

The Peoples Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University Of Amar Thelidji Laghouat
Faculty of Letters And Languages
Department of English



***The use of digital learning tools in the Covid-19
pandemic and how to achieve quality in distance
learning***

***Case study: Master two English language LMD
students***

**A Dissertation Submitted to the Department of English in Partial Fulfilment of the
Requirements for Master Degree in Civilization and Literature**

Supervised by: Mrs. Hachani Siham

Submitted by: Djaber Khadidja

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Dedication

I Djaber Khadidja dedicate this work to my dear parents

My good examples

Who taught me to work hard for the things that I aspire to achieve.

My sisters and my brother for

Supporting me and encouraging me during the challenges of Graduation.

My supervisor, my teachers

To whom I offer my gratitude and appreciation.

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By the end, I want to thank teachers who participated in the Interview as helping factor to support writing my dissertation.

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List of Abbreviations

SARS: Severe Acute Respiratory Syndrome

RNA: Ribonucleic acid

DLT: Digital learning tools

SRS: the Society for Reproductive Surgeons

MERS: Middle East respiratory syndrome

EFL: English foreign language

SNT: Social network sites

WBSI: The western behavioural sciences institute

OER: Open educational resources

OMLS: Online management learning systems

CMS: Course management systems

SNS: Social network sites

LMD: License, Master, Doctor

DL: Digital learning

Abstract

This study aims to reveal the obstacles to achieving quality in distance learning during the Corona virus (COVID-19) pandemic. The first aim of this research was to analyze the assorted ways within which students pursued their studies reception during the university suspension as a result of COVID-19. Nevertheless, reshaping teaching and learning is incredibly challenging. Many teachers and learners encounter problems of shifting from face-to-face to online learning environments for several reasons. First, this research tries to produce an outline of Covid-19. Second, it attempts to shed some light on the foremost common difficulties faced by learners in online learning. It also endeavours to produce a group of solutions to those problems and provides some tips to guide teachers and learners towards more effective results.

Keywords: Digital learning tools, Covid-19, E-learning, Social network.

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General introduction

General introduction

Like many other industries such as education field, has been severely impacted by the COVID-19 pandemic. As of last months, over 165 countries had closed schools nationwide, impacting over 1.5 billion children and youth. The severe acute respiratory syndrome SARS shook the planet. By some standards, the first emerging and readily transmissible disease of the 21st century was not a giant killer, but it caused more fear and social disruption than the other outbreak of our time (Sampieri, no date). Thankfully, these days, there are many free (low-cost), easy-to-use electronic communication tools that provide a spread remote learning solutions. For now, teachers, students, and the families are still grappling with the immediate task of conducting online classes and remote education, within the confinement of their homes. Some are for the very first time.

The united nations educational scientific and cultural organization the UNESCO offers a comprehensive list of distance learning solutions including a number of educational Applications, platforms, and few resources that aim to assist parents teachers, schools, Administrators facilitate student learning and supply social care and interaction in the periods of faculty closure. There is also a listing of tools. In Algeria, the National Bureau for Distance Education and Training (Office national education et de formation à distance) of the Ministry of Education provides online learning platforms in numerous subjects for academic levels.

Algeria lives, like the majority all the countries of the planet, an exception situation Marked by a true corona virus pandemic (covid19), this inspires all institutions (states, Institutions, and personal individuals) to require all possible measures to effectively and responsibly prevent the risks of the spread of this epidemic.(“MiseEnLigneDesSupportsPédagogiquesFr.Pdf,”n.d.).

General introduction

The corona virus pandemic has generated changes within the teaching-learning process in teaching institutions and has influenced the interaction between teachers and students. As a consequence of the pandemic, universities were constrained to polishing off their activity with students on digitalized platforms. In this regard, many governments took some measures to avoid spreading the virus and to confirm the continuity of the academic process; more universities worldwide adopted online learning. The Higher Education in Algeria during a responsible approach, supported the commitment of the complete community of the school teachers aim to keep up the educational relationship, between the teachers and their students, and put online teaching content in different varieties of courses, tutorials, and practical works (when practical works are available online), this study aims to spot the obstacles that university students face during their use of digital learning tools within the pandemic and, to what extent the employment of digital learning tools DLT is useful in their learning process. To provide a solution the subsequent questions are formulated:

- what are the benefits and downsides of digital learning tools?
- How Covid -19 pandemic Impact the learning process of learners and teachers?
- what are the obstacles experienced by (students, teachers)?
- What are the foremost social network sites utilized by the learners?
- How can we achieve quality in distance learning?

General introduction

Specialist in education consider that theres almost no face-to-face university teaching anymore as most universities offer students online platforms where curricular materials are posted, not only for students enrolled in distance learning programs but also for full-time students (Popa et al. 2020) , within the current scenario, more sophisticated and handy devices like tablets and Smart phones have gotten matured. Thanks to the changing environment of teaching, learning Process, government, and businesses have predominantly invested within the research and for that the development of the digital platforms for better understanding. And therefore software and lot of hardware are developed for easy access to the materials and smooth learning. Thats why various schools have actively presented the use of digital platform for better students input, learning outcomes, learning modules, A brand new pedagogy is being demanded within the teaching process (Agrawal, Wankhede and Nair, 2021).

Previous studies have been conducted to research the impact of digital learning during The pandemic on students learning process, Advantages, and drawbacks one amongst them is a report written about the likely Impact of COVID -19 on education, in this report Giorgio Di Pietro (2020), attempts to achieve a higher understanding of how the COVID-19 and Crisis may affect students learning. It looks at the various direct and indirect ways through which the virus, and the measures adopted to contain it, may impact childrens achievement, argues that even though the adoption of distance learning may be key to make sure the continuity of The education processes following the physical closure of schools, students are, on average, to likely experience a learning loss during the lockdown, and that the switch from the offline to online learning caused by COVID-19 is likely to affect negatively those children, in a few primary and lower secondary schools.

General introduction

According to Rohit Agrawal (2020), the Research article Analysis of drivers of Digital learning in COVID -19 and post COVID -19, saying that, The COVID-19 pandemic brought a various challenges within the livelihood of human life. One in every of this challenges is teaching and learning process. Although teaching and learning include the usage of digital media, there exists a necessity to digitalize the education system. In this regard, he aims to analyze the drivers of digital learning in the covid-19 scenario, pointing out to sixteen drivers and resulting for that low internet cost and government support are the two prominent drivers of digital learning.

As Doctor Mohammed Amine Almaiah (2020) in his article Exploring the critical challenges and factors influencing the E-learning system usage during COVID-19 pandemic has pointed out .That one of the main reasons for the successful usage of an e-learning system is understanding the adoption factors further more because the main challenges that face the present e-learning systems, aiming in his study to explore the critical challenges that face the current e-learning systems investigate the main factors that support the usage of e-learning system during days COVID-19 pandemic. Hence, online learning is not unaccustomed learners, neither is distance learning. However, COVID-19 is reviving the necessity to explore online learning.

The book of Radical solutions for education in crisis context (2021) by Daniel Burgos supported the Experiences of handling educational challenges during the COVID-19 global pandemic; this Book aims to provide a group of important chapters, to share the practices and lessons learned across the educational field. It also provides useful information about what should be considered within the educational field to be prepared for following crisis; it discusses the difficulty of a way to sure that education is continued without disruption under

severe conditions, commenting that several international organizations are now paying particular attention to the problem of “Education Response in Crises and Emergencies ”. As crisis might not be stopped developing and happening, the best strategy is to be prepared for it.

The shift of normal learning processes to the digital one is quit that temporary shift of instructional delivery to alternate delivery model due to crisis problems and part of series and Circumstances, it has caused several challenges and obstacles for many teachers and students lacking Digital learning tools DLT skills, Which involves the utilization of fully online teaching solutions for clear instruction or education that may preferably be delivered face-to-face or as blended or hybrid courses.

- **Aims of the study**

This study aims at uncovering the idea of the digital tools and to what extent they affected the learning outcomes, we will discuss how we will be prepared for next crisis. It is divided into three chapters ; the theoretical part consists of two chapters the first one in tends to provide basics about digital learning, within the pandemic Covid -19 and the use of it as an vital part of learning process of universities. This enables the learners to take responsibility in the education process through exploration, expression, and experience, in changing the roles where the learner becomes educated rather than a recipient and therefore the teacher is directed instead of an expert. Furthermore ,The topic of how to achieve quality in distance learning to point out the challenges and drivers of blended learning, the second chapter deals with the use of social network sites in learning process.

General introduction

The third chapter offers. Data collection and analysis of findings based on a printed questionnaire provided for both learners and teachers of English language master two, which has been designed for the purpose identifying the main factors and obstacles faced both parts.

- **At the end we shall recall our research questions:**

- what are the benefits and downsides of digital learning tools?
- How Covid -19 pandemic Impact the learning process of learners and teachers?
- what are the obstacles experienced by (students, teachers)?
- What are the foremost social network sites utilized by the learners?
- How can we achieve quality in distance learning?

