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Exploring the Relationship between E-Learning Difficulties and Learners' Self-Reliance during the Coronavirus Pandemic.

The Case of Second Year BA Students of English at Larbi Tébessi University – Tébessa

A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the Requirements for the Degree of Master in Language Sciences.

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Abstract

The outbreak of Coronavirus disease 2019 and the sudden shift from traditional face-to-face learning to the adoption of e-learning have created a literature gap in both learning and teaching processes, as this new approach has never been essentially used before in the educational process. Accordingly, the current study aims to explore the relationship between e-learning difficulties and learners' self-reliance during COVID-19. Moreover, this research study seeks to explore e- learning difficulties and its effectiveness, as a new method, in developing learners' self- reliance. Correspondingly, the research questions attempt to fill the gap of the present study. The first question seeks to discover e-learning difficulties and its effects on the development of learners' self-reliance during the outbreak. Therefore, the statistics show that there are serious difficulties such as, the lack of the Internet and training that prevent the development of self-reliance. The second question searches to know the nature of the relationship between e-learning and student self-reliance. Correspondingly, the majority of the answers show that the lack of students' awareness prohibits them from enhancing their self- reliance. However, the last question strives to unravel the effectiveness of e-learning as a new method to develop learners' self-reliance. Indeed, the findings reveal that this method would be very beneficial if good training and enough practice existed. Moreover, two hypotheses have been formulated; the first assumption proposes that e-learning difficulties hinder the development of learners' self-reliance, which is proved. The second assumption suggests that the more learners embrace distance learning, the more self-reliant and independent they become, and it is disproved. Furthermore, a mixed method approach is followed with convergent parallel design for data analysis. The sample consists of 105 second year students and 10 teachers of English department at Larbi Tébessi University –Tébessa. Thus, a semi-structured questionnaire is designed for students, while a semi-structured interview is conducted with teachers. Hence, the data obtained is analyzed statistically using the parametric statistical technique for the questionnaire, and the thematic content approach for the interview.

Key Words: COVID-19, E-learning, Self-Reliance, Traditional Face-to- Face Learning**.**

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"And mankind have not been given of knowledge except a little."(Al Isra 85)

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Dedication

This modest research is wholeheartedly dedicated to:

My grandparents, whose prayers always overwhelm me with strength and determination, may God have mercy on them,

My powerful mother: SEBTI, Z. and my soulful father: TORKI, L who always teach me to love my work in order to achieve my goals, guide me, support me, and mostly fill me with love,

My dearest beloved brothers and sisters, who always stand by my side, and love me endlessly, Also, my glorious family including; my fabulous aunts, my tremendous uncles, my marvelous cousins who always make me feel special.

My magnificent best friends, colleagues and classmates, who with time became my second family and all the sweet memories we made together,

And to all those who believe in me and share with me their blessings for my success,

Thank you From the Bottom of my Heart for all the Precious Moments.

List of Abbreviations and Symbols

ANOVA: Analysis of Variance

ARPANET: Advanced Research Projects Agency Network

ß: Beta Coefficient

CBA: Competency Based Approach

COVID-19: Coronavirus Disease 2019

E-Learning: Electronic Learning

ESP: English for Specific Purposes

ICT: Information and Communications Technology

IFIT: Institute for Interactive Technologies

KSA: Knowledge, Skills, and Attitude

LCA: Learning Centered Approach

MERS: Middle East Respiratory Syndrome

n: Number

NSF: National Science Foundation

SARS: Severe Acute Respiratory Syndrome

SARS-COV-2: Severe Acute Respiratory Syndrome Coronavirus 2

SPSS: Statistical Package for the Social Sciences

UNESCO: The United Nations Educational, Scientific and Cultural Organization

UNHCR: The United Nations High Commission for Refugees

USSR: Union of Soviet Socialist Republics

WHO: World Health Organization

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General Introduction

1. Background of the Study

In the recent two years, the world has witnessed a global spread of Coronavirus disease 2019 (COVID-19). This sudden outbreak has led to unprecedented crisis in all areas. Asif et al., (2020) state: "COVID-19 has emerged as a respiratory infection with significant concern for global public health hazards" (p. 2). The widespread of the infection has called for World Health Organization (WHO) to activate a vast quarantine, in order to limit the transmission of the virus. In the light of this new trend, governments recommended shifting the educational system from traditional face-to-face learning to electronic learning (e-learning). The term e- learning is defined as a web-based education in which the learning process is based on the delivery of educational content through electronic media, i.e. the use of Information and Communication Technologies (ICT) and the Internet. This new phenomenon has become a new core and a mandatory component of the educational system.

In this regard, it is not surprising that quarantine and the use of e-learning require learners to gain self-reliance for the purpose of facilitating the learning process. Indeed, the term self-reliance is a psychological factor identified as the ability to be independent by making one's own decision and taking responsibilities towards them, Idoma et al., (2013).

2. Statement of the Problem

The spread of the Coronavirus pandemic 2019 around the world has caused a global crisis that has affected almost all areas from economy, to politics, to technological inventions, moving to languages, and pedagogy. On the long run, this pandemic has summoned for most universities and schools to change from conventional learning (face-to-face) to e-learning worldwide. In such circumstances, the e-learning process requires the presence of the Internet, ICT, and training

mostly with the aim of facilitating access to platforms and interacting with teachers and supervisors. Moreover, these procedures require from learners to develop a sense of autonomy and responsibilities so as to develop clear knowledge about their learning. Therefore, the fact that these parameters are absent creates a gap in dealing with e-learning and, at the same time, in developing self-reliance.

3. Aims of the Study

The main purpose of this current study is to explore the relationship between e- learning difficulties and learners' self-reliance during the Coronavirus pandemic. Besides, this research aims to investigate e-learning difficulties which learners face and the capacity of employing self-reliance during the pandemic. Hence, this research pursues to detect the effect of e-learning on developing learners' self-reliance.

4. Research Questions and Hypotheses:

Consequently, with the problem statement and the purpose of the research, the current study seeks to address the following research questions:

1. What are the difficulties of e-learning, and how do they affect learners' self-reliance during COVID-19?
2. What is the relationship between e-learning difficulties and learners' self-reliance during the outbreak?
3. Can e-learning be an effective method for learners to develop self-reliance?

The research hypotheses of this study are proposed as follows:

1. E-learning difficulties may hinder the development of self-reliance duringCOVID-19.

2. The more learners adopt distance learning, the more they become dependent and autonomous.

5. Research Methodology

5.1. Sample and Setting

The target sample of this research study consists of 105 second year English language students and 10 teachers from Larbi Tébessi University, Tébessa, Faculty of Letters and Languages, Department of Letters and English Language. To explore the participants' experiences in e-learning, the sample is selected through simple random sampling. This technique follows the random selection of the subjects. It further minimizes errors in the procedure for internal homogeneity among participants, and for population representation.

5.2. Research Design and Tools

The study follows the post positivist paradigm, where the mixed-method research takes place. Moreover, the research design of this study is the convergent parallel design, where it is analyzed qualitatively and quantitatively. The tool used for the current study is a semi-structured questionnaire submitted to second year students of English. Also, a semi-structured interview conducted with teachers as an additional tool to validate the study of the research paper.

6. Structure of the Dissertation

This dissertation is constructed of two chapters. The first chapter represents the theoretical part consisting of three sections. The first one is an introductory part that provides an overview of the Coronavirus pandemic and its impact on the educational process. The second one highlights the important background information related to the first main variable e-learning, and, the third section consists of the second main variable self-reliance and its related aspects.

The second chapter is broken down into three sections. These sections represent the empirical part of the dissertation. The first section provides a perspective on giving explanations of the research methodology used in the research. The second section tackles data analysis, interpretations, discussion and comparison of the results. Finally, the last section sheds light on limitations, recommendations, and implications.

Chapter One: E-Learning and Learners' Self Reliance During COVID-19

Introduction

By the end of 2019, the world witnessed the emergence of Coronavirus disease (COVID-19) that has affected all the areas around the planet. According to the World Health Organization (WHO), this disease has become a pandemic that has forced people to stay at home and adopt social isolation. This led also to the closure of educational institutions all over the world. Therefore, in this confinement, governments have tried to introduce a new method of learning called e-learning. This technique has seemed to be successful in many countries; meanwhile, others find it difficult to be applied. Moreover, scholars believe that e-learning difficulties stand for the lack of using ICT, the inaccessibility to the Internet, or the absence of teachers' instructions. Despite these obstacles, it is noticed that developing self-reliance plays a significant role that helps to facilitate the access towards using e-learning. However, the use of this psychological factor, in such circumstances, differs from one learner to another. To sum up, e-learning as well as learners' self-reliance will be discussed throughout this chapter, with also an overview on COVID-19.

Section One: Coronavirus Disease 2019

Section one is divided into three main concepts related to COVID- 19. First, the section starts with global definitions of the concept COVID-19. Second, the section discusses the symptoms of this phenomenon. Third, this part will describe the impacts of the disease on the learning process.

1.1.1. Definitions:

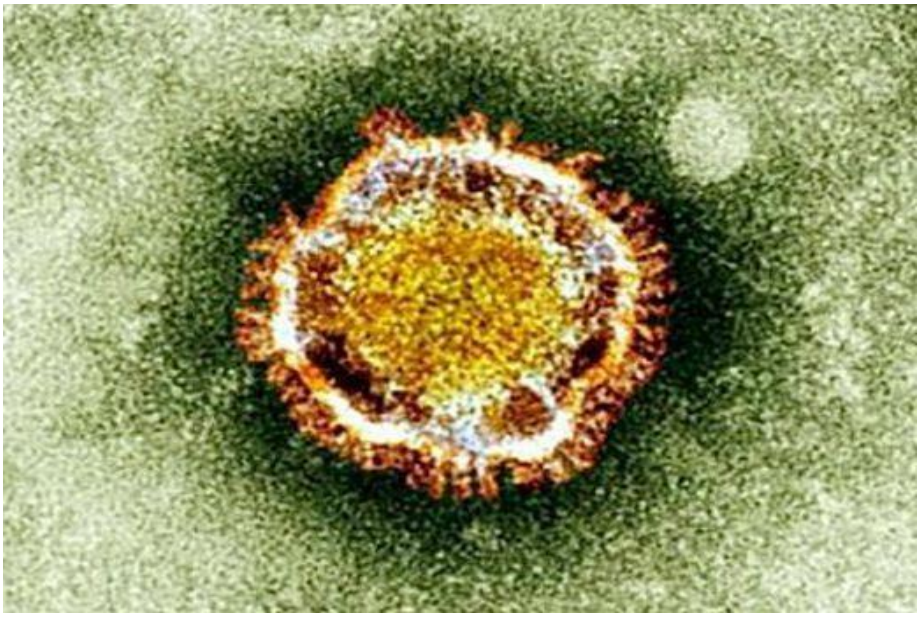
Mayo Clinic (2021) defines Coronavirus as the disease that stands for a large family of viruses that can cause Respiratory Syndrome (SARS) and the Middle East Respiratory

Syndrome (MERS). By contrast, COVID-19 is a new strain caused by a novel Coronavirus called severe acute respiratory syndrome Coronavirus 2 (SARS-COV-2), which has not been seen in humans before.

Moreover, the outbreak has been detected in Wuhan, Huber province, China, in December 2019. Furthermore, COVID-19 has been declared for a global health emergency by the WHO on January 30th, 2020. However, WHO considered COVID-19 a global pandemic in March, 2020. On the other hand, Rahhal (2020) states that the word corona is a term of Greek Latin origin to mean *'crown'* because it contains a similar form (Figure 01). Again, this pandemic can widely spread in humans' bodies, whereas its symptoms appear in 14 days.

Figure 01

The shape of Coronavirus Disease 2019



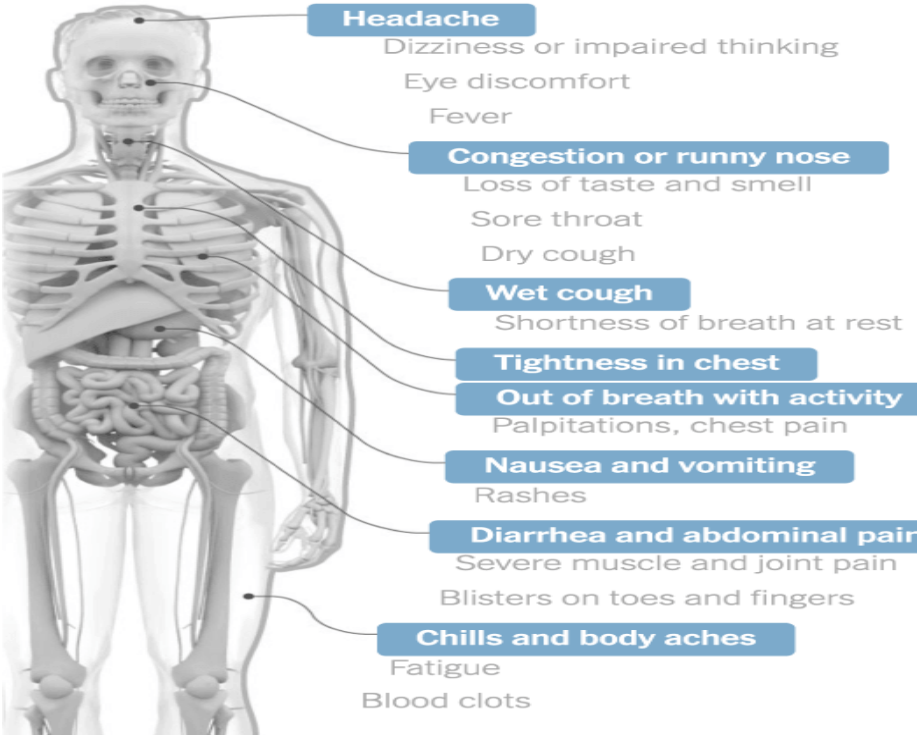
Note. From *"Fascinating microscope images reveal the coronavirus's 'crown' shape as it attacks the cells of one of the 15 patients infected in the US",* by Rahhal (2020)

1.1.2. Symptoms:

The COVID-19 outbreak has three most common symptoms, which are fever, dry cough, and fatigue. While, the other less common symptoms include loss of taste or smell, conjunctivitis (red eyes), headache, nasal congestion, chills (dizziness), muscle (joint pain), sore throat, different types of skin rash, and nausea (diarrheal). Notwithstanding, WHO (2020) has reported the symptoms of the severe COVID-19 disease including shortness of breath, loss of appetite, confusion, persistent pain, or pressure in the chest, and temperature rise above 38°C. (Figure02)

Figure 02

The Common Symptoms ofCovid-19



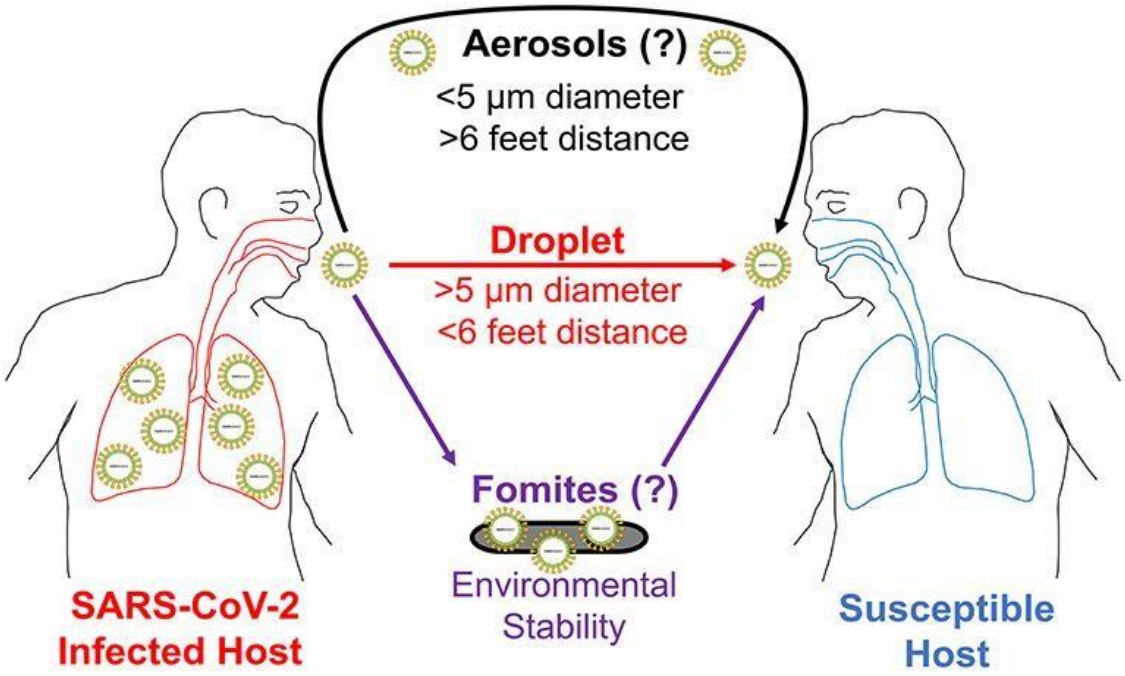
Note. Published by UNESCO (2020)

According to WHO, elderly people and those with underlying medical problems, such as high blood pressure, heart, lung problems, diabetes, obesity, or cancer; face a high risk of developing a severe illness. However, people with COVID-19 can develop sharp malady and have advanced complications, like pneumonia, diabetes, septic shock, or even death.

Moreover, this pandemic has two stages of transmission between people: Droplet transmission and contact transmission. The first happens when an infected person coughs, sneezes, or even talks. It does not happen in a large space but only around six feets. On the other side, the second occurs when there is a physical contact between the infected person and a healthy person or touching contaminated objects as demonstrated in Figure 03 bellow:

Figure 3

Potential Transmission Modes of COVID-19



Note. From *"Does COVID-19 Spread Through Droplets Alone?",* by Galbadage, Peterson, and Gunasekera (2020).

1.1.3. The Impacts of COVID-19 on Learning:

The spread of the outbreak from one individual to another created the need to adopt social distancing and social quarantine. This crisis has also affected mostly all fields in the world, especially education. Many countries have temporarily closed schools and educational institutions. Affouneh et al. (2020) claim: "according to UNESCO statistics, more than 1.5 billion children youth in 188 countries around the globe have to stay home due to the closure of schools and higher education institutions following the Coronavirus outbreak" (p.135).

Simon and Hans Henrik (2020) state that the impact of covid-19 on education affects schools as being the first place to develop expressing oneself, communicate with teachers and others, and respect diversity. It also affects families as described by the researchers; home is the place to play and at the same to continue their education. However, home-schooling could be successful for many learners around the world; it appears improbable that this will be generalized to the entire population.

On the other hand, Sir, J. Daniel (2020) sees that the outbreak pandemic has led to prepare for a remote teaching regime, including the guarantee of studying at home, the division of work between departments, and the mechanism for teachers to maintain group contact for mutual support. Nevertheless, the scholar explains that the pandemic has disrupted learners' lives in various ways, not only depending on their level and course of study but also the programs.

The Group URD (2020) discusses the challenges that face both learners and teachers. First, the multiple effects, short and medium-term challenges. Learners face the issue of losing knowledge acquisition where their quality of learning is decreasing, and for some others, it completely disappears, which will have an impact on young people in terms of the potential

loss. However, there are online platforms for games, such as Pubg, and Free Fire. They could reduce the impact of being self-isolated, but not all individuals prefer those games.

The second challenge is the psychological impacts of school closures. Through the confinement, learners are experiencing significant psychological factors, such as trauma, additional stress, and anxiety. Also, children and young people whose parents keep working are feeling they are confined and everything seems to be tedious. Finally, the rapid and increasing statistics of deaths make families feel depressed about survival.

UNESCO (2020) tries to discuss education during COVID-19 and beyond. It explains: "not only a fundamental human right. It is an enabling right with direct impact on the realization of all other human rights" (p. 3). Education is the hope for many vulnerable children, refugees, poor or rural areas, persons with disabilities, and girls to continue their learning. However, the extant crisis threatens this generation and as a consequence, most of them will dropout. Furthermore, UNESCO focuses on the point that education suspension impedes the provision of basic services to learners and societies including 'access to nutrition food, affect the ability of many parents to work, and increase risks of violence against women and girls' (p. 2).

