



PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
FACULTY OF FOREIGN LANGUAGES
DEPARTMENT OF ENGLISH

MASTER IN
“Didactics of Foreign Languages”

Testing the Learners' Perception of Distance Courses in EFL
Classrooms

A Case Study of First and Second Master Students at Abdelhamid
Ibn Badis University, Mostaganem

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Academic Year: 2017-2018

Dedications

It is my fortune to gratefully dedicate the support of both families Mekki and Gasmi. My parents, Hadj and Faiza, for showing faith in me and giving me liberty to choose what I desired. To my family in law Dalila, Kamel and Nawel for their continuous support and for believing in me. I salute you all for the selfless love, care and sacrifice you did to shape my life. Although you hardly understood what I researched on, you were willing to support any decision I made. Also I express my thanks to my brothers Amine, Chamseddine, Yahia and my sisters Fatima and Khaoula for their support and valuable prayers.

I owe thanks to a very special person, my husband, Mohcen for his continued and unfailing love, support and understanding during my master degree, that made the completion of this thesis possible. He was always around me at times I thought that it is impossible to continue, he helped me to keep things in perspective. I greatly value his contribution and deeply appreciate his belief in me.

Thanks to my lovely cousins Fatima and Ibtissem for their selfless love, care and dedicated efforts which contributed a lot for completion of my thesis. I consider myself the luckiest in the world to have such a lovely and caring family, standing beside me with their love and unconditional support.

Finally, I appreciate being surrounded by a very lovely friends, Lynda, Hayet, Rym, Manel, Noor, Yisma and Firdaws for their support and generous care throughout the research tenure. They were always beside me during the happy and hard moments to push me and motivate me and for their co-operation and support.

Acknowledgments

I would like to thank my teacher and supervisor Kharoubi from Abdelhamid Ibn Badis University. The door to Ms Mounira's office was always opened whenever I ran into a trouble spot or had a question about my research or writing. She consistently allowed this paper to be my own work, but steered me in the right direction whenever she thought I needed it.

I would also like to thank Mrs Warda Larbi Yusuf who was involved in the experiment conducted in this research thesis. Without her passionate participation and input, the experiment could not have been successfully conducted. She was also a very motivating teacher and helpful when it came to the methodology of this thesis.

I would also like to acknowledge Mrs Leila Benstali, who was always motivating me in her classes and supporting the new ideas of her students, Mrs Ouali, for her serious and for devoting time to examine this work, I am honored to have my work read by these two wonderful teachers, and I am gratefully indebted to them for their very valuable comments on this thesis.

I am also thankful to all the students who took part in this research thesis. You have been a source of inspiration. Without your participation, this work would never have been effected.

I am especially grateful to my parents, who supported me emotionally and financially. I always knew that you believed in me and wanted the best for me. Thank you for teaching me that my job in life was to learn, to be happy, and to know and understand myself; only then could I know and understand others.

Thank you very much, everyone!

Abstract

Nowadays, the physical classroom learning is no longer practical for the working and resident students. Internet and distance learning which is generally known as online education plays a vital role in the developed countries' educational system. It is undeniable that online education provides ample of benefits to these two categories of learners. Nevertheless, there are also many negative implications from online education. This study aims to test the students' perception of Distance Learning in the English Department at Abdelhamid Ibn Badis University. A well-structured experiment was conducted to test whether this new method is effective for teaching English learners or not. In order to confirm our hypotheses -working and resident students will be excited by the integration of distance learning in the educational system- a questionnaire was distributed to these English master students to obtain their points of view regarding the integration of this new educational program and how to achieve their learning successively without having any problem with the missing lectures and being absent all the time. The data obtained in the research were analysed using Excel tables. The findings showed that there are a large number of working and resident students at the level of the Algerian University. They also reveal that distance learning can be used effectively in the higher education.

Keywords: distance education, working and resident students, effective, online courses.

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General Introduction

The conception of the internet and the web has made inroads into the field of distance teaching and learning. In today's developed countries, using e-mail and the World Wide Web for teaching and learning, without being restricted by time and space, is seen as a necessity. No distance learning program is feasible without the interactivity provided by the internet to both teacher and learner.

Distance learning, in the educational sector, refers to the use of both software-based and online learning while in Higher Education, it refers solely to a range of online practices where it includes the delivery of course materials, tuition or assessment by means of asynchronous learning where interaction occurs intermittently with a time delay and at the learner's own pace, and synchronous learning, or real-time online learning where learning takes place at the same time pace. The absence of online education in the Algerian university represents an impediment for working and resident students, it prevents them from studying from their remote areas.

The educational system in Algeria is exposed to a huge number of limitations. Many schools and universities find difficulties to meet the students' needs and follow the restricted rules of the LMD system at the same time. In the Department of English, master students are struggling because they cannot cope up with the two, their work and carrying on their studies. They are not the only category who have problems in being in regular face-to-face contact with the teacher. Also resident students, being distant from their home regions and finding difficulties to finance their studies is a challenge for them.

The main objective of this study is to investigate the effectiveness of distance education program for students of master degree by implementing online courses as a solution for these working and resident students. And to test the students' interest and perception to this new concept and to make the learning of English as a Foreign Language more independent and flexible for them.

In the Algerian University, the phenomenon of distance education, is at some extent neglected; very few private schools are accustomed with this current educational trend which impacts in the worldwide all the disciplines in higher education. In the Algerian Universities, the integration of ICTs in EFL teaching, allowing the learners' self-directedness, the macro skills are not put into

practice. Hence, we have raised the main research questions to be conducted during our investigation. They are cited as follows:

- Are master students well perceivers of distance courses?
- How can distance education help learners to manage between studies and their commitments in life?
- Does the knowledge acquired by online courses and videos help students to be competent master's degree holders at the department of English at Abdelhamid Ibn Badis University?

In order to answer these questions, we guesstimate that distance learning programs can be of great benefit for EFL students; they allow teachers to be less centered and involve more students in learning. We may also hypothesize that:

- Master students have the ability to seek for more information if the online course does not accomplish their needs.
- Online courses may help them to cope up with the studies and their work furthermore tutorial support is provided via a virtual learning environment, telephone, email or other electronic means not only online courses.
- There may be occasional face-to-face encounters with the tutors where the students will highlight some points which may not be clear to them.

This study will contribute in re-planning about the future of education in the Algerian university. That is to say, it will give meaningful and effective improvement in education and the quality of both learning and teaching EFL in the Algerian universities and mainly the university of Abdelhamid Ibn Badis, Mostaganem. The research will also determine whether faculty and both teachers and learners are ready enough to welcome a new trend of teaching and learning within the workplaces.

This research paper will be divided into three chapters: chapter one gives an overview about distance education and explains the way of teaching at distance as well as a series of advantages and disadvantages of distance education. The second chapter describes in details the methods and techniques we used in our investigation in order to collect data. As for chapter three, we will discuss the results obtained from the analysis of the data instruments. At the end of this chapter, we will be able to come to a set of implications, suggestions and the limitations that we were imposed to as well as conclusions.