Chapter one

Digital learning

As

Worldwide process of learning

Chapter One: Digital learning as worldwide process of learning

Introduction

Around the world, most institutions canceled in-person and face-to-face learning in order to reduce the spread of covid-19, learning has not stopped but it is now fully taking place online, parts of the formal education system has not opened this academic year in some countries, whereas in some other parts it has successfully reopened.

1.1. The fact about Digital learning

1.1.1. Definition

There are a lot of definitions of Digital learning. The (Merriam-Webster online dictionary) defined as says that it is a method of study where teachers and students do not meet in the classroom but use the Internet, email, mail, etc., to have classes, another definition is that; Online Learning includes a range of technologies such as the World Wide Web, email, chat, Google, new groups and texts, audio and video meetings delivered over computer networks to purvey education. It helps the learner to learn in their own space, according to their own convenience. Online Education requires plenty of resources and careful planning. In this, the teachers act as facilitators rather than transmitters of content knowledge (Medford, 2004).

Distance learning is defined as a term that includes all framework of the digital artificial intelligence and all steps of education that do not require direct and continuous interaction by teachers attend with their learners in traditional classrooms, but the education procedure is the subject to arranging, organization, and directed by an educational institution and teachers .

1.1.2. The beginnings of digital learning

The Western Behavioural Sciences Institute (WBSI), as the first world wide enterprise that was founded in 1958, in California, as an independent, non profits organization devoted to research, education and advanced study in human affairs, In 1982 it launched the first distance learning system on a computer network , It was the very first program to employ online distance education and Paradoxically, what other computer companies have understood by this term in that time was some kind of different from the programmers such of the western behavioural sciences institute WBSI , they added communication to a traditional distance learning system that in past days lacked it the programmers of online education hoped to automate learning on the internet ,eliminating the face-to –face process in the classroom.

The automation of education reacts to the industrial technical code, back to the days of the early nineteenth and century. The effect of this code is to focus the control of workforce and to lessen labour costs by substituting machines tended by unskilled labour for skilled the labour. And last great advance along these lines occurred in the machine tool industry. At the end of In the 1990s it seemed that education would follow suit(Price, Jewitt, and Brown2013).

1.1.3. Characteristics of Digital learning

Digital learning is considered as a new framework of education for so many people, as it adopts strategies and methods that are different from those used in the traditional education system. There are many methods used to impart information to learners, instead of depending on one source, as is the case in conventional education e.g., flexibility in acceptance and the learning, as the learner can receive his education at anytime. Online education extends the access of students, facilitating preparation in different fields. Online courses offer students many advantages: flexible timetables, eliminating time spent physically changing location, stimulating interaction between students and professors , and less stress (Popa *et al.*, 2020).

1.1.4. International experience in Digital learning

The landscape of teaching and learning reflects a rapid increase in digital learning in all-around the world. Many countries have conducted impressive experiments in the enforcement of different e-learning systems, some of them:

The USA Experience

The United States in first 1995. Has completed all of its programs for computer software and applications it was interested in training teachers to help their colleagues, also students, as providing the infrastructure for the process.

Today in the United States of America, more than 2,000 higher education institutions are approximately broadcast at least one of their programs online, and this percentage increases in annually and these universities vary in the number of online courses and majors introduced by them.

Malaysia experience

In 1996, the State extensive Development Committee developed a comprehensive, global technical plan and a symbol of education .in the 1996 education contract, aims particularly to introduce computers and internet connection in each classroom and in 1999 the percentage of schools achieved more than 80 percent and named smart schools.

Japan experience

Japan started in 1994 with a television network project in which educational materials are broadcast via video materials for schools on demand through the cable as a first step to distance education, and in 1995 started the 100 schools project, where schools are equipped for processing and developing educational activities and educational software through that network.

The Center for Electronic Libraries in 1996-1997 confirmed the support of a scientific research, support, in terms of scientific research techniques and supporting individual efforts employment of Internet networks in institutes and colleges, and Japan is now one of the first countries that officially apply modern e-learning methods in most Japanese schools.

Britain experience

The Britain national education network has been instituted, through which more than a 32,000 schools have been associated with the Internet, 40,000 teachers and about nine million students and each student has been given an electronic address and various educational sites have been connected to this network, and this process is constantly evolving in Britain.

Arab experience

In the early years 2007 the Palestinians were the first to institute a university for distant education in the Arab world, Al-Quds Open University 1991. An independent public college and Other Arab initiatives were subsequently announced, as University of Tripoli that located in Libya 1957, the largest college in Libya which has many branches in Libyan cities beside the University of Continuing Training in Algeria, and the university in Syria. More over to the Egypts experience in using distance education to train teachers during service, there are too many preliminary projects for distance education in Yemen, Morocco, Lebanon, and other Arab countries (Lassoued,Alhendawi,andBashitialshaaer,2020).

1.2. Digital learning and the pandemic

1.2.1. Corona virus pandemic

Corona viruses are a group of related ribonucleic acid RNA viruses that cause diseases in animals and humans and especially birds, number of corona viruses cause human respiratory diseases, the severity of which ranges, illnesses in humans include some cases of the common cold (which is also caused by other viruses, mostly Rhino viruses), while more

deadly varieties can cause Severe Acute Respiratory Syndrome SARS, Middle East respiratory syndrome MERS.

1.2.2. COVID-19

Covid-19 is a disease contagion caused by the last virus that was discovered from the Corona virus, and there was no knowledge of this new virus and its disease before its last outbreak in Wuhan, China, in December 2019, and Covid-19 had mutated now into great pandemic affecting many countries of the world (Lassoued, Alhendawi and Bashitialshaaer, 2020). COVID-19 pandemic has been defined by the United Nation development program as the greatest challenge and the most intractable global health Crisis that we have face since the world war two, the speed of the spread of it, challenged The human abilities to stand in the face of it, more than just a global health crisis, but also as The Socio-economic and political crisis, affecting the most sensitive system the educational system worldwide.

The doctor Shigeru Omi states that looking back; he believes that one of the lessons that Severe Acute Respiratory Syndrome SARS taught us is that our public health around the world has entered an era where it will need to be on constant guard against threats from emerging diseases (Sampieri, 2020).

1.2.3. Drivers of digital learning

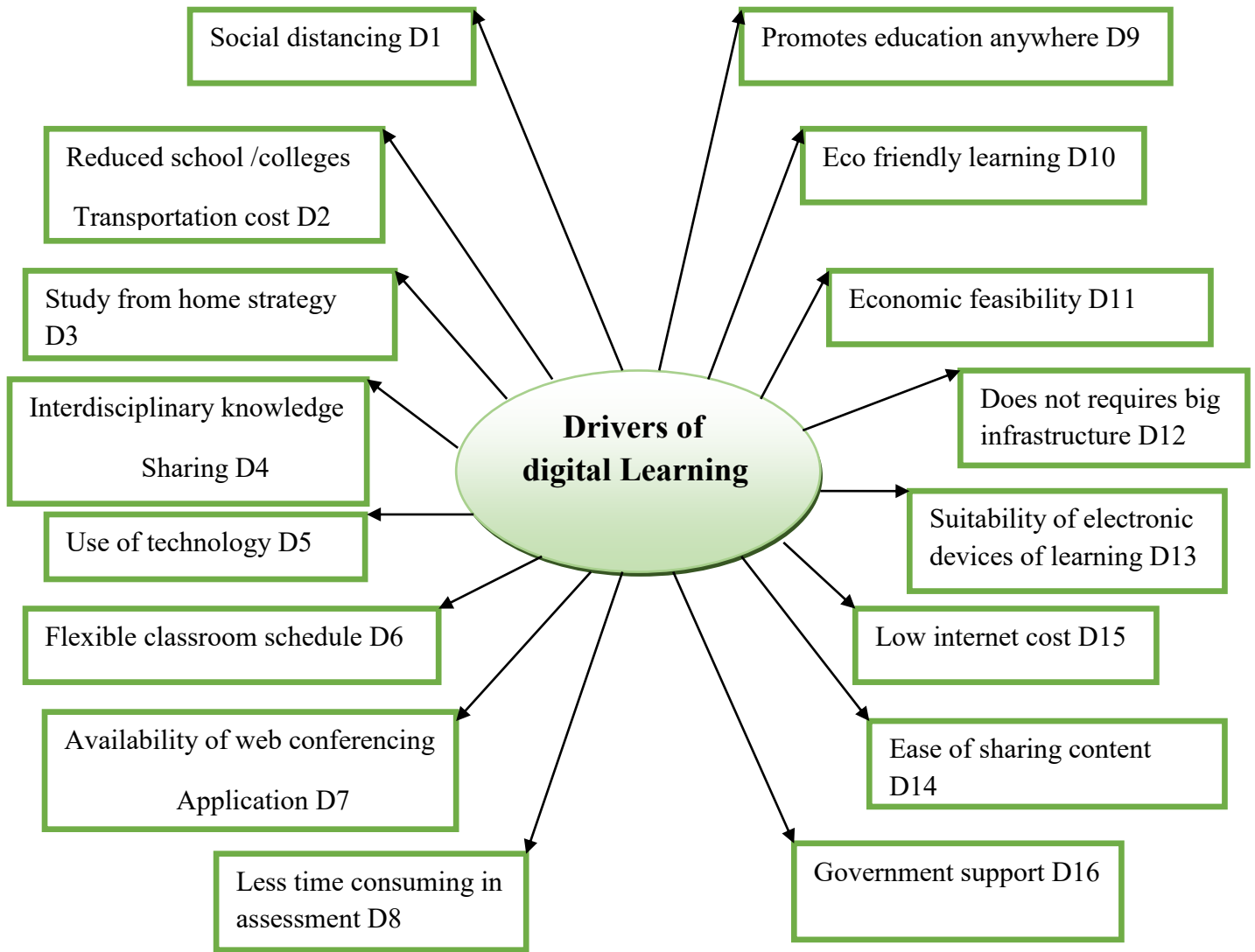


Figure .1 Drivers of digital learning.