Accordingly, this study aims to investigate the use of e-learning during the quarantine and its impact on education and learners in general and learners in particular.

This section was devoted to give an overview on COVID-19 and its symptoms. Also, this section has dealt with the impact of COVID-19 on education.

Section Two: E-Learning

In this section, e-learning will be discussed through its various definitions, moving to its historical background. It will also distinguish the dimensions of e-learning, types, benefits and disadvantage. Furthermore, the current section will explain the use of ICT in education and its impact. Moving forward, the portion will describe the employment of e-learning in education, its effectiveness, and also its evaluation.

1.2.1. E-Learning Definitions:

Virtual education, digital learning, distance learning, mobile learning, or online learning all represent the same concept of the term electronic learning (e-learning). However, finding an exact definition of the term e-learning still faces many difficulties.

According to the European Commission (2001), e-learning is defined as the use of multimedia technologies and the internet to ameliorate the learning quality through facilitating access to the use of several services, resources, distant exchanges and collaboration. Similarly, Fry (2001) identifies e-learning as the use of the internet and other technologies to produce learning and teaching materials and also to regulate courses. Furthermore, A. Gunasekaran et al., (2002) refer to e-learning as the use of electronic technology that seeks to gain an educational foothold over the world. Another definition presented by D. R. Garrison and Terry Anderson (2003) who state that e- learning is an open system that goes beyond access to information as well as creating communication and interaction.

On the other hand, Khan (2005) defines e-learning as “an innovative way of providing instruction to diverse learners in an environment where students, instructors, and support staff do not see each other” (p. 13). The scholar refers in his definition of e-learning to the representation

of open, flexible, and distributed learning. However, Holmes and Gardner (2006) comment on these conflicts by declaring that there may be many definitions of this phenomenon. They have concluded their research by claiming that this concept is online access to learning resources anywhere and anytime. William (2006) explains that electronic learning is using computer technologies and online sources to produce learning.

Moreover, Helen and Rhona (2013) determine e-learning definition through presenting a significant example of the value of the *'e'* where it permits interaction between distant learners to achieve the subject matter representations utilizing technology. Besides, Algahtani (2011) describes the debate about finding a comprehensible definition of e-learning as related to scholars' specialties and their interests. He believes that to discover e-learning definition, there should be first a clear definition to ICT and distance learning.

Furthermore, Sangra et al. (2012) define the term e-learning according to four categories. First, the technology-driven definition that is the use of technology to deliver a course online and training programs, such as the use of the application Zoom. Second, the delivery system-oriented definition refers to the delivery of education through the use of several electronic media; i.e., the delivery of training or learning by using web techniques. Third, the communication-oriented definition deals with learning based on information and communication technologies with pedagogical interaction between students and content, students and the instructor, or among students through the web. Finally, the education-paradigm-oriented definition encompasses the educational processes that use the information and communications technology to mediate synchronous as well as asynchronous learning and teaching activities.

1.2.2. E-Learning History:

Holmes and Gardner (2006) dictate that e-learning has not been known over the past 10-15 years; by contrast, it has a long and *'sometimes distinguished'* history (sometimes distinguished means the developments of an event that happens accidentally rather than being designed). E-learning has different historical backgrounds. It is related to the history of the ICT revolution and the invention of the internet.

Online learning started in the 1920s by Sydney Pressy who did an experiment on testing machines. This experiment, later on, began to have an association with teaching and learning processes. Furthermore, the approach became known as *'programmed instruction'* or *'programmed learning'*. Pressy was the first scholar who took a step towards developing the process of learning by using machines. Moving on, the programmed learning was developed by B.F. Skinner in 1949 (Holmes and Gardner, 2006).

Moreover, Algahtani (2011) states that distance learning (e-learning is an extant form of distance learning) was established in 1971 by the Open University, Great Britain. Algahtani (2011 as cited in Almosa and Almubarak 2005, p. 48) distinguished four generations of ICT development. The first generation was known by the generation of telegrams and telephones. The second generation was classified as the generation of TV, radio, and video. The third one was typed as the generation of distance learning, where there was interaction and correspondence between learners and teachers. And the last generation was pointed out to the present generation, a developed race with developed Internet.

However, the real invention of e-learning was pioneered with the emergence of the internet. In the early 1960s, the invention of the internet was found by the American military

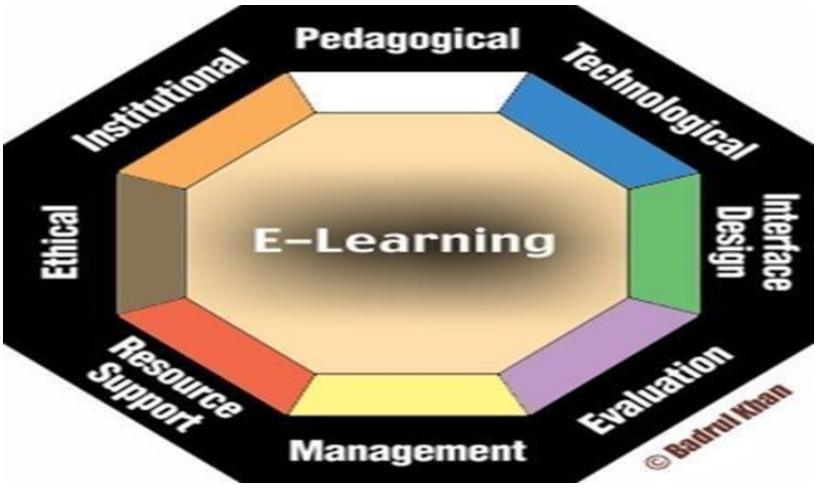
and was used as spies' technology against the USSR in the Cold War. It was first called ARPANET (the Advanced Research Projects Agency Network). In 1983, the internet was utilized by the military and civilians at the same time. After that, the National Science Foundation (NSF) was created in 1989 to have access to the Internet in different fields and universities. To conclude, the invention of the World Wide Web and the Internet were widespread over the world.

1.2.3. E-Learning Dimensions:

Khan (2005) discusses various issues contributed to e-learning. The scholar states: "I have come to understand that e-learning represents a paradigm shift not only for learners, but also for instructors, trainers, administrators, technical, and other support services staff, and the institution"(p. 13). He claims that learners search to receive attention and teachers' feedback on their works also provide the best support systems for them and continue their learning process. Hence, he has created the learning framework illustrated in Figure 04.

Figure 04

E-learning Framework



Note. From "*Managing E-Learning Strategies: Design, Delivery, Implementation and Evaluation*", by Khan (2005)

The framework aims to find solutions to create effective environments for assorted learners to understand and sharp the e-learning design process. This framework is divided into eight dimensions: institutional, management, technological, pedagogical, ethical, interface design, recourse support, and evaluation. Each dimension has diverse sub-dimensions that deal with certain aspects of the e-learning environment.

The institutional dimension: deals with administrative affairs, such as needs assessment, program and course information, catalog, admissions, financial, and academic calendar. On the other hand, it includes academic affairs, like policies, faculty and staff support, and workload. Besides, it also encompasses learners' services, for instance, orientation, book stores, tutorial services, social support networks, and library support.

The management dimension: refers to managing different stages of the e-learning process, like maintaining the learning environment, also distributing information that is planned and designed before.

The technological dimension: deals with the issues of technology infrastructure in the e-learning environment. It includes infrastructure planning, hardware, and software.

The pedagogical dimension: covers the teaching and learning objectives. It contains content, audience, goal, media analyses, design approach, and learning strategies, such as blended learning, simulation, games, role-play, presentation, and debate.

The ethical dimension: refers to the social and political influence, cultural diversity, digital divide, etiquette, legal issues, like privacy, plagiarism, and copyright.

The interface design dimension: deals with the appearance of the e-learning programs. It involves page, site, content design, navigation, accessibility, and usability tests.

The resource support dimension: encompasses online support and resources, for example, technical support and online resources. This dimension aims to foster meaningful learning environments.

The evaluation dimension: comprises the evaluation of the e-learning environment, content development process, and e-learning at the level of programs. Also, it includes learners' assessments.

1.2.4. Types of E-Learning:

Many researches face problems in distinguishing types of e-learning. However, according to Algahtani (2011), e-learning has two basic types: computer-based-learning and internet-based-learning.

First of all, the computer-based-learning is generally used in ICT, where it deals with the use of the scope of hardware and software. This type of learning can be used in two ways: computer-assisted-learning and computer-managed-learning. The computer-assisted-learning is the use of computers in the traditional face-to-face classroom as a tool to reinforce the learning process, such as software, games. On the other hand, the computer-managed-learning is the use of computers as an aid to manage education via storing and retrieving information, for instance, data processing.

Second of all, the internet-based-learning is more developed than computer-based-learning, which advocates the accessibility of utilizing sources and websites to reach different knowledge related to any research, such as Library Genesis, Science Hub, and ERIC. This type

also can be used in two ways: synchronous or asynchronous mode. The synchronous mode is learners' use of platforms at the same time with teachers or even other learners in order to discuss and interpret different courses, such as Zoom, WhatsApp, and Telegram. The benefit of this mode is to receive immediate feedback. However, the asynchronous mode is using different platforms to discuss with teachers or other learners but not at the same time, like Google Classroom, Email. This mode enables learners to work at any time that suits them, while they face a lack of receiving immediate feedback.

1.2.5. E-learning Benefits:

Through various studies and researches, researchers have attempted to discuss the positive aspects of e-learning. Alexander (2001) has found a range of positive learning outcomes of e-learning, including the improvement of e-learning quality, the improvement of the e-learning output, the amelioration of the accessibility to learning and training, and finally the refinement of learners' attitudes to learning and cost-effectiveness of education. The researcher concludes that using computer-based-learning evolves communication between learners and teachers.

On the other hand, Holmes and Gardner (2006) aim to explain the advantages of e-learning by asking four questions. First, they have focused on those who deserve the opportunity to be an e-learner, concluding that e-learning presents all categories of people, from learners and instructors, moving to lifelong learners. Second, the scholars have tried to explain the value behind being e-learned, stating that it is difficult to select one category. However, they think that flexible thinkers have more opportunities to create and acquire new knowledge. Additionally, the researchers have converged on the manner learners will engage with e-learning, declaring that learners need motivation, encouragement, and evaluation to share knowledge via online

learning models. Besides, Holmes and Gardner have talked about the space and time be allowed for learners to engage with e-learning, where they emphasize the flexibility of location and time where learners can learn anytime and in anyplace.

In another study conducted by the Institute for Interactive Technologies of Bloomsburg University, Pennsylvania (2006), the use of e-learning encourages learners to take personal responsibilities for their learning. It builds self-reliance and self-knowledge. Also, it allows learners to choose the learning material that suits them, and to be at the level of their knowledge and interest. However, these benefits lead to raising the question of whether all learners dare to develop self-reliance, and what about low motivated learners or who do not know how to use effectively this technological method. Also, learners who used to always rely on teachers' explanations are kindly requested to develop such skills, but they may face many difficulties.

Algahtani (2011) has shown numerous e-learning benefits. He reports that online learning recuperates any shortages in the academia. He adds that this learning technology simplifies the job of utilizing ICT and technological materials. Also, it does not require a lot of physical efforts. To conclude, e-learning offers parents' participation, same as it leads to adopt autonomous learning

1.2.6. E-learning Shortcomings:

The Institute for Interactive Technologies of Bloomsburg University, Pennsylvania (2006) determines the next negative aspects of e-learning. The study shows that e-learning requires having two conditions: A computer and the Internet. Even though, all learners can neither have computers nor access to the Internet, especially in developing countries, some

learners have the lack of using computer skills and ICT. Moreover, this lack of using the computer may lead to have difficulties in organizing and managing computer files and online courses.

In addition, e-learning encourages anxiety, frustration, laziness, and even depression. Besides, it may increase self-isolation and reduce social interaction. Furthermore, learners with low motivation may fail and will not achieve course activities. Following this, teachers are not always present to aid learners when it is needed, whereas not all learners have responsibilities to work independently.

Algahtani (2011) adds other negative aspects of e-learning, such as the focus on cognitive performance more than the physical and affective aspects of learning. He assures that some educational domains rely on learners' performance and practical skills, like medical science and biology, while e-learning faces the lack of learners' performance. In conclusion, the need to use platforms and some websites may lead to having cost in time and money.

1.2.7. The Use of ICT in Education:

According to Victoria (2003), ICT is the acronym of 'Information and Communication technologies' which includes computers, the broad casting technologies such as radio, television, as well as newer digital technologies like computers, the Internet, projectors, and also smart mobiles. However, through the recent years ICT, has been used in the educational systems in which it has improved the effectiveness of education. Victoria sees that ICT is used to facilitate the acquisition and assimilation, providing developing countries with unprecedented opportunities for business.

On the other hand, Mikre (2011) describes that ICT as a revolutionary movement that shaped the way people work as well as the educational system. This trend has become a

sufficient technology that gains global recognition and attention. Abi Suryani (2010) emphasizes the point that the ICT development is gradually replacing traditional teaching where teachers start to use computers and projectors to facilitate the course of study for learners.

Also, books are getting replaced by online resources where learners can get more references. Such tools can help to reduce consuming time. Furthermore, Jo Shan Fu (2013) sees that education makes the process of teaching and learning more interesting where it aids to have communication between learners and teachers.

1.2.8. The Effects of ICT on Education:

Victoria (2003) expounds that integrating ICT in education helps to raise the quality of learning. The use of radio and television broadcasts assists to develop listening skills, while the use of the internet and computers supports learners to evolve listening, speaking, reading, and even writing skills. Besides, ICT encourages learners' collaboration and fosters group learning; as a result, it enhances communication between them.

On the other side, ICT permits learners to be a part of society without any learning boundaries. Also, this phenomenon motivates learners to gain knowledge of any module in the classroom where the different opportunities provided by ICT make teaching in different ways more enjoyable and interesting. Thus, learners will improve participation and will be able to retain knowledge more effectively. Finally, ICT is key access in e-learning or online learning that allows the use of technological devices to study anytime and anywhere.

To conclude, Semenov (2005) states that information and communication technology will continue to be an important part of our future, and it will constantly evolve and change in line with people choices and world developments.

1.2.9. The Employment of E-learning in Education:

The Internet, the development of ICT revolution, and virtual education have driven the education system to adopt e-learning. Solomon et al., (2008) classify six e-learning models to be used in education. The first model is face-to-face. E-learning is employed in the traditional classroom setting where teachers and learners are physically present and using at the same time different e-learning instruments to support delivering the course content, such as PowerPoint slides. The second model is self-learning, where learners receive online courses and learn on their own. Another model is asynchronous. At this level, the delivery of course content is electronic without any restriction to time, and the frequency of communication between teachers and learners through utilizing some e-learning platforms, such as E-mail and Google Classroom.

Furthermore, the synchronous model refers to the *'real-time'* where teachers and learners meet virtually at a specific time during course content delivery. The other model is blended hybrid-asynchronous. The occasion of the content is delivered in a face-to-face classroom probably once a month, where e-learning technologies are used as a reminder of time. Finally, the last e-learning model is blended/ hybrid-synchronous. The course takes part in the traditional face-to-face classroom setting, while the next sessions are managed to be in a virtual environment.

On the other hand, Algahtani (2011) develops the model of e-learning into three models: adjunct, blended e-learning, and totally online. (Figure 05)

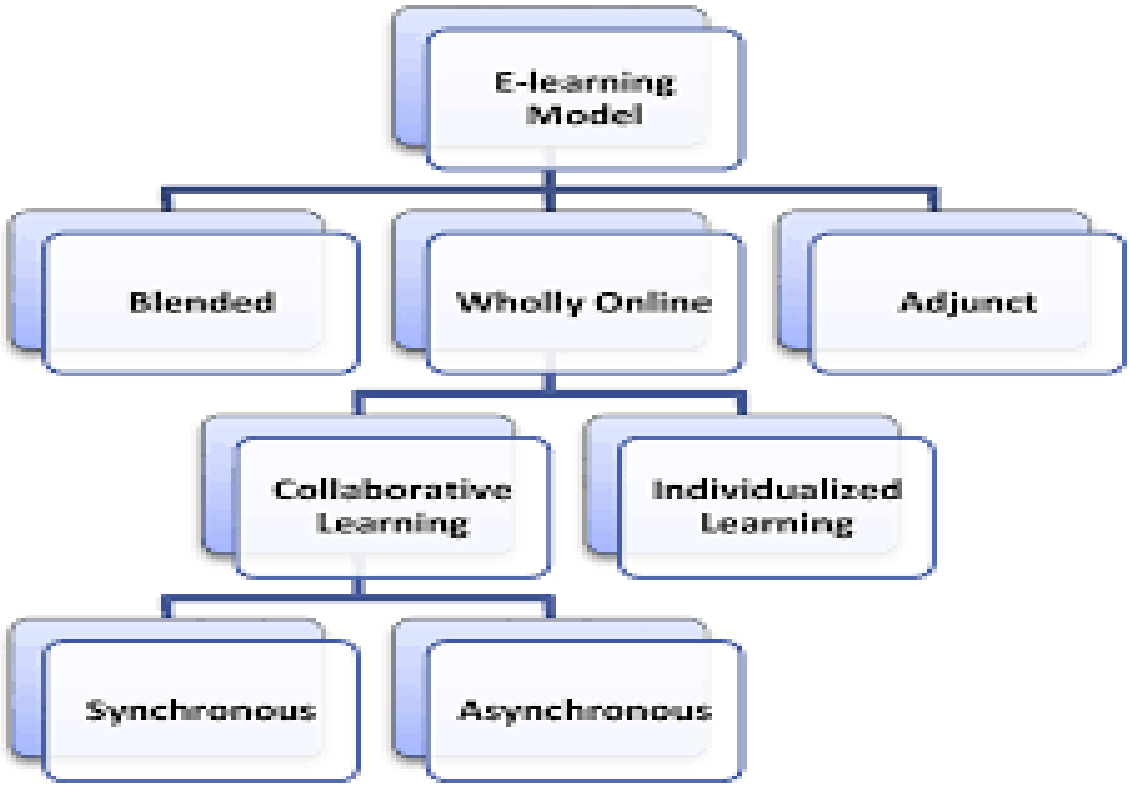
Algahtani (2011) defines adjunct as an e-learning model that plays an aid to the traditional face-to-face classroom presenting relative independence to the learner. However, in blended e-learning, the researcher explains that delivering course materials is involved between

the traditional face-to-face learning approach and the e-learning approach in the classroom setting.

Again, the scholar describes the online model as neglecting the traditional classroom and adopting e-learning, and as a result, learners will have absolute freedom. Accordingly, Zeitoun (2008, as cited in Algahtani 2011, p.66) divides the online model into individual and collaboration learning, where the collaboration learning is also composed of synchronous and asynchronous learning.

Figure 05

Models of E-Learning in Education



Note. From *"Evaluating the Effectiveness of the E-learning Experience in Some Universities in Saudi Arabia from Male Students' Perceptions",* by Algahtani (2011)

1.2.10. E-Learning Effectiveness:

Productivity Commission Staff Researcher Note (2013) identifies effectiveness as "the extent to which objectives we met" (p. 6). According to Wilson et al. (2018), effectiveness is "the power to produce the desire result" (p. 267). Reeves and Hedberg (2003) state that the purpose of effectiveness is to determine the accomplishment of the interactive learning system of its objectives in the immediate or short term context of its implementation.

Moreover, Algahtani (2011) strives to reach the effectiveness of e-learning. He has inquired into this effectiveness via trying to answer questions, like e-learning achievement to accomplish flexibility and usability, as well as, the accessibility of e-learning and the interaction between teachers, learners, and course content.

Algahtani (2011) concludes that e-learning can be efficient and feasible to reach success if learners develop their perspectives towards evolving the ability to learn autonomously online anytime, anyplace.

1.2.11. E-Learning Evaluation:

Institute for Interactive Technologies (IFIT) (2006) denotes evaluation as "a key aspect of any instructional design model due to the fact that the course cannot be tailored, redesigned, and improved upon unless this is done" (p. 135). The IFIT (2006) expounds evaluation as the assessment of the effectiveness and possible improvement of a course/ curriculum. This concept is important to determine the effectiveness of learning in general and e-learning specifically. It is necessary to ensure learners earning of information, assure learners accountability towards the obtained information and evaluate outcomes, and the value of the instruction.