Chapter One: The Historical Background

1 Introduction

This chapter elucidates the fundamental basic related to the enlargement of technology via distance learning in the field of education. Distance education originates with the development of the internet as a robust tool which was overspread in many domains, such as higher education. Since distance education is the nucleus of our study, it is important to highlight its background, advantages and disadvantages and how does learning happened at a distance.

1.1 Distance Education/Learning: An Overview

1.1.1 History of Distance Education/Learning

The expansion of Distance Education dates back to the late 1800's. One of the first forms of distance education was correspondence course study. Sir Isaac Pittman founded Sir Isaac Pitman's Correspondence Colleges in England in the mid-1840s. Correspondence courses exploited the new rural free conveyance of mail to convey course material to students.

Learners worked autonomously on course material and interaction between faculty and learners was restricted to one-way communication. within a few decades, correspondence courses were spread in Germany, Canada, Australia, the Soviet Union, Japan, and the United States (Matthews, 1999).

In the United States, the early pioneer in both education and distance education was William Rainey Harper (1856-1906). He is known for setting up the primary school level correspondence courses via mail while serving as the principal leader of the University of Chicago. He executed an expansion program at the University of Chicago making the world's first university distance education program. Rainey was a blunt supporter of correspondence study and anticipated that someday correspondence learners will far dwarf classroom learners (Simonson).

Early distance learners comprised to a great extent of learners situated in rural or remote territories that did not have geological access to educational establishments. Another real population of learners of distance education in the United States were individuals from the military. The quantity of correspondence courses expanded essentially after World War II when numerous

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veterans rushed to finish the education they had missed while in the service. (Sherron and Boettcher, 1997).

Numerous early distance education courses were not affiliated with institutions of higher learning. However, some advanced education establishments offered correspondence courses or augmentation courses through the continuing education branch of the university. The University of Chicago, Iowa State and the University of Iowa were early adopters of Distance Education in the United States. The University of Iowa's current Centre for Credit Programs web site states;

“Correspondence study courses, the oldest form of distance education, were offered by the University of Iowa beginning in 1916.”

Early distance education courses employed First and Second Generation communication technologies. First generation (1850s to 1960) was predominately one technology and consisted of print, radio, and television. As new media emerged such as radio and television, these new technologies were integrated into distance education delivery methods.

Second generation (1960-1985) distance Learning courses used different technologies without computers. The media used to convey distance education within the second generation included audiocassettes, television, videocassettes, fax, and print.

Each new generation of distance learning technologies expands open doors for student-to-student and faculty-to-student contact and collaboration (Sherron and Boettcher, 1997).

1.1.2 Distance Education/Learning and its Significance

Attempts have been made for defining the term Distance Education. There is difference among these definitions because of the particular aspect of distance education has been made prominent.

Distance education is an idea that covers the learning and teaching activities of an individual learner and a supporting organization. It is characterized by non-contiguous communication and can be carried out anywhere and at any time, which makes it attractive to adults with professional and social commitments (Holmberg, 1989, p. 168).

Learners who are not physically present in a traditional education setting for example classrooms are no more forbidden from keeping carrying their studies. Distance Learning is the key for them,

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it is a field of education that spotlights on showing methods and technologies with the point of delivering teaching, frequently on an individual basis, it has been portrayed as:

"a process to create and provide access to learning when the source of information and the learners are separated by time and distance, or both" (*Honeyman & Miller, 1993, p. 68*).

The term distance learning represents approaches that focus on opening access to education and training, freeing learners from the constraints of time and place. It offers flexible learning opportunities to individual and group learners. This is the most rapidly growing segment of education. The potential impact of distance learning on all education has been emphasized by the development of Internet-based technologies, particularly the World Wide Web. It can be described as learning involving implementation of information, computing and communications technology applications in more than one location (*Webster & Hackley, 1993, p. 68*).

The basic definition of distance learning considers that the teacher and the students are separated in the spatial dimension and that this distance is filled by using technological resources (*Casarotti et al 2002, p. 37*).

Keegan (1986) identified five main elements of these definitions, using them to compose a comprehensive definition of distance education:

1. The quasi-permanent separation of teacher and learner throughout the length of the learning process. (This distinguishes it from conventional face-to-face education.)
2. The influence of an educational organization both in the planning and preparation of learning materials and in the provision of student support services. (This distinguishes it from private study and teach-yourself programs).
3. The use of technical media; print, audio, video or computer, to unite teacher and learner and carry the content of the course.
4. The provision of two-way communication so that the student may benefit from or even initiate dialogue. (This distinguishes it from other uses of technology in education).
5. The quasi-permanent absence of the learning group throughout the length of the learning process so that people are usually taught as individuals and not in groups. Included is the possibility of occasional meetings for both didactic and socialization purposes.

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Distance education is unique in relation to the traditional education. Distance education is that academic data and instruction taught to learners who are physically distant from the source of the information. Distance education, likewise referred to distance learning, provides learning probabilities to learners who could not afford time or money for traditional classes or who live in remote territories far from their faculties. Because of the development of internet in the recent years, the internet has become the foremost vital tool for delivering distance education.

1.1.3 Literature Review

Distance education was initially known as correspondence study. In this stage of distance education, the teacher and pupil utilized pen and paper or a typewriter and they corresponded via the postal service. Correspondence studies developed quickly in the United States as the ability to deliver mail improved (postal facts, 1996).

This expansion of the postal delivery system allowed students and instructors to keep in touch on a regular basis relatively quickly through some form of written contact. The United States was not the only country involved with correspondence courses. Many European countries offered language learning via correspondence studies as early as 1873 (Butler, 2002).

By 1883, the Chautauqua Institute was accredited by New York State to confer Sunday school teachers' degrees through correspondence studies (Chautauqua Institution, 2002). Part of the training was accomplished on campus and then completed through the mail.

The Colliery Engineer School of Mines was started in 1980. Later this school developed into the International Correspondence Schools (ICS) which are still active today and have enrolled over 12,000,000 students (Thomas Education, 2002).

There are many correspondence study programs that could be mentioned; however, one person that should not be overlooked is Anna Eliot Ticknor, An American, who in 1873 established a primarily volunteer correspondence program in Boston to assist women to receive an education. She is often called "the mother of American correspondence study". Later she also founded society to encourage study at home (Arcabascio, 2001).

Another program that is of some interest was started by the United States Marine Corps. The Marine Corps Institute opened around 1920 to improve the level of general education and provide

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technical training for the enlisted personnel. This program is still in operation today, offering over 150 courses at both the vocational training and bachelor's degree levels (Marine Corps Institute, 2002).