Promotes Social Distancing

Digital classroom promotes spacing and physical distancing, which enables students to learn in safe conditions by keeping themselves distant from others. This strategy is very successful, especially during the COVID-19 pandemic.

Reduce School/Colleges Transportation Cost

Online classes save transportation cost for students as they can participate and study through online media without even going to school/colleges, which reduce transportation cost.

Promotes study from Home Strategy

The study from home is comfortable for both students as well as teachers.

Promotes Interdisciplinary Knowledge Sharing

In the traditional classroom, students are limited to study specified subjects and may not get information on inter-disciplinary topics. In an online classroom, apart from regular subjects, students can learn interdisciplinary subjects also.

Promotes the Use of Technology

The digital classroom functionally promotes the usage of technology in a functional way. That supported flexible classroom schedule.

Supports Flexible Classroom Schedule

Unlike a conventional classroom, the digital classroom can have a flexible schedule. Students can learn and interact with universities anytime based on a cooperative understanding with faculties. There is no time limitation as in the traditional classroom.

Availability of Web Conferencing Applications

Availability of online conferencing applications like Cisco, WebEx, Zoom, Gmail meeting, the team supports a digital classroom. These applications are very effective in online classes and promote knowledge sharing efficiently.

Eco-Friendly Learning

Availability of E-Books, knowledge sharing through presentations, and assessment, achieving educational needs through online media makes paperless education to some extent. It creates an eco-friendly environment by reducing paper consumption and transportation.

1.2.4 The impact of the pandemic on education

Education institutions have incompetence of time to schedule for their education systems since the crisis was unexpected. This led to a sudden shift to online learning varying a critical response using different digital tools and pedagogical strategies. The sudden closure was a shock for all students, parents, teachers, and educational leaders. All of whom found them in this vague situation and had all to confirm ways to continue either learning or teaching or as both from home through some situated devices with different capabilities and require special technical skills. They have only the determination to continue despite all the health issues and to find creative solutions to unpredictable problems(Burgos Editor, 2021),on both private and public levels. Despite the decision, education leaders have to rethink about the schools' and universities' existing infrastructure, pedagogical resources that suit a digital learning, ability building of teachers and students willingness for this movement. These obstacles influenced the continuity of education for many students in the affected countries, and digital equity has not been a priority for educational policymakers to begin with.

Many learning chances and options have also emerged in this difficult time. A group of cultivated teachers has to learn how to record videos and upload them, how to deal with learning platforms, how to develop collaborative learning, how to facilitate and respond to students' posts effectively and how to manage their time and meet learners expectations.

Further, it is estimated that about 98% of students have been affected by the pandemic (UNESCO 2020). Regardless of the fact that a global movement has responded to it and continuous learning communities have emerged, improbable digital justice has not been observed since many students have no access to learning because they have no computers or smart devices. While many other teachers can use technology, still many of them have no pedagogical background to teach online, and they have only reflected their face-to-face teaching through their computers, which does not guarantee a high quality of teaching or better learning. Continuous efforts should be done to mitigate the damage on the educational system due to closure. The good news is that education systems will not continue the same way it has since learners and teachers have experienced a new educational approach of freedom.

Conclusion

The current COVID 19 crisis and its massive reclaim to urgently adapt face-to-face training to distant training methods is an opportunity to address of redefining educational engineering. This social demand, in fact, what is immense for peruses of this chapter is to know the infrastructure of digital learning and its importance, which we did not realize tell the solutions of this pandemic.

Chapter two

The critical challenges and factors
influencing digital learning in
Covid-19

Introduction

The presentation and usage of digital learning system is becoming the most challenge for several universities during the COVID-19 pandemic. Digital learning system as the digital Blackboard that has many great features might be valuable to be used during the pandemic. However, the successful usage of e-learning system relies on realizing the masseurs and the adoption factors yet because the fundamental challenges that face the present digital learning systems. There is an absence of agreement about the definitive challenges and factors states the successful usage of e-learning system during COVID-19 pandemic; hence, a visible gap has been identified within the knowledge on the critical challenges and factors of e-learning usage during this pandemic.

2.1. Quality in distance learning during COVID- 19

2.1.1. Obstacles in Learning

Personale Obstacles (Self-efficace Obstacles)

Self-efficacy is one of the core elements in determining the adoption of digital system in educational institutions. The experts stated, to increase the adoption of e-learning system, it is important to form sure students within universities have high self-efficacy so as meet the intended functions, otherwise it is hard to attain the training activities through an e- learning system if students show low self- efficacy (Almaiah, Al-Khasawneh ,and Althunibat, 2020). the respondents answered that: “Training programs can play a big role mostly in ensuring high self-efficacy for both learners and teachers, and for that purpose the universities should create some training programs for them to strengthen their modern educational and learning technology skills, and hence, become more likely to adopt e-learning system.

E-University courses are allotted in a very lecture style, which they are not diversified by modern teaching methods that encourage immediate interaction and communication occur between the professors and learner. The members of the university also indicated that some professors don't seem to be convinced of the advantages of distance learning regarding the negative perception of several college members toward e-learning. Some teachers may feel the interest in e-learning frustrated by their belief that it is not important which has no value (Lassoued, Alhendawi, and Bashitalshaaer, 2020).

Pedagogical Obstacles and internet quota

According to (Suryaman *et al.*, 2020) The challenges of this online learning process is due to the slow internet, the info or material that is conveyed takes an extended period to be received by learners and teachers, or other way around. This can be is also an element of the distance and network limitations within the setting where most students live. Often, material that is presented was sometimes not in line with what the teacher targeted. They added that even in collecting assignments, it is absolutely was overwhelming to administer a time period because of various reasons given by students. Naming from one in all, the web quota is that the main obstacle in the digital learning process, because the web quota accommodates the sleek learning process online.

The challenge for teachers within the digital learning process is that the house works assignments given do not seem to be entirely students who do which can be a matter of responsibility. In other words, Professors and students indicated that one of the most obstacles to accumulate quality in distance learning during the COVID-19 pandemic was the weak internet speed in many distant areas, which ends from the delay in providing lessons to students. There are also issues with the warranty and confidentiality of knowledge and data, and privacy against piracy on websites, which affects the courses and exams and their results,

and this is often confirmed by the literature. During the presentation of online exams, the professor could not guarantee that the student is not trying to copy or deceive his answers , and the professor cannot guarantee that the person who takes the exam is the student himself and not someone else.

Psychological obstacles

Many learners experienced frustration of kind or another with one aspect or another of online learning. Much of the frustration is related to the technology in many times learners cannot log in. Sometimes may be frustrating because the links do not work for a sometimes frustration is related to the lack of clear instructions for locating the required site. More over fear, anxiety, sometimes learners can have problems associated with computer anxiety among of the learners if they are powerless to manage it properly. Computer anxiety may be a fear of interacting with computers that is disproportionate to the particular danger situation. Computer anxiety leaves the user in uncomfortable psychological state within which one of experiences debilitating physical and emotional symptoms (Medford, 2004).

Home learning environment

In addition to having access to appropriate digital resources, students must be in a convenient home environment that is related to learning. However, this may not be the case for outsized number of scholars from less advantaged families, who often need to do their work in a little site shared with other members of the family. The UNICEF magazine in May 2020 assured that particularly areas round the world learning reception cannot be safe because It in schools saying that a lot of learners will not be feel safe to find out reception: As of April 2020, 91% percent of the worlds students are influenced by school closures due to Reproductive Surgeons SRS pandemic COVID-19. While the schools are often places where

violence occurs. They had also offered a comparatively protective and secure space for several children. Especially for the most vulnerable learners -the poor segment of society they depend upon school not just for learning and development, but also for safety, food, trusted and accurate information on important issues like hygiene, and their overall physical and psychological state.

Schools and universities also offer a crucial entry point to stop and address violence against learners, which is much less apparent when it is, perpetrated reception and when the learners have restricted contact with others outside of the house. Learning from home, or if whether that's family home, camp, or institutional setting, puts many students at an increase increased risk of violence. Especially Girls, children with disabilities, and other marginalized children are, particularly in danger. Children that are experiencing violence will have even or fewer opportunities to hunt support or access to services and have their online lessons during a safe and comfortable way ('Safe to Learn during', 2020).