Khan (2005) claims that the aim of evaluating e-learning is to focus on the way learners and the community it serves feel about the overall performance. Hence, there are numerous ways to evaluate e-learning; one way is Kirkpatrick's levels of evaluation. Kirkpatrick (1975) identifies four levels for assessing effectiveness: evaluating reaction, evaluating learning, evaluating behavior, and evaluating results. (Figure 06)

A research presented by Galloway (2005) discuses *'the Evaluation of Distance Delivery and E-Learning'* where he tries to explain Kirkpatrick's models of evaluation and there relevance to e-learning. First, reaction level measures the manner learners' and teachers' feelings and responses to e-learning and if they see it as valuable. The benefit of this level is learners can gather information immediately and participate easily in online platforms. Second, the learning level focuses on measuring the capacity of containing the learning of the whole curriculum. It is also known as KSA, it means knowledge, skills, and attitude of the learner. However, it is problematic to measure learners' skills and attitudes through e-learning because there is no physical appearance. Therefore, this level is unreliable to measure e-learners.

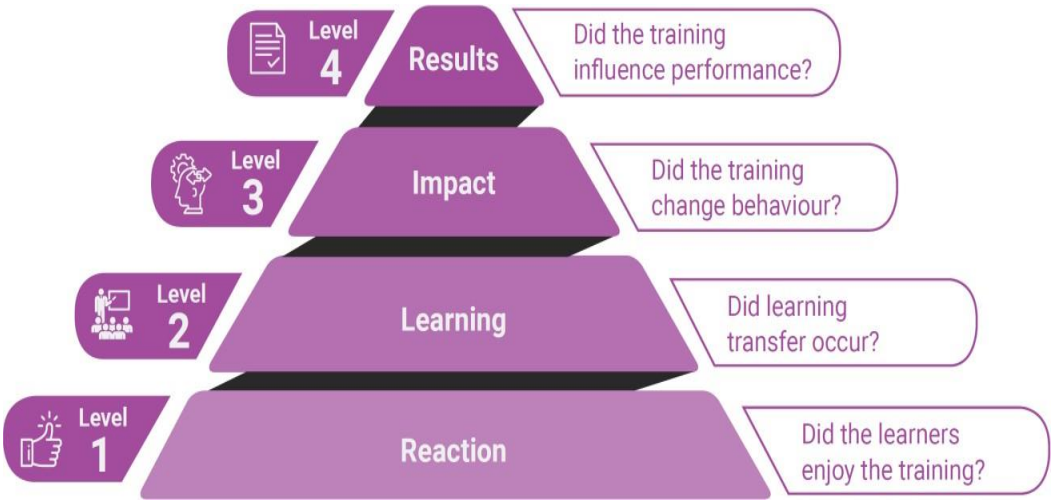
Besides, the behavior level measures learners' behavior. It helps to understand and to translate the process learner's use to apply their training. Again, the behavior level will not add anything to e- learners' evaluation because it is something observable, while e-learning is not concrete. Finally, the result level is the most valuable model, but it is difficult to evaluate e-learning. The result level seeks to find who benefits from learning. This process can be done by submitting tests and then measuring the capacity and development learners achieve the course objectives.

Notwithstanding, the results will not be reliable, though learners manage the course objectives or not because teachers cannot recognize whether learners have adopted self-reliance

or relied on other works.

Figure 06

Kirkpatrick's Levels to Evaluate Learning (1975)



Note. From *"How to Master Kirkpatrick model of training evaluation"*, Bretz (2018)

This section was dedicated to explore the phenomenon of e-learning, its history, types, and dimensions. Besides, e-learning benefits and shortcomings were discussed. A long with, this section provides a summary of the use of ICT in education, and its effects, the employment of e- learning in education, its effectiveness, and finally its evaluation.

Section Three: Self-Reliance

The present section distinguishes the concept of self-reliance by discussing its definitions, followed by an explanation of two main approaches; the competency based approach, and learning centered approach. Besides, this part is going to give an overview on autonomous learning, the importance of self-reliance in learning, and e-learning in particular. Also, it will also present the advantages and disadvantages of self-reliance.

1.3.1. Self-Reliance Definitions:

Scott (1938) introduces the term ‘self-reliance’ as the psychological factor that grows within children where they will normally progress by gradual degrees from being dependent to the domination of their parents moving to being independent and self-reliant. In other words, the scholar defines this term as the individual who prefers to make his own decision, acts upon his own judgments, and assumes responsibility for the results. Charlotte and Trotter (1985) relate the definition of self-reliance to culture that the individual belongs to, the strong set of values and beliefs, and expectations that influence their awareness and responsibilities towards their behaviors and interactions with others.

Moreover, Yusif (1991) identifies the psychological factor as a strategy for self-development through having an independence of discussion-making in any areas of society life. In the same line of thought, George (1995) articulates self-reliance to its first emergence by Ralph Waldo Emerson in 1841 in which ‘Self Reliance’ is his most famous essays collection. The researcher discusses the concept in relation to highlighting the internal views on what is real and meaningful, trusting the inner self, and being aware of the circumstances of any presented behavior. Furthermore, the United Nations High Commission for Refugees (UNHCR) (Anonymous, 2005) elucidates self-reliance as:

> The social and economic ability of an individual, a household or a community to meet essential needs (including protection, food, water, shelter, personal safety, health and education) in a sustainable manner and with dignity. Self-reliance, as a programme approach, refers to developing and strengthening livelihoods of persons of concern, and reducing their vulnerability and long-term reliance on humanitarian/external assistance. (p. 1)

Besides, Idoma and Muhammad (2013) illustrate this psychological factor as independence through which the individual has the ability to think and act without the aid of others, also the ability to decide what to be or do. Hope (1984) explains self-reliance as "autonomy of decision making and full mobilisation of a society's own resources under its own initiative and direction. It also means rejection of the principle of exploitative appropriation of others' resources" (p.18).

Accordingly, self-reliance is going to be the essential variable of our research study, focusing on the capacity that learners can employ through depending on themselves in learning, searching, and conducting different studies during the COVID-19.

1.3.2. Competency Based Approach (CBA):

1.3.2.1. Definitions. Foyster (1990) defines competency based approach (CBA) as the process of developing learners' skills and competency which they have to assert their knowledge within the ability to use them in any context, and achieve results. On the other hand, Rick, S and McIntosh, N (1996) state that CBA is based on two key terms; skills where researchers identified as "A task or group of tasks performed to a specific level of competency or proficiency which often use motor functions and typically require the manipulation of instruments and equipment" (p. 95), and competency which scholars denoted as "A skill performed to a specific standard under specific conditions" (p.95).

Another definition introduced by Caroline (2013) who explains that this approach is seen as an industry and outcomes-based training program which is based on occupational standards. In other words, it is regarded as a well-designed curriculum, assessment and learning materials. Zineb et al. (2017, as cited from Aubret, 1999) state that CBA cannot be

defined without understanding competence saying that this concept is a combination of diversity internal resources, such as the operational ‘technical skills’, knowledge, and social skills.

Besides, UW Flexible Option team (2019) identifies CBA as “what you know and are able to do, not how long it takes you to master the course materials”. They believe that learners can achieve the course objectives if they have the ability to manipulate their skills to use knowledge that lead them to master competencies.

1.3.2.2. Characteristics of Competency Based Approach. According to Foyster (1990), CBA has two main characteristics: essential characteristics and desirable characteristics.

First, the essential characteristics type includes other sub characteristics. Foyster focuses on the careful selection of competencies where there should be verification each time. He sees that learners have access to statements of the competencies, in which when learners already expect the given knowledge, the learning process will be enhanced. Moreover, the researcher emphasizes adopting performance rather than showing only their abilities to pass exams.

Second, the desirable characteristics as Foyster denotes, are when learners need to develop the course support materials, such as using technological devices. This characteristic will aid them to achieve any kind of course materials. He adds also the idea of having a statement of criteria for each competency. Here, learners need to say exactly what they have understood from the course. Furthermore, the scholar includes the concept of having an integration of theory and practice, emphasizing more application. These criteria ensure the practical competencies the outcome of the program. Also, the desirable characteristics encompass possessing learners self-paced to answer and give feedback immediately, and

obtaining self-reliance. This is what we are going to discuss in this dissertation in relation to e-learning difficulties and its effects on developing self-reliance.

To conclude, the reason behind all these characteristics is to reach the satisfactory completion of education through achieving all the specified competencies.

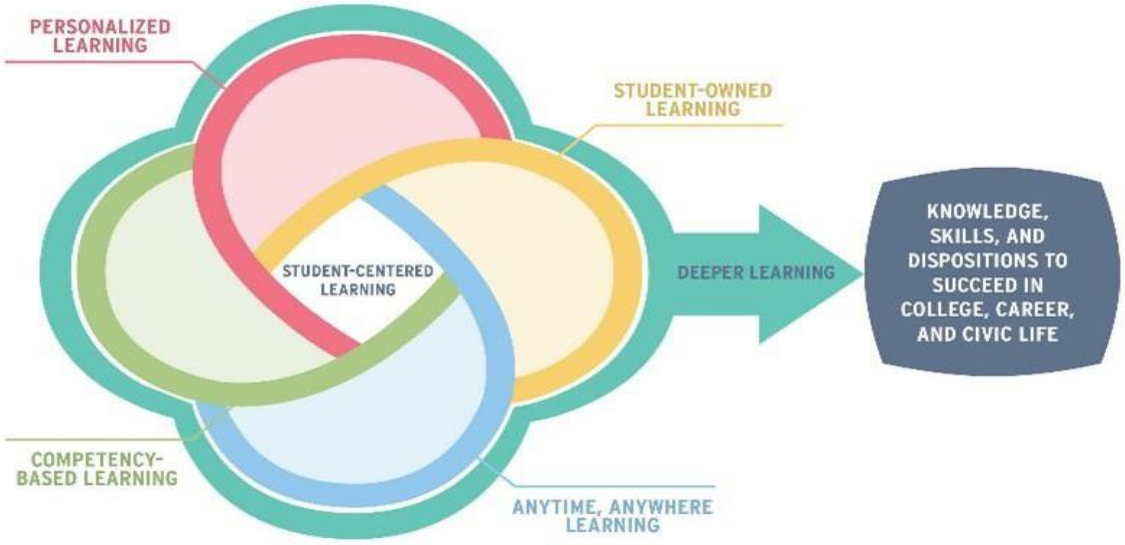
1.3.3. Learning Centered Approach (LCA):

1.3.3.1. Definitions. Learning centered approach (LCA) is based on Vygotsky's theory of social constructivism in 1962, where it has been suggested as an alternative to the learner-centered approach, in which teachers use a series of fun activities to reinforce and develop the learning process. On the other hand, LCA is seen as the approach that advocates enhancing the effectiveness of the educational process in which learners are the centered element in education (Diana and Jane, 1995). They believe that LCA includes modifying pedagogical focus where learners need to develop skills that are highly important, such as self-reliance which is going to be our central concept of investigation in this research paper.

Moreover, Demiray (2016) expounds the approach to be part of English for specific purposes (ESP). He presents LCA (as cited by Hutchison and Waters, 1987) as "all individuals that they must look beyond the competence that enables them to perform, but how they acquire the competence" (p. 5). (Figure 07)

Figure 07

Supporting States and Districts to Implement Student-Centered and Deeper Learning Practices



Note. By Malia Krauss, S., Steinberg, A. (2020)

1.3.3.2. The Impacts of Learning Centered Approach on Learning Process. Learning centered approach has many impacts on enhancing the learning process. According to Jenny and Mark (1993), it has various benefits as well as some costs.

First of all, learning centered approach has numerical benefits. The first is the increasing opportunities of learners' attendance and the beginning of taking responsibilities by their own. Second, this approach directs learners to begin teaching and assist each other further in both theoretical and practical work. Third, the capacity of providing time in the practical sessions, specially to assist the weak learners as well as advocating them to share more advanced ideas.

Besides, it offers the chance to explore an area of interest in reasonable depth; for example, making oral presentations to inform, educate, inspire or even solve challenges, and as

a consequence, enabling learners to share their knowledge. To sum up, LCA guides learners to take risks towards using various technological materials and facilitates the task of teaching by taking advantage of online learning; and as a result, learners will be able to acquire more advanced skills.

By contrast, learning-centered approach faces a variety of costs. First, some learners still rely on teachers' instructions, especially in the practical sessions. Second, the burdensome evaluation of practical work is seemed to be increasingly in learner centered approach. The latter requires a lot of time and resources; also, it demands special skills on the part of the teacher to use cooperative learning. Finally, the introduction of self-evaluation requires a great deal of planning and an amount of time. It also needs awareness from learners but few of them who can understand this process.

1.3.4. Autonomous learning:

According to Holec (1981), autonomy is: "the ability to take charge of one's own learning" (p. 3). The scholar further explains his definition by having and holding the responsibility for all the decisions learners make concerning all aspects of their learning. Dickinson (1995) states that autonomous learning is, a situation which advocates learners to be completely independent towards making, controlling, and implementing decisions related to their own learning.

Furthermore, some scholars believe that this concept can be developed from previous experiences in which it provides "opportunity to become a person", (Kenny, 1999, p. 431). Independent learning can involve learners to have better control over what they should learn, when, where, and how they are learning.

Finally, Qi (2012) emphasizes the point that autonomous learning guides learners to set goals, select educational materials, monitor, and evaluate their own learning practices, and ultimately assess the effects and effectiveness of their learning.

1.3.5. Importance of Self-Reliance:

Self-reliance is a necessary psychological factor in education. It can be used as a strategy to develop self-independence and to concentrate on learners' needs. Kempe Ronald Hope (1984) distinguishes four elements of the importance of self-reliance in learning.

First, he sees that the initial element is dependent on learners' basic needs. In another words, he focuses on the important needs of learners starting, for instance, by mastering the language, understanding the new information, and assessing them. Second, the researcher emphasizes maximizing the use of local resources and values via the educational system in proportion to learners' needs, resources, and values. This component facilitates the achievement of the basic requirements to obtain a foundation of knowledge, attitudes, and skills to build later life through gaining benefits for themselves and for the society. It also allows them to build self-confidence.

Moreover, the third element of the self-reliance framework includes the learners' participation especially within the practical sessions where it invites all of them to share knowledge. As a result, learners will develop their ability to engage in the classroom and reduce their modesty. In addition, it will help them to enhance the quality of life. Finally, the last component presented by Kempe R. H concerns the issue of interdependence or collective self-reliance, which deals with the technological devices that learners use -as an aid- to simplify learning, communicate with each other, and collaborate to spread knowledge and ideas.

Notwithstanding, recent studies show that self-reliance is more significant in e-learning than traditional face-to-face learning, as learners have to rely on themselves to develop self-regulation that appears to be a step forward to reach self-reliance, exceptionally teachers and instructors are often absent. Accordingly, our research aims to find the correlation between e-learning and learners' self-reliance which will be either proved or disproved to exist in Chapter 2.

According to Algahtani (2011), the benefits of e-learning are various starting from adopting self-learning, having time to work anywhere and anyplace, and allowing learners to feel free towards education. Furthermore, this psychological factor permits learners to feel independent without needing to rely on others. Algahtani believes that self-reliance involves gaining the ability of self-research and self-knowledge. Here, learners are able to analyze and interpret courses without any need for instruction.

Besides, this importance helps learners to reduce e-learning difficulties through allowing them to discover the technological devices more, facilitate their use, and solve problems. Personally speaking, this importance encourages investigating the research hypotheses. To conclude, the importance of self-reliance in learning has some similar importance as in e-learning starting with enhancing autonomy, encouraging discussion making, and developing self-responsibilities.

1.3.6. Advantages of Self-Reliance:

According to Schaumberg and Flynn (2016), this psychological factor has many advantages that help learners to evolve their education, social life, and personalities.

The first advantage of self-reliance is developing self-esteem, in which learners are able to handle their own learning. Second, the developments of self-confidence of what learners are capable to do. Third, the researcher focuses on learners' ability to own their successes and failures; for example, because they already made decisions and took courses, they have no right to blame anyone else.

Another advantage is to maximize learners' ability to grow through depending on the opportunities given to learn and develop themselves. Also, the availability of time helps learners to revise and memorize lessons. Moreover, it offers the ability to socialize or interact with other classmates make friendships. Further, learners will have the strength to solve any problem, such as complicated mathematical problems. In short, self-reliance might have many advantages like evolving responsibilities, owning self-acceptance, and building skills. However, learners have to know how, where, and when to use them in order not to fall in any of the shortcomings.

1.3.7. Disadvantages of Self-Reliance:

Self-reliance does not have many disadvantages compared to its advantages, even scholars and researchers did not focus on this detail. However, these disadvantages could be regarded as:

The overuse of self-confidence: This psychological factor will lead to the emergence of arrogance, which may cause some psychological issues with the self and with others; such as being in a dangerous situation where learners are not equipped to handle even an easy test. It may also cause too much risk in which learners are overestimating their own abilities.

The need of teachers' instructions: learners cannot neglect the importance of teachers' instruction because there are some complicated issues that need to be solved within the aid of the tutor.

Totally self-reliant: no one can be an absolute self-reliant learner because he/she cannot neglect the nature of being human, in the sense that human beings make mistakes and try to learn from them.

Conclusion

This chapter provides a theoretical background on research variables. It is divided into three sections. The first section is devoted to explain Coronavirus disease 2019 and related concepts. The second section aims to provide a clear view about e-learning and related notions. Finally, the third section tries to clarify the concept of self-reliance and its main related scope.

Chapter Two: Research Methodology, Analysis and Discussion

Introduction

The current study aims to explore the difficulties that learners face meanwhile using e-learning and its relationship to the development of their self-reliance during COVID-19. Besides, the study aims to investigate the use of e-learning during the confinement and its impact on the educational process.

Based on the research questions, the mixed-method research has been selected for this study. Jack Fraenkal et al., (2012) state that this research method involves the use of both quantitative and qualitative methods in a single study. Moreover, the suitable design for this research is the convergent parallel design. Again, Jack Fraenkal et al., (2012) emphasize that this design is utilized to discover the main variables underlying a phenomenon. They further focus on exploring the relationship between variables. Creswell (2012) believes that the convergent parallel design involves the simultaneous collection of qualitative and quantitative data. Later on, the interpretation of both methods are combined to prove or disprove the hypotheses. Therefore, the convergent parallel research is the appropriate design to explore the phenomenon of e-learning and its relationship to learners' self-reliance.

The sample that has been adopted for the current study is selected through the simple random sampling technique. According to this technique, "all possible subsets of the population (more accurately of a sampling frame) are given equal probability of being selected" (Bhattacherjee, 2012, p. 67). This sampling involves a random selection of the participants. The advantages of simple random sampling are: the moderate usage, the accuracy of representation, the lack of bias, and the conclusions are the most generalizable among all probability sampling techniques.

Along with this research, the data collection instruments used are: a questionnaire and an interview. These two different data collection have various advantages. The questionnaire can be used with a large number of participants in a short period of time. It ensures participants' privacy however, it does not require a full honest answers. On the other hand, the interview has a better response rate than submitting questionnaires and waiting for response. Also, this data collection tool gives the opportunity for participants to share their opinions and to be more honest. Thus, to answer the questions of the present study; a semi-structured questionnaire is designed for learners, whereas a semi-structured interview is devoted to the teachers of the Letters and English Language Department.

Consequently, the data gathered from the questionnaire and the interview is going to be combined and interpreted through this chapter. Each research instrument is going to be discussed separately, after that the results of both findings will be compared in section two. Besides, the limitations, implications, and recommendations are presented in Section Three of this Chapter.

Section One: Research Methodology

2.1.1. Study Design:

The research method that seems to be suitable for the present study is the mixed-method research where it combines two research methods: quantitative and qualitative. Moreover, the chosen research design is the convergent parallel design. It is used to approximate and generalize the gathered findings of both quantitative and qualitative data. After that, the data are compared together and interpreted according to the aim of the existing study.

2.1.2. Sample and Setting:

The sample selected for this study consists of 105 second year English students over the whole population which is about 145 students and 10 teachers at Larbi Tébessi University Tébessa. The sample size is determined according to Stephen Thompson equation to obtain a high validity and reliability coefficient. On the other hand, teachers are selected randomly.

