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Investigating students' perspectives on hybrid learning in higher education

**Case Study: Second year Language and Communication Master
Students**

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DEDICATION

I dedicate this humble work to my family for their continuous support and endless love, my beloved mother and father, my two sisters Manal and Hanane, my brother Mohamed and of course Nada.

To all of GT CYBER crew “Kadi, Amine, Taha, Youcef, Abdo, Kamal” who motivated me and helped me get through this critical stage.

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ABSTRACT

This dissertation is an attempt to investigate and explore the differences between face-to-face teaching and online teaching in Algerian universities, and how these differences affect student learning outcomes. Master two “Language and Communication” students were selected as a sample to answer a questionnaire for the case study. The research adopts a quantitative comparative approach, the main research question that guides the study is: "What are the characteristics and differences between face-to-face teaching and online teaching, and how do they affect student learning outcomes in Algerian universities?" The study aims to contribute to the ongoing debate over the effectiveness of different teaching methods in higher education and to provide evidence-based insights into the best practices for promoting student learning outcomes in Algerian universities. The results revealed that face-to-face teaching is more appreciated than online teaching, since students lack experience with online teaching and universities are not compatible with this advancement in technology. Therefore, it is suggested to invest time and resources to integrate a blended learning approach to the educational system which combines the benefits of both face-to-face teaching and online teaching, this will eventually lead to a more comprehensive learning experience and better learning outcomes.

Key words: Algerian universities, face-to-face teaching, learning outcomes, online teaching.

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General

Introduction

General Introduction

Teaching and learning have been fundamental to human development and progress for thousands of years. Throughout history, from ancient Greece to the present, education has been a cornerstone of civilization, providing individuals with the knowledge and skills necessary to navigate the world around them. However, the nature of teaching and learning has evolved substantially over time, with the advent of modern technology bringing about unprecedented changes to the educational landscape.

Today, traditional face-to-face teaching remains the norm in many contexts, but the rise of online teaching has created new opportunities and challenges for educators and learners alike. Online teaching, which involves the use of digital technologies to deliver instruction remotely, has gained popularity in recent years, particularly in response to the COVID-19 pandemic. In this study, we aim to provide a comprehensive literature review on face-to-face and online teaching. Specifically, we will examine the characteristics of each mode of instruction, their historical and cultural contexts, and the factors that influence their effectiveness. We will also present a summary of the advantages and disadvantages of each one, and explore faculty and student perspectives on both modes of teaching. Moreover, we will compare face-to-face and online teaching, highlighting the strengths and limitations of each mode of instruction.

Given this ongoing debate, it is crucial to investigate the differences between online and face-to-face teaching. This study will take a comparative approach, analyzing the effectiveness of both teaching types for Master Two “Language and Communication” students at the University of Abd Elhamid Ibn Badis Mostaganem 2022-2023. Using quantitative data collection methods and analysis methods, the study aims to identify the factors that contribute to the effectiveness or limitations of each teaching modality.

Research questions that will guide the study include:

1. What are the defining characteristics of face-to-face and online teaching, and how do these modes of instruction differ in terms of their delivery, interaction, and engagement?"
2. What are the relative strengths and limitations of face-to-face and online teaching, and how do these compare in different contexts?
3. What factors contribute to the effectiveness or limitations of each teaching modality?

Some hypothesis was taken into consideration in an attempt to answer the question above, they are as follows:

1. The defining characteristics of face-to-face and online teaching differ significantly in terms of their delivery, interaction, and engagement, and these differences have a critical effect on the efficacy of each mode of instruction.
2. Face-to-face teaching is more effective in delivering real-time feedback, while online teaching is better suited for providing access to a wider range of resources.
3. The effectiveness of face-to-face and online teaching is influenced by a wide range of factors, including learner characteristics and educational context.

The findings of this study will have substantial real-world implications on both teachers and students. By identifying the characteristics of online and face-to-face teaching, the research will provide evidence-based insights into the best practices for designing and implementing effective and engaging instruction. This will help teachers make informed decisions about the use of online versus face-to-face teaching and to tailor their teaching methods to the needs and preferences of their students. Ultimately, the study aims to contribute to the ongoing debate over the effectiveness of the two different teaching modes and give evidence-based guidance for promoting student learning outcomes in the context of modern education.

Chapter One:

Literature review

1.1 Introduction:

In recent years, improvements in technology have transformed the landscape of education, leading to the emergence of online teaching as a viable alternative to traditional face-to-face instruction. While face-to-face teaching has been the predominant mode of instruction for centuries, online teaching has gained popularity due to its flexibility, convenience, and accessibility. However, both teaching approaches have their strengths and limitations, and determining which mode of instruction is most effective for a given context remains a topic of ongoing debate. This chapter provides a comprehensive overview of face-to-face and online teaching, including their characteristics, historical and cultural contexts, factors influencing their effectiveness, and a comparison of their advantages and disadvantages. Additionally, this chapter explores faculty and student perspectives on each mode, providing insights into the factors that influence their opinions. By examining these points, this chapter aims to provide a foundation for further exploration and discussion on this topic.

1.2 Definition and Overview of Face-to-Face Teaching

Face-to-face teaching, also known as traditional or in-person teaching, is a form of instruction that occurs in a physical classroom or other physical setting, where instructors and students interact in real-time. Face-to-face teaching is characterized by a range of teaching methods, including lectures, discussions, hands-on activities, and group work. Instructors often use printed materials such as textbooks, handouts, and other resources to supplement their instruction. The teacher is the primary source of information, and the students are expected to be active participants in their learning.

Also, in their book "Effective Teaching Strategies that Accommodate Diverse Learners", Coyne and Kame'enui (2011) describe face-to-face teaching as "the traditional classroom model in which teachers and students meet in the same physical location" (p. 82).

The historical and cultural context of face-to-face teaching is rich, with roots dating back to ancient Greece and Rome, where philosophers and teachers such as Socrates and Aristotle imparted knowledge to their students in person. Face-to-face teaching has evolved over the years to include different teaching styles ranging from traditional lecture-based to more collaborative and active learning approaches. Despite the rise of online teaching and the emergence of new technologies, face-to-face teaching remains relevant and widely practiced in most educational institutions globally.

1.2.1 Characteristics of Face-to-Face Teaching.

The traditional approach of face-to-face teaching offers distinct advantages that are challenging to replicate in online or distance learning formats. Extensive research has explored the effectiveness of in-person teaching, shedding light on several noteworthy qualities that contribute to its success. One significant advantage is the immediate feedback it affords. In a physical classroom, teachers can observe students' facial expressions, body language, and tone of voice, allowing them to adjust their teaching methods accordingly. This timely feedback helps students remain attentive, and motivated, and promptly resolve any misunderstandings. Hattie (2012) emphasizes the power of feedback as a valuable learning tool with a substantial positive impact on student's academic performance.

Moreover, face-to-face teaching promotes a more social and interactive learning experience. Within the classroom setting, students can actively engage in group activities, participate in discussions with their peers, and cultivate their critical thinking skills. These social interactions not only contribute to the development of vital interpersonal competencies such as effective communication, collaboration, and teamwork (OpenAI personal communication, 2023), but they are also essential for success in both academic and professional realms. Furthermore, research conducted by Clark et al. (2003) indicates that in-person

teaching fosters a stronger sense of community among students, resulting in heightened levels of engagement and motivation.

1.2.2 Historical and Cultural Context of Face-to-Face Teaching

Over countless generations, face-to-face teaching has integrated itself into the intricate tapestry of our history and culture, shaping its journey and transformation over time. As shared by Bentley (1996), the roots of education can be traced back to ancient civilizations, where teachers engaged in personal exchanges and serious dialogues to share wisdom with their eager students.

The significance of face-to-face teaching in education continued to blossom during the Renaissance, a remarkable period that heralded the ascendancy of humanism and the liberal arts, underscoring the paramount importance of critical thinking and the pursuit of knowledge. The intimate bond forged between teacher and student was regarded as nothing short of essential for nurturing these invaluable skills. This unwavering focus on personal connections and face-to-face teaching endured through the corridors of time, as educational systems gracefully evolved to cater to the evolving needs of societies. However, as thoughtfully argued by Postman (1996), the march of technological progress and the winds of cultural change have bestowed upon us a unique set of challenges, questioning the very foundations of the traditional educational model, built on the pillars of face-to-face teaching and the age-old tradition of knowledge transfer through books and lectures.

It is within this dynamic backdrop that the role of face-to-face teaching in education has undergone a profound reevaluation, giving rise to innovative and adaptive approaches to teaching and learning. Yet, despite these formidable trials, face-to-face teaching remains an indelible cornerstone of education, as thoughtfully illuminated by, who passionately emphasizes its pivotal role in fostering social mobility and upholding the cherished principles of democracy. Shulman (2004) further lends his voice to the chorus, underscoring the

indispensable nature of face-to-face teaching in shaping the skills and wisdom required for one to become an effective teacher, while candidly delving into the myriad challenges and boundless opportunities that await in the modern educational landscape.

