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**Ministry of Higher Education and Scientific Research**  
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**Faculty of Letters and Languages**  
**Department of English Language**



**The Use of E-learning In Literature  
Classes During Covid-19**  
The Case Study of Master One Students at  
The Department of English-University of Laghouat

A Dissertation Submitted in Partial Fulfillment of the Requirements of the  
Master Degree in English Literature and Civilization.

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***DEDICATION***

*To my family*

*To my friends*

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**Abstract:**

The spread of COVID-19 creates an imminent danger to humanity because it has caused numerous international activities, especially educational ones, to be suspended. Despite the difficulties posed by this abrupt shift, educational institutions have been forced to switch to e-learning using accessible educational platforms to save the educational system. Therefore, the present study was conducted to evaluate the use of e-learning during the period of Covid-19 in learning /teaching EFL literature to Master 01 students at the University of Amar Thelidji, the specific objectives include pinpointing the effectiveness and the challenges of using E-Learning to learn English literature during the Covid-19 pandemic, and evaluating both teachers' and students' attitudes toward the incorporation of E-Learning in the learning process. In this study, two research instruments were used, a questionnaire with master 01 students followed by a semi structured interview addressed to five teachers. The study's findings support the claim that EFL teachers and students were enthusiastic about using e-learning during the epidemic because they were concerned that the learning process might not survive the pandemic after all, much like many other areas of life. Nevertheless, it was saved by using online learning. Overall, this descriptive analytical study's findings are consistent with the hypothesis that e-learning is similar to flipping a coin. On the one hand, it is an effective way to study literature content. On the other one, it has some shortcomings that must be enhanced to better loosen the learning process.

**Keywords:** Literature, e-learning, ICT

## List of Abbreviations:

<b>EFL</b>	<b>English as Foreign Language</b>
<b>ESL</b>	<b>English as Second Language.</b>
<b>E-Learning</b>	<b>Electronic Learning</b>
<b>ED TECH</b>	<b>Edication Technology.</b>
<b>TEFL</b>	<b>Teaching English as a Foreign Language.</b>
<b>COVID-19</b>	<b>Corona Virus Disease of 2019</b>

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# **General Introduction**

### **Background of the Study:**

Higher education institutions were compelled to quickly switch to distant learning as a result of the COVID-19 pandemic's global lockdowns, which were imposed by several nations. As English literature study and assessment moved from classroom to online settings, Technology played a crucial part in this situation

Furthermore, A new concept took the lead in Education which is E-Learning. According to Singh & Thurman (2019) “Online e-learning is described as learning experiences using various electronic devices (e.g. computers, laptops, smartphones etc.) with internet availability in synchronous and asynchronous environmental conditions. Online e-learning could be a platform that makes the process of education more students centered, creative and flexible.”. Which means that, the proper use of E-learning helps students to create a helpful learning environment which the students can find it more interesting and motivating, especially in terrible times like the pandemic. Learning Literature entails not only the ability to study literary works, but also it requires living literature. To achieve this, E-learning must be effective in making students enjoy and interact while staying at home

### **Statement of the Problem:**

Online courses can reach a wider range of students than traditional courses due to technological advancements. In that regard, E-Learning seems to have an immense trial on student's learning and can be used as a learning environment to motivate both students and teachers in horrible times like Covid-19. However, It can also have technical problems that will stand in the face of students and teachers while learning. For this very reason, teachers are required to know how can they use Online Learning with traditional classrooms, and learners have to know how can they exploit E-Learning to better enjoy the learning experience.

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### **Aim of the Study:**

This study is intended to introduce and explore the advantages and disadvantages of E-Learning as a learning process in times of covid19, using Mobile Learning as a Distance Learning Tool in teaching and learning literature. The purpose is to examine the effectiveness of using E-learning as a learning environment in the teaching and learning of literature, and to investigate the challenges of using such platform. Accordingly, the study is to achieve certain objectives: to pinpoint the effectiveness and the challenges of using E-Learning to learn English literature during the Covid-19 pandemic, and evaluating both teachers' and students' attitudes toward the incorporation of E-Learning in the learning process.

### **Motivation : Rational**

The actual study was selected because interested in E-Learning in particular when To learning literature.

### **The Research questions:**

The dissertation is meant to answer the following questions:

- 1/ To what extent does E-Learning help students to enhance their literary understanding?
- 2/What are the challenges that encounter students as well as teachers while studying literature online in times of the pandemic?
- 3/ What are the students' and teachers' attitudes towards the integration of online learning in literature classes at the department of English, Amar Thelidji University?

### **Hypotheses:**

This dissertation hypothesises the following hypotheses:

### **Hypothesis01:**

E-Learning can be extremely helpful when it comes to learning literature, since it allows them to be engaged and interacted with their teachers and with online literary content.

### **Hypothesis02:**

The challenges that might encounter teachers and students while studying literature online are internet problems due to the different geographical locations and not everyone prefers distance learning.

### **Hypothesis03:**

Both teachers and students believe that Online Learning is an effective way to fully grasp lessons.

### **Literature Review:**

The Covid-19 pandemic has significantly altered the educational scene, particularly in terms of English language instruction and acquisition. The effects on pedagogical theory, instructional strategies, teacher experiences, and wellbeing were significant. Also, E-learning and online platforms are essential to advancing education. In terms of the advantages of using online platforms to teach English, it is the primary method for teaching the language. Due to its adaptability, English teachers are able to conduct classes whenever it is most convenient for them. Teachers worked harder to be creative and original when creating the classes and resources because they had to go from face-to-face learning to a virtual context. This gave educators the chance to employ their full ability, which ultimately paid off for their efforts. Consequently, as students can learn at their own pace by watching the recordings given by their teachers, a more suitable teaching and learning atmosphere may be formed. Likewise, the use of internet platforms has made it possible for teachers to complete their jobs efficiently.

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Kausar et al (2023) concluded that in COVID-19 epidemic's peak. e-learning has both positive and bad consequences, the drawbacks include: weak internet access, broken equipment, and expensive internet services. However, it is widely acknowledged that e-learning offers many benefits, including quick delivery of lessons, time savings, and reduced environmental impact.

Alsayed and Althaqafi (2022) aimed to identify the benefits and the challenges of the online learning. They stated that students were in agreement about the advantages and difficulties of online learning. The students reported that, aside from being able to stay at home in a comfortable environment, the capacity to record a meeting had the highest rate. In contrast, students identified technical difficulties and a lack of instructor contact as their top challenges. Although there may be advantages for learners, there may also be drawbacks because many students still believe that traditional classroom instruction is more adequate and efficient. Hiing and Azlina (2020-2022)

### **Methodology:**

Any research needs a suitable method to be followed as well as the correct way of collecting the data. For this reason, this work adopted a qualitative approach based on a descriptive method to investigate the effectiveness and challenges of using E-Learning in classes of literature. To investigate and collect data, an online questionnaire was addressed EFL students of Master One and a semi structured interview to /with EFL teachers, in the department of English at Amar Thelidji University.

### **The Structure of The Dissertation:**

This research paper is divided into three chapters, the first chapter is devoted to teaching Literature. The second chapter tackles the use of E-Learning During Covid-19. Finally, yet

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importantly, the third chapter is dedicated to the analysis of the use of E-Learning to examine the effectiveness and challenges of distance learning in classes of Literature During Covid-19.