Furthermore, the sample is chosen through simple random sampling. This sample follows a random selection of the target population. The reason behind choosing this sample is to reduce errors by making internal homogeneity between participants and being representative.

2.1.3. Research Instruments:

The research instruments used in this study are a questionnaire and an interview. First, a semi-structured questionnaire is assigned to learners of the Letters and English Language Department in order to collect a lot of data in a short period of time. The questionnaire is divided into four sections: The first one is about general information; the second one discusses the first variable related to e-learning, while the third section tackles the second variable of self-reliance, and the last section is designated for further suggestions and notices. Furthermore, the questionnaire consists of closed-ended, open-ended and multiple choice questions. Also, it contains three, four, and five Likert scales.

Second, the interview follows semi-structured questions containing an open-ended category to teachers of the Letters and English Language Department to collect better answers. The semi-structured interview is a combination of structured and unstructured interviews. In other words, it is a combination of formal and additional questions that may occur during the interview. Moreover, this interview contains 16 open-ended questions, which

are the fundamental source of the data gathered in this research.

2.1.4. Data Collection Procedures:

In order to collect data using the tools mentioned above, the procedures took place at the university, where the questionnaire was submitted in the classrooms. On the other side, only one interview was conducted in a face-to-face setting while the others were conducted via E-mail. It took three weeks for responses to be received from the two data tools.

2.1.5. Analysis Procedures:

After collecting data from the above sample, the data has been entered into the Statistical Package for the Social Sciences (SPSS) in order to measure the results obtained from the questionnaire and the interview. Doing so, the descriptive statistics are used to calculate the frequency and percentage of the questionnaire. On the other side, the analysis of the interview followed the thematic content approach, where the responses are divided into themes. For more details, the relative scale measurement was obtained. Thomas, L. Saaty (1993) believes that this scale is: “useful in multi criteria decision-making where the concept of dominance is used to represent the comparisons numerically and derive and synthesize ratio scales to obtain an overall ratio scale ranking of the alternatives” (p. 01). Moreover, this measurement requires the use of t-test and ANOVA. The reason of using these two statistical tests is for the different Likert scales used in the questionnaire and themes in the interview.

2.1.6. Pilot Study:

To determine the validity and reliability of the instruments used in this research study, a pilot study was performed for both students’ questionnaire and teachers’ interview. Perry (2001)

states that a pilot study is a small-scale preliminary study conducted to assess feasibility. The purpose behind this study is not only to seek the correctness of the research aims and questions, but rather to develop and test the adequacy of the research instruments. Moreover, the sample size for a pilot study is approximately 10 percent of the target sample size for the study as a whole for the sample selected for the pilot study will not be included in the final results of the research.

Hence, the questionnaire has been applied with 11 students who share the same characteristics as the target sample. The data was dumped, organized, and entered into SPSS to analyze the results. The Alpha Crombach test is used to test the feasibility of the questionnaire where the reliability rate of the test has reached (0.985). Furthermore, the value of the stability coefficients ranged between (0.986) and (0.985). As a result, the students declared that the questions were clear and sufficient to be answered.

On the other hand, the semi-structured interview was piloted with a teacher representing the target sample. The results indicated that almost all the questions are clear and easy to be interpreted. However, there was only one question that is unclear enough and requires to be changed.

Section Two: Data Analysis and Discussion

The purpose of this section is to analyze and interpret the data collected from the questionnaire and the interview. Doing so, to have the results presented in the tables bellow, both data has been entered into SPSS in order to maintain valuable results.

2.2.1. Data Analysis and Interpretation:

2.2.1.1. The Questionnaire Analysis. In order to answer the research questions and hypotheses,

100 students of the Department of English at Larbi Tébessi University -Tébessa, were invited to answer these questions.

2.2.1.1.1. Section One: General Information.

Question 01: Gender

Table 01

Students' Gender Distribution

Gender	Frequency	Percentage
Male	18	18,0%
Female	82	82,0%
Total	100	100,0%

The Table above shows that the majority of students (n=82, 82%) are females, whereas males are presented with (n=18, 18%). In this light, female students are dominant four times over male students. This may reveal that students assume to have different strategies and techniques to adopt e-learning and develop self-reliance.

Question 02: Age

Table 02

Students' Age

Age	Frequency	Percentage
18-21	68	68,0%
More than 21	32	32,0%
Total	100	100,0%

Along with Table 02, (n=68, 68%) is composed for students aged '*between 18-21'*. However, (n=32, 32%) is formed for students over the age of 21. In this respect, the psychological factor '*self-reliance'* may differentiate between students on the method of handling e-learning difficulties.

Question 03: Do you have internet connection?

Table 03

The Availability of Internet Connection

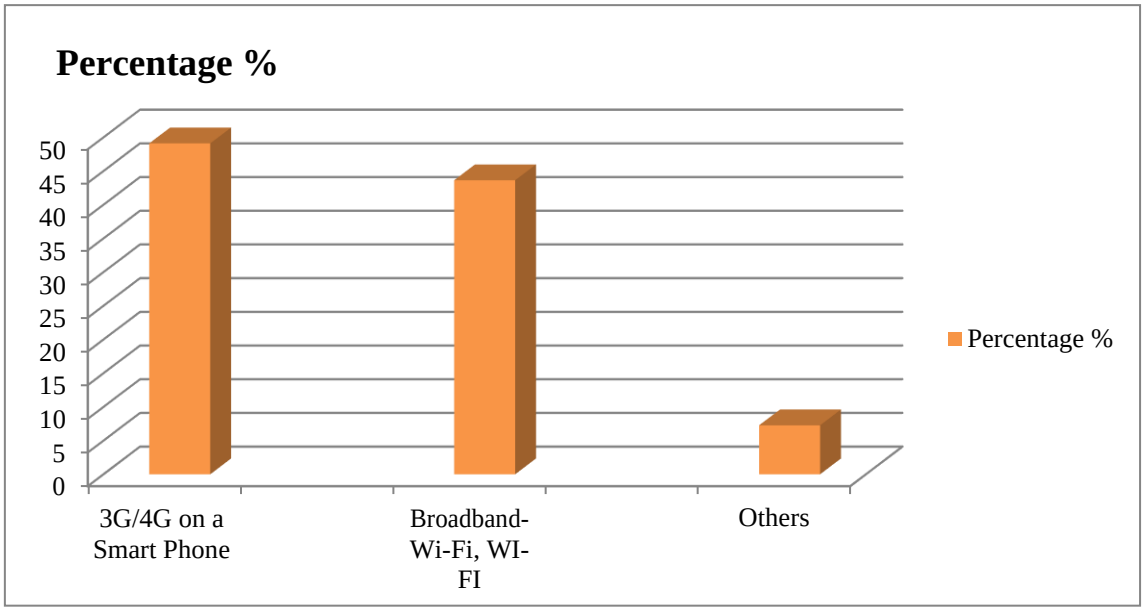
The Availability of The Internet	Frequency	Percentage	Beta Coefficient
Yes	92	92,0%	-,381
No	8	8,0%	
Total	100	100,0%	

It can be seen from Table 03 that (n=92, 92%) of the sample do have internet connection, while (n=8, 8%) of responses represent students who do not possess internet connection. Overall, beta coefficient (ß=-0,381) shows that there is a very weak indirect correlation between the availability of the Internet and not being available. It seems that there is mostly no problem with the rate of Wi-Fi so as to learn in distance.

Question 03, a: If 'yes', what is the type of your network?

Figure 08

Type of Network



According to this question, students are likely to choose more than one option if it is needed. Figure 08 shows that (n=54, 49.10%) have 3G/4G on a Smart Phone, whilst (n=48, 43.63%) have Broadband-Wi-Fi, WI-FI. On the other side, (n=8, 7.27%) have mentioned other Networks, such as Digital Subscriber Line (DSL), and Cable Modem.

Question 04: How is your Internet quality?

Table 04

Students' Internet Quality

The internet Quality	Frequency	Percentage	Beta Coefficient
Weak	12	12,0%	
Average	18	18,0%	,890

Good	41	41,0%
Very Good	13	13,0%
Excellent	16	16,0%
Total	100	100,0%

This question aims to know students' views about the quality of their Internet connection. (n=41, 41%) of the total respondents said that they have good Internet quality. However, (n=18, 18%) of students said they have average quality. Whereas, (n=16, 16%) was devoted to excellent Internet quality. Moreover, (n=13, 13%) was designated for having a very good quality, in opposition to, (n=12, 12%) for weak quality. Overall, beta coefficient (ß=0,890) shows that there is a strong direct correlation between the variables of the Internet quality. In that sense, the Internet quality might be a significant cause of e-learning difficulties.

Question 05: What kind of technological device (s) are you using to receive your lessons remotely?

Table 05

The Technological Device(s) Students Use to Receive Their Lessons Remotely

The Different Technological Devices	Frequency	Percentage	Beta Coefficient
Smart Phone	61	61,0%	
Laptop	22	22,0%	,852
Stationary Computer	17	17,0%	
Electronic Board	00	0,0%	
Total	100	100,0%	

Through Table 05, students' responses reveal what kind of technological device(s) are using to receive their lessons remotely. (n=61, 61%) of the sample are using Smart Phones, (n=22, 22%) for Laptop, and (n=17, 17%) for the Stationary Computer. Generally, beta coefficient (ß=0,852) indicates that there is a strong direct correlation between the variables. However, null percentage was devoted to electronic board.

Question 06: What kind of Software do you think is easy to use for lessons?

Table 06

The Different Software Programs Used to Receive the Lessons

The Different Software Used to Receive the Lessons	Frequency	Percentage	Beta Coefficient
Microsoft Word	20	20,0%	,735
PowerPoint	12	12,0%	
PDF	68	68,0%	
Total	100	100,0%	

According to Table 06, the majority (n=68, 68%) of the sample showed that students use PDF as an easy Software to take lessons, (n=20, 20%) prefer utilizing Microsoft Word, while (n=12, 12%) employ PowerPoint. In the same line of thought, these responses indicate the different techniques used to deliver lessons through the use of e-learning. Globally, beta coefficient (ß=0,735) shows that there is a strong direct correlation between the different software programs used to receive the lessons. It also indicates that the students have a good manipulation of those different programs.

2.2.1.1.2. Section Two: E-Learning

Question 07: Did you have any training on using e-learning before the outbreak of Covid-19?

Table 07

Having E-Learning Training Before COVID-19

Options	Frequency	Percentage	Beta Coefficient
Yes	36	36,0%	
No	64	64,0%	,802
Total	100	100,0%	

The answers registered in Table 07 reveal that (n=64, 64%) of the students have claimed that they had no training before the pandemic. Yet, (n=36, 36%) of the learners asserted that they went through training before the outbreak. To say, beta coefficient (ß=0,802) shows that there is a strong direct correlation that seeks to look for having e-learning training before COVID-19.

Question 08: What kind of platforms and social media do you use to receive your lessons online?

Table 08

The Platforms and Social Media Used to Take Lessons Online

The Platforms and Social Media	Frequency	Percentage	Beta Coefficient
Email	32	32,0%	
Google Classroom	35	35,0%	,916
Zoom	4	4,0%	
The University's Platform	8	8,0%	
Face book	21	21,0%	
Total	100	100,0%	

The collected results present that Google Classroom is the most used platform for receiving lessons remotely, rated as (n=35, 35%) . An almost equal score was asserted to Email. Additionally, Facebook was utilized by (n=21, 21%) of the participants. By contrast, the university's platform and Zoom were rarely used by the students, in which (n=8, 8%) is devoted for the first one and (n=4, 4%) represent the other one. Overall, there is a very strong direct correlation between the variables presented in Table 08, rated as (ß=0,916)

Question 09: Do you agree that the lack of ICT skills affect your educational process?

Table 09

The Impact of the Lack of ICT Skills on the Educational Process

Options	Frequency	Percentage	Beta Coefficient
Strongly Agree	14	14,0%	,913
Agree	38	38,0%	
Neutral	24	24,0%	
Disagree	8	8,0%	
Strongly Disagree	16	16,0%	
Total	100	100,0%	

This question aims to explore students' views about whether the lack of ICT skills affects their educational process or not. The results show that (n=38, 38%) of students agree, (n=24, 24%) of the sample were neutral. On one hand, (n=16, 16%) of the participants strongly disagreed on the impact of the lack of ICT skills on their educational process. On the other hand, (n=14, 14%) of learners claimed that the lack of ICT skills strongly affects their learning. Furthermore, (n=8, 8%) of the students disagreed. Overall, there is a very strong direct correlation between the variables, rated as (ß=0,913) and presented in Table 08.

Students' Justifications

In this question, students were asked to provide more explanation on their educational process. Students who have selected 'strongly agree' said that students who lack ICT skills will find it complex to acquire and develop their learning skills in perfect ways. However, they will take much time as compared to those with good ICT skills, which will affect the ability of access to information. A student stated ironically: "We can benefit from ICT skills for a better hacks". Another explanation provided by a student who has agreed, is that if FL learners cannot properly manipulate ICT devices, they will encounter difficulties to be able to obtain electronic books and get lessons, which makes them struggle and trying to rely on some handouts.

On the other side, neutral students believe that technology plays an important role in learning, it just needs some concentration and a lot of practice, or just look for a skilled person to help them. However, a student said: "If the student has no knowledge on how to use a computer, how can one assume that he will learn online?" Finally, students who have chosen 'disagree' and 'strongly disagree' have declared that the experience of studying web and browsers taught them to handle different situation in internet use, others said that the lessons are already sent by teachers so they do not need any skills, they only need to read them.

Question 10: Do you have an easy access to the Internet anywhere and anytime?

Table 10

Accessibility to the Internet Anywhere and Anytime

Options	Frequency	Percentage	Beta Coefficient
Yes	56	56,0%	-,864
No	44	44,0%	
Total	100	100,0%	

The results show that the majority of respondents (n=56, 56%) have an easy access to the Internet anywhere and anytime. However, (n=44, 44%) of the participants have found that there can be no accessibility to the Internet anywhere and anytime. Overall, there is no statistical significant association between the accessibility to the internet anywhere and anytime (ß=-0,864). This factor may have a strong effect on the success or failure of e-learning.

Question 11: How do you find access to the educational platforms?

Table 11

The Reachability to the Educational Platforms

Options	Frequency	Percentage	Beta Coefficient
Easy	52	52,0%	
Hard	28	28,0%	,906
Never Enter	20	20,0%	
Total	100	100,0%	

From the results incarnate in Table 11, it is remarked that the majority of students (n=52, 52%) find it '*easy'* to access the educational platforms, and that (n=28, 28%) students appear to have '*difficulty'* in accessing the educational platforms. Finally, the rest of the sample (n=20, 20%), '*never entered'* or used these platforms. Overall, there is a very strong direct correlation between the variables, rated as (ß=0,906) and presented in Table 11. A noteworthy fact, some students face problems towards using e-learning, while some others do not show reflection towards e-learning. To say, these particular participants seem to have lack of self-reliance reinforcement.

Question 12: During the quarantine period, how many times have you used the platforms?

Table 12

The Number of Occasions for Using the Platforms During the Quarantine Period

Options	Frequency	Percentage	Beta Coefficient
not once	14	14,0%	,950
once a week	38	38,0%	
twice a week	12	12,0%	
three times a week	20	20,0%	
more than three times week	16	16,0%	
Total	100	100,0%	

The majority of students (n=38, 38%) said that they use the platforms only *'once a week'*. It is seen that (n=20, 20%) claimed that they utilize the platforms *'three times a week'*. Furthermore, (n=16, 16%) stated that they employ it *'more than three times week'*. In addition, (n=14, 14%) posit that they never use it, whereas, (n=12, 12%) affirmed that they use the platforms '*twice a week'*. Overall, there is a very strong direct correlation between the variables, rated as (ß=0,950) and presented in Table 12. This may indicate that little attention is paid to distance learning.

Question 13: Does the way lessons are presented in the platforms facilitate your learning?

Table 13

The Role of Presenting the Lessons in the Platforms to Facilitate Learning

Options	Frequency	Percentage	Beta Coefficient
Yes	13	13,0%	,025
Somehow	74	74,0%	
Not at All	13	13,0%	
Total	100	100,0%	

As shown in Table 13, it is easy to notice that the majority of the students (n=74, 74%) agree that the lessons presented in the platforms can '*somehow'* facilitate their learning. Another highlight is the identical results between the students who said 'yes' and the others who were completely the opposite by saying *'not at all'*, rated as (n=13, 13%). Overall, there is a very weak direct correlation between the variables, rated as (ß=0,025).

Question 14: How many hours do you spend in following you lessons remotely?

Table 14

The Particular Average Hours Spent in Following the Lessons Remotely

Options	Frequency	Percentage	Beta Coefficient
Less Than One Hour a Day	30	30,0%	,960
About an Hour a Day	25	25,0%	
About Two Hours a Day	19	19,0%	
About Three Hours a Day	8	8,0%	
More Than Three Hours a Day	18	18,0%	
Total	100	100,0%	

The answers to this question displayed that the large number of students (n=30, 30%) have used the platforms for less than one hour a day. Additionally, (n=25, 25%) of the participants have used it about an hour. Besides, (n=19, 19%) have utilized the platforms only for two hours a day. Similarly, (n=18, 18%) have devoted more than three hours a day to learning across the platforms. However, only (n=8, 8%) have specified three hours a day for learning. Globally, it can be seen that there is a very strong direct correlation between the variables, rated as (ß=0,960). It may indicate that the majority of learners do not devote the great proportion of their time to e- learning, which may affect their long term achievements.

Question 15: What type of e-learning do you prefer for learning?

Table 15

The Preferred Type of E-Learning

Types of E-Learning	Frequency	Percentage	Beta Coefficient
Synchronous	30	30,0%	
Asynchronous	16	16,0%	,876
Both	54	54,0%	
Total	100	100,0%	

This question aims to know second year LMD students' views about the preferred type of e-learning. (n=54, 54%) of the sample have chosen to go for '*both'* types of e-learning (synchronous and asynchronous). Likewise, (n=30, 30%) of the respondents have selected the '*synchronous'* type. In contrast, (n=16, 16%) of learners have adopted the '*asynchronous'* type. Doing so, it is noticed that there is a strong direct correlation (ß=0,876) between the variables. One can say that, learners cannot follow up their studies without the help of the teachers' instruction and they cannot deprive themselves from their feedback in all the cases.

Question 16: How do you present your homework and study researches?

Table 16

The Form of Presenting Homework and Study Researches

Options	Frequency	Percentage	Beta Coefficient
paper files	32	32,0%	
electronic files	20	20,0%	,925
Email	48	48,0%	
Total	100	100,0%	

In the light of these responses, (n=48, 48%) of the answers denote that the presentations of homework and study researches are in a form of '*Email'*. Further, (n=32, 32%) of responses have selected *'paper files'*. Nonetheless, (n=20, 20%) of the students chose electronic files. Overall, there is a very strong significant correlation between the variables, rated as (ß=0,925).

Question 17: Do your previous experiences on using the Internet to learn help you to adapt to the new platforms easily?

Table 17

The Ease of Adaptation to the New Platform Through Past Experiences in Using the Internet for Learning

Options	Frequency	Percentage	Beta Coefficient
Yes	55	55,0%	,900
No	45	45,0%	
Total	100	100,0%	

Within the same range of answers, (n=55, 55%) of the participants '*agree'* upon the previous experiences in aiding to adapt to the new platforms easily. An opposing view, (n=45, 45%) '*disagree'* on the help of their previous experiences provided to facilitate the adaptation to the new platforms. Overall, there is a very strong significant correlation between the variables, rated as (ß=0,900).

Students' Justification

The justification in this question was divided into two parts, students who said 'yes' an student who said 'no'. For students who agreed upon this question, they think that being familiar

with using, and surfing on the Internet saves time, facilitates using the platforms by following the guideline these platforms, searching for lessons. Also, it facilitates their communication and comprehension.

A student declared: “I think that old experiences in anything give more chances of success in what is to come. Therefore, I definitely believe that even the tiny tips we knew about the internet before the outbreak of the pandemic, will surly give us a helping hand when accessing new platforms.”

On the other side, students who disagreed claimed that even if they had good experiences when it comes to e-learning before the pandemic, they found many difficulties when trying to deal with or adapt to, the platform because it was not interactive, appealing or easy to surf, especially that the government did not create professional platforms like Google Classroom, even after the pandemic, they faced many troubles to enter them.