1.2.3 Factors Influencing the Effectiveness of Face-to-Face Teaching.

Achieving effective face-to-face teaching involves considering various factors that contribute to successful learning experiences. One critical element is the teacher's ability to deliver clear and well-structured instruction, fostering a positive classroom atmosphere that nurtures student learning. Teachers who possess strong subject knowledge and pedagogical skills are better equipped to design and implement effective lessons that cater to the diverse needs of their students (Hattie, 2009).

Furthermore, the level of student engagement and active participation during classroom activities is a reliable predictor of academic achievement (Fredricks et al., 2004; Skinner & Belmont, 1993). To promote active learning, teachers should design instructional activities that encourage student involvement, such as stimulating class discussions, collaborative group work, and hands-on projects.

Another factor impacting the effectiveness of face-to-face teaching is the cultural background of students. Research indicates that students from different cultural backgrounds may have distinct learning preferences and expectations when it comes to teaching methods (Cavus & Ibrahim, 2009; Hofstede, 2011). Therefore, teachers should be mindful of their students' cultural backgrounds and adapt their instruction accordingly. This may involve integrating culturally relevant materials, providing platforms for students to share their perspectives and experiences, and avoiding cultural stereotypes.

The utilization of instructional technology is another influential factor in face-to-face teaching. Technology offers teachers additional tools to support student learning, such as multimedia resources, interactive simulations, and online assessments (Mishra & Koehler,

2006). However, the effectiveness of instructional technology depends on its appropriate usage and seamless integration into instruction. Teachers should select suitable technologies that align with their instructional goals, provide adequate training and support to students, and carefully evaluate the impact of technology on student learning outcomes.

1.2.4 Summary of Advantages and Disadvantages of Face-to-Face Teaching

In-person teaching has numerous advantages that make it a preferred choice for many educators and learners. One of its primary benefits is the direct and immediate interaction it allows between teachers and students (Ertmer & Ottenbreit-Leftwich, 2013). This interaction plays a vital role in building strong relationships between educators and learners, which positively affects students' engagement, motivation, and academic achievement (Kuh & Hu, 2001). Moreover, in-person teaching promotes collaboration and group work among students, fostering the development of essential skills like communication, problem-solving, and critical thinking. According to Ertmer and Ottenbreit-Leftwich (2013), it is also linked to higher levels of student satisfaction and a lower drop-out rate compared to online learning. Additionally, in-person teaching provides a social aspect that enhances the overall student experience by creating a sense of community, improving interpersonal skills, and promoting diversity and inclusion. Overall, the advantages of in-person teaching significantly enhance the learning experience, foster academic success, and prepare students for their future endeavors.

However, despite these numerous benefits, in-person teaching does have some notable drawbacks. One primary disadvantage is its limited accessibility for geographically dispersed students or those with mobility issues, which may restrict educational opportunities for some individuals. This limitation can lead to a reduced pool of students with diverse backgrounds and experiences, potentially diminishing the potential for rich and diverse discussions that occur in traditional classrooms (Martin & Bolliger, 2018). Furthermore, in-person teaching often incurs higher costs for both institutions and students. Institutions face expenses related to

maintaining and equipping physical classrooms, while students must allocate resources for commuting, accommodation, and other expenses associated with physically attending classes (Martin & Bolliger, 2018). These financial obligations can disproportionately affect lower-income students and potentially exacerbate existing educational inequalities (Butz & Stupnisky, 2017).

Another limitation of in-person teaching is its potential to hinder the learning process for some students. Traditional teaching methods often lack flexibility in terms of pace, limiting opportunities for students to learn at their speed and according to their unique learning styles (Hew & Lo, 2018). Consequently, some students may struggle to keep up with the curriculum, while others may become disengaged due to a lack of sufficient academic challenges. Finally, in-person teaching is susceptible to disruptions caused by unforeseen events like natural disasters, health crises, or emergencies. In such situations, classes may be suspended, delayed, or even canceled altogether (Butz & Stupnisky, 2017). Relying on physical presence for learning means that disruptions such as adverse weather conditions, strikes, or personal emergencies can significantly impact students' ability to attend classes, leading to missed learning opportunities and potential setbacks in their academic journey (Martin & Bolliger, 2018).

1.3 Definition and Overview of Online Teaching

Online teaching, also referred to as virtual learning, digital learning, or distance education, is an innovative instructional method that leverages advanced technology, internet connectivity, and various digital tools to deliver educational content, facilitate communication, and support learning activities for students who are not present in traditional classroom environments (Anderson, 2008).

This contemporary approach to teaching is designed to break down geographical barriers and adapt to the diverse needs of learners, providing them with the opportunity to

access quality education from anywhere in the world (Boling et al., 2012). Online teaching incorporates a wide range of components to create an interactive and engaging learning setting. These components include virtual classrooms, which often simulate in-person classrooms through video conferencing and interactive whiteboards; asynchronous interactions, which involve students accessing course materials and participating in discussions at their own pace; and synchronous interactions, which require students to engage with their instructors and peers in real-time through live chats or video conferences.

Moreover, online teaching often utilizes multimedia resources, such as videos, podcasts, and interactive simulations, to provide learners with a rich and diverse learning experience (Picciano, 2017). One of the main advantages of online teaching is its flexibility, allowing students to learn at their own pace and accommodate their unique learning styles, preferences, and schedules (McQuiggan, 2012). This flexibility extends to instructors, who can tailor their teaching methods, course materials, and assessments to better address the specific needs and goals of their students (Boling et al., 2012).

Additionally, online teaching often leads to increased learner autonomy, as students must take responsibility for their learning, develop effective time management skills, and actively seek out support and resources when needed (Anderson, 2008). As online teaching continues to evolve, new advancements in educational technology and digital tools are constantly being introduced, offering both students and educators more opportunities for collaboration, interaction, and personalization (Picciano, 2017). With the integration of technologies such as artificial intelligence, adaptive learning systems, and immersive virtual and augmented reality experiences, online teaching is poised to continually transform and redefine the educational landscape (Johnson et al., 2016).

1.3.1 Characteristics of Online Teaching.

Teaching through online methods brings about a set of unique qualities that distinguish it from traditional in-person teaching. These qualities not only contribute to its increasing popularity but also have a significant impact on the learning experiences of students engaged in online education. One notable aspect of online teaching is its ability to provide education that can reach learners regardless of their geographical locations, time zones, or personal schedules (Anderson, 2008). This enhanced accessibility allows students to engage with course materials and interact with instructors and peers at their own pace, offering them greater flexibility and adaptability throughout the learning process (McQuiggan, 2012).

Furthermore, online teaching offers the opportunity to create personalized learning paths and customized experiences that cater to the specific needs, preferences, and abilities of individual students (Picciano, 2017). Through the utilization of adaptive learning technologies, instructors can tailor course content, instructional strategies, and assessments to better support student success and engagement (Boling et al., 2012). Additionally, online teaching fosters a sense of community and collaboration among learners as they interact and engage with each other through various discussion forums, group projects, and both synchronous and asynchronous communication tools. This collaborative learning environment encourages students to exchange ideas, provide feedback, and support each other's learning, ultimately resulting in a more enriching and socially interactive educational experience. The integration of advanced technology and multimedia resources serves as a central component of online teaching, offering students a diverse and interactive learning experience (Picciano, 2017). These digital tools encompass a wide range of mediums, from videos and podcasts to interactive simulations and virtual reality environments, effectively enhancing the overall learning process and facilitating a deeper comprehension of complex concepts (Johnson et al., 2016).

Moreover, online teaching promotes learner autonomy and self-directed learning as students assume responsibility for managing their learning process, setting goals, and actively seeking resources and support as needed (Anderson, 2008). This heightened level of independence and responsibility aids in the development of essential lifelong learning skills, including critical thinking, problem-solving, and effective time management (McQuiggan, 2012). Additionally, online teaching allows for the implementation of diverse assessment techniques that go beyond traditional exams and assignments. Examples of these techniques include project-based assessments, peer evaluations, and e-portfolios, providing students with a variety of opportunities to demonstrate their understanding and mastery of course content while fostering their creativity and critical thinking abilities.

1.3.2 Historical and Cultural Context of Online Teaching.

The historical and cultural context surrounding online teaching has played a significant role in shaping its evolution, acceptance, and growth. Understanding these factors is crucial for grasping the current state of online education and its potential for future expansion (Harasim, 2000). The roots of online teaching can be traced back to correspondence education in the 19th century, where distance learning was facilitated through mail-based systems. This early form of distance learning laid the groundwork for the development of more advanced online teaching methods. The introduction of radio and television broadcasts in the 20th century opened up new avenues for delivering educational content, reaching broader audiences, and democratizing access to education (Perraton, 2012). Furthermore, the advent of computers in the 1980s revolutionized distance learning by enabling the creation of computer-based learning systems, offering interactive and multimedia-rich educational experiences (Jonassen, 1996). With the widespread adoption of the internet in the 1990s, online teaching began to take shape as educators and institutions leveraged digital technologies to build virtual learning

environments, promote collaboration, and provide access to educational resources (Harasim, 2000).

