process) in order to launch the study as far as possible free of preconceptions, beliefs, and knowledge of the phenomenon from prior experience and professional studies—to be completely open, receptive, and naïve in listening to and hearing research participants describe their experience of the phenomenon being investigated.....(p.22) .

In other words, the researcher set aside the phenomenon or followed the technique of bracketing, in order to objectively interpret and describe the outcomes, moreover the researcher firstly identified his assumptions and perception to do not affecting the outcomes.

2. Site Selection

Setting and sample are limiting this qualitative study, according to Maxwell (2012) the site is important to determine the appropriate academic "setting" " students" and "activities” selected,

The site in this study is the Department of Letters and Foreign Language in Larbi Tebessi University .The head of department created a classroom for each level, they are used for announcements most of the time. Some teachers have their Google classroom to share

their lessons, all teachers have Moodle accounts which were created last year to share lessons during their e-teaching process.

2.1.Sampling

The type of sampling used in the current study is purposive sampling because it is the useful type in qualitative study, the researcher selected the sample depending on their previous information about it when the researchers expected that the sample will provide them with the needed data (Creswell, 2013, p.100), moreover the researchers have prior information about their level, their characteristics, and if they are really lived the experience to be investigated such as e-learning in this case.

2.2.Participants

It is necessary for the researcher to choose the participants of the study because it is a crucial step in determining the dimensions of the study (Bryant & Charmaz, 2007). The selected participants are all from Tebessa university, they are studying English and they are from different levels second and third year license who experienced e-learning during the period of corona virus. Fifteen participants are selected from the whole population, the researchers selected both levels to see whether the lived experience with e-learning is the same with different levels, in addition third year students are lived the experience twice last year and this year, moreover second and third year students experienced both e-learning and in-class learning they can give distinctions about the two methods more than first year. participants are chosen depending on some criteria. They are similar in some and different in some others.

- All the participants studying English, and all of them passed through e-learning experience.

- The participants were different in some characteristics like (gender, age, level, social situation and location)

The participants were previously requested to be a volunteer for the interview they have been contacted via email and telephone, in order to discuss time for the interview session, some of them were interviewed individually.

3.Data Collection Technique

Interviewing is the appropriate technique for gathering data in qualitative research, to discover the way people think about such phenomena(Fetterman,M,1998), since the researcher cannot observe what existed in human's minds such as thoughts,he can ask questions to know about them and visualize them (Patton, D, 1990)

Moustakas (1994) clarified more phenomenological interviewing, he said: "The phenomenological interview involves an informal, interactive process...aimed at evoking a comprehensive account of the person's experience of the phenomenon"

Apparently, in this study participants described their lived experience and made it as possible as clear, the researchers conducted an in-depth interviews in order to gain participants insights about the experience with more details (Creswell, J,2013) the role of the researchers during the in-depth interview was to make participants comfortable and confident, in order to give the complete description about their experience within e-learning .

The time was to the interviewees is between 20 the 30 minutes regarding to their circumstances, the interviews are mixed between face to face, via email, and via telephone, the participants were interviewed in classrooms and in the university court

Open ended questions are designed for the interview do shape a general answer about the research question, questions are piloted with some students from second and third year in order to test reliability and validity of them this help both researchers to add new insights or ideas and even to make some changes with questions to avoid researchers subjectivity or their personal assumptions, according to Sanpson(2004) pilots shed light on different gaps in

gathering data which end up with structured questions that support the study and lead to answer the research question .

The researchers firstly started interviewing by introducing the topic and the aim behind it, as well as they informed the participants with the confidentiality of conducting the interview, they informed that the records will not be heard by anyone only by the two researchers and they took permission for the records, this could make the participants more confident and comfortable about the process, they reacted well with the questions and felt that it's their chance to complain, comment, suggest and tell stories about their experience with e-learning since it is a vivid topic which needs to be discussed.

