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**The Effect of Distance Learning on Learners'
Achievement**
The Case of The First and Second Masters students in
Classroom Platform

A Dissertation Submitted to the Department of English Language
In Partial Fulfilment of the Requirements for the Degree of Master in Language Sciences

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2021/2020

Acknowledgements

I would like to express my sincere praise to Allah for giving us the strength to complete this dissertation.

*I owe our deepest gratitude to our supervisor **Karima TAYAA** who helped, supported, and advised us during our journey to complete this work. My heartfelt thanks is for her endless efforts, invaluable guidance, and confidence in our abilities. It has been a privilege to work with such a kind teacher.*

*I would like to express our gratitude to **Dr. DAIRA Saleh** and **Mrs. Zineb ABID** for accepting to be members of the board of examiners and taking the trouble to examine the present dissertation.*

*We would like to thank **all the master students (science of language) and the teachers in the department of English** who help us in the answering of the questionnaire and the interview of this study.*

Dedication

I would love to dedicate this work to:

- *My precious parents who have been always there for me.*
 - *My little family.*
 - *My dear friends.*
 - *All the teachers who believed in me.*
 - *All my friend from the cohort of 2015/ 2020*
- *For me Leila bendjeroudib I would love to dedicate this work to:*
- *My love and my strength in facing lif's challenge "my mother".*
 - *My father's soul, may God have mercy on him.*
 - *My husband who helped me to finish this work.*
 - *All my dear teachers.*
 - *All my family and friends without exception*

Abstract

This dissertation investigates master students' achievements through their experience of distance learning during the global pandemic of covid -19, it aims at testing the effect of distance learning to enhance first and second-year master students learning achievement in classroom platforms during the academic year 2020-2021. This research assumed that if students and teachers rely on distance learning, students' learning process would be improved, and thus there is a positive significant relationship between the use of distance learning and the enhancement of students. Hence, to test these hypotheses a quantitative and qualitative research method was adopted. The statistical and descriptive data were used in order to strengthen the validity and reliability of the present research. Moreover, the main results obtained from students' questionnaire demonstrated that the majority of the participants rejected the use of distance learning, they also revealed a negative toward the use of distance to develop learning achievement due to many constraints including lack of coordination and discussion between administrative staff, teachers, and students. Additionally, teachers interview revealed that they have a significant experience in distance learning platforms and they confirm students' responses related to lack of discussion between teachers and students. Therefore, the main conclusion was drawn from this study is that the inclusion of distance learning needs an adaption of various activities and strategies to ameliorate and motivate internet to use distance learning platforms.

Key Words: distance learning, learners' achievement, Classroom platform, Master student.

List of abbreviations

EFL: English as a Foreign Language

MS: Master students

SPSS: Statistical Package for the social sciences

DL: Distance Learning.

DE: Distance Education.

LA: Learner Achievement.

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General Introduction

1. Background of the Study

The last decades, online teaching and learning become more frequent training programs for individual courses or full courses and thus, the advent of distance education, has undergone enormous changes. The beginnings of distance education can be traced back to 1840, when Sir Isaac Pitman thought of a way to deliver instruction to an infinite audience. His idea was to offer correspondence courses by mail. The concept was successful and within few decades extensive correspondence programs were available in the United Kingdom, Germany, the United States, and Japan (Curran, 1997). By the 1900s, the first department of correspondence teaching was established at the University of Chicago and by 1911 the university of Queensland in Australia had developed a department of external studies (Matthews, 1999).

Moreover, student performance is generally used to assess evaluate the success of the course (Tobin, 2004). It is important to think carefully about what students need and what they want from their learning. Through the internet, students can now obtain instruction and learn with ease at home by simply clicking a few buttons on the computer to listen live or asynchronously to a teacher thousands of miles away, interact with the teacher, and solve problems without having to physically assistance in the classroom. Distance learning is an instructional practice that utilizes a wide range of tools and technology to enrich the student learning experience and to facilitate student-teacher and student-student communication.

2. Statement of the Problem:

The global confinement and social distancing resulted from COVID-19 pandemic have been leading to the closure of schools, universities and, training institutions in the most of the countries. Therefore, there has been a paradigm shift in the way educators deliver the quality of education through various online platforms. Online, distance learning and Continuing

education has become a panacea for this unprecedented globalization. The pandemic, though, poses a challenge for both teachers and students. The transition from traditional face-to-face learning to online learning can be regarded a completely different experience for students and teachers.

Learners are the centred topic of discussion in educational studies, making them to learn online while they don't have a long interaction within the distance education, even if they were linked and were able to study remotely, would they achieve there academic goals and maintain or raise their level as they are studying by the traditional way, learners achievement can be considered as the first thing which all of the educational family take it into consideration in this current situation which is the covid 19 pandemic. Sintema (2020) claimed that due to reduced students contact time and lack of consultation with teachers, the academic performance level of students in courses taught for year-end exams and internal exams may decline.

3. Research Questions:

Accordingly, this research aims at answering the following questions:

- **Main question:** How can distance learning enhance students' achievements?

Sub-questions:

- a. What is the attitude of Master students about their experience in classroom platform as a process to learn and enhance their achievements?
- b. How does distance learning impact teaching practices?

4. Research Hypotheses:

Foreign language learning has commonly encountered many challenges, thus overcoming them became the responsibility of many researchers and, specifically, teachers. In this respect, this research explores the implementation of distance learning as a way to improve the students' achievement. Therefore, the study hypothesizes:

- a. If students rely on distance learning, they would develop their learning process.
- b. If teachers rely on distance learning, they would develop their teaching process.

5. Aim of the Study:

In accordance to the problem stated above, the present study aims to:

- a. Investigate the relationship between the use of distance learning and students' achievements.
- b. Enhance students' outcomes by implementing the distance learning in classes.
- c. Developing teaching methods and strategies to be acquainted with distance learning necessities.

Research Methodology

For the sake of investigating the role of distance learning on the achievement of EFL learners in classroom platform, the researcher opts for descriptive research methodology to gather data for this study. The main research tool is the questionnaire. In addition to teachers interview to get more insights about the vital role that distance learning plays to enhance students' achievement. for the questionnaire that submitted to first year master in June 1st in letters and foreign language faculty, in the other hand the second year master student answer their questionnaire online " Google classroom" and second year master English (Tebessa) "facebook group" which submitted in 27 may 2021. However three teachers answer the interview online and one teacher answer it face to face in Larbi Tebessi University – Tebessa-

6. Structure of the study

This dissertation divided into two chapters. Preceding the first chapter, the general introduction introduces the reader to the concept of distance learning, then more specifically the role of distance learning in improving EFL student's achievement, the research questions, hypotheses, and objectives are presented in this part, finally the structure of the dissertation is outlined to provide a brief overview of each chapter. The first chapter provides a theoretical

background of the main, variables of this study through a review of relevant literature. Chapter two details the methodological framework of the study starting from the research design, data collection instruments, analysis of the data gathered, and its discussion and interpretation. The three chapters are followed up by a general conclusion and the bibliography.

Despite the progress of the remote study and its development in line with technologies, the precautions of the Covid-19 epidemic imposed its application without taking in into account the students' association with traditional education, not even the quality of teaching, which made us raise the problem of applying the distance study and learners' achievement and exposure the hypothesis and the aims of the study from the results and development of the method distance study by a mixed methodology, and according to an organizational structure.

Chapter One: Literature Review

Introduction

The purpose of this study is determined to investigate the effects of distance learning on learners' achievement, this review contains two sections that focus on two variables. The first section addresses the distance learning definition, types, characteristics, models, and other details about the topic, whereas the second section tackles learner achievement that has affected by distance learning.

Section One: Distance Learning

To explore the issue of distance learning, it is necessary to examine the topic from several angles, first by defining distance learning and providing historical background, second by presenting its types and advantages, and lastly citing the models of distance learning.

1.1.1. Definition of Distance Learning

Researchers Moor and Kearsley, Holmberg (2012) defined distance learning as a method of study in which lectures are broadcast or lessons are conducted by correspondence, without students need to attend the classroom which requires the separation of teachers and learners and among the learners themselves. Moreover, Moor and Kearsley (2012, p.02), referred to distance learning is "where the teaching occurs but in different place from learning", Holmberg's (1989), also stated that distance learning is a concept that covers the learning-teaching activities in the cognitive and/ or psycho-motor and affective domains of an individual learner and supporting organization. It is characterized by non-contiguous communication and can be carried out anywhere and at any time, which makes it attractive to adults with professional and social commitments. Hence, Keegan (1980), stated that there are six major components of distance learning:

- The Separation of teachers and learners.
- The Influence of an educational organization.
- The Use of media to link teacher and learner.
- Two-way exchange of communication.
- Learners as individuals rather than the group.

Education as an industrialized form However, the advancement of communication technologies has altered our notion of distance learning, which is more associated with internet technologies recently.

1.1.2. Historical Background

Distance learning has no fixed origin, but it is virtually started in the 19th century at the University of Chicago who was considered as the first university to establish a correspondence program between the teachers and the learners at different locations. Correspondence courses were the earliest form of distance education (Garrison, 1989), which has been known for several generations, especially for adult education. However, there was the claim that the first online course was maintained in 1984 by the University of Toronto, and later in 1989, at the University of Phoenix began using CompuServe that the world was introduced to computer based-learning, the internet was not even around, CompuServe is one of the first consumer online services at the University of Phoenix that yield the emergence of educational programs.

On the other hand, “Charles Widmeyer, W.Hlighty who is the father of modern distance education, he is a professor of education at the University of Wisconsin. Earlier in 1930’s Madison and Widmeyer used at the University of Wisconsin's radio station to broadcast

English lessons and expand access, he created effective teaching methods for thousands of sailors deployed around the world. As director of the University of Wisconsin's

correspondence study program (1954-1964), Widmeyer and his graduate students initiated many research projects on learning theory and the sociology of independent learners. The work advanced a new discipline in the field of education by integrating adults in an open and independent learning within structural education design, and applications of instructional technology, organizational, development, and evaluation.

1.1.3. Advantages of Distance Learning

The new mood of Instructional methods includes communication between the teachers and students that involves greater use of technology. Nevertheless, distance education is considered a challenging task more than face-to-face courses and sometimes the benefits weighed the costs. Distance education may have been their only alternative for receiving an education (Seay & Chamberlain, 2001; Spooner, et al., 1999). According to Smith (as cited by Grandzol, 2004) and Christensen, et al. (2001), Students find many features of distance education to like; for example:

- A convenience: Students can learn at their own pace, in any time or any place they want.
- B-flexibility. Students can pursue and complete their desired courses from anywhere with the use of computer and internet connection.
- C-accessibility: Students can access everything they need easily.
- D- participative style: Students learn how to participate online.
- E-absence of labeling: Students can learn with no label, and this make them study kn any time they want.
- F-written Communication experience: students learn a new way to communicate with each other or with the teachers

- **G-experience with technology:** Students can take an experience within the technology, by using it in studying online and using of a different application.

Oravec's (2003) demonstrated that the opportunity to enroll in courses not available (or at least not available when needed) at the student's institution. Another feature for online classes noted by some students were the Approachability of their instructors, Wherever they need and at any time by using different communication types such as: classroom platform, zoom, video, moodle, google classroom.... (Kroder, et al, 1998).

Priyanka Gautam (2020), presented many advantages of distance learning:

- **Learning on the own Schedule:** Students now have the freedom to pick and choose their Schedule, they can learn at their own pace in a relaxed environment, distance learning means that students are spending more time on their computer.
- **Distance learning saves money and time:** there is no time and money wasted in going to classes, no time wasted waiting for a bus or train or giving money to take a car. Students who don't have enough time can move to distance learning as an option because distance learning programs are very helpful for them.
- **Students can learn at their own pace:** The prospect of going back to classroom education can be intimidating for many students asking a question or revealing that they are unable to group a concept in class can be embarrassing for many students. Moreover, many studies have proved that those different students learn in different ways and at different speeds, since students are given all home works beforehand, they can study as much or as little as they want every day, as long as they complete their study materials within the stipulated time.
- **Distance learning pursue a job along with studies:** A major chunk of students who opt for distance learning are those who don't want to give up their jobs, but want a higher education, distance learning comes as a blessing for such students; they can

study on the weekends when they are back from work or even in the middle of the night.

- **Students can study wherever they want:** They don't need to be stuck in a classroom but they can go study in the garden, in the living room, or even in the comfort of the bed, they can choose the optimum time to study whenever they are at their productive best. Therefore, it can be said that flexibility is the most important benefit of distance learning.

Distance learning is beneficial to students, faculty, staff and members of the institutions, the number of enrollments in institutions has increased and fierce competition in the marketplace (Wagner & Thompson, 1997). The institutions and students share the benefits of reducing classroom sizes and witnessed the institutional transformations brought about by the distance education programs (Eastman & surft, 2001). Therefore, when teachers bring their online learning activities to their regular classrooms, students have already benefited from this new educational model (Denm, 2003). Some of Wisconsin Whitewater university students believe that distance education courses have replaced traditional classroom learning (Oravec, 2003), and for some students, maybe online courses are the only option for receiving education.

1.1.4. Categories of Distance Education:

Distance Learning falls into two main, Distance education is provided in either a synchronous or asynchronous manner. categories. TechSmith (2021)

1.1.4.1. Synchronous:

Synchronous learning happens in real time. This means that the student interacts with his peers and his mentor in a specific virtual place at a specific time. In these courses, teachers usually attend, as if they were in the classroom. Common synchronized online learning

methods include video conferencing, teleconferencing, real-time chats, and live lectures that need to be viewed in real time.

Synchronous distance courses are more similar to traditional asynchronous courses (King, et al., 2001; see also Miller & King, 2003). Although geographically separated, the tutor and the student meet at the same time. This is done through interaction. During television or chat (Holcomb et al., 2004), the synchronous distance learning mode has become fixed, while the asynchronous courses have tripled.

The type of remote course preferred by institutions, teachers, and students is asynchronous. Institutions favor asynchronous courses, especially web-based courses, because of the low cost of providing these courses (Draves, cited by Holcomb et al., 2004). According to Hiltz (1997), the “time spent in class” and the position of “class” are completely determined by the participants.

1.1.4.2. Asynchronous:

Students receive the group one week before the deadline and are free to work at their own pace. Additionally, asynchronous distance learning provides more interaction opportunities for students. Students can access course content outside of scheduled meetings or class hours, and interact through online chat quizzes or video reviews. Teachers and students alike benefit from the flexibility of asynchronous learning because it allows them to create and use content at their convenience.

The great advantages of asynchronous distance learning are recognized because it allows time for reflection before responding (Bonk & Cummings, 1998), this encourages critical thinking. Traditional classrooms that are faster paced and time constrained may not provide the same opportunities for reflective thinking. If there is no critical thinking component to an online course, then the course is more like a “correspondence” course, so there is no lecturer (Howland & Moore, 2002).

- **Benefits of asynchronous learning:**

The flexibility of asynchronous learning allows students to create and consume content when it's convenient for learning materials and can be accessed at anytime and anywhere (Tech Smith, 2021).

- **Student motivation:**

Asynchronous teaching methods help motivate students to review content on their own time and on any internet device they want. Students can study at their own pace. When it is convenient for them, self-paced learning can meet diverse learning needs and preferences and increase the success rate of students. Students can return to the test learning content, have discussions, and refer to other content.

- **Reach and engagement:**

With a busy and unpredictable schedule, teachers can extend course content beyond the scheduled meeting and class time through prerecorded videos and other materials. Teachers can influence live recording or create videos, and can analyze, generate captions, conduct conversations, add quizzes, and integrate the right content.

