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# **Challenges Encountering Teachers and Learners Towards the Use of Moodle Platform**

Case study of Master 2 Students of English at Biskra  
University

**Dissertation Submitted in Partial Fulfilment for the Requirements of the  
Master's Degree in Sciences of language**

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## **Dedication**

I dedicate this work to my father Mohamed, who taught me that the best kind of knowledge to have is that which is learned for its own sake. It is also dedicated to my mother, who taught me that even the largest task can be accomplished if it is done one step at a time.

To my brothers Brahim, Salah Eddine, Abdel Nour, Abdelkarim, Abdelouahab, Djamel, Mourad, Ali and Abdelhak who never hesitate to help me.

To my sister Sabrina

To the dear friend who helped me in times of frustration and were always beside me, Ghania.

To my friends Larbi, Houssam, Abdelbasset, Aymen, Abde Rahman, Temam, Haithem.

To the special promotion of Master two 2021

I dedicate this work

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I want to say thank you to all people who helped me in my career for their unconditioned encouragement and support.

## **List of Abbreviations and Acronyms**

**BL:** Blended Learning.

**EFL:** English Foreign Language.

**ICT:** Information and Communication Technologies.

**IT:** Information Technologies.

**LMS:** Learning Management System.

**Moodle:** The Modular Object Oriented Dynamic Learning Environment.

**MUOLE:** Misamis University Online Learning Environment.

**PDF:** Portable Document Format.

**VLE:** Virtual Learning Environment.

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## **Abstract**

E-learning is one of the most important aspects in the English language. However, most students and teachers still use Virtual Learning Environments inappropriately. This research aimed to investigate challenges encountering EFL teachers and learners when using Moodle platform to post and study courses respectively. For this purpose, the mixed-method was used to check out the hypothesis. Hence, 50 students and 10 teachers were asked to fulfil two questionnaires that deal with the topic of the study. This research was conducted through the comparison of the collected data from Chapter one and Chapter two, and the questionnaires results obtained by teachers and master 2 students at the Division of English at Mohamed khider University of Biskra. Statistically, the answers revealed the significance of literature review and hypotheses. Thus, according to the outcomes obtained in this investigation; there are numerous challenges that prevent teachers/learners sharing knowledge adequately. As a result of that, intensive trainings are recommended to be scheduled before using the virtual Moodle platform at Mohamed Khider university. At the beginning of the work, I faced few challenges such as : fixing the topic, the lack of ressources which tackle the characteristics of Moodle platform version used in Algeria, and the shortage of time. Later, when finishing the questionnaire, many teachers could not answer the questionnaire because they were dealing with exams' correction. At the end, I have gone over all these obstacles and have finished the research work entitled "Challenges encountered teachers and learners towards the use of Moodle platform".

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## **General Introduction**

In the 21<sup>st</sup> century, the use of technology has taken an important role especially in the teaching and learning processes. In other words, it is impossible to deal with these processes without matching it with the Information and Communication Technologies (ICTs).

Actually, the latter has a critic possession in almost all processes including collection of data, processing of information and knowledge creation. Moodle is one of the learning platforms that is based on ICT's tools in performing learning or teaching subjects, course design, distant learning room creation, and learners evaluation.

In addition, Moodle, as other learning platforms, gives many opportunities to users such as interaction, feedback, conversation and creation, organisation and assessment activities.

Hence, the present study aims to investigate Master 2 EFL Moodle courses at the English language division at Biskra University during the Covid-19 pandemic. Furthermore, it focuses on determining teachers and learners deficiencies towards these courses and comparing some uploaded courses of certain modules with typical samples of a well-designed course criteria in Moodle.

## **2. Statement of the Problem:**

Since December 2019, the world has been living under the impact of the Corona virus (Covid-19) Pandemic that caused a regression in health systems, economy, and education. In Algeria, the educational system has been encountered by many challenges concerning the continuity of traditional learning.

In March 2020, the ministry of higher education declared the abruption of in presence learning in all the Algerian universities. Therefore, after the autumn holiday, the higher authority gave, teachers and learners, the opportunity to get access to Moodle platform. This latter was considered as the only solution to overcome the issue of stopping the learning process, and to ensure the completion of the curriculum of each module.

During e-learning stage, teachers of the English language division at the university of Biskra delivered their lessons through Moodle Platform. Those lessons were different in terms of appearance, content, format, and design. Furthermore, some teachers uploaded lessons in PDF format, others in form of a text and few of them enrich the lesson form with videos and links.

The current study focuses on the challenges that encounter teachers and learners while dealing with Moodle platform, and how to raise their awareness towards the efficiency of Moodle courses on learners' progress.

### **3. Aims of the Study:**

The contribution of the present research work is targeted to improve teachers and learners utilization and exploitation towards Moodle platform courses.

- Finding out whether teachers and learners are accustomed to teaching and learning through Moodle platform.
- Spotlighting on the deficiencies that encounter teachers and learners while using Moodle platform.
- Suggesting new ways of delivering Moodle courses in order to have an effective blended learning.

#### **4. Research Questions:**

**R1:**What are the challenges that encounter teachers and learners while dealing with Moodle platform?

**R2:**Are Moodle courses provided by EFL teachers efficient to learners' development during the Covid-19 Pandemic ?

**R3:** Are teachers following the norms to design an e-course through Moodle platform?

#### **5.Hypotheses:**

- Learning through Moodle courses has a positive and/or negative impact on learners' achievement.
- Using Moodle platform to compensate face to face learning in order to have an effective blended learning.

#### **6. Research Methodology**

This part indicates the scientific steps that are going to be followed to complete this research. Rajasekar, Philominathan, and Chinnathamb (2003) claimed that research methodology is a systematic procedure in which researchers describe, explain, and predict phenomena about their work. It indicates the design, population, and sample used in this research.

##### **6.1. Research Method**

This research is born from an observation of teachers and learners use of Moodle during distant learning last year (2019/2020). Certain deficiencies were remarked while

dealing with the courses provided by teachers in Moodle platform. Hence, the method that is used depends on the nature of this research and its applicability. Thus, the mixed-method is used in order to understand the perceptions and reactions of the participants.

## **6.2. Population and Sample**

This research is primarily designed to investigate EFL Moodle courses at Mohamed Khider University of Biskra during the Covid-19 pandemic. The sample of this study consists of teachers and students of the English division at the same university to obtain more data about the phenomenon under study. Both samples are selected through simple random sampling technique. According to Cohen (2013), 35 % of the population would be enough to make an investigation. Hence, 10 teachers and 50 students is the sample of our study. The reason behind choosing students as a sample is because they are an essential and interactive component of this research.

## **6.3. Structure of the Dissertation:**

The current dissertation consists of two parts theoretical and practical. The theoretical part includes two chapters that accumulate the necessary literature review to accomplish this dissertation. The first chapter includes definition of e-learning, models of e-learning like synchronous and asynchronous learning, and its advantages and disadvantages. Furthermore, we tackle Moodle platform and other e-learning platforms and clarify its efficiency in the learning process. Moreover, the second chapter talks about difficulties, motivation and demotivation that encounter teachers and learners while using the Learning Management System (LMS), Moodle. Finally, the last chapter includes the different sections of research methodology, recommendations, limitations, and general conclusion.

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## **Chapter One**

### **E-learning and Moodle Platform**

#### **Introduction**

In this chapter, electronic learning as a recent technological mean of teaching/ learning and its clear-cut avail in education is introduced. In addition, the dynamics of contemporary systems namely Moodle platform in facilitating the process of distant teaching and learning. Moreover, we aim to spotlight on the virtual learning environment represented in Moodle Platform, and the blended learning strategy.

#### **1.1. Definition of E-learning**

E-learning is a term composed of two components « E » and learning, « E » stands for electronic and learning means the process of accumulating knowledge. Several researchers defined the term closely, for example, Koper as cited in Friesen, 2009) advised that ‘E-learning is the use of information and communication technologies to enhance learning and teaching’. Andrews and Haythornthwaite (2007) stated that E-learning is not a computer system. You cannot buy it off the shelf and plug it in. You cannot hand it to network administrators and be done with a job. To have an E-learning system means having people talking, writing, teaching, and learning with each other online via computer based systems. As a result, we find out that E-learning is a concept that means distant learning through technological means where learners interact with each other online through a system which allows them to enhance their capacities and improve their written, speaking, reading, and listening skills.

"E-learning is regarded as a new age of distant learning," according to Garrison (2003, p. 1). He also said that it uses network technology to promote online learning and provide a context for understanding its application in higher education.

The increased capacity to send, receive, and use information, as well as the speed and power of communication, provide a time and space bridge for educational purposes. E-learning, according to Moore, Dickson-Deane, and Galyen (2010), is "distant learning that uses technology that is largely web-based". E-learning can be distributed via CD-ROM, the internet, intranet, audio, videotape, broadcasting, and interactive TV (p.130).

To summarize, we may deduce from the concepts mentioned above that E-learning is the Internet and computing's surrounding setting. Learners who do not have access to the internet will profit from CD-ROMs, software, documents, audio, and video stored on their computers. They can, however, communicate through the internet using communicative skills to transfer information and share knowledge and experiences. It also incorporates other forms of learning, such as media and broadcasting, in order to achieve the optimal teaching/learning outcomes.

## **1.2. Models of E-learning**

There are two types of E-learning: synchronous and asynchronous. Synchronous learning is a learning event that takes place in real time, for example, a virtual class or peer to peer communication, telephone conversation, or video conference based on instant messaging technologies. Spontaneous interaction occurs with no time delay and with real-time class interaction between instructor and learners. The learner can interrupt the instructor to ask for clarification. Meanwhile, the former can ask the virtual class if everyone understand a concept that has just been explained. Usually, synchronous learning happens at a fixed time. Like their physical counterparts, virtual classes are scheduled so

that everyone knows when to turn-up (Morrison, 2003, p. 06). In other words, this kind of learning is the status where instructor and learners are signed-in at the same time in different places. The time of courses is predetermined by the instructor to allow students to prepare themselves. They can communicate virtually and directly with their instructor and could use technology tools such as tablets, phones, computers and smart boards to explain the lesson and provide feedback, via those tools, by the end of the course as shown in the figure on the next page.



**Figure 1: Synchronous E-learning. Retrieved from**

<http://elearningindustry.com/subjects/elearning-articles/synchronous-learning>

Asynchronous E-learning, according to Hrastinski (2008), is supported by media such as e-mail and discussion boards. Even if all participants are unable to be online at the same time, it promotes collaboration between students and teachers. As a result, it's an essential part of versatile e-learning. Many people enroll in online courses because they allow them to balance work, family, and other obligations. Learners can subscribe to an E-learning environment anytime they want and download documents or send messages to teachers or peers using asynchronous E-learning. When opposed to synchronous learning,

students can spend more time refining their contributions, which are usually considered more insightful (pp. 51-52). As previously stated, asynchronous learning refers to modes of teaching, training, and learning that do not take place at the same time or in the same place. It allows students from all over the world to find, read, update, and get input from the teacher. Learners would be able to reflect on the kind of knowledge found on the internet in this manner, allowing them to develop their own autonomy and creativity.

### 1.3. Comparison of Synchronous and Asynchronous Learning

This table shows the differences between the two types of E-learning in terms of the characteristics of teaching for each type.

<b>Asynchronous Interaction</b>	<b>Synchronous Interaction</b>
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Can be accessed anytime, anywhere.</li> <li>• Fits into learner's own schedule</li> <li>• Encourage shy students to participate.</li> <li>• Builds a sense of community.</li> <li>• More individual attention for learners.</li> <li>• The flow of discussion can be retrieved.</li> </ul> <p><b>Drawbacks</b></p>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Visual and aural cues are helpful.</li> <li>• Immediate feedback to comments or questions.</li> <li>• Most people have experience, thus are more comfortable and natural in participation.</li> </ul> <p><b>Drawbacks</b></p> <ul style="list-style-type: none"> <li>• Problems in scheduling due to time zone constraints for learners from different geographical locations.</li> <li>• Some learners may be present but</li> </ul>

<ul style="list-style-type: none"> <li>• Lack of visual or aural cues.</li> <li>• Writing and reading skills affect communication effectiveness.</li> <li>• Delayed feedback to questions or comments.</li> </ul>	<ul style="list-style-type: none"> <li>passive.</li> <li>• Harder to manage the interaction processes in larger group of learners.</li> </ul>
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**Table 1: Comparison between Asynchronous and Synchronous Interaction (Rogers et al, 2009)**

Table 1.1 shows us the main differences between asynchronous and synchronous learning. We can deduce that E-learning is like any other learning process including a teacher, students, content and virtual environment. Learners improve their writing skills, send messages and receive feedback from their instructor whereas others establish a virtual conference via the internet. Thus, the former can guide his/her students to improve their skills according to their urges and needs.