3.1.Ethical Considerations

The role of the researchers is to objectively describe the data. They should set aside all theirprejudgments and assumptions about the topic in order to grasp the natural essence about the phenomenon under study, they should be aware that their assumptions will not affect the outcomes of the study which leads to research bias, this is what known by bracketing in phenomenology (Creswell,J,2013,p175)

Moreover the researchers, should be conscious that there is no risk to the participants either physically or psychologically for instance theyshould take permission for recording, and made them knowledgeable about the topic, additionally the researchers shouldestablish intimacy with participants in order to build trust and confidentiality between each other (Fraenkel,J.R.et all,2011,p439)

4.Data Analysis :

According to Moustakas (1994) phenomenological analysis done through the following steps:

Horizontalization: to start data analysis the researcher should transcribe data verbally, in this research data are recorded, so that those records should be transcribed in a written form

(interview transcription). Then he looks for any relevant statement, "significant statements" are words that help the researcher to understand the phenomenon, the researchers here should avoid hispre judgement about the data(phenomenon) in other words he should set aside of the phenomenon under analysis(bracketing) then the researcher organize the transcribed data.

Phenomenological reduction in this step the researcher omitted any irrelevant or repetitive words or statement As stated by Creswell (2007) Any statement is it transcribing data should the examined many times to grasp the important meaning of the experience. Through coding according to Struss and Corbin " coding is the analytic process through which data are fractured, conceptualized and integrated to form theory" (1998) in order to get the key themes.

thematic clustering or cluster the meaning : In this step the researcher grasp i the essence of the experience through emerging the key themes of the experience (M ioustaka,1994, p 121).

Textual description : The researcher in this step attempting to narrate and describe the experience of participants basing on the key themes (Creswell, 2013, p.82) .

According to Moustakas (1994) in this step the researcher should write all the details about the participants experience without omission, and even with mistakes, which means that the interview recordings should be written verbatim .

Structural description : This step is about the way individuals expertise the phenomena in relation to the situation that they influenced with, in which the researcher has givendeep description to the phenomena for the sake of getting the essence of the experience (Creswell, 2013)

The essence : In this phase of the analysis the researcher attempting to get the essence of the lived experience through both textual and structural description, essence in

phenomenology is to identify what is common in the participants perceptions and their reactions towards the lived experience (Freankel, R.J et all, p432).

Section Two: Results

The findings of the study finished with emerging codes, categories, and themes throughout the previous steps that discussed in the analysis part. In this way the researchers reduced the data collected via interviews purposively to shape an answer to the research question. Consequently several codes were emerged from the interview transcription which then catalogued into different categories which served as the container to those codes, then concluded with emerging the central themes that grasp the essence of the study, themes for this study are : first, e-learning is beneficial due to its unique characteristics as compared to in class learning, second, the absence of the teacher in e-learning affects students understanding of the content, third, Internal and external obstacles faced by students on e-learning context, and finally, students perceived lack of interaction in e-learning environment. So, those four themes will be described and interpreted by the researchers through what participants recounted in the interview records.

Theme 1 : E-Learning is Beneficial Due to its Unique Characteristics as Compared with in Class Learning .

This theme answers the questions 1 and 3 in the list of interview questions. The majority of students from both levels second and third year appreciate e-learning advantages due to its flexibility in use most of them describe e-learning as flexible, accessible, and economical .

A third year student said “

“e-learning beneficial to some point I find it flexible, with e-learning I can save my time and money, there is no need to travel from my country where I live to the one where I study”

Students claimed that when they learned with their own pace they would be more comfortable, hence this method suits the different mental capacities and different learning skills of them, one of the third year students said : “when I watch videos I can understand more because I always need to see things that I’m going to learn”, some students claimed that e-learning allowed them to use different skills that they didn’t use before like they learnt how to critically think and use multiple skills at the same time, rather than the traditional one.

Some students agreed that learning improved their speaking, written, listening and thinking skills throughout videos such as listening to native speakers on YouTube. one of the second year students said :

“e-learning is beneficial because we use some senses that we don't use in the class we can study from videos podcast from different channels on YouTube such as listening to native speakers personally I improved my skills like listening and speaking skills “.