1.1.5. Types of Distance Learning

There are various types of D.L, these approaches to education can be synchronous as asynchronous. Some fall into both categories. These types of distance learning include (Tech Smith, 2021)

1.1.5.1. Video conferencing

A video conference is traditionally a conference in which two or more participants use video to connect over the Internet. This is a form of synchronous communication. Using tools such as zoom, whiteboard collaboration, the adobe connector, and other meeting software, teachers and students can interact together no matter where they are. Video conferencing

enhances student-teacher interaction and provides structure for lesson plans. It is still an important part of distance learning.

1.1.5.2. Hybrid Distance Education

Hybrid distance education combines synchronous and asynchronous methods, with students completing assignments and exams before the deadline. Then they work at their own pace and submit assignments through online forums, they stay in touch with their mentors while working at their own pace.

1.1.5.3. open schedule online courses

In the asynchronous category, you will find an online description of opening schedule . This type of course gives students great freedom to complete the course, students receive:

- online textbook(s)
- Bulletin boards
- Email

Students have a set of deadlines, which are then released by the teacher to work at their own pace. However, it requires strong self-discipline and motivation. Students who do the right thing still find this method to be overwhelming for many people, and they may feel overwhelmed by the presentation of the material. They may lack the motivation to take effective courses.

1.1.5.4. Fixed time online courses

Students log into the learning website at the designated time. They must complete pre-scheduled classroom activities at a certain speed. These activities generally include chats and forums, so fixed-time online courses encourage student interaction.

1.1.6. Differences Between Traditional and Distance Learning Courses.

While the goal is the same whether teaching in the traditional classroom or at a distance, there are unique characteristics for each method.

1.1.6.1. Key Elements of Traditional Courses

Traditional education is before distance education by many years. Yellen (1998) stated that the traditional learning environment has existed for at least several thousand years. Farmer (1999) stated that the origin of higher education dates back thousands of years. The citizens of Mesopotamia and Babylon want to improve record keeping. On the other hand, the Romans were interested in providing education for government employees. The Greeks are different from others, their main concern is to provide a more philosophical society (Farmer, 1999). Today's higher education provides opportunities to meet all three goals and more.

There are many similarities between traditionally taught courses and distance courses, but this does not mean that there are no differences. In traditional classrooms, interactions between students and teachers, strange learning materials and activities (it means using chalk or blackboards, video presentations, textbooks) can be observed (Tobin, 2004). Bruffee (1999) believes that activities cannot be found in traditional classroom collaboration. He claimed that this was partly because teachers did not realize that cooperation was effective and mistakenly believed that cooperation would only encourage plagiarism. Bruffee (1999) also described college and university classroom as a community, complete with its own unique culture.

Worley (2000) boldly declared that all education can be considered Distance Education. His argument is based on the fact that students who spend three hours in class each week also spend or expect to spend three more hours "reading, researching, preparing assignments, and perhaps conferring with other Students" (p. 4).

1.1.6.2. Key Elements of Distance Education Courses

According to Draves (as cited in Holcomb et al., 2004), some of the same reasons that distance education is considered so popular are believed to be the creation of a better learning environment, even better than face-to-face. There are several elements of distance education:

- . The student has the opportunity to study at his or her own “best” moment.
- . Learning progress is set by students.
- . The learning speed is faster.
- . Can interact with teachers and other students personally higher frequency.
- . When you work online, you can easily access more topics and themes.
- . Class participants can experience greater diversity through interaction. The student can be a resident of any part of the world.
- . Online opportunities allow students to access authorities and expert.
- . Distance education is cheaper and easier to obtain.
- . Rich of online information resources.
- . Online courses create virtual communities.

1.1.7. The Effectiveness of Distance Learning

Willis (1993) listed seven elements that both faculty and students need to be aware of when determining the effectiveness of distance learning.

- Use of teaching techniques and delivery methods that take into account the needs, diversity, and context of distance learners.
- Use of content examples that are relevant to the intended audience, distance learners.
- Understand urban and rural students and their diverse backgrounds.
- Encourage student-to-student interaction.
- Enhance student motivation.
- Need of family support to the distance learner.
- Need of suitable learning environments and available technologies

The educational goal of distance education programs is to offer learning opportunities that will produce the same or better level of learning as those provided in a traditional environment. Whether distance learning can accomplish this feat is a public concern,

especially in light of the absence of the teacher and student exchanges (Phipps & Merisotis, 1999). Ideally, delivery methods chosen for teaching distance courses should be based upon the following criteria: background and experience level of the student; cognitive Style of the learner; diversity of students participating in the course; and appropriateness Of the content being delivered (Willis, 1993). And also viewed that Teacher/student and student/student interaction and appropriate content were greater Importance than the delivery system.

Distance learning has commanded a wide range of responses regarding its effectiveness, from negative, mixed, to positive or no difference. Some researchers still hold the conviction that it provides less of an education than on-campus courses (Spooner, et al., 1999), while others viewed only parts of distance education as a diminished experience (Crump; Duramato; Pirrong & Lathen; and Richie & Newby; as cited by Spooner, et al.). Not only is the public skeptical, but the American Federation of Teachers (AFT) Stated educators also have their doubts. These educators have taken a stand on the belief that teaching and learning are essentially social processes and felt the concept of a community could not be achieved unless students and teachers are in the same physical Location (Twigg, 2001). According to Dewey (as cited by Bruffee, 1999), learning occurs when work is conducted as a social venture, with students contributing and acknowledging Accordingly. He contended that the community does not occur on its own, it requires thought and planning, he demonstrates that it is the educator's responsibility to Accomplish a manifestation of the learning community. The Middle States Commission on Higher Education (as cited by Grandzol, 2004) recommended that faculty should be "involved cooperatively in course creation and delivery and that learning be dynamic and Interactive, regardless of the setting" (p. 238). Technology can assist in providing these dynamic and interactive requirements. Bruffee (1999), warns to be careful of hindering distance learning by following "foundational educational assumptions" (p. 129)—Ignoring the social dimensions that technology can provide.

1.1.8. Distance Learning Models

There is a variety concept of distance education and there is a disparity between some of them, concepts are often so strong and convincing that they are casting into the mold of a model which can be tested and with experiences that can be made. Moreover, such a model can be fixed for even become” Petrified “when they are institution a lazed. Consciously or sub-consciously, distance teaching institutions are shaped by certain theoretical notions and ideas about distance education. Therefore, it might be useful to present a small number of selected models of distance education to you to learn more about their conceptional pinning's. Otto Petre (1993), stated seven models of distance learning:

1.1.8.1. The examination preparation model:

This model plays a certain role in distance education, in its history and its current situation. It was institutionalized when the University of London was founded in the middle of the 19th century for the benefit of those students who could not attend the classes and who lived in the colonies of the British Empire. The university informed the students about the regulation of exams than the model was developed and practiced by the Regents of the University of New York.

1.1.8.2. The correspondence education model:

This is the oldest model, it's almost the examination preparation model within regular teaching by presenting written or printed teaching texts and by assignments their correction. This Model has developed a considerable number of specific pedagogical approaches typical for distance education, it is used to a great extent by distance teaching universities.

1.1.8.3. The multiple (mass) media model:

This model was developed in the seventies of our century, it is more or less integrated use of radio and television together with printed matter, it initiated and supported the movement

towards open learning and open universities and it played a significant part in the founding of open universities.

1.1.8.4. The group distance education model:

This model is similar to the multiple mass media model, radio and television are used permanently as teaching media special printed teaching material is developed and distributed except for the customary lecture notes. The analysis of this model can say that this is not a form of distance education. The lectures transmitted are the same as on real campus.

1.1.8.5. The autonomous learner model:

This model related to freedom to develop independent learning its goals is the education of the autonomous learner which is ambitious demanding pedagogically speaking, the students do not only organize their learning themselves as in the correspondence or multiple mass media model.

1.1.8.6. The network-based distance teaching model:

This model provides for the possibility to work in a digitized learning environment, the students have access to even the remotest teaching programs they may work off-line or online. This model is a complex and demanding one, and it is the new dimension of pedagogical attempt in distance education.

1.1.8.7. The technologically extended classroom teaching model:

This model was developed in the United States of America, and it became important there during the last five years, it was also called “distance education” in this model teacher may teach several classes with the help of video conference system, teachers are probably attracted by the method of presentation because it was not different from that at traditional university.

Section two: Learner's Achievement

Learner Achievement is a broadcast topic that has been an important issue to study for many researchers, especially when distance learning started, it is important to know if distance learning affects learner achievement or and this what will be tackled in this section.

1.2.1. definition of learner's Achievement:

Student performance is a measure of the amount of academic content a student has learned in a given period of time. Each level of instruction has specific standards or objectives, and educators must teach them to their students. Achievement is generally assessed through frequent progress and understanding checks and tests; however, there is no consensus on how best to evaluate it or which item is the most important. Learners' achievement refers to the degree to which students achieve their short-term or long-term educational goals. Individual differences in academic performance are closely related to differences in personality and intelligence. In addition, students' levels, self-efficacy, self-control and motivation levels are also achievement levels.

1.2.2. Learner's Achievement and distance learning value.

A student's interest level in a lesson strongly relates to whether the student will retain the information being presented by instruction in a face-to-face setting, a teacher can assess in real-time their students' engagement and be able to intervene with student-centered activities, such as think-pair-share. Knowledge building is an important line of research in computer-supported collaborative learning. The reflective assessment is designed so that students can develop meta cognitive skills, such as planning, monitoring, and reflecting the connections of knowledge related to questions, ideas, and contributions to the knowledge community these processes involve, exploration, negotiating to synchronize is well as making simple claims, elaborations, explanations, meta-cognitive questions and statements.

1.2.3. Differences between distance education and face to face learning in student's achievement

Researchers have concluded that there are no significant differences between distance and face-to-face student achievement, Bernard et al (2004), Heman and Banister (2007), or that there are some online methods that may lead to stronger learning outcomes. There are pedagogical variables that can influence the educational programs:

- the use of problem-based learning strategies.
- the opportunity for students to engage in mediated communication with the instructor.
- course and content information provided to students before class starts.
- the use of video provided to students by the instructor, to name a few.

Others reported few differences among distance education, Bernard et al (2004), stated that there are differences in synchronous and asynchronous online instruction. They indicate that the research methodology and design need to be improved to conclude that there are no significant differences. In the research of Russell's (1999), in which he collected 355 studies ranging from 1928 to 1998 including all academic levels and delivery media types from correspondence to web-based courses, he listed the findings of the results and compiled the extensive studies, concluding that 90 percent of the primary studies reported no significant differences between distance education and face to face education, in terms of students' achievement. Russell (1999), asserted that no matter what kinds of media were involved, distance education was as effective as face-to-face education.

1.2.4. Higher students' achievement in distance learning than face to face education.

Shachar and Neumann's (2003), in their research compared student's final grades in distance learning with students in traditional classes, they collect 86 studies between 1985 and 2002, they concluded that the students' grades performance recorded in distance learning programs are higher than those recorded in traditional face to face programs. Bernard et al-,

(2004) focused on students' achievement, attitudes, and retention rates in reviewing the literature of empirical studies between 1985 and 2002, they found that there was a small but significant effect favoring distance education conditions.

1.2.5. Student's characteristics and Academic Achievement in distance learning

Students characteristics of distance learning has many works performed on it, in the Japanese language program published through Satellite television, it has been shown that students characteristics like: Learning Styles, motivation, gender, and learning strategies played a very important role in academic achievement (1993), Chan M. S. C, has compared a high achieving and low achieving for university students . According to their study habits, he found that students who chooses distance learning, their timing of learning was more important for students who chose face to face courses, interaction with instructor and students was paramount.

1.2.6. Increasing Students Achievement motivation during online learning

The development of science and information technology in recent years happened at a very rapid pace. Students become less active in conveying their aspirations and thoughts so that it can be led to saturated learning, a driving force is needed to move students so that they are enthusiastic about learning and they can have learning achievement

1.2.6.1. Motivation to learn in Students

Motivation to learn is internal and external encouragement to students who are learning to make changes in behaviors, generally with several indicators or supporting elements. It has a big role in one's success in learning. R. Dwijuliani et al (2021), indicated that learning motivation indicators can be classified as follows:

- a. Desire to succeed.
- b. Encouragement and need in learning.
- c. future hopes and aspirations.

- d. Appreciation of learning.
- e. interesting activities in learning.
- f. Conducive learning environment.

1.2.6.2. the importance of students' motivation in learning.

Students' motivation to learn is very important for the achievement of students' performance or a learning achievement. The teacher should always be able to maintain and increase the learning motivation of their students and to find ways to increase students' enthusiasm for learning. R.Dwijuliani et al (2021) indicated that fostering students learning motivation that teachers may apply are as follows:

- Providing learning variations, so that students can stay motivated and concentrated in learning.
- Efforts to increase students learning motivation to make them active participants by using learning methods and giving students a task in the form of simulation of solving a problem to foster motivation in learning.
- A conducive online learning classroom atmosphere.

The role of the instructor in online courses cannot be overstated; is an important component of any online course, because students tend to feel lost or lack of the energy. In the author's experience, both interactivity and attractiveness involve close contact with teachers, be a mentor exists and can answer questions, students reduce the frustration of existence, in courses that seem to be out of touch between them and the mentor. in such a course, it feels like the tutor is not interested in this. general learning and educational experience students. disconnection is usually checked by teacher comments and responses to students. Baker (2011), explained that the timely response came from students, the recommended response time is 12 to 24 hours better. The author 2019s experience confirms this; in the course where the author feels out of touch, teachers usually take a few days

instead of a few hours to reply to emails. when there is not a clear standard for instructors when they respond, the students will be very frustrated because they expect a fairly quick response just like what happens in a face-to-face course. Similar unmet expectations may cause students to have negative emotions about the course.

1.2.7. Teacher presence to motivate students

Teaching presence is defined “in terms of design, facilitation and direct instruction” (Akyol & Garrison, 2008, p. 4). These are defined as instructor responsibilities by Borup, West, and Graham (2012), who assert that instructors need to "motivate, encourage and assess student performance and use direct instruction to scaffold student learning" (p.196). teaching presence can also lead To improved student learning (Borup et al., 2012).

1.2.7.1. Distance Education teachers characteristics

Berge and Collins (1995) described the success of distance learning as one with greater written presentation skills, demonstrate technical competence, and excels in maintaining feasible exchanges of communication. Additionally, it is important to note that Berge and Collins’(1995), recognized that distance educator is placed on three concepts regarding student learning: the presence of different learning styles, learning comes from what meaning the student has created, and content and retention are not solely caused by the teacher, but what students as learner can be encouraged to do themselves. Teachers should heed Oravec’s (2003) warning that student expectations in the traditional classroom are affected by their experience with distance education.

Keeton (2004) found that little difference is found between teaching distance and traditional courses. Easton’s study recognized the need for alternative course management practices for virtual classrooms. Moreover, Organization, engagement, modes of monitoring, and evaluation must be redesigned to fit the distance learning environment. Since Easton’s (2003), study involved the implementation phase, it is possible that these challenges is

challenging in the minds of the participants ,while Keeton's (2004) participants were experienced with teaching distance courses and the challenges may have faded and/or merged with the methods used in their traditional classrooms, thereby, no longer recognized as a challenge.

1.2.9. Social presence to motivate students

Akyol and Garrison (2009) define a social presence "in terms of affective expression, open communication and group cohesion". Boston *et al.* (2009) defines effective expression as "the ability of online learners to project themselves through text-based verbal behaviors" and open communication as "the provision of a risk-free learning climate in which participants trust one Another enough to reveal themselves" (p. 68).