Teachers and students will use online tools to establish engagement and teamwork. Learners may take synchronous or asynchronous classes that are either scheduled or unscheduled. We may use specific examples to explain and simplify all forms. Our classmates at the department of foreign language at Biskra University proposed making Facebook conferences last year to practise English in summer holidays. They have created accounts and specified a day to log on at the same time and exchange knowledge and information. Some of them used Facebook; however, others preferred to use Telegram to maintain a video call which allowed them to create more interactive environment. Each time, some one of us ruled the conference by choosing one topic among three which were already prepared. In case students could not sign in at a specific time, we recorded the

conference for them to benefit from what has been done. The actual difference was that students who attended the course were more intellectual, extroverts, good speakers and involved students compared to those who watched the recorded video of the lesson.

#### **1.4. Advantages and Disadvantages of E-learning**

We are going to discuss some of the advantages of E-learning as an emerging concept that has been introduced into schools and educational institutions. Nowadays, e-learning is regarded as one of the most successful educational processes. Thus, several authors like (Klein and Ware, 2003; Algahtani, 2011; Hameed et al, 2008; Marc, 2002; Wentling et al. 2000; Nichols, 2003) as it is stated in Arkorful (2014, p. 401) have provided some advantages as the following:

1. The advantage of e-learning in education exists on the focus of the learners' needs as an important factor in the process of education rather than on the instructors', or educational institutions' needs.
2. The flexibility of time and space are considered. Every student chooses the time and place that suits him/her.
3. E-learning increases the efficacy of knowledge and competencies through access to a huge amount of information.
4. E-learning helps to avoid obstacles that have the ability to hinder participation and talking to other learners.
5. E-learning fosters learners to interact with each other, as well as exchanging knowledge and respect different point of views.
6. E-learning is cost effective in the sense that there is no urge for the learners to travel.

7. E-learning always takes into consideration the individual learners differences. Some learners, for instance prefer to concentrate on certain parts of the course, while others are prepared to review the entire course.

In terms of income, it is self-evident that E-learning is cost-effective. It offers learners a variety of diverse options for developing and practicing their own thinking abilities, as well as a variety of formats and approaches to choose from, as they are an essential part of the learning process. Despite that, e-learning has some drawbacks suggested by Turban, King, Lee, Liang, & Turban, (2015, p. 221) which can be summarized as follows:

1. Face to face Interaction could not be replicated by virtual milieu.
2. The lack of instructors to increase the knowledge to teach by electronic means.
3. Additional funds are needed to purchase E-learning system equipment and costs money for creation, use, and maintenance.
4. It is difficult and expensive to protect the copyrighted works from plagiarism.
5. Instructors find it hard to keep students motivated and whether they have done their assignments and exams thoroughly.

We conclude that adopting an e-learning system is not an easy task to establish. Some of the teachers are not aware of how to create and/or maintain the system or even how to start a virtual communication via electronic means. Another crucial issue comes from the limited economic funds provided by the government which lead to the use of old methods and techniques. At the time being, some modules like phonetics is taught through black board and chalk that are considered old-fashioned and may not meet the objectives of teaching and learning in the era of technology. To solve the problem, the government

should supply enough budget to develop the equipment of our educational system. Students are waiting for a real evolution in education; however, teachers are still responsible for updating their techniques by shifting from traditional methods to a new approach full of eclecticism.

### **1.5. The Role of E-Learning**

Distant education seeks to assist learners in achieving equivalence of educational opportunities in order to respond to the high growing demand for education, whether from those whose circumstances prohibit them from studying in conventional classroom-based learning or those who have personal, economic, or social issues that prevent them from learning easily. E-learning also meets the needs of modern growth by supplying skilled and competent human capital and increasing the availability of continuous education. Nowadays, young people, old people (males and females), and housewives may use their free time to educate themselves and acquire the knowledge and skills they need (Saudi Ministry of Higher Education, 2007). To put it another way, distance learning makes it easier to learn, particularly for those who are occupied with job and family obligations. In comparison to students who take standard classes, it also gives them an equal opportunity to learn.

### **1.6. Tools of E-Learning**

E-learning is being implemented today in various forms and through various tools emails, blogs, wikis, e-portfolios, animation, audio and video links, podcasting and specialised software. Bhatia (2011) stated that we can create through these tools a learning situation spread over distance and location that is picturesquely termed as a virtual classroom. Blogs or individual platforms are increasingly being used by teachers to upload

educational materials, exercises and assignments. Another tool (wikis) has emerged from the concept of Wikipedia which becomes famous in the last few years. It allows readers to have an access to any topic such as history, explanation of phenomena or the developments in the field of psychology or education. Moreover, audio-video links provide links to specialised topics of a particular course or module being taught by a teacher to supplement the regular form of teaching (ibid).

Accordingly, the environment of e-learning requires both good computing hardware and preliminary sophisticated software. The computer must contain good graphical and sound card for better performance while learning. Besides, audio and video, recording, and filtration software like Wave-Pad Audio Editing, Audacity, Cam-studio, Camtasia, and Webinaria are the most famous video and audio recording software that play an important role in leading E-learning conferences. For further use, learners may use studios to podcast their own lectures, personal experiences, and stories.

### **1.7. Definition of Moodle**

The Modular Object Oriented Dynamic Learning Environment (Moodle) has been introduced as a Learning Management Systems (LMS), in 1998 and released in 2001. Moodle becomes the most common used LMS at that time. Furthermore, Moodle has the ability of tracking the learner's progress, and can be used by both teachers and learners. This fact implicitly includes both security and privacy threats and makes Moodle a weak system (Mohsen , Maaita, Odah &Nsour, 2013).

### **1.8. History of Moodle**

Moodle was created in the Australian outback and first published in 2002. Martin Dougiamas, the founder and CEO, grew up in the desert and learned via distance education

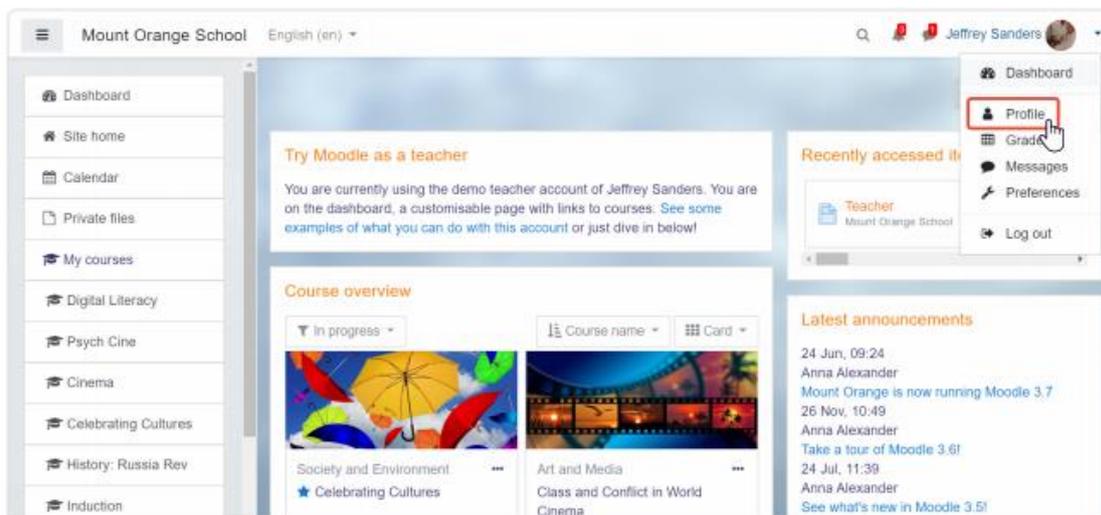
through radio. His experiences sparked the idea for a more immersive and collaborative distance learning approach. His vision was for educators to have an online platform they could use to create personalised learning environments (<https://moodle.com/about/>).

With the worldwide community of teachers and designers in mind, Martin imagined Moodle as an open source venture, so that engineers, teachers and associations around the world may share information and contribute to upgrading Moodle. Taking after the ethos of open source, it would donate everybody the opportunity to alter and adjust the Moodle computer program to precisely the way they required it (<https://moodle.com/about/>).

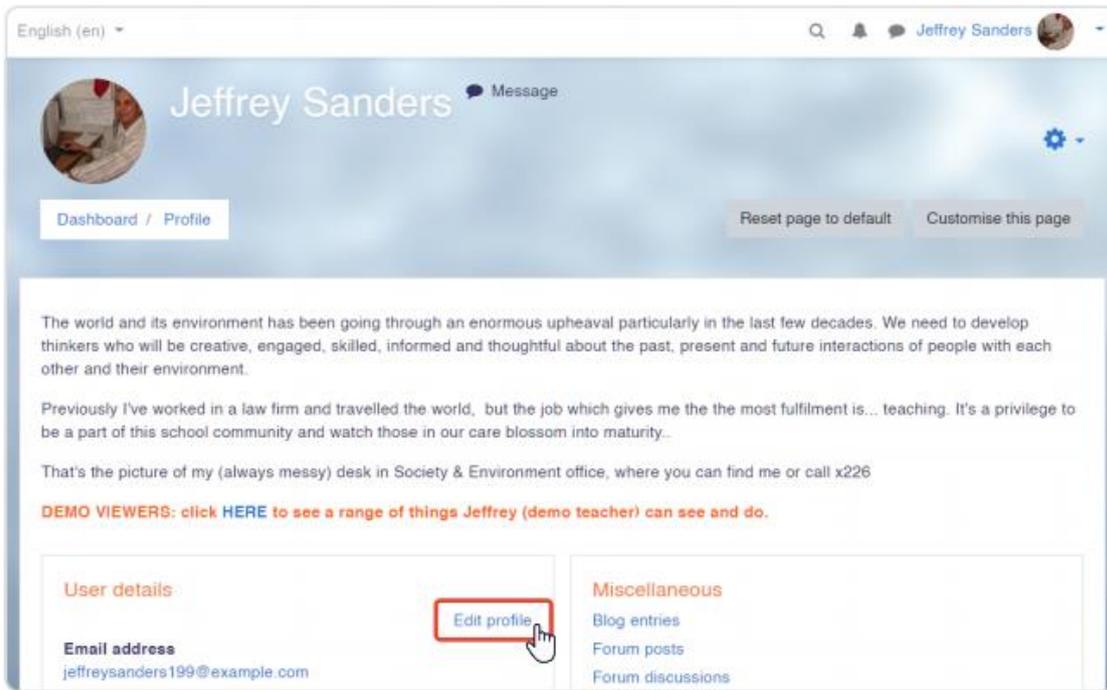
## 1.9. How Moodle works

### 1.9.1 Customizing your Teacher's Profile

Your teacher profile is available to your learners and colleagues, so it's a good opportunity to introduce yourself, prove that you're a human being and not a chatbot, and earn some trust from the students.



After clicking Profile in the upper right corner, you'll get to your personal page where you can edit personal information, add a photo, and create an introduction. Click Edit profile to do This.



There, you can enter some text about yourself (or record a video introduction, if you like), place a photo, and leave additional contact information.

## 1.9.2 Creating an E-learning Course

By default, Moodle doesn't allow Teachers (meaning the role in the system) to add new courses. Here, we must make a quick remark about user roles in Moodle.

After clicking Profile in the upper right corner, you'll get to your personal page where you can edit personal information, add a photo, and create an introduction. Click Edit profile to do this. There are five major standard user types in

Moodle:

**Administrator** : a host of a party who can do everything with the system.

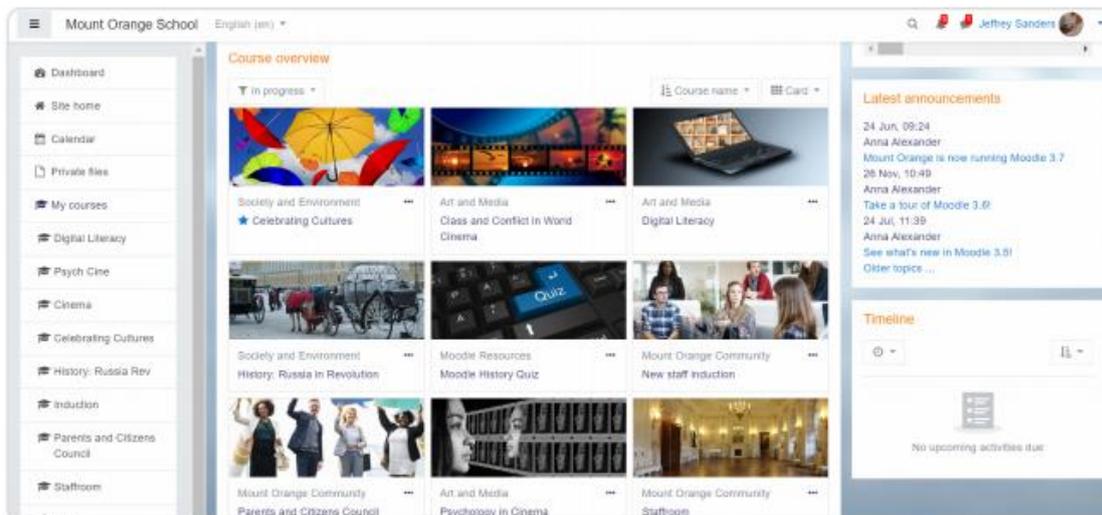
**Manager:** has similar capabilities as an Administrator, but unlike the Administrator, this role can be assigned and the capabilities can be customized.