Authentic resources for learning such as videos and podcasts make students enjoy the course and engage in e-Learning environment as well as they better feedback because e-learning resources make content comprehensive

All the 15 participants from both levels agreed that they enhanced their technological skills that they never acquired before.

One from the third year students said :

“e-learning concerning technology was somehow easy especially in our generation which is obsessed with technology and stuff from another hand it was a kind of complicated because we face new applications and new Technologies that we're not familiar with but it was all good because we learned how to use them through practice”

All the students felt comfortable about the use of technology, they find it easy to use. This is the opinion of the majority of third year students and even second year students. By contrast some of them felt anxious when they face new electronic platforms like Moodle, zoom app because they did not use them before, From another side they expressed a positive attitude towards Google classroom because of its ease of use, it is the commonly used by all students as it is quoted from one of the second year students who said :

“using technological tools is not satisfactory at all because of sufficiency of internet connection that almost student complained about, and even the platforms are not available just in case of Google classroom that was the only one we use to receive courses”

From another side some students evaluated the role of digital tools in the process of learning they argued that those tools helped them to easy get back to their courses, a student from a third year level said :

“with e-learning I’m not obliged to write my courses like in class ,the courses can be saved in my phone and pc I can back to them any time in just clicking one button”

To sum up with this theme, it answered the question 1 and 37, students appreciated the opportunities offered by e-learning system like affordability, flexibility and accessibility, as well as its authentic resources such as videos and podcasts that help students to enhance their skills, furthermore they liked the use of some electronic platforms like Google classroom due to its usefulness.

Theme2: The absence of the Teachers in E-Learning Affects Students’ Perceiving the Courses

The second theme gave an overall answers to the second question and its probe questions in the list of interview questions. It is about teachers and students roles in e-learning it also refers to the content comprehension and finally students self-reliance .

All the fifteen students complained about the absence of the teacher in e-learning process, in other words they claimed that there is no role for the teachers, they mentioned the following reasons:

- because the content is not understandable
- they send lectures without an explanation
- they don't provide lectures with illustration
- they neglect students questions

One of the second year students claimed that :

“ teachers role is only sending courses and quizzes no more, some of them don't even care about if we understand or not”

this student declared that his teachers were not care about him, which normally supposed to be facilitator, monitor, guide and instructor but all those roles are not existed in e-learning process, moreover students expressed the feeling of empty minds they said :

“we don't understand anything in the courses which we receive, we finish the year without content”

Some others said that e-learning increased the act of cheating especially for lazy students they only copy and paste when they do homework, assignments and even tests, some student recognized that they only copy and paste because they didn't understand the content they said:

“personally, in some modules when I pass exams remotely I copy and paste from different resources simply because I couldn't understand the content, and even I don't know my teachers”

Students rely on themselves to learn, explore and understand content, they felt that they must depend on themselves .

Students from both levels expressed their roles as the following

-As a researchers, when they refer to search in different resources to understand the content of the course.

Some students declared that:

“we always refer to research in Google to define and clear concepts and facilitate understanding”

“I prefer to watch videos on YouTube to understand more”

-As self-controlled, since there is no teachers to control students learning process students in this case learned how to be self-controlled in terms of being ethically and honestly do assignments homework and answering remote exams.

One of the active students gave steps about how to learn without teacher she said :

"My role downloading courses from Google classroom discussing the course word by word selecting the most important information I make a summary what I have understand Play search for concepts on the internet I prefer some questions and I send them to the teacher”

-As Time manager, since students in e-learning were obliged to learn outside the classroom, e-learning environment is not always suits their occupations some times they suddenly received exams during their works, “it’s tricky for me to pass an exam during my work office”, some others passed exams with stress and fear about insufficient time, by contrast another student recognized well that she is responsible to learn individually and she said:

“ As an e-learner I’m responsible for my learning I manage and organize my time I contact my colleagues and teachers and I use feedback to develop my knowledge”

Meanwhile, students emphasize teachers role to understand the course a few of them said :

“it’s hard for me to understand course by my self I need the teacher to help me to understand”

Students claimed that the course comprehension, is the responsibility of the instructors, when they design their courses they didn’t take into consideration different cognitive abilities of students, one of the students said that :

“if the teachers provide lectures with illustrations it will be better for me to understand”

Illustrations in e-learning course design can be videos, audios, graphics, diagrams pictures and so on .