## **Chapter One: Teaching Literature to EFL Students**

### **1.1. Introduction**

### **1.2. Defining the Word Literature**

### **1.3. Literature and Language Teaching**

### **1.4. The Historical Background of Teaching Literature**

### **1.5. Teaching Literature in EFL Classes**

### **1.6. Reasons behind teaching literature**

### **1.7. Models of Teaching Literature**

#### **1.7.1. The Language Model**

#### **1.7.2. The Cultural Model**

#### **1.7.3. The Personal Growth Model**

### **1.8. Approaches to Using Literature**

#### **1.8.1. A Language – Based Approach to Use Literature**

#### **1.8.2. The Stylistic Approach to Using Literature**

#### **1.8.3. Literature as a content**

### **1.9. Techniques of Teaching Literary Works**

### **1.9. Literature and Language Skills**

#### **1.9.1. Literature and Reading Skills**

#### **1.9.2. Literature and Writing skills**

#### **1.9.3. Literature, Speaking and Listening**

### **1.10. The Significance of Learning English through Literature**

### **1.11. The Instructor's Role in Teaching Literature**

### **1.12. Conclusion**

**Introduction:**

Literature is consistently regarded as an important tool for fostering language learning in EFL classrooms since it provides students with a wealth of opportunities. The use of literature in the classroom can foster students' imagination and creativity, encouraging them to form theories as well as provide a connection to current events. In that regard, methods and studies about the use of Literature in the field of English Language Teaching (ELT) are constantly evolving. This chapter makes an effort to solicit opinions from researchers concerning the teaching of Literature. By doing so, we'll discuss some concepts of literature, how it relates to teaching languages, and the origins of teaching literature. The importance of and justifications for including literature in English language instruction are then covered. Then, well-known methods, models, and approaches for teaching literature are examined. This is followed by a discussion of the connection between Literature and language proficiency.

**1.1 Defining the Word Literature :**

The Latin term "Litteratura" (which in English means "Literate") is where the word "literature" originates. The term literature was initially used in French before being adopted in English. The simplest definition of literature is the result of human minds' creative faculties. It can be viewed as a language utilized aesthetically to convey thoughts, feelings, and experiences that are presented in essays, poems, novels, short tales, etc.

Accordingly, Lazar (1993) stated that literature is the use of language to elicit an emotional reaction from the reader or listener. Hence, Literature is a successful medium for expressing the emotions, ideas, and viewpoints of people.

Carter and Long (1999) explained that Literature is a valid and important tool for language training. It is somewhat a flower's lament. Therefore, literature has connections to all academic disciplines. It serves as a fundamental element and resource for teaching and studying

languages. While Edgar V, and Jacobs (2008) established that: “Literature helps us grow, both personally and intellectually. It develops our imagination, increases our Understanding and enlarges our power of sympathy. It links us with the cultural, philosophical and religious world of which we are a part of it through our cumulative experience in reading literature shapes our goals and values by clarifying our own identities it is one of the shaping influences of life. It makes us human.”

Thus, according to the definitions given above, literature plays a significant part in the process of altering our lives, and reading makes it simple for individuals to connect with literature. Reading and writing can both have a significant impact on a person's attitudes and behaviors while also advancing our intellectual and personal development.

## **1.2. Literature and Language Teaching:**

Literature gives language life, and language is the foundation of literature. No one can dispute the fact that they are closely linked. Türker (1991) believed that “Language Teaching is a process whose aim changes not only from country to country and culture to culture but from individual to individual”. Accordingly, Mc Fadden (1987) states that “Literature is a canon, which consists of those works in language by which a community defines itself through the course of its history”.

Furthermore, Lazar (1993) mentions that "literature should be used with students because it is a motivating stimulus for language acquisition, students enjoy it, and it is fun, it is found in many syllabuses and the like".

Therefore, literature is a suitable source of information for foreign language instruction and for offering inspiring materials in EFL classrooms. It encourages students to read literary works in order to comprehend the political, historical, and social circumstances that served as the inspiration for a particular novel or play. Additionally, it allows kids to communicate their own

unique reactions to various levels of meaning, which can aid in the growth of pupils' language acquisition. As a result, literature has a significant impact on the field of teaching foreign languages, and as such, it ought to be included in language instruction curricula.

### **1.3. The Historical Background of Teaching Literature:**

Kramersch (2000): that in the early in the 20th century, there was a strong correlation between studying a foreign language and its musical literature. Between the 1940s and the 1960s, literature essentially disappeared from the language curriculum because it was seen as a model that was unrelated to daily communication demands. However, the rise of communicative teaching methods in the 1970s and 1980s led to a reevaluation of literature's function in language schools, which took into account both the authenticity of literary texts and the reality that they are more imaginary.

Saed (2008) explains that literature has long been used in EFL/ESL instruction and that it has improved students' critical thinking, vocabulary development, and reading abilities. In the 1970, The teaching of a second language (L2) did not include the use of literature when techniques like total bodily response, community language, the silent way, and learning became popular. Following that, EFL/ESL teachers adopted the grammar-translation approach as a teaching strategy in the 1980s; however, as the structural method gradually overtook this strategy, the usage of literature began to decline. In order to teach the foreign or second language, neither the audio-lingual approach nor the direct method were used.

However, he adds that literature has been reintroduced to the EFL teaching process in the last two decades since it has been recognized as a valuable tool that can strengthen all four skills and support language instruction. Therefore, it was discovered that instructors might employ literary texts with beginners and intermediate students to practice reading comprehension, language use, and perhaps aesthetic appreciation (Ali, 2001).

**1.4. Teaching Literature in EFL Classes:**

One of the most important language teaching strategies in ESL programs is the teaching of literature since it develops students' critical thinking abilities, personalities, and language proficiency.

Furthermore, Carter and Long (1991) stated that Literature is not just for advanced students. It was suggested that literature should be used by teachers from the beginning of language instruction since it introduces young students to diverse language things in a delightful way through the use of stories, poems, and simple texts. Therefore, if language is taught through the use of stories and poetry, English classes can be engaging and enjoyable. This is what enabled the instructors to effectively teach literature.

Similarly, Adbelrasol (1976) demonstrates “people learn and teach literature because in it they look for perceiving themselves as a whole in the fragmented alienated world in which they live.”. Hence, since it provides a highly effective way of raising the consciousness and awareness of those who are exposed to it, literature is the secret of man's existence.

Moreover, Brumfit and Cartet (1986) argue that Teaching literature in EFL classes has a number of advantages, including improving students' linguistic skills, motivating them to engage with the text and read proficiently, and exposing them to a foreign culture, which will ultimately deepen their understanding of that culture and perhaps inspire their own creative writing.

Additionally, Osman (as cited in Mohamed Ali, 2001) mentions that by employing literature as a teaching model in EFL classes with appropriate materials that include various forms of literary texts, such as novels, short stories, essays, poetry, plays, etc., the students' linguistic capabilities in all skills are promoted. Therefore, numerous language advantages that come from teaching literature to students include the following:

Among the literary forms that are taught when teaching literature are fiction, drama, poetry, and essays. It also covers the study of literary movements, jargon, as well as the use of similes, metaphors, allegories, and other literary devices.

### **1.5. Reasons behind teaching Literature:**

For a number of reasons, teaching literature is crucial in the subject of English language learning. It was used to teach the four skills as well as language components like grammar and vocabulary. Three advantages come from using literature as a teaching resource. The first advantage relates to the contextualization of language, whereby students get familiar with how language is used in a variety of contexts when they read literary works. The second advantage focuses on the natural and the meaningful function of language through exemplification and discipline language in literature. The third, relates to the social factors that are embodied in different genres of literature. (Hadaway et al, 2002).

Furthermore, teaching language and teaching literature are related because one is a stimulant for the other and one is a type of the other. Literature is a great tool for language instruction. Lazar (1993) lists a few arguments for using literature in language teaching settings as follows:

✚ Students can learn and understand another culture through literature. Additionally, it serves as motivation for language learning; in contrast, introducing students to literature fosters the growth of their interpretive skills and raises their awareness of various languages. He believes that Literature is a fun tool for teaching the language because it encourages children to express their thoughts and feelings and fosters the growth of their reading, critical thinking, and creative abilities.