**Course Creator:** can, well, create new courses.

**Teacher:** can add and edit content and activities within a course.

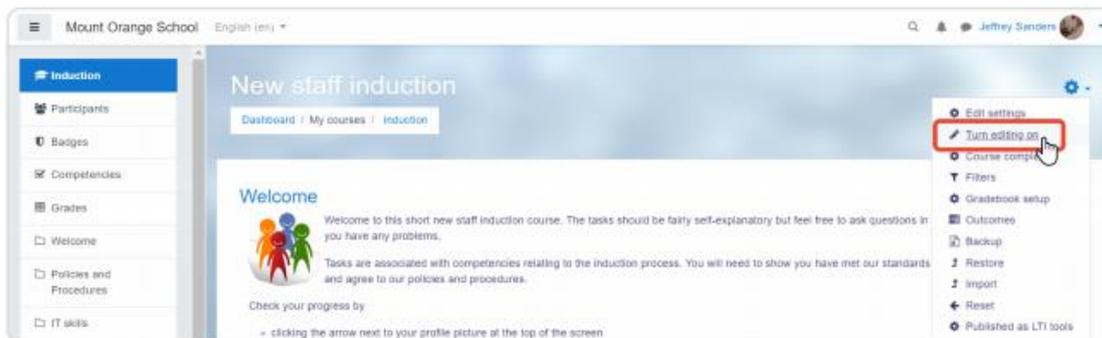
**Student:** can access available courses.

So, if you're a teacher, you'll need to contact your admin or manager and ask them to either give you course creator permissions or create an empty course shell for you. For example, in the Mount Orange School demo in the teacher view, we have nine courses assigned by an admin.



Within these course shells, we can do almost anything: create new units or delete them, add quizzes and resources, or set up a gradebook. To start developing course content, click on the gear icon in the upper right corner,

and choose **Turn editing on**. In case you don't have such an option, contact your admin to enable it.



### 1.9.3 How to set up a course structure

There are four types of course formats that define the outline of a course:

- **Single activity format:** suitable when you have just one activity or resource to study. For example, a survey, a book, or a video lecture. Also, choose this format if you have a SCORM package.



- **Topics format:** organizes content into different sections (lessons, units, or whatever you prefer to call it).

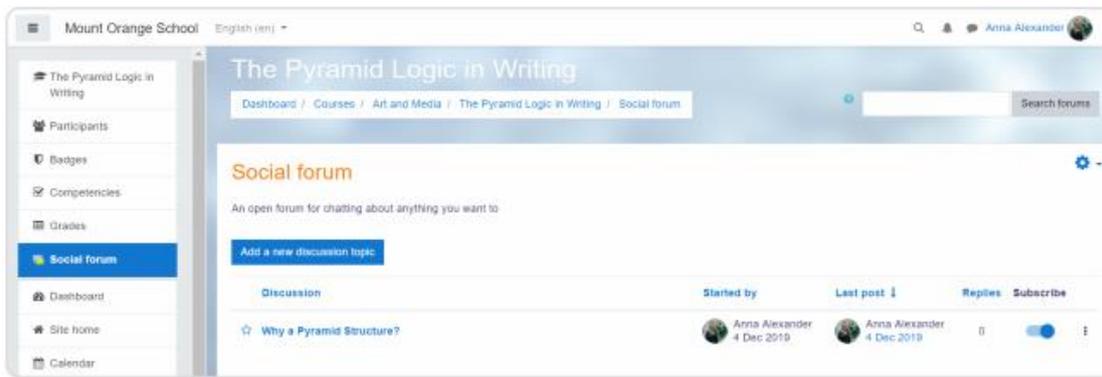


- **Weekly format:** this is similar to the topics format, but instead of units, you'll have weeks. This is a good option for you if you'd like to set a regular learning pace for your students.



You can rename dates into Week 1, Week 2, and so forth, to make a course more reusable

- **Social format:** if you choose this format, then you'll have a forum instead of traditional units. This is a good choice when you need informal learning and would like to encourage discussions between learners.



Forums are useful for helping learners to get to know each other and allow productive informal communication. So, open the course shell you're going to fill with the learning content and activities. Click the gear icon in the upper right and turn on the editing mode. After doing so, again, click the gear and choose **Edit settings** from the drop-down menu.



Scroll down the course settings to the **Course format** section and choose the format you would like to proceed with. Then click **Save and display**.



### 1.9.4 Adding Activities and Resources

In Moodle language, activities are the ways students interact with a course. Quizzes, glossaries, forums, and assignments are all generally called ‘activities.’



the course, by the virtual classes created. Moreover, it may constitute an environment where courses, topics of laboratories and seminars or necessary bibliography can be posted. Also, it is considered as a space where students' data can be easily dealt with (virtual secretariat) may be constituted. It provides knowledge assessment and self-assessment opportunities by online testing. Hence, it enables good communication and socializing by means of chat or forum, both between trainees and with the teaching staff. Individual communication with the teaching staff can be achieved or topics can be debated on by all members that access the platform (Oproiu, 2014).

Activity	Module	Description
Creation	Database	allows to build, display and search a bank of record entries about any topic [19]; allows to share a collection of data [15];
Organization	Lessons	represent a set of ordered topics summarizing the instructional materials [15] and allow the access to them through the respective link;
Delivery	Assignments	allow teachers to collect work from students [15]; allow teachers to evaluate the student's work and provide feedback including grades, in a private mode [19]; allow students to upload assignment files [15, 20];
	Workshops	represent a peer assessment activity with many options [19]; allow students to submit their work via an online text tool and attachments [19];
Communication	Chats	allow synchronous conversation [20];
	Forums	represent a communication tool where students and teachers can exchange ideas by posting comments [15, 19];
	News	represent a special forum for general announcements [19]; allow teachers to add posts and to send emails [19];
Collaboration	Glossary	allows creating and maintaining a list of definitions [19]; represents a mechanism for collaborative activities that can be restricted to entries made by the teacher [19];
	Wikis	allow users to edit collaborative Web pages [15]; provide space for collaborative work [15, 20];

Assessment	Choice	allows teachers to ask questions and specify multiple choice answers [19]; represents a useful mechanism to stimulate thinking about a topic [19];
	Quiz	allows teachers to design and build quizzes with a variety of questions, with different types of answers, such as multiple choice, true/false, short answer [15];
	Survey	allows teachers to gather feedback from students using prepackaged questionnaires [15, 19];
Reusability*	Feedback	allows teachers to create surveys to collect feedback [19];
	SCORM	represent specifications that enable interoperability, accessibility and reusability of the learning content [19]; represent tools that enable SCORM packages to be included in the course [15];
	External tools	enable interaction with compliant learning resources (eg. Learning Tools Interoperability) and activities on other Web sites [19]; provide access to new activities' types or materials [19];

**Table 2: Activities and modules of the Moodle platform**

### 1.11. Moodle and Blended Learning

Blended learning has been developed as a technological method of teaching in addition to conventional face-to-face instruction after Moodle was released as an open source learning program (Dougiamas and Taylor,2003). Moreover, The social constructionist epistemologies theory supports the extension of the learning process through the use of open source management systems (Andrews and Haythornthwaite, 2007). Also, its aim is to build an atmosphere that allows for positive interaction among students as a standalone or in addition to traditional classroom instruction by providing a collection of resources that support an inquiry-and-discovery-based approach. This philosophy emphasizes the exchange of thoughts, views, and other social objects (Brandle, 2005as stated in Al-Ani, 2013, p.96).

Using Moodle in the classroom improves students' language communicative skills and necessitates social contact between the teacher and students, as well as among the students themselves (Al-Ani, 2008). According to Siirak (2008) and basing on social constructivist learning theory, blended learning with computer-based learning in a Moodle e-learning system is an important method for teaching and learning in the occupational health and safety discipline.

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## **Chapter two**

### **Blended Learning and Moodle Features**

#### **Introduction:**

Blended Learning is considered as one of the most important qualities of learning through which teachers/students may interact with each other using two types of learning. One type is real classes learning and the other is virtual classes learning. Hence, this method is applicable in the Algerian context during Covid-19 Pandemic.

#### **2.1 Students' Characteristics and Background in a Blended Learning Intervention**

##### **2.1.1 Self-Regulation**

Self-control is an important and crucial part of learning (Barnard et al 2009). Students must exercise control over the various learning resources available to them, such as learning time, study setting, and peer and teacher assistance (Pintrich 2000). According to Boekaerts and Corno (2005), learners in learning environments that use self-regulated learning techniques are better able to control their learning tasks. The capacity of learners to control their own learning processes is critical to such learning outcomes as knowledge construction and intrinsic motivation (Cleary and Zimmerman 2004; as stated in Zhu & Kintu,2016 , p.182).

##### **2.1.2 Attitudes towards Blended Learning**

When people have a good attitude toward learning, they can use learning techniques effectively (Haddock and Maio 2009). Students' attitudes toward online courses are influenced by factors such as ICT use, subject area, intrinsic and extrinsic motivation,

and on-line learning. Some studies clarify that blended learning has resulted in satisfaction, indicating a positive attitude toward such a learning environment (*Ibid*).

### **2.1.3 Family and Social Support**

Parental support is critical for blended learning learner performance (Black 2009; Russell 2004), and emotional family support predicts e-learning effects (Chu 2010). The presence of family support, especially in regard to IT applications, has been shown to reduce anxiety associated with IT use (Bimber 2000), and in our situation, incorporating technology into learning is a challenge for many learners, necessitating tangible family support (Chu 2010).

According to Berkman, the theory of social support examines the origins of supportive or protective forces associated with people's social relationships and networks. Since feelings of connectedness and belonging are considered crucial factors in online learning, they must be encouraged for online collaborative learners (Hara, Bonk & Angeli 2000). Other forms of social support needed for success in learning environments, according to Jacobson (1986), are informational, instructional, and emotional supports. In this research, some learners who are 24 years old are still funded by their parents at university. As a result, we investigate the need for social, financial, and other forms of support for blended learning success in this intervention (Zhu & Kintu, 2016 , pp.182).

### **2.1.4 Management of Workload**

YukselTurk (2010) discovered that low levels of peer contact were due to a variety of interaction and occupations. Assessment demands at work and requirements for them to

learn independent study skills in a limited period of time. According to Holley and Oliver (2010), would often make it difficult to access academic time. Examining learner workload control is an essential feature of blended learning interventions (ibid).

### **2.1.5 Computer Competences**

Students' computer application knowledge and ability can motivate them to use technology in their learning, while a lack of it makes it difficult for them to learn (Lofstram and Nevgi, 2007). Students' familiarity with ICT resources allows them to interact more effectively with the tools used in blended learning (Zhu & Kintu, 2016 , pp.182).

### **2.1.6 Gender and Age**

According to research, female students perform poorly in science and technology (Crombie and Abarbanel 2000) and in male-dominated environments (Phan 2001). Boys outperformed girls in ICT literacy due to their extensive use of computers and optimistic attitudes (Volman and Eck 2001). There are no major gaps in academic achievement grades between male and female students in some cases, even though female students performed better in pre- and post-tests in conventional and mixed learning settings, respectively (Yasar and Demirkol 2014). According to Hoskins and Hooff (2005), age is a predictor of achievement, and older students do better in online learning than younger students. In online settings, however, there were no gaps in output between old and young learners (Colorado & Eberle 2010 as cited in Zhu & Kintu, 2016, p.183).

## **2.2 E-Learning Design Features**

### **2.2.1 Interactions in E-learning**

Learners benefit from student-to-student engagement because it allows them to meet online and develop a sense of community (Sorden, 2011). According to Garrison (2009), learners build social presence as they identify and communicate with a community and form relationships. Furthermore, Tu and Corry (2003) claimed that interactions between students that are meaningful and academically rich are both beneficial to learning and enhancers of learning.