To sum up with this theme, it answering the questions 2 and 7.

It represents students attitudes toward the content they received they the role of the teacher is somehow absent, they rely on themselves to understand the lectures, but not all students increase self-reliance, and finally they intensify the presence of the teacher to facilitate the content.

Theme 3: Internal and External Obstacles Faced by Students in e-learning Context.

This theme represented an answer to the question 6 and its probe questions in the list of interview questions, regarding the flexibility of e-learning it still a challenging task for many students it represents the difficulties faced by students in e-learning context like, the lack of internet, the lack of support and devices, the lack of authentic resources, and lack of motivation.

A student commented on that he said :

“for me it doesn't help a lot because I always have a problem with internet access”

The other participant said:

“ weak internet leads to missing the rest part of the lectures”

A few minority of students claimed that they lack of digital tools like Pc.

One of them said:

“ honestly speaking I don't even have a pc, I'm working with my phone and I always faced problem with charge”

The majority of students declared that the responsibilities didn't provide them with instructions on how to use some electronic platforms .

They said:

“technology use was less developed in our country even if it was available both students and teachers don't prefer to use it because we don't have any training with them”

Other students commented and said:

“we can't even get access the university websites maybe they didn't constructed well by the responsibilities”

So that they used to contact teachers via their personal blogs or via social media responsibilities,“ I contacted my teachers via messenger ”

Additionally the vast majority of students expressed the lack of authentic information due to the variety of e-learning resources

“ I personally don't convinced with some resources because sometimes I find one information presented differently in variety of resources and websites”

All Student complained about the huge amount of information,“e-learning was characterized by huge amount of pdfs without understanding the content itself ”

The majority of students claimed that e-learning make them less motivated towards learning because they are obliged to learn alone .y

One of them commented and he said:

“The difficulties I faced in e-learning are, being forced to study alone, no face to face interaction less motivation”

few students faced some kind of procrastination and less organization of the courses during e-learning. One from the participants said :

“my experience with e-learning and the teacher has made me procrastinating and less organized especially during the pandemic “

The final words about this theme, it is totally about obstacles faced by students during e-learning, they have been classified into technical obstacles which included weak access to the internet, weak infrastructure and weak websites, pedagogical obstacles which referred to the responsibilities and instructors such as lack of the possibilities for remote learning, financial obstacles ; few students did not have devices, and finally personal obstacles which referred to students' psychology and feelings during the period of the pandemic.

Althose factors may directly affect the success of e-learning.

Theme 4: Students Perceived Lack of Interaction in e-learning Environment .

This theme represents the answer for the questions 4, 5 and 7. It is about how students are needy for the interaction in e-learning environment and to examine the extent to which interaction is important ,in this theme the researchers will measure 3 types of interaction between students and teachers, between students and materials and finally among students.

The researchers found that all the fifteen participants complained about the lack of interaction in e- learning environment this is a comment by one of the second year students :

“E-learning lacks motivation because of the absence of the teacher, the teacher is the only one who can motivate me, it also lacks interaction, there is no classmates who motivates me like to participate to make challenge, e learning environment makes me disturbed stressful lazy and not time respect”

Interaction is so important in e-learning environment whereby students increase the feeling of being motivated, competed as well as it increased the feeling of belongingness to a certain learning community through group discussion via social media, the lack of interaction make students felt isolated especially for students who used to work in group .