Boston *et al.* (2009) defines group cohesion as "the development of a group identity and ability of participants in the learning community to collaborate meaningfully" (p. 68). Inversely, this is the concept of making personal connections between the students. In an Online Course, students should feel that they are dealing with actual people (Swan & Shih, 2005). Moore and Kearsley (2012) explain that the technique of creating an environment that supports learners by allowing them to build a rapport is called "humanizing" (p. 137). Akyrol *et al.* (2009) went further to emphasis that social presence provides the basis for a collaborative learning environment and a constructivist online learning environment. Gunawardena and Zittle (1997) found social presence to be "a strong predictor of satisfaction" in an online course (p. 23). Thus, instructors need to work on developing this social presence if they hope to create the type of collaborative and interactive.

Online learning environment will make learning effective and efficient for students. So what does social presence look like Social presence is a powerful motivating factor for Troy, Ruth, and Charles Ultimately these Instructors are interested in having their students Engage with the content, and understanding how A sense of community can lead to demonstrations of

student engagement, social presence will help ease the concerns about putting the effort needed to integrate new tools like discussion forums and other interactive elements.

Understanding that students with greater opportunities engage with one another, would yield to improve learning outcomes and help assuage the concern that implementing these tools is a waste of time. For Charles, the instructor least open to the use of online technology, the positive impact of social presence on student learning will help him to figure that it is worth time to learn how to use these new tools.

1.2.10. Distance Education Student Characteristics

The characteristics of successful distance learning, students are a very important issue and it's prominent in distance education research. Marshall (2000), believed that there are facts that influence the educational models, which are the social, economic, political, and philosophical climate. In a study of 250 higher education institutions, Shea, et al. (2001) found that non-traditional students are targeted for distance education programs. Easton (2003) claimed it is the characteristics of the non-traditional student who also enable them to be successful as distance education students. As reported by Brent, Bugbee, Palloff and Pratt, these characteristics include:

- a. Voluntarily seeking further education.
- b. Highly motivated and self-disciplined.
- c. Older and more mature.
- d. Willing to initiate calls to instructors for assistance.
- e. Possessing a more serious attitude toward coursework.
- f. Already a holder of a college degree” (as cited by Easton, p. 88).

Klein (1995) argued that traditional classroom students is the luxury of taking a passive role. He disavowed this role as an option for distance learning students, who must be active to be successful. The type of learner is also regarded as an important characteristic. In

a study of 48 Students enrolled in three different online courses, Howland and Moore (2002) examined the experiences and perceptions of students regarding online courses; this small population could not warrant generalization, it should be noted that student feedback is necessary for distance course delivery improvements. The results showed that students with positive attitudes toward their online course were associated with characteristics of constructivist learners.

Savery and Duffy (1995), stated that learners must have a sense of ownership of the learning goals. This may lead non-traditional students are so successful in distance learning settings. Non-traditional students frequently are responsible for "footing the bill" For their education (Tracker, et al., 2001), and thereby instilling a stronger sense of ownership.

On the downside of this scenario are the higher expectations generally experienced by Non-traditional students who are paying their way. Tricker, et al (Tracker, et al., 2001),. Originated that this group is quicker to complain about a waste of time and money when courses fail to meet their assumptions. Distance education meets the needs of students who are unable to attend classes. Due to other commitments (job, family), is more economical (does away with travel or residence hall expenses), and holding a philosophy that learning is active, not passive.

Yet not all non-traditional students with these characteristics are suited for distance Education courses. Easton (2003) stated that some non-traditional students have a propensity to work individually, while many distance course activities require online group work. This activity should not be enough to keep a student from enrolling in a Distance Education program though since even in the dominant learning setting of a traditional Classroom, student-to-student interaction in groups in and outside of the classroom is Expected (Christensen, et al., 2001). Miller and King (2003) provided the reminder that faculty must consider the demographics and individual learning styles of the student bodies that make up

the course. Schamber (1988) directed educators to assess course Enrollees' ages, cultural and socioeconomic backgrounds, interests, experiences, educational levels, and experiences associated with distance education methods and Delivery system.

1.2.11. The role of technology in developing the learners' achievement

There is a concept shared by many researchers that students have been “raised” with Technology that technology does not present the problem for them than it does with the older population. Nevertheless, considering distance education is highly populated with non-traditional students, a perception such as this can wreck havoc on distance education programs. If the students is unfamiliar to uncomfortable with Technology, learning outcomes can be harmed (Robson, 2000). Mason and Bacsich (as Cited by Macdonald, 2004) declared that familiarity with the environment, especially technology since the important role it now plays, is critical for the online student.

Kaye (as cited by Miller & King, 2003) mentioned other preventions with technology such as slow connections, incompatible browser/software interfaces, and servers going down Suddenly are aggravations shared by both students and faculty. Therefore, Technology is a problem for some students but it has also provided solutions. Distance learning is said to remove social aspects normally found in Face-to-face courses. Kaye (as cited by Miller & King, 2003) stated that research points to the social factor as ranking higher in determining the success or failure of a computer-based course.

In today's distance learning, technology plays a large and significant role because these courses revolve around technology, students, even those considered technology suave can become frustrated and dissatisfied with the course. It is that technology only be used when it is the best alternative for supporting course requirements.

Conclusion

The literature review above demonstrated an overview of distance learning, its characteristics, the relationship between traditional and distance education, and the difference between them. Additionally, we discussed models of distance learning and the other review about learners' achievement and the effects of distance learning by studying the characteristics of each course and how the learners evaluate their competencies, and the learners' achievement status in the period of the distance learning.

Chapter Two: The Field of Work

Introduction

This chapter is divided into two sections. The first section is devoted to outline and report the research method, instrument, population, and sample of this research tools, in addition to the design with description of the experiment process, and the procedure adopted to analyze the findings. Then, the second section presents a brief summary of the findings, the discussion of results according to the research questions and hypotheses.

Section One: Research Methodology

2.1.1. Research Method

The current research particularly is a mixed method it means qualitative and quantitative because it emphasizes on objective measurements and the statistical, mathematical, or numerical analysis of data collected through questionnaire that show the existence, or absence thereafter, of a relationship between the use of distance learning and the student's achievement. Bryman argues that quantitative research approach is the research that places emphasis on numbers and figures in the collection and analysis of data. (As it is cited in Daniel 2016, p.94). In addition, a qualitative approach is used in the current study, it increases the validity of the research because it provides a descriptive analysis of the participants' answers i.e. students and teachers.

Since it is impossible most of the time to conduct a study that covers a whole population, researchers can select a representative part from the whole population with whom the study could be conducted. This process is known as sampling (Taherdoost, 2016). The sample of this research was selected through simple random sampling. This probability sampling strategy entails that all members of the population have an equal chance to be selected (Taherdoost, 2016). As such, if the circumstances have allowed first and second master EFL

students could have been selected, besides four university teachers master different online courses in Larbi Tebessi University will be interviewed.

2.1.2. Population and Sampling

The population in research is defined as the whole set of members who can serve a particular study (Kothari, 1990; Dörnyei, 2007). The population that serves the purpose of this study is that Tebessa university teachers of English, first and second year master students (science of language). They were selected randomly. The sample of study is based on representative portion of the selected so that results could be generalized especially that the study is quantitative sample for this research is fours English university teachers will be interviewed and 67 university master students (science of language) . Since covering the whole population of English university teachers' students in Tebessa is an unattainable goal due to time constraint, a sample of 60 were selected using the online sample size calculation (<https://docs.google.com/forms/d/1ebbcurugJZcDYUsalQXKnqF3c-B1PQzKEdrp08V7wbl/edit?chromeless=1>).

2.1.3. Research Instrument

2.1.3.1. The Questionnaire

The questionnaire is defined as a set of questions, expressions, or statements that the researchers use in order to receive responses, attitudes, or facts from the sample that serves their study (Dörnyei, 2007). Consequently, the researcher opted for the questionnaire as the first data gathering instrument in order to collect responses and to get accurate and reliable results.

A. Procedure : The distribution of the questionnaire occurred in the form of papers.

B. The Aim of the Questionnaire: The teachers' questionnaire aimed at gathering a variety of views from science of language master students about the effect of distance

learning on master student learning achievement at the department of English, Larbi Tebessi university - Tebessa –.

C. The Structure of the Questionnaire: The students' questionnaire is divided into three sections (check Appendix A):

- **General Information**

This section covers general background information about the participants; this includes the students' gender, employment status in the university.

- **Students Experience in Distance Learning**

This section seeks to present the experience of master students learning process through distance learning. This implies students learning remotely, time devoted to courses, and the means they opted to learn through online courses.

- **Students Attitudes Towards Online Learning**

This section targets the attitudes of master degree university students towards learning online.

2.1.3.2. Teachers' Interview

In order to answer the research questions and test the stated hypothesis, this study was attained from a semi-structured interview administered to teachers as a second research tool. According to Morris (2015), "in depth interviewing is the most common qualitative research method ... it is a powerful way to gather data" (p.01). In other words, an interview is a widely used tool of investigation, because it is appropriate to collect original and face to face data. Boyce and Neala (2006) add that in-depth interviews can be done with few interviewees to investigate their thoughts about a particular issue or a phenomenon. Particularly, the interview is categorized by three types: structured, semi structured, and unstructured (Fontana and Frey, 1994, as cited in Punch, 2005). A semi structured interview was handled in this research, where a set of open-ended questions are given to the participants in order to get

their opinions and gather data about the identified issue (Markee, 2015). Thus, in order to have more details and information about the effect of distance learning on master student learning achievement, the interview was administered to four teachers in the English department in Larbi Tebessi university, two males and two females. The four participants were interviewed individually during 25 minutes approximately, and the answers were taped. This type of interview enables the interviewees to express their opinions and point of views freely, and it can be used as credible qualitative data. The interview consists of 16 open-ended questions

Conclusion

This section provided a thorough presentation and justification for the choice of the research design and instruments. It thus, paves the way for readers to understand the analysis and discussion of the results

Section Two: Data Analysis

2.2.1. The Use of SPSS for Data Analysis

The Statistical Package for the Social Sciences SPSS version 18.0 is used in this study, it is the most commonly used windows-based program in Social Sciences (Dörnyei, 2007).

2.2.1.1. The Analysis of The Questionnaire Gender

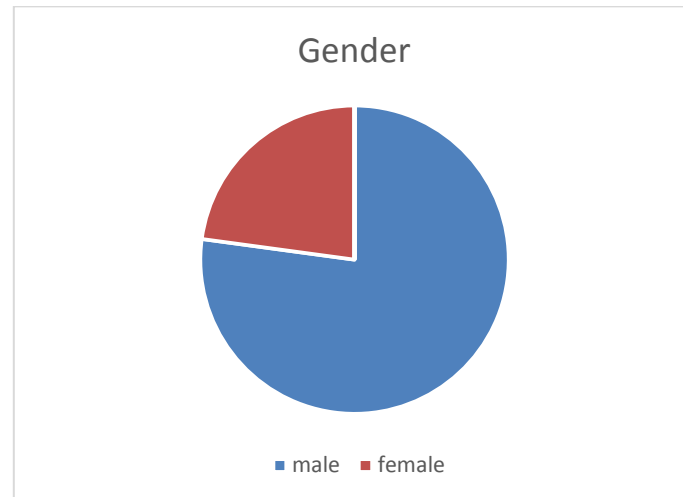
2.2.1.1.1. Section one: General information.

- **Gender**

Table 1: Gender

	Frequency	Percentage
a. Male	18	30%
b. Female	42	70%
Total	60	100

Table (01) shows the 18 research participants are male students; they make up 30% of the sample. While the next portion of the sample 42 are female making up 70% of the sample. Furthermore. This diversity is related to the findings of the study. The results are shown in the following graph.



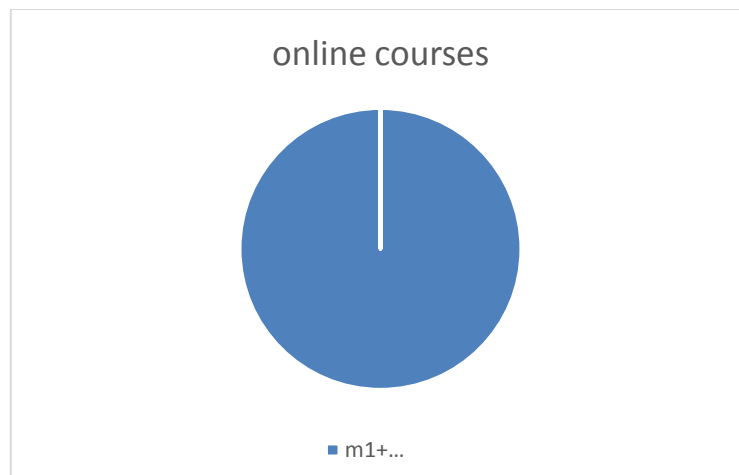
Graph 01: Gender

2.2.1.1.2. Section two: Students Experience in Distance Learning

Table 2: Number of Online Courses you have taken at your University

Options	Frequency	Percentage
Number of Online Courses that have been taken at the University	4	100 %

The table (2) shows that all EFL master students have taken only (4) online courses. The results are shown in the graph.



Graph 02: Online courses

Table 3: Number of hours students spend per week online courses.

	Frequency	Percentage
Four Hours	4	100 %
Total	4	100 %

The table (3) shows that all EFL master students spend about (4 hours; 100%) per-week studying through online courses. The results are shown in the graph

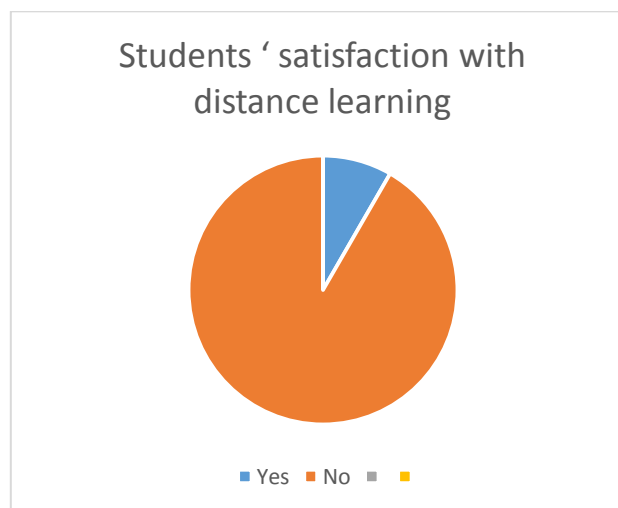


Graph 3: Studying hours per week

Table 4: Students' satisfaction with distance learning courses

Are you satisfied with distance learning?		
	Frequency	Percentage
Yes	05	8.33 %
No	55	91.66%
Total	60	100 %

According to learners' responses which are revealed in the table (04), **only** 05 learners (8.33%) are satisfied with distance learning , whereas 55 (91.66%) are not satisfied. Students reject remote lessons. The results are viewed in the below graph.

**Graph 4: Student's satisfaction with distance learning.**

- **Students provide the following justification**

Depending on the participants' views on distance learning, they believe that with no faculty around for face-to-face interaction and classmates' help, the chances of getting progressed in the learning process are low. This implies that distance learning does not fit all types of learners and lacks physical social interaction in classes.

Table 5: Do you discuss online schedule with the administration?