The increasing interconnectedness of our world has fueled the demand for online teaching, as educational institutions and learners seek opportunities to engage with diverse perspectives, collaborate with international peers, and develop global competencies (Garrison & Kanuka, 2004). Furthermore, the rapid pace of technological innovation has fostered a culture that values flexibility, convenience, and personalization, all of which are inherent characteristics of online teaching (Anderson & Dron, 2011). Additionally, the evolving nature of work and the growing emphasis on lifelong learning have contributed to the cultural shift toward online teaching. Professionals now seek continuous skill development and career advancement, prompting a greater interest in online educational opportunities. It's also worth noting that the rising costs of traditional higher education and the need for accessible education options for diverse populations have driven the expansion of online teaching. Institutions and governments are working to address educational inequities and promote social mobility through online education initiatives (OpenAI, personal communication 2023).

1.3.3 Factors Influencing the Effectiveness of Online Teaching.

The effectiveness of online teaching depends on several factors that impact learners' engagement, motivation, and achievement. Understanding these factors can assist educators and institutions in designing online courses that foster effective learning experiences and positive outcomes (Means et al., 2010). Clear learning objectives that align with the course content and assessments can help learners understand what they are expected to achieve and how their progress will be evaluated. Following, incorporating activities that require learners to engage with the content and apply their knowledge, such as discussions, group projects, and simulations, can encourage deeper learning and enhance retention (Freeman et al., 2014). It should be noted that delivering timely and meaningful feedback that supports learners' growth

and development, as well as designing assessments that accurately measure learning outcomes, are critical to assessing the effectiveness of online teaching (Chickering & Ehrmann, 1996). And most importantly, ensuring that the course materials and technology are accessible and easy to use for all learners, including those with disabilities, can boost an inclusive learning environment and enhance engagement (OpenAI, personal communication 2023).

Learners' prior knowledge and experience can influence their engagement and success in online courses, as learners with a stronger foundation in the subject matter may be more motivated and able to tackle more challenging tasks (Clark et al., 2003). In addition, understanding learners' preferences and styles, such as their preferred learning modality, can help instructors tailor course materials and activities to better meet their needs. According to Zimmerman (2013), online learners need to be self-directed and motivated to succeed, as they have greater autonomy and responsibility for their learning. Providing opportunities for learners to set goals, monitor their progress, and reflect on their learning can help promote self-regulated learning. Also, providing learners with access to support services, such as online tutoring, academic advising, and technical assistance, can help address barriers to learning and enhance engagement (Jaggars & Xu, 2016). As stated by Boettcher & Conrad (2016), Ensuring that instructors are adequately prepared and supported to teach online, including training on online pedagogy and effective use of technology, can help promote effective teaching and positive outcomes. Finally, maintaining a robust and reliable technological infrastructure, as well as providing learners with access to up-to-date technology and software tools, are essential to ensuring smooth course delivery and a positive learning experience (Allen & Seaman, 2017).

1.3.4 Summary of Advantages and Disadvantages of Online Teaching.

When we consider online teaching, it becomes evident that it carries both advantages and challenges that must be addressed to ensure its effectiveness. On one hand, online teaching offers learners the invaluable flexibility to access course materials and participate in activities

at their convenience, which proves particularly beneficial for individuals with work or family obligations (Means et al., 2010). Moreover, this approach significantly enhances the accessibility of education for learners who may not have access to traditional classroom settings, including those in remote areas or with disabilities. Additionally, online teaching fosters elevated levels of engagement and interaction among learners through the incorporation of multimedia tools, discussion boards, and collaborative activities, which contribute to a rich and dynamic learning experience (Gray & Diloreto, 2016).

Nevertheless, it is important to acknowledge the challenges associated with online teaching. One of the major setbacks lies in the technical difficulties that learners may encounter. Slow internet connections or system malfunctions can impede their ability to fully participate and engage in online courses, causing frustration and wasted time. Learners may face difficulties connecting to online platforms or accessing course materials, leading to missed deadlines and incomplete assignments (Jaggars & Xu, 2016). Additionally, as Allen & Seaman (2017) elucidate, learners in online teaching may miss out on the valuable opportunity to interact with classmates and instructors in real-time discussions, engage in concept exploration, and ask questions. This vital aspect of the learning experience fosters a sense of community and support that is crucial for learners to feel engaged and motivated. Without it, learners may experience a sense of disconnection from their peers and instructors, ultimately resulting in feelings of isolation and disengagement.

Furthermore, online learners must take charge of their learning, necessitating a high level of self-motivation and self-regulation. They must establish goals, effectively manage their time, and seek assistance when needed, all while navigating the complexities of online learning platforms and digital technologies. This can pose a challenge for learners who lack the necessary skills or support (Zimmerman, 2013).

1.4 Comparison of Face-to-Face and Online Teaching

The choice between face-to-face teaching and online teaching will depend on various factors such as the nature of the course, the needs and preferences of the learners, and the resources available to the institution (Bocchi et al., 2014). Here are some additional points to consider when comparing between the two approaches:

Factor	Face-to-face teaching	Online teaching
Learning style	Face-to-face teaching is suitable for learners who prefer an interactive and social learning experience.	Online teaching is suitable for learners who prefer a self-directed and independent learning experience.
Teaching materials	Face-to-face teaching allows for the use of physical teaching materials such as whiteboards and textbooks.	Online teaching allows for the use of digital teaching materials such as videos, podcasts, and interactive simulations.
Student Engagement	Face-to-face teaching can foster greater student engagement through active learning strategies such as group discussions, debates, and hands-on activities.	Online teaching can foster student engagement through interactive multimedia tools and simulations, as well as online discussions with instructors and peers.
Student Retention	Face-to-face teaching may result in greater student retention rates due to the social support and sense of community that it provides.	Online teaching may require additional support and resources to ensure that learners remain engaged and motivated throughout the course.

Accessibility	Face-to-face teaching may be inaccessible to learners who live far from the institution or who have mobility or transportation issues.	Online teaching can provide greater accessibility to learners who may face geographic or physical barriers to attending traditional face-to-face classes.
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Table 1.1: Comparison of Face-to-Face and Online Teaching

1.5 Faculty Perspectives on Face-to-Face and Online Teaching

Faculty members' opinions on face-to-face and online teaching can differ based on a range of factors, including their teaching background, personal preferences, and the unique needs of their students. According to Garrison & Vaughan (2007), some faculty members lean towards face-to-face teaching as it allows for immediate feedback and direct interaction with learners. They value the personal touch and the valuable opportunities it provides to engage with students in real time. On the other hand, some faculty members prefer online teaching due to its flexibility and the accessibility it offers to learners (Garrison & Vaughan, 2008). They appreciate the convenience and the ability to reach a broader audience through digital platforms.

In addition, faculty members who have experience in both teaching environments often develop a more nuanced perspective. Shea et al. (2005) conducted a study and discovered that faculty members with extensive online teaching experience highlighted the significance of establishing a sense of presence in the online learning environment. They recognized that creating a strong virtual presence requires careful attention to course design and the strategic use of digital tools to encourage interaction and foster engagement. These faculty members understand the importance of designing online courses that promote active participation, collaboration, and meaningful learning experiences for their students.

1.6 Student Perspectives on Face-to-Face and Online Teaching

Students' viewpoints on face-to-face and online teaching can vary based on several factors, including their learning styles, educational backgrounds, and prior encounters with different instructional approaches. As highlighted by Allen and Seaman (2017), students who lean towards face-to-face learning often appreciate the opportunities it offers for engaging with classmates and instructors, and the immediate feedback they receive on their work. Additionally, these students may highly value the social dynamics fostered in traditional classrooms, where a sense of community can flourish. On the other hand, students who gravitate towards online learning are often attracted to its flexibility and the autonomy it affords them in setting their learning pace (Alqurashi, 2018). They may find solace in independent learning and appreciate the convenience of accessing course materials and completing assignments according to their schedule.

Additionally, students who have had exposure to both face-to-face and online learning tend to develop a more nuanced perspective. For instance, a study conducted by Mather and Sarkans (2018) revealed that students with experience in both formats preferred online learning for courses that involved extensive memorization or self-directed study while opting for face-to-face instruction when courses required more interactive discussions. This indicates that students' preferred mode of instruction may vary depending on the nature of the course and the specific learning objectives it entails.

1.7 Conclusion

In this chapter, we have embarked on a detailed exploration of face-to-face and online teaching, providing a holistic understanding of their key aspects. We have delved into their unique characteristics, considering how historical and cultural contexts shape their implementation. Additionally, we have delved into the multitude of factors that impact their effectiveness, recognizing the diverse elements at play.

Besides, we have taken the time to present a comprehensive overview of the advantages and disadvantages associated with both face-to-face and online teaching. Through careful analysis, we have compared these two modes, recognizing their respective strengths and limitations. By doing so, we aim to provide educators and researchers with a well-rounded understanding of these instructional approaches.

In addition to that, we have dedicated considerable attention to exploring the valuable perspectives of both faculty members and students on face-to-face and online teaching. By capturing their insights and experiences, we have aimed to offer a comprehensive view of how these teaching methods are perceived and experienced by those directly involved.