This is a comment for a student who used to work in group discussion

“I always use to work in pairs i couldn't accept to study alone, me and my classmates used to make a group discussion to revise for quizzes. and exams " another student said :” e-learning environment lacks of direct contact with the professor which leads to weakness educational communication”

The student here emphasized the need for communication and direct contact with the teacher, technological support is needed for communication, the vast majority of students contact their teachers in asynchronous way via email, google classroom and even via social media, some of them did not satisfied about this type of contact one of them said :

“when I send an email for my teacher he answers lately” another one commentd on her and said :

“I don't find a problem in contacting my teachers they always be on time when iI ask questions they reply directly” another one said:

“my experience was asynchronous I mostly used google classroom even the synchronous was available but time being spent on it was insufficient and even it wasn't used by the majority of teachers and students it is used by a few minority of them, and they didn't use it appropriately like zoom app”

To end with this theme al the fifteen participants complained about the lack of interaction in e-learning environment, they are not satisfied about e-learning environment and

supplemented material, they described it as less comfortable to learn, mainly all students used asynchronous type of e-learning to contact their teachers, by contrast a few students used the synchronous contact but they state that it did not work appropriately. Generally speaking students emphasized the importance of the traditional learning when there is a real interaction.

5. Discussion of Results

The presented qualitative Study aimed to explore how students from both levels second and third year experienced e-learning during the period of COVID-19. When researcher aimed to discover the extent to which students reacted with e-learning experience. Fifteen participants from both genders shared their lived experience about the phenomena throughout face to face interview which transcribed in a writing form, then clustered into codes and catalogued to categories which resulted four emerged themes those themes will be discussed as the following :

Theme 1

The theme was about the beneficial side of e-learning the overall number of participants expressed a positive attitude towards the opportunities of e-learning, the overall participants declared that e-learning with its flexibility helped them to learn with their own pace as supported by Harland (2012)“anytime anywhere”by contrast a few students criticized this method of studying in a unlimited time and place. When sometimes the time and place are inappropriate for learning, regardless to the few minority of participants who disagreed with e-learning accessibility, the vast majority of them were likely appreciated the ease of access to their courses through different resources like YouTube, previous literature supported this issue for instance hunt(2002) argued that e-learning is beneficial in terms of rapidity, access to relevant information for the course, furthermore all the participants appreciated the technological use in e-learning regarding to its ease of use, seemingly the

majority of participants faced a new acquirement of knowledge concerning the supplemented material like platforms, and electronic resources which allow them to save and retrieve information whenever they need them, this finding has a previous background in some studies Dawley (2007) said :“students really appreciate the ability to see their overall progress in a course at any given time” (p,185).

For the majority of students e-learning increased digital literacy, they developed some skills like critical thinking skills, Generally speaking students appear satisfied towards e-learning technologies and its opportunities .

Since the discussed theme highlighted the benefits of e-learning, it is contradictory with the third theme which is about the drawbacks of e-learning, it seems that the participants negatively described their experience with e-learning, it is probably a challenging task.

Seemingly, the main obstacles refer to the lack of support either technically, financially or pedagogical those supports indicated as important to achieve better results and they helped both students and teachers to interact. Students strongly blamed the responsibilities about the lack of those supports which led to refusing technologies in learning, they seemed afraid of using them due to the lack of training, it appeared that students expressed the feeling of technophobia, Brosman (1998) described technophobia as a negative feeling towards technology ,teachers are required to be knowledgeable about the required technologies and tools .

However the majority of students appeared satisfied to deal with those tools, because they have some knowledge about how to use them. It is found that few number of students lacking confidentiality in some electronic resources due to the inconsistent information, maybe they did not provided with authentic educational resources by their teachers .

From another side it seems that students perceived lack of motivation due to the lack of in person interaction either with their teachers or with their classmates and this is negativity

affects student engagement in e-learning process. Because any educational system has to be motivated in order to get support and acceptance by students, according to Ryan R.M (1985) and Albert Bandura (2002) motivation can be either intrinsic or extrinsic, intrinsic motivation When people self- satisfied to do something it depends on their decision about their desirable behavior while extrinsic motivation is an external empowerment like rewarding and praise that drives people to do something .