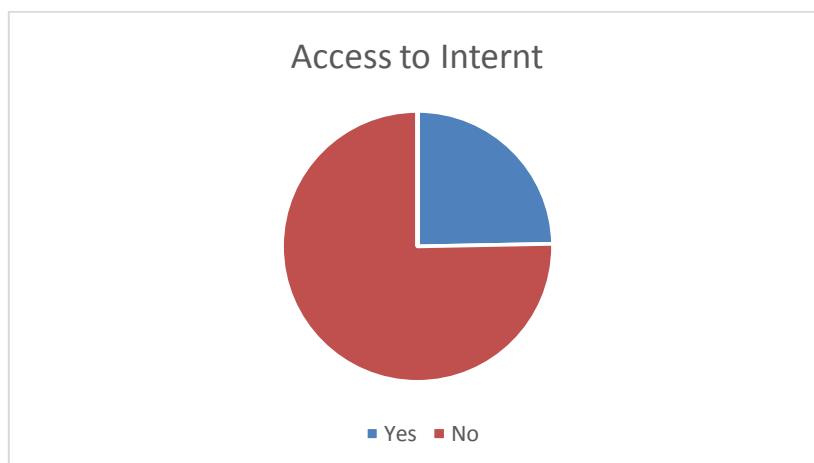
Do you discuss online schedule with the administration?		
-	Frequency	Percentage
a. Often	00	00%
b. Sometimes	00	00%
c. Never	60	100%
d. Always	00	00%
Total	60	100 %

Depending on the results revealed in the **table (07)**, 60 respondents representing 100 % never discuss the schedule with the administration. This entail that is no coordination between student and the university staff, and therefore, the responses show that learners are in need of confidence to hold on their learning process and being progressed. The results are shown in the graph below:

**Graph 5. Discussing schedule with the administration****Table 6: Students access to online sessions.**

Is it easy accessing to the Internet as needed for your online sessions?			
-		Frequency	Percentage
Valid	a. Yes	45	75%
	b. No	15	25%
	Total	60	100%

Table (08) indicates that 45 participants (75%) claimed that it's possible and easy to access to internet, learners and teachers can easily use it. The results are shown in the graph below.

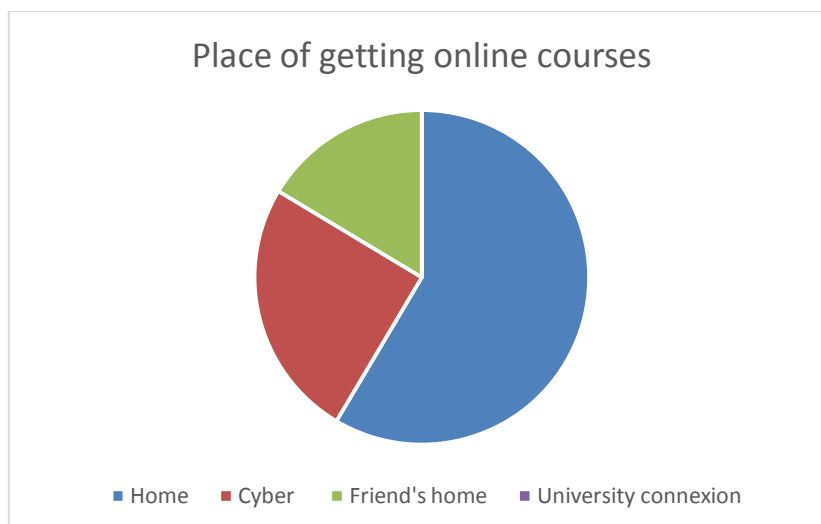


Graph 8. Access to internet

Table 7 : How do you connect when you have online course?

How do you connect when you have online course?			
		Frequency	Percentage
Valid	a. Home	35	58.33%
	b. Cyber	15	25%
	c. Friend's home	10	16.66%
	d. University connexion	00	00%
	Total	60	100 %

Table (07) indicates that 35 learners (58.33%) access to the internet to get their needed courses at home, while 15 learners which represent (25%) argued that they connect through cyber materials to have their courses, another 10 learners (16.66%) their friends' internet homes to accomplish the needed goals, with non connexion. The results are shown in the following graph.



Graph 7: setting to access online courses.

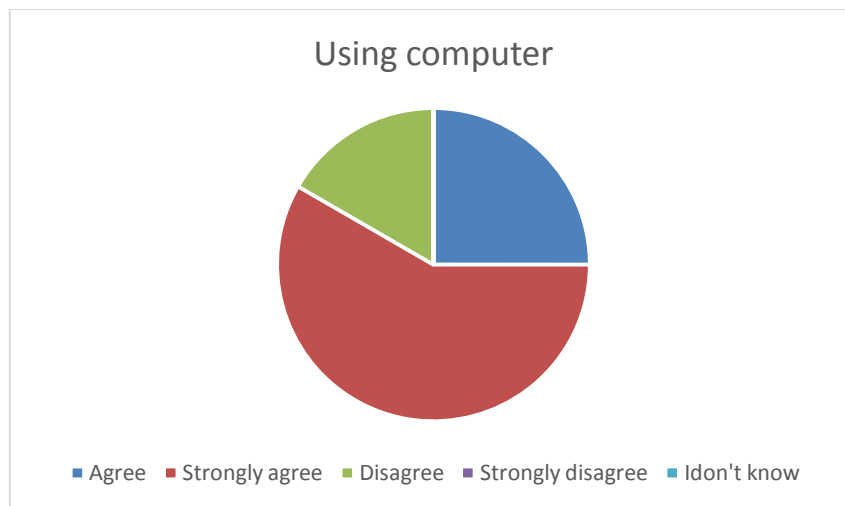
2.2.1.1.3. Section Three: Students Attitudes Towards Online Learning:

- **Statement 01: I am fairly good at using the computer.**

Table 8: Using computer

I am fairly good at using the computer.			
		Frequency	Percentage
Valid	a. Agree	15	25%
	b. Strongly agree	35	58.33
	c. Disagree	10	16.66%
	d. Strongly disagree	00	00%
	e. I don't know	00	00 %
Total		60	100 %

The results shown in the Table (01) revealed that the majority of Master English students (35; 58.33%) strongly agree with using computer which indicate they have good control of computing process, while the rest of answer are divided between 15(25 %) agree, 10(16.66%) disagree, 0(0%) strongly disagree and 0(00%) don't know with the statement. Thus, learners are highly improved for utilizing computer and this valid for creating active learners. The results are shown in the following graph.



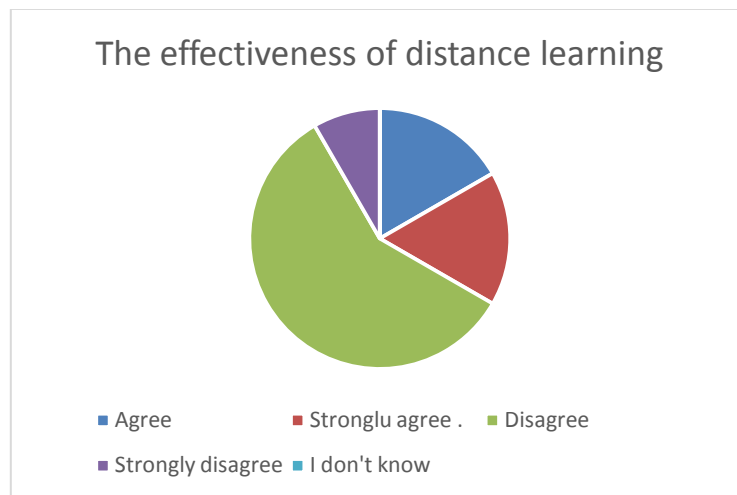
Graph 8: Using computer

Statement 02 : Through my experience I can say that distance learning is effective.

Table 9: The effectiveness of distance learning.

Through my experience I can say that distance learning is effective.			
		Frequency	Percentage
Valid	a. Agree	10	16.66%
	b. Strongly agree	10	16.66%
	c. Disagree	35	58.33%
	d. Strongly disagree	05	8.33%
	e. I don't know	00	00%
	Total	60	100%

As it is revealed in the Table (02), the majority of the students 35(58.33%) disagree with idea that distance learning is effective for their learning achievement followed by 10(16.66%) agree, and similar percentage opted for 10(16.66) strongly agree that distance learning enhances their learning progress. Finally, 05(8.33%) strongly disagree, and 0% don't know with the statement. The results revealed that students have different attitudes toward distance learning and its effect on learning achievement. The diversity of views that distance learning is not an adequate substitute for in-student learning. The results are shown in the following graph.



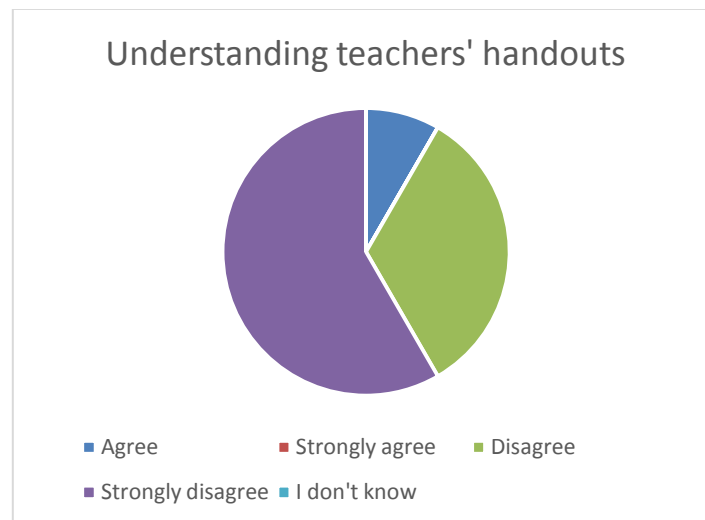
Graph9: The effectiveness of distance learning

Statement 03: I understand the online courses from the handouts that the teacher shared.

Table 10: The relationship between online courses and the teacher's handouts

I understand the online courses from the handouts that the teacher shared			
		Frequency	Percentage
Valid	a. Agree	05	8.33%
	b. Strongly agree	00	00 %
	c. Disagree	20	33.33%
	d. Strongly disagree	35	58.33%
	e. I don't know	00	00 %
	Total	60	100 %

The results of **table (03)** demonstrates that 35 students which represents the majority 35(58.33%) strongly disagree followed by 20 students who claimed that (33.33%) disagree, only 05(8.33%) agree, 0(00%) strongly agree and 0(00%) don't know with this this statement. This implies that without the role of the teacher assistance, the distance learning process will not be occurred and accomplished. The results are in the following graph .



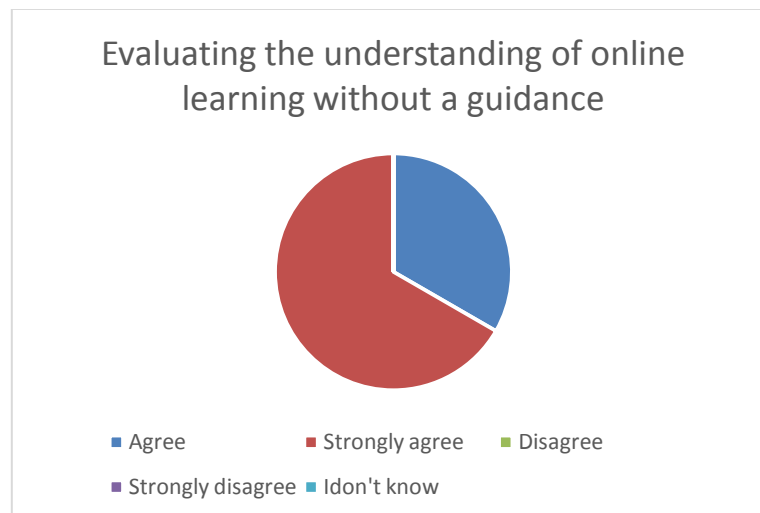
Graph 10. Understanding Teacher's Handouts.

Statement 04 : It is difficult to understand online learning without getting acquainted with appropriate guidance.

Table 11: Evaluating the understanding of online learning without a guidance

It is difficult to understand online learning without getting acquainted with appropriate guidance.			
-		Frequency	Percentage
Valid	a. Agree	20	33.33%
	b. Strongly agree	40	66.66%
	c. Disagree	00	00 %
	d. Strongly disagree	00	00%
	e. I don't know	00	00 %
	Total	60	100 %

The above table indicates that 40 participants (66.66%) strongly agree that proper distance learning needs to be acquainted with sustainable guidance, while the rest responses opted for 20(33.33%) agree, however no one neither disagrees nor strongly disagrees with the strategy because collaboration between the teachers and the learners creates an effective learning environment and online learning can't be occurred without the teachers' guidance.



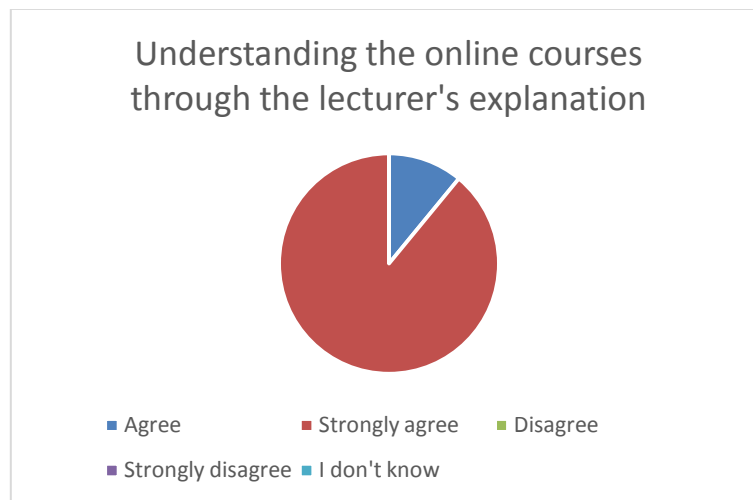
Graph 11. Evaluating the understanding of online learning without a guidance.

Statement 05 : Through the lecturer's explanation, I can understand online courses better.

Table 12: Understanding the online courses through the lecturer's explanation

Through the lecturer's explanation, I can understand online courses better			
		Frequency	Percentage
Valid	a. Agree	20	33.33%
	b. Strongly agree	40	66.66%
	c. Disagree	00	00%
	d. Strongly disagree	00	00%
	e. I don't know	00	00 %
	Total	60	100 %

Table (12) confirms the students answers in the previous statements, the results divided between 20 (33.33%) agree, 40(66.66%) strongly agree, 0 (00%) disagree and strongly disagree with the vital role of lecturer's explanation that leads to clarify the ambiguous things for students. The results are viewed in the following graph.



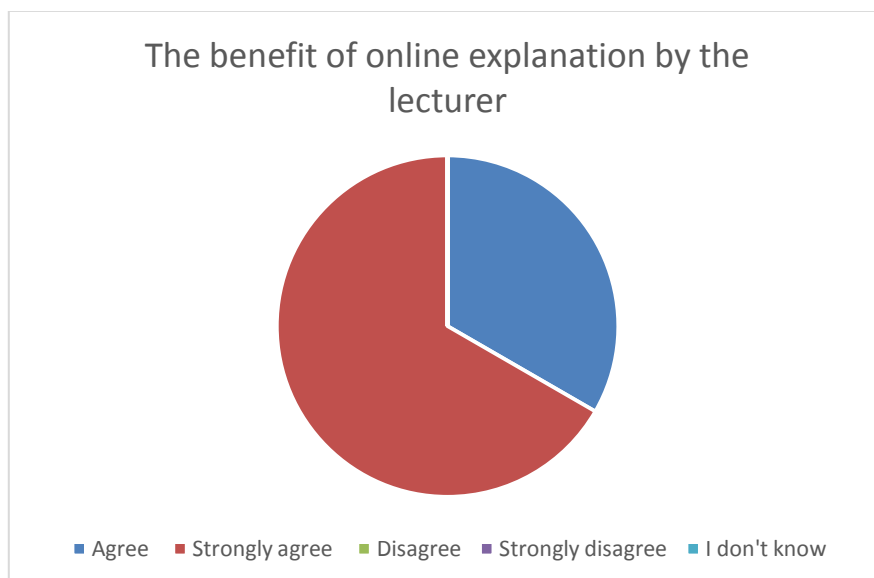
Graph 12. Understanding the online courses through the lecturer's explanation

Statement 06: In my opinion, online explanations given by the lecturer to students is helpful.