Eventually, the study of literature encourages students to share their thoughts, feelings, and experiences. The use of literature in language instruction is very common and has provided

students with excellent opportunity to acquire the language. Thus, the importance of literature in language instruction cannot be overstated.

### **1.6. Models of Teaching Literature:**

The way in which literature supports various student learning objectives has constantly progressed. Teachers employ a variety of methods and approaches to achieve their objectives for teaching literature .in this respect. These methods and approaches might be distinct from literature as a source, in terms of both content and topic matter.

Consequently, this chapter will be dedicated to treating three types of teaching models in Literature classes namely: The Language Model, The Cultural Model, and The Personal Growth Model Carter and Long (1991).

#### **1.6.1. The Language Model:**

The language model is one of the approaches most commonly employed in language teaching settings because it helps students comprehend literary texts that contain a variety of linguistic elements. According to language teachers, using language models helps learners more effectively enjoy and understand literary literature. The model also helps students successfully use language in a creative way (Lida, 2013).

Moreover, Musthafa & Abdul-Hamied, (2014) argued that within the language model, language is the main literary form. This model is well-equipped with the required procedures and strategies related to the literary text itself, which aids the students in giving themselves the tools necessary for the understanding of the text and also strengthens their capacity to evaluate and critique it.

#### **1.6.2. The Cultural Model:**

This model is well-known for its historical significance in the literature education process. It acts as a tool to aid EFL students in interpreting and learning about the social, political, and historical settings of a particular literature. This Model can help literature teachers inspire their students to learn about and become used to various cultures and schools of thought.

Furthermore, Bobkina and Dominguez (2014) claim that, “Teaching literature within a cultural model enables students to understand and appreciate different ideologies from their own in time and space and to come to perceive tradition of thought, feeling, and artistic from within the heritage the literature of such cultural endows.” From this quote, the cultural model helps EFL students better grasp and perceive the many cultures and ideologies that are frequently described in texts. Also, teachers aspire to implement this model effectively because it makes it easier for students to describe and articulate the emotions, aesthetic expressions, and intellectual traditions they engage in during literature class. Eventually, the pupils have no trouble understanding the scope of literature, which is related to a specific historical, ideological, and social context.

### **1.6.3. The Personal Growth Model:**

Mahmoud (2014) argues that the cultural and language models are combined in this model. In other words, the emphasis is on the use of language in a specific cultural setting where students can increase their understanding of literature. However, they are urged to share their thoughts and opinions in order to draw connections between their own experiences and knowledge and those of the characters in the text. This approach to teaching literature will encourage students to appreciate and like literature both inside and outside of the classroom and will encourage them to read literary works.

### **1.7. Approaches to Teach Literature:**

Helping students learn the language is the language teachers' top priority. Therefore, literature is seen as a beneficial instrument that introduces students to the language and culture. Scholars and linguists frequently place a greater emphasis on knowledge of literature than knowledge about literature in an effort to streamline the teaching of literature. In other words, the development of employing literature as a teaching model requires careful consideration of methods and approaches that both enable the instructor to effectively convey and explain the literary works and suit the student.

In recent years, three approaches have been used: A Language – Based Approach to Use Literature, The Stylistic Approach to Using Literature and Literature as Content.

### **1.7.1. A Language Based Approach to Use Literature:**

When the language of literary works is carefully studied and analysed, it will show students how to integrate the language and literature curricula. It will also help students improve their comprehension and awareness of English and enable them to provide meaningful evaluations and interpretations of it.

Essentially (Lazar1993) wrote “A language – based approach to using literature includes techniques and procedures which are concerned more directly with the study of the literary text itself”, wherein the four skills—listening, reading, writing, and speaking—are more heavily emphasized, as well as the incorporation of themes or ideas from other subjects. As a result, literary texts will expose the students to a variety of linguistic techniques and inspire them to generate meaningful interpretations. Additionally, language teachers must employ their skills and give resources to help their students comprehend texts properly and foster their critical thinking about literary literature. As a result, the language-based approach creates a way for learners to properly integrate language studies and literature programs.

### **1.7.2. The Stylistic Approach:**

The study of styles and the use of language is known as stylistics. It also refers to the linguistic analysis of literary works and the language-creating techniques employed in literary or expressive style.

Additionally, this approach entails a detailed examination of the literary work itself to help students understand the purpose and significance of language emphasizes themes. Thus, it demonstrates to them how to evaluate a text to develop their literary sensitivity and produce meaningful interpretations using rhetorical devices that help in creating images to emphasize the content in order to draw in and engage the students (Verma ,2015).

### **1.7.2. Literature as a content Approach:**

Lazar (1993) mentions: “This kind of approach examines the history and the characteristics of literary movements: the social, political and historical background to a text; the biography of the author and its relevance to his or her writings; the genre of the text, etc.” Hence, when employed with students who have a specialized interest in literature, this approach turns the literature itself into the course's subject.

### **1.8. Techniques of Teaching Literary Works:**

Bertrand Russell stated that the matter of instructional methods and the spirit in which teaching is presented is more crucial than the subject. Thus, Methods are used to create a suitable learning environment for both teachers and students. (n.d)

According to Mujawara (2013), the pre-teaching initiative featured a number of inventive methods for teaching literature, including:

- When teaching literary materials like novels, teachers must give the students access to films that may be viewed after or before the book is studied, as well as language labs that use computers to define language styles.

- Teachers are required to assign students a little project on the introduction, politics, and history of the nation the literary work comes from.
- Teachers must encourage students to use their creativity to convey their ideas and interpretations of the literary text, such as by creating pictures or poetry that relate to the text.

Mujawara (n.d) wishes to demonstrate that the instructor should guide the students in recognizing and comprehending both the historical facts that have an impact on the nation and its literature, as well as the political movements that have a mark on society and have been reflected in its literature. Additionally, these techniques will encourage pupils to apply their skills and imagination to language learning.

### **1.9. Literature and Language Skills:**

Literature is acknowledged as a useful teaching tool for the four essential skills of reading, writing, speaking, and listening. To produce words, phrases, and sentences that have both an international and referential meaning. In addition to being produced orally and in writing, these skills must be taught in an integrated manner. Such skills fit under the following categories:

#### **1.9.1. Literature and Reading Skills:**

Given the close relationship between the study of literature and reading skills, teaching literature places a greater emphasis on improving students' reading skills. When studying literature, students are required to comprehend certain parts written in simple English and get familiar with the word forms used therein Abderahman (2004).

Additionally, Widdowson (1984) contends that reading is a reaction that affects both the reader and the writer rather than just a reaction to a literary work. After contrasting what the reader "student" learned from a literary text with his own values, culture, and knowledge, they are connected throughout the text.

**1.9.2. Literature and Writing skills:**

Literature is regarded as a useful resource for writing skills in EFL classrooms. Due to the extensive vocabulary in literary works like poetry, novels, and short tales. Additionally, literature plays a part in encouraging students to read and write frequently in order to develop their writing abilities.

Furthermore, Oster (1989) believes that literature inspires students to write more imaginatively. For instance, if a teacher gives his class a short story and thoroughly describes the events or the plot, the students will be more engaged with the text. As a result, this content will give students the motivation to do the writing assignment quickly and with ease.