Question 18: During the outbreak, do the platform and website tools help you in distant learning?

Table18

The Help Provided by the Platform and Website Tools in Distant Learning

Options	Frequency	Percentage	Beta Coefficient
Yes	74	74,0%	,703
No	26	26,0%	
Total	100	100,0%	

It can be seen in Table 18 that the majority of respondents (n=74, 74%) believe that the platform and website tools '*help'* with distance learning. In contrast, only (n= 26, 26%) are convinced that there can be '*no aid'* from such tools for remote learning. It can be observed that there is a strong relationship between the variables as presented in Table 18, and rated as (ß=0,703).

Question 18, a: If no, justify your answers please

Students' Justification

In this question, students who gave their justification were extremely different. Some of them asserted that they mainly relied on self-education through the use of printed handouts and their own notes. Others said that the Algerian learning system is based on the traditional face to face learning and on attending and evaluating in close distance. However, some other learners believed that the use of some technology devices, such as mobile phones, makes the platforms and websites not useful to some extent. Although, a student claimed that the Internet is so vast that it can be misinforming. Thus, it is preferable to rely on official educational platforms to have a solid and reliable educational infrastructure. However, the extra tools and websites will just help in widening the scope.

Question 19: Do you find that the programming approved for presenting lessons across the educational platforms is suitable for you?

Table 19

The Appropriateness of the Programming Approved for Presenting Lessons Across the Educational Platforms

Options	Frequency	Percentage
Suitable	70	70,0%

Not Suitable	30	30,0%
Total	100	100,0%

The purpose behind this question is to know students' views about whether the presented lessons via the educational platforms are suitable or not. The majority of participants (n=70, 70%) finds that this method of lessons' presentation '*suitable'.* However, (n=30, 30%) of the respondents confirm that it is *'not suitable'.*

Question 19, a: If not suitable, justify your answer please

Students' Justification

According to students' justification, the programming approved for presenting lessons across the educational platform is not suitable because:

- It is not done correctly.
- It is simply a boring programming.
- Students are still not familiar with the e-learning process.
- The lessons are directly published with no further explanation, or even practice.

Question 20: Do the platforms allow you to interact with your teachers and classmates?

Table 20

Students' Interaction With Their Teachers and Classmates

Options	Frequency	Percentage	Beta Coefficient
Yes	81	81,0%	,541
No	19	19,0%	

Total	100	100,0%

As seen in Table 20, it is obvious that (n=81, 81%) of the responses reveal that platforms allow students to interact with their teachers and classmates. On the contrary, just (n=19, 19%) of the sample assert that there is neither interaction with the teachers nor with their peers. It is noticed that there is a significant average correlation between the variables, rated as (ß=0,541).

Question 20, a: If yes, how often do you communicate with them?

Figure 09

The Amount of Time to Communicate With Teachers and Colleagues

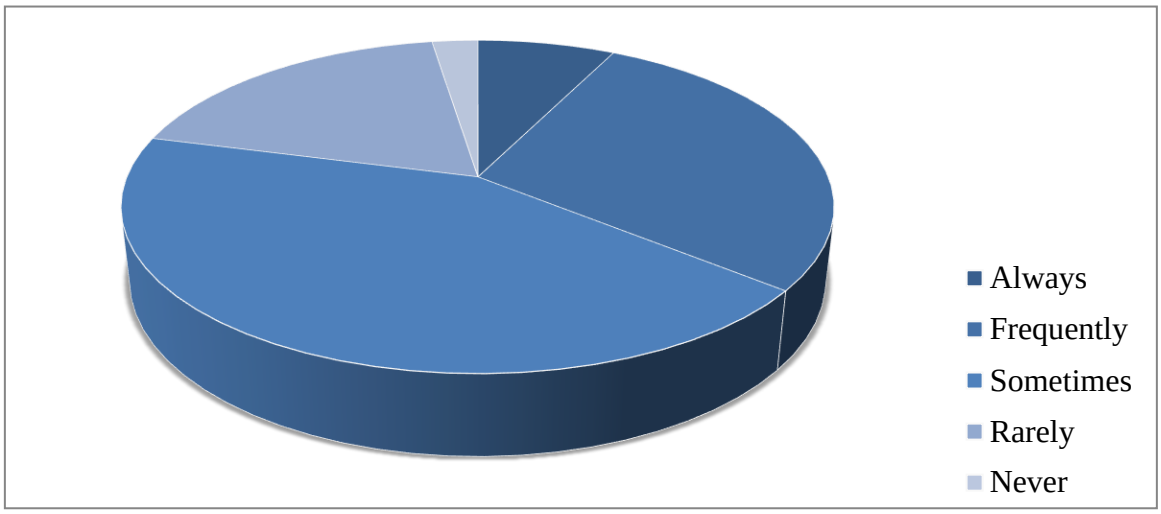


Figure 09 shows the amount of time students have used to communicate with their teachers and peers. The majority of responses (n=35, 43.21%) say they '*sometimes'* communicate with them, while (n=23, 28.39%) of the answers say that they '*frequently'* are in touch with their teachers and classmates. In addition, (n=15, 18.52%) of learners *'rarely'* interact with them. Furthermore, (n=6, 7.41%) students state that the platforms '*always'* allow them to interact and communicate. In spite of this, two students (2.47%) '*never'* communicate with their teachers nor with their classmates.

Question 20, b: If no, justify your answer please

Students' Justification

Through the justification of the minority group, it is proclaimed that students always rely on the asynchronous type of e-learning, which prevents them from engaging simultaneously with the teachers and classmates.

Question 21: During Covid-19, did the distance education process support and strengthen your previous knowledge?

Table 21

The Role of the Distance Educational Process in Supporting and Strengthening Students' Previous Knowledge

Options	Frequency	Percentage	Beta Coefficient
Yes	44	44,0%	,851
No	56	56,0%	
Total	100	100,0%	

The results obtained in Table 21 show that the students (n=56, 56%) who *'disagreed'* upon the support and strength provided by the distance educational process on the previous knowledge. However, (n=44, 44%) of the sample *'agreed'*. This may indicate that e-learning does not prompt learners' knowledge anymore. Overall, there is a strong significant correlation between the variables, rated as (ß=0,851).

Question 21, a: Explain your answer please

Students' Explanation

In this respect of providing more explanations, students assured that the distance educative process was not much beneficial in learning at the university needs as compared to the traditional face to face learning which has helped them a lot to gain knowledge. Again, learners affirmed that the lack of the Internet, tools and having a great free time develop boredom. Thus, they are not encouraged neither to look for the previous knowledge not to create a new one.

On the other side, some students claimed that the distance education process supplies much more time to have an in-depth look into the lessons, to discover new methods for learning, and to create new techniques. Furthermore, some students stated that it depends on the subject matter, yet there are subjects who enjoyed and others who did not. To sum up, they drew attention to rely on themselves not on the teacher.

Question 22: Does e-learning help you to acquire new knowledge and skills?

Table 22

Providing E-Learning Assistance to Acquire New Knowledge and Skills

Options	Frequency	Percentage	Beta Coefficient
Yes	58	58,0%	-,853
No	42	42,0%	
Total	100	100,0%	

In the same line of thought, the students were required to give their opinions on the probability of having e-learning helped to acquire new knowledge and skills. The results show that (n=58, 58%) of the sample have chosen *'yes'*, while, (n=42, 42%) have picked *'no'*. Overall, there is a strong indirect correlation between the variables, rated as (ß=-0,853).

Question 22, a: If yes justify your answer please

Students' Justification

The skills that students developed are:

- Time management.
- Self-directed learning and self-reliance.
- Acquiring new skills, such as, foreign exchange.
- Developing ICT skills and anything related to technology.
- Developing reading and speaking skills.
- Enhancing vocabularies and learning new terminology

Question 23: During the e-learning process, did you find any difficulties or obstacles?

Table 23

The Difficulties or Obstacles Students Found During the E-Learning Process

Options	Frequency	Percentage	Beta Coefficient
Yes	40	40,0%	,830
No	60	60,0%	
Total	100	100,0%	

From these answers in Table 23, there is no doubt that the majority of responses (n=60, 60%) show that they have found no difficulties or obstacles within e-learning. On the other hand, (n=40, 40%) consider that there are difficulties and obstacles in e-learning. To say, there is a strong direct correlation between the variables, rated as (ß=0,830).

Question 23, a: If yes, mention them please

The Difficulties and Obstacles Concerning E-Learning:

The difficulties or obstacles students found during the e-learning process are:

- Hard access to the platforms.
- Struggle to reach the lessons on the Internet.
- Using only PDF format files to upload the lessons without any further explanations.

Question 24: Do you think that the information and notices provided by the e-learning platforms are clear enough or easy to be interpreted?

Table 24

Interpretation of the Information and Notices Provided by the E-Learning Platforms

Options	Frequency	Percentage	Beta Coefficient
Yes	55	55,0%	,900
No	45	45,0%	
Total	100	100,0%	

The survey of the above results shows that (n=55, 55%) of the sample is composed of clear information that can be interpreted easily, whilst (n=45, 45%) consisted of null clear information provided by the e-leaning platforms which presents the deficiency of interpretation. Overall, there is a very strong direct correlation between the variables, rated as (ß=0,900).

Question 24, a: If no, justify your answer please

Students' Justification

In this question students were asked to justify their answers. The majority said that the information and notices need extra efforts to interpret, and this kind of work obliges students to search on the Internet, which causes more waste of time. Also, some students highlighted receiving complex and complicated lessons without any clarification. A student

stated: “because we had the lessons, but we had no one to explain”. Thus, the students still need to receive some kind of feedback from the tutor and cannot be independent to a large extent.

Question 25: Does remote teaching allow you to review your lessons easily?

Table 25

The Granting of Remote Teaching to Review the Lessons Easily

Options	Frequency	Percentage	Beta Coefficient
Yes	74	74,0%	,703
No	26	26,0%	
Total	100	100,0%	

As a viewed in Table 26, there is a significant difference between the two responses. As it is indicated (n=74, 74%) agree that remote teaching grants them to review their lessons easily. On the other side, it is observed that only (n=26, 26%) does not see remote teaching as an effective method to obviously review their courses. Globally, there is a strong significant correlation between the variables, rated as (ß=0,703).

Question 25, a: If no, justifies your answer please

(n=26, 26%) of the participants who have selected *‘No’,* believed that remote teaching is not the good option when it comes to reviewing lessons because it has no possibility for discussions and debates inside the classroom. Again, students kept focusing on the lesson provided in a PDF format files only. Meanwhile, they still suffer from the absence of interaction and teachers’ feedback.

Question 26: As a student of English, do you agree that the lack of traditional face-to-face

learning affects your performance and skills?

Table 26

The Effect of the Lack of Traditional Face-to-Face Learning on Students' Performance and Skills

Options	Frequency	Percentage	Beta Coefficient
Strongly Agree	37	37,0%	
Agree	35	35,0%	,946
Neutral	15	15,0%	
Disagree	12	12,0%	
Strongly Disagree	1	1,0%	
Total	100	100,0%	

Table 26 represents the students' answers about the impact of the lack of traditional face-to-face learning on their performance and skills. It is clear that (n=37, 37%) of the participants have voted for *'strongly agree'*. It can be perceived that (n=35, 35%) of the sample have picked *'agree'*. Meanwhile, it is obvious that (n=15, 15%) were *'neutral'*. However, (n=12, 12%) did not agree on the effect of the absence of the face-to-face learning on their performance and skills. Only one participant (1%) has selected 'strongly disagree'. Overall, it is seen that the correlation between the variables has a very strong direct relationship, rated as (ß=0,946).This can be interpreted by the regular necessity for the teacher's guidance and explanation.

Question 26, a: Would you mention these skills, please?

The majority of students confirmed that the affected skills are:

- Communication (speaking and listening skills) in general will be affected either negatively or positively depending on the personality of the learners.
- Information ordering.

Question 27: Do you think that e-learning encourages anxiety, frustration, and/ or laziness?

Table 27

The Psychological Factors Encouraged by E-Learning

The Psychological Factors	Frequency	Percentage	Beta Coefficient
Anxiety	23	23,0%	,851
Frustration	28	28,0%	
Laziness	49	49,0%	
Total	100	100,0%	

Table 27 represents students' overviews of some psychological factors encouraged by e-learning. The majority of respondents (n=49, 49%) see that e-learning boosts *'laziness'*. It could be noticed as well that (n=28, 28%) of the students discover that this phenomenon fosters *'frustration'*. Finally, an almost equal score with (n=23, 23%) of the sample believes that this method calls for *'anxiety'*. Overall, there is a strong significant correlation between the variables, rated as (ß=0,851).

Question 28: Do you agree that e-learning advocates self-isolation and neglects social interaction?

Table 28

The Role of E-Learning in Advocating Self-Isolation and Neglecting of Social Interaction

Options	Frequency	Percentage	Beta Coefficient
Strongly Agree	21	21,0%	
Agree	38	38,0%	-,303
Neutral	34	34,0%	
Disagree	4	4,0%	
Strongly Disagree	3	3,0%	
Total	100	100,0%	

Through the answers of Table 28, it is seen that (n=38, 38%) have *'agreed'* with the view that e-learning advocates self-isolation and disregards social interaction. Almost evenly, (n=34, 34%) were *'neutral'*. Moving forward, (n=21, 21%) of the participants have *'strongly agreed'* on this kind of reflection provided by e-learning. Simultaneously, there were similar answers between students who have *'disagreed'* and others who *'strongly disagreed'*, in which, the first one rated as (n=4, 4%), while the last one scored (n=3, 3%). However, it is observed that there is a weak indirect relationship (ß=-0.303) between the variables. One can say that e-learning is perceived the opposite way it should be; i.e., it does not develop the learners' autonomy and self- responsibility.

2.2.1.1.3. Section 03: Learners' Self-Reliance

Question 29: Are you regular in attending your online lessons?

Table 29

The Regularity of Students in Attending Online Lessons

Options	Frequency	Percentage	Beta Coefficient
Yes	60	60,0%	,879
No	40	40,0%	
Total	100	100,0%	

This question aims to explore students' opinions about their regular attendance to the online courses. It is evident that (n=60, 60%) were regular in attending their digital lessons. Yet, (n=40, 40%) of participants were not. Thus, the relationship between the variables is likely to be a strong direct correlation, (ß=0,879).This means that the students are taking it seriously.

Question 29, a: If no, explain your answer please

Students' Explanation

Students clarified that they cannot attend regularly because of the net flow, distraction, and other responsibilities. Also, they claimed that they face problems with having good time management skills, and being lazy enough not to attend online classes.

Question 30: Do you send your research studies and answer questions via the platforms?

Table 30

Sending Research Studies and Answering Questions via the Platforms

Options	Frequency	Percentage	Beta Coefficient
Always	18	18,0%	
Frequently	18	18,0%	,067
Sometimes	48	48,0%	

Rarely	9	9,0%
Never	7	7,0%
Total	100	100,0%

Table 30 demonstrates the frequency of sending research studies through the platforms. The majority of responses (n=48, 48%) have selected *'sometimes'*. Along the same line, (n=18, 18%) was repeated twice, one for *'always'* and the other for *'frequently'*. Apart from this, just (n=9, 9%) of the participants have chosen *'rarely'*. However, (n=7, 7%) of learners have said, they *'never'* send any research study or even answer questions via the platforms. Overall, it is seen that the correlation between the variables has a very weak direct relationship, rated as (ß=0,067).This can reveal that the process of evaluation is not conducted seriously and not taken into consideration by a good proportion of the students, which leaves the chance for many interpretations and comments.

Question 31: Do you think that you have succeeded in your studies due to your own efforts?

Table 31

The Use of Students' Efforts to Achieve Success

Options	Frequency	Percentage	Beta Coefficient
Yes	55	55,0%	,900
No	45	45,0%	
Total	100	100,0%	

According to Table 31, there are approximately close responses. It is apparent that (n=55, 55%) of the sample are students who have succeeded in their educational journey due to their own efforts. By contrast, (n=45, 45%) of participants think that they failed in employing their

own efforts to gain success. Overall, there is a very strong direct correlation between the variables, signed as (ß=0,900).

Question 31, a: If yes, explain how please

Students' Explanation

A significant point to stand for the students who declared that success in their studies is due to several reasons:

- To work hard, collect the lessons and look for further explanations.
- To spend a lot of time searching.
- To develop their skills, such as listening and speaking.
- Make plans, manage time, and set goals.
- Rewrite the lessons sent by the teachers and try to find a solution for the difficult, new terminologies.

However, a student assured that success is always a personal effort; besides, our educational system supports the auto-didacticism.

Question 32: Do you agree you have succeeded in your studies due to the help of the teachers and your colleagues via the platforms?

Table 32

The Effects of Platforms in Helping Teachers Develop Their Students' Success

Options	Frequency	Percentage	Beta Coefficient
Strongly Agree	14	14,0	
Agree	37	37,0	,779
Neutral	28	28,0	
Disagree	14	14,0	
Strongly Disagree	7	7,0	

Total	100	100,0

From students' responses, (n=37, 37%) have considered that their success is due to their teachers' and colleagues' assistance. Conversely, (n=28, 28%) of learners were *'neutral'*.

Subsequently, it is noticed that there is equal percentage between students who have 'strongly agreed' and who have *'disagreed'*, registered as (n=14, 14%). Finally, it is plausible that (n=7, 7%) of students have 'strongly disagreed' with attributing their success to the help of teachers and peers. Globally, there is a strong direct correlation between the variables, rated as (ß=0,779).These results show contradiction with the previously mentioned responses of the same students because, here, they associate their success to the assistance of the teacher and peers. This may lead to only one interpretation which says that the students are not aware about self- reliance and its dimensions and applications in learning.

Question 33: Do you take every lesson into account seriously in the platforms?

Table 33

The Importance of Lessons for Students

Option	Frequency	Percentage	Beta Coefficient
Yes	67	67,0%	,817
No	33	33,0%	
Total	100	100,0%	

Table 33 illustrates the critical consideration students make in each lesson. It is estimated that (n = 67, 67%) of our contributors have the same opinion of taking every lesson offered by the platforms into account. Aside from that, (n=33, 33%) do not think they are serious about the lessons they have received. To say, it is noticed that there is a strong relationship, rated as (ß=0,817).

Question 33, a: If no, justify your answers please

Students' Justification

In the same light of thought, students believed that they need to be in the classroom facing the white board, so they can understand. In addition, they emphasized trying always to figure out what is important, and widen their scope about it.

Question 34: Through the use of the platforms, does the teachers' feedback better clarify the lessons for you?

Table 34

The Clarification of Lessons due to the Teachers' Feedback Through Using Platforms

Options	Frequency	Percentage	Beta Coefficient
Yes	61	61,0%	,879
No	39	39,0%	
Total	100	100,0%	

As it is clear in Table 34, (n=61, 61%) of the sample is composed of the clarity of lessons after having teachers' feedback. However, (n=39, 39%) of learners see that teachers' feedback does not clarify the remote lessons. Globally, it is seen that there is a strong correlation between the variables, rated as (ß=0,879).

Question 34, a: If no, justify your answers please

Students' Justification

A noteworthy fact, the learners confirmed that even with having a text feedback, it does not make difference when it should be a video typing instead in order to better understand. They thought this new technique will be more interesting and beneficial. Yet, a student said:"***I never encountered any feedback from any teacher to any student in the platform".*** I like to highlight it because it is so important.

Question 35: Have you designed a study program used for retention and revision via the lessons found in the platforms?

Table 35

The Design of a Study Program for Retention and Revision via the Lessons Found in the Platforms

Options	Frequency	Percentage	Beta Coefficient
Yes	34	34,0%	,830
No	66	66,0%	
Total	100	100,0%	

Table 35 shows that (n = 66, 66%) of the sample did not design a study program for retention and review through the lessons on the platforms. However, only (n=34, 34%) who designed a study program to foster and develop their learning. Overall, it is observed that the relationship between the variables is a strong direct, rated as (ß=0,830).

Question 35, a: If yes, try to give an example, please

Some participants tried to give an example of a designed study program. First, printing the lessons in order not to face platform's distraction. Second, reading the lessons carefully and slowly to understand. Finally, start making their notes and memorizing them. Yet, the students highly rely on rote learning to manage their process.