Table 13: The Benefit of Online Explanation by The Lecturer.

In my opinion, online explanations given by the lecturer to students is helpful.			
		Frequency	Percentage
Valid	a. Agree	20	33.33%
	b. Strongly agree	40	66.66%
	c. Disagree	00	00%
	d. Strongly disagree	00	00%
	e. I don't know	00	00%
	Total	60	100%

Table (13) results show that (40;66.66%) strongly agree, (20;33.33%) agree 0% strongly disagree and the same percentage disagree because the role of teachers online through their support is creating a problem solver and critical thinking.



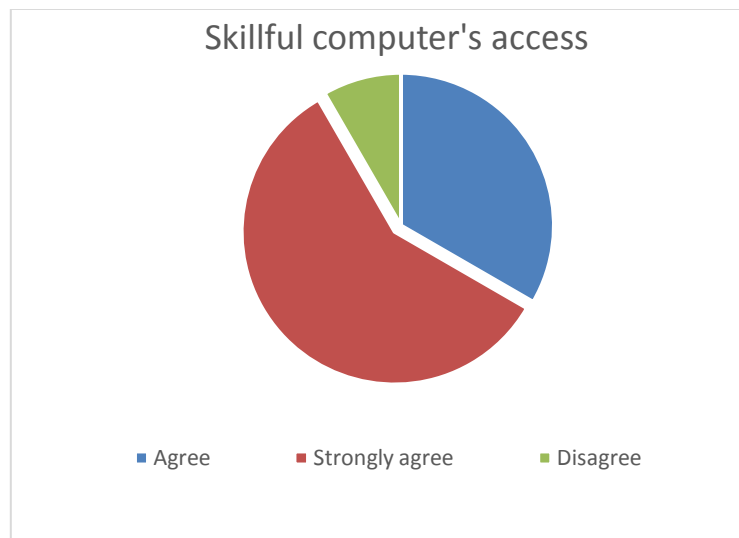
Graph 13. The Benefit of Online Explanation by The Lecturer.

Statement 07 : I possess sufficient computer keyboarding skills for doing online work.

Table 14: Skillful computer's access

I possess sufficient computer keyboarding skills for doing online work.			
		Frequency	Percentage
Valid	a. Agree	20	33.33%
	b. Strongly agree	35	58.33%
	c. Disagree	05	8.33%
	d. Strongly disagree	00	00%
	e. I don't know	00	00%
	Total	60	100%

The above table reveals that the majority of students 35(58.33%) strongly agree and followed by 20(33.33%) agree they are able to use keyboard skills computing. Only 05(8.33%) disagree, and no one strongly disagree and have no idea with the skills of using computer. Thus, skills can give learners the opportunity to be creative and active when they follow distance courses. The results are in the following:



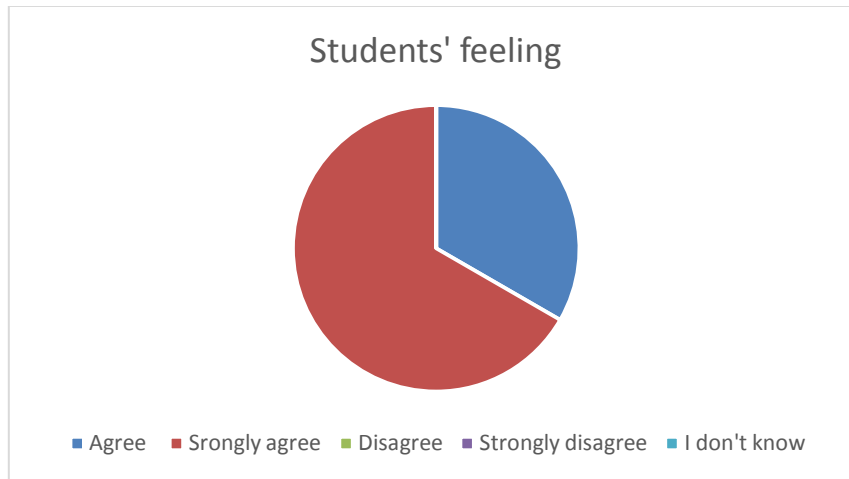
Graph 14. Skillful computer's access.

Statement 08: I feel more relaxing and confident when I attend online courses.

Table 15: Student's feeling.

I feel more relaxing and confident when I attend online courses.			
-		Frequency	Percentage
Valid	a. Agree	20	33.33%
	b. Strongly agree	40	66.66%
	c. Disagree	00	00 %
	d. Strongly disagree	00	00%
	e. I don't know	00	00 %
	Total	60	100 %

In **this table**, the majority of respondents (40; 66.66%) strongly agree, 20(33.33%) agree and no one disagree. strongly disagree, have no idea with the statement.



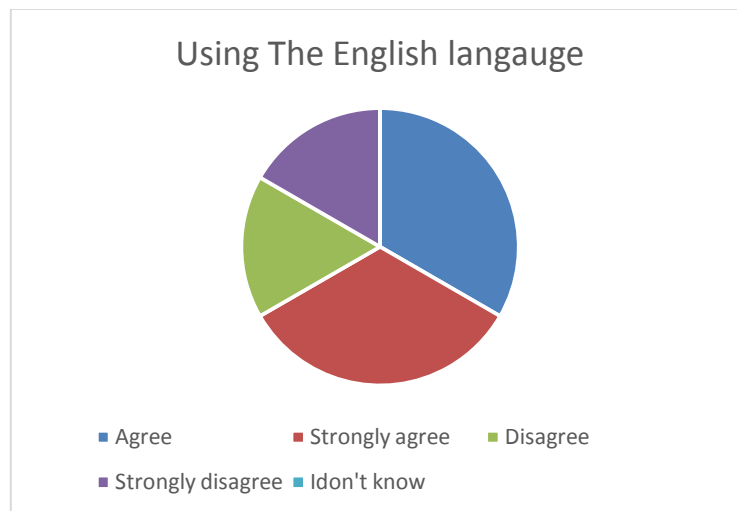
Graph 15: Student's feeling.

Statement 09 : I feel comfortable communicating online in English.

Table 16: Using The English language

I feel comfortable communicating online in English.			
-		Frequency	Percentage
Valid	a. Agree	20	33.33%
	b. Strongly agree	20	33.33%
	c. Disagree	10	16.66 %
	d. Strongly disagree	10	16.66 %
	e. I don't know	00	00 %
	Total	60	100 %

Table (09) indicates that 20 participants (33.33%) agree, (20;33.33%) strongly agree, (10;16.66%) disagree, and strongly disagree (10,16.66) and no one have no idea with the statement.



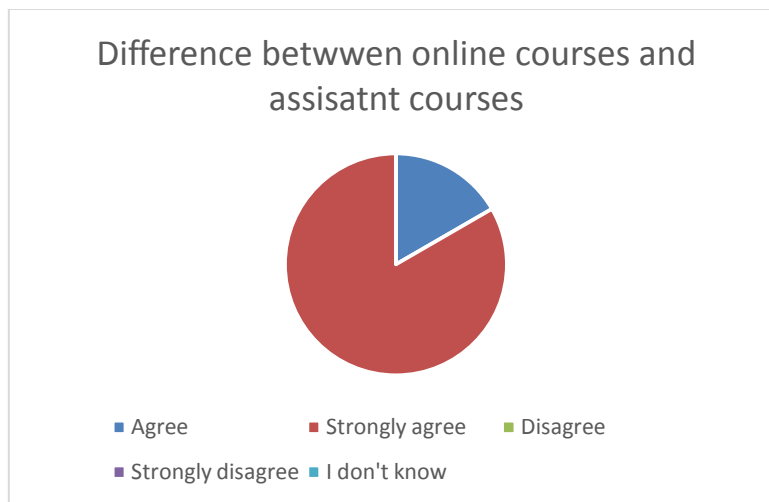
Graph 16: Using the English language.

Statement 10 : There is no difference between online courses and assistant courses.

Table 17: Difference between online courses and assistant courses

There is no difference between online courses and assistant courses.			
		Frequency	Percentage
Valid	a. Agree	10	16.66%
	b. Strongly agree	00	00%
	c. Disagree	00	00 %
	d. Strongly disagree	50	83.33 %
	e. I don't know	00	00 %
	Total	60	100 %

The results of the **table (17)** that indicates that the most of participants 50(83.33%) strongly disagree, 10(16.66%) agree and 0 % strongly agree; agree, disagree and have no idea with the statement. This implies that participants think they will succeed assistant courses which are the traditional way of teaching and learning. Teaching and learning are confined to the classroom. The results are in the following graph.



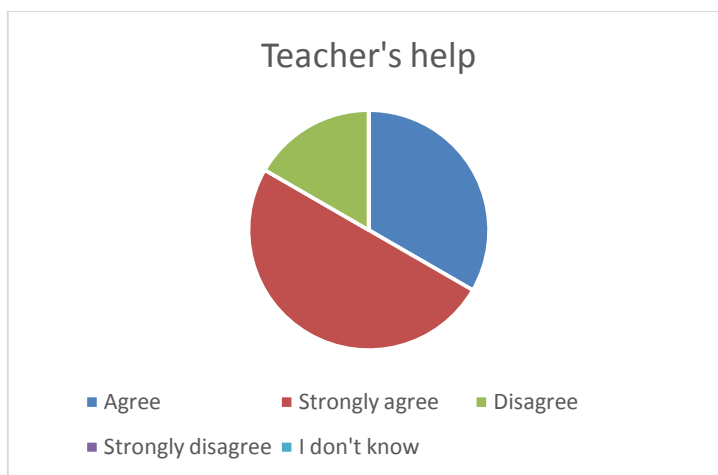
Graph 17: Difference between online courses and assistant courses.

Statement 11 : It would be helpful for me have access to a teacher to ask questions to when I don't understand something I'm trying to learn.

Table 18: Teacher's help

It would be helpful for me have access to a teacher to ask questions to when I don't understand something I'm trying to learn.			
		Frequency	Percentage
Valid	a. Agree	20	33.33%
	b. Strongly agree	30	50 %
	c. Disagree	10	16.66 %
	d. Strongly disagree	00	00 %
	e. I Don't know	00	00 %
	Total	60	100 %

Table (18) summarizes the results of the participants' views on the first proposed obstacle that hinders the misunderstanding of the courses without the help of teacher. It is clear that the highest majority of respondents (30 students); (50%) strongly agree with this statement, correspondingly, 20(33.33%) agree with the proposition. The rest of the sample which is a minority, 10 (16.66%) disagree, and (00.00%) strongly disagree and have no idea with the stated statement, respectively. The results are viewed in the following graph.



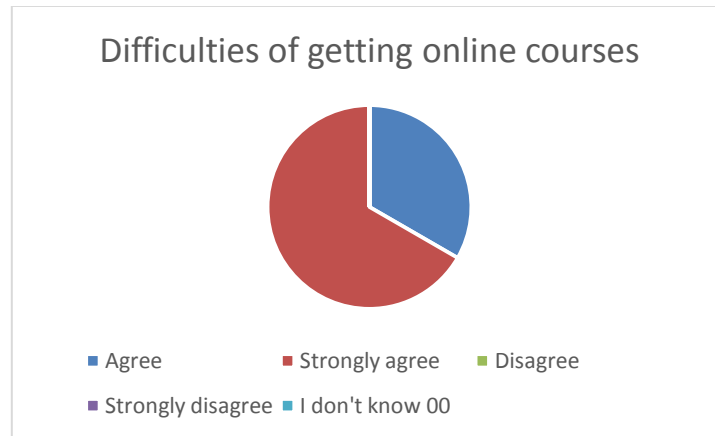
Graph 18: Teacher's help .

Statement 12 : Lack of digital devices and poor internet connections discouraged to use online learning.

Table 19: Difficulties of getting online courses

Lack of digital devices and poor internet connections discouraged to use online learning.			
		Frequency	Percentage
Valid	a. Agree	20	33.33%
	b. Strongly agree	40	66.66 %
	c. Disagree	00	00 %
	d. Strongly disagree	00	00 %
	e. I don't know	00	00 %
	Total	60	100 %

According to the results of **table 19 above**, 20 participants (33.33%) agree, 40 participants (66.66%) strongly agree with the fact that the lack of digital devices and poor internet connections are considered as an obstacle for the use of online learning. However, (00-00%) disagree, strongly disagree with the validity of this obstacle. Consequently, the majority of EFL learners encounter such problem while they study. The following graph views the above results.



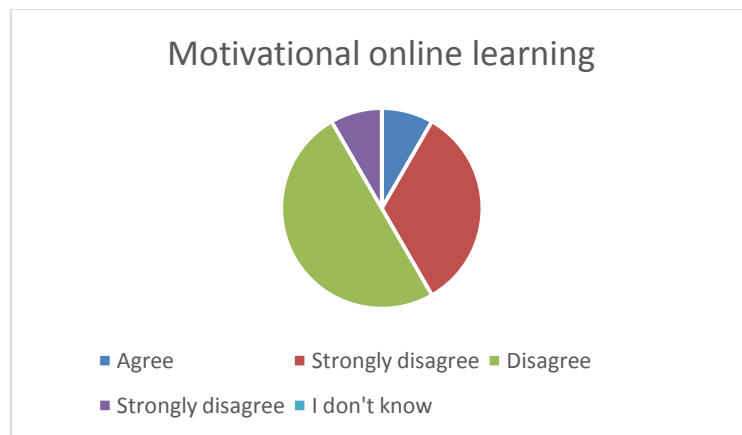
Graph 19: Difficulties of getting online courses

Statement 13: Online learning highly motivates the students for taking advance courses.

Table 20: Motivational online learning.

Online learning highly motivates the students for taking advance courses.			
-		Frequency	Percentage
Valid	a. Agree	05	8.33%
	b. Strongly agree	20	33.33 %
	c. Disagree	30	50 %
	d. Strongly disagree	05	8.33 %
	e. I don't know	00	00 %
	Total	60	100 %

From participants' responses which are revealed in the table 13 (8.33%) of the respondents agree with online learning as a motivational factor in the learning process. Likewise, 20 (33.33%) participants strongly agree with the validity of the online learning. Also, 30 (50%) participants disagree with the statement, and 05(8.33%) among them strongly disagree. However, 00 representing 00% have no idea. The results are viewed in the below graph.



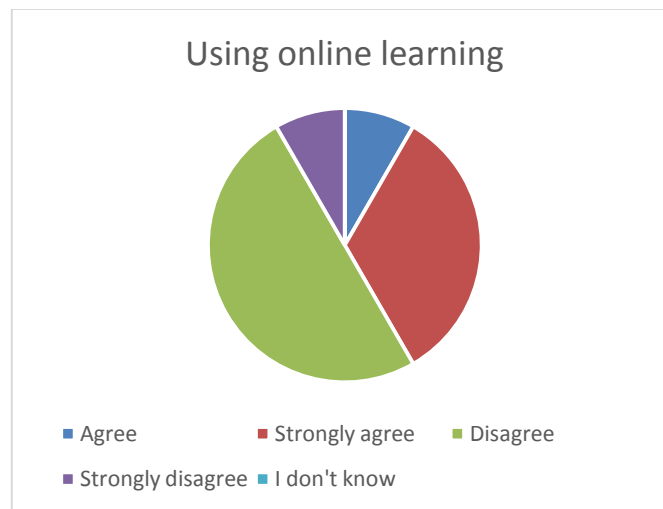
Graph 20. Motivational online learning

Statement 14: Using online learning makes learning interesting and ignore attending classes.