In summary, this chapter lays a solid groundwork for future exploration and meaningful discussions surrounding the topic of face-to-face and online teaching. By providing a comprehensive overview, considering various dimensions, and incorporating diverse perspectives, we hope to inspire further investigation and advancement in the field of teaching and learning.

Chapter Two:
The Methodology
and Data Analysis

2.1 Introduction

This chapter is an essential part of the research study aimed at exploring and comparing the effectiveness of face-to-face and online teaching methodologies for Master Two "Language and Communication" students at the University of Abd Elhamid Ibn Badis Mostaganem in the academic year 2022-2023. It provides a comprehensive overview of the methodology used in this study, outlining the research method, data collection methods, data analysis techniques, and population. This chapter lays the groundwork for the subsequent chapter that will present the findings of the study and give some recommendations and suggestions about the research case.

2.2 Purpose of the Study

The purpose of this study is to compare the effectiveness of face-to-face and online teaching in Algerian universities. To gain a deeper understanding of this topic, this research aims to identify the defining characteristics of face-to-face and online teaching, as well as the relative strengths and limitations of each mode of instruction. Moreover, the investigation will examine the factors that contribute to the effectiveness or limitations of each teaching modality. By exploring these different aspects, this study will provide valuable insights into the ongoing debate surrounding the best methods of teaching and learning in the modern digital age.

2.3 Research Method

The present study aims to investigate and compare the effectiveness of face-to-face and online teaching methods in the context of higher education. As technology continues to advance and reshape the educational landscape, it is essential to understand the implications of these changes on students' academic performance, engagement, and overall satisfaction. This is particularly relevant in the midst of the COVID-19 pandemic, which has accelerated the shift towards online learning and raised questions about the long-term viability of traditional face-

to-face instruction. In this case, some questions should be asked to solve the current research problem. So, what are the defining characteristics of face-to-face and online teaching, and how do these modes of instruction differ in terms of their delivery, interaction, and engagement? What are the relative strengths and limitations of face-to-face and online teaching, and how do these compare in different contexts? In addition, what factors contribute to the effectiveness or limitations of each teaching modality?"

In order to find answers to those questions, the researcher hypothesize that the defining characteristics of face-to-face and online teaching differ significantly in terms of their delivery, interaction, and engagement, and these differences have a significant impact on the effectiveness of each mode of instruction. We hypothesize as well that face-to-face teaching is more effective in fostering interpersonal communication, developing social skills, and providing real-time feedback, while online teaching is more effective in promoting self-directed learning, accommodating different learning styles, and providing access to a wider range of resources. In addition, the effectiveness of face-to-face and online teaching is influenced by a wide range of factors, including learner characteristics, instructor expertise, educational context, and technological infrastructure.

2.4 Participants

The population selected for this research consists of Master Two "Language and Communication" students at the prestigious University of Abd Elhamid Ibn Badis Mostaganem for the academic year 2022-2023. A diverse group of thirty-four students actively participated in this research, with ages ranging from 20 to 24 years and beyond. The study's demographic breakdown reveals a slightly uneven distribution of gender representation: twenty-three female participants and eleven male participants. This group of highly motivated and engaged individuals provided valuable insights and perspectives that will contribute significantly to the overall understanding of the subject matter explored in this investigation.

2.5 Questionnaire

One questionnaire was administered to the students to reach our objectives. The questionnaire is divided into three sections; the first is concerned with the demographic information in which they have to determine their age and their gender. The second section is devoted to the students' perceptions on face-to-face and online teaching, whereas the third section rated their satisfaction with both modes of instruction and what do they recommend. Detailed information was collected using Likert scale, close-ended and multiple-choice questions.

2.6 Analysis of the questionnaire

The purpose of this section is to conduct an in-depth examination and analysis of the students' questionnaire responses. This meticulous scrutiny aims to extract valuable insights and uncover significant patterns within the data. By employing a systematic approach, we thoroughly review each individual response, categorize them accordingly, and interpret them to reveal noteworthy information regarding students' perspectives, opinions, and experiences pertaining to the subject matter under investigation.

To ensure the credibility and reliability of our analysis, we employ a variety of rigorous techniques and methodologies. Firstly, we utilize descriptive statistics to effectively summarize and present the quantitative data, enabling us to gain a holistic understanding of response distributions and identify any noteworthy trends or patterns that may arise. This comprehensive overview assists us in grasping the prevailing sentiments and attitudes expressed by the students.

Furthermore, our analysis incorporates inferential statistics, enabling us to draw meaningful conclusions and make informed inferences about the broader student population based on the collected sample. Through the application of statistical tests and methodologies,

we seek to ascertain the significance and reliability of any observed disparities or correlations within the data.

To uphold the integrity and validity of our analysis, we strictly adhere to established research practices and protocols. This includes employing multiple researchers to independently review and analyze the data, facilitating inter-rater reliability checks to ensure consistency and minimize subjective biases.

Through this comprehensive analysis of students' questionnaire responses, our aim is to achieve a robust comprehension of their perspectives, experiences, and perceptions. By unearthing valuable insights and highlighting key themes, we strive to provide valuable recommendations that can inform future decision-making and contribute to the advancement of educational practices in a manner that aligns with the unique needs and preferences of the students.

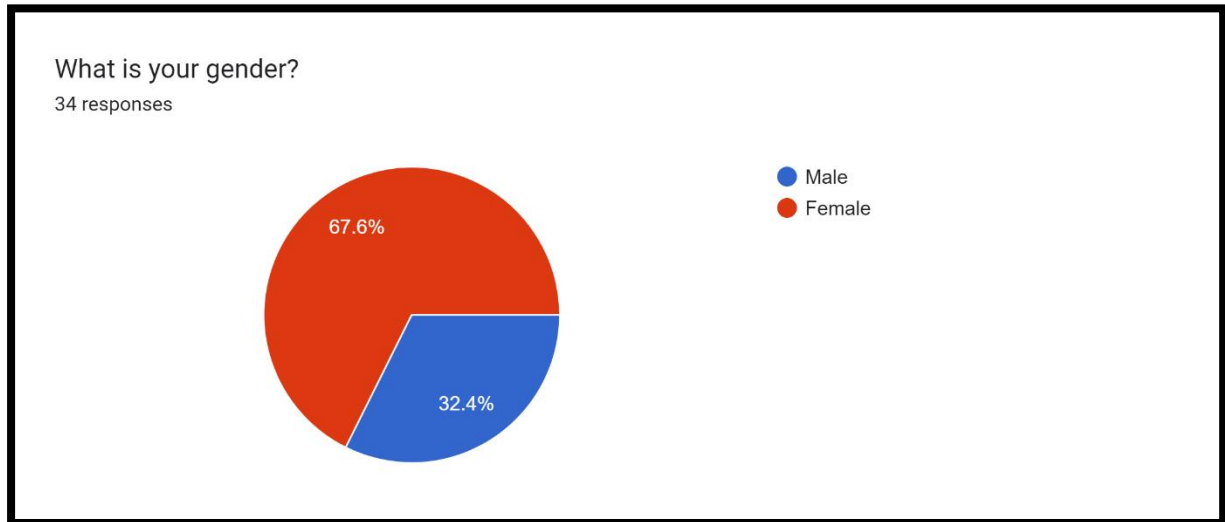
2.6.1 Section one: Demographic information

Question 1: What is your age range?

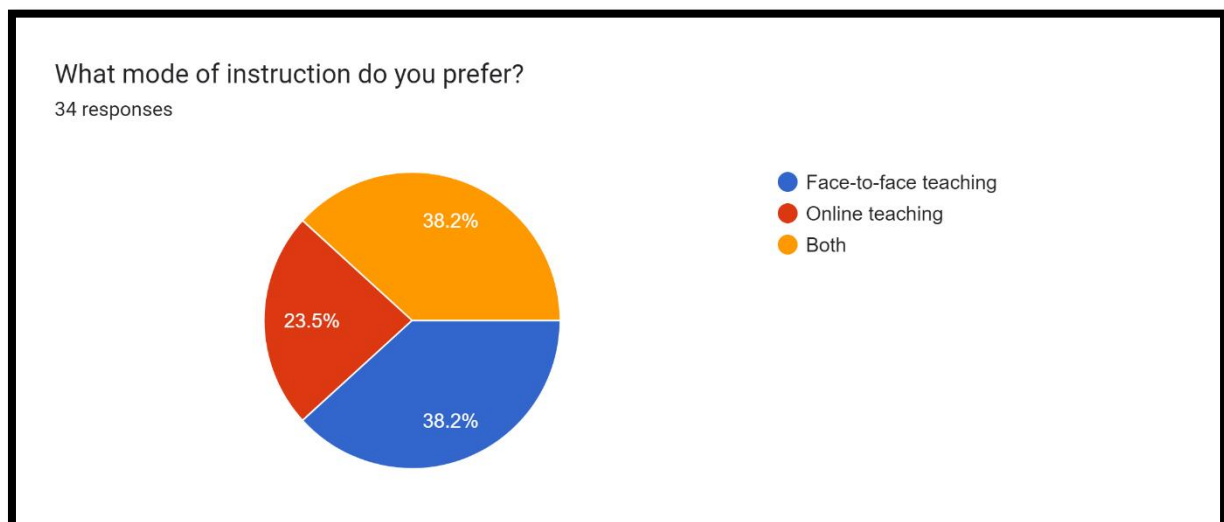
Age range	Number of participants	Percentage
19 – 24	27	79.4%
24 or older	7	20.6%

Table 2.1: Age range

Participants were asked to provide their age range for the survey. The majority of respondents, 79.4% (27 participants), fell within the 19 - 24 age range. The remaining 20.6% (7 participants) were 24 years old or older. This demographic information can help in understanding the perspectives of the respondents and the context of their opinions regarding face-to-face and online teaching.