2.1.2. Advantages of digital learning in covid-19

The shift from a hybrid approach to teaching and learning worldwide into a full online teaching mode gained prominence mainly due to its swiftness in delivering data, education and accessing content and resources. Thus, E-learning includes a great significance in the E-learning process for it can improve its quality, the flexibility to find out at your leisure and convenience is probably one among the foremost significant benefits of online learning. This ability is advantageous offering the potential to personalize and adapt courses to the requirements of the learners. Thanks to its swiftness, flexibility, E-learning overtake barriers of space and time, the user can have access to a wide range of datum.

Learning can occur anywhere as long as the student and teacher both have a device handy with connectivity; online classes are accessible from any corner of planet. Facilitates collaboration, give students opportunity to learn in their rhythm, increasing motivation and interaction between them in groups and peers discuss and exchange opinions and ideas. Other studies mention as benefits the actual fact that online learning is faster, it saves time and money because it does not involve mobility and traveling, and the uploaded content is coherent and can be easily updated. Moreover, while studying the perception of students and teachers about E-learning, Al-Dosari found that from benefits such as accessibility, focus on the students, flexibility, and collaboration, participants considered accessibility for everyone to be the most significant benefit of digital learning (Stanciu *et al.*,2020).

Digital learning subtends all the needs of todays learners at their comfort and requirements. Thus it has proven to be productive because of various reasons. It can be availed at any time and any wear at the learners convenience by purchasing the subscriptions of different platforms or logging in to access the courses. It can share and offer teaching and learning materials in various formats such as Slideshows, Audios, Videos, PDF, E-mails, Word files, documents and so Webinars and direct communications and interaction with teachers via various chat forums or messaging is also an open option in the E-learning process. Offering free access to certain E-manuals as Pdf. It provides simple, easy, gradual instructions for a better understanding of the learners. It is often considered the most suitable way for self-learning. It provides a wide range of materials for the learners that cover almost all topics and doubts (Soni, 2020).

2.1.3 .Beneficial role of Digital learning platforms during the Pandemic

Students have opted to Ed-tech and other online platforms for education during this ongoing pandemic. Online platforms like Vedantu, Unacademy and Byjus are offering free access to measure classes to assist students learn comfortably from homes and elevation in students are recorded for using these educational apps. Educators of the online platforms have also began to take more live classes, Furthermore, Vedantu has been offering free access to measure classes to students. Another online platform Coursera has declared free access to its courses to several universities within the world till 31st July. Sc Edu -page cloud-based web portal unity and a mobile app are widely used at 150,000 schools in around 173 countries across the world for the education management across the world for the education management with free access and user a friendly functionality. The app includes features like curriculum management, attendance control, time-table automation, homework assigning, messaging features and grading Parents can also communicate with the (Soni, 2020). The E-learning process in higher education is done with the assistance of assorted online platforms. Over time, many notions were accustomed describe online learning, such like Computer-mediated learning, Web-based training, digital learning systems, and Learning Management Systems .Regardless of their name, all these systems have the employment of the net in common, and certain features that registration (Stanciu *et al.*, 2020).

Based on Navarro and Shoemaker (2000) findings. That student learning outcomes for digital learning was pretty the maximum amount much as good as or better than traditional learners irrespective of background and characteristics which the students were greatly satisfied with online learning. Both Rovai and Jordan (2004) examined the connection sense of community between traditional classroom and also the blended learning, which they found

that students within the blended format had a stronger sense of community than students within traditional format. During a study that compares learning outcomes for university students who self-selected into the web format for a macroeconomics course, researchers found that after correcting for sample selection bias, test scores for the online format students were four points above the standard format (Nguyen, 2015).

2.2. Social networks and learning in the pandemic

2.2.1. Social network for active learning in covid-19

Social media can help foster active learning. Defined as learning that immerses students in their own learning processes, requiring them to critically evaluate their work, make their own learning processes, requiring them to critically evaluate their work, make connections to their prior knowledge and reflect on met cognitive strategies, active learning is essential to education and the design of quality instruction (Greenhow and Chapman, 2020).

Information technology has significantly affected multiple aspects of human lives in recent times; however, technology has played an important role in education provision at levels, including primary, secondary, and better education worldwide. The employment of educational digital tools has gained popularity increasingly within the education industry. There was tremendous global growth in education provision in the last levels during the previous couple of decades. However, the spread of the COVID-19 has developed an enormous challenge for national education systems in providing education (Abbas, 2021).

2.2.2. Social networks as hybrid format in covid-19

The COVID-19 pandemic prompted a rapid shift to distance education. Using social networks as a means for supporting active learning provides one pathway for overcoming these barriers, especially when we do not have the luxury of only re-imagining (Greenhow and

Chapman, 2020). There are a large number of studies that find positive statistically significant effects for student learning outcomes in the online or hybrid format compared to the traditional face-to-face format. Some of the positive learning outcomes are improved learning as measured by test scores, student engagement with the class material, improved perception of learning and of the online format, stronger sense of community among students, and reduction in withdrawal or failure (Nguyen, 2015).

Social networks can help to foster active learning. Defined as learning that immerses learners in their own learning processes, requiring them to critically developing their work, make connections to their prior knowledge, and reflect on met cognitive strategies, active learning is vital to education and also the design of quality instruction (Branford et al., 2000). Schwarz and Caduri (2016), for instant, found that university teachers used social network site features to increase students' active learning in science, history, literature, and geography. To increase inquiry-based science learning or historical reasoning or literary analysis, teachers developed and uphold social media's groups and page features, multimedia elements, and its various channels for communication (i.e. posts, likes, chat, share, comments). In one session example, learners explored their own target of question (e.g. caterpillars, artificial plants) as scientists do; they created a shared digital notebook through a Facebook group within which to formulate a researchable question; record qualitative and quantitative data in pictures, video, text, and other forms; and collaborate on the research process (Greenhow and Chapman, 2020).

2.2.3. Learners Perceptions of Social Media tools Usage for Academic Communication

Several studies have been managed to measure the effectiveness of social media tools for improving learners integration in higher education. Studies showed that social media, such as Facebook, is considered an effective tool for improving students' performance, increasing students engagement, and improving student awareness of their learning experience.

Studies proved that learners prefer to use technology in learning, mainly YouTube and Facebook. Visual aids attract the young generations attention more than printed books. They prefer ready-made information rather than doing research. In the part of, Gorg (2014) he discuss that learners also enjoy using these social networks in a formal setting i.e., they are attracted to “face-to- face contact with their instructors and used Web tools for interaction”. On the other hand, teachers attitudes affect the use those social network tools. This means that the teachers ability and motivation to employ Social network tools SNT is essential to motivate the learners to give these online platforms an educational background rather than wasting time in watching and sharing videos (GHOUNANE, 2020).

Furthermore, there is an immediate relationship between the learners educational interpretation and the usage rate of the Facebook app for learning. However, other studies showed that Facebook has been associated with students negative educational performance. Extremist use of was a negatively noteworthy predictor of student engagement. Another study showed that the use of this app in learning has created positive student learning experience.

A study on the eligibility of Social network sites SNS to improve the learning process showed that learners found social media sites inspiring their learning and promoting active teamwork with colleagues and academic staff. Also, one of the key elements of a learners

readiness to use social media for learning, shared resources was very effective. The study also revealed that collaboration was the farthest vital interpreter for usage (Sobaih, Hasanein and Elnasr,2020).

2.2.4. Moodle as an Online Management Learning System

Faced with the present pandemic, teachers responded rapidly in putting their teaching resources online. Indeed, one week after the beginning of lockdown, each faculty made available on its Learning Management System platform LMS the Pdf version of course manuals, and sometimes also presentations and videos of recorded lectures. Teachers may benefit from reusing open educational resources (OER) already available those educational technologies that allowed and supported the transition from the paper textbook to the learning on the online screen(Burgos Editor, 2021).