Question 36: Does e-learning help you to rely on yourself to learn?

Table 36

The Role of E-Learning on Helping Students to Adopt Self-Reliance

Options	Frequency	Percentage	Beta Coefficient
			,775

Yes	70	70,0%
No	30	30,0%
Total	100	100,0%

It is perspicuous that the majority of students (n=70, 70%) believe that e-learning can be used as an aid to depend on themselves while learning. Nevertheless, (n=30, 30%) of students have found that e-learning has nothing to do with self-reliance. Overall, it is seen that the correlation between the variables is a strong direct, rated as (ß=0,775). Again, these responses contradict with what have been mentioned before in relation to the deficiency in understanding, lack of feedback, the need for the teachers' assistance and others.

Question 36, a: Explain your answer please

Students' Explanation

Subsequently, the students were invited to explain their answers on the aid provided by e-learning to foster self-reliance. (n=70, 70%) claimed that e-learning absolutely encourages them to work harder since the teachers are not available to guide them. As a student stated: "With no teacher supervision, you are obliged to direct yourself by yourself". Besides, students felt that with e-learning, they are more responsible about their success, thus they agreed that e-learning teaches self-reliance. By contrast, some students (n=30, 30%) claimed that the whole educational system teaches them to be passive learners, and rely only on the teachers.

Question 37: Does distance learning aid you to organize your time and plan for learning?

Table 37

The Effect of Distance Learning on Time Planning

Options	Frequency	Percentage	Beta Coefficient
Yes	69	69,0%	,773
No	31	31,0%	
Total	100	100,0%	

This question pursues to find an answer on whether remote learning assists students to organize their time and plan for learning. The most common replies from participants (n=69, 69%) are convinced that this approach of learning aid them to organize their time and plan. On the other hand, (n=31, 31%) do not find that e-learning can be an effective approach for timing and planning. Generally, it is can be seen that there is a strong direct relationship between the variables, rated as (ß=0,773).

Question 37, a: If no, justify your answers please

Students' Justification

Throughout students' justification, distance learning aids them through their long journey of procrastination. It encourages laziness, such as not doing an assignment until the last hour before the deadline. Hence, the difficulties of the internet access have spoiled all their plans.

Question 38: Do you think that you are responsible enough to depend on yourself while doing a research?

Table 38

The Role of Being Responsible to be Self-Dependent Student While Doing a Research

Options	Frequency	Percentage	Beta Coefficient
Yes	65	65,0%	,841
No	35	35,0%	
Total	100	100,0%	

The purpose behind Table 38 is to look for an answer to taking students responsibilities to depend on themselves while doing a research. The results show that (n=65, 65%) of the students have the courage to be responsible. In spite of this, (n=35, 35%) of the participants do not have this kind of courage. Globally, it is observed that the correlation between the variables is a strong direct, rated as (ß=0,841).

Question 38, a: If no, justify your answers please

Students' Justification

In this question, students were required to justify their answers. They affirmed that they are still learners, even though they have the raw material to handle a research. Besides, they still lack research skills which are much more important. Therefore, they still need guidance and supervision.

Question 39: During Covid-19, does the application of your knowledge in research techniques motivate you to learn faster?

Table 39

The Role of Applying Knowledge in Research Techniques to Motivate Students to Learn Faster

Options	Frequency	Percentage	Beta Coefficient
Yes	60	60,0%	,879
No	40	40,0%	
Total	100	100,0%	

Table 39 shows that (n=60, 60%) of the sample agreed that the application of learners' knowledge in research techniques motivate them to learn faster. By contrast, (n=40, 40%) of the participants did not think that this kind of application may motivate them to learn faster in any way. Overall, it is noticed that the relationship between the variables is a strong direct, rated as (ß=0,879).

Question 39, a: If no, justify your answers please

Students' Justification

The application of knowledge in research techniques, to some extent, motivates most of the students to learn faster in various ways. First, when learners feel at ease in doing something, they will definitely enjoy it and, thus, be motivated. Second, learners who followed a correct methodology in time management, research, and revision; it helps them to simplify their learning. However, some students believe that Covid-19 has changed nothing in their educational journey.

Question 40: During the confinement, do you find yourself more independent and successful at the same time in your learning without the teachers' assistance?

Table 40

The Importance of Confinement in Rebuilding Learning Thoughts Instead of the Teacher's Assistance

Options	Frequency	Percentage	Beta Coefficient
Yes	28	28,0%	,719
No	72	72,0%	
Total	100	100,0%	

It is noticed that (n=72, 72%) did not find themselves more independent and successful at the same time in their learning without the teachers' assistance. However, (n=28, 28%) have believed that they are more independent and successful at the same time in their learning without the teachers' assistance. Overall, it is shown that the correlation between the variables is a strong direct, rated as (ß=0,719). This again emphasizes the salient role of the teacher inside the classroom and the continuous need of learners to his assistance.

Question 40, a: If yes, explain your answer please

Students' Explanation

Students agreed that being independent makes them improve self-reliance, and develop the new knowledge by linking it with previous experiences.

Question 41: During the Coronavirus quarantine, do you agree that distance learning is the best solution to follow up the studies at the university?

Table 41

The Impact of Distance Learning in the Pursuit of Studies at College During the Coronavirus Quarantine

Options	Frequency	Percentage	Beta Coefficient
strongly agree	8	14,0	
Agree	37	37,0	,842
Neutral	10	28,0	
Disagree	36	14,0	
strongly disagree	9	7,0	
Total	100	100,0	

The majority of students (n=37, 37%) *'agreed'* that distance learning is the best solution to follow up the studies at the University, during the Coronavirus pandemic. It is notable that (n=36, 36%) *'disagreed'* on baring this solution. Moreover, (n=10, 10%) were *'neutral'*, (n=9, 9%) have selected *'strongly disagree'*, whereas, (n=8, 8%) have picked '*strongly agree'*. Globally, beta coefficient (ß=0,842) shows that there is a strong direct relationship between the variables.

Question 41, a: Justify your answer please

Students' Justification

Here are some students' justifications:

- "To be safe you must stay at home, this is the motto of that period. So there is no better solution than e-learning, otherwise, the world would suffer from an outbreak of illiteracy pandemic"

- "For some yes, it is the best solution but for the ones who don't have access to the internet it doesn't help and talking in general there were no explanations to be honest, the lessons were thrown randomly in the platform"

Question 42: During Covid-19, how much approximately were you a self-reliant student?

Table 42

Student Self-Reliance Scale

Options	Frequency	Percentage	Beta Coefficient
10%	6	6,0%	
30%	17	17,0%	,799
50%	34	34,0%	
70%	34	34,0%	
99%	9	9,0%	
Total	100	100,0%	

Equally the same, students who have 50% and 70% self-reliance have obtained the same scale which is (34%). Still, 17 students with a rate of (17%) think they gained only 30% of self- reliance. Nevertheless, only (n=9, 9%) of the contributors believe that they were 99% self- dependent learners. Eventually, The remaining students (n=6, 6%) were approximately 10% self- reliant students during COVID-19. Overall, it is seen that the relationship between the variables is strongly direct, rated as (ß=0,799).

Question 43: Are you continuously evaluated during the distance learning process?

Table 43

Students Evaluation During Distance Learning

Options	Frequency	Percentage	Beta Coefficient
Yes	34	34,0%	,830
No	66	66,0%	
Total	100	100,0%	

It can be seen from Table 43 that (n=66, 66%) of the sample were not consistently evaluated during the distance learning process, while (n=34, 34%) of responses represent students who were consistently evaluated. Globally, beta coefficient (ß=0,830) indicates that there is a strong direct relationship between the variables. Evaluation is a much demanded process that needs to happen at the end of each learning experience. Regarding the statistics, one can say that the learners were not seriously assessed so as to attain their objectives and to develop their knowledge. The lack of awareness about good achievements and self-monitoring learning will be the obvious consequences to this.

Question 43, a: Would you mention the evaluation techniques applied on you please

The Evaluation techniques applied on the students are:

- Providing a set of assignments.
- Asking for homework
- Doing quizzes and exams via the use of the technological devices, like E-mail.

2.2.1.1.4. Section Four: Further suggestions and notices

Question 44: According to your experience, what are the advantages that distinguish e-learning?

The advantages that distinguish e-learning are:

- Motivating students to enhance self-reliance.
- Learning techniques of auto-didacticism.
- Being stress free when attending lectures.
- Feeling comfortable.
- Time management and the easy accessibility to some platforms.

Question 45: Do you think that students are able to shift from the traditional (face-to-face) method of education to the e-learning method without problems?

Most of students disagreed upon this shift because of many reasons, such as:

- It is not a smooth transition for everyone.
- Any shift in human habits need a cost to be paid.
- Facing many problems, such as e-learning difficulties.

Question 45: What are the difficulties presented by e-learning according to your experience?

The difficulties presented by e-learning according to students' experiences are:

- The weak rate of the Internet.
- The shortage of ICT and accessing into the platforms.
- The absence of interaction and communication among the students and their teachers, and among their classmates.
- The lack of teachers' explanation and feedback.
- The lack of details and responsibilities.
- Random timing for dropping the lessons.

Question 47: Do you have any further suggestions to decrease the obstacles of e-learning?

Students further suggestions to decrease the obstacles of e-learning:

- Have better programmed and up-to-date platforms with easy access.
- Enhance the Internet connection.
- Provide instant feedback sections.
- Try to use other different study tools, like making video.
- Advocate for communication, interaction, and collaboration work.
- Try to guarantee better e-learning conditions.

2.2.1.2. Teachers' Interview Analysis. For the sake of answering the questions and hypotheses of the research study, 6 teachers from the Department English at Larbi Tébessi University Tébessa were invited for an interview.

Question 01: Did you have any training on using e-learning before COVID-19?

Table 44

Training on the Use of E-Learning Before COVID-19

Options	Frequency	Percentage
Yes	4	66,66%
No	2	33,34%
Total	100	100,0%

It is observed that (n=4, 66.66%) teachers believed that they had training on the use of e-learning before the COVID-19. In contrast, (n=2, 33.34%) teachers revealed that they had no training on how to use e-learning before the outbreak.

Question 01, a: Would you justify your answer, please?

Teachers' Justification

In the light of the answer to this question, teachers who have been trained in the use of e-learning have introduced different techniques, such as:

- "Teachers received explanatory videos on how to use Moodle platform in order to upload electronic lessons to students."
- "I had a short period training in e-learning when I was teaching at the University of Constantine."
- "We had training with ICT engineers and Doctors in the field of psycho-pedagogy. We used to have 4 hour training per day twice a week for 14 weeks on how to elaborate and design a course online by defining objectives and providing external sources as well as designing tests."
- "As part of the training newly recruited teachers had to accomplish, we were initiated into creating content and sharing it, mainly, on MOODLE platform."

However, teachers who did not receive any training claimed:

- "I think I do not need any training."
- "I use the platforms that do not need any training."

Question 02: What are the means by which you communicate with your students?

Table 45

The Means Used by Teachers to Communicate With Their Students

Options	Frequency	Percentage

The University's Platform (Moodle)	3	20,0%
Google Classroom	5	33,33%
Google Meeting	1	6,67%
Email	5	33.33%
Zoom	1	6,67%
Total	14	100,0%

According to Table 44, the answers were devoted to themes, in which teachers had the choice to mention more than one tool. The most used means by teachers are Google Classroom and Email, as rated (n=5, 33.33%). Despite that, teachers who are using MOODLE have a range of (n=3, 20%). However, only one teacher is registered using both Zoom and Google Meeting with the degree (n = 1, 6.67%). In this respect, it indicates that the majority of teachers use asynchronous e-learning to communicate with their students.

Question 03: Do you think that e-learning requires more work and efforts than in the traditional face-to-face?

Table 46

Teachers' Opinion About E-Learning Requirement of Extra Work and Effort More Than the Traditional Face-to-Face Learning

Options	Frequency	Percentage
Yes	4	66,66%
No	2	33,34%
Total	100	100,0%

The purpose behind this question is to determine teachers' opinion of the amount of time e-learning requires compared to traditional face-to-face learning in terms of work and efforts. (n=4, 66.66%) of the participants believed that e-learning requires a lot of work and effort rather than traditional face-to-face learning. On the opposite, (n=2, 33.34%) assumed that it does not require work and efforts as much as it requires the availability of online resources.

Question 03, a: Would you explain your answer, please?

Teachers' Explanation

The majority of the teachers, who confirmed that e-learning takes a lot of time and efforts more than traditional face-to-face learning, have listed the following explanations:

- "One of the main drawbacks of distance learning is the lack of interaction between teachers and students. Taking courses online from home urges teachers to provide more detailed courses."
- "Writing lectures that are open to be read and criticized by different people puts an extra stress on teachers. Especially that the interaction with students gives the teacher a chance to explain what students find ambiguous. This absence of interaction leads to an information gap and generally students find it less motivating."
- "E-Learning is more demanding than traditional face to face learning. Teachers need to be attentive in using the medium through which their content is to be shared. The absence of immediate feedback unless it's a virtual class."
- "If I am in the classroom, I can see students' reaction. I explain, ask, and answer to their questions. However, it is remedy in the platforms when you guess, think how students react."

On the other hand, teachers who stressed that e-learning requires no more work and effort than regular in-class learning said:

- "It's less time and effort consuming. The e-learning is helpful for both teachers as well as students. We are free and not bound to a precise time or space."
- "Actually face to face teaching requires more effort because you can know better whether your learners need extra information or not."

Question 04: What type of e-learning do you prefer for teaching?

Table 47

Teachers' Preferred Type of E- Learning

Types of E-Learning	Frequency	Percentage
Synchronous	4	66,66%
Asynchronous	1	16,67%
Both	1	16,67%
Total	100	100,0%

Through answering this question, four teachers with (66.66%) of the overall sample, have selected *'synchronous'* learning. Additionally, there were equal results between teachers who have chosen *'asynchronous'* learning and who have picked *'both'* types of e-learning, where the average was (n=1, 16.67%).

Question 04, a: Would you clarify your answer, please?

Teachers' Clarification

In the same line of thought, teachers have reacted with different views towards the appropriate type of e-learning that should be sufficient for both teaching and learning processes. They have said:

- "I prefer the synchronous e-learning. The only reason behind my choice is that I like interaction. This is the only way to make sure that students absorbed and got the information."
- "Synchronous e-learning may be more beneficial because the teacher can directly guide her/his learners and redirect their learning through the instant feedback."
- "In asynchronous e-learning, the exchange with other learners takes place via communication modes that do not require simultaneous connection. It can be discussion forums or even the exchange of emails."
- "It is according to the conditions. Sometimes, it can be possible to use Zoom, while other time it is for another one, such as if it is just preparation, I use Google Classroom."

Question 05: Do you communicate directly with your students? (In terms of techniques use, such as video, audio-vocal...)

Table 48

Teachers' Direct Communication with their Students

Options	Frequency	Percentage
Yes	2	33,34%
No	4	66,66%
Total	100	100,0%

According to the responses of teachers, Table 5 seeks to see whether teachers communicate with their students through the use of several techniques, like video and audio vocal tools. The results showed that (n=4, 66.66%) of teachers do not communicate directly with their students via utilizing different tools. On the other side, (n=2, 33.34%) of the responses

clarified that they do communicate using videos, audio-visual meetings. This may emphasize the lack of interaction and feedback between the tutors and their learners.

Question 05, a: If yes, would you give an example, please?

In this respect, teachers who agreed with this question have tried to give some examples, which are:

- "I use the means I mentioned on Q. 2 to interact with my students. We had some online classes using Zoom."
- "I answer students' questions in class, in the corridors, in the car park; otherwise, I do my homework and get back to them."
- "Except with the ones I supervise, I use FB lives and Zoom meetings."

Question 05, b: If no, do you have difficulty in direct communication with students (Especially of ideas and opinions can be exchanged through a personal meeting)?

Teachers were asked to list the difficulties that were found and prevented direct communication with the students, which are:

- "The weakness or the lack of the network prevented meeting the students remotely."
- "The problem lies in the fact that neither teachers nor students are ready for this type of learning. In addition to the constant internet problems we do face."
- "It was only handouts."

Question 06: Do you have enough time to answer all students' questions that you receive on the platform?

Table 49

Time Availability to Answer all Students' Questions

Options	Frequency	Percentage
Yes	6	100,0%
No	0	0,0%
Total	100	100,0%

The point of this question is to check how long teachers take to answer students' questions on the platform. It is obvious that all teachers (n=6, 100%) answer students' questions, where they organize enough time to respond to them.

Question 06, a: Would you justify your answer, please?

Teachers' Justification

A noteworthy fact, teachers always try to do the maximum to answer students' questions despite, sometimes, the lack of time. Moreover, teachers have clarified their answers by saying:

- "Personally, I answer all and any questions. It is my job to give my students a clear explanation and feedback."
- "I try as much as possible to answer the students' questions."
- "Yes, I do have time to answer my students' questions but the problem is that they do not really ask a lot of questions."
- They are time consuming, and I answer all students questions I receive via the means mentioned above.

However, some teachers have assured that students do not ask questions and it is rarely when they may find interactions.

Question 07: What Kind of problems do you meet while preparing the e-learning lessons?

Table 50

The Problems Teachers Meet During E-Learning Lessons

Themes	Frequency	Percentage
The lack of Students' Motivation to Learn	1	7,15%
The Lack of Interaction	3	28,58%
The Lack of the Internet Connection	4	21,43%
Difficulties of Course Content Explanation to Students	2	14,28%
Estimation Difficulties	2	14,28%
The Absence of a Special Space for Online Classes	2	14,28%
Total	14	100,0%

The aim behind this question is to explore the problems teachers meet during the e-learning lessons. The answers themes, each of them represents teachers' point of view towards the difficulties they face during e-learning lessons. First, the major issue is the lack of interaction between teachers and their students, scored as (n=4, 28.58%). Second, the lack of the Internet connection seems to be another problem that teachers face, with a range of (n=3, 21.43%).

Moreover, teachers have agreed on the absence of a special space for online classes, the difficulty, of course, content explanation to students, and estimation difficulties, as rated (n=2,14. 28%) for each problem. Hence, only one teacher has believed that students' lack of motivation to

learn more may affect the way teachers think about the lessons and what they should tackle. This may indicate an assumption of the existence of e-learning difficulties.

Additionally, teachers have revealed interesting notes which are listed below:

- "Students lack of motivation to learn. Consequently, the lack of interaction creates a kind lassitude."
- "Not all the learners are really serious; some of them do not really give importance to the electronic lessons."
- "The lack of the Internet connection. The absence of a special space for online classes, for both the teacher and the students."
- "I have difficulty to explain course content to my students, especially when courses and assessments are long and complex. Also, it is difficult to estimate a student's level of understanding of course content."

Question 08: During the quarantine, were students regular in attending the online lessons?

Table 51

The Students' Regular Attendance at Online Lessons

Options	Frequency	Percentage
Yes	1	16,67%
No	5	83,33%
Total	100	100,0%

Table 51 shows teachers' responses towards the regular attendance of students in online classes during the quarantine. The majority of teachers have (n=5. 88.33%) confirmed that students were not regular in attending the online lessons during the quarantine. Nevertheless, there was a teacher with a rate of (16.67%) has affirmed that students were regular.

In addition, teachers have provided various reasons for the regular attendance of students during confinement:

- "Not all of the students because they are not really ready for such type of learning especially that there are no practical training for students on e-learning in our institutions."
- "They were not regular, I am afraid."
- 'They were highly motivated and involved every time we had an online class."
- "Using Moodle gives the teacher the ability to see who checked the lessons and who did not and when this happened. 95% of the students checked the courses the week before the exams only. We uploaded the lessons on March the 31st, they checked them October."

Question 09: During Covid-19, if there are any conditions that prevent learners to achieve the objectives of the electronic lessons, can you explain what they are, please?