1.1.4 Overview of Distance Education/Learning Technologies

“We need technology in every classroom and in every student and teacher's hand, because it is the pen and paper of our, time and it is the lens through which we experience much of our world.” Warlick, (2002). The utilization of technology to help in the processing and communication of data is not new; it is at any rate as old as composing. however, over the last 50 years, the advancement of a range of technologies has quickened exponentially, fundamentally because of the development of digital electronics.

Distance learning programs involve many kinds of technology. The Internet and World Wide Web (WWW) are the primary means of presenting educational information. Once learners have subscribed to, or signed up for an Internet provider, they gain access to the educational materials and services designed for the Internet and WWW. The educational information is stored electronically, thus learners with access to the site can download or use the information as long as it is stored there. This makes it easy for learners to work at their own place and to visit the site as frequently as they like.

“learning and teaching online through network technologies is arguably one of the most powerful responses to the growing needs of education.” (Hrastinski, 2008, p. 51).

The Web can provide learning information in many different interesting formats. It can present information in sound bits, such as music, voice or special effects. Graphics may be also presented in a special type of artwork such as animation or video. In addition to working with the Web, the learners may be asked to send e-mail messages, subscribe to mailing lists or participate in newsgroups, and online videoconferencing.

1.2 How does Distance Education Work

Distance education meets the needs of students who are unable to attend classes due to other commitments (job, family), is more economical (does away with travel or residence hall expenses), and holding a philosophy that learning is active, not passive.

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“We need to bring learning to people instead of people to learning” Masie, (2014).

First of all, the learner needs to know whether the distance learning program introduced by university suits his learning style and decide whether he take the course or not. There are many web sites introduced that provide plentiful distance education resources, and the potential learners can link to each resource mentioned. When the learner links to the Website, he can see the goal, content, policy, and tuition of the educational programs. He also should notice the hardware and software requirement and should set the equipment before starting his distance learning. The lectures are presented online, and teachers may pose questions to begin the discussion. Teachers frequently place course readings on the Web enabling students to print entire lectures or take notes. Sometimes teachers also choose some books or journals as textbooks. These textbooks are often superseding by information available electronically on the Web sites. Teachers also assign homework, and students should complete it by scheduled deadlines, just as they would be on campus. Sometimes students may be divided into several groups to work together for a group project. At that time, they can use e-mail, subscribe mailing list or participate in an electronic conferencing or a newsgroup to seek for information and comments about their assignments.

When learners or faculty want to lean back or relax, they can meet via ‘chat room,’ which serves as an informal chat station. If learners need assistance, they can call or e-mail their teacher. Some teachers even have teaching assistants assigned to each course to answer questions by e-mail (Ryan1997, p.76). This kind of interaction can lead to more personal help and attention than that afforded by a traditional lecture classroom setup. Some teachers may also ask students to take online quizzes or exams to evaluate their performance. Most educational computer systems can keep track of each student’s progress and can make reports to the teacher (Moskowitz 1995).

The Internet is one of the least costly approaches to provide interconnection. Furthermore, through the Internet, the distance learning community can access hundreds of libraries and databases. It is very convenient. Moreover, the educational material can be stored on a Web site. Students and teachers also have a written record of what everyone in the class says during the discussion. There is a greater potential for sharing information through the Internet than through other means of transmitting and receiving information.

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Not everyone can be well suited to distance learning programs. Successful participants must be highly motivated and self-disciplined. Because the course may be unmonitored, the learners themselves have full responsibilities for proceeding with the course and evaluating their mastery of a skill or (4, p, 142).

Although distance education is very flexible and convenient, it still cannot provide the college experience. Working with other learners, being part of a total educational environment, and collaborate closely with academic mentors is still valuable to many learners. In addition, some courses cannot be taught on the Internet and this causes some limitations of distance learning. This lack leads us to think about the advantages and disadvantages of distance education.

1.3 Why Choose Distance Learning? Advantages and Disadvantages

Like any sort of educational program, distance learning accompanies a large group of upsides and downsides. Before selecting in any sort of distance learning program, make a point to painstakingly consider these so as to be certain you will be getting an education that meets your own needs, qualities and vocational objectives.

1.3.1 Advantages

Contrasting to what the majority of us feel, the advantages are substantially more noteworthy than the disadvantages in distance learning. There are a number of points of interest in distance education.

One of the primary advantages of distance education is flexibility, Distance education provides opportunities for people who may have trouble attending a traditional institution such as stay-at-home mothers, people working full time or members of the military. Distance educational programs allow you to work at your own place, so you can fit your education into your schedule. Flexibility in distance learning program gives chance to study without interfering in your personal life. If the learners are working then they can always plan learning around other features of their life, without effecting any disturbing to personal nor professional life. With distance learning courses, learners can complete their course work from just about anywhere, whenever computers and internet connection are available. This allows students to work when and where it is more convenient for them without having to be squeeze in scheduled classes to an already busy life.

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making the decision about education you want and various decisions about universities. The most noteworthy favourable advantage of distance learning is that one can seek after his decision of education during anytime of his life. There is no control about city, college, etc. One can live and carry on his studies from anyplace while choosing distance learning programs. What is fundamental is the most convenience to a computer and a good speed Internet connection. You may find online universities that are specialized in the specific field you prefer and which is not available where you live. Either way, your options for education will be significantly expanded.

Money saving as no commuting: This program did not require regular classes; it saves time in commuting. It additionally saves money.

Going to classes at your suitability. In distance learning, one need not to go to class exact time and place, so learners can complete their classes in their own timing and suitability.

Get more knowledge. One more advantage is that more information of computer and Internet abilities that one gains during the time spent in learning at distance.

Availability. Many people while taking traditional classes come across physical availability problem because of inadequate mobility issues. But through online classes overcome the problems and by using own comfortable furniture in the home. Thus an ambition to further education can be satisfied while enjoying free movement at home. For both slow and quick learners, options are available. This reduces stress and increases learners' complete fulfilment.

Learn while working. As distance learning can usually be completed on your own schedule, it is much easier to complete distance learning courses while working than more traditional educational programs. Keeping your job gives you more income, experience and stability while completing your degree giving you less to worry about and more time to focus on your studies.

Distance learning may very well be the best way to reach mass amounts of people. Particularly with the field of technology, these qualities are necessary when examining way to teach those eager to learn. However, along with the advantages come the disadvantage.

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1.3.2 Disadvantages

Seeing the above mentioned advantages of distance learning, it becomes a little uncertain if this method of learning has any disadvantage or not. But to be frank, there are some problems too.

One of the main disadvantages of distance education is the loss of interaction with other students in the classroom. In distance learning, study in a group is difficult, one just have to do by himself which turns out to be openly one-off as there is no correspondence with other learners. No chance for communicating with classmates and teachers orally. The interactions help to develop critical thinking and problem-solving skills. Many distance education programs have developed online forums or chat rooms for students to share ideas and communicate.

Difficult technology and accessibility. It is true that distance education provides good chances to learn new things and technologies but it is complicated. It comes as challenge for people who are frightened of technology. A computer with continuous Internet facility is required for distance learning.