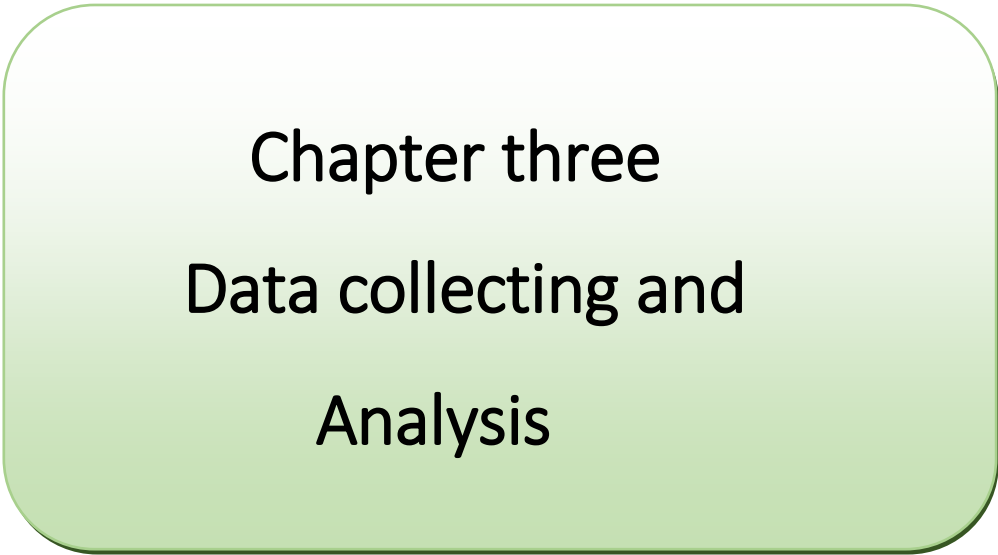
Technology has facilitated learning by introducing platforms for educational purposes. These platforms are also referred to as Online Management Learning Systems (OMLS) or Course Management Systems (CMS). These systems allow students to attach in groups or individually. These platforms help the learners to induce access lectures through handouts or videos. These platforms can help teachers to publish activities and tests for his or her students and assess them. a number of these platforms are commercial like Blackboard, and others are free and supply open access for both the teacher and his group like Moodle (GHOUNANE, 2020).

Moodle, Modular Object-Oriented Dynamic Learning Environment, can be a free and open-source e-learning software platform developed by Marin Dougiamas, an internet administrator, in 2004 (Sánchez and Hueros, 2010). For them, Moodle design relies on collaborative learning where a student-focused environment is created by the teacher to assist

students to make up their knowledge supported by their skills and their own knowledge. Holding these characteristics advances Moodle to suit the virtual component during a blended Learning design(Radia,2019).

Conclusion

In this chapter, we uncovered the critical challenges that faced learners in Covid -19 using digital learning, its effectiveness to the learning process during the pandemic, the utilization of social networks and their importance to the learners. I also identified that the excessive usage of social media content within the appearance of a global health crisis can be rewarding and useful to obtain emotional, informational, and peer support however, at the identical same time, it increases the toll on mental state.



Chapter three
Data collecting and
Analysis

Introduction

This chapter deals with the method, which is the descriptive and analytical method, along with the procedures used in this study. It describes the sample the research instruments, their validity and reliability, research design, data analysis, and final result.

The overall aim of the practical part is to identify the most used social network sites SNS for both Master two English language students and teachers during Covid -19 pandemic. And spotting the light in some of the week points that would help us develop strategies or methods to promote achieving quality in distance learning in the future.

3.1. Questionnaire Analysis

3.1.1. Students Questionnaire Description

To obtain more information about this study a questionnaire was designed to collect information from a population of 50 students, 30 students have been chosen randomly as the sample of this work.

3.1.2. Population and Sample of the study

The sample of this study includes 30 students contains both sexes (19 females and 11 males) who have been chosen randomly out of 50 students. They are aged between 22 and 27 years old and they studied English at university for a period of (3-5 years).

3.1.3. Research Method

In order, to accomplish this study in force, questionnaires are one of the procedures used to pint out. A questionnaire was handed to 30 students who they form my sample of the study from a population of about 200 learners of master two English language LMD students at the University of Amar Thelidji Laghouat in the pandemic era. The questionnaire is of three

sections, the first section contains background information of the students as their age, gender, and the number of years studying English at university, the second section includes nine questions about the students understanding of digital learning. And the third section about the students motivation toward the nature of the lectures. The majority of questions are of a yes-no type and a few agreement or disagreement responses. This questionnaire took place during the first semester in the classroom.

3.1.4 Analysis of Results and findings

Q1: what do you know about digital learning?

The Extent of knowledge	Number	Percentage
Excellent knowledge	9	30%
Average knowledge	14	47%
Poor knowledge	7	23%
Total	30	100%

Table 1. Students knowledge about Digital learning

These results can be turned into the following chart

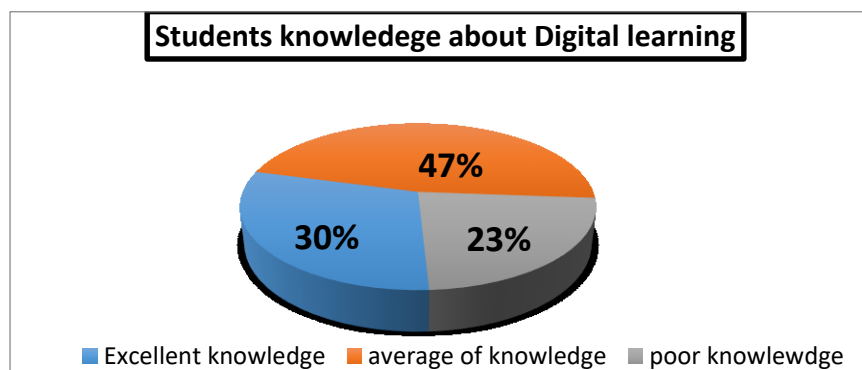


Figure1. Students Knowledge about Digital learning

It is indicated in previous table and the figure that students knowledge about Digital learning experience 30% is excellent were 47% is average knowledge and 23% is poor percentage. The majority of students excellent experience and knowledge are less than 15 students in general.

Q2: How would you consider your level using digital learning tools?

Students level	Number	Percentage
Very good	8	27%
Good	11	37%
Average	4	13%
poor	7	23%

Table 2. Students level using digital learning tools

The following chart figures out these numbers

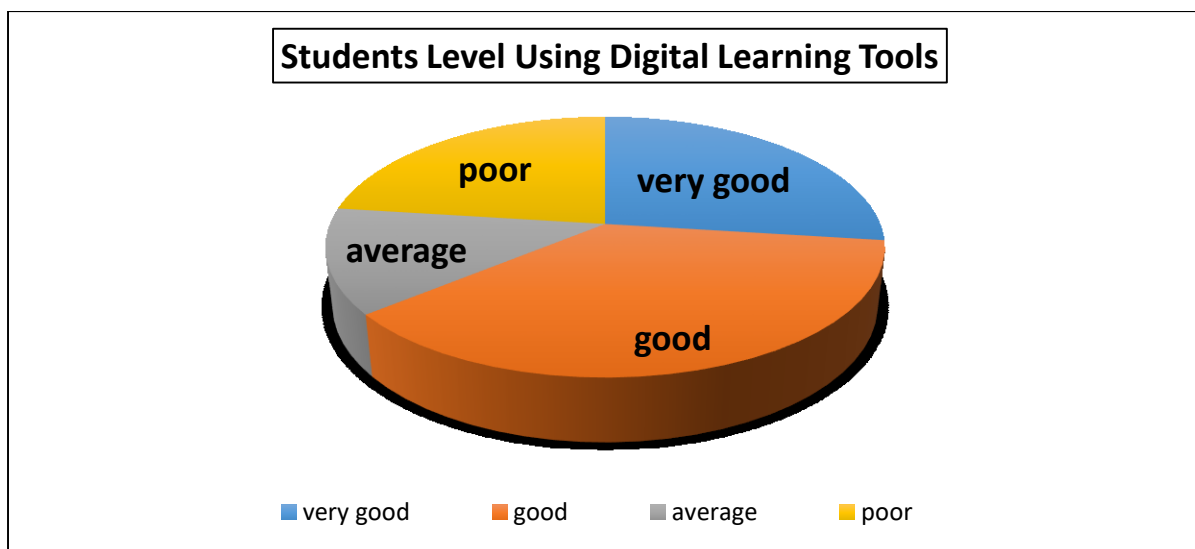


Figure2. Students Level Using Digital Learning Tools

It is observed from the table and the figure above that the majority more than the third 37% of them have a good level using Digital learning tools, while 23% have a poor level using these tools.

Digital learning tools	Number	Percentage
Moodle	6	20%
Social networks (Facebook, You tube, Whats app.....)	17	37%
Google meeting, email, zoom	7	13%

Q3: What is your most favorite digital learning tool?