**1.9.3. Literature, Speaking and Listening:**

One of the four essential skills is speaking. It appears that the ability to develop language and pronounce it verbally allows the speaker to communicate his ideas to others. thus, proficiency in vocabulary, social norms, and linguistic regulations is required for this activity. Since books are the primary source of knowledge, it may be agreed that they are the best instructional resource for speaking abilities. When it comes to listening skills, literature helps because it is full of role-playing, drama, poetry, comedies, and oral reading, all of which are important for improving listening skills. Students will learn the pronunciation, cultural context, and discussion when they hear poetry or a theatrical scenario performed by a native speaker, for instance, and this will inspire them to develop their listening and speaking skills (Abderahman, 2004).

**1.10. The Significance of Learning English through Literature:**

According to Maley (1985), there are a number of benefits to learning English through literature, but the following are the most significant ones (as cited in Hani,2010):

The first benefit is a universality, as literature themes are worldwide. The way each culture addresses these issues, such as nature, love, death, and beliefs, varies. For instance, the Arabs see subjects like love, death, and sexuality differently than the British do. However, both civilizations share a number of literary techniques, genres, and strategies. Second, even when it deals with trifling issues, literature is not trivial. It doesn't minimize, though. Third, literature explores issues of emotions, experiences, ideas, and personal viewpoints, whether from the reader's imagination or their own life. The fourth point relates to the author's interest, and most writers deal with subjects that are captivating and draw the reader in.

As a result, literature is seen as the tent that aesthetically tackles a large portion of human experiences. The economy and evocative force that literature can be characterized with are some significant elements that might show the importance of teaching literature in EFL lessons. Because of this, literature appears to be a predictable realm where the reader may infer meaning from writing or forecast what will happen next.

### **1.11. The Instructor's Role in Teaching Literature:**

When teaching English through literature, the teacher plays a crucial part. Hence, the teacher must choose appropriate texts for his students and create exercises that will help them improve their language skills. Basically, the teacher is viewed as the connection between students and knowledge. He has the power to boost classroom engagement, help students develop their capacity for autonomous learning, and promote self-access learning. He also serves as a facilitator and delegator of learning (Erdem, 2015).

Consequently, the instructor also has a significant impact on how the students perceive and understand literature in the classroom. To encourage his students to attend class, he must create

an environment that is suited for them. Thus, in order for students to appreciate and study literature effectively, the instructor has a responsibility to promote both their engagement and interactions with the literary text as well as their interactions with other students (Kim, 2004).

**Conclusion:**

Teaching literature is recognized as an effective and crucial component of the language-learning process. It plays a crucial part in inspiring students to learn and motivates them to acquire a new language and subject skills. Additionally, it gives the students fantastic opportunities to practice and advance the four primary language skills, which are seen as the primary goals of EFL classes. However, when the entire world went into lockdown due to the spread of COVID-19, the teaching and learning process of literature was harmed. Teachers were concerned about how they might accomplish their teaching objectives in this terrible situation. Due to this, teachers had to rely on technology to help them accomplish their educational objectives. E-learning, for example, was one of the solutions to this problem.

# **Chapter Two: The Use of E-Learning During Covid-19**

**2.1. Introduction**

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**2.10. The Challenges Affecting Online Learning During Covid-19**

**2.11. Conclusion**

### **2.1. Introduction:**

Universities and colleges all throughout the world were abruptly closed as a result of the COVID-19 pandemic, in the hopes that the advice of social isolation from public health authorities would help flatten the curve of infection and reduce the overall deaths from the epidemic. Despite the difficulties posed by this abrupt shift, educational institutions have been forced to switch to e-learning using accessible educational platforms to stop the virus from spreading Maatuk (2021). This chapter represents the effectiveness of e-learning, types of e-learning followed by the students' and teachers' perspectives on eLearning during covid-19. Lastly, challenges and struggles facing students and teachers in learning literature online during the pandemic are then tackled.

### **2.2. The Concept of Covid-19:**

A contagious illness called coronavirus disease (COVID-19) is brought on by the SARS-CoV-2 virus. Most virus-infected individuals will suffer from mild to moderate respiratory illnesses and recover without the need for special care. But some people will get quite sick and need to go to the doctor. People who are older and those with underlying medical illnesses including cancer, diabetes, chronic lung disease, or cardiovascular disease are more prone to experience serious illness. With COVID-19, anyone can become ill, become extremely ill, or pass away at any age world Health Organization (n.d).

### **2.3. Definition of Technology:**

Technology is a vast and complicated term that includes a variety of tools, procedures, and systems created to facilitate human activities and help solve issues. It can be assessed based on how and why people behave. A broad definition of technology, including not just devices and hardware but also organizations, procedures, and strategies that improve quality of life, is what is meant by educational technology. Fundamentally, technology is the use of scientific

## **Chapter Two: The Use of E-Learning During Covid-19**

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expertise, resources, and information to develop new goods, services, and answers to societal problems. Technology use and progress have significantly altered human society and the way we live. Furthermore, educational technology, often known as ED TECH, is the systematic application of technical resources and scientific knowledge that makes teaching and learning easier. Professionals in ED TECH work at the interface of education and technology, applying their expertise in instructional design, technology, and educational theory to create efficient and interesting learning environments for students of all ages. The main objective of ED TECH is to employ technology to enhance educational results and broaden access to high-quality learning opportunities.

Therefore, Abdul kalam (2004) stated that Technology in education may be summed up as a variety of instruments with the ability to enhance student learning and that can be assessed according to how and why people act. The term of technology used in educational technology is broad and includes not just devices and hardware but also organizations, methodologies, and procedures.

### **2.4. Defining the Word E-Learning:**

E-learning is a formalized teaching-based learning system that makes use of electronic resources. E-learning is primarily based on using computers and the Internet, while teaching can also take place in or outside of formal classroom settings. The delivery of education to many recipients at once or at different times is known as e-learning, which is also known as a network-enabled transfer of skills and knowledge. Earlier, it wasn't fully recognized because it was thought that this method lacked the human component necessary for learning. The Economic Times (2023)

According to (Tavangarian et al., 2004) as cited in (Nouraey et al,2023): Masie originally used the word "e-learning" in a seminar in 1999, although Masie (2007) believes that the first event

that was relevant to e-learning took place in the 1920s when children of farmers who lived in rural areas were given school lessons via commercial radio. E-learning has long been used in conjunction with conventional teaching techniques.

### **2.5. Reasons Behind Using E-Learning:**

According to Hazari (2021) Investing in e-learning today makes sense for a number of reasons. Here are the main advantages of an online learning environment:

✚ Learning from the safety of your home: Large sections of the world were still under lockdown due to the spread of COVID-19. When in-person learning may be deemed risky or perhaps impossible, online learning might lessen the disruption to the educational system. A safer alternative to conventional classroom settings is online education. They assist you protect your family and yourself from unnecessarily being exposed to viruses while also allowing you to further your education.

✚ Immense flexibility: The flexibility to study whenever you want is perhaps one of the main benefits of online learning. This ability was helpful, especially during lockdowns when the usual routines of the pupils were disrupted. Because online learning is flexible, it allows you to juggle your obligations to your family, your career goals, and other concerns in a volatile environment.

✚ Learning at your own pace: Online instruction often is akin to having an individual tutor. With no interruptions from other students, the student can set the pace of the sessions to suit his or her comfort level. Online education typically outperforms traditional training in terms of effectiveness. The examinations and quizzes can be examined immediately, allowing the learner to receive feedback and results quickly. Students now have more time to focus on improving their areas of weakness.

✚ Greater affordability in the education sector: The extra expenses related to physical textbooks and other classroom amenities are removed by e-learning. Even associated expenses like travel and accommodation charges can be avoided. Online learning is therefore a less expensive choice for education when compared to traditional systems. By adopting online learning, students may maintain their investment in their education and keep up with the changing global environment. Investing in programs with a focus on the industry, such as graphic design or illustration classes.