Question 2: What is your gender?**Figure 2.1: Participants gender**

The gender-related question presented two choices, Male and Female. Among the respondents, 11 (32.4%) selected Male, and 23 (67.6%) chose Female.

2.6.2 Section two: Perceptions on face-to-face and online teaching**Question 1: What mode of instruction do you prefer?****Figure 2.2: Mode of instruction preferred**

Based on the results of the question "What mode of instruction do you prefer?" it can be observed that face-to-face teaching and a combination of both teaching modes are equally preferred by the respondents, each being preferred by 38.2% of the total participants (13 students each). Meanwhile, online teaching is preferred by 23.5% of the participants (8 students).

Question 2: Which of these aspects do you find more effective in face-to-face teaching?

(Select all that apply)

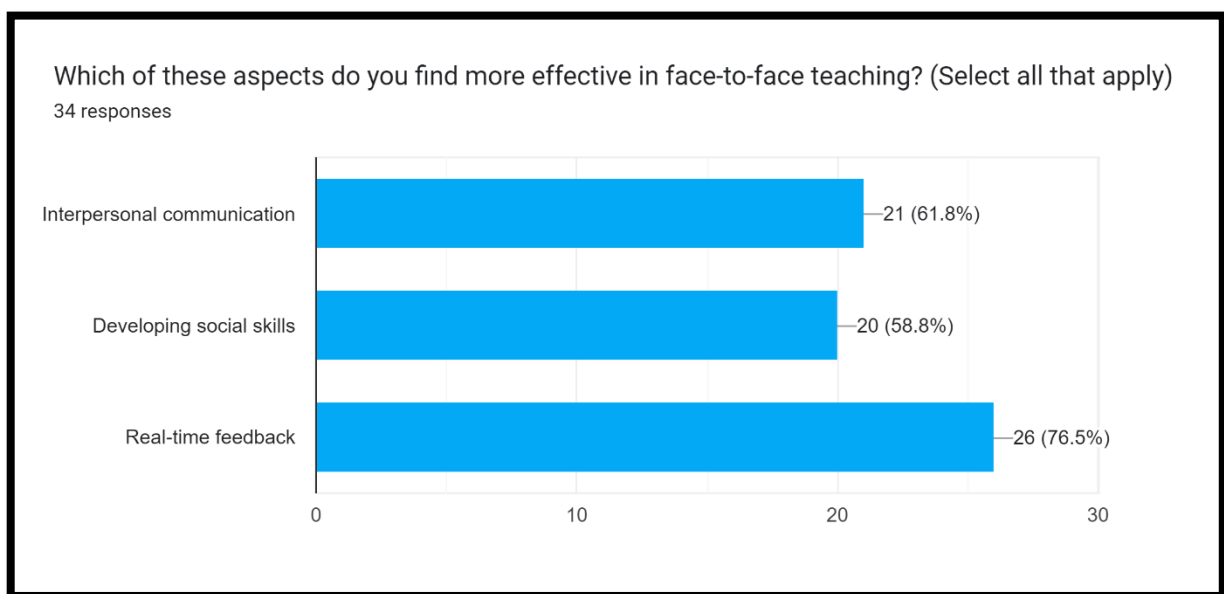


Figure 2.3: Effective aspects in face-to-face teaching

In the questionnaire, 34 respondents answered which aspects they found most effective in face-to-face teaching. Real-time feedback was the top choice, with 76.5% selecting it, followed by interpersonal communication (61.8%), and developing social skills (58.8%). The results suggest that these three aspects are all considered important in face-to-face teaching, with real-time feedback being the most valued by the majority of respondents.

Question 3: Which of these aspects do you find more effective in online teaching? (Select all that apply)

Aspects of online teaching	Number of participants	Percentage
Self-directed learning	18	52.9%
Accommodating different learning styles	14	41.2%
Access to a wider range of resources	29	85.3%

Table 2.2: Effective aspects in online teaching

Among the aspects regarding the effectiveness of online teaching, access to a wider range of resources was the most appreciated, with 85.3% of the respondents selecting it. Self-directed learning came in second with 52.9%, while accommodating different learning styles was chosen by 41.2% of the participants.

Question 4: Which of the following factors have the most significant influence on the effectiveness of face-to-face and online teaching? (Select one)

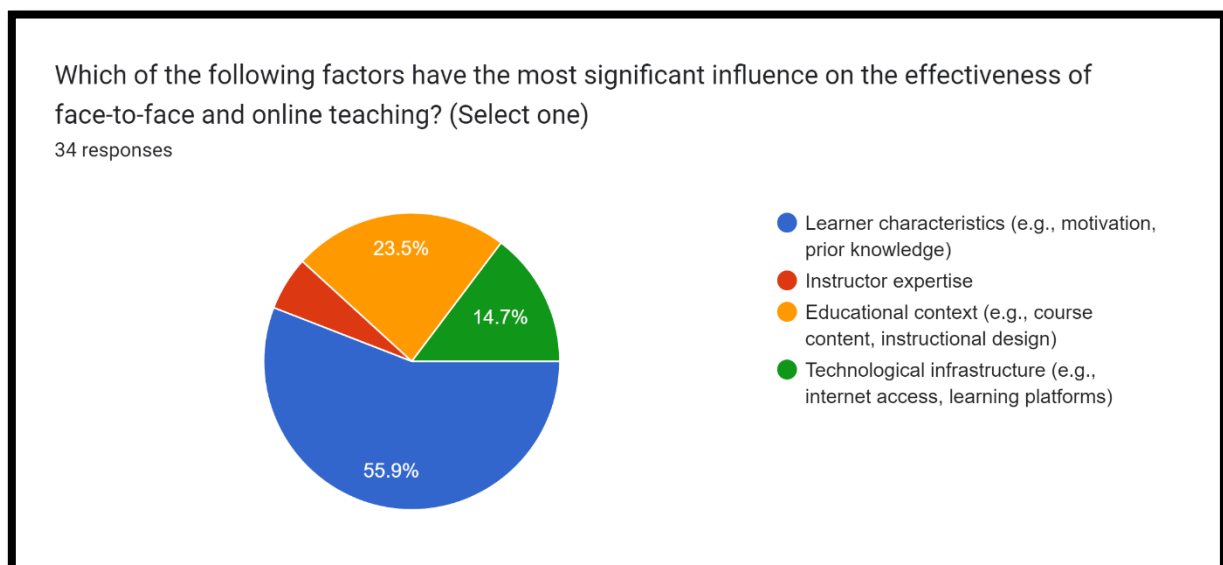


Figure 2.4: Factors with significant influence on face-to-face and online teaching

This question was given to participants in order to choose the most significant factor influencing the effectiveness of both face-to-face and online teaching, 55.9% of the respondents selected learner characteristics, such as motivation and prior knowledge. Educational context, including course content and instructional design, was chosen by 23.5%, while technological infrastructure (e.g., internet access, learning platforms) accounted for 14.7%. Instructor expertise was considered the least significant factor, with only 5.9% of the respondents selecting it.

2.6.3 Section three: Satisfaction with face-to-face teaching and students' recommendation

Question 1: Rate your satisfaction with the following aspects of face-to-face teaching on a scale of 1 (least satisfied) to 5 (most satisfied)

Aspects of face-to-face teaching	1	2	3	4	5
Delivery of instruction	0	4	8	13	9
Interaction with instructors and peers	0	1	10	15	8
Engagement in the learning process	1	5	8	15	5

Table 2.3: Students satisfaction with face-to-face teaching

Participants were asked to rate their satisfaction with various aspects of face-to-face teaching on a scale from 1 (least satisfied) to 5 (most satisfied). For delivery of instruction, the majority rated it as 4 (13 participants) and 5 (9 participants), with fewer choosing 3 (8 participants) or 2 (4 participants). Interaction with instructors and peers received the highest satisfaction scores, with 15 respondents selecting 4 and 8 selecting 5, while fewer chose 3 (10 participants) or 2 (1 participant). Engagement in the learning process had a similar distribution,

with the majority rating it as 4 (15 participants) and 5 (5 participants), and fewer selecting 3 (8 participants), 2 (5 participants), or 1 (1 participant).