The following chart resembles these numbers

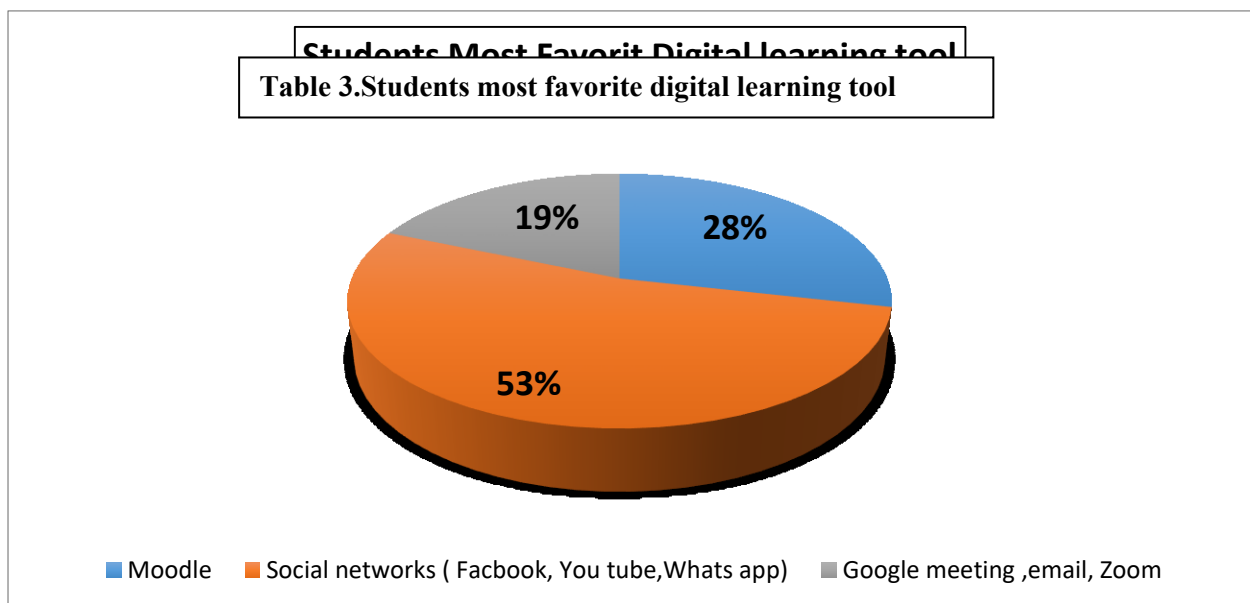


Figure3. Students most favorite digital learning tool

The majority of students 53% find that their favorite Digital learning tool is Social networks sites social network sites SNS like (Facebook, YouTube, Whats app) whereas .the rest of them with 28% find their level somehow good and 19% with poor level.

Q4: What are the problems you have faced in using these tools?

Problems	Number	Percentage
Poor internet	20	66%
Lack of communication (students and Teachers	8	27%
No problems	2	7%

Table 4. Problems faced by the students in using digital tools

The following chart highlights these numbers

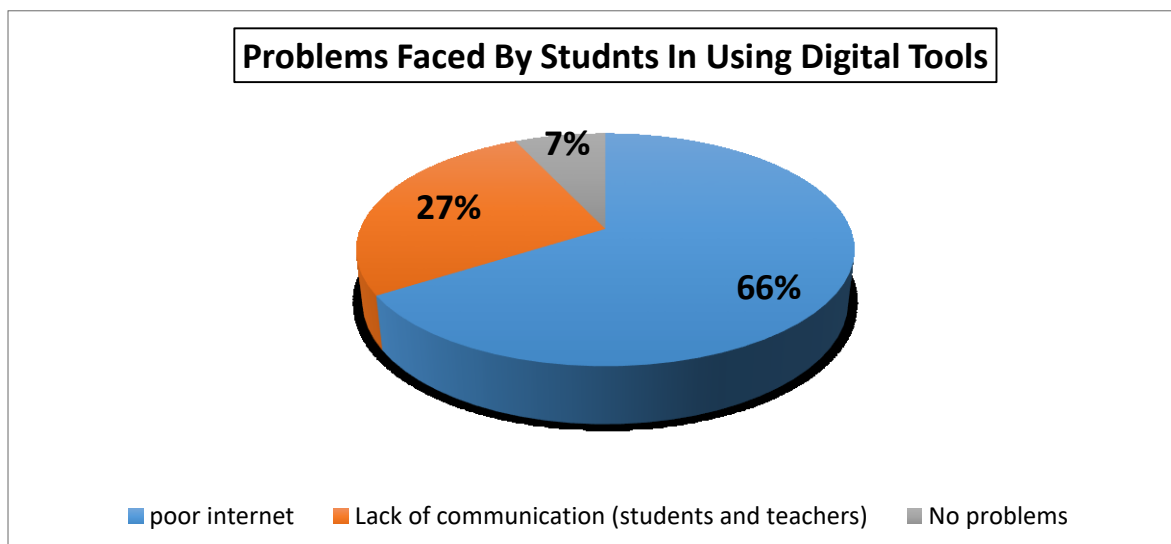


Figure 4. Problems faced by the students in using digital tools

The data shown in the table and chart above indicate that students 60% of them have said that poor internet connection is the most difficult problem they have faced. While 27% the lack of communication between them and their teachers is the main problem for them. And the rest with 7% had no problems.

Q5: What kind of lectures do you prefer?

Lectures	Number	Percentage
Handouts	4	13%
Videos	14	47%
Presentations	7	23%
Interactions	8	27%

Table 5.Students preferable kind of lectures

These numbers are points out into the chart below

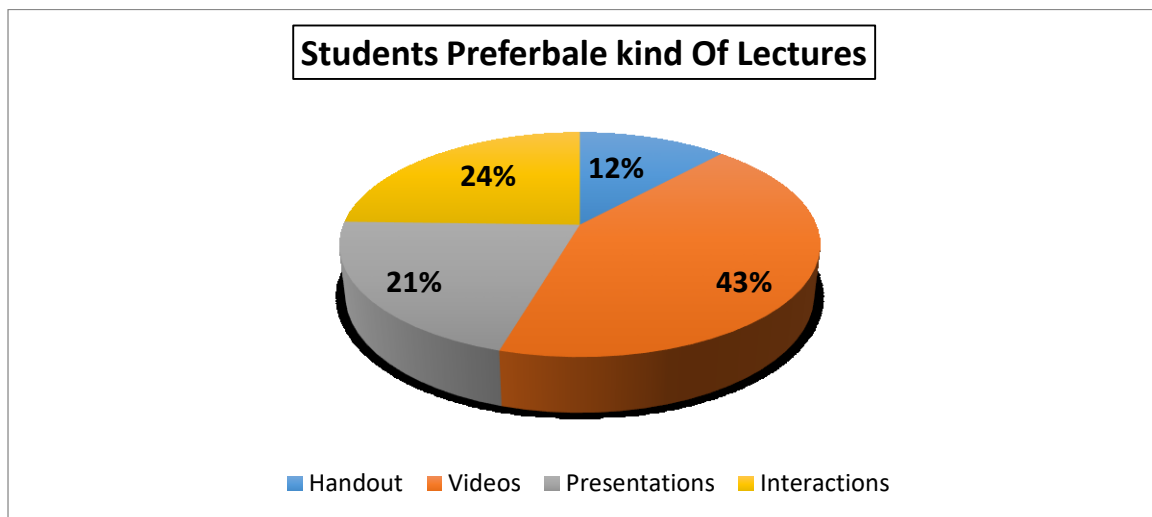


Figure5. Students preferable kind of lectures

43% of students agree that lecturers in the form of videos are the preferable kind to them. And we can notice here that. Between 24% and 21% are thus who they find themselves more likely with interactions and presentations. While the rest showed less than 13% supporting handouts.

Q6: Do you understand your lessons from these tools from the first reading?

	Number	Percentage
No	4	13%
Yes	9	30%
Some times	17	57%

Table 6.Students understanding their lessons using these tools

The following chart pinpoints the findings of this table

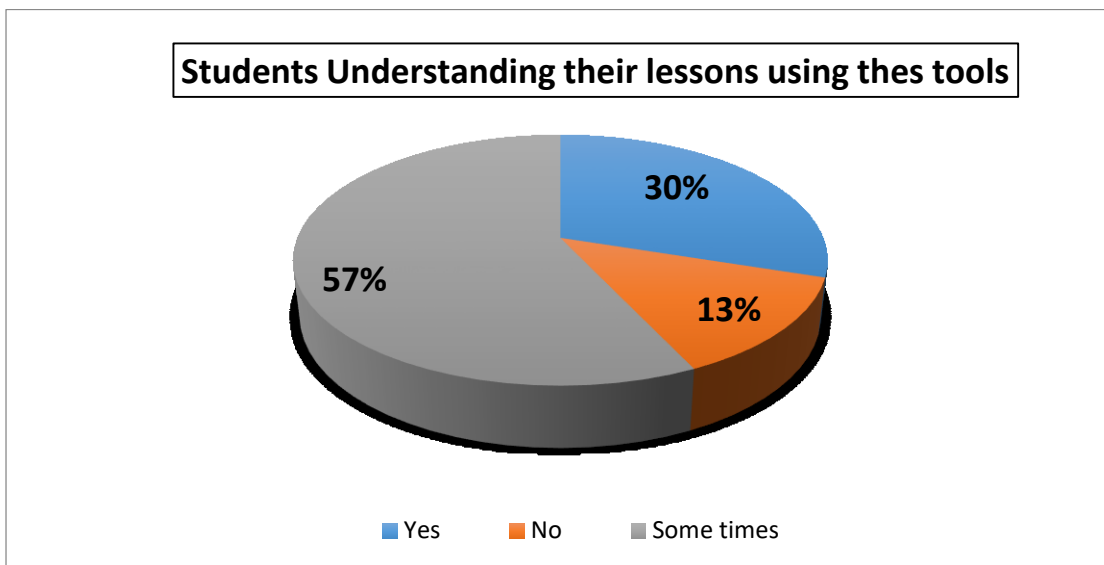


Figure 6.Students understanding their lessons using these tools

The percentages, in this case, are distributed to three aspects concerning the ability of students to understand their lesson using these digital tools, 57% of them find themselves sometimes able to understand in a well way their lessons.