## **2.6. Types of E-Learning During Covid-19**

When the whole world shifted into lockdown to prevent the spread of the Pandemic COVID-19. Educators used many types of e-learning depending on their teaching objectives. This chapter is dedicated to mention three e-learning types as follows: Mobile Learning as a Distance Learning Tool, Movie Based Approach and Flipped Classroom Approach.

### **2.6.1. Overview of Mobile Learning as a Distance Learning Tool:**

Accessing educational materials using mobile devices is known as mobile learning, or E-Learning. With this approach, users can access content whenever and wherever it suits them, empowering learning at the moment of need. Basically, the most crucial component of mobile learning is its emphasis on the learner's mobility; by allowing them to select when and where they want to access learning, they may proceed at their own speed, which boosts engagement and information retention Matthew Brew (n.d).

Furthermore, Mobile learning allowed many teachers and students to connect and engage with each other in different types of smart applications, for instance: Facebook , Google Classroom and so on and so forth.

### **2.6.2. Movie Based Approach:**

## **Chapter Two: The Use of E-Learning During Covid-19**

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Casper et al. (2003) stated that Including movies in the curriculum can be a powerful way to boost student engagement, visualize topics and theories, and develop critical thinking and analytical skills. Movies therefore have a huge advantage because they provide both emotional and intellectual experiences. According to research by Salmon (1979), people are more likely to learn novel, complicated ideas when they are presented verbally and visually.

To further clarify, the use of movies as a teaching tool to improve learning and immerse students in their classes and outside classes is described in more detail as the "movie-based approach." It can involve things like watching movies, deconstructing movie aspects, talking about themes and messages, and coming up with projects that have something to do with movies. This strategy can make learning more engaging and offer students with a visual depiction of abstract or difficult concepts, making them more approachable and understood.

### **2.6.3. Flipped Classroom Approach :**

The flipped classroom method involves teaching students new content outside of the classroom, usually by having them view recorded lectures or read materials that the teacher has provided. This gives students more control over their learning process and permits them to learn at their own speed. The remainder of the class day is then devoted to active learning techniques including group discussions, problem-solving activities, and hands-on projects that let the students apply and solidify what they have learned. In a flipped classroom, the teacher takes on a different role from that of a lecturer and instead guides or coaches the students as they process the content. The flipped classroom method offers various advantages, including better learning results, increased flexibility in scheduling, and increased student participation. Additionally, it can encourage a more collaborative and dynamic learning environment and tailor learning for certain students

### **2.7. Learning English Literature Online During Covid-19:**

Learning Literature online made students and teachers enjoy the literary works in times of terrible calamity like the spread of Covid-19. Fortunately, there are no boring Literary sessions anymore. Students can learn literature with more creativity and imagination through the use of e-learning. Platform like Future learn, YouTube provide such amazing experience.

Furthermore, Khalid M (2012) argues that the audio-visual effect is what makes YouTube unique. By personifying the characters in the literary work through actors, this attribute gives the characters in the work depth. Students can comprehend the characters more thoroughly and connect with them on an emotional level when they view them as real people. In addition to what has already been described, YouTube's audio and visual effects gave the students a chance to understand the story's hidden meanings. By converting the textual imagery into verbal and visual ones, symbolism can be grasped more deeply.

Moreover, a powerful new method of online learning is provided by Future Learn for students. Every course has been created utilizing the principles of successful learning, which include the use of discussion, storytelling, visible learning, and community support to recognize accomplishments.

Eventually, using online platforms like the previous mentioned ones actually help students imagine and revive the story being told in the chosen literary novel because various studies have shown that this new digital generation is adapted to technology. In other words, students of this generation may find literature boring, however, when it is presented via a way that is interesting for them, their academic achievement will be high.

### **2.8. Students' and Teachers' Perspective on Online Learning:**

According to Nyugen (2022) Online learning demonstrated its success and efficacy as a viable approach to maintain an education training program during an epidemic, which should have social distance, through the students' perspectives on the benefits and drawbacks of the method as well as their learning attitudes. Students are satisfied with this new method of learning and are willing to enrol in online courses. However, in order for students to utilize online learning, a reliable and suitable infrastructure must be offered.

Furthermore, 43 undergraduate students from Midwestern undergraduate participated in a study by Alexander, Truell, and Zhao (2012) to investigate students' perceptions of online courses. The findings indicated that many students were pleased with the online course because of its adaptability. The participants claimed that they spent less money on expensive lunches outside, junk food, and parking, and that they were less stressed because they were no longer required to arrive at class on time, find parking, or deal with disruptive pupils Nyugen (2022)

As for teachers, some were quite satisfied with the use of e-learning because it reduces stress and anxiety, especially in times of the pandemic. While others felt that they were not properly trained to teach online.

Consequently, Nyugen (2022) proposed some instructions that could help teachers and students while studying online as follows: Teachers should set aside some time before the course to show students how to use the learning resources, hardware, and software they will need for online learning in order to help students. Additionally, teachers must to consider students' attitudes and learning challenges throughout each online meeting to give them the help and motivation they need to finish their coursework on time. e. Additionally, parents should provide their children with the right materials and a calm home study space so they can successfully participate in online programs. In addition, government and businesses should provide affordable internet access and learning tools to students during the epidemic, and

## **Chapter Two: The Use of E-Learning During Covid-19**

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information about affordable internet packages for students should be widely disseminated to improve the effectiveness of online learning.

### **2.9. The Challenges Affecting Online Learning During Covid-19:**

Ullah, et all (2022) conducted a research to examine the challenges and struggles that faced students of literature while studying online during covid-19 ,they found some challenges as follows:

- **Student Location:** The findings show that most students live in district villages, which makes it much easier for them to take part in online literature programs. There are many students living in both the urban area and the rural countryside. Many of them, including city dwellers, had internet problems.
- **Physical Problems Caused by Online Education:** Their study found that because of slow internet, the majority of students struggled to focus throughout their online literature courses. When screens frequently go dark because of inadequate internet connectivity, students sense implicit pressure. Additionally, students who use screens excessively experience severe headaches and eye issues. Thus, eye issues and headaches are common for students who take online courses.
- **Financial Issue:** Throughout the pandemic, the vast majority of households become bankrupt. The survey claims that families pay the majority of a student's educational costs, with only a minor portion coming from businesses, part-time jobs, and tuition. Due to COVID-19, everything is at a stop, and students were compelled to stay at home, which increased the burden on the family. Additionally, students had to buy smartphones that were suitable for online learning and pay for the necessary data. For the kids and their families, who are already struggling to make ends meet, the cost of internet is unquestionably an additional burden.

### **2.10. Conclusion:**

In a nutshell e-learning can significantly improve students' literary comprehension by bringing literary characters and events to life through the use of technology. Particularly during covid19 era, when the entire world was under lockdown, these technological advancements had the potential to capture the interest and imagination of a wide audience in literary topics. On the other hand, difficulties with internet connections and focus can make it difficult for both professors and students to learn online. However, numerous studies have demonstrated that these difficulties were only brought on by the initial application of e-learning and can be improved over time.