No feedback immediately. Distance learning is not like a regular classroom. One does not get the feedback immediately, instead they have to wait for their teacher's reviewing the task and send them for comments.

Format isn't ideal for all learners. Not everyone is an ideal candidate for online learning. If you know you have problems with motivation, procrastination and need lots of individual attention from a teacher you may want to think long and hard before enrolling in an online learning program.

These were series of pros and cons of distance education which helps learners to choose whether learning at distance is a good choice for them or not and it differs from one learner to another and on their learning styles and abilities and the reasons that prevent them from attending classes.

1.4 Conclusion

The review of literature has provided us with a brief overview about distance education with both its theoretical and practical aspects and the educational technologies related to it. Also, the literature review tends to bring about some clarifications about the assumptions, advantages and

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disadvantages which was developed in the previous years to respond to students' needs, and improve the quality of learning in a time where people and more particularly students use technology as a crucial tool to learning.

Chapter Two: Data Collection and Analysis

2 Introduction

This chapter deals with the practical study as it explains the method and process used for the research. It starts by presenting our way of collecting the necessary data, including the procedure and it presents also the population of our investigation and the data collection instruments which includes questionnaires and an experiment done at Abdelhamid Ibn Badis University to adjust the project design in the light of unexpected issues.

2.1 Research Method

In our research, we have used both qualitative and quantitative methods to transform individual's responses into numerical form and obtain accurate results from individuals' opinions and beliefs towards a given phenomenon; qualitative method is used by researchers who mainly seek individuals' assumptions and attitudes about a particular matter which is unknown or unstudied as our present enquiry about distance education. On the other hand, the quantitative method deals with the collection and analysis of information in numeric form derived from a large-scale of representatives; the data are organized and transformed into numbers in order to test the hypothesis. However, both of qualitative and quantitative methods are a good clue to this work. (Bayram, 1988) argues, "...both of qualitative and quantitative approaches should be combined." As cited in Hughes (n, d, p. 1).

In this prospect, a questionnaire to students which includes closed questions is handed out. Closed questions limit respondents with series of options to be chosen according to their perceptions; the informants can either tick one single response or many. Then, the sampling method used in this study was purposive sampling which is suitable for qualitative method. According to Fraenkel and Wallen, 2010, "Researchers who engage in some form of qualitative research are likely to select a purposive sample, that is, they select a sample they feel will yield the best understanding of what they are studying" (p. 431).

2.2 The Population

The whole population of the study consists of first and second year students of English as a Foreign Language(EFL) at the Department of English at Abdelhamid Ibn Badis University during

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the academic year 2017/2018. The total number of the students' population is forty students from different masters. These participants are from different socio-economic background and from different geographical regions in Algeria and different genders, male and female.

These participants, who are master students, are not acquainted with distance education because it is not accustomed in the Algerian educational system. The reasons of their contribution in this research were to check whether they support the use of online courses and ICT's in their learning journey instead of being in campus or leaving their jobs to attend classes. Another reason behind the choice of the population, master students are adult learners and they are responsible for their learning unlike licence students who are in the need of teacher's support regularly.

2.3 Procedure

For the procedure of our research, we have started first by conducting an experiment with our case study- master students of English at Abdelhamid Ibn Badis University, Mostaganem-with whom we experimented learning at distance by using online courses. We have chosen two lessons from the module of methodology in both first and second master levels, they were presented and recorded in a videos by Mrs Warda Larbi Yusuf, English teacher at the University of Mostaganem. Also, we have used distinct methodological tools to garner data through the use of instruments of investigation as questionnaire given to students. Further descriptions about the nature of the questionnaire and the way the experiment is run are being elucidated all along this chapter.

2.4 Data Collection Instruments

The data collection instruments used in this research are an experiment conducted in three stages as well as a questionnaire given to students to collect their responses regarding the integration of distance learning programs in English Master education at the university of Mostaganem.

2.4.1 Experiment

When we are involved in conducting a research project, we generally go through formal steps, some of them are directly involved in designing the experiment, in order to test our hypotheses by using some available materials such as, PowerPoint presentation and camera. The following steps are generally used in conducting a research project:

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- The objectives and the hypotheses set for our research should be defined in order to be tested. So that we avoid ambiguity and to be more specific. And since our dissertation seeks to investigate the effectiveness of distance education. We hypothesize that learning at distance can help students to behave more autonomously and foster their learning process.
- The population on which research is to be conducted should be specified. In our case the group we have chosen was not very numerous, it consists of students from different masters and who are opened to experience new things.
- In this stage we need to evaluate the feasibility of testing the hypothesis we designed. We must be certain that the experiment can be set up to adequately test the hypotheses with the available resources. Therefore, a list should be made of the costs, materials, personnel, equipment, etc. If not, modifications will have to be made to design the research to fit the available materials like HD camera, and in our case we used phone with high quality camera, USB microphone, computer, Wi-Fi, platform or website, in our case we have used a Facebook page.
- This stage of conducting the experiment involves determining the time scale and experiment's frequency on our target group in order to fit the objectives of our research. In this case, we are aiming at figuring out whether distance education can be a solution for students who have not time to be in regular face to face contact with the teacher, thus we need at least 2 lessons performed to emerge the very first clarifications.
- The penultimate stage deals with the application of the experiment according to its organization, design and objectives.
- The last step evokes the results that should be gathered, analysed and interpreted by numerical forms and descriptive ones. This permits the researcher to establish the relationship between his hypotheses and the outcome.

2.4.2 Questionnaire

The data collection instrument used in this research is a questionnaire given to students. As it has been mentioned before, the objective of students' survey is to obtain several responses and reflections regarding the experience of learning at distance using ICTs. The questionnaire aims at asking the students about some personal information like gender and age as, their opinions about

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the integration and the use of online courses within the academic system as well as their suggestions to teachers vis-à-vis the application of distance education in the master degree.

2.5 Data collection analysis

In our research, we started by conducting an experiment in order to introduce the concept of distance education to learners and we moved to a survey given to students in order to test their ability in learning at distance.

2.5.1 Organization of the experiment

“research that is based on experimentation or observation, i.e. Evidence. Such research is often conducted to answer a specific question or to test a hypothesis (educated guess).” (J. Murrey Atkins Library, 2016) from this quotation we can say that experimenting is the best way to confirm or disconfirm our study, the experiment we conducted tends to introduce the idea of learning at distance in our respective university and applying it in the master degrees, i.e. teaching and learning by using online courses and videoconferencing. Therefore, the experiment of this study goes through certain well-designed stages.

2.5.1.1 The preparation and recording stage

In collaboration with the administration for allowing me to use the classroom in order to record the video.