Students in e-learning should be intrinsically motivated to learn because they are satisfied about that. Furthermore motivation serves as an important factor to the success of e-learning. All the previous factors made students frustrated to some extent to deal with e-learning. Polfelaf (2013) find out that the lack of desire towards this new method of learning make students just receiving lectures without any efforts for preparing them. Referring to the main issue, the pandemic with its physical and psychological impact causes obstacles for students, psychologically speaking, it makes students feel stressful, “isolated” and “frustrated” especially for students who used to study in a group work

Theme 2

The main points to be discussed in this theme, are teachers and students role in e-learning, how the absence of the teacher effected students understanding the content, and finally how students realized self-reliance, from the finding, it seems that the more students understood the content of their courses the more they increased self-reliance, in e-learning process students are shifted from teacher centered approach to learner centered approach which characterized e-learning, therefore their perceiving of the course depended on the way courses are designed by the instructors, the later should be constructed well, the courses should be suited the deferent cognitive abilities of the learners, they have to bear in mind that students have different learning skills, they could provide the lectures with illustrations. Likely the vast majority of students expressed the lack of understanding the content and

claimed that this refers to the instructors course design, while just a few of them indicated that they perceived their courses well depending on themselves. Only two students highlighted the role of the teacher as a guide and instructor, he sent courses with illustrations in a simple language, seemingly students have incredible role in e-learning they used to teach themselves aided with technological support like internet, it appears that they become more responsible, more self-confidence and more respectful deadline, from another side it will be negative when the absence of the teacher madestudents behave unethically and less politely when they committed cheating especially with lazy students. In general, students reemphasized the need for in-personpresence of the teacher, this leded the researchersin this study to grasp the essence of this theme wwhich appreciated the traditional learning when there is a real interaction and real presence of the teacher as well as better comprehension of the content. But not totally neglecting the important role of technology in other words blended learning is mainly supported if there is an obligatory shift from the normal case of learning to the newest one (e-learning)

Theme 4

the fourth theme discussed e-learning environment and its impact on students interaction, as it seemed the majority of participants described e-learning environment as isolated, stressful, lacked interaction, and less motivated, it appeared that the participants werenot satisfied with e-earning environment, only few minority of them were positive towardse-learning as being studied with their own pace whenever, wherever and how ever which madethem comfortable. According to Moore interaction in learning environment couldhappen among students, between students and their teachers and between students and material (Moore ,1989), two types of interaction were neglected in e-learning among students and between students and their teachers due to difficultyto beoccurred ,even if interaction happen it is rarely to be, interaction considered as an integral part of the learning environment

due to its effectiveness, within interaction students can better understand the content, because there is always a direct contact between the learner and his tutor brown(2015) argued that interaction serves as the cornerstone for the FL learning, as well as it helps learners to engage in a certain learning community whereby they can communicate and collaborate with each other students reported that they communicate with their teachers either via asynchronous or asynchronous contact, most of them are using the asynchronous type of e-learning via email which is the best resource they depend on, because of its flexibility and ease of use (Dawley,2007), The lack of interaction affects motivation towards e-learning, obviously the lack of interaction results less motivation towards e-learning .

To sum up with this theme, the final remark, is that students learned how to rely on themselves which is something needed in a digital era, in both two last themes students strongly emphasized the official presents of the teacher in e- learning environment, the role of the teacher will never be changed or replaced by any electric tool they need a teacher to facilitate the content .

6.Summary of the Study .

E-learning considered as a new trend in some underdeveloped countries, it implemented as a result of the lockdown during the period of COVID-19. This study highlighted students experience with e-learning during that period of time this study added a new insights to the field of scientific research.