# **Chapter three: Methodology and Data Analysis**

## **3.1. Introduction**

## **3.2. Variables of the Research**

### **3.2.1. Independent Variable**

### **3.2.2. Dependent Variable**

## **3.3. Research Approach**

### **3.3.1. Research Questions**

### **3.3.2. Research Hypothesis**

### **3.3.3. Research Objective**

## **3.4. The Sample of the Research**

## **3.5.5. Questionnaire and Semi Structured Interview Analyses:**

### **3.5.1. The Students' Questionnaire**

### **3.5.2. The Teachers' Semi Structured Interview**

## **3.6. Interpretation of the Questionnaire Results:**

## **3.7. Interpretation of the Semi-structured Interview Answers:**

### **3.7.1. The Teachers' Questionnaire**

### **3.7.2. The Students' Questionnaire**

## **3.8. Results of the Hypotheses of the Study**

## **3.9. Conclusion**

**3.1. Introduction:**

This chapter provides a comprehensive overview of the research methodology used and the results interpretations of the study. It introduces the research variable, the research plan, research sample and tools. The main focus is to present the results of the study, which are based on the data collected from a questionnaire which is addressed to third year students of English; and results from a semi-structured interview with teachers of Literature at Ammar Thelidji University in Laghouat. The results are presented with a clear and concise interpretations that aim to provide insights into the effectiveness and the challenges of using e-learning to study literature to EFL students during Covid-19 times.

**3.2. Variables of the Research:**

Bhandari (2022) stated “In research, variables are any characteristics that can take on different values, such as height, age, temperature, or test scores” Hence, there are other types of variables with various effects, and this research primarily focuses on two variables that we intend to cover. The two variables are: e-learning as an independent variable, and teaching literature as a dependent variable.

**3.2.1. Independent Variable:**

In 2019, the world experienced a sudden transformation when it was forced to turn into a lockdown, where all the aspects of life were affected including the educational system. Of course, the governors of all countries across the whole world were quite upset and did not want to let their younger generations waste their educational life. Thus, e-learning seemed to be the perfect solutions to keep up with most aspects of life, particularly education. Hence, incorporating e-learning into literature lessons aids both the teachers in completing their educational objectives with new creative ways as well as the students in not wasting their educational life and in comprehending literary texts.

**3.2.2. Dependent Variable:**

Teaching literature to EFL learners and enhancing their performance is the dependent variable that is affected by e-learning, as an independent variable. literature is seen as a necessary element that is beneficial in EFL classes. Its various branches, including novels, poetry, and short stories, are replete with complex storylines, underlying messages, feelings, and emotions that must be explicated in creative ways employing modern instruments.

**3.3. Research Design:**

The importance of this research lies in its potential to determine the effectiveness of eLearning while studying literature during covid 19 era. However, the effectiveness of this approach remains a topic of debate and further investigation. That is why, this research also seeks to determine the challenges facing students and teachers while studying literature online during covid19 and their attitudes towards incorporating this new learning process. we chose students of Master one and teachers of literature at Ammar Thelidji University of Laghouat in Algeria to be the sample of our study. we have adopted the descriptive analytical research to do the study. The descriptive approach, according to Creswell (2009), is a research strategy that focuses on observing and describing a phenomenon or circumstance without seeking to influence or control it. In order to uncover patterns, themes, or trends, descriptive research may involve gathering data using a variety of techniques, such as surveys, interviews, or observation. The approach of the study is qualitative to investigate the effectiveness and the challenges of using e-learning to in literature classes.

**3.3.1 Research Questions:**

For this study, a set of questions have been raised to investigate the effectiveness of using e-learning in teaching literature during covid-19 and they are as follows:

1/ to what extent did E-Learning help students to enhance their literary understanding during covid-19?

2/ What are the students' and teachers' attitudes towards the integration of online learning in literature classes at the department of English, Amar Thelidji University?

3/What are the challenges that encounter students as well as teachers while studying literature online in times of the pandemic?

**3.3.2 Hypotheses:**

This dissertation hypothesis the following hypotheses:

**Hypothesis01:**

E-Learning can be extremely helpful when it comes to learning literature, since it allows them to be engaged and interacted with their teachers and with online literary content.

**Hypothesis02:**

Both teachers and students believe that Online Learning is an effective way to fully grasp lessons.

**Hypothesis03:**

The challenges that might encounter teachers and students while studying literature online are internet problems due to the different geographical locations and not everyone prefers distance learning.

**3.3.3 Research Objective:**

The objective of this study is to pinpoint the effectiveness and the challenges of using E-Learning to learn English literature during the Covid-19 pandemic, and evaluating both teachers' and students' attitudes toward the incorporation of E-Learning in the learning process.

**3.4 Sample of the Research:**

The study's population of interest is Master one students of English department at Ammar Thelidji University of Laghouat. we chose master one students since they are specialized in literature and familiar with the use of e-learning while studying literature during covid-19 in their studies. The population of interest was a mixed sex and age. In this research, the researcher took 45 from 75 EFL master students and 2 teachers from 4 EFL teachers of literature at the English department –University of Laghouat in the academic year 2023/2024. The population of both teachers and students was randomly selected and the answers were received electronically.

**3.5. Questionnaire and Semi Structured Interview Analyses:****3.5.1. Students Questionnaire:**

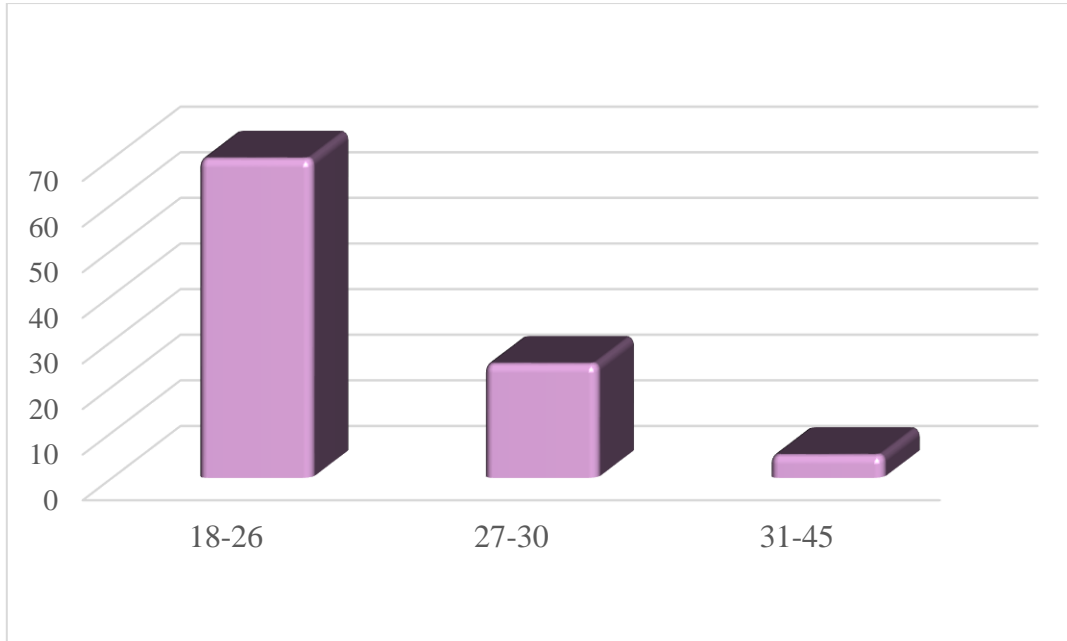
The students' questionnaire tends to reveal their attitudes toward incorporating e-learning in literature classes, the challenges they encounter, and their attitudes both before and after being exposed to e-learning. This questionnaire also seeks to establish the effectiveness of using e-learning in literary lessons to improve the performance of EFL students. The goal of the research is to pinpoint the effectiveness of e-learning and to better EFL learners' performance in using online learning in literature by identifying the challenges and struggles that were encountered to better enhance them in the future. Figures provided a summary of the questionnaire's results.

**3.5.1.1. Analyses of the Results:**

**A. Personal Information:**

Age and gender of participants are addressed in the first two questions.