Table 21: Using online learning

Using online learning makes learning interesting and ignore attending classes.			
		Frequency	Percentage
Valid	a. Agree	05	8.33%
	b. Strongly agree	20	33.33 %
	c. Disagree	30	50 %
	d. Strongly disagree	05	8.33 %
	e. I don't know	00	00 %
	Total	60	100 %

Tables (14) indicates that 05 participants (8.33%) agree, 20(33.33%) strongly agree, 30(50%) disagree, 05(8.33%) strongly disagree with the statement and (00/00%) have no idea. Most of them disagree because they suffer from online learning.



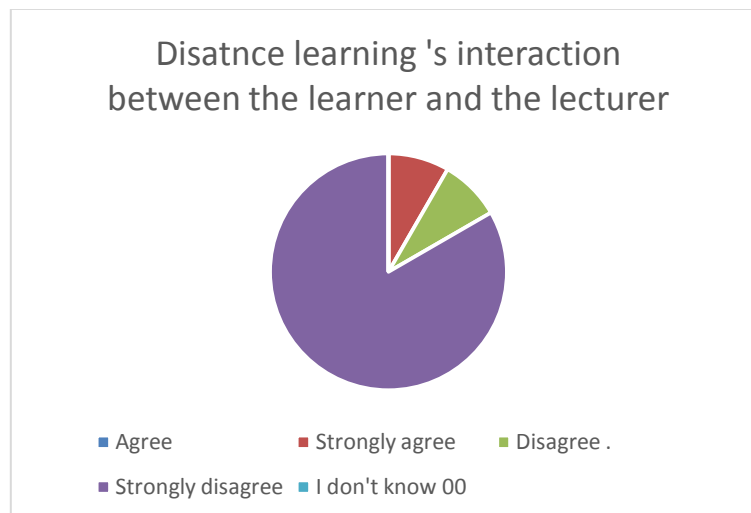
Graph 21. Using online learning

Statement 15: Distance Learning courses facilitate the interaction between instructor and learners.

Table 22: Distance learning's interaction between the learner and the lecturer

Distance Learning courses facilitate the interaction between instructor and learners.			
		Frequency	Percentage
Valid	a. Agree	00	00%
	b. Strongly agree	05	8.33 %
	c. Disagree	05	8.33 %
	d. Strongly disagree	50	83.33 %
	e. I don't know	00	00 %
	Total	60	100 %

Depending on what it has shown in the **table (22)**, no one (00%) agree, 5 students (8.33%) strongly agree, 5(8.33%) disagree, and (50/83.33%) strongly disagree with the early mentioned statement and (0/00%) have no idea. As a result, and according to these responses, online courses are not effective for learners. The results are presented in the following graph.



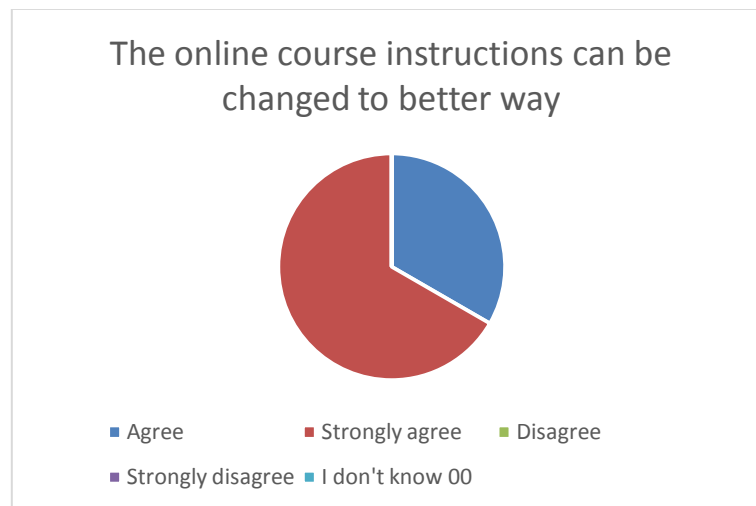
Graph 22. Distance learning's interaction between the learner and the lecturer.

Statement 16: The online course instructions can be changed to better way.

Table 23: The online course instructions can be changed to better way

The online course instructions can be changed to better way			
		Frequency	Percentage
Valid	a. Agree	20	33.33 %
	b. Strongly agree	40	66.66 %
	c. Disagree	00	00 %
	d. Strongly disagree	00	00 %
	e. I don't know	00	00 %
	Total	60	100 %

The results of **table (23)** indicates that most of participants 40(66.66%) strongly agree that they are not satisfied with online interaction and it can be changed to better way, while 20(33.33%) of students responses agree about changing the manner of online interaction, 0(00%) disagree, strongly disagree and no one have an idea about the statement. The results indicates that students are not totally satisfied with manner of online interaction.



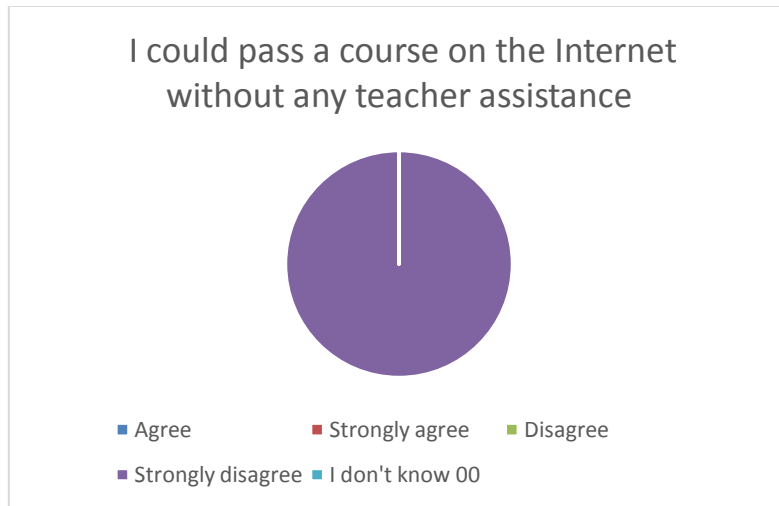
Graph 23. The online course instructions can be changed to better way

Statement17 : I could pass a course on the Internet without any teacher assistance.

Table 24: Getting accessed to online courses without teacher's help.

I could pass a course on the Internet without any teacher assistance			
		Frequency	Percentage
Valid	a. Agree	00	00 %
	b. Strongly agree	00	00 %
	c. Disagree	00	00 %
	d. Strongly disagree	60	100 %
	e. I don't know	00	00 %
	Total	60	100 %

Table (24) indicates that all of participants (60; 100%) strongly agree with the online courses could replace teacher assistance, however, (0.00%) agree, strongly agree, disagree, and no one have idea about the statement. However, the students' responses contradict with the previous response especially when they reinforced the idea that they need guidance and help to follow up on line courses.



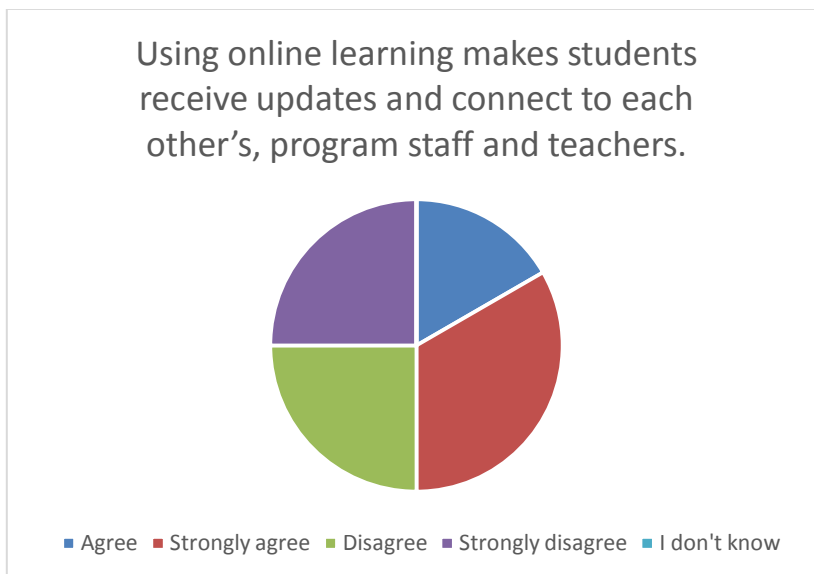
Graph24: I could pass a course on the Internet without any teacher assistance.

Statement 18: Using online learning makes students receive updates and connect to each other's, program staff and teachers.

Table 25: Using online learning.

Using online learning makes students receive updates and connect to each other's, program staff and teachers.			
		Frequency	Percentage
Valid	a. Agree	10	16.66%
	b. Strongly agree	20	33.33%
	c. Disagree	15	25 %
	d. Strongly disagree	15	25 %
	e. I don't know	00	00 %
	Total	60	100 %

The results of table (18) indicates that the majority of participants 20(33.33%) think that using online learning makes them receive updates and connect to each other's, program staff and teachers, 10 of them(16.66%) agree with that , but 15 (25%) participants disagree and strongly disagree with the stamen while 00% have no idea.



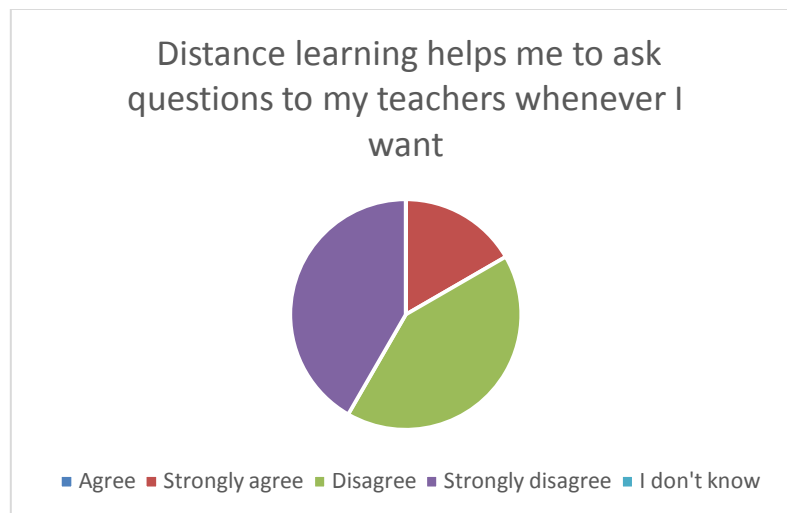
Graph25: Using online learning makes students receive updates and connect to each other's, program staff and teachers.

Statement 19: Distance learning helps me to ask questions to my teachers whenever I want.

Table 26: Distance learning helps learners to ask teachers whenever they want.

Distance learning helps me to ask questions to my teachers whenever I want.			
		Frequency	Percentage
Valid	a. Agree	00	00%
	b. Strongly agree	10	16.66%
	c. Disagree	25	41.66 %
	d. Strongly disagree	25	41.66 %
	e. I don't know	00	00 %
	Total	60	100 %

The results of table (26) indicates that 00(00%) , agree,10(16.66%) strongly agree,25(41.66%) disagree, 25(41.66%) strongly disagree, and 0% have no idea with the statement .Thus the process of learning online can't give the students the opportunities to interact with teachers as in face-to-face learning. The results confirm that the manner of communication between teacher and students are badly managed.



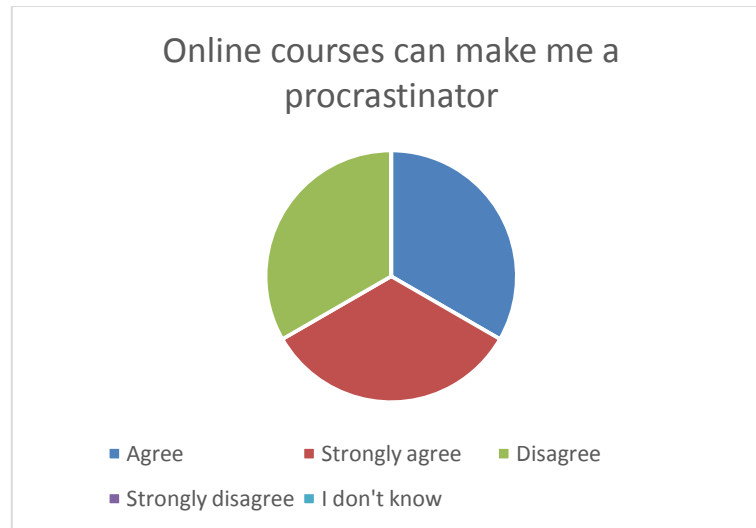
Graph 26: Distance learning helps learners to ask teachers whenever they want.

Statement 20: Online courses can make me a procrastinator.

Table 27: Online courses can make me a procrastinator

Online courses can make me a procrastinator.			
-		Frequency	Percentage
Valid	a. Agree	20	33.33%
	b. Strongly agree	20	33.33%
	c. Disagree	20	33.33%
	d. Strongly disagree	00	00%
	e. I don't know	00	00 %
	Total		60

Table (27) shows that 20 (33.33%) agree, 20(33.33%) strongly agree, 20(33.33) disagree, and 0% have no idea with this statement. This means online courses limits learners' activities.



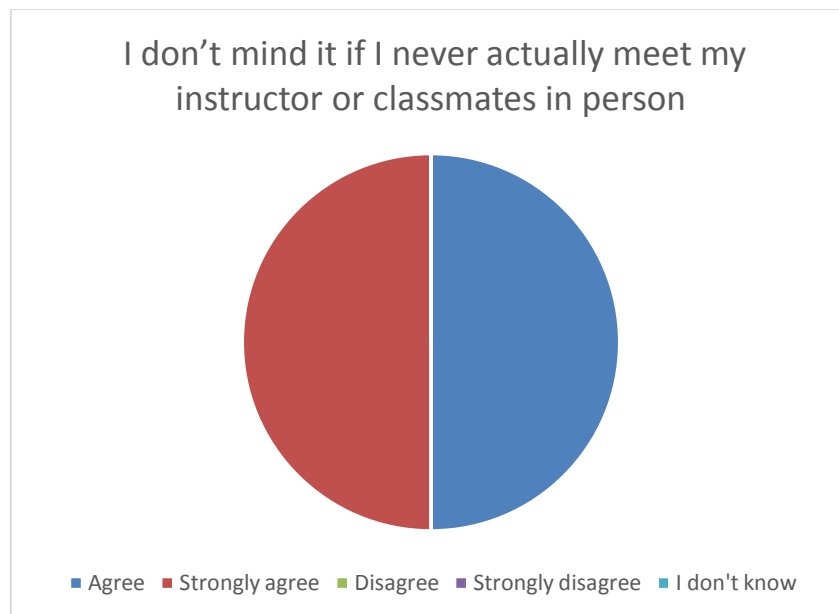
Graph 27: Online courses can make me a procrastinator.

Statement 21: I don't mind it if I never actually meet my instructor or classmates in person.

Table 28: meeting with the instructor or classmates

I don't mind it if I never actually meet my instructor or classmates in person.			
		Frequency	Percentage
Valid	a. Agree	30	50 %
	b. Strongly agree	30	50 %
	c. Disagree	00	00 %
	d. Strongly disagree	00	00%
	e. I don't know	00	00 %
	Total	60	100 %

The above table indicates that half of participant 30(50%) strongly agree, 30(50%) agree, 00 (0%) have no idea ; however no one neither disagree nor strongly disagree with the collaboration between the instructor and the learner which active learning process.