Q7: How often your teachers interact with you to use these tools and respond at home?

	Number	Percentage
Frequently	00	00%
Sometimes	16	53%
Rarely	9	30%
Never	5	17%

Table 7.Teachers interaction with students to use these tools

These numbers can be points out in the following chart

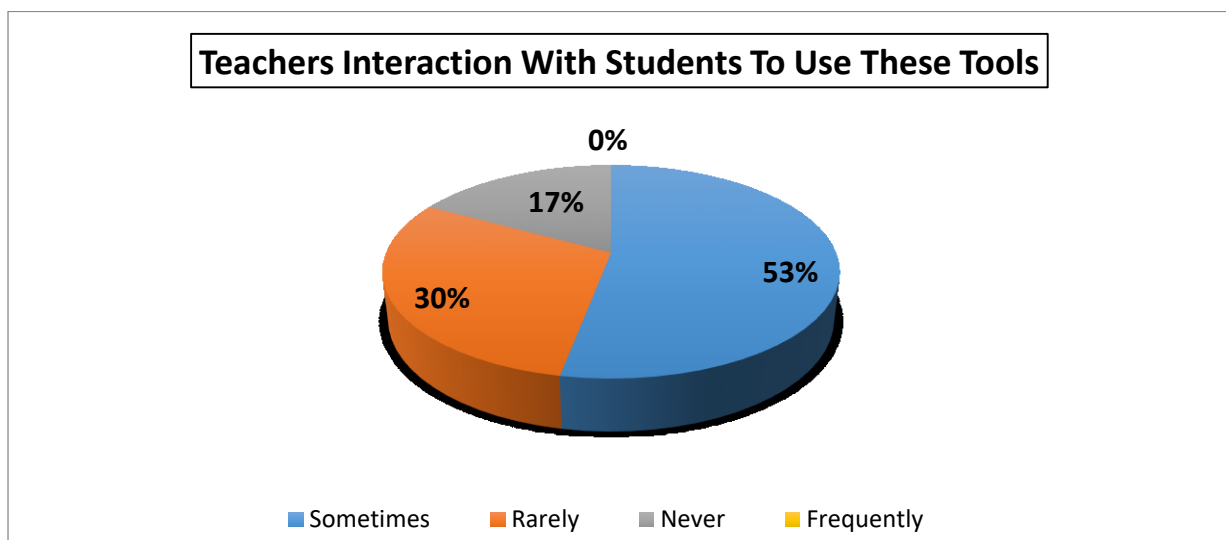


Figure 7.Teachers interaction with students to use these tools

Materials provide information in which the majority with (53%) of them saying that sometimes their teachers interact with them to see these lessons. While the minority (17%), said that teachers do not courage them to see these lessons, use and evaluate information. And respond at home.

Q8: How often you are you encouraged to access these tools?

	Number	Percentage
Frequently	11	36%
Sometimes	17	57%
Rarely	2	7%

Table 8.The encourage level of students to access digital tools

The findings of the previous table can be highlighted in the following chart

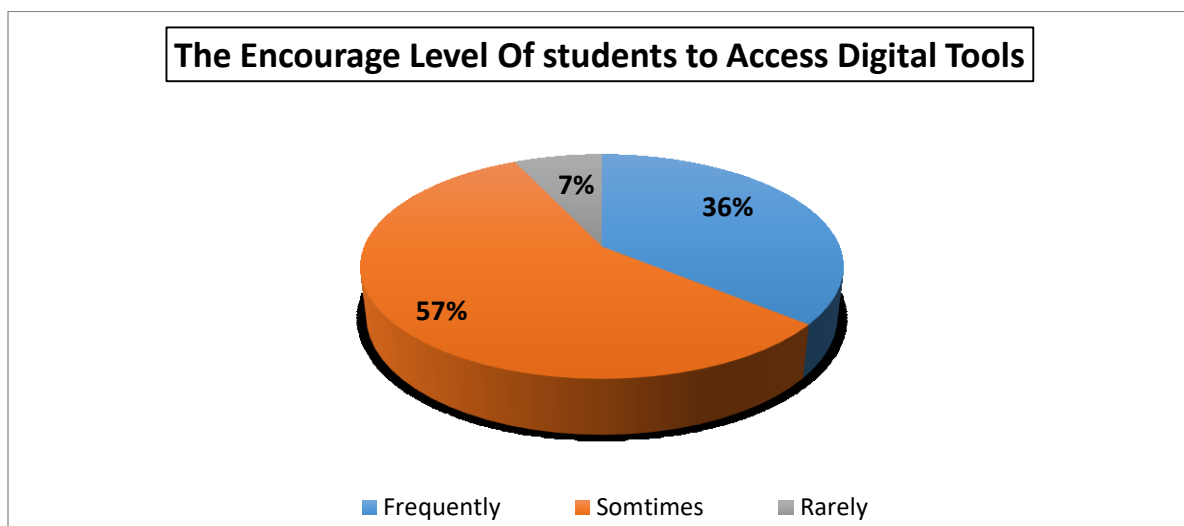


Figure 8.The encourage level of students to access digital tools

In the second part of students questioners they were asked to give a comment or some suggestions so we can improve distance learning in the department some of their answers were as this :

Comment 1:

Teachers should normalize using digital tools to learn it is the age of technology .In addition to their extreme usefulness.

Comment 2:

Distance learning should take care from the government to be generalized and to be more developed and used more in the Algerian society .Another drawback which is the internet flow.....

Comment 3:

Instructive lessons for both students and professors on how to use these resources and methods.....

Comment 4:

It is to insight teachers to use digital devices for further learning and improve the quality of the internet.....

3.1.5. Findings and Discussions of the Students Questionnaire Results

The motive behind administering the questionnaire to students is to investigate whether Master Two English language LMD students used Digital learning tools during the Covid-19 and relates to the effectiveness of these tools to their learning process.

The results obtained from the analysis of students questionnaire; show that learning digital learning tools like Zoom; Google meeting, Facebook, and Youtube play an important

role to students in their field of learning and development. They are considered for the majority of them as a guide, source of information and reflect their needs.

In addition, they present a sense of motivation for most of the students. When Zoom as an example brings a sense of reality and clarity, and if the lessons and home works are designed in a way that makes them experience the language, as they need. Moreover, they see that teacher uses an effective method when he uses learning tools, as to use group activities including Google meeting or videos form. For most students this kind of activity is an opportunity to interact with each other for the sake of exchanging information, also they build in them confidence. As for the other part, students find that weak internet is the most difficult problem they faced during their learning process in the Covid-19 pandemic, and also if they could be more interactive and communicate with teachers that would a strengthen point to both parts.

3.2. Teachers Interview

3.2.1. Introduction

In the sake of providing more support for this work, a structured interview will be the source of more data about the theme of the study.

3.2.2. The Sample

The sample consists of five teachers of Master Two English language at the department in university of Amar Thelidji Laghouat. From a population of about 25 teachers at the department.

3.2.3. Description of the Interview

Another procedure is used here in the basis of supporting the hypotheses formulated at the beginning of the work, structured interview conducted to five teachers at the department of English language Master Two (University of Amar Thelidji- Laghouat). This interview consists of five questions structured from general to specific and all directed to the theme of the study (The use of digital tools in the Covid -19). The first interview, took place in the classroom, in the 14th March and it lasts 10 minutes. The second one, took place at staffroom 28th may in afternoon, it lasts 15 minutes. All teachers were kind and have cooperated with us so much and show us the documents they use.

3.2.4. Analysis of the Interview Results

Q1. What are the digital tools you used in teaching in the pandemic?

The first and second teachers said that they use different and various types of tools, they are mixed of printed one and audio-visual. For instance, they use texts (authentic texts taken from English manuals, sites, and books of English language and simplified texts adapted by them) and send them by email or post them in Moodle, Charts, Data show, Animation, Exercises, Tasks, and homework. The rest of teacher uses texts, exercises, home works, video records, data show. With the use of Powerpoint or Google meeting. All teachers consider the variety of materials and authenticity as their way of teaching the English language for students specializing in a specific discipline.

Q2. What are the criteria you consider when using these tools or even delivering your lessons?

All teachers consider the subject area of learners, their level, and the clarity of texts. In addition, the availability of the internet connection underlines some objectives before selecting or designing their lessons. We take one of their comments:

One critical point we consider when we use these tools and deliver our lessons to the learners is that. Not all students have access to the internet, thus authorities must solve this problem to make online teaching /learning beneficial and useful.

Q3. Have you tried to involve students to use these tools?

In this sense, the first teacher answered by yes, he assumes these tools should be selected on that basis and he adds, “Whenever, I feel students need more clarification I use PowerPoint presentation to support their understanding, and I make interaction with them to emphasizes more what they need really”. In addition to that, he knows his students needs through assessment, whenever there is a problem with some elements, he tries to adapt materials more to suit their needs. In addition, he uses different tools to see develop more communication as Facebook. And he added that he always instructs his students to use these digital tools.