**Question 01: How old are you?**



**Figure 3.1 Students' Age**

It can be easily seen that the majority of students are about 18-26 years old. The results show that most of our participants are teenagers.

**Question 02: What is your gender?**

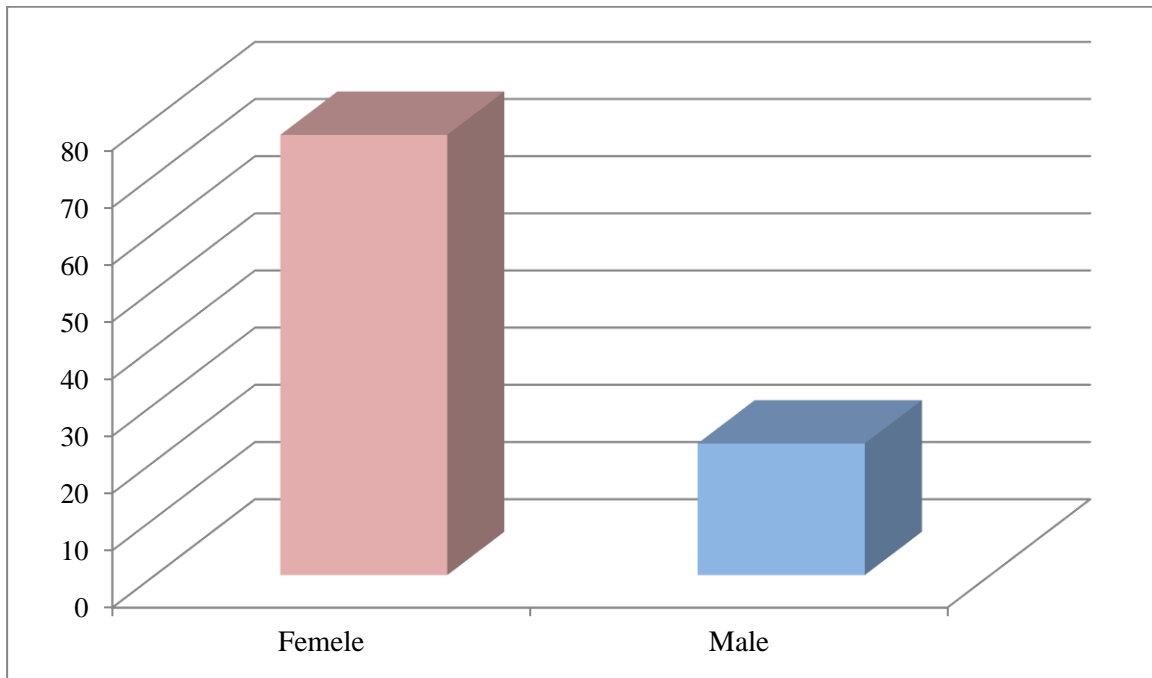


Figure 3.2 Surdents 'Gender

As shown above, we can see that approximately 77% of the population are women, whereas 22% are men.

**Part01:**

**Question01: Do you like Literature classes?**

options	Students 'number	Percentage
yes	32	70.05%
No	13	29.5%
total	45	100%

Table3.1 Students Perceptions towards literature Classes

Surprisingly, majority of students (70.5%) who were asked if they liked literature classes said that they did. 29.5% of them provided no response.

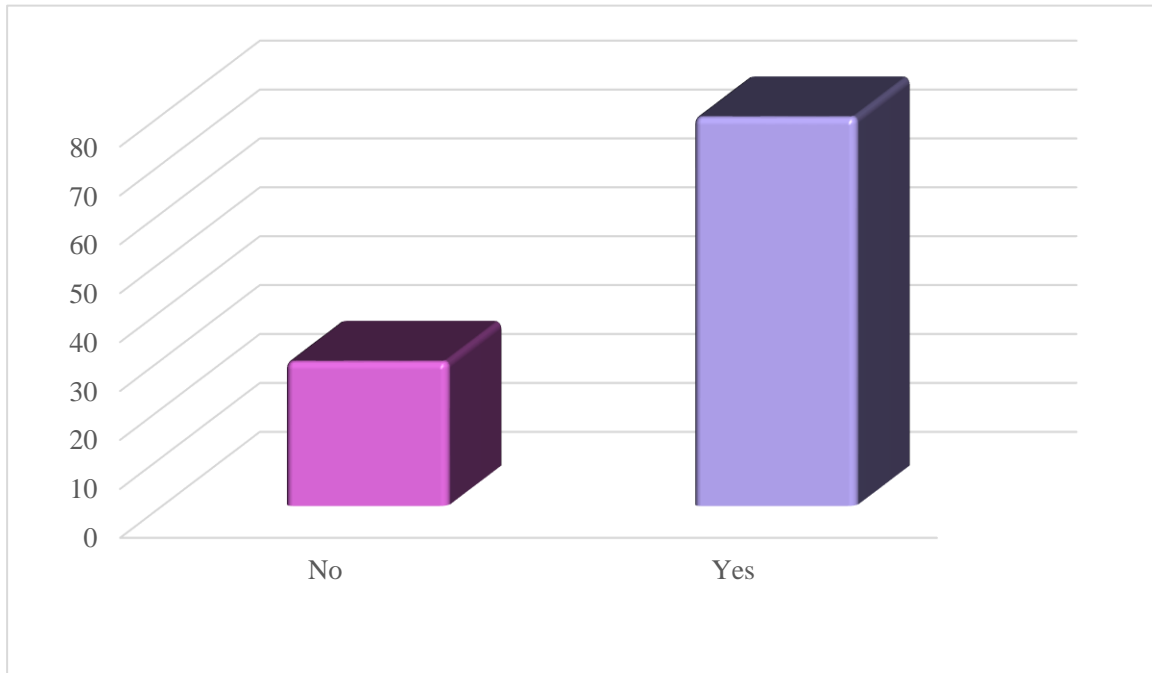
**Question02: Do you face difficulties while studying Literature?**

Figure 3.3 Numbers of Students who Encounter Problems when Studying literature

We can realize that most of students (79.5%) face difficulties in their traditional English literature classes; whereas 29.5% do not face difficulties with it. In the opinion of 79.5 of the participants, feeling bored and confused is the primary reason of facing difficulties during literature classes. Others replied that they were not interested in literature itself as it represented literary content that cannot be helpful nowadays. Others answered that they find the language of the literary texts complicated and this makes them confused.

**Question03: What kind of struggles do you face while studying Literature?**

struggles	Percentage
Difficulties to focus in the literature class	27%
The content is so long	38.8%
Easily get bored	7.2%
Teacher’s method is boring	27%

Table 3.2 Struggles that Students Face in Literature Class

The table above shows that most students face the struggle in the course content which is generally long (38.8) .27% of students cannot focus for a very long time in literature classes, and claim that the teacher’s methodology is boring 34.2 % of students complain that literature classes do not provide enough motivational materials.