Question 2: Rate your satisfaction with the following aspects of online teaching on a scale of 1 (least satisfied) to 5 (most satisfied):

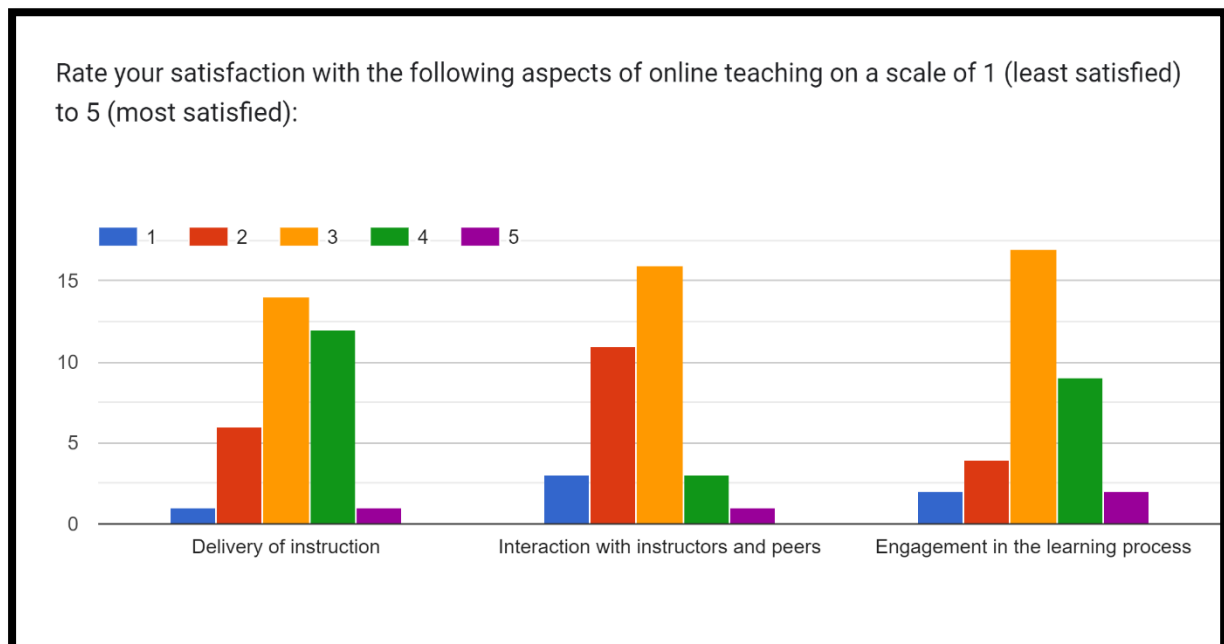


Figure 2.5: Students satisfaction with online teaching

When asked to rate their satisfaction with various aspects of online teaching on a scale of 1 (least satisfied) to 5 (most satisfied), respondents expressed mixed opinions. For delivery of instruction, most participants selected 3 (14) and 4 (12), while fewer chose 2 (6), 1 (1), or 5 (1). For interaction with instructors and peers, the majority opted for lower satisfaction ratings of 3 (16) and 2 (11), with fewer participants rating it as 4 (3), 5 (1), or 1 (3). Regarding engagement in the learning process, the trend was similar, with most respondents choosing 3 (17) and 4 (9), and fewer selecting 2 (4), 1 (2), or 5 (2).

Question 3: Considering your personal experience, which learning environment contributed more to your academic success?

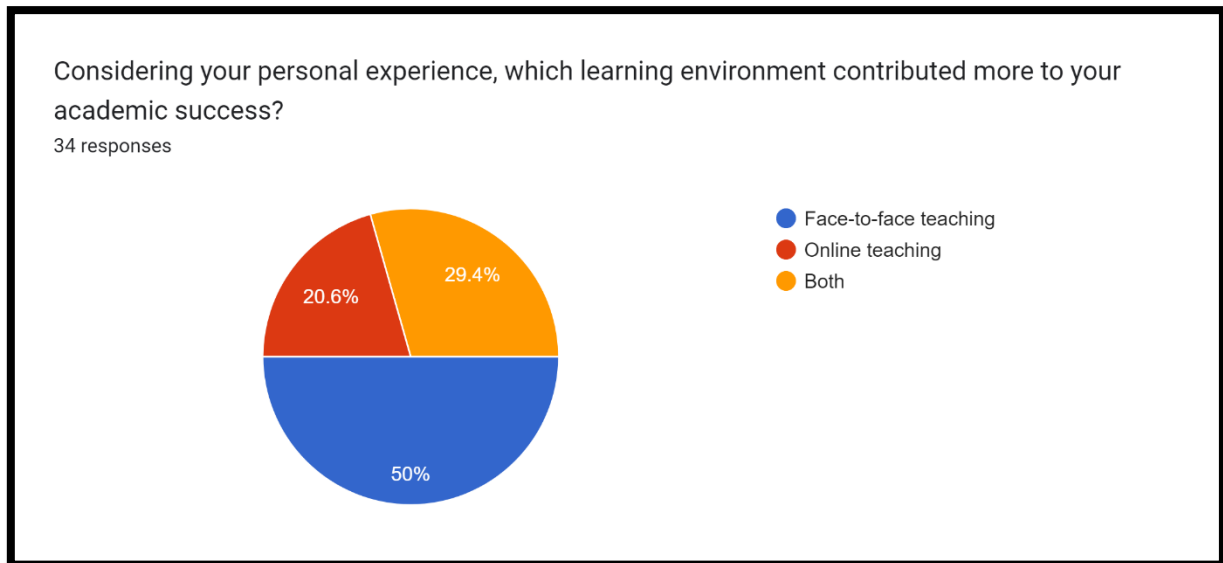


Figure 2.6: Learning environment contribution to academic success

Participants were asked to consider their personal experiences and identify which learning environment contributed more to their academic success. 50% of the respondents (17 participants) indicated that face-to-face teaching was more beneficial, while 20.6% (7 participants) preferred online teaching. Interestingly, 29.4% (10 participants) found both learning environments to be equally helpful in contributing to their academic success.

Question 4: In your opinion, which factors should be considered when deciding between face-to-face and online teaching for a particular course or program? (Select all that apply)

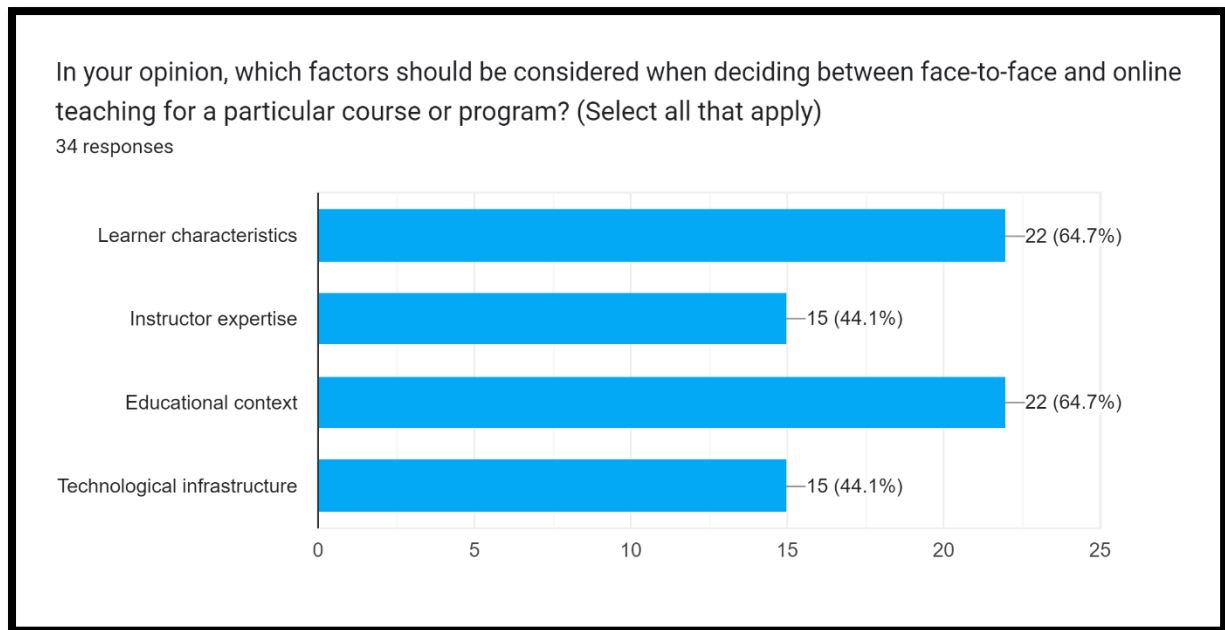


Figure 2.7: Students choice when deciding between face-to-face and online teaching

Participants were asked to select the factors they believe should be considered when deciding between face-to-face and online teaching for a specific course or program. Of the 34 respondents, 64.7% (22 participants) chose both learner characteristics and educational context as important factors. Additionally, 44.1% (15 participants) indicated that instructor expertise and technological infrastructure should also be considered in the decision-making process.