Table 52

The Conditions That Prevent Learners From Achieving the E-Learning Objectives

Themes	Frequency	Percentage
The lack of Internet Connection	5	23,81%
Autonomy, Self-Control	3	14,28%
Difficulty Understanding The Lessons	3	14,28%
The Absence of Interactive Learning	4	19,06%

Difficulty of Getting Access to Platforms	3	14,28%
Lack of Awareness	2	09,53%
Lack of Training for Both Teachers and Students	1	04,76%
Total	21	100,0%

From the results obtained in Table 52, it can be noticed that teachers have considered many conditions that prevent learners to achieve the electronic lesson objectives during Covid-19 quarantine. The majority of answers are dedicated to the lack of internet connection as rated (n=5. 23, 81%). On the other side, teachers see that the lack of interaction learning reduces the ability to achieve the objectives of the online lessons with an average of (n=4, 19.06%). Simultaneously, autonomy and self-control, the difficulty of understanding the lessons, and the difficulty of getting access to platforms received the same percentage, scored as (n=3, 14.28%). Besides, some teachers (9.53%) believe that the lack of awareness seems to be an abstract element that decreases learners' achievement of e-objective lessons. Finally, one teacher with (4.76%) emphasizes the lack of training for both teachers and students. These results can show that learners have difficulties towards e-learning, at the same time; they face lack of awareness, especially, on the use of autonomy and self-reliance.

Teachers have explained their arguments by saying:

- "Distance increases the demands; it requires more autonomy and self-control. Thus, when a student studies remotely, it is not easy to direct supervision over him, either from the parents or the teacher."
- "The lack of awareness from the part of the students; they are not really aware of the importance of e-learning."

- "The highest number of students I had in an online class is 12 students out of 34 students in the group."

Question 10: Do you face difficulties in tracking the large number of students through the available e-learning tools? (Such as, receiving exams via email)

Table 53

The Difficulties in Tracking the Large Number of Students Through the Available E-Learning Tools

Options	Frequency	Percentage
Yes	2	33,34%
No	4	66,66%
Total	100	100,0%

The results obtained in Table 51 present teachers who face difficulties in tracking the large number of students through the available e-learning tools. The majority of teachers (n=4. 66.66%) claim that they did not face this kind of obstacle. On the other hand, only two teachers with (33.34%) are having an issue with locking the large number of students in receiving, for instance, exam answers via E-mail.

Teachers have provided their reasons behind answering this question as follows:

- "Though it gets very confusing at times when the same student sent you his work then asks to replace it or when they send the work from a phone and whenever they actualize you receive another copy of the work."

- "I faced some difficulties in collecting exam papers because my first year students are not used to sending email; some of them sent me empty emails and I took me some time and effort to collect all the answers."
- 'A catastrophe! Training on E-Learning should be integrated in teaching since first year. They shouldn't just provide it to teachers."

Question 11: Through the use of e-learning, do you think that the lack of traditional face-to-face learning affects students' performance and skills?

Table 54

Teachers' Views Towards the Impact of the Lack of the Traditional Face-to-Face Learning on Students' Performance and Skills

Options	Frequency	Percentage
Yes	6	100,0%
No	0	0,0%
Total	100	100,0%

Teachers (n=6, 100%) have agreed that the lack of traditional face-to-face learning affects students' performance and skills. This indicates that e-learning is not a successful approach due to the lack of experience and awareness.

Teachers' justification

Teachers have justified their answers as it is listed below:

- "From my experience, I would say yes it affected their performance. May be if we raise our students' awareness of the effectiveness of e-learning, the result will be better."

- "Students are not ready for such migration and the technical issues, mainly the poor Internet connection and not owning the right devices to fully benefit from such type of learning."
- "In the case of distance learning, he/she focuses only on the written lessons. Thus, the performance diminishes."
- "English as a major necessitates interaction that encompasses explanations, words pronunciation, eye-contact and mainly contagious motivation and love for the module."

Question 12: In your opinion and through the use of e-learning, do you think that learners are capable of taking responsibilities to learn alone without teachers' instructions and feedback?

Table 55

Teachers' Opinions Towards the Capability of Taking Students' Responsibilities to Learn Alone Without Their Instructions and Feedback

Options	Frequency	Percentage
Yes	0	0,0%
No	6	100,0%
Total	100	100,0%

Through this question, teachers were invited to give their opinion on whether learners are capable of taking responsibility to learn alone without teachers' instructions and feedback. The results show that all teachers did not agree alone with the question, saying that teachers' instructions and feedback are important. In this sense, it can be considered that the students are not self-reliant and cannot adopt self-education without the teachers' instructions.

Teachers' justification

In light of this, teachers have fostered their answer through providing these arguments:

- "May be this is possible with advanced learners (Master students) but the novice ones."
- "I would say around 5% of the students are capable. The remaining 95% do neither master the language nor are motivated enough to be left to their own devices. In other words, 95% of the students are to be spoon-fed."
- "Students, especially beginners, cannot learn on their own. Therefore, teachers' instructions and feedback are important."

Question 13: Do you think that e-learning can be considered as a tool to foster learners to acquire new knowledge and skills?

Table 56

The Role of E-Learning Towards Fostering E-Learners' Acquisition of New Knowledge and Skills

Options	Frequency	Percentage
Yes	6	100,0%
No	0	0,0%
Total	100	100,0%

As noticed in Table 56, it is clear that all teachers believe that e-learning can be considered as a technique that encourages learners to acquire knowledge and skills, focusing on the point that students should be able to use it correctly. This shows that students face back to handle the basic entities of e-learning, where they are supposed to learn more on how to use e-learning for better knowledge.

Moreover, teachers have attempted to offer different advice in order to use e-learning as a tool to encourage students to develop their skills carefully:

- "It can help them to be more autonomous, skills about how to use the internet to acquire knowledge."
- "I do not see why it would not be helpful."
- "Having a common program between student and teacher can also encourage both parties to accept new responsibilities and have more autonomy."

Question 14: During the confinement, how do you describe helping students to be self-reliant?

Table 57

Teachers' Aid for Students to Be Self-Reliant

Themes	Frequency	Percentage
Provide Advices Through Google Classroom	1	16,66%
The Obligation to Answer Homework	2	33,34%
Dependence on advancing their strategies	1	16,66%
Supervising, Guiding, and Subjecting Students to a Strict Schedule	2	33,34%
Total	6	100,00%

According to the divided categories of teachers' answers, it can be seen that there is an equal answer between teachers who have talked about the obligation to answer homework and teachers who have agreed on supervising, guiding, and subjecting students to a strict schedule to maintain self-reliance, rated as (n=2, 33.34%) for each theme. Similarly, teachers who have

claimed providing advice through the use of Google Classroom, and students dependence on advancing their strategies, scored as (n=1, 16.66%) for each category. It indicates that teachers are doing their job to help students to be self-reliant.

They claimed their answers as follows:

- "Reminding students about whom they are and what they should be doing and how to achieve their goals under such circumstances content is shared regularly on our Google Classroom."
- "Indeed, while they are used to being supervised, guided, and subjected to a strict schedule for their work and the use of resources, including technological tools, the closure of universities has engendered a greater level of self-reliance."
- "I am not sure about their ability to acquire such a skill. However, it depends on their learning type and strategies."

Question 15: During the covid-19, do you think that learners are independent enough to depend on themselves while doing a research?

Table 58

Teachers' View About the Independence that Students Could Gain While Doing Research During the COVID-19

Options	Frequency	Percentage
Yes	1	16,67%
No	5	83,33%
Total	100	100,0%

This question seeks to determine teachers' views whether learners were independent enough to depend on themselves while researching COVID-19 confinement. The results represent that the majority of teachers (n=5, 83.33%) have assured that students were not independent enough to actualize research through enhancing self-dependence. However, only one teacher who believes that students were already independent to rely on themselves while doing research before even the outbreak of the Coronavirus pandemic.

Teachers' explanation

Teachers have tried to give valuable reasons listed as following:

- "Not fully independent indeed because they are novice researchers they need the supportand the guidance of their supervisors/teachers."
- "The majority are not. Based on the amount of questions I receive from students otherthan my supervisees, they are not independent students."
- "Students cannot be independent enough otherwise we won't call them students. The role of the teacher is crucial at any level of a research."
- "Most students are accustomed to conducting research activities independently based on the methods they used before the pandemic."

Question 16: The fluctuation in the educational process from traditional face-to-face education to e-learning and vice versa. Is it a feasible process for teaching?

Table 59

The Feasibility of E-Learning to Be an Effective Process for Teaching

Options	Frequency	Percentage

Yes	4	66,66%
No	2	33,34%
Total	100	100,0%

The objective behind this question is to know teachers' point of view toward the feasibility of the fluctuation in the educational process from traditional face-to-face education to e-learning and vice versa. It can be observed that the majority of teachers (n=4, 66.66%) believe that this shift is a feasible process for teaching. However, some teachers see that this change is still theoretical and is not a feasible approach for teaching. In this respect, teachers expect e-learning to be a useful approach through developing more experience, having training for both teachers and learners, also fostering the factor of awareness.

Teachers' explanation

- "We can shift from one type to the other to achieve better results and fulfill our objectives."
- "It is in theory. However, considering the actual circumstances, it is hard to make the most out of a hybrid learning/teaching."
- "The debate between e-learning versus traditional learning intensifies. The Corona crisis made it even more relevant, as teachers and students in many countries around the world were forced to work from home."
- "All learning activities suddenly went online. While there are many more differences than similarities between these two opposing learning methods, they do have one thing in common, that they are both effective."
- "It necessitates prior training for both students and learners."

2.2.2. Discussion of the Results:

The current study aims to investigate the relationship between e-learning difficulties and learners' self-reliance considering that e-learning is an alternative plan caused by the outbreak of the Coronavirus disease, not only at the university but worldwide as well. Moreover, for the sake of answering the research questions, the data were collected, analyzed and interpreted using a questionnaire divided into four sections and applied with 100 second year student of English, and an interview was conducted with 6 teachers of the Department of English at Larbi Tébessi University – Tébessa.

2.2.2.1. Discussion of the Results Obtained From Students' Questionnaire

Answering the First Research Question: What are the difficulties of e- learning, and how they affect learners' self-reliance during COVID-19?

Based on the findings obtained from the questionnaire, it is possible now to find an answer to the first research question. The responses of students confirmed that there are various difficulties related to e-learning. Khan (2005) claims that to create meaning full e-learning, there should be clear open, flexible, and digital technologies that play an important role in having a suitable e-learning approach.

However, it is critical to state that the analysis and interpretation of the questionnaire confirm that students have difficulties concerning e-learning. First, during COVID- 19, the percentage values designated in Table 07 show that despite adopting e-learning as a new approach to education during COVID-19, students did not undergo e-learning training. This denotes training to be an essential factor in e-learning; otherwise, the students suffer from a lack of experiences.

Furthermore, as shown in Table 09, another difficulty emphasized in e-learning is the lack of ICT skills. Al-Zoubi et al. (2016) assure that there is an insufficient answer of ICT in universities, which may affect its use and participation. Despite the fact that the lack of the Internet as Algahtani (2011) has focused on, however, the majority of students do not face this kind of obstacle as indicated in Tables 04 and 10.

From the educational perspective, and according to Tables 25 and 26, students have added other difficulties related to e-learning. In this respect, students focus on the absence of teachers' instructions and feedback. Also, they assert that the shortage of the traditional face-to-face learning affects their skills mainly speaking and listening. Algahtani (2011) affirms that e-learning encourages restricting input to hearing and vision rather than including all the senses. From another psychological point of view, the parentage indicated in Table 27 and 28 prove that e- learning advocates laziness, frustration, anxiety, and self-isolation, as Algahtani (2011) confirms that e-learning develops social isolation tendencies due to the lack of face-to-face communication.

On the other hand, these psychological factors do not develop the students' autonomy and self-responsibility. In contrast, Table 29 shows that the majority of students are taking their online learning into consideration. Moreover, they believe that e-learning encourages them to obtain and develop self-reliance through, succession due to their own efforts, being evaluated via sending the research studies and especially that our educational system supports the auto-didactics (please have a look at Table 30, 31). By contrast, there is a contradiction in students' answers. On the other hand, they believe in the absence of teachers' interactions and feedback, on the other one; they turn their success to the teachers' guidance, explanations, and clarifications via the platforms. They believe that teachers represent an essential part in the

learning process (see Table 32, 34). Nevertheless, the results indicate that there is a lack of assessment of students during distance learning, which can be considered a required process that must occur at the end of each learning (Table 43).

As a result, it is totally obvious that students face a deficiency experience and training in the use of e-learning. Also, students experience insufficient awareness towards promoting self-reliance, lack of self-monitoring, and self-responsibility.

Answering the Second Research Question: What is the relationship between e-learning difficulties and learners' self-reliance during the Coronavirus quarantine?

According to the contrastive data presented in the percentage values of Tables 35 and 36, the results confirm that the students are not conscious across understanding the value of developing self-reliance and using it as a factor to foster their experiences. The latter is related to utilizing e-learning in order to facilitate the task of comprehending, coding, memorizing, reviewing and retaining; i.e., to achieve the e-course objectives. Students must evolve the perspective of being responsible and flexible to gain self-autonomy. Algahtani (2011) states: "It is clear that there is a link between e-learning and self-learning, each one being essential to the other. Flexibility in learning is, therefore, on its way to becoming autonomous" (p.69). Hence, from students' responses, e-learning difficulties prevent learners from developing self-reliance during the spread of the Coronavirus pandemic due to the lack of awareness.

Answering the Third Research Question: Can e-learning be an effective method to develop self-reliance?

The majority of the participants, according to Tables 37, 38, 39, assert that e-learning can be an effective method to develop self-reliance. This is due to the fact that students believe that

distance learning helps them to organize time and plan for learning. Moreover, the application of students' knowledge in research techniques (e-learning) motivates them to learn faster.

2.2.2.2. Discussion of the Results Obtained From Teachers' Interview.

Answering the First Research Question: What are the difficulties of e-learning, and how they affect learners self-reliance during COVID-19?

Based on the results obtained from the interview, it is clear to find an answer to the first question. The data collected reveal that teachers also face various e-learning difficulties. First, the large amount of time and efforts that e-learning takes more than the traditional face-to-face learning, where teachers are obliged to offer more detailed courses; however, they still take into consideration the way students receive lessons and their interpretation towards understanding them. In other words, the difficulties of understanding the lessons are considered one of e-learning shortages (see table 46 and 52). Second, the lack of interaction is another difficulty, in which most of teachers confirm that they use asynchronous e-learning (as it is clear in Table 45) to be in touch with their students. Third, the lack of the Internet connection, and the absence of a special place for online courses affirm the existence of e-learning difficulties (see Table 50).

On the other side, teachers believe that learners lack consciousness and experience in e-learning training, motivation, and being self-reliant. In addition, they assure that learners were not regular in attending online courses during the quarantine (have a look at Table 51).

Answering the Second Research Question: What is the relationship between e-learning difficulties and learners' self-reliance during the Coronavirus quarantine?

According to the results acquired from teachers, e-learning difficulties have a relationship with self-reliance. However, students are not aware enough to take responsibilities to promote self- reliance in order to handle to their lessons and facilitate the task for teachers. Therefore, tutors see that distance learning cannot simplify the act to direct, guide, and give feedback as in the traditional face-to-face teaching, because even if learners went through an e-learning training and had previous experiences, they always need teachers' instructions and feedback (Table 55). To conclude, students cannot adopt a learning-centered approach without teachers' assistance as Demiray (2016) has assured, otherwise, learning will not be effective neither in the traditional face-to-face learning nor in e-learning during the confinement.

Answering the Third Research Question: Can e-learning be an effective method to develop self-reliance?

Based on the results obtained in Table 56, the participants affirm that e-learning can be an effective method to develop self-reliance. The results declare that e-learning can be a very useful way to acquire more knowledge and skills. It can also be effective in getting students to monitor themselves, and to develop a sense of responsibility if it is restricted with particular circumstances. Furthermore, the results show that teachers prioritize getting more training in order to accelerate learning and to get adequate results.

2.2.3. Comparison of the Results.

To achieve the purpose of the research study and to confirm or reject the hypotheses, the data collected from the questionnaire and the interview will be compared together.

In order to confirm, partially confirm, or reject the first hypothesis that states: "E-learning difficulties may hinder the development of learners' self-reliance", it is marked that the

percentages obtained from students' responses are nearly close to those obtained from teachers. 23.81% of teachers' responses in Table 52 and 61% of students' responses in Table 4 face problem of the lack of the Internet connection. Furthermore, 66.66% of teachers' responses believe that there is a shortage of interaction (Table 50); however, 81% of students' answers assert that there is interaction with their teachers. Moreover, 100% of participant teachers and 72% of responding students confirm that the lack of traditional face-to-face learning affects students' performance and skills. Besides, 14.28% of participant teachers assure that students face difficulty of getting access to platforms and this is related to the lack of ICT skills as it is proved by 52% of responding students.

On the other side, according to Table 29, 60% of responding students believe that they are regular in attending online lessons, on the other hand, 83.33% of participant teachers confirm that learners are not regular to attend the online lessons due to the lack of training, and the lack of seriousness to take responsibility of developing their skills and knowledge. In addition, teachers believe that students are lazy and they lack motivation, especially that the sudden spread of the COVID-19 virus has made universities dependent on e-learning, and this is caused by very short time to think of an alternative plan which reduces their experiences, and to adopt e- learning. To conclude, the first hypothesis is proved.

In light of proving or disproving of the second assumption of which: "The more learners adopt distance learning the more they become dependent and autonomous". Through the responses of teachers (100%, according to Table 55) and 70% of responding students, e-learning has a significant role in helping students to adopt self-reliance and supporting them to acquire new knowledge and skills. Besides, 69% of responding students believe that distance learning helps them to organize and plan for their learning, whereas, 100%

of participant teachers assert that e-learning can be considered as a technique that encourages learners to acquire knowledge and skills, and guide them to be more frequent and flexible via using teachers' instructions. By contrast, again, teachers emphasize that e-learning difficulties do not help students to challenge themselves to monitor, develop, and be responsible for their own process of learning by evolving self-reliance. This leads to the reason that students face the lack of consciousness, guidance, and supervision. To highlight, students are not yet ready or flexible to understand the e-learning process; especially since the COVID-19 was and still is a psychological trauma for both teachers and students. The teacher, here, is not only responsible for teaching the required lessons and ensuring learning achievements, but s/he has also to advise students who have missed their normal lives and who are away from their classes. To emphasize more, the teacher is the content creator, and the student, as the recipient, needs self-learning, and the common point between them is instruction and feedback. Consequently, the second hypothesis is disproved.

Section Three: Limitations, Implications, and Further Suggestions

This section will discuss three items. The first item presents the limitations of the study, the second item proposes potential pedagogical implications, and the last item exhibits further suggestions and recommendations.

2.3.1. Limitations of the Study:

Despite the attempt to have an elaborated research study, there are always obstacles that lead to find restrictions for this work as follows:

- During the questionnaire submission, only 100 students out of 105 were available to be part of this research study caused by the circumstances of reduced learning time in the COVID-19 period.
- The selected sample of 10 teachers will get more representative results. However, there were only 6 teachers available to collaborate, probably because of the high pressure of receiving E-Mails from students.
- Data collection procedures were usually supposed to be at the university. However, some questionnaires or interviews were collected electronically using different technology platforms, such as using E-Mail, WhatsApp, Facebook and Instagram.

2.3.2. Pedagogical Implications:

From the literature review and the results obtained from exploring the relationship between e-learning difficulties and learners' self-reliance, the study arrives to establish a number of pedagogical implications to reduce the obstacles related to e-learning and to promote self-reliance, classified as follows:

- To begin with, the lack of training and the shortage of interaction between teachers and learners are considered as the limitations of e-learning. Thus, the educational system should adopt the synchronous blended/hybrid model. This model requires having a course in the traditional face-to-face classroom environment, and then the next sessions are administered in a virtual environment using synchronous platforms, such as Zoom and Telegram. As a result, it enables learners to have a self-paced response to answer and to provide feedback promptly. Here, learners will develop further competencies.
- This model leads to encourage teachers to integrate competency-based-approach. The use of different technological devices in the traditional face-to-face classes; for instance, the use

of audio-visual aids to ameliorate learners' speaking and listening skills. On the other hand, the use of different platforms that allow students to have more practice. Also, CBA encompasses the desire to develop autonomy to show exactly what they understand from the obtained lessons, whether in an online or a face-to-face setting. Foyster, J (1990) believes that this approach leads to have an adequate completion of education by achieving all specified skills and performances.