In blended learning, student-faculty engagement supports good learner outcomes (Smulsky, 2012), and frequent contact motivates and engages students (Chickering & Gamson, 1987). Chen, Gonyea, and Kuh (2008) emphasize the importance of student-faculty contact in promoting learner engagement, satisfaction, and successful learning outcomes. Staff members' primary roles in ensuring meaningful interactions with learners are to clearly demonstrate how learners will contact the instructor and to respond to learners' issues in a timely manner (Graham et al., 2001 as cited in Zhu & Kintu, 2016, p.183).

When learners are active, participatory, and reflective in their learning, the learning process becomes even more significant (Payne, 2007). Learners can benefit from using the discussion forum to exchange knowledge by participating in discussions since it allows them to interact with peers and engage in self-reflection, which leads to knowledge development (*Ibid*).

### **2.2.2. The Use of the LMS and Its Tools**

Learners' attitudes toward online learning are influenced by the perceived functionality of any learning management system (Pituch & Lee, 2006). Learners can access course resources such as notes, power point slides, videos, journal articles, and handouts using Moodle, which aids learners in self-directed learning. Learners enjoy services such as accessing lecture notes and materials, uploading coursework, and viewing grades, but the calendar, forums, and personal messages are rarely used (Norris, Sporre & Svendsen 2013). According to Berg and Lu (2014), student satisfaction with Moodle was mostly based on the simplicity with which they could find course information on the system, as well as the ease with which they could download and post assignments (*Ibid*).

Discussion forums, for example, are known to enhance interaction and discussion as well as boost student engagement by encouraging critical analysis, reflection, and the social production of knowledge among learners, as well as assisting in the formation of learning communities (Garrison 1993). McKeachie et al. (1986) found that using the forum promotes active learning and the development of learner thinking ability, as well as motivating learners to study more. The chat and news forums are useful for exchanging information and announcements, as well as requesting clarification on issues that are unclear (Amandu, Muliira & Fronda, 2013 as cited in Zhu & Kintu, 2016 , p.182).

### **2.2.3 Technology Quality**

Piccoli et al. (2001) found that the quality of technology, especially the internet, had a substantial impact on online learning satisfaction. When IT is of excellent quality and reliability, substantial learning effects are guaranteed (*ibid*). According to Othman and Musa (2012), internet surfing speed and campus internet access reliability are the most important factors.

#### **2.2.4 Face To Face Support**

Reisetter (2007) found satisfaction with face-to-face, while Akkoyunlu and Soylu (2008) found that face-to-face sessions ensure interactions. According to studies, the proportion of online vs face-to-face sessions varies significantly. According to Ranganathan et al. (2007), the proportion varies from 75 percent online and 25 percent face-to-face to 13 percent online and 87 percent face-to-face, and this is highly depending on the institution. Finally, he advocated that students, instructors, and institutions be considered when determining the proportions of online and face-to-face learning.

#### **2.2.5 Learners' Motivation**

Motivation is one of the most important parts of learning in general, and it would be even more successful in E-learning. Because face-to-face/traditional learning necessitates a high level of motivation on the part of the student, students must maintain track of their progress and continue to improve and master new skills. This appears to be even more crucial in E-learning, since they must build and maintain that level of motivation on their own, as well as be prepared to face difficult periods when searching for new knowledge and learning new vocabulary without having the instructor/teacher in front of them ( Al Jardani, 2020, p.58).

Dörnyei (1990) and Ur (1996), on the other hand, claim that E-learning appears to be very appealing and may drive students to study more than usual. This could be due to the resources used and the manner in which teachers communicate with their students. The role of parents can also be beneficial in motivating children to work harder and to follow up immediately (ibid).

### **2.2.6 Learners' Attitude**

Technology may always be viewed as something with which we may have fun. Students do spend a lot of time on their smart phones, messaging, viewing videos, and utilizing various apps. The important question is whether pupils will be able to put it to good use (Zhao, 2003). According to Akbari et al, (2012) and Cinkara & Bagceci, (2012), students' attitudes about E-learning appear to be the most essential aspect in having a successful experience (2013). This adds to the side of E-learning as younger generations get more familiar with them and appear to love utilizing them for pleasure. This would offer instructors and curriculum developers the opportunity to use it and become familiar with the approaches required ( Al Jardani, 2020, p.59).

On the other hand, according to Tallent-Runnels et al. (2006) and Ayn, access to the internet, content availability, and students' readiness to learn through E-learning are all crucial aspects (*Ibid*).

### **2.2.7. Readiness of Materials**

Another problem an instructor might encounter is the ability to develop materials on time. The design aspect, as well as the necessary training, are critical, as they were taught and learned to teach in different ways. In the context of e-learning, the sort of resources and how attractive they are are critical considerations (*ibid*).

### **2.2.8. Learning Context**

Instructors, students, and the surrounding context – which includes parents and society as a whole – are all critical. Within the E-learning setting, the social component and how supportive the interested parties are can make a major difference. Teaching online differs from face-to-face instruction. As previously stated, face-to-face instruction is

available. This would necessitate instructors developing and learning this new teaching method, as well as the resources required. Instructors must be aware of this transition, according to Yi (2012), and must work hard to improve both their abilities and competences in order to provide a high level of teaching through E-learning (*Ibid*).

Within E-learning, there is a need to adapt the learning style of the pupils. Self-taught abilities must be strength of the students, as well as the instructor, parents, and education providers.

<b>Student</b>	<b>Teacher</b>
Motivation	Technological Confidence
Conflicting priorities (time)	New learning style confidence
Academic confidence	Motivation and commitment
Technological confidence	Qualification and competence
Learning style	Time
Gender	
Age	<b>Course</b>
	Curriculum design
<b>Technology</b>	Pedagogical model
Access	Subject content
Software and interface design	Teaching and Learning Activities
Costs	Flexibility (delivery mode)
Localization	Localization
	Availability of educational resources
<b>Institution</b>	<b>Support</b>
Knowledge Management	Support for students from faculty
Training of teachers and staff	Social support for students
	Support from employer
<b>Costs</b>	Support for faculty
Technology	<b>Society</b>
Access rates	Role of teacher and student
Tuition, course fees	Attitudes on e-learning and IT
Books	Rules and regulation
Institutional Economy and funding	

**Table 2.3: Factors Affecting Success in E-learning**

### **2.3. Challenges and Opportunities of E-learning**

According to Zhang et al., (2004), e-learning is still not in a position to replace traditional learning due to a number of challenges, despite the fact that it is an effective strategy in some cases. E-learning cannot cover such an element between students and even the instructor because learning is more of a social cognitive endeavor. The lack of face-to-face interaction in such instruction would be readily apparent. Boredom can also be observed among students: Long periods of time spent in front of a computer will contribute to this. Issues relating to the responsibilities of instructors, students, and other interested parties are also important to examine. Through the asynchronous and synchronous learning network paradigm, E-learning can liberate learners and instructors from interactions as well as time and geographical constraints (Pei-Chen Sun et al., 2008 as stated in Al Jardani, 2020, p.60).

Caroro et al. (2013) discuss a study in the Philippines that looked at the efficiency of the Misamis University Online Learning Environment (MUOLE). A total of 342 students completed the following questionnaire: They came to the conclusion that their university's online system is effective for downloading materials and assignments, taking quizzes and exams, submitting requirements, and verifying files and assessment results. They went on to say that combining online and conventional learning would be beneficial. However, one of the most detrimental effects of E-learning is that MUOLE (their university E-learning system) encourages students to copy from each other when working online, according to the study (ibid).

Furthermore, Wu et al. (2019) emphasized that E-learning allows students to study at any time and from any location. Learning and teaching platforms can be customized to meet the needs of both teachers and students. Effective learning requires good

communication skills and a well-defined study schedule. However, depending on their learning styles, some students may be badly affected; however, they must manage with this situation and discover new ways to study online.

Other concerns associated to the lack of face-to-face tasks must be considered, and both the instructor and the students must receive training. Trust, accountability, academic integrity, and other associated issues should be monitored, and duties should be assigned to cover them at various levels. This would ensure that the E-learning technique is of a high standard. Internet security is a difficult undertaking because of the processes involved, and every institution's IT staff must be capable of ensuring that it runs properly.

#### **2.4. The Right Mix**

There are disagreements about how much E-learning is needed by students and institutions, and how much of the course should or should be offered online. Moreover, Institutions are eager to reach out to international students, and they plan to find a means to reach out to as many students as possible who are physically unable to reach them (Allen & Seaman, 2013). Without a question, online learning has proven to be effective in terms of saving time and money (Bowen, 2013); online learning has proven to be here to stay. The only question is whether it will be able to separate itself from the existing way (Al Jardani, 2020).

Many studies on student satisfaction have been undertaken, and it appears that both E-learning and face-to-face training are beneficial (Wagner, Garippo, & Lovaas, 2011). Direct interaction with the instructor is valued by both parties, and students are eager to take part in and participate in an online course. As Wyatt (2005) pointed out, students' perceptions of online and classroom learning varied, with some students performing better in the online environment while others are not. Callaway (2012) came to the conclusion

that the “right mix” of classroom and online training might make a significant effect. Therefore, both approaches offer components that can be beneficial to students. Ensure that there is interaction, and that it is good. This can lead to a higher degree of student satisfaction. Hybrid learning may be the way of the future for education.

## **2.5. Learning Outcomes in Blended Learning**

### **2.5.1 Intrinsic Motivation**

Intrinsic motivation is a learning outcome since it is used to assess learners' reactions to the blended learning intervention's experimental activities. Learners' intrinsic motivation can be harmed by emotional sensations of worry, anxiousness, and stress in blended learning situations. Moreover, learner anxiety, for example, can be caused by a variety of circumstances, including the use of a learning management system or the tasks that must be completed there (Saadè & Otrakji 2007). Similarly to how course grades are commonly employed as indications of student accomplishment, affective elements are just as good as cognitive factors in predicting learning outcomes (Kuo *et al.*, 2013). Hence, work done with ease, fun, enjoyment, and competence has been found to reflect intrinsic motivation in learners (Kremenska 2009), and so warrants further investigation in this study to determine the success of a blended learning intervention (Zhu & Kintu, 2016, p.184).

### **2.5.2 Satisfaction**

The baseline need for a successful implementation strategy, according to Naaj, Nachouki, and Ankit (2012), is learner satisfaction in blended learning settings. Debourgh(1999) discovered a strong link between learner satisfaction and the performance of course instructors, particularly in terms of availability and reaction time to students.

In terms of technology, reliable and accessible equipment is critical for student satisfaction (Bower & Kamata, 2008). According to Chong, learners' irritation with blended learning technologies generally leads to low satisfaction with the learning experience (1998). In addition, research suggests that preparing course content and teaching it in mixed learning environments leads to student satisfaction (Debourgh, 2003). In comparison to a traditional classroom, Jones and Chen (2008) discovered that the course instructor kept learners up to date and provided fast feedback, and that learners made an extra effort to communicate with the instructor. Many studies have found that students are satisfied, even if some features do not match up to perfection in others (Giannousi *et al.*, 2009; Jones & Chen, 2008 as stated in Zhu & Kintu, 2016, p184).

### **2.5.3 Knowledge Construction**

According to research, in online learning, the process of learning from others as a technique of knowledge production resulted in learners exchanging ideas and sharing information (Rahman, et al 2011). A doctoral program with well-designed learning programs and allocated roles aimed toward learner acquisition of their own knowledge produced high levels of knowledge production (Lai 2013). Helling and Petter (2010) described a case in which students were given the opportunity to respond to questions posed by instructors in work descriptions (*Ibid*).

### **2.5.4. Learning Performance**

Comparisons of learner performance while receiving traditional face-to-face instruction and blended learning instruction have previously shown that blended learning instruction produces better results (Hill, Chidambaram, and Summers, 2013), despite the fact that other studies have found the opposite (Hill, Chidambaram, and Summers, 2013). (Brown and Liedholm 2002). Blended learning has no influence on students' performance

in a statistics course, according to Kwak, Menezes, and Sherwood (2013). In the end, we observe that some studies claim that performance in blended courses is equivalent to traditional face-to-face (Delialioglu and Yildirim, 2009), superior or better (Atan, Rahman, and Idrus 2004), or even worse (Delialioglu and Yildirim, 2009). (Brown and Liedholm 2002, as cited in Zhu & Kintu, 2016, p.184).

According to the reviewed literature, successful blended learning environment designs necessitate a thorough study of the learners' characteristics and backgrounds, as well as the technology used (El-Deghaidy & Nouby 2008). There is no existing theory that adequately explains the occurrences under investigation in this research. As a result, the study pulls from Bean and Metzner's (1985) paradigm of online drop-out, which takes into account influences before and during the course. Learner characteristics such as gender, age, and employment situation are considered prior to the course, as are factors such as time conflict, family concerns, and technical components during the course. Furthermore, Tinto (1987, 1993) demonstrates that student interactions are recognized to relate to learner persistence in online courses, and that many students are affected by the balance of class, work, family, and community activities (Graham & Gisi 2000). Bean and Metzner (1985), go on to say that learners over the age of 24 are heavily impacted by their peer groups, friends, family, and employment. They also say that age, work hours, family responsibilities, and outside encouragement are all factors that influence learner perseverance in online courses. We established the conceptual model for this study based on the above-mentioned literature (*Ibid*).