2.7 Conclusion

In this chapter, we delve into the intricacies of our research methodology, carefully crafted to acquire comprehensive and reliable data for exploring and comparing the efficacy of face-to-face and online teaching. We conducted an extensive literature review, meticulously examining scholarly sources and educational databases to establish a robust theoretical foundation. Our data collection process employed a quantitative approach, encompassing measures to gauge student performance, engagement, and satisfaction. Rigorous measures

were implemented to ensure the validity and credibility of our data, such as designing research instruments and employing rigorous sampling techniques to capture a diverse range of participants. Through rigorous analysis and interpretation, we uncovered significant patterns and correlations, shedding light on the strengths and limitations of both instructional modalities. This research aims to contribute to the ongoing dialogue surrounding educational practices in the rapidly evolving landscape of digital learning.

Chapter three:

Suggestions and

Recommendations

3.1 Introduction

The research methodology was described in chapter two, in which the researcher described the research tools along with the data analysis used in the study. The study's results are presented in this chapter along with an explanation of their importance. The study's main goal is to determine the effectiveness of face-to-face and online teaching methodologies for Master Two "Language and Communication" students. In this chapter, the answers of the students were examined to identify the defining characteristics of face-to-face and online teaching, as well as the relative strengths and limitations of each mode of instruction. The overall findings related to the research were discussed with further exploration of suggestions and reconnections.

3.2 Discussion of Questionnaire's Results

The questionnaire was mainly addressed to Master Two "Language and Communication" students, it was divided into three main sections that collect necessary data about and from students. The first section included two questions that aimed at collecting demographic information, the first question stipulated that seven of the thirty-four students are older than 24 which means that they are either repetitive or it is their second diploma. Concerning the second question, results indicate that female students are too many compared to male students which demonstrates females' interest in studying foreign languages.

The second section consisted of four questions that were designed to define students' perceptions of face-to-face and online teaching. According to the answers to question one, face-to-face teaching and a combination of both modes are equally preferred by the students, some students might appreciate the direct interaction and immediate feedback which is found in a physical classroom setting. On the other hand, a smaller proportion of students went for online teaching over the other two options, this choice could be influenced by factors such as flexibility, convenience, and accessibility.

Question two shed light on the preferences of the students and features the aspects they consider most valuable in a physical classroom setting. The findings indicated that real-time feedback, interpersonal communication, and the development of social skills are highly valued aspects of face-to-face teaching. This outcome underlines the unique advantages that a physical classroom offers.

The data gathered from question three regarding the efficiency of different areas of online teaching gave insight into the characteristics that students appreciate the most in this context. The results suggest that access to a wider range of resources, self-directed learning, and accommodating different learning styles are considered effective components of online teaching.

Students' answers to question four about the factors determining the efficacy of both face-to-face and online teaching provided clarification on their perspectives on the most significant influences on instructional outcomes in these contexts. According to respondents, learner characteristics, educational context, and technological infrastructure are regarded to be the most important aspects that impact the efficacy of both face-to-face and online teaching.

Section three, on the other hand, was intended to collect intelligence on students' satisfaction with face-to-face and online teaching and some of their recommendations. The first question gave information about how satisfied the students were regarding different elements of the instructional experience. The outcomes show that participants expressed a high level of satisfaction with the delivery of instruction, interaction with instructors and peers, and engagement in the learning process in a physical classroom setting. These positive ratings imply that students found face-to-face teaching to be effective, engaging, and supportive of meaningful interactions and learning experiences.

The second question also provided insights about participants' satisfaction with online teaching concerning multiple factors. Results reveal that students demonstrated a range of degrees of satisfaction with various aspects of online teaching. Respondents were generally less impressed with their interactions with instructors and peers, despite expressing a reasonable level of satisfaction with how the teaching was delivered and their participation in the learning process.

Participants were asked to reflect on their own experiences in question three and express which learning environment they believed contributed most to their performance in university. While half of the respondents favored face-to-face teaching, emphasizing the benefits of in-person interactions, the significant number of participants who preferred online teaching suggests the value they found in the flexibility, convenience, or other aspects of the online learning experience. Moreover, the group that viewed both learning environments as equally beneficial indicates a recognition of the strengths and advantages of each mode of instruction.

In the last question of section three and the overall questionnaire, students were allowed to express their opinions regarding the factors that should be taken into account when deciding between face-to-face and online teaching for a particular course or program. The outcomes of this study highlight how complex the decision-making process is when deciding on the best form of instruction. The majority of participants recognized the importance of considering learner characteristics, such as motivation and prior knowledge, as well as the educational context, which encompasses factors like course content and instructional design. These elements play a crucial role in determining the most suitable approach to ensure effective and engaging learning experiences.

3.3 The overall achievement of the research aims

The research that was conducted has made great strides in tackling the research issues and subjecting the initial hypothesis to rigorous testing. The hypothesis posited that there exist notable discrepancies in the crucial elements of delivery, interaction, and engagement between face-to-face and online teaching, which ultimately impact the effectiveness of each instructional mode. Through the meticulous study conducted, these distinctions were successfully demonstrated, as students expressed high levels of satisfaction with both face-to-face and online teaching in terms of delivery and engagement. However, it was found that their satisfaction with interactions with instructors and peers fell within the moderate range, indicating the need for further efforts in fostering more robust and meaningful exchanges in both face-to-face and online learning environments.

Interesting findings emerged when examining the effectiveness of the two teaching modes. Real-time feedback emerged as the most impactful aspect of face-to-face teaching, with students placing tremendous value on the ability to receive immediate input from instructors and engage in lively discussions. This real-time interaction added immense value to their learning experience. On the other hand, in the realm of online teaching, students particularly cherished the wealth of resources available at their fingertips. The convenience and accessibility of exploring a diverse range of materials and sources online were perceived as significant advantages of this mode of instruction. Both real-time feedback in face-to-face teaching and access to diverse resources in online teaching stood out as the most highly regarded aspects, according to the participants' perspectives.

When delving into the effectiveness of both face-to-face and online teaching and analyzing the multitude of factors that influence them, thought-provoking insights emerged. Students identified learner characteristics, such as motivation and prior knowledge, as the most influential factors impacting the effectiveness of both teaching methods. This signifies that a

student's mindset, level of engagement, and willingness to actively participate play a pivotal role in shaping the success of their educational journey, regardless of the mode of instruction. These findings underscore the vital importance of fostering a positive and conducive learning environment, as well as providing adequate support to students in cultivating their motivation and skills necessary for thriving in their studies.

In conclusion, the outcomes of this research provide invaluable insights into the nuances between face-to-face and online teaching, as well as the factors that shape their effectiveness. The study illuminates the significance of enhancing interactions and engagement in both modes of teaching, while also recognizing the unique strengths each mode brings to the table. Moreover, it highlights the influential role of learner characteristics in determining the triumph of educational experiences. These research findings offer indispensable guidance for educators and institutions in designing and implementing effective teaching strategies, nurturing meaningful interactions, and supporting students throughout their holistic learning journey.

3.4 Limitations

This research project embarked on a fascinating journey to gather valuable insights from an esteemed group of individuals, specifically Master Two students, through the administration of a carefully constructed survey. The decision to focus on this particular cohort was driven by a genuine need to balance practical considerations, including time constraints and limited resources, with the desire to glean meaningful findings from the study. Given the wide-ranging and intricate nature of the research topic, it was deemed unfeasible to cast the net wider and include participants from a more diverse array of backgrounds and experiences, given the limited timeframe within which the research was conducted.

In our quest for knowledge, it is essential to acknowledge that the study's specific focus on Master Two students may have important implications for the generalizability of its

findings. We must approach these findings with a discerning eye, recognizing the distinctive characteristics, academic backgrounds, and prior encounters with online instruction that shape the experiences of this specific group. By contextualizing the findings within the unique lens of Master Two students, we can better appreciate the intricate interplay between their perceptions, attitudes, and responses to online teaching.

However, we must tread carefully and be mindful of the limitations that arise from the participants' limited exposure to online instruction. A vast majority of the study's participants had limited prior encounters with this mode of teaching, which undoubtedly impacts their viewpoints and interactions with the subject matter. It is crucial to acknowledge that the findings may be swayed by this group's level of familiarity and comfort with online instruction. Therefore, it is prudent to exercise caution when drawing overarching conclusions and recognize that the outcomes are significantly influenced by the specific group's unique circumstances.

As we strive for academic rigor, we must resist the temptation to overextend the study's findings beyond the boundaries of its scope. It is crucial to maintain a nuanced understanding of the study's limitations and carefully consider the potential impact of participants' experiences when attempting to extrapolate the findings to a broader population. Rushing to generalizations that surpass the study's constraints may inadvertently lead us astray, providing misguided insights. Instead, we should embrace a balanced perspective, appreciating the intricate nuances and potential effects of participant experience on the study's outcomes.

To embark on a more comprehensive exploration of the research topic, future studies could undertake a praiseworthy endeavor to include a more diverse range of participants. This inclusivity would encompass individuals from varying academic levels, diverse backgrounds, and an array of experiences with online instruction. By embracing such diversity, researchers

would cultivate a more robust and all-encompassing dataset, fostering a more accurate assessment of the true impact of online instruction across various educational contexts.