- In view of enhancing learners' awareness of learning and self-reliance, teachers need to adopt a learner-centered approach. Accordingly, they are asked to provide a series of exercises using e-learning platforms, like funny videos with animations to give a sense of creativity. Moreover, Vygotsky's theory of social constructivism (1962) demands to have equilibration between learners' level and the components of the lessons, in which teachers should provide temporary support and instructions to reach a higher level of thinking and inquiring. Finally, the use of Zone of Proximal Development can be an effective method to boost learners' self-reliance, through using scaffolding, creating an environment that maximizes learning, or promoting self-management.

2.3.3. Further Suggestions and Recommendations:

In the light of overcoming the previous limitations and enhancing e-learning to be a future approach that may replace or go along with face-to-face learning, the following suggestions are provided from the data collection results:

- The educational process should have better programs to evolve ICT skills and provide the Internet connection in the traditional face-to-face learning.

- The post pandemic educational system will become stronger and more flexible with distance learning if it provides more options at lower costs and more inclusive education, especially since all teachers and students need access to e-learning training.

Furthermore, the disputes of developing e-learning and promoting learners' self- reliance are still in progress. Additional recommendations can be an effective proposition that prevails over the limitations, as follows:

- Investigating the effectiveness of using the e-learning approach in the traditional face-to-face approach using the theory of social constructivism.
- On the mechanism of investigating the effects of self-reliance on enhancing e- learning skills and performances through the use of learners-centered approach.

Conclusion

To draw a conclusion to this chapter and on the basis of the analysis of both data collection tools, i.e. students' questionnaire and teachers' interview, one can deduce that both teachers and second year students of the Department of English at Larbi Tébessi University - Tébessa, face difficulties concerning e-learning; for example, the lack of the Internet connection and ICT skills, and the deficiency of training and experiences. In return, the relationship between e-learning difficulties and learners' self-reliance has been prevented during COVID-19 due to the fact that learners lack awareness and responsibility. Moreover, the findings obtained from the data collection tools were discussed and compared according to the research hypotheses. Going along with the findings, some important pedagogical implications are revealed to overcome the limitations and issues related to this research study. To conclude, this chapter ends with some suggestions and recommendations to highlight further extensive researches.

General Conclusion

The present study focuses on the relationship between e-learning difficulties and learners' self-reliance during COVID-19. This dissertation is divided into two parts; theoretical and practical. First, the theoretical chapter is devoted to reviewing the relevant literature for both variables and consists of three sections. The first section represents the Corona virus pandemic being an important precursor to the variable of e-learning difficulties and self- reliance. The second section highlights all the items related to e-learning, taking into consideration the important elements related to its difficulties. The third section focuses on the psychological factor of self-reliance and its impact in the learning process.

Second, the practical chapter is also divided into three sections. To begin, the first section sheds light on giving an overview of the research methodology procedures, including study design, sample and setting, research instruments, data collection, and analysis procedures. On the other hand, the second section contains data analysis and interpretations, discussion, and the comparison of the final results. Finally, the last section deals with the limitations of the research study, pedagogical implications, and further suggestions. Moreover, the results of the research questions and hypotheses are obtained through a survey and interview administrated to second year LMD students and teachers the Department of English at Larbi Tébessi University – Tébessa.

These results show the value of the research question. According to the first question of having e-learning difficulties, the participants highly agree that they face many difficulties concerning e-learning, such as the lack of the Internet connection, the lack of ICT skills, and mostly the shortage of training and experiences. However, the second question addresses the effects of e-learning difficulties on learners' self-reliance during COVID-19. The results show

that students lack awareness, especially when they received an abrupt shift from traditional face-to- face learning to the new regime that has advocated a deficiency of interaction and communication. In addition, the third question aims at exploring the relationship between e-learning difficulties and learners' self-reliance during the outbreak. Finally, the last question tackles the effectiveness of e-learning in enhancing learners' self-reliance. The participants of both samples assured that e-learning can be an effective method not only to enhance self-reliance, but also to develop knowledge and skills and to create new strategies for near future. However, it also requires more training, experiences, and consciousness. As a result, the first research hypothesis which shows that e-learning difficulties hinder the development of learners' self-reliance is confirmed, whilst the second assumption which states that the more learners adopt distance learning the more they become independent and autonomous, is disproved.

To conclude, despite the complexity of the new learning approach arrangements, teachers and students suggest that e-learning can be developed by having a training system to gain more skills and experiences. As a result, this will facilitate the learning and teaching processes, and it will motivate learners to be more responsible towards achieving the course objectives at the same time.

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Appendices

Appendix A: The Students' Questionnaire

Exploring the Relationship between E-Learning Difficulties and Learners' Self-Reliance during the Coronavirus Epidemic

Dear students,

I am conducting a research on exploring the relationship between e-learning difficulties and learners' self-reliance during Covid-19.

You are kindly invited to respond to the questions bellow by filling the gaps; where you will have to choose the option(s) by ticking your choice (√) in the corresponding box(es) and give your point of view when necessary, taking into account your answers are the basis of my research.

I will be so grateful in advance for your collaboration and your time in answering this questionnaire.

Key Terms:

E-Learning: or electronic learning is identified as the use of the internet, ICT and other technologies to produce learning and teaching materials, and to regulate courses, Fry (2001).

Self-Reliance: it is defined as a psychological factor in which the individual prefers to make his own decision, acts on his judgments, and takes responsibility for the results, Leland Scott (1983).

***Synchronous*:** it is a type of e-learning to engage in learning with your teachers and classmates at the same time. Also, it contains instant feedbacks from teachers.

***Asynchronous*:** it is a type of e-learning getting engaged in learning does not occur at the same time and same place. Also, there are no immediate feedbacks.

Section One: General Information

1. Gender: Male ☐ Female ☐

2. Age: Between:18-21 ☐ More than 21 ☐

3. Do you have internet connection?

Yes ☐ No ☐

If yes, what is the type of network?

a) 3G/4G on a Smartphone ☐

b) Broadband-Wi-Fi, WI-FI ☐

Others, please specify

……

4. How is your internet quality?

Weak ☐ Average ☐ Good ☐ Very good ☐ Excellent ☐

5. What kind of technology device (s) are you using to receive your lessons remotely?

Smartphone ☐ Laptop ☐ Stationary computer ☐ Electronic board ☐

6. What kind of Software do you think is easy to use for lessons?

Microsoft Word ☐ PowerPoint ☐ PDF ☐

Section Two: E-learning

7. Did you have any training on using e-learning before the outbreak of Covid-19?

Yes ☐ No ☐

8. What kind of platforms and social media do you use to receive your lessons online?

Email ☐ Google Classroom ☐ Zoom ☐ The University's digital platform ☐
Facebook ☐

9. Do you agree that the lack of ICT skills affect your educational process?

Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree ☐

Would you provide more explanation,please?

……

……

10. Do you have easy access to Internet anywhere and anytime?

Yes ☐ No ☐

11. How do you find access to educationalplatforms?

Easy ☐ Hard ☐ Neverenter ☐

12. During the quarantine period, how many times have you used theplatform?

Notonce ☐ Onceaweek ☐ Twice aweek ☐ Three times a week ☐

More than three times aweek ☐

13. Does the way lessons are presented in the platforms facilitate your learning?

Yes ☐ somehow ☐ Not atall ☐

14. How many hours do you spend in following your lessons remotely?

Less than one houraday ☐ About an houra day ☐ About two hours a day ☐

About three hoursaday ☐ More than three hours aday ☐

15. What type of e-learning do you prefer forlearning?

a) Synchronous ☐

b) Asynchronous ☐

c) Both ☐

16. How do you present your homework and study research?

In a form of:

a) Paper files☐

b) Electronic files☐

c) Email ☐

17. Before the pandemic, did your previous experiences on using internet to learn help youto adapt the new platformeasily?

Yes ☐ No ☐

If yes, how is that?

……

……

If no, justify your answer please

……

……..

18. During the outbreak, do the platforms and websites tools help you in distantlearning?

Yes ☐ No ☐

If no, justify your answer please,

……

……

19. Do you find that the programming approved for presenting lessons across theeducational platforms is suitable foryou?

Suitable ☐ not suitable ☐

If not suitable, justify your answer please,

……

……

20. Do the platforms allow you to interact with your teachers and classmates?

Yes ☐ No ☐

If yes, how often do you communicate with them?

Always ☐ Frequently ☐ Sometimes ☐ Rarely ☐ Never ☐

If no, justify your answer please

……

……

21. During Covid-19, did the distance education process support and strengthen your previous knowledge?

Yes ☐ No ☐

Explain your answer please

……

……

22. Does e-learning help you to acquire new knowledge and skills?

Yes ☐ No ☐

If yes, what kind of skills did you develop?

……

……

23. During the e-learning process, did you find any difficulties or obstacles?

Yes ☐ No ☐

If yes, mention them please!

……

……

24. Do you think that the information and notices provided by the e-learning platforms are clear enough or easy to be interpreted?

Yes ☐ No ☐

If no, justify your answer please

……

……

25. Does remote teaching allow you to review your lessonseasily?

Yes ☐ No ☐

If no, justify your answer please

……

……

26. As an English student, do you agree that the lack of traditional face-to-face learning affects your performance and skills?

Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree ☐

Would you mention these skills, please

……

……

27. Do you think that e-learning encourages?

Anxiety ☐ Frustration ☐ Laziness ☐

28. Do you agree that e-learning advocates self-isolation and neglects social interaction?

Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree ☐

Section Three: Learners' Self-reliance

29. Are you regular in attending your online lessons?

Yes ☐ No ☐

If no, explain your answer please

……

……

30. Do you send your research studies and answer questions via the platforms?

Always ☐ Frequently ☐ Sometimes ☐ Rarely ☐ Never ☐

31. Do you think that you have succeeded in your studies due to your own efforts?

Yes ☐ No ☐

If yes, explain how please

32. Do you agree you have succeeded in your studies due to the help of the teachers and your colleagues via theplatforms?

Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree ☐

33. Do you take every lesson into account seriously in the platforms?

Yes ☐ No ☐

If no, justify your answer please

……

……

34. Through the use of the platforms, does the teachers' feedback better clarify the lessons for you?

Yes ☐ No ☐

If no, justify your answer please

……

……

35. Have you designed a study program used for retention and revision via the lessons foundon theplatforms

Yes ☐ No ☐

If yes, try to give an example, please

……..

……

36. Does e-learning help you to rely on yourself to learn?

Yes ☐ No ☐

Explain your answer please

……

……

37. Does distance learning aid you to organize your time and plan forlearning?

Yes ☐ No ☐

If no, justify your answer please

……

……

38. Do you think that you are responsible enough to depend on yourself while doing a research?

Yes ☐ No ☐

Justify your answer please

……

……

39. During Covid-19, does the application of your knowledge in research techniques motivate you to learnfaster?

Yes ☐ No ☐

Justify your answer please

……

.....

40. During the confinement, do you find yourself more independent and successful at the same time in your learning without the teachers'assistance?

Yes ☐ No ☐

If yes, explain how please

……

……

41. During the Coronavirus, do you agree that distance learning is the best solution to follow up the studies at theuniversity?

Stronglyagree Agree ☐ Neutral ☐ Disagree ☐ Stronglydisagree ☐

Justify your answer please

……

.....

42. During Covid-19, how much approximately were you a self-reliantstudent?

10% ☐ 30% ☐ 50% ☐ 70% ☐ 99% ☐

43. Are you continuously evaluated during the distance learning process?

Yes ☐ No ☐

Would you mention the evaluation techniques applied on you please,

…….

…….

Section Four: Further suggestions and notices

44. According to your experience, what are the advantages that distinguishe-learning?

……
…….

Do you think that students are able to shift from the traditional (face-to-face) method of education to the e-learning method without problems?

……
……

46. What are the difficulties presented by e-learning according to yourexperience?

……
……

47. Do you have any further suggestions to decrease the obstacles ofe-learning?

……
……

Thank you for your time andcooperation

Appendix B: The Teachers' Interview

Exploring the Relationship between E-Learning Difficulties and Learners' Self-Reliance during the Coronavirus Epidemic

Dear Teachers,

I am conducting a research on exploring the relationship between e-learning difficulties and learners' self-reliance during Covid-19. You are kindly invited to interact with the interview questions according to your experiences and opinions as being a teacher.

I will be so grateful in advance for your collaboration and your time in doing this interview.

Key Terms:

E-Learning: or electronic learning is identified as the use of the internet, ICT and other technologies to produce learning and teaching materials, and to regulate courses, Fry (2001).

Self-Reliance: it is defined as a psychological factor in which the individual prefers to make his own decision, acts on his judgments, and takes responsibility for the results, Leland Scott (1983).

Synchronous**:** it is a type of e-learning to engage in learning with your learners at the same time. Also, it contains instant feedbacks.

Asynchronous**:** it is a type of e-learning where getting engaged in learning does not occur at the same time and same place. Also, there are no immediate feedbacks.

The Interview questions:

Qu1. Did you have any training on using e-learning before the covid-19?

Yes ☐ No ☐

Would you justify your answer, please?

……

……

Qu2. What are the means by which you communicate with your students?

(Such as: Email, Social Media, Digital university platform, etc)

……

……

Qu3. Do you think that e-learning requires more work and efforts than in the traditional face-to-face?

Would you explain your answer, please?

……

……

Qu4. What type of e-learning do you prefer for teaching?

Synchronous ☐

Asynchronous ☐

Would you clarify your answer please?

……

……

Qu5. Do you communicate directly with students?

(In terms of techniques use such as, video, audio visual technique…)

If yes, would you give an example, please?

……

……

If no, do you have difficulty in direct communication with students (Especially of ideas and opinions can be exchanged through personal meeting)?

……

Qu6. Do you have enough time to answer all students' questions that you receive on the platform?

Would you justify your answer, please?

……

Qu7. What kind of problems do you meet during the e-learning lessons?

……

Qu8. During the quarantine, were students regular in attending the online lessons?

……

Qu9. During Covid-19, if there are any conditions that prevent learners to achieve the objectives of the electronic lessons, can you explain what are, please?

……

Qu10. Do you face difficulties in tracking the large numbers of students through the available e-learning tools? (Such as, receiving exams via email)

……

Qu11. Through the use of e-learning, do you think that the lack of traditional face-to-face learning affects students' performance and skills?

Would you justify your answer, please?

……

Qu12. In your opinion and through the use of e-learning, do you think that learners are capable of taking responsibilities to learn alone without teachers' instructions and feedback?

(In terms of taking notes, or of taking knowledge)

……

Qu13. Do you think that e-learning can be considered as a tool to foster learners to acquire new knowledge and skills?

……

Qu14. During the confinement, how do you describe helping students to be self-reliant?

……

Qu15. During the covid-19, do you think that learners are independent enough to depend on themselves while doing a research?

Would you explain your answer, please?

……

Qu16. The fluctuation in the educational process from traditional face-to-face education to e-learning and vice versa. Is it a feasible process for teaching?

……

Thank you for your time andcooperation

الملخص

أدى تفشي مرض فيروس كورونا 2019 والتحول المفاجئ من التعلم التقليدي وجها لوجه إلى اعتماد التعلم الإلكتروني إلى خلق فجوة أدبية في كل من عمليات التعلم والتعليم ، حيث لم يتم استخدام هذا النهج الجديد بشكل أساسي من قبل في العملية التعليمية. وبناء على ذلك، تهدف الدراسة الحالية إلى استكشاف العلاقة بين صعوبات التعلم الإلكتروني واعتماد المتعلمين على ذواتهم خلال جائحة كورونا. وعلاوة على ذلك، تسعى هذه الدراسة البحثية إلى استكشاف صعوبات التعلم الإلكتروني ورؤية فعاليته، كطريقة جديدة، في تطوير اعتماد المتعلمين على الذات. وفي المقابل، تحاول الأسئلة البحثية المطلوبة سد الفجوة لهذه الدراسة، حيث يسعى السؤال الأول إلى اكتشاف صعوبات التعلم الإلكتروني وآثارها على تطور اعتماد المتعلمين على أنفسهم أثناء تفشي الجائحة. ولذلك، تبين الإحصاءات أن هناك صعوبات جمة مثل نقص الإنترنت والتدريب، وللمضي قدما، تحول هذه الصعوبات دون تنمية الاعتماد على الذات. و يسعى السؤال الثاني لمعرفة طبيعة العلاقة بين التعلم الإلكتروني والاعتماد على الذات للطلاب. وفي المقابل، تبين غالبية الإجابات أن عدم وعي الطلاب يمنعهم من تعزيز اعتمادهم على الذات. ومع ذلك، يسعى السؤال الأخير إلى التنبؤ بفعالية التعلم الإلكتروني كطريقة جديدة لتطوير اعتماد المتعلمين على ذواتهم. في الواقع، تكشف النتائج أن هذه الطريقة ستكون مفيدة للغاية إذا كان التدريب الجيد والممارسة الكافية موجودة. وعلاوة على ذلك، تمت صياغة فرضيتن؛ يقترح الافتراض الأول أن صعوبات التعلم الالكتروني تعيق تنمية الاعتماد المتعلمين على انفسهم، و هو ما تم اثباته. كما يشير الافتراض الثاني الى انه كلما زاد عدد المتعلمين الذين يتبنون التعلم عن بعد، زاد اعتمادهم على أنفسهم و استقلاليتهم، و هو الأمر الذي تم دحضه. و بالتالي، يتم اتباع أسلوب كمي كيفي مع تصميم متوازي متقارب لتحليل البيانات. تتكونالعينة من 105 طالب في السنة الثانية ومن مجموعه 10 مدرسين من قسم اللغة الإنجليزية في جامعة العربي التبسي ولاية تبسة. ومنه،تمتصميماستبيانشبهمنظمللطلاب،بينمايتمإجراءمقابلةشبهمنظمةمعالأساتذة. ومن ثم، يتم تحليل البيانات التي تم الحصول عليها إحصائيا باستخدام تقنية الإحصاءات البرامترية للاستبيان، ونهج التحليل الموضعي للمقابلة.

Résumé

L'épidémie de maladie à coronavirus 2019 et le passage soudain de l'apprentissage traditionnel en face à face à l'adoption de l'apprentissage en ligne ont créé une lacune dans la littérature dans les processus d'apprentissage et d'enseignement, car cette nouvelle approche n'a pas été utilisée essentiellement auparavant dans le processus éducatif. En conséquence, la présente étude vise à explorer la relation entre les difficultés d'apprentissage en ligne et l'autonomie des apprenants pendant covid-19.De plus, cette étude de recherche cherche à explorer les difficultés de l'apprentissage en ligne et à voir son efficacité, en tant que nouvelle méthode, dans le développement de l'autonomie des apprenants. En conséquence, les questions de recherche requises tentent de combler les lacunes de la présente étude, dans laquelle la première question cherche à découvrir les difficultés d'apprentissage en ligne et ses effets sur le développement de l'autonomie des apprenants pendant l'épidémie. Par conséquent, les statistiques montrent qu'il existe de graves difficultés telles que le manque d'Internet et de formation; à l'avenir, ces difficultés empêchent le développement de l'autonomie. Le second cherche à connaître la nature de la relation entre l'apprentissage en ligne et l'autonomie des élèves. En conséquence, la majorité des réponses montrent que le manque de sensibilisation des élèves les empêche d'améliorer leur autonomie. Cependant, la dernière question vise à prédire l'efficacité de l'apprentissage en ligne en tant que nouvelle méthode pour développer l'autonomie des apprenants. En effet, les résultats révèlent que cette méthode serait très bénéfique si une bonne formation et suffisamment de pratiques devaient exister. En outre, deux hypothèses ont été formulées; la première hypothèse suggère que les difficultés d'apprentissage en ligne entravent le développement de l'autonomie des apprenants, ce qui est prouvé. La deuxième hypothèse suggère que plus les apprenants adoptent l'apprentissage à distance, plus ilsdeviennent

autonomes et indépendants et elle est réfutée. Par conséquent, une approche de méthode mixte est suivie avec une conception parallèle convergente pour l'analyse des données. L'échantillon se compose de 105 étudiants de deuxième année et de 10 enseignants du département d'anglais de l'Université Larbi Tébessi –Tébessa. Ainsi, un questionnaire semi-structuré est conçu pourles étudiants, tandis qu'un entretien semi-structuré est mené avec les enseignants. Par conséquent, les données obtenues sont analysées statistiquement à l'aide de la technique statistique paramétrique pour le questionnaire et de l'approche du contenu thématique pourl'entrevue.