The study conducted qualitative phenomenological design which aimed to picturize the lived experience of students with e-learning as the new technique of both teaching and learning at the Algerian universities. Fifteen participants are chosen purposively because they werereally lived the experience. They asked open-ended questions via in-depth interview which lasted between twenty and thirty minutes. Additionally, the aim behind using this kind of questions is to give more opportunity to the participants to tell stories about their lived

experience. The researchers ethically treated the participants and they avoided any research bias, the data were recorded and then transcribed in order to easily analyze them. This process is done manually. The analysis starts firstly with coding data and then giving them labels and tags which then classified into categories those categories are reduced to shape the key themes those themes answered the research question, and gave a clear picture to the phenomenon being studied, those themes are discussed, to emerge the general perspectives about e-learning experience, positive and negative insights are merged by students, they preferred more traditional learning whereas they appreciated the use of technology in learning they suggest to use both in class and electronic learning at the same time which led to blended learning as mixing between both methods of learning.

Section Three:

1. Pedagogical Implications

E-learning needs a support, possibilities and good implementation, faculty and administration should prepare the needed materials as website, platforms and so forth in order to increase students' readiness to engage in the e-learning process.

Teachers need to be well course designers in the process of e-learning so that they can increase student understanding of the content moreover they should create an interactive learning environment and contact students anytime in this way motivation will be increased.

E-learning will be better in Algerian universities if students perceived more training in technology in order to use it appropriately.

1.2. Further Research

This study consists of the overall experience of EFL students with e-learning, it shed light on e-learning from different angles, further research can be conducted in more specific topics which need to be treated in e-learning for instance treating the problems faced by students in this context.

This dissertation conducted with EFL students, more research can be dealt with scientific fields to explore the extent to which they overcome problems to understand the mathematical issues especially that they need more practical and interaction which are missed in e-learning process.

1.3.Recommendations by Students

Students added their recommendations in order to better implement e-learning the following list expresses their recommendations :

- provide them with authentic resources like :e-books, and educational websites.
- Make the content more comprehensive when they are well designed such as using power point which outlines the content and give key terminology instead of long and Inapprehensible handouts .
- create an interactive learning environment to interact with teacher synchronically via group discussion and video conference
- Make websites and platform available to access .
- give extra time to pass exams remotely since time is not sufficient .

1.4.Limitations of the Study

since this dissertation is conducted during the period of corona virus pandemic, the access for students was somehow difficult especially that the nature of the study is qualitative based interview just few students are agreed to participate in the study, furthermore the time for the interview was limited since it was during the exams period. In addition students may not give their honest experience with e-learning, if they do so, the data will be incomplete when they were anxious, stressful uncomfortable, Indifferent this will affects the way they reacted withus so that they will not give more details about their lived experience which can limitthe study since the answers will be shot and concise.

General Conclusion

This qualitative study aimed to explore e-learning experience of EFL students from both second and third year, during the pandemic, this dissertation consists of two main chapters the first chapter is about the theoretical framework of the study which represents an overview about e-learning and its focal points the second chapter is about the practical framework of the dissertation it provides a description to the qualitative phenomenology method based interview the findings are presented through the analysis to clarify more the picture of the lived experience with e-learning, the results of the studies show that EFL students from both levels second and third year are negatively reacted towards e-learning experience. Negative perspectives are shaped about e-learning experience contributed to many barriers that students faced with this phenomenon. Whereas less positive insights are considered by some students towards e-learning due to its opportunities and flexibility. The debate between the negative and positive sides about e-learning ends up with a result that blended learning is better as a method of learning during the digital era since technology imposed itself in the learning process.

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Appendix

Interview questions

1-tell me about the your e-learning experience and the teacher ?

- how beneficial do you find it?
- how was your feeling towards e learning experience?

2- tell me about the your e- learning experience and the content you receive?

- it's easy for you to understand the contents? How?
- to what extent do you refer your self to understand that contents?
- did you refer to any other resources?, what are?

3- tell me about your e learning experience and technology use?

- How do you find it ?
- Is that adds anything new to your learning process ? How?