The other teachers answered also by yes and they said that they know very well what their students need. This shows that all teachers are aware of the needs of their students and always select the appropriate teaching tools for them among various ranges of choices.

Q4. Do you think that the use of this kind of tool suits them and make them motivated?

All of the teachers consider that the use of these kinds of tools motivates their students because these tools are attached to their field of interest and when they describe their target needs. This means that all teachers select carefully suitable content to stimulate their students interest.

Q5. Are you interested to promote your students autonomy by adopting another teaching / learning digital tools?

All teachers are interested in promoting their students autonomy, for this reason, they always get to use different and various techniques and digital tools, and use the interaction in the classroom as the effective way for that. They suggested Zoom, Google meeting as beneficial teaching tools.

3.2.5 Interview Findings and Discussions

The interview allows us to see from another angle, teachers one, concerning the impact of teaching/ learning tools on fostering English language learners autonomy. The findings may give more support for the present study. Since the teachers are responsible for selecting or designing tools.

On that basis, the results we get from interviewing teachers allow us to say that teachers are aware enough of the learners needs and they work on selecting, designing lessons on that basis. They tend to use various types of tools to provide students a sense of challenge and make them experience new things using language. The teachers are very careful when selecting the content of their lessons in the sense of clarity, interesting, authenticity, and attractiveness. These factors are what help students to use materials as a reference in their present study and later when they get working. Moreover, the teachers consider that the teaching tools they use are effective in a way that encourages their students to be autonomous. In addition to that, the strategies teacher uses in teaching/learning materials have an essential role in encouraging learners to learn independently and according to their answers, the methods and strategies are effective. They use different and various strategies for the sake of increasing their students knowledge and promote them for learning independently.

General Conclusion

General Conclusion

Digital tools are an essential component in teaching and learning language, both teachers and learners use them to facilitate teaching and learning as we have seen in the Covid-19 pandemic. In the English foreign language EFL context, the tools are of that importance for learners, in the sense that they are designed and selected according to their needs. The effective teaching digital tools are those tools that can be a source of language, guide, stimulus, etc. in this study, the focus is on some types of tools such as, SNS social network sites activities and tasks for that they should be effective for paving the way for autonomous learning. In this regard, questionnaire for students and interview for teachers at the department of English language Master Two in the University of Laghouat were the methods used in supporting the hypotheses that effective teaching/learning digital tools may foster EFL learners autonomy and that materials could reflect effective strategies for learners to be more motivated when learning the language.

The results obtained from these two procedures show that effective teaching tools have an impact on fostering EFL learners autonomy in the Covid-19 pandemic. In addition to that, the results show that teacher has a dominant role in terms of providing the appropriate materials and using attractive methods and strategies like Moodle, Google meeting, Emails, Facebook, interaction and presentations in learning/ teaching tools allow a chance for students to be autonomous by involving and motivating them. To conclude, we can say that this work paves the way for further researches on the basis of fostering English foreign language.

Pedagogical implications

Based on the results of this study, the following recommendations are offered on how to achieve quality in distance learning by the use of digital tools. On the other hand, since the severe crisis is unlikely to disappear for a perceivable future, for education to be sustainable, how to ensure education will continue without disruption under severe conditions, or crisis different forms of teaching and learning should be treated as a “new normal.” As we have seen during the Covid-19 pandemic:

- An action plan is required to predict, prevent and work. Crises are unavoidable, however the tutorial community has the commitment and drive to produce beforehand a sustainable and viable decision to stay it up the right track even when a crisis hits again. Working for the longer term, with a vision in mind, is making progress at this time.
- More collaboration plans and customary policies should be emphasized between governments, associations and corporations associated with emergency responses in education. These responses could specialise in a way to increase Internet bandwidth and deploy servers in crisis that handle ample of students and teachers stimuli- tenuously or developing cheap and affordable tools and assistive technologies to keep up learning from home. Also, a global collaboration between universities should be further emphasized, as in time of crisis, universities could work together to release quality learning resources for everybody and save both timeandvalue.

- More focus should be paid to the capacity building and competences of both teachers and students so as to facilitate their remote teaching and learning experiences. This might be achieved by organizing blended workshops where they're going to learn online to urge the theoretical knowledge and conduct hands-on experiences to practice their skills, as for instance, on specific platforms (i.e., Moodle, Sakai, etc.) or on the thanks to design an efficient online course. At the same time
- In emergencies and crisis, the teacher, learner or parent is that the guarantor to settle on and orchestrate the correct resources and timing, so instructional design becomes the particular backbone of any action plan in education. Learn and teach can happen anywhere at any time, regardless of what. However, the keys to create the right planning a powerful structure and a sensitive use of resources. This role leans on the educators, whatever their position is, who should and may skills to adapt and to make an opportunity out of adversity.
- Last but not least, as in an exceedingly time, learning and teaching are remote, one amongst the important things that ought to be considered is ethics, including privacy, data protection, equity, discrimination, etc. Therefore, designing learning processes or developing systems/algorithms that confirm that user's safety could also be a requirement. Also, awareness about online safety guidelines should be raised within all stakeholders, including teachers, students, directors, etc.

Limitations of study

Although this research was carefully prepared, I am still aware of its limitations. The research has reached its aims, there were some unavoidable limitations. First, because of the time limit, it is not enough for the researcher to know all the students and teachers' points and choices of developments and ways of interacting with digital tools also for the sensitive period of the Covid-19 pandemic. All data collected in this study has been gathered from Master Two English language students and teachers. The results obtained by studying this population may not be generalizable to populations in other grades which differ significantly in terms of factors such as their level of using these digital tools. This study investigated the effects of only a small group of learners on learning. It is possible that using digital tools other than the one involved in this project might have effects in some way different from those documented here. The study was also limited to the effects of digital tools on the development of the learning and teaching with the use of digital tools in the Covid-19 pandemic. In this study, only a few selected measures of knowledge and learning were monitored. The areas that were examined are outlined in the section of chapter three entitled “Data Collection and Analysis”.

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الملخص

تهدف هذه الدراسة إلى الكشف عن العقبات التي تحول دون تحقيق الجودة في التعليم عن بعد أثناء وباء فيروس كورونا (كوفيد-19). و قد كان الهدف الأول من هذا البحث هو تحليل الطرق المتنوعة التي واصل الطلاب من خلالها استقبالهم للدراسة أثناء فترة تعليق الدراسة في الجامعة نتيجة للكوفيد-19. و مع ذلك، فإن إعادة تشكيل التعليم و التعلم عن بعد يشكلا ت تحديا لا يصدق. لمواجهة العديد من الاساتذة و التلاميذ مشاكل في الانتقال من بيئة التعلم المباشر إلى بيئة التعلم عبر الانترنت لعدة أسباب . أولا يحاول هذا البحث إنتاج مخطط للكوفيد-19. ثانيا يحاول إلقاء بعض الضوء على أهم الصعوبات المشتركة التي واجهها التلاميذ في الدراسة عبر الانترنت . كما يسعى إلى وضع مجموعة من الحلول لهذه المشاكل و تقديم بعض النصائح لإرشاد التلاميذ و الاساتذة لنتائج أكثر فعالية .

Appendices

Students Questionnaire

Section One: Background Information

Gender: a- Male b- Female

Class: Master two English language LMD Students

University of Amar Thelidji Laghouat

Section Two: The Student Understands of digital learning

Question: 01

What do you know about digital learning?

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Question: 02

How would you consider your level using digital learning tools?

Very good Good Average Poor

Question: 03

What is your most favorite digital learning tool?

Moodle social networks (Facebook, You tube, what's app) Google meeting. Email

Question 04:

Do you find these tools helpful during your learning?

Yes No some times

Question 05:

Do you like to keep using this kind of distance learning?

Yes No

Question 06:

Have you come across some problems using these learning tools, name some of them?

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Question 07:

How often you are encouraged to access these tools?

- Frequently Sometimes Rarely Never

Question 08:

How often does your teacher instruct you to use these tools at home?

Question 09:

Do you understand your lessons from these tools directly from the first reading?

- Yes No some times

Section Three: The Students motivation toward the nature of the lecture

Question 01:

What kind of lectures do you prefer?

- Handouts videos presentations interactions

Question 02:

How often your teachers interact with you to see these lessons and respond at home?

- Frequently Sometimes Rarely Never

Question 03:

What do you like as a comment or suggestion so can we Improve distance learning in our university?

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Thank you for your cooperation

Teachers Interview

Q1. What are the digital tools you used in teaching in the pandemic?

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Q2. What are the criteria you consider when using these tools or even delivering your Lessons?

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Q3. Have you tried to involve students' to use these tools?

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Q4.Do you think that the use of this kind of tool suits them and make them motivated?

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Q5. Are you interested to promote your students' autonomy by adopting another teaching and Learning digital tools?

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Thank you very much