## **Conclusion**

The Algerian universities aimed at finding out a new way to ensure the continuity of their courses during the lockdown. For that, blended learning were used in order to compensate most of the missing hours in class, so that it appeared as an effective method to deliver courses in Moodle platform, share knowledge, and interact with teachers and learners simultaneously.

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## **Chapter Three**

### **Field Work**

#### **Introduction**

The following chapter aims at analysing the different data collection tools in order to draw an in-depth interpretation carried out in this research. The main objective is to explore the platform of Moodle in teaching during Covid-19, factors affecting its implementation, and whether it plays a role in enhancing learners' achievement compared to face to face learning. These elements were designed in a form of questions while conducting the study. Two semi-structured questionnaires were administered to teachers and students in order to obtain data about the phenomenon under study. Therefore, the following results obtained in the data analysis collected through questionnaires are presented in response of the problem discussed and the introduction of the dissertation.

#### **3.2. Research Methodology and Sample of the Study**

A mixed-methods approach involves the collection and analysis of qualitative and quantitative driven data in a single study. Methodologically, this practice is evidenced by the fact that acting in such a way can open up and offer the researcher insightful feedback that may help to achieve the set out research goals.

In the present study, such a nature of this investigation requires adopting a mixed methods approach in order to understand the perceptions of, and reactions towards, the innovative act through a qualitative interpretative perspective. We believe that no single research approach can provide us with the suitable explanations of what we are researching. Rather, we assume that combining the two approaches is more appropriate.

The researcher decided to opt for two data collection methods. This number of tools seeks to gain rich information, and in the meantime corroborate the findings by cross checking the results. The selected data collection methods are a questionnaire for students and a questionnaire for teachers.

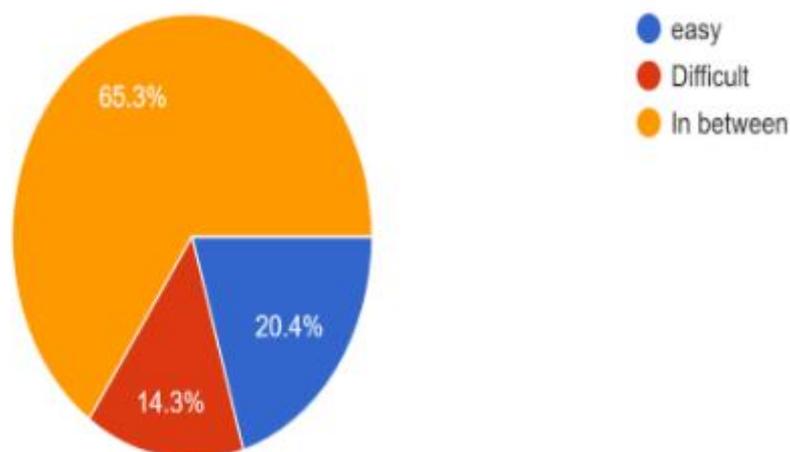
The sample of this study is a combination of 10 teachers and 50 students. The reason behind using two samples is cross checking recorded results in order to obtain valid and verifiable data. Second, the use of Moodle platform in something new into our classrooms and its practice requires the interpersonal relationships between teachers and students and that bond cannot be disassociated. Thus, 10 teachers and 50 students participated in answering both questionnaires.

### 3.3. Description of Students' Questionnaire

The questionnaire is addressed to 50 students of 2<sup>nd</sup> year of master at English Language Division. It is consisted of 9 questions in order to figure out whether students are accustomed to use Moodle platform appropriately , or not.

### 3.4. Analysis of Students' Questionnaire

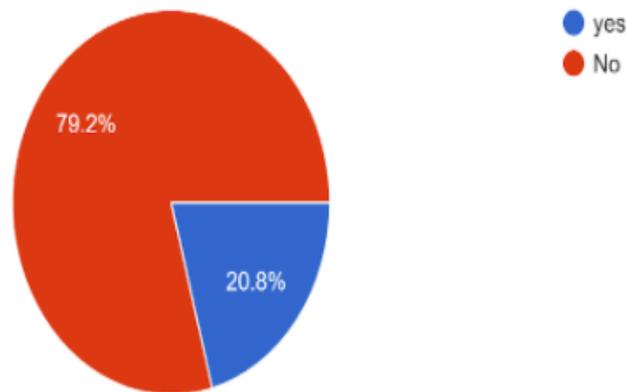
Q 1. The COVID-19 pandemic has touched everyone's lives, and in particular learning. How did you find learning online?



**Figure 3.2: Students Perceptions About The Use of Moodle Platform**

From the pie chart indicated above, it shows that most of students are not accustomed with the use of Moodle platform. These could be a result of the lack of training and exploration to the online platforms at our universities.

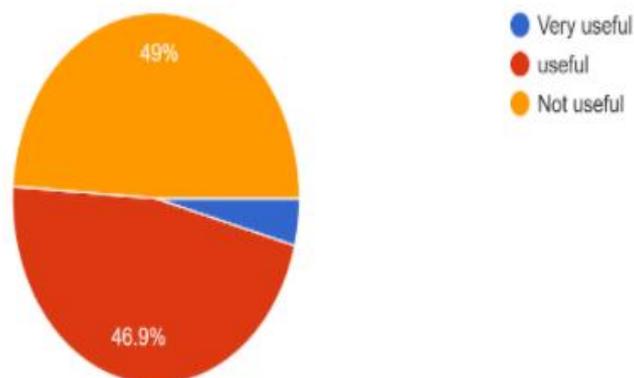
**Q 2. Have you been taught how to use Moodle platform in distance learning?**



**Figure 3.3: Students' Training about Distance Learning**

It is shown that students were not taught how to use any type of online learning because there was not a necessity for that. However, the Covid-19 pandemic obliged teachers to use it though the university or teachers were not ready to use it.

**Q 3. How did you find e-learning through Moodle Platform?**

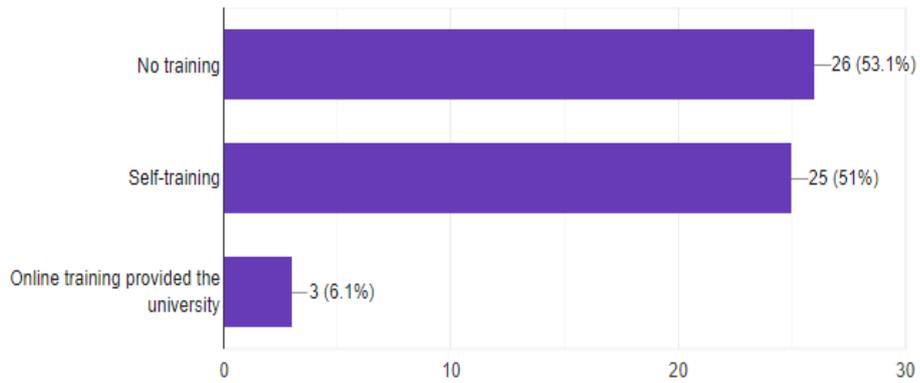


**Figure 3.4: Effectiveness of Using Moodle Platform**

The pie chart shows that very few who think that Moodle is useful to them. 49 % think it is not useful and 46.9 % think it is effective. This could be explained by the tendency itself of students towards online learning. The easiness to access any time to

courses may make students feel comfortable and decrease their anxiety. However, those who are extrovert and social enough make them feel demotivated and frustrating because of their learning style.

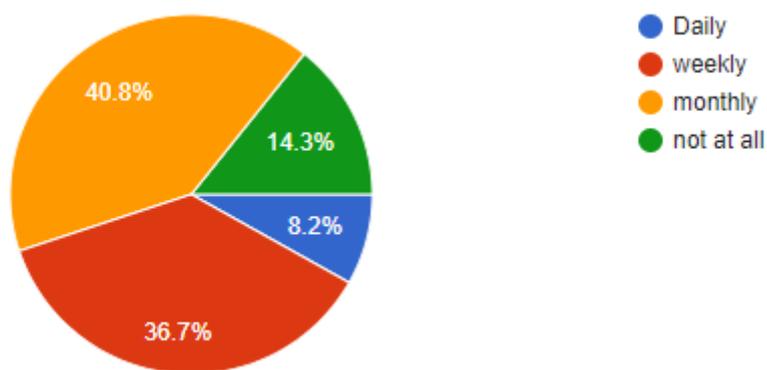
**Q 4. Have you received any training to use the Moodle platform?**



**Figure 3.5: Training of Moodle Platform**

From the figure above it is clear that most of students are autonomous in learning how to use Moodle platform. They have not received any kind of training which means that they required a psychological readiness before embarking into online courses

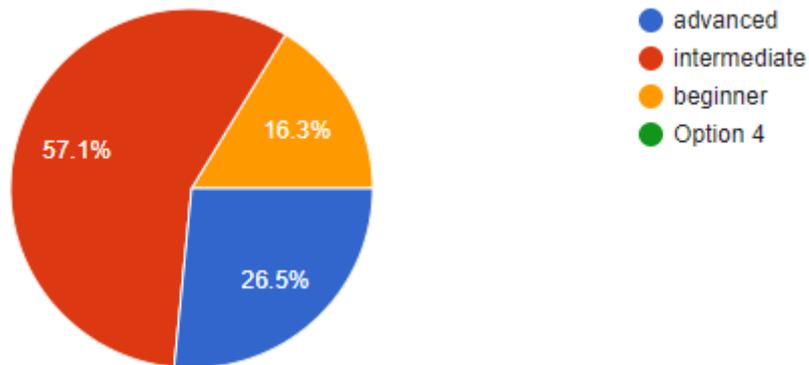
**Q 5. How often do you get access to Moodle platform?**



**Figure 3.6: Frequency of Access to Moodle Platform**

Different percentages are shown in the pie chart. Weekly and monthly access to Moodle is not enough for them to increase their capacity and faster their skills. Algerian universities should put into account to supply all institutions with such platforms to get accustomed to them and make use of them not only in times of crisis like Convid19 pandemic.

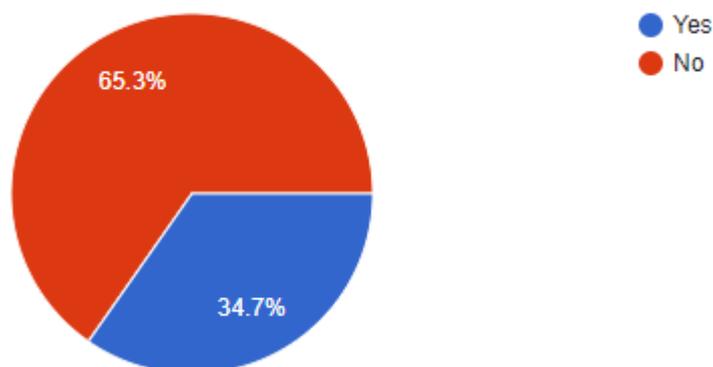
**Q 6. How do you evaluate your level in using ICT tools?**



**Figure 3.7: Evaluation the Use of ICT Tools**

It is obvious that our tech-infrastructure in Algeria is not well developed. Hence, when teachers want to implicate ICT into classroom, they found a plenty of difficulties like space, absence of materials, and no access to internet.

**Q 7. Are you satisfied to learn through Moodle platform?**



**Figure 3.8: Satisfaction of Learning Via Moodle Platform?**

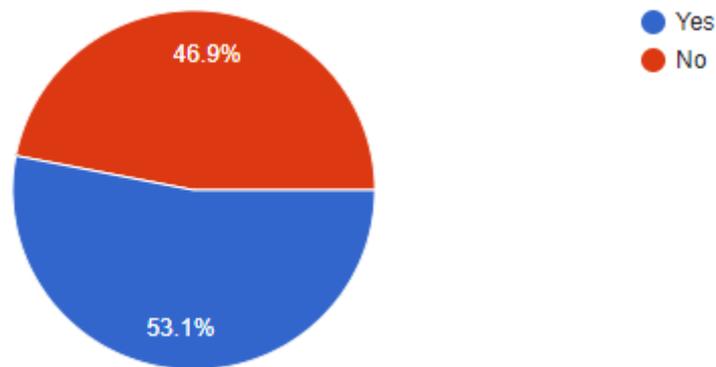
There are a number of reasons behind this result. First the absence of training, no psychological preparation, lack of materials, and the unexpected disconnection of internet in Algeria.