- For the video performance, we contacted a teacher from our English department Mrs Warda Larbi Yusuf, she was very kind and she welcomed the concept and accepted to help us in conducting the experiment.
- We began by making a detailed outline of what the online courses, ‘How to write an essay’ and ‘Writing a thesis statement’, will contain. And the second element is the visual elements that are absolutely necessary in order to convey the message, as well as the activities included in the online video.
- We gathered the equipment we needed like camera, tripod, microphone and software to be used for the video and audio editing. As well as we created a Facebook page in order to upload the online course on it.

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2.5.1.2 The engaging stage

At this stage, we have uploaded the two methodology courses that we recorded and we put them in the Facebook group that we created ‘Online courses for EFL students-Mostaganem’. The reason we have chosen this platform is that it is considered as one of the most well-known and used by adults nowadays; It has been launched April, 28th. The course content and the credibility of its instructions was well checked and delivered.

The online course lasted for two weeks starting from April 28th, 2018 until May 12th, 2018. The online course has been studied carefully and critically by students once it has been uploaded; courses were available for the whole two weeks whereby one had to fulfil the demands of the course, including watching instructional videos, reading articles and PDFs, reflecting on different challenging questions and comments, etc. the online lesson’s content of ‘How to write an essay’ and ‘Writing a thesis statement’ in order to target the population from both first and second master degree.

The first lesson, ‘how to write an essay’, for master one students. It was launched on exactly April the 28th, 2018 and it covered the following points:

- Welcome to the course (00:10)
- How to search an academic database (2:10)
- How to collect arguments related to the topic (3:50)
- Brainstorming the ideas collected (4:30)
- How to design an introduction (5:45)
- Elements of a good body paragraphs (6:00)
- Concluding the essay (8:15)
- Giving references for more details (9:30)

The second lesson, ‘Writing a thesis statement’, for master two students. It was launched on exactly April May the 10th, 2018 and it covered the following points:

- Introduction to the course (00:08)
- Definition of thesis statement and its placement (1:15)
- Introducing categories of thesis statement (2:40)

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- Purpose of thesis statement (4:10)
- Citing the different types of thesis statement (6:15)
- Illustrating examples of thesis statement (8:45)

2.5.1.3 The reflecting stage

In the very last phase of the experiment, in order to draw an idea about the students' reflection towards distance education. We have sent a test to students via Email after accomplishing partly the distance courses so that we can use the test's answers and feedback to disclose first the efficacy of distance education, their influence on teaching and learning EFL, their support to future generations to acquire knowledge through the use of ICT and at distance and most importantly their help to improve education and cope ourselves with the technological revolution which impacts the educational system. After sending back the students' answers via email.

2.5.2 Description of the questionnaire

The questionnaire was handed to master students who experimented the online courses; it involves (31) thirty-four questions to describe all the different aspects that the research involves. The majority of question are closed and the last one is open-ended. Through the previous ones, the students have to tick one option or more. In other questions students are asked to put a tick to show their degree of agreement While in the open-ended question, they have express their thoughts freely and independently. It is needed to mention that alphabets (a. b .c. d) can complete other questions to show the priority, or difficulty. The (31) questions are divided into three (03) sections as below:

The first section of the questionnaire permits to know some personal details about the participants. It assembles eight questions of some personal and professional data. Question one deals with the age of the informant, the second one deals with their gender. In the third one, they were required to mention their Email address. The fourth and fifth one aim to know to which educational system do they belong to and what is their university level. The sixth, seventh and the question number eight seek to know the living situation whether they are resident or commuter students and whether they work or not as well as their civil status.

The second section is devoted to have a clear information about the participant's use of ICTs. It questions the participants' regular use of computers and since when do they use it and where do

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they have access to a network computer. And in order to know if they are a regular users of technology or not, they were questioned about their access to Email and social networks like and how often do they use them. The next questions aim to know their use for synchronous chat tool, messaging and discussion tools.

As for the third section, it deals with students' opinions after experiencing learning at distance and whether they find the integration of distance learning in the educational system and shape teaching and learning. This part contains (1) sixteen statements about distance education where the students are asked to express their agreement or disagreement. And at the end of the questionnaire they were given space compare their traditional way of teaching with the new one (online courses).

2.5.2.1 Analysis of the questionnaire

Among the questions we have asked our participants, in our questionnaire, we have chosen to analyse ten questions and statements which seem primordial and significant to be analysed and discussed.

Question1: living situation

- a) Commuter student
- b) Resident student

	Number	Percentage
A	29/40	72.5%
B	11/40	27.5%

Table2.5.2.1.1: students' living situation

The table above shows the students' responses from which we observed that the majority of the respondents are commuter students 72.5% they study in the same city where they live.

Question2: civil status

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- a) Single
- b) Married

	Number	Percentage
a	33/40	82.5%
b	7/40	17.5%

Table2.5.2.1.2: students' civil status

As the table demonstrates, almost the students are single 80.5% and the rest of them are married 17.5%.

Question3: Are you a working student?

- a) Yes
- b) No

	Number	Percentage
a	23/40	57.5%
b	17/40	42.5%

Table2.5.2.1.3: working and non-working students

According to the statistics shown on the table3, almost half of the number the students have jobs 57.5% while the do not work 42.5%.

Question4: I normally use a computer

- a) What is a computer
- b) Very rarely, if ever
- c) Occasionally
- d) A few time a week
- e) Everyday

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	Number	Percentage
a	////	////
b	////	////
c	2/40	5%
d	24/40	60%
e	14/40	35%

Table2.5.2.1.4: student's use of computers

More than half of the students 24 participants mentioned that they use computer a few times a week, while those who said occasionally were only 2. Other 14 students stated that they use computers everyday as it is shown in table4.

Question5: I normally access email and/or the Internet.

- What would these strange contraptions be?
- Very rarely, if ever
- Occasionally
- A few times a week
- Everyday, I am addicted!

	Number	Percentage
a	////	////
b	////	////
c	1/40	2.5%
d	3/40	7.5%
e	34/40	85%

Table2.5.2.1.5: students' use of internet and email

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It is obvious from the table above that most of the participants (34) use internet regularly/everyday while a few number of students (3) use it a few times a week. However only one student uses internet occasionally.

Now we move to the student's agreement or disagreement of statement about distance education and online courses undertaken during the experiment.

Question6: I could pass a course on the Internet without any teacher assistance.

- a) Agree
- b) Disagree

	Number	Percentage
a	36/40	90%
b	4/40	10%

Table2.5.2.1.6: the student's ability to pass a course on internet without assistance

According to the participants' answers and this table, we noticed that the majority of students (90%) agreed on what is said in the statement above (question6) while few of them (10%) disagreed.

Question7: I liked a lot the online interaction with the teacher.

- a) Agree
- b) Disagree

	Number	Percentage
A	38/40	95%
B	2/40	5%

Table2.5.2.1.7: student's reaction towards the online interaction with the teacher

The table above shows that (38) students say that they like interacting online with the teacher, other (2) students state that they do not like it.