In summary, while the study's focus on Master Two students and the challenges faced by the researchers may introduce certain limitations, it is essential to recognize and embrace these limitations, as they are inherent to the study's specific context. By embracing this perspective, we can interpret the findings more effectively, taking into account the potential influence of participant experience. Moreover, by exploring avenues for further research and considering the potential implications, we can contribute to a more comprehensive understanding of the effects and implications of online instruction in the educational landscape.

3.5 Recommendations and suggestions

In the ever-changing realm of education, the decision between face-to-face and online teaching holds immense importance. It is crucial to analyze preferences, satisfaction levels, and key factors impacting the effectiveness of each mode. In light of the presented data, this discussion aims to delve into the findings, offering valuable insights to guide educators toward creating a thriving learning environment. The subsequent recommendations and suggestions are designed to optimize teaching approaches, catering to the unique needs of students and fostering both academic success and satisfaction. By considering these insights, educators can adapt their methods and ensure an enriching educational experience.

Firstly, it is important to consider a blended approach to teaching that combines face-to-face and online modalities. This allows for a more comprehensive learning experience, leveraging the benefits of both modes while accommodating student preferences. This flexibility promotes engagement and caters to diverse learning styles.

To enhance face-to-face teaching, prioritizing real-time feedback is crucial. Instructors should provide timely and constructive feedback to students, fostering their growth and

understanding. This can be achieved through interactive discussions, personalized assessments, and consistent communication channels.

Effective interpersonal communication plays a vital role in education. Instructors should strive to create an inclusive and engaging learning atmosphere that promotes meaningful interactions between students and instructors. Encouraging collaborative projects, and group activities, and utilizing technology tools that facilitate seamless communication and collaboration can greatly enhance the overall learning experience.

For online teaching, leveraging a wide range of resources is essential. Instructors should curate and provide access to diverse multimedia materials, interactive simulations, and digital libraries. This empowers students to explore, learn independently, and gain a deeper understanding of the subject matter.

Considering learner characteristics and the educational context is vital in deciding between face-to-face and online teaching. Conducting needs assessments, understanding student motivations and prior knowledge, and aligning instructional design with course objectives contribute to a more effective learning experience.

While instructor expertise was considered less significant, continuous professional development is still crucial. Instructors should stay up-to-date with pedagogical practices, technological advancements, and effective teaching methodologies in both face-to-face and online environments. This ensures their competence and ability to adapt to evolving educational landscapes.

Finally, investing in reliable technological infrastructure is imperative for successful online teaching. Educational institutions should ensure adequate internet access and robust learning platforms to facilitate seamless online learning experiences. Regular maintenance and technical support are necessary to address any technical challenges that may arise.

3.6 Suggestions for future studies

In light of the available data, several intriguing areas for future research can be suggested. To begin, conducting a comparative analysis among distinct demographic groups could uncover potential variations in teaching mode preferences, satisfaction levels, and perceived effectiveness. Investigating the potential impact of various demographic variables, including age, gender, and educational background, on the choices made and outcomes achieved in face-to-face and online teaching settings could provide valuable insights for customizing pedagogical strategies to meet the unique needs of diverse learners.

Additionally, longitudinal studies could be undertaken to probe the enduring effects of face-to-face and online teaching on academic achievement and satisfaction. Tracking students' progress and outcomes over an extended timeframe would offer deeper insights into the sustained impact of each teaching modality, allowing for a more comprehensive understanding of their relative effectiveness.

Moreover, investigating specific pedagogical strategies within both face-to-face and online teaching holds promise for enhancing student engagement and satisfaction. Delving into the efficacy of diverse instructional methods, learning activities, and assessment approaches within each modality would enable the identification of best practices and effective strategies, empowering educators to optimize the learning experience and cultivate environments conducive to student success.

Furthermore, examining the influence of instructor training and support programs on the effectiveness of face-to-face and online teaching is crucial. Evaluating the outcomes of professional development initiatives and the integration of instructional technology training for instructors would provide valuable insights into the impact of instructor expertise and support on teaching effectiveness.

In addition, employing qualitative research methods, such as interviews or focus groups, to gain a deeper understanding of student perspectives is recommended. Exploring students' experiences, preferences, and challenges within face-to-face and online learning environments would yield rich insights for improving instructional practices and designing learner-centered approaches.

Additionally, investigating the effectiveness of hybrid learning models that seamlessly blend face-to-face and online components is warranted. Striving to strike the optimal balance between in-person and virtual interactions, determining the most suitable methods of content delivery, and assessing the impact of such hybrid models on student outcomes would contribute to the advancement of innovative and effective hybrid learning approaches.

Finally, exploring the potential of emerging technologies, such as virtual reality, augmented reality, and artificial intelligence, in enhancing online teaching effectiveness represents a fertile area for future inquiry. By thoroughly exploring how these technologies can be deliberately incorporated into instructional methods to foster captivating and immersive learning experiences, researchers can gain valuable insights into their potential for elevating student satisfaction and promoting academic success.

3.7 Conclusion

The findings, results, suggestions, and recommendations were the topics covered in this chapter. The data reveals a preference for a blended approach to teaching, combining face-to-face and online methods. Effective aspects of face-to-face teaching include real-time feedback and interpersonal communication, while online teaching is valued for its access to diverse resources and flexible learning. Factors influencing teaching effectiveness include learner characteristics, educational context, and technological infrastructure. Future studies should explore demographic variations, innovative strategies, and hybrid models to enhance online

instruction. These findings have practical implications for creating engaging learning environments that promote student satisfaction and academic success.

General Conclusion

General Conclusion

The present research is aimed to compare face-to-face teaching and online teaching in Algerian universities, this investigation is based on the perspectives and thoughts of Master Two “Language and Communication” students on this broad topic. It became clear that students value face-to-face teaching due to their lack of experience with online learning and universities' incompatibility with this technological innovation.

The first chapter provided a comprehensive overview of face-to-face and online teaching, including their characteristics, historical and cultural contexts, factors influencing their effectiveness, and a comparison of their advantages and disadvantages. Additionally, it explored faculty and student perspectives on each mode of teaching, providing insights into the factors that influence their opinions. The second chapter gave a comprehensive overview of the methodology used in this study, outlining the research method, data collection methods, data analysis techniques, and population. The last chapter examined students' answers to identify the distinctive qualities of face-to-face and online teaching, as well as the relative advantages and disadvantages of each delivery method, with further exploration of suggestions and reconnections.

Additionally, the study's findings indicate that a blended learning strategy may be the most effective way to enhance and ameliorate students' performance.

In the end, it's possible that the current research was unable to fully address the subject under discussion. However, this allows other researchers to expand on it and present additional related issues that might have been overlooked.

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APPENDIX:

Students Questionnaire

Welcome to our survey on the effectiveness of face-to-face and online teaching! The purpose of this questionnaire is to gather insights and opinions about the various aspects of both learning environments. Your feedback will help us better understand the preferences and experiences of learners, identify potential areas of improvement, and explore the factors that contribute to academic success. Please take a few minutes to complete the survey by selecting the options that best represent your thoughts and experiences. Your participation is greatly appreciated, and your responses will remain anonymous. Thank you for your valuable input!

Section One: Demographic information

I-What is your age range?

1/ 19 – 24

2/ 24 or older

II- What is your gender?

1/ Male

2/ Female

Section Two: Perceptions on face-to-face and online teaching

I- What mode of instruction do you prefer?

- 1/ Face-to-face teaching
- 2/ Online teaching
- 3/ Both

II- Which of these aspects do you find more effective in face-to-face teaching? (Select all that apply)

- 1/ Interpersonal communication
- 2/ Developing social skills
- 3/ Real-time feedback

III- Which of these aspects do you find more effective in online teaching? (Select all that apply)

- 1/ Self-directed learning
- 2/ Accommodating different learning styles
- 3/ Access to a wider range of resources

IV- Which of the following factors have the most significant influence on the effectiveness of face-to-face and online teaching? (Select one)

- 1/ Learner characteristics (e.g., motivation, prior knowledge)
- 2/ Instructor expertise
- 3/ Educational context (e.g., course content, instructional design)
- 4/ Technological infrastructure (e.g., internet access, learning platforms)

Section Three: Satisfaction with face-to-face teaching and students' recommendation

I- Rate your satisfaction with the following aspects of face-to-face teaching on a scale of 1 (least satisfied) to 5 (most satisfied):

	1	2	3	4	5
1/ Delivery of instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2/ Interaction with instructors and peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3/ Engagement in the learning process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

II- Rate your satisfaction with the following aspects of online teaching on a scale of 1 (least satisfied) to 5 (most satisfied):

	1	2	3	4	5
1/ Delivery of instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2/ Interaction with instructors and peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3/ Engagement in the learning process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

III- Considering your personal experience, which learning environment contributed more to your academic success?

- 1/ Face-to-face teaching
- 2/ Online teaching
- 3/ Both

IV- In your opinion, which factors should be considered when deciding between face-to-face and online teaching for a particular course or program? (Select all that apply)

- 1/ Learner characteristics
- 2/ Instructor expertise
- 3/ Educational context
- 4/ Technological infrastructure