**If no, Justify your answer**

These are some samples of students' justifications

- Because it was not well managed.
- Some lessons were not clear.
- Because it is not helpful and not workable in our case (i.e, no good opportunities to learn through distantly without good platform assistance.
- It is useless, so; many teachers do not use the Moodle at all and other teachers are not well- trained .
- Posting the lessons as PDFs is insufficient. We need illustrative videos or direct communication with educators in case of ambiguity.
- There is no interaction; students need to interact with teachers in order to understand the lesson.
- I just like face to face lecture, I find it more useful.
- We need more videos of teachers explaining lessons , not just PDFs.
- Most modules are difficult and need the assistance of teachers.
- Low internet speed.

**Q 8. Are there any challenges that prevent the use of Moodle platform at English Language Division?**

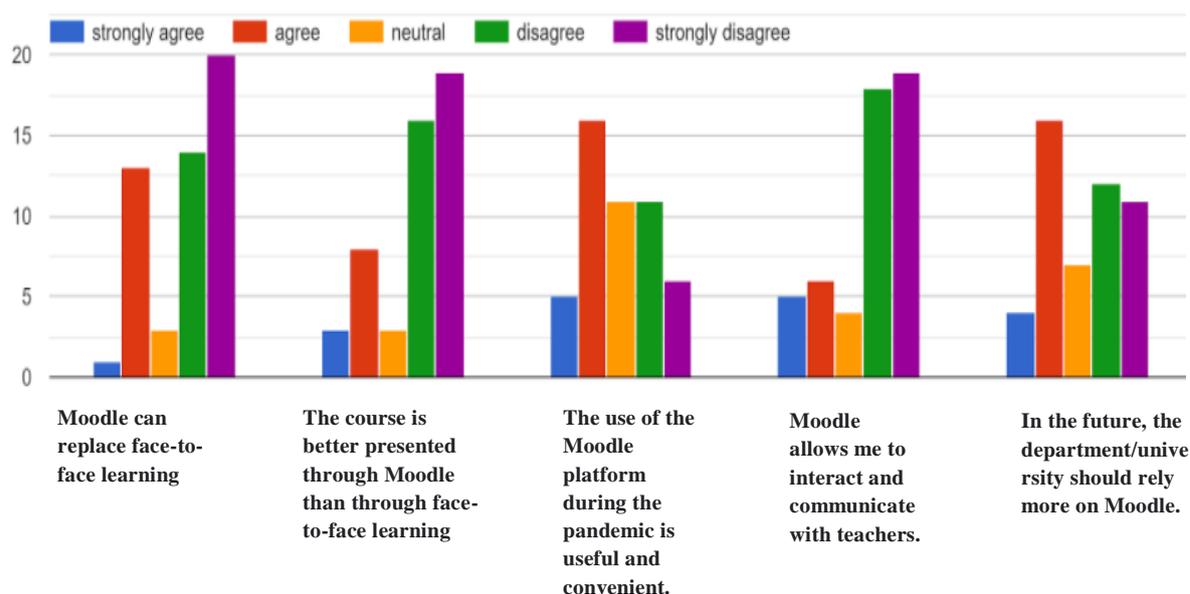


**Figure 3.9: Challenges Facing Students**

More than 50 % of students face difficulties while dealing with Moodle platforms in Biskra department of English. These are some samples of their justifications.

- Most of students could not get access to the platform and when they did, they could not find the lecture because of some technical problems.
- Some courses require password
- Some of the teacher's didn't know how to post the lectures and many students face difficulties in access
- Lack of interaction
- Problems with internet

### Q 9. Please select the right answer



**Figure 3.10: Different Questions on The Use of Moodle**

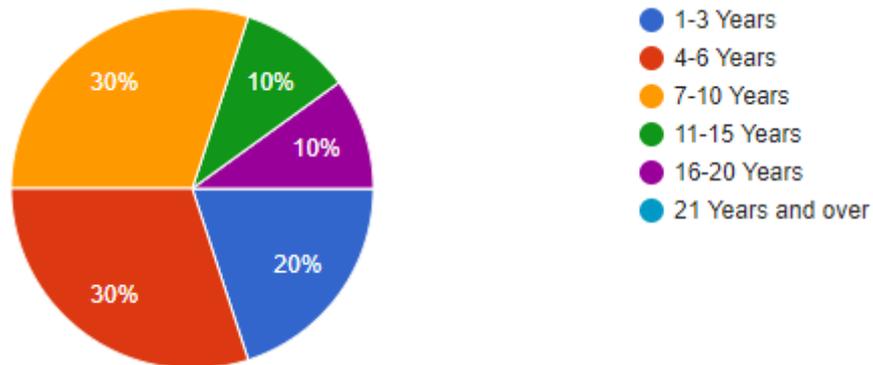
The figure above shows that most of students agree that face to face learning is more important than Moodle and the course is better presented and explained through interaction, yet it is, for them, useful in very rare situations like Covid-19 pandemic. Students suggest that universities/department should rely more on e-learning technologies because of its unique effectiveness when necessary.

### 3.5. Description of Teachers' Questionnaire

The questionnaire is addressed to 10 Teachers at English Language Division in Biskra university. It is consisted of 10 questions in order to figure out whether teachers are accustomed to use Moodle platform appropriately, or not.

### 3.6. Analysis of Teachers' Questionnaire

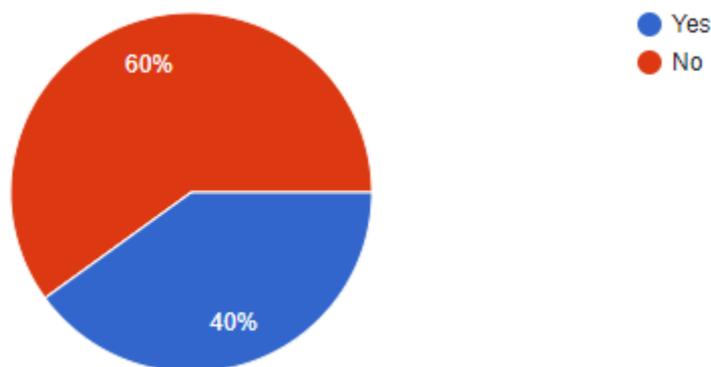
Q1. How long have you been teaching English?



**Figure 3.11: Teaching Experience**

The figure indicates the different categories of teaching experience. The dominant category is range from 4-6 years and from 7-10 years and 21 years and over. This shows that our sample has some experience under their belts and their answers to the questions are of a valid and reliable nature.

Q2. Were you motivated to teach during COVID-19 lockdown?

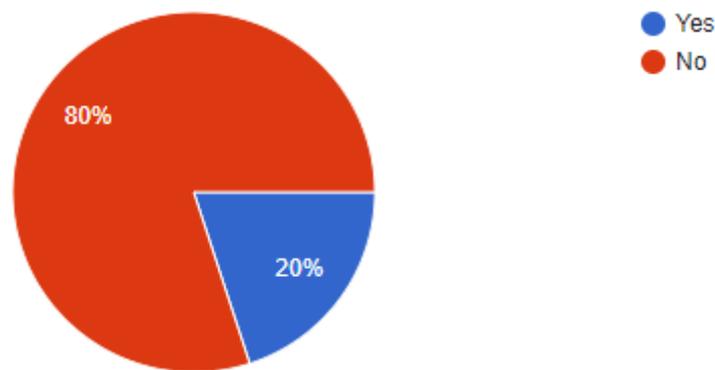


**Figure 3.12: Teaching Motivation During The Lockdown**

60 % of the sample was not motivated to teach during Covid-19 lockdown because of the following reasons: they claim that:

- The fear of interaction and the possibility of infection
- we are not accustomed to use distant learning
- the lockdown triggers certain psychological pressure and decreases my motivation
- the psychological impact of covid-19 was intense till the extent u don't want to do anything especially the very first months

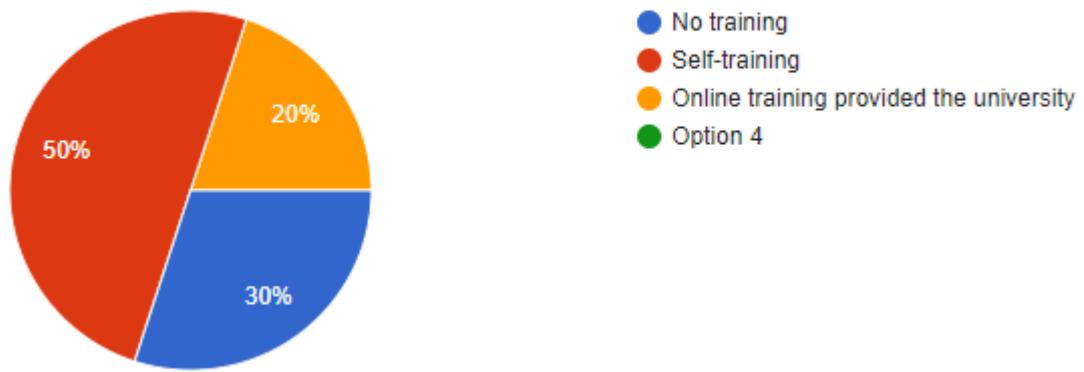
**Q3. Have you ever used course management software like Moodle before the epidemic?**



**Figure 3.13: Using Software Before The Pandemic**

The figure indicates that 80 % of teachers have never been used distant learning before the Covid-19 pandemic. Only 20 % of them use it which reveals that e-learning technologies are a recent topic in terms of practice.

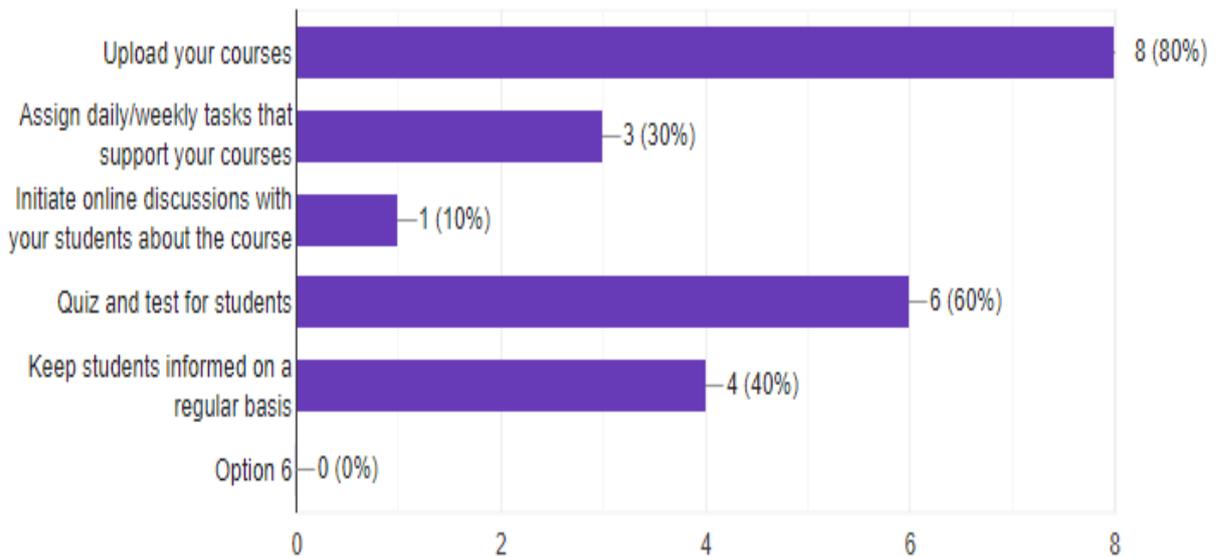
**Q4. Have you received any training to use the Moodle platform?**



**Figure 3.14: Training In Moodle Platform**

The pie chart indicates that 50 % of the sample relied on themselves to search and practice the different characteristics of Moodle platform. 30 % of them disprove the availability of trainings and only 20 % who claim that their knowledge and practice are obtained from the training provided by the university. Those who are self-trained claim that self-training is not enough to deal with all the aspects of Moodle platform because it is in a continuous development and every year they release updates that requires, to the best of their knowledge, a mentor or a tutor.