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Question8: I could ask my teacher questions and receive a quick response during Internet activities outside of class.

- a) Agree
- b) Disagree

	Number	Percentage
A	6/40	15%
B	34/40	85%

Table2.5.2.1.8: student's impression toward the teachers' assessment

As shown in the table above, (85%) of the respondents see that the way of assessment is not quick, while (15%) see that doing activities and being assessed online is a quick way.

Question9: I feel that face-to-face contact with my instructor is necessary to learn.

- a) Agree
- b) Disagree

	Number	Percentage
A	6/40	15%
B	34/40	85%

Table2.5.2.1.9: student's preference to the traditional way of teaching

34 students (85%) acknowledge that they highly disagreed with the necessity of the teachers' assistance. Nevertheless, 06 informants (15%) believe that face to face contact with the instructor is necessary to learn they reckon that not all students are equipped with internet connection to access to the various online opportunities.

Question10: I was able to manage my study time effectively and easily complete the test on time.

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- a) Agree
- b) Disagree

	Number	Percentage
A	39/40	97.5%
B	1/40	2.5%

Table2.5.2.1.10: student's ability to manage time while in online education

As it is noticed, 39 informants (97.5%) think that it is high time distance education were integrated in teaching process. Their support discloses that the idea of teaching at distance play a great role in shaping the way students learn because the course contents deliver a high quality of information and sources. While only one student which represents (2.5%) refutes the fact of integrating the current educational trend in teaching because it is stated that students are lazy and will not bother themselves to learn online.

Question11: Do you prefer the traditional way of learning or learning through online courses? Why?

	Number	Percentage
Distance education	36/40	90%
Traditional education	4/40	10%

Table2.5.2.1.11: Student's preference to distance education or traditional education

Reading the above results, it is perceived that the majority of students (90%) who interfered in the experiment was satisfied and supported the idea of integrating the online courses to their learning process. However, four participants which represents (10%) prefer to stay as they said in the safe side and keep their traditional way of learning. And both categories have developed their point of view and argued on it with convincing ideas.

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2.6 Conclusion

Through this chapter, we have exposed the main objectives of this investigation as well as we have elucidated the methodology and the framework which were meticulously and carefully designed and followed. The chapter gives a deep insight on the research methods, the participants, the procedure, the data collection instruments, the description of students' questionnaire and its analyses based on quantitative and qualitative methods as well as the steps which guided our experiment and its application with our target population. All these parameters gave us a well-structured methodological framework based on systematicity and coherence as well as it could pave the way to our very last chapter which will tackle the interpretation and the discussion of our informants' responses.

Chapter three: Discussion of the Findings Suggestions and Recommendations

3 Introduction

The ultimate goal of this research is to find out solution for the existing problems. Now the outcome can be measured by the systematic analysis of the collected information. In this way, this chapter will discuss the findings in comparison with the formulated research questions, implications or suggestions of what should be done and how it can be done as a result of the findings from this study, and the future direction research should follow.

3.1 Data Collection Results

In order to achieve our target objective, which is analyzing the effectiveness of distance education in master degree at Abdelhamid ibn Badis University, we utilized two different data analysis instruments; an experiment and a questionnaire. These latter two were used in a certain order, one complete the other, starting by the experiment where the participants were exposed to a new learning program ‘online courses’ after it they were given a questionnaire to fulfill in order to test the students’ perception toward distance education.

From the data collected, it was notices that the population participated in this research where opened to the new method of teaching. And they found it new at their university and effective because is of the convenient way of acquiring knowledge. It has been described as, a process to create and provide access to learning when the source of information and the learners are separated by time and distance, or both.

Most of the participants are commuter-working students while the others were resident-working students. These two factors, residence and work were the essential motive behind their perception to this new concept because they found that distance education is the key for their problems like being far from homeland or leaving work for carrying on studies or even for those who left their universities because of the full-time jobs they have.

After having a look at the students’ answers questionnaire, the majority of them were going on the same direction, supporting the integration of distance education at Abdelhamid ibn Badis University. The last open question in the survey were designed for students to state the difference

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between the traditional education and online education and which one of them suits them best. The comments cited are as follows:

	Online education	Traditional education
Mode	-Discussions through text only Can be structured -Dense, permanent, limited.	-Verbal discussions: a more common mode, but impermanent.
Sense of Instructor Control	-Less sense of instructor control -Easier for participants to work independently	-More sense of leadership from instructor
Discussion	-Group contact continually maintained -Depth of analysis often increased -Discussion often stops for periods of time, then is picked up and restarted -Level of reflection is high Able to reshape conversation on basis of ongoing understandings and reflection	-Little group contact between meetings. -Analysis varies, dependent on time available -Discussions occur within a set of time frame -Often little time for reflection during meetings -Conversations are less likely being shaped during meeting
Group Dynamics	-Less sense of anxiety -More equal participation -Less hierarchies -Dynamics are 'hidden' but traceable -No breaks, constantly in the meeting -Can be active listening without participation -Medium (technology) has an impact -Different expectation about participation; Slower, time delays in interactions or discussions	-Anxiety during meetings -Participation unequal -More chance of hierarchies -Dynamics evident but lost after the event -Breaks between meetings -Listening without participation may be frowned upon -Medium (room) may have less impact -Certain expectations about participation -Quicker, immediacy of interactions or discussions

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Rejoining	-High psychological/emotional stress of rejoining	-Stress of rejoining not so high
Feedback	<ul style="list-style-type: none"> -Feedback on each individual's piece of work very detailed and focused -Whole group can see and read each other's feedback -Textual feedback only -No one can "hide" and not give feedback -Permanent record of feedback obtained by all -Delayed reactions to feedback -Sometimes little discussion after feedback -Group looks at all participants' work at same time 	<ul style="list-style-type: none"> -Less likely to cover as much detail, often more general discussion -Group hears feedback -Verbal/visual feedback -Possible to "free-ride" and avoid giving feedback -No permanent record of feedback -Immediate reactions to feedback possible -Usually some discussion after feedback, looking at wider issues -Group looks at one participant's work at a time
Divergence /Choice Level	<ul style="list-style-type: none"> -Loose bound nature encourages divergent talk and adventitious learning; -Medium frees the sender but may restrict the other participants (receivers) by increasing their uncertainty 	<ul style="list-style-type: none"> -More tightly bound, requiring adherence to accepted protocols -Uncertainty less likely due to common understandings about how to take part in discussions

Table3.1.1: The difference between distance education and traditional education for students

The results in the table above confirm all the hypothesis, on the one hand, some students believe that regular courses at university is very important for those who cannot dismiss the face-to-face contact with the teacher. On the other hand, most of them couldn't ignore the fact that distance education could be a solution for students who are from far regions and for those who have work or other commitments in life. and what was noticed from their answers is that their attitude toward online education is positive.