4- tell me about your e-learning experience and i synchronous and asynchronous e-learning ?

- How was the contact with your teachers , classmates and content?
- which electronic tools and platforms do you use?

5- How do/ did you manage your e learning experience/ how is your motivation towards e. learning experience ?

6- Describe any difficulties do you find in online learning?

7- describe e learning environment as compared with in class environment?

- How stressful/ comfortable do you find it?
- Is that affects your learning ?

Resumé

Le but de cette étude est d'explorer l'expérience vécue des étudiants avec l'apprentissage en ligne pendant la période du COVID-19. Cette étude a suivi une méthode qualitative qui est basé sur une approche phénoménologique, L'échantillon de cette étude est composé de quinzaine d'étudiants de deuxième et troisième année de licence. A l'aide d'entretiens, les données recueillies sont un ensemble des bandes audios, retranscrites mot à mot, afin de les analyser. Afin de répondre à la question de recherche, l'analyse est fondé sur quatre thèmes principaux; 1- L' apprentissage en ligne est bénéfique par rapport à l'apprentissage en classe. 2- L'absence de l'enseignant dans le e-learning affecte les étudiants percevant les cours. 3- Les obstacles externes et internes rencontrés par les étudiants dans le contexte du e-learning. 4- Les étudiants percevant le manque d'interaction dans l'environnement du e-learning. Les résultats de cette étude montrent que les expériences des étudiants ont fusionné entre des perspectives positives et négatives envers l'apprentissage en ligne pendant la période de COVID-19, les étudiants apprécient fortement l'apprentissage traditionnel, alors qu'ils n'ont pas totalement négligé le rôle de la technologie dans l'apprentissage, certains d'entre eux suggéré de traiter à la fois l'apprentissage traditionnel et l'apprentissage en ligne, en raison de ses opportunités qui résultent de l'apprentissage mixte.

Mots clés : expérience vécue, e-learning, méthode qualitative, approche phénoménologique, étudiants EFL, perspectives positives, négatives.

الملخص

تهدف هذه الدراسة الى استكشاف التجربة الحية لطبلة اللغة الانجليزية مع التعليم الالكتروني خلال فترة كوفيد-19. تعتمد ح على انتهاء البحث النوعي الظاهراتي. كان المشاركون في هذه الدراسة خمسة عشرة طالبا من السنة الثانية والثالثة ليسانسالذين يدرسون اللغة الامجليزية. كان جمع البيانات من خلال إجراء مقابلات معمقة مع الطلبة . وكان ذلك من خلال استخدام الاشرطة الصوتية. التي تم نسخها وكتابتها حرفيا بغرض تحليلها بسهولة . من خلال التحليل تم استنتاج اربعة محاور رئيسية

والتي تدور كلها حول إعطاء إجابة واضحة لسؤال البحث عناوين هذه المحاور هي اولا فائدة التعليم الالكتروني تكمن في ميزاته الفريدة التي لا تتوفر في التعليم التقليدي. ثانيا غياب الاستاذ في التعليم الالكتروني يؤثر على مدى إدراك الطلاب لمحتوى الدرس. ثالثا العوامل الداخلية والخارجية التي يواجهها الطلاب خلال في مجال التعليم الالكتروني. وأخيرا. إدراك الطلاب لعدم وجود التفاعل في بيئته التعليم الالكتروني. تظهر نتائج البحث أن وجهات نظر الطلاب حول تجربة التعليم الالكتروني اندمجت بين الايجابية والسلبية, حيث انهم شددو على اهمية التعليم التقليدي, في حين أنهم لم يتجاهلو دور التكنولوجيا في التعليم. حيث أن البعض اقترحو انتهاج الطريقتين التعليم الالكتروني والتقليدي لما لهما من ميزات في التعليم. وهذا ينتج عنه مايسمى بالتعليم المدمج .

الكلمات المفتاحية: التعليم الإلكتروني, طلاب اللغة الإنجليزية, وجهات النظر الايجابية والسلبية.