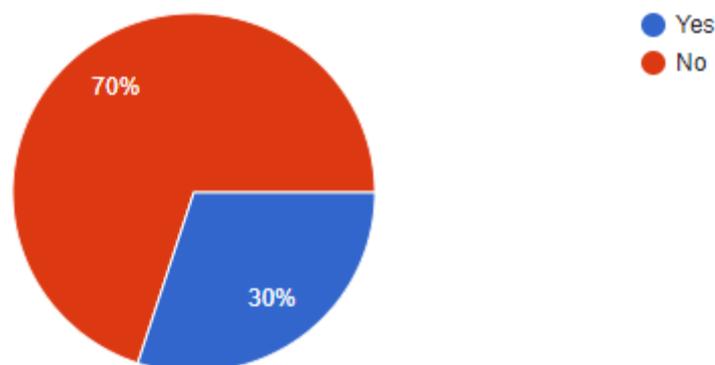
**Q5. For which purpose(s) do you use the Moodle platform?**



**Figure 3.15: The Purpose Behind Using Moodle Platform**

The above figure explains the purposes of teachers behind using Moodle. Most of them relied primarily on uploading courses, quiz and testing students, and keeping them informed of the regular basis of work. Only three teachers who initiate online discussion about the course and who assign weekly tasks that support their courses. The results shown above indicate that Moodle platform cannot initiate an actual interaction like the classroom and whether students understand the instructions or not.

**Q6. Are you satisfied to teach through Moodle platform?**

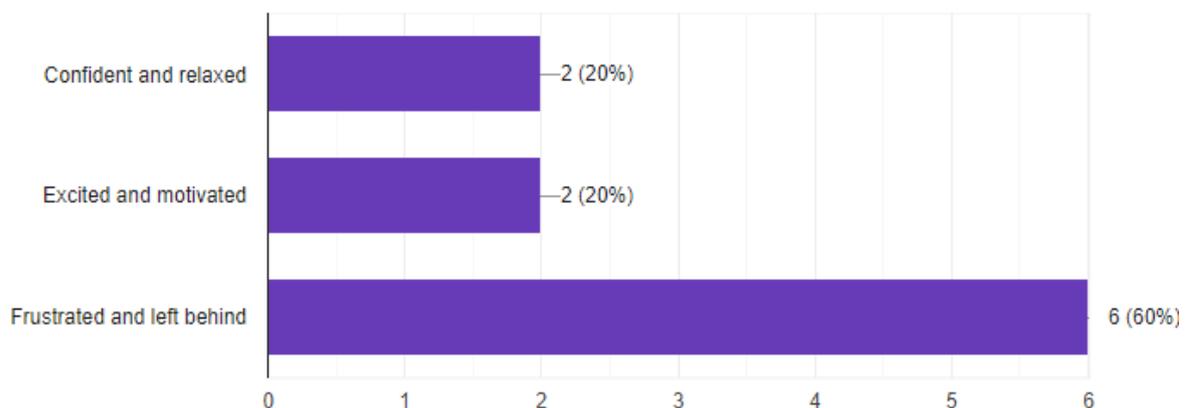


**Figure 3.16: Degree of Satisfaction To Teach Through Moodle**

70 % of students are not satisfied to teach through Moodle platform because of the following reasons. They claim that:

- Students are not yet acquainted with its use , because they did not receive any training concerning the use of Moodle.
- I believe teaching should take place in class, face to face.
- The lack of interaction and the absence of explanation, in Moodle platform, lead to misunderstanding my students most of the time.
- Repetitive disconnection of the internet.
- Absence of interaction with students during the online course.
- Unavailability of internet with many students.
- Teaching through Moodle platform requires knowledge and practice.
- We use Moodle without being noted (abruptly) and without having training about it.
- The university infrastructures do not support the use of online learning.
- E- learning in Algeria is a new technique and sophisticated for some teachers/students because of the lack of training.

**Q7. How do you feel when teaching through Moodle platform?**

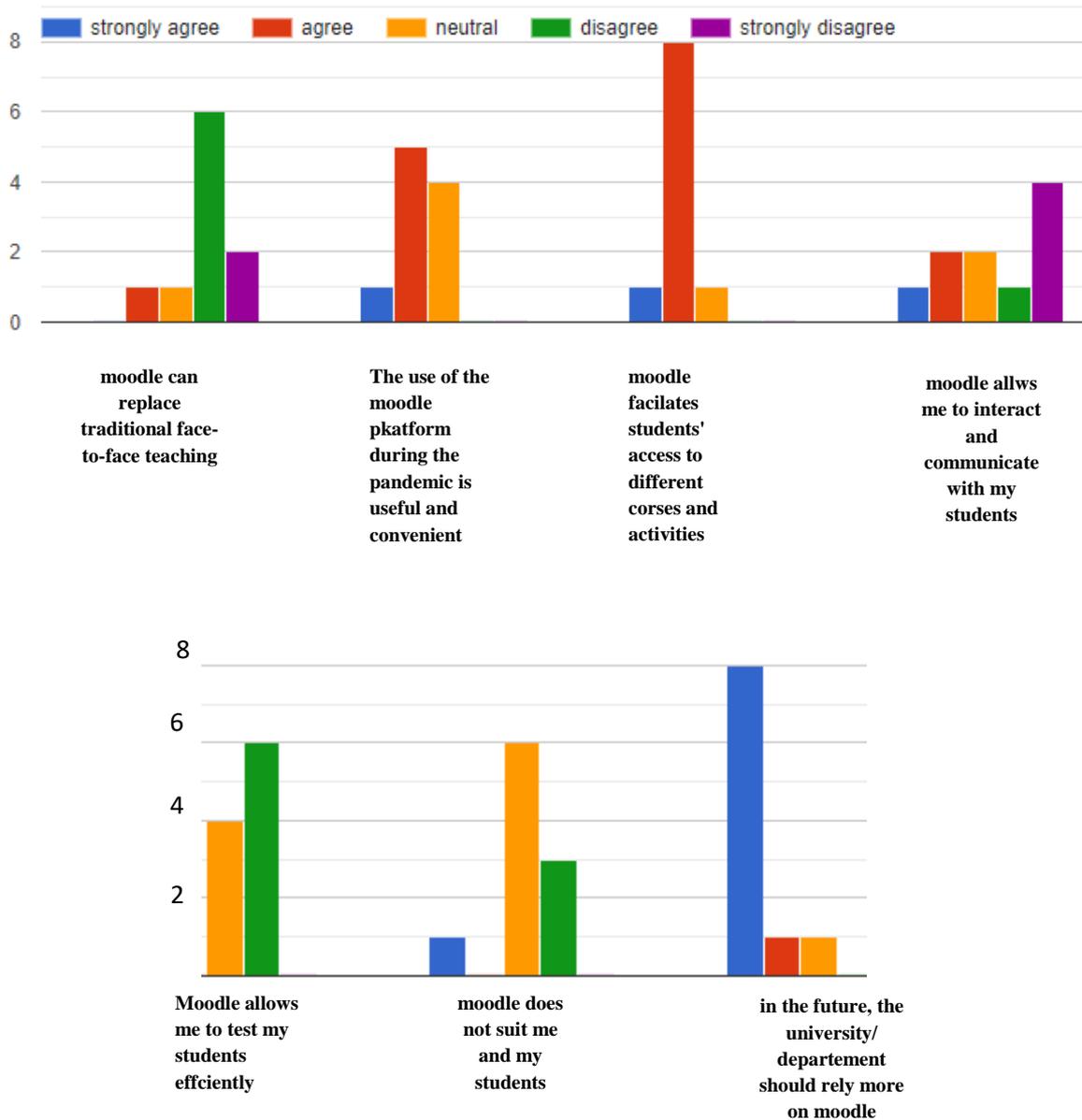


**Figure 3.17: Feelings Towards The Use of Moodle Platform**

Most of teachers were frustrated while using Moodle and only 40 % who were motivated and excited. The reasons behind the frustration according to them is the short period of

getting accustomed and getting knowledge through trainings to teach through Moodle. Hence, teachers were in a hurry to upload courses without insightful research (just improvising).

**Q8. To what extent do you agree or disagree with the following statements?**

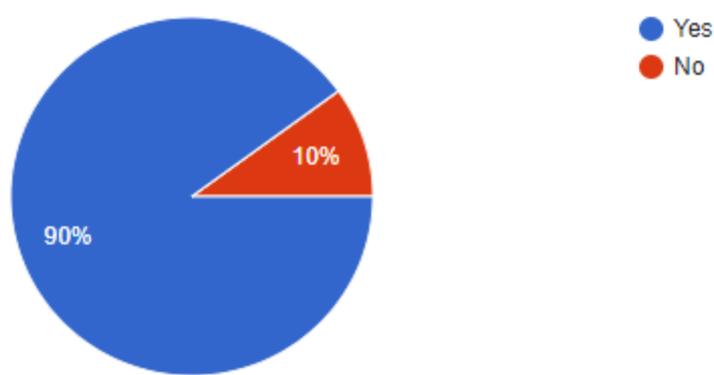


**Figure 3.18: Agreements and Disagreements With Statement Concerning Moodle Use**

It is obvious from the figure that Moodle according to the participants cannot replace face to face learning though it is efficient during Covid-19. They claim that

Moodle facilitates students' access to different courses. However, teachers claim that it is difficult for them to establish true communication and fruitful interaction. In addition, it is difficult for teachers to know the achievement of and performance of students because cheating in online courses is very easy and students may check the internet or ask their peers about the correct answers simultaneously with the online course. Therefore, in this case teachers may not know their true level compared to face to face learning.

**Q9. Are there any challenges that prevent the use of Moodle platform at English Language Division?**

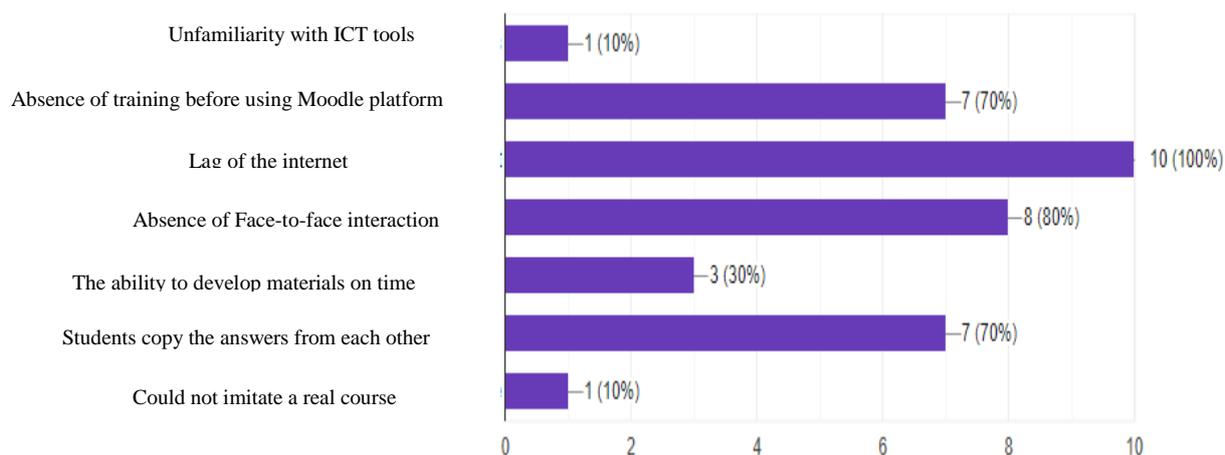


**Figure 3.19: Challenges That Prevents The Use of Moodle**

The participants agreed that there are challenges that make the use of Moodle platform in our context difficult. They claim that:

- Both students and teachers must get more training concerning Moodle use
- Unavailability of internet, materials, and equipped laboratories
- Internet inaccessibility
- Unavailability of internet for most students
- Permanent disconnection of internet in the suburbs of the province
- Undeveloped infrastructure

**Q10. Please, tick the common challenges you may face.**



**Figure 3.20: Challenges Facing The Teachers**

The figure shows that most crucial challenge is internet because without it no one can get access to the courses. Our infrastructure is not well developed to deal with online learning. Also, the absence of face to face interaction allows students to cheat and deprives the process of teaching- learning from its essential goal which is learning by socializing and interaction. Additionally, once courses are put and seen by students, teachers found a difficulty to add something especially if the course is not synchronous. Modifying Asynchronous courses may make confusion and lead students to misunderstanding.

### **3.7. Interpretations of the Results**

Based on the results of the study; some of the issues have to be presented in order to enhance the quality of teaching in general and the use of virtual learning in particular, developing the mechanisms to deal with Moodle platforms, and finally responding flexibly to social and psychological factors that may affect the process of teaching and learning.

### **3.7.1. Lack of ICTS Use**

It should be assured that only effective Integration of ICT can result in effective learning which provides a sense of understanding and is connected to the personal experience or other knowledge which learner' posses. Elkhayat (2011) suggests that effective learning is considered as important for academic achievement. It gives opportunities for interaction with other learners in sharing, discussing, constructing and negotiating meaning leads to knowledge construction. Nowadays, teachers have the opportunity to use technology in different way: drill and practice (i.e. learning new English language vocabulary), tutorials, simulations, problem-solving and productivity tools (*Ibid*).