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3.2 Discussion of the Findings

The results demonstrate that EFL master students are quite satisfied with the online course they undertook, and that is shown from their responses to the questionnaire and the teacher's evaluation to the test they undertook after the experiment was done. Students are separated into two categories, commuter-working students and resident-non working students and those are the two factors which make students in need of a program which make them in a good balance between their master courses and the other commitments they have in life

The distance course, no doubt, offers much freedom and flexibility. Most students enrolling for distance education courses are working full-time and are not in a situation to quit their jobs or they live far from the home region and they cannot travel and bring enough money to live far. They need a source of income to run their family's expenses. Hence, in order to upgrade their educational qualifications along with a job or keeping their different life commitments, they prefer taking up distance learning courses.

Distance programs offer students the flexibility to use time according to their requirements and the student gets an opportunity to learn at their own pace. Another added benefit is that students have access to learning anywhere and at any time with no limitations and restrictions time and location of study. It gives students ample time to spend with their family and work. Above all, distance education saves the time and cost incurred in travelling.

3.3 Implications of the Findings

This thesis has three types of implications: theoretical, managerial and implications for further research:

3.3.1 Implications for Theory

As far as we looked in the literature and to the best of our knowledge, no research has ever investigated distance learning adoption in the university of Mostaganem. Hence, this thesis constitutes a first contribution in this matter.

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3.3.2 Implications for Managers

It has been found in this study that the current learning system used in the Algerian universities is very limited unlike what is pertaining in the international front. This implies that policy makers and university regulators such as Ministry of Education in Algeria need to be awakened to this empirical fact and take pragmatic steps to ensure that new learning programs adoption in the Algerian universities can be done. This will improve and arouse both students and lecturer's usage of e-learning in all spheres of academic ladder. This can be done by inculcating distance education into the university programs where lecturers will be given a thorough in-service training on the use of e-learning materials to enable them apply into their delivering processes. This will also help lecturers to sensitize and encourage students to adopt use ICT's in their academic pursuits.

According to the outcomes of this study, learners and lecturers are not fully engaged in online courses programs due to the fact that they are not able to suggest new ideas to decision makers in order to develop or modify in the traditional system. E-learning is highly competitive and ever growing market globally in the educational institutions; therefore, Algerian universities should wake up, build and make available the necessary e-learning infrastructures to create a strong e-learning competitive advantage in the global arena.

Also, the outcomes of this thesis prove that learners are impressed with the facilities offered by distance learning with regards to slow pace of e-learning course in the university of Mostaganem. Consequently, in order to survive in the distance learning area, Algerian universities should pay attention to learners needs and requirements. The majority of the learners were dissatisfied with the traditional system due mainly to the problems they encounter when they do not attend their courses. Therefore, the state and the universities should address in priority these kinds of problems to resolve them and consequently defend distance learning adoption in Algeria.

Last but not least, with regards to e-learning delivery modes it is clear from the findings that Algerian universities are not accustomed with the concept of distance education. This entails that more management efforts and intensive education must be geared towards improving upon the important aspects of the delivery modes which are insufficiently used by students, specifically: E-books, bring work home from lecture hall, share information for a collaborative project or submit

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a project to a lecturer with a USB flash drive or by e-mail, e-library, complete written, video or presentation assignments and submit them via e-mail to the lecturer, turning in assignments online, lecturer-led, keeping track of grades on assignments and tests online, online sharing of materials among students, check and copy information from the lecturer's daily or weekly blog, including the course syllabus, assignment changes, study notes and other important information, using e-mail or text message to contact study partner, prepare for study sessions and get answers to each study material in question, log in with a secure password to check the student's ongoing grades in each course, web courses, quizzes and exams online and e-guidance mechanisms, etc. If the above e-learning delivery modes are well introduced in the university programs, it would certainly motivate university students' to easily become engaged in online courses with regards to face-to-face courses. This would uplift the image of Algerian universities in the educational scene.

3.4 Recommendations for Future research

One of the main findings of this study is that working and resident students are not satisfied with the actual traditional educational system in Algeria. The same kind of study should be done with the addition of new learning system which helps students more to be flexible in their learning, not necessarily in the universities, and measure learners' perception or satisfaction of e-learning in different fields of study.

Distance education programs in some universities were developed very quickly, with little or no policies providing guidance. Policies on distance education that have been developed or are needed for distance education programs should be reviewed.

Assessment of whether or not faculty are adequately prepared to teach at a distance, especially in light of the fact that faculty tend to teach in the same manner in which they were taught, is definitely warranted. A check list that would help identify the preparedness of the faculty member before they are responsible for distance student learning would help the students and program. Instructor training should be required before faculty are considered qualified to teach distance courses which necessitates the discovery of quality training programs. Support staff that is needed

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to assist faculty members when making the transition from a face-to-face to a virtual environment should be identified.

It has been stressed that instructors should not simply take their traditional course materials and place them on the web then call it a web course. Research is needed to help develop effective models of distance learning.

3.5 Limitation of the study

Distance education is a new educational system for the Algerian educational system which is still in its infancy stage. Algerian universities are far from having fully integrated online courses in their curriculum and therefore the respondents in this study did not have adequate and sufficient experience with the Distance Learning system.

The results of the analysis and discussion of the findings have indicated that our hypotheses which are supported; that is to say, that using online courses in the master degree would motivate and help students to not give up their studies while working or while having family commitments. Nevertheless, this study has some limitations.

The first limitation is time constraints. Longer time would help us to use different tool and a larger sample of students and a population or a sample of teachers who teach different modules for students in master degree at the Department of English at University of Mostaganem. This would give our results different dimensions. Extended time would also permit us to extend our research through varying in the modules and experimenting them in different subjects for master students, this method would give better results when used in teaching at distance.

The second limitation is the nature of the tool used. In investigating a correlation study, the interview as a method of research would be more helpful for the qualitative results that provides and would yield also more reliable and valid outcomes which is not always the case of the questionnaire where the answers would not reflect the students' real opinion or answer.

The third limitation was the lack of references. We have not found the necessary information concerning the theme under study at the library of the university. We have tried to involve more books and check on previous projects that may give us an aid in writing the dissertation. However,

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many teachers who belong to the department of English at the University of Mostaganem have provide some good references to rely on.

The final limitation which we faced is the number of sample. Different teachers teach different groups of the population, hence different methods and techniques would be used. Therefore, the number of sample (10%) would not represent the whole population, thus it is difficult to generalize these conclusions.

3.6 Suggestions

After experimenting the students' perception of the online courses and analyzing their answers to the questionnaire and relating them together and to the literature review, some suggestions are proposed to implement distance education for master degree to improve the English learning in the Department of Mostaganem.

First of all, many students would have some negative beliefs about distance education in general. To make them want to study at distance, teachers would state some periods of time helping them see the value of online courses work and maintaining the social and learning skills necessary for making distance learning different from other the traditional one.