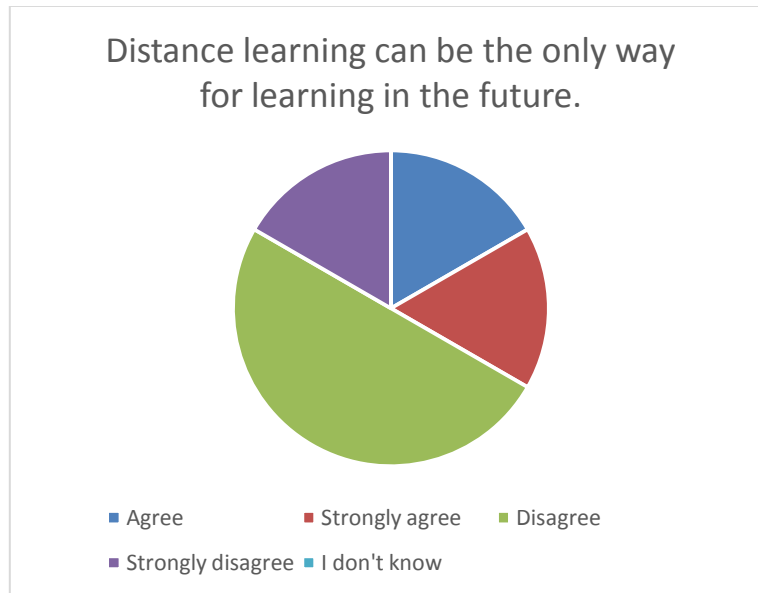
Graph 28: meeting with the instructor or classmates

Statement 22 : Distance learning can be the only way for learning in the future.

Table 29: Distance learning can be the only way for learning in the future.

Distance learning can be the only way for learning in the future.			
		Frequency	Percentage
Valid	a. Agree	10	16.66%
	b. Strongly agree	10	16.66 %
	c. Disagree	30	50 %
	d. Strongly disagree	10	16.66%
	e. I don't know	00	00 %
	Total	60	100 %

The results of table (29) shows that 10(16.66%) agree,10(16.66%) strongly agree,30(50%) disagree ,and 10(16.66%) show strongly disagreement and 00% have no idea.



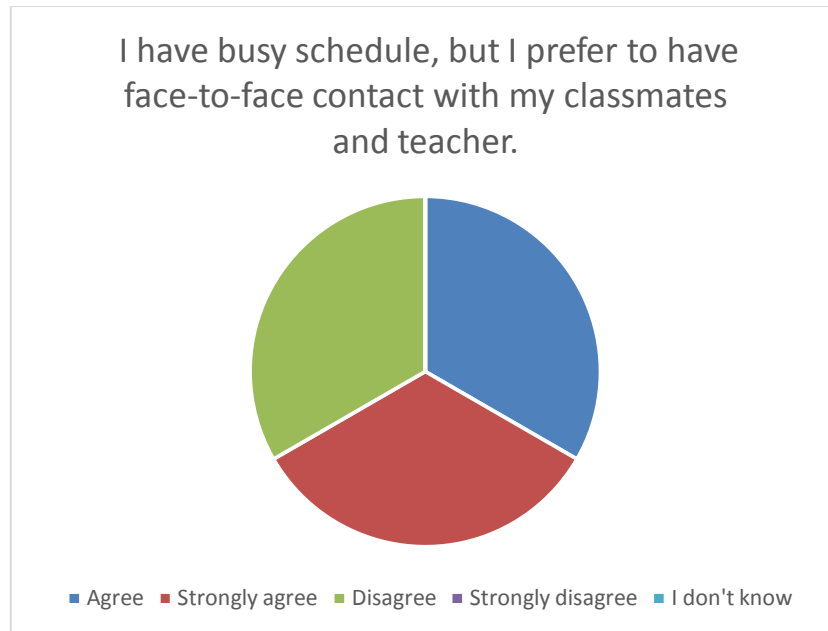
Graph 29: Distance learning can be the only way for learning in the future.

Statement 23: I have busy schedule, but I prefer to have face-to-face contact with my classmates and teacher

Table 30: Schedule

I have busy schedule, but I prefer to have face-to-face contact with my classmates and teacher.			
		Frequency	Percentage
Valid	a. Agree	20	33.33%
	b. Strongly agree	20	33.33%
	c. Disagree	20	33.33%
	d. Strongly disagree	00	00%
	e. I don't know	00	00 %
	Total	60	100 %

The result of this table contains 20 respondents (33.33%) who agree and 20(33.33%) strongly agree, and the same number (20,33.33%) is disagreeing, and no respondent strongly disagrees and have idea with this statement .This result show the important role of face-to-face learning process .



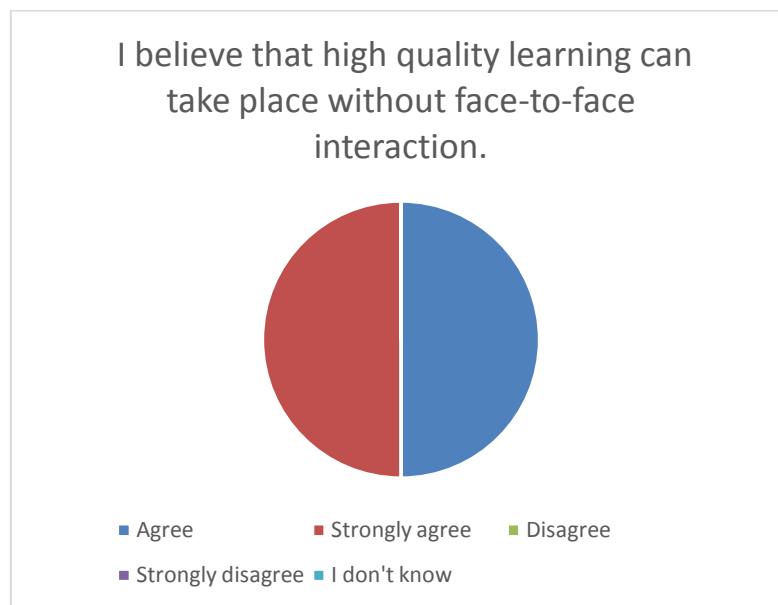
Graph 30: Schedule

Statement 24 : I believe that high quality learning can take place without face-to-face interaction.

Table 31: Quality of learning.

I believe that high quality learning can take place without face-to-face interaction.			
		Frequency	Percentage
Valid	a. Agree	00	00%
	b. Strongly agree	00	00%
	c. Disagree	30	50%
	d. Strongly disagree	30	50%
	e. I don't know	00	00 %
	Total	60	100 %

Table (31) documents that half of participant 30(50%) strongly disagree, 30(50%) disagree, 00 (0%) have no idea; however no one neither agree nor strongly agree with this statement. This implies the vital role of face-to-face interaction in the learning and the teaching process.



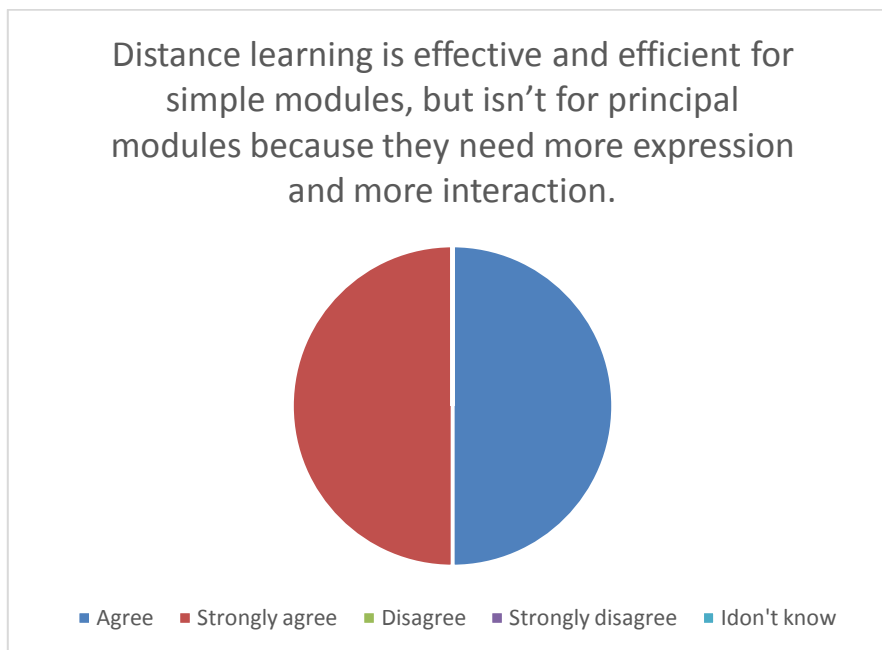
Graph 31: I believe that high quality learning can take place without face-to-face interaction.

Statement 25: Distance learning is effective and efficient for simple modules, but isn't for principal modules because they need more expression and more interaction.

Table 32: Effectiveness of distance learning

Distance learning is effective and efficient for simple modules, but isn't for principal modules because they need more expression and more interaction.			
		Frequency	Percentage
Valid	a. Agree	30	50 %
	b. Strongly agree	30	50 %
	c. Disagree	00	00%
	d. Strongly disagree	00	00%
	e. I don't know	00	00 %
	Total	60	100 %

The above table indicates that half of participant 30(50%) strongly agree, 30(50%) agree, 00 (0%) have no idea; however, no one neither disagree nor strongly disagree with the effectiveness of distance learning for simple modules.



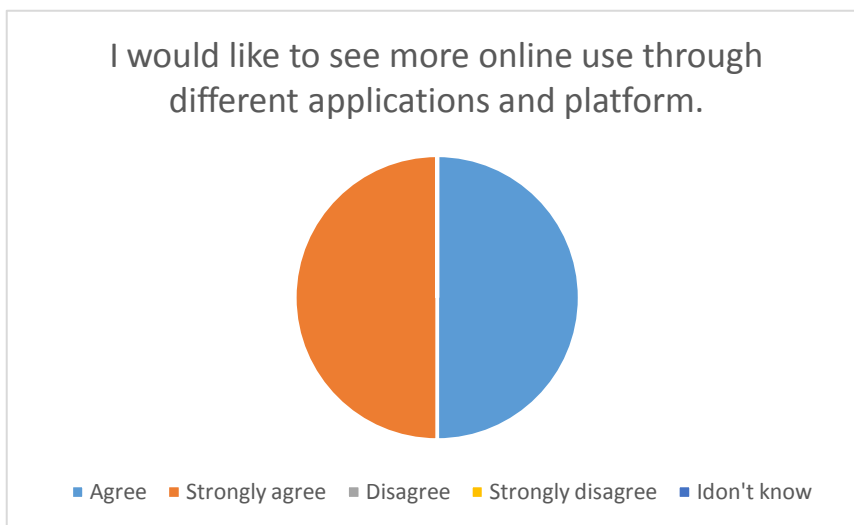
Graph 32: The effectiveness of distance learning for simple modules

Statement 26: I would like to see more online use through different applications and platform.

Table 33: The various usage of online learning

I would like to see more online use through different applications and platform.			
		Frequency	Percentage
Valid	a. Agree	30	50 %
	b. Strongly agree	30	50 %
	c. Disagree	00	00%
	d. Strongly disagree	00	00%
	e. I don't know	00	00 %
Total		60	100 %

The above table indicates that half of participant 30(50%) strongly agree, 30(50%) agree, 00 0%) have no idea; however, no one neither disagree nor strongly disagree with this statement.



Graph 33: The use of various applications and platform

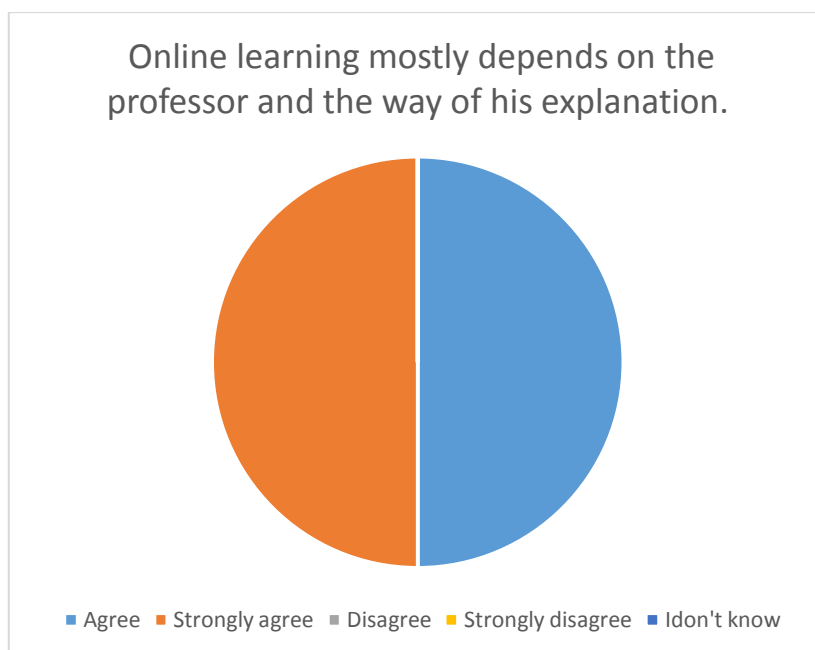
Statement 27: Online learning mostly depends on the professor and the way of his explanation.

Table 34: Online learning and the teacher's way of explaining

Online learning mostly depends on the professor and the way of his explanation.			
-		Frequency	Percentage
Valid	a. Agree	30	50 %
	b. Strongly agree	30	50 %
	c. Disagree	00	00%
	d. Strongly disagree	00	00%
	e. I don't know	00	00 %
	Total	60	100 %

The above table indicates that half of participant 30(50%) strongly agree, 30(50%) agree, 00 (0%) have no idea; however, no one neither disagree nor strongly disagree with this

statement. This implies the significant role of the teacher in the learning process whether face-to-face learning and online learning process.



Graph 34: The relationship between online learning and the role of teacher's explanation.

2.2.2. Data Analysis of the Interview Results

- **Question one: Tell us about your educational degree?**

The interviewees of the current study hold different degrees. Three interviewees have the Magister degree. The fourth participant has graduated with a Bachelor degree in English.

- **Question two : Have you ever participated or attended on online course or online conference? If yes tell us about your experience.**

This question was intended to know about teachers' experiences concerning the participation on online courses and conferences. Two of them stated that they are highly experienced in that, and it was beneficial for them. However, the other teachers have never took part in online webinars and online courses.

- **Question three: What types of platforms do you use in your department?**

the participant answers revealed that there are various types of platforms they use in distance learning in the department. They use Google classroom, Google meet, emails, and Moodle.

- **Question four: Did you use zoom platform before?**

Concerning this question, only two interviewees use the zoom platform to share lectures with students. However, the rest of the interviewees rely on the usage of email to send their lectures.

- **Question five: are your university digital resources helpful to teach at home?**

All the interviewees agree that the only recourse they can attribute to university is Moodle and classroom platform, the other sources are free open sources available to any user.

- **Question six: Are you satisfied with the technology and applications that you are using for online teaching?**

Concerning this question all the interviewees' answers are the same. They assert that distance learning doesn't suit their teaching process since there is a limited personal contact with the teacher and students, and weak internet connection they use.

- **Question seven: Would you compare between your experience in virtual learning and traditional learning?**

Almost all the participants of this interview confirm that there is difference between virtual learning and traditional learning. They assert that a low attendance and participation are clearly observed through virtual leaning. Besides, only one teacher argued that there is no great difference between the traditional approach and the sophisticated approach only missing physical attendance.

- **Question eight: Are you satisfied with teaching your students remotely?**

For this question, all the teachers were not satisfied with teaching their students remotely since distance students have negative outcomes than full-time students and for many students, not having a classroom and set classroom times can make it difficult to remember to check in, or even to want to check in.

- **Question nine: What are the strategies you implement to guide you for online presentation?**

From the answers of the respondents, it is noticeable that there is a diversity in the implementation of various strategies to guide learners for online presentation. They use SlideShare to explain more, focus on the well preparation of the lecture, trying to be clear and efficient through videos and making the presentation entertaining.