Ammann and Aparanjani (2016) advocates that successful integration of ICTs depends essentially on teachers' support for innovation. It is therefore important to provide effective professional development and ICTs training to teachers to help them select the appropriate ICTs, instructional strategies, and information systems that allow students to benefit from technology whether virtually or in real contexts. In fact, some EFL teachers are still reluctant to use technology as Barnawi (2009) argued. Thus, adequate infrastructure and technical support are paramount factors to support the integration of ICTs. Teachers must have access to on-site technical support personnel who are responsible for troubleshooting and assistance after the technology and lessons are in place. All in all, to facilitate ICT integration, it is important to integrate ICT component in the national curriculum which will open the gates not only to enhance their use of technologies by teachers but also will be beneficial for student learning and future careers (Ammann & Aparanjani, 2016).

However, scholars' claims are inconsistent with our findings. Respondents' argued about the availability of the least crucial component which is internet whether in their

mobiles or home internet. Also, the absence of any well-equipped classrooms or laboratories prevents the process of trial that provide an overview to students and teachers about what Moodle platform is, when and how to use it

### **3.7.2. Absence of team-work and Courses Training**

Teamwork is an essential tool to achieve success for any organisation. In the absence of teamwork, teams fail to perform the best of their abilities. In teaching, it is a corner stone especially with those who have little or no experience in the field of teaching. It enables experienced teachers to transfer their knowledge and skills to new generation of teachers to enhance their practices in quickly and to avoid all psychological and social impediments.

Scholars like Cardona, Wilkinson, Grayson, Greenwood, Phalane, Medwell (as stated in Mahlangu & Pitsoe,2014) see a team as a group of individuals who come together to work cooperatively on a task in order to achieve a common goal, while teamwork refers to the activities of a group of individuals, which can include effective communication and interaction among the team members to promote knowledge sharing, understanding of each other on a personal level, helping others in achieving a level of perfection, building a sense of unity in the team and working towards the achievement of common goals.

Despite this, Glaze (2014, p.29) claimed that:

Being a professional doesn't mean that you have the opportunity to work alone. In fact, professionals in most every other industry are required to work together to improve performance. Whether they're airline pilots, psychiatrists, or salesmen, successful professionals lean on and share ideas with others in their field.

This is a supportive statement for those who have experience to share their knowledge with others and being a real professional requires modesty and awareness. Also, being a professional or holding experience is relevant to the contextual channels like time and place which is in fact relatively based. To conclude, for teachers to succeed, self-reliance, isolation, and secrecy is not the key to enhance strategies and skills for teaching.

In most countries, a diploma or degree or certification in the art and science of teaching is mandatory. A novice is usually put under the tutelage and mentorship of a senior pro and thus begins the process of professional teaching. Pillai (n.d.) claimed that novice teachers have no acquaintance with basic psychology, nor are they conversant with the art of teaching. They simply chalk and talk. Too many things are taken for granted. These teachers are ill equipped to deal with students, especially teenagers.

Tekouk (2018) refers to teacher training as the professional preparation of teachers including all aspects of teacher development. It should focus its attention on classroom practice and have it as its main goal the improvement of the teacher's practical efforts to provide effective learning on the students. However, in Algeria, there is a total absence of any specialized institutions devoted to the training of teachers, each teacher relies on his own experience in deciding about the strategies and develop himself individually (ibid). A former Algerian institution named Institut Technologique D'éducation (ITE) which was devoted for training university graduates for a full year before they start teaching at primary, middle, and high schools. However, there was none for university teachers. Nowadays, there are no institution specialized for pre-service and in-service training for teachers. Training is highly important because it provides adequate use of methodology in teaching either face-to-face or distant learning.

Training is a very important element when it comes to Moodle platform. However, there are always ways to mitigate the lack of training by cooperation. In our case, lack of cooperation among teachers may reveal misperceptions of teachers about the concept of cooperation. Asking their peers or colleagues about how to do a certain task may show their weakness or incompetence so they stop asking. These refraining behaviours might be explained by style familiarity suggested by Krammer et al (2018). Teachers are tend to choose teammates with whom they share the same teaching style more than who teach differently or their perception that they can teach more efficiently because their vision is doable and fruitful without the help of others.

### **3.8. Recommendations**

- Teachers and students may enrol in virtual or actual courses to obtain more knowledge about how to use Moodle platforms.
- The absence of trainings at the level of university may decrease the professional level of teachers. Hence, they are responsible for their own development by updating their knowledge because teaching methods are developing every day and should meet the requirements of different generations.
- The reliance of blended teaching/learning through focusing on face to face learning and virtual learning in order to be acquainted about both types.
- The government should supply universities by sophisticated materials and laboratories to allow both teachers and students to use ICT tools efficiently.
- The outflow of internet in Algeria is very low. The unexpected disconnection hinders the use any kind of virtual learning environment. Thus, developing a web

of solid connecting pieces and high access would make e-learning feasible and accessible.

### **3.9. Limitations of the Study**

This research study raised many questions that are identified by the limitations of the study. We are going to state some of them:

It was obvious that the study made was not a longitudinal study. The sample is not enough to generalize all the aspects and factors dealt with. This issue will not draw full significant results of the challenges and factors affecting the implementation of Moodle platform.

Since the study was dealt with only two samples (teachers and students) from the Division of English at Biskra University; the findings obtained may not represent all the Universities around Algeria. Despite that, they are exclusive to second year master students; hence, they can be applicable to similar contexts. However, the outcomes cannot be generalized to all levels and contexts.

## **General Conclusion**

The implication of Moodle platform in the Algerian context has not given much importance in the higher educational system until the emergence of the Covid-19 pandemic. Thus, the rush to use this virtual learning environment without preparatory phase lead to many issues such as lack of materials, limited access to the world wide web, and students negative attitudes towards the use of this system. This study aims at spotting the light on these issues at Biskra university and what systematic ways to improve its implication. Hence, teachers and students training would be of great importance to increase the technical awareness of these technologies. In addition to that, the quarantine, last year, requires political reconsiderations towards E-learning technologies so that each university will be able to deliver courses virtually without any problems.

To conclude, this research was not a longitudinal study and the sample taken may not represent all teachers but it is crucially exclusive to same setting and context. Moreover, the notion of e-learning composes of a wide range of factors and we may not tackle all of them. However, all the results obtained may help researchers to design general framework about factors, strategies and the implementation of Moodle platform in teaching English courses. Hence, the attempt of following the instructions and recommendations obtained may mitigate these problems and factors. Finally, researchers are hereby invited to make use of the results obtained in this study and evaluate them according to their knowledge and experiences.

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# Appendices

## Students' Questionnaire

Students' Questionnaire

Dear Student,

The researcher is conducting a master dissertation entitled “Challenges Encountering Teachers and Learners towards the Use of Moodle Platform”, The Case Study of Master 2 Students of English at Biskra University . This questionnaire is designed to gather data about the challenges teachers and learners face while using moodle platform during Covid-19. You are kindly invited to answer this questionnaire to help us collect verifiable data to meet the aims of the study.

**1.The COVID-19 pandemic has touched everyone’s lives, and in particular learning.**

**How did you find learning online?**

Easy / Difficult / In between .

**2.Have you been taught how to use Moodle platform in distance learning?**

Yes / No

**3. How did you find e-learning through Moodle Platform?**

Very useful / useful / Not useful

**4. Have you received any training to use the Moodle platform?**

No training

Self-training

Online training provided the university

Other, please

specify.....

**5.How often do you get access in Moodle platform?**

Daily / weekly/ monthly/ not at all

**6. How do you evaluate your level in using ICT tools ?**

advanced / intermediate / beginner

**7. Are you satisfied with teaching through the Moodle platform?**

Yes

No

If the answer is 'no', please justify your

answer.....

**8. Are there challenges that encounter the use of Moodle platform at English**

**Language Division? Yes / No**

If yes, do those challenges affect your perception and comprehension? Yes / No

**9. please select the right answer :**

	strongly agree	agree	neutral	disagree	strongl disagree
Moodle can replace face-to-face learning					
The course is better presented through Moodle than through face-to-face learning					
The use of the Moodle platform during the pandemic is useful and					

convenient.					
Moodle allows me to interact and communicate with teachers.					
In the future, the department/university should rely more on Moodle.					

## **Teachers' Questionnaire**

### **Dear teacher,**

The researcher is conducting a master dissertation entitled “Challenges Encountering Teachers and Learners towards the Use of Moodle Platform”, The Case Study of Master 2 Students of English at Biskra University. This questionnaire is designed to gather data about the challenges teachers and learners face while using Moodle platform during Covid-19. You are kindly invited to answer this questionnaire to help us collect verifiable data to meet the aims of the study.

1.How long have you been teaching English?

- 1-3 Years
- 4-6 Years
- 7-10 Years
- 11-15 Years
- 16-20 Years
- 21 Years and over

### **Section 2: Perception and Experience with Moodle platform during COVID-19**

**Instruction:** Please indicate your answer to the following questions by checking the appropriate circle or give full responses when necessary.

2. Wewereyou demotivated to teach during COVID-19 lockdown?

- Yes
- No

If 'no', please justify your answer .....

3. Have you ever used course management software like Moodle before the epidemic?

Yes

No

4. Have you received any training to use the Moodle platform?

No training

Self-training

Online training provided the university

Other, please specify

.....

5. For which purpose(s) do you use the Moodle platform?

Upload your courses

Assign daily/weekly tasks that support your courses

Initiate online discussions with your students about the course

Quiz and test for students

Keep students informed on a regular basis

Other, please specify

.....

6. Are you satisfied with teaching through the Moodle platform?

Yes

o No

If 'no', please justify your answer .....

7. How do you feel when teaching through the Moodle platform?

o Confident and relaxed

o Excited and motivated

o Frustrated and left behind

Other, please specify

.....

8. To what extent do you agree or disagree with the following statements?

<b>Item N°</b>	<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1	Moodle can replace traditional face-to-face teaching.					
2	The course is better delivered through Moodle than through face-to-face teaching.					
3	The use of the Moodle platform during the pandemic is useful and convenient.					
4	Moodle facilitates students' access to the different courses and activities.					
5	Moodle allows me to interact and communicate with my students.					
6	Moodle allows me to test my students.					
7	Moodle does not suit me and my students.					
8	In the future, the department/university should rely more on Moodle.					

9. Are there challenges that encounter the use of Moodle platform at English Language

Division? Yes / No

If yes, do those challenges affect students' perception and level? Yes / No

10-. Please, tick the common challenges you may face.

Unfamiliarity with ICT tools	
Absence of training before using Moodle platform	
Lag of the internet	
Absence of Face-to-face interaction	
The ability to develop materials on time	
Students copy the answers from each other	
Could not imitate a real course	

## ملخص

يعد التعلم الإلكتروني من أهم جوانب اللغة الإنجليزية. ومع ذلك ، لا يزال معظم الطلاب والأساتذة يستخدمون بيئات التعلم الافتراضية بشكل غير منهجي. يهدف هذا البحث إلى استكشاف تحديات مواجهة معلمي ومتعلمي اللغة الإنجليزية كلغة أجنبية عند استخدام منصة مودل لنشر الدورات الدراسية ودراساتها على التوالي. لهذا الغرض ، تم استخدام المنهجية المختلطة للتحقق من الفرضية. وبالتالي ، طُلب من 50 طالبًا و 10 أساتذة تلبية استبيانين يتناولان موضوع الدراسة ، حيث تم إجراء هذا البحث من خلال مقارنة البيانات التي تم جمعها من الفصل الأول والفصل الثاني ونتائج الاستبيانات التي حصل عليها الأساتذة وطلاب السنة الثانية ماستر بشعبة اللغة الإنجليزية بجامعة محمد خيضر بسكرة. إحصائياً كشفت الإجابات أهمية مراجعة الدراسات السابقة والفرضيات. وبالتالي ، وفقاً للنتائج التي تم الحصول عليها في هذا التحقيق؛ هناك العديد من التحديات التي تمنع الأساتذة والطلبة على حد سواء من تبادل المعرفة بشكل مناسب. نتيجة لذلك ، يوصى بجدولة دورات تدريبية مكثفة قبل استخدام منصة مودل الافتراضية في جامعة محمد خيضر. كما أنه في بداية العمل ، واجهت بعض التحديات مثل: تحديد الموضوع ، نقص المصادر التي عالجت خصائص الإصدار الخاص بمنصة مودل المستخدمة في الجزائر ، وضيق الوقت أيضاً. في وقت لاحق ، عند الانتهاء من الاستبيان ، لم يتمكن العديد من الأساتذة من الإجابة على الاستبيان نظراً لاشتغالهم بتصحيح امتحانات السداسي الثاني. في الأخير ، تم تجاوز كل العقبات وانتهاء مذكرة التخرج بعنوان "الصعوبات المحيطة بالأساتذة والطلبة عند استعمال منصة مودل التعليمية".