Second, it is advisable for the teachers to use technology to access, store and deliver information, especially in the third license level so that they become ready and accustomed to it and to be able to manage their learning and to help their master students to work in a distant way with less sense of instructor control. Moreover, students can be given the opportunity to choose the time and place when and where they want to take their courses instead of imposing it on them the. In doing so, learners would manipulate how to study with different places and time people and feel independent and flexible in his learning.

Two main problems are noticed that students are always afraid of being absent at universities while working and teachers are imposing the everyday attendance in the lectures regularly. These two problems can be solved if distance education was implemented by the Algerian higher educational system.

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To end with, when developing distance delivery courses, planners, university and teachers, must make decisions based on the learning needs of the students, learning styles, accessibility to resources and curricular objectives become important issues for every lesson developed. It is important that planners align learning goals with technology implementation. Piele (1989) stated that if learning and technology goals are not determined before implementing technology, technology will become a burden on teachers and drain resources. This can be overcome by having the planning committee develop a vision that ties together curricular goals and objectives with technology usage. Developing this connection will enable the committee members to see how technology is making the students' lives better and thus be more receptive to technology planning.

3.7 Conclusion

The third chapter is concerned with discussing the results of the experiment along with the students' questionnaire. We have concluded that using online courses could be effective for master students and it make them independent in their learning. This chapter has also supply administration and teachers with some of the recommendations and suggestions we think that they have has to implement to get an ideal distance education program where it becomes more valuable for students. We have drawn also the limitations and the obstacles we have faced in investigating this research from the first day until the day of submitting. For the researchers and those who can built their projects on this dissertation. Therefore, we have covered some hints and recommendation for further studies that may help researchers in developing their ideas.

General conclusion

Distance learning, mode of study, can be seen as alternative mode of education that offers a second opportunity of education for those who could have perpetually missed the chance of being educated. It enables the learner to gain access to acquire education without the pain of having to forfeit the opportunity of retaining their jobs. Thus, in this world of education the learners at a distance who are physically separated from their teacher would now have to share their available time everyday among various contending daily engagements for the use of the twenty-four hours. This calls for systematic and deliberate planning and subsequent prudent use of the time available to them.

The purpose of this study was to investigate the distance learning effectiveness in the Algerian university and see whether it can be adopted from the Algerian ministry of education or not. We examined the current situation of distance learning validity at the university of Mostaganem considering: the learners' needs, their attitude toward this way of teaching and their level of perception to this concept. Introductory lecture has been filmed to students from master degree. And published in a web page. In addition to that a test was conducted by participants after making the experiment and sent to teachers via email. This step was carried out by a questionnaire given to 40 students. And based on the objective analysis of the obtained data, the major findings and conclusions of this study may be summarized as follows:

- Students didn't find difficulties in learning by videos, by contrast they argued on the same thing that is distance education can offer flexibility and help in being available at work.
- They found that the increased lecturer participation in supporting students via email discussion was strongly encouraging.

This study has fulfilled the hypotheses of the research; we have answered the research question through which we can say that the use of online courses is beneficial and helpful for the working and resident student. The course then will not be just motivational factor to lead students to become more interested in having a master degree even if they are working, but also to afford for the learners with a situation though which they can be free in their choice and rely on himself in the learning process. However, the research has faced many limitations, we ask the future studies to

involve more populations and materials in their investigations, which is related to confirm the objectivity behind using distance education in master degrees.

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Appendix

Distance learning Participants Questionnaire

Dear students,

You are kindly invited to fill in the following questionnaire. This questionnaire aims at gathering data about the potential of distance education. Please, tick the relevant boxes and be as full and comprehensive as possible with your other answers. For further information, please contact: hananeeve636@gmail.com

I extremely appreciate your collaboration. Thank you.

Section One: Personal Details

Age: *(Please enter a numerical value only)*

Gender:

Male

Female

Contact Email:

Which system do you belong to:

Classical system

LMD

University Level:

Master One

Master Two

Living Situation:

Commuter Student Resident student

Civil status:

single Married

Are you a working student?

Yes No

Section Two: Information about your technology use

Q1: I've been using a computer for approximately **years.**

Q2: I normally use a computer: *(please tick one)*

- a) What's a computer?
- b) Very rarely, if ever.
- c) Occasionally
- d) A few times a week
- e) Every day, I'm addicted!

Q3: I have access to a networked computer at: *(please tick all that apply)*

Home/student residence	<input type="checkbox"/>	Work	<input type="checkbox"/>
University/ Learning Centre	<input type="checkbox"/>		
I don't have access to internet	<input type="checkbox"/>		

Q4: I normally access email and/or the Internet (please tick one)

a) What would these strange contraptions be?	<input type="checkbox"/>
b) Very rarely, if ever.	<input type="checkbox"/>
c) Occasionally	<input type="checkbox"/>
d) A few times a week	<input type="checkbox"/>
e) Every day, I'm addicted!	<input type="checkbox"/>

Q5: I spend approximately hours a week at home or somewhere else on the Internet (for work, educational purposes)

Q6: I am a social butterfly and use social networks (E.g. Snapchat, Twitter, Facebook):

a) Never?	<input type="checkbox"/>
	<input type="checkbox"/>

b) Very rarely, if ever.

c) Occasionally

d) A few times a week

e) Every day, I'm addicted!

b) Which do you use?

c) How often do you use your social networks? (please tick one)

Every day A few times a week Occasionally
Rarely/never

Q7: I use synchronous chat tools (E.g. Instant messaging, chat rooms, IP telephony)

a) Yes No

If yes:

b) Which do you use?

c) How often do you use synchronous chat tools? (please tick one)

Every day A few times a week Occasionally

Rarely/never

Q8: I use messaging and discussion tools (E.g. Email, forums, phone texting)

a) Yes No

If yes:

b) Which do you use?

c) How often do you use messaging and discussion tools? (please tick one)

Every day A few times a week Occasionally

Rarely/never

Section Three: Statements about distance education

	Agree	Disagree
9. I could pass a course on the Internet without any teacher assistance.		
10. I enjoyed working independently.		
11. I enjoyed working with other students in group via internet.		
12. I liked a lot the online interaction with the teacher.		
13. I felt comfortable composing text on a computer in an online learning environment.		

14. I felt comfortable while communicating online.		
15. I could ask my teacher questions and receive a quick response during Internet activities outside of class.		
16. I feel that face-to-face contact with my instructor is necessary to learn.		
17. I was motivated by the material in an Internet activity outside of class.		
18. I could work in a group during Internet activities outside of class.		
19. Learning is the same in class and at home on the Internet.		
20. I can study all the modules outside of class.		
21. I believe that learning on the Internet outside of class is more motivating than a regular course.		
22. I believe a complete course can be given by the Internet without difficulty.		
23. I was able to manage my study time effectively and easily complete the test on time by distance.		
24. I believe an Internet course is a facilitator for students who have other commitments in life.		

25. According to you, what is the difference between traditional education and distance education?
Which one suits you best? And Why?

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