**Question04: What do you think of the teacher’s methodology in teaching Literature?**

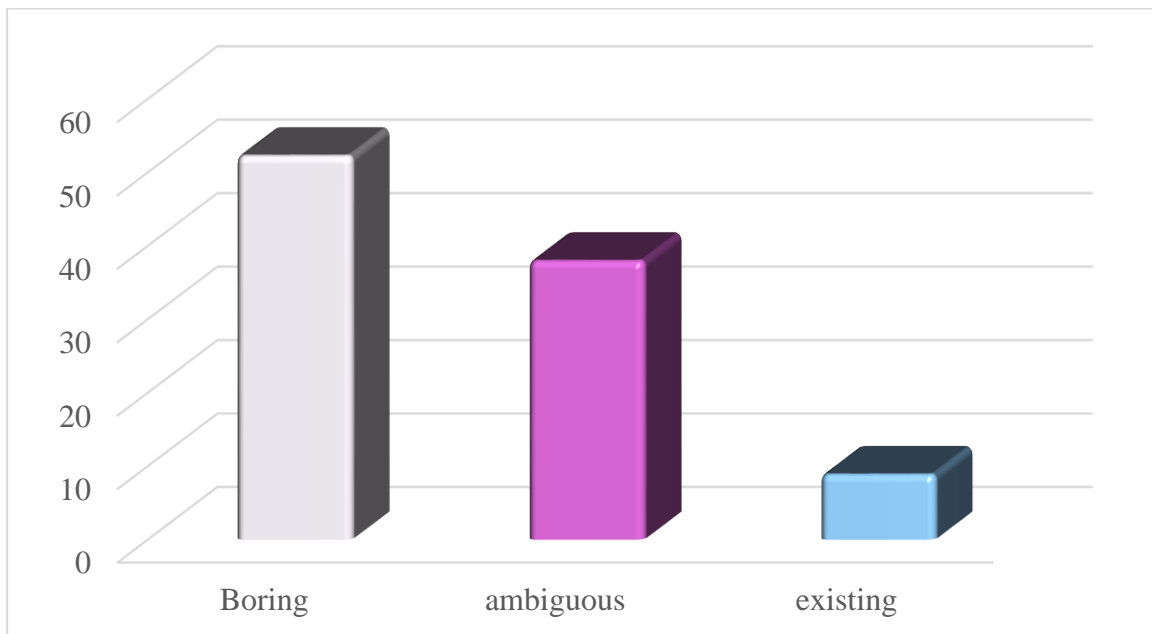


Figure 3.4 Students’ Perception towards The Teacher’s Methodology in Literature classes.

52.3% of the participants claimed that the teachers’ method in teaching literature is boring. Moreover, only 15.9 of the students described the teacher’s methodology as exciting. The other 31,8 considered the teacher’s method as ambiguous.

**Question05: In times of covid-19, have you relied on e-Learning to help you in your studies?**

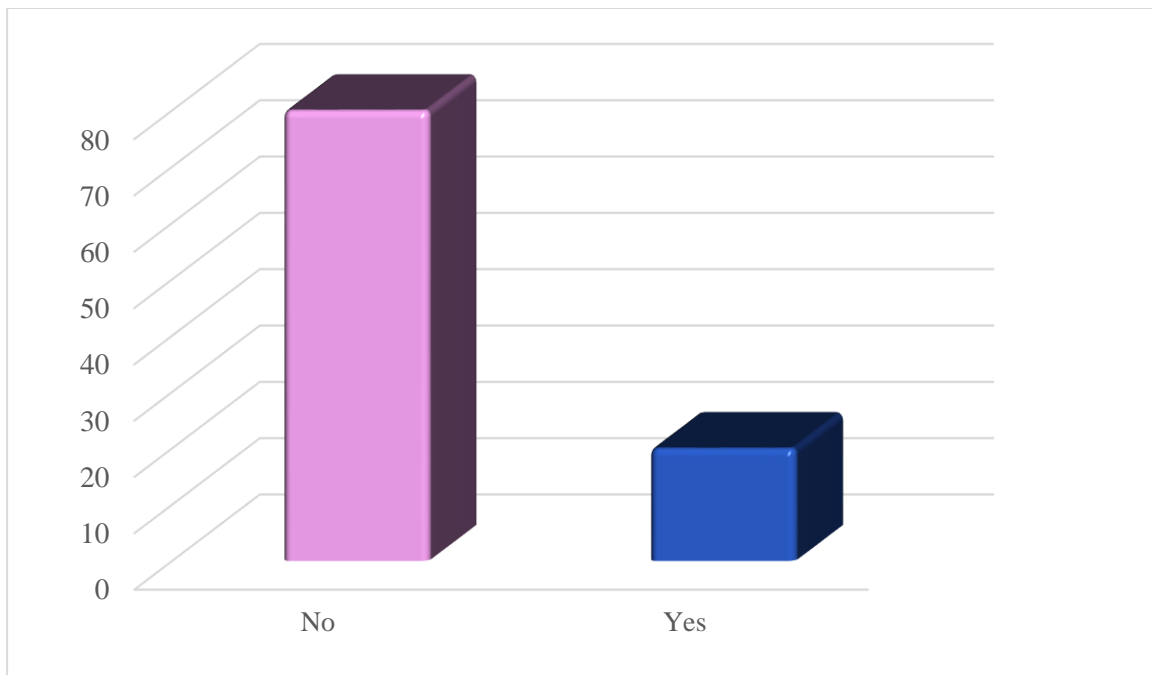


Figure 3.5 Students Use of E-learning during the pandemic

The majority of students used e-learning to aid them in their studies, as shown by the bar graph above.

**Part02:**

**Question01: What type of E-learning you used to study literature with in times of the pandemic?**

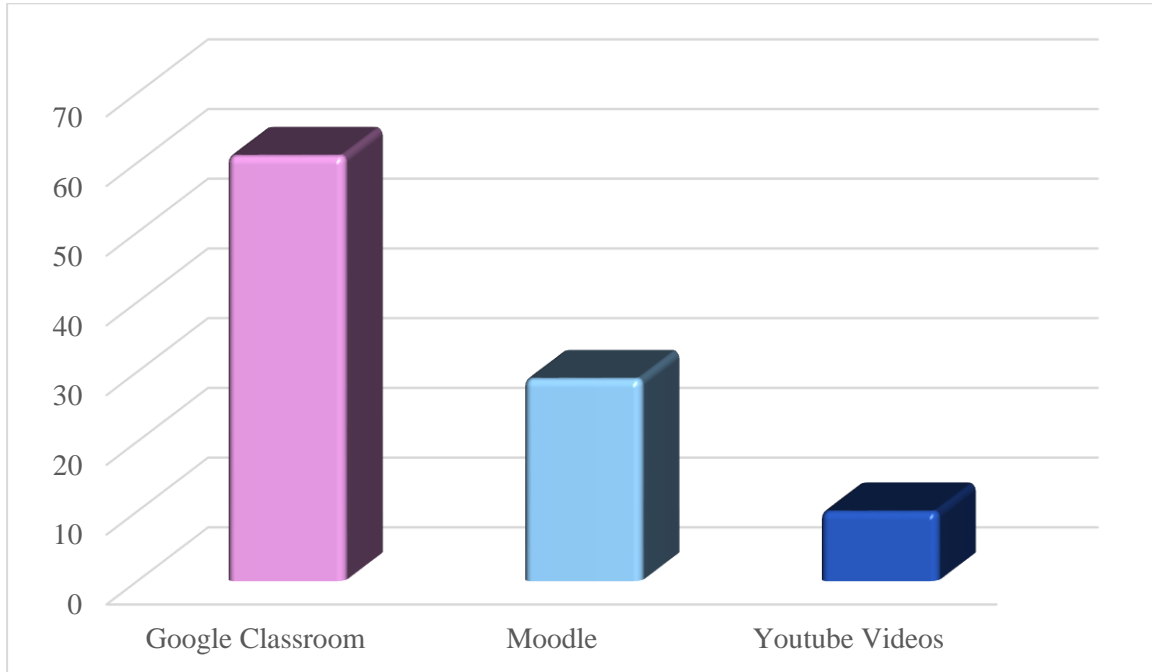


Figure 3.6 Students' Choice of the different types of E-learning

The figure above shows that most participants 61% used Google Classroom. 29% studied with Moodle platform. Whereas the rest of the participants 9,1% watched YouTube Videos.

**Question02: Did you understand the lessons from it?**