- **Question ten: How many of your students regularly participated in your virtual classes?**

All the interviews claim about the attendance of the students in virtual classes. they declare that there are very few students attend online course.

- **Question Eleven: What are the major challenges do you tackle during online courses that you would like to see improved?**

Concerning this question. the respondents face different challenges during online courses. They claim about the worst internet connection. the absence of a private spot in the house for learning (students and teachers alike)., the required hardware to support such kind of teaching. Some training on how to use the platforms/software would be nice. The students are not interested at all, online earning converted them to reluctant learners, they are busy with everything except their learning.

- **Question twelve: How do you assess and pursuit students' performance and comprehension virtually?**

The interviewees can assess student's performance and comprehension through feedback after classes and exams' questions when they are obliged to answer without the help of internet platforms. However, they cannot asses because learners depend on the help of the internet all the time.

- **Question thirteen: How do you evaluate the rate of online feedback comparing with face-to-face feedback?**

Most of the interviewees show that face to face feedback is more efficient than the virtual pattern because it increases the rate of debate between teachers and students and permitted other students to be involved in the communication process, whereas virtual feedback is rarely happening because there is no eye contact and most of the students turn off the camera and shut off the audio and they keep themselves online just to prove their presence. However, only one interviewee state that there is no difference between the two.

- **Question fourteen: How do you keep students focus during online courses presentation?**

Except one interviewee, all the rest express that the online course takes a specific manner in our department which is related to uploading course only and this experience is imposed by COVID 19 measures.

- **Question fifteen : Generally speaking, what is students' attitudes toward online courses?**

All the interviewees agree about the negative attitude toward online courses. They declare that they do not like this process of learning and prefer face-to-face learning process.

- **Question sixteen : How do you increase the rate of discussion through online courses?**

All the teachers confirm that there is no discussion engaged and the only solution doing The very same way in a face-to-face class involve students in the learning process .

2.2.3. The research question s and the findings

Based on the findings of the study, The first research question is the focal question of this research since it investigates the effect of distance learning on learner's achievement. The research question has been answered through the data obtained from the student's questionnaire and the teacher's interview. The used research instruments additionally display the respondents' views about the effective use of online learning and the way that would be implemented to promote learner's achievement in their learning process. The following research questions display the respondents' views about the extent of using online courses to improve EFL learner's way of learning.

Research Questions	Answered
<ul style="list-style-type: none"> • How can distance learning enhance students' achievements? 	✓
<ul style="list-style-type: none"> • How does distance learning impact teaching practices and sense of professional fulfillment? 	✓
<ul style="list-style-type: none"> • What attitudes and opinions do Master students have about distance learning as a process to learn and enhance their achievements? 	✓

- Research Hypotheses Tested:

Research Hypotheses	Confirmed	Rejected
c. If students rely on distance learning, they would develop their learning process.		✓
d. If teachers rely on distance learning,	✓	

they would develop their teaching process.		
e. A relationship exists between the use of distance learning and the promotion of learning.		✓

The first hypothesis was rejected after conducting the questionnaire and it is further asserted through the teachers' interview; the use of distance has negative relationship on learner achievement. The second hypothesis is confirmed because there are variety obstacles that hinder the implementation of distance learning, the questionnaire respondents do not consider the use of the distance learning as the best process in this regard the teachers face many obstacles to share their courses online. The third hypothesis is rejected because, as assumed, online courses is a well reported phenomenon that hinders the promotion of EFL learner's promotion in the learning process. This is due to the fact that distance learning is based on physical separation of teachers and students during instruction and the use of various technologies.

2.2.4. Discussion of the Questionnaire:

Concerning the process followed, most of the students who took part in this study state that they depend on the use of face-to-face learning in their learning process and do not support online learning. Face-to-face learning allows Subsequently students to get a better understanding. Whereas distance learning can be viewed as a complex system of knowledge presentation that occurs in an environment minus the physical instructor. Additionally, implementing the whole sample consider that the use of distance learning doesn't enhance the learners' levels and achievements, however it creates negative attitudes upon since it reduces student to student and teacher to students' interaction and discourages collaborative work.

We noticed the students full commitment to the to the online courses limited in duration and frequency, but not satisfactions (91.66) due to absence of coordination between them and the administration and also unexplained non availability of university connexion, Wich contributed to creating an atmosphere of indifference and mistrust.

Result indicated that the majority of students relate education with classroom, because they need the effect, guidance and explanation of teachers not only the handout because of the difference of personality and intelligent types of leaner.

Unfortunately, we understand that although comfortability in using technologies for all students, some of them have to be able to use it in good way and they have to master English language, which create desire and self- confidence necessary to increase students interest (58.33%) to take distance study because it brake the barriers of time and space.

2.2.5. Discussion of the interview:

Regarding the obtained findings from the interview interpretation, it can be deduced that teachers aim to give a positive attitude toward the effect use of distance learning to enhance learners' achievements. The data obtained from the interview shows that the implementation of distance learning process, the latest educational reform in Algerian university, this study indicated that most of the teachers are getting involved in this process. The aim behind this implementation is to develop students' performance and help them to master their skills and knowledge remotely. The majority of teachers in this study argued that the integration of distance learning in the university curriculum is one of the main strategies for successful learning process, in addition to the cleverness of teachers in choosing the appropriate materials and activities in order to create active online learning/teaching environment. Otherwise, they affirm that there are multiple problems that hinder the use of distance learning; the internet connection. The absence of a private spot in the house for learning (students and teachers alike), the required hardware to support such kind of teaching. Some

training on how to use the platforms/software would be helpful to foster the implementation of distance learning. The students are not interested at all, online learning converted them to reluctant learners, they are busy with everything except their learning. Regarding the importance of active learning as a second variable in this study, teachers show their agreement about its importance. As technology advances and user experience improves, so too does the popularity of online education. It has been proven to be a successful method of learning and offers a number of different benefits when compared with traditional education, teachers believe that online learning is effective and powerful tool; it makes information easy to grasp and absorb.

2.2.6. Limitations of the Study:

It is impossible to conduct a study as planned and as required because there are always some problems that are out of the human beings' control which means that no study is perfect. Consequently, the main cause that limits this study is the spread of Corona virus that destroys the norms of life and researches process for all researchers, added to that the lack of resources.

8- Recommendations

The present study is considered as a first step to recommend the use of distance learning at Tebessa University. Therefore, further researches at the department of English at the University of Tebessa are welcomed. Furthermore, this study encourages EFL teachers to change their focus from concentrating on traditional courses to pay more attention to online courses as well. This is because developing EFL learners' achievement is as important as developing their way of learning.

This research recommends that EFL teachers implement the available online courses as authentic materials that would help their EFL learners to have insights into the education development today.

Conclusion

This section was devoted to present a detailed analysis of obtained data from the questionnaire and the interview responses. It has mentioned the aim behind selecting and using them, how they are structured, and the software package that is used to analyze the data and findings.

General conclusion

This research has investigated the effect of using distance learning on the development of master students. The main aim of this research is to integrate the distance in teaching/ learning process and use it adequately in order to promote EFL learner's achievement. This dissertation includes two chapters. The first chapter provides a theoretical background of this study through a review of relevant literature. Chapter two details the methodological framework of the study starting from the research design, data collection instruments to the analysis of the obtained results from the suggested tool of the research, and finally discusses them by relating these results to those previous studies of the literature review. The findings of this research show that there is no relationship between the two variables, this relation is not clear through using SPSS program, and the analysis of questionnaire, the results answered the research questions and rejected the validity of research hypothesis.

This educational experience should be evaluated and serious big work that needs to be done, adopting a deliberate strategy to support distance learning throughout the national territory especially in remote areas, to open the learning horizons for everyone anywhere without exception.

Creating a corporation between face to face and remote study, as start of adaptation and integration of this method is effective in all educational institutions to bring students interest to increase by learners to what institutions must offer them.

The necessity of training students and framing the educational staff to specialize some of them in distance education, also training both of them on the use of various technologies.

Providing the various technologies necessary for the success of this educational method.

These measures will raise the level of learners and take them to self-learning readiness which impact their academic achievement and will develop their individual's ability.

The online studying is not only a trend its a future.

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Appendices

Appendix I

The student's Questionnaire

Dear Master students:

This questionnaire serves a data collection tool for the achievement of a master dissertation, it investigates the effect of distance learning on master student learning achievement at the department of English, Larbi Tebessi university - Tebessa – Your answers will be of great help for us; thus, we would be very grateful if you would answer the following questions as honestly as possible.

Section One: Personal Information

1. Sex:
2. Tell us about your professional status?
 - a. worker student
 - b. Both

Section Two: Students Experience in Distance Learning

3. Number of Online Courses you have taken at your university
 4. number of hours you spend per week online courses
 5. Are you satisfied with distance learning?
 - a. yes
 - b. no
 6. Justify your answer
-

7. Do you discuss online schedule with the administration?
 - a- Often

b- Sometimes

c- never

d- always

8. is it easy accessing to the Internet as needed for your online sessions?

a. Yes

b. No

9. How do you connect when you have online course?

a. Home

b. cyber

c. friend home

d. university connection

Section Three: Students Attitudes Towards Online Learning

Please read each statement carefully and then circle the answer that applies for you. There are no right or wrong answer responses to any of the items on this survey and for this reason it is very important that you express your true opinion in this survey. Each statement is followed by five numbers, 1, 2, 3, 4, and 5, that you have to circle.

1. Strongly agree

2. Agree

3. Disagree

4. Strongly disagree

5. I don't know

Statement	1	2	3	4	5
1. I am fairly good at using the computer.					
2. Through my experience I can say that distance learning is effective					
3. I understand the online courses from the handouts that the teacher shared					
4. It is difficult to understand online learning without getting acquainted with appropriate guidance					
5. Through the lecturer's explanation, I can understand online courses better					
6. In my opinion, online explanations given by the lecturer to students is helpful.					
7. I possess sufficient computer keyboarding skills for doing online work.					
8. I feel more relaxing and confident when I attend online courses.					
9. I feel comfortable communicating online in English.					
10. There is no difference between online courses and assistant courses.					
11. It would be helpful for me have access to a teacher to ask questions to when I don't understand something I'm trying to learn.					
12. Lack of digital devices and poor internet connections discouraged to use online learning.					
13. Online learning highly motivates the students for taking advance courses.					

14. Using online learning makes learning interesting and ignore attending classes					
15. Distance Learning courses facilitate the interaction between instructor and learners.					
16. The online course instructions can be changed to better way					
17. I could pass a course on the Internet without any teacher assistance					
18. Using online learning makes students receive updates and connect to each other's, program staff and teachers.					
19. Distance learning helps me to ask questions to my teachers whenever I want.					
20. Online courses can make me a procrastinator					
21. I don't mind it if I never actually meet my instructor or classmates in person					
22. Distance learning can be the only way for learning in the future.					
23. I have busy schedule, but I prefer to have face-to-face contact with my classmates and teacher.					
24. I believe that high quality learning can take place without face-to-face interaction.					
25. Distance learning is effective and efficient for simple modules, but isn't for principal modules because they need more expression and more interaction.					
26. I would like to see more online use					

through different applications and platform.					
27. Online learning mostly depends on the professor and the way of his explanation.					

Appendix II

Teachers' Interview

1. Tell us about your educational degree?

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2. Have you ever participated or attended on online course or online conference?

If yes tell us about your experience.

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3. What types of platform do you use in your department?

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4. Did you use zoom platform before?

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5. are your university digital resources helpful to teach at home?

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6. Are you satisfied with the technology and applications that you are using for online teaching?

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7. Would you compare between your experience in virtual learning and traditional learning?

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8. Are you satisfied with teaching your students remotely?

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.....

9. What are the strategies you implement to guide you for online presentation?

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.....

10. How many of your students regularly participated in your virtual classes?

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11. What are the major challenges do you tackle during online courses that you would like to see improved?

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12. How do you assess and pursuit students' performance and comprehension virtually?

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13. How do you evaluate the rate of online feedback comparing with face-to-face feedback?

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14. How do you keep students focus during online courses presentation?

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15. Generally speaking, what is students' attitudes toward online courses?

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16. How do you increase the rate of discussion through online courses?

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Résumé

Cette thèse examine les réalisations des étudiants en master à travers leur expérience de l'apprentissage à distance pendant la pandémie mondiale de covid-19, tams à tester l'effet de l'apprentissage à distance pour améliorer les résultats de l'apprentissage des étudiants de première et deuxième année de master dans les plates-formes dassroom au cours de l'année académique 2020-2021 . La recherche a supposé que si les étudiants et les enseignants s'appuyaient sur l'apprentissage à distance, le processus d'apprentissage des étudiants serait amélioré et qu'il existe donc une corrélation positive entre l'utilisation de l'apprentissage à distance et l'amélioration des étudiants. Ainsi, pour tester ces hypothèses, une méthode de recherche quantitative et qualitative a été adoptée. Les données statistiques et descriptives ont été utilisées afin de renforcer la validité et la fiabilité de la présente recherche. De plus, les principaux résultats obtenus à partir du questionnaire des étudiants ont démontré que la majorité des participants rejetaient l'utilisation de l'enseignement à distance, ils ont également révélé des points négatifs envers l'utilisation de la distance pour développer les acquis d'apprentissage en raison de nombreuses contraintes telles que le manque de coordination et la désaussion entre le personnel administratif, les enseignants, et étudiants. De plus, l'interview d'Aches a révélé qu'ils ont une expérience significative dans les plateformes d'apprentissage à distance et ils confirment les réponses des étudiants liées au manque de discussion entre les enseignants et les étudiants. Par conséquent, la principale condusion a été tirée

de cette étude est que l'industrie de l'apprentissage à distance a besoin d'une adaptation de diverses activités et stratégies pour améliorer et motiver Internet à utiliser les plateformes d'apprentissage à distance, (Ct)

ملخص

تبحث هذه الرسالة في إنجازات طلاب الماجستير من خلال خبرتهم في التعلم عن بعد خلال وباء كوفيد - 19 العالمي ، لاختبار تأثير التعلم عن بعد لتحسين نتائج طلاب الماجستير في السنة الأولى والثانية في منصات التعليم عن بعد خلال العام الدراسي 2020-2021. افترض البحث أنه إذا اعتمد الطلاب والمعلمون على التعلم عن بعد ، فسيتم تحسين عملية تعلم الطلاب، وبالتالي هناك علاقة إيجابية بين استخدام التعلم عن بعد وتحسين الطالب. وبالتالي ، لاختبار هذه الفرضيات ، تم اعتماد أسلوب البحث الكمي والنوعي. تم استخدام البيانات الإحصائية والوصفية لتقوية مصداقية وموثوقية هذا البحث. بالإضافة إلى ذلك ، أظهرت النتائج الرئيسية التي تم الحصول عليها من خلال استبيان الطلاب أن غالبية المشاركين رفضوا استخدام التعليم عن بعد، كما كشفوا عن نقاط سلبية اتجاه استخدام المسافة لتطوير مهارات التعلم والتنسيق والمناقشة بين الإداريين والمعلمين والطلاب. بالإضافة إلى ذلك، كشفت المقابلة من الأساتذة أن لديهم خبرة كبيرة في منصات التعلم عن بعد وأنهم يؤكدون استجابات الطلاب المتعلقة بقلة النقاش بين المعلمين والطلاب. لذلك ، فإن الوسيلة الرئيسية التي تم استخلاصها من هذه الدراسة هي أن طريقة التعلم عن بعد تحتاج إلى تكييف للأنشطة والاستراتيجيات المختلفة لتحسين وتحفيز الإنترنت لاستخدام منصات التعلم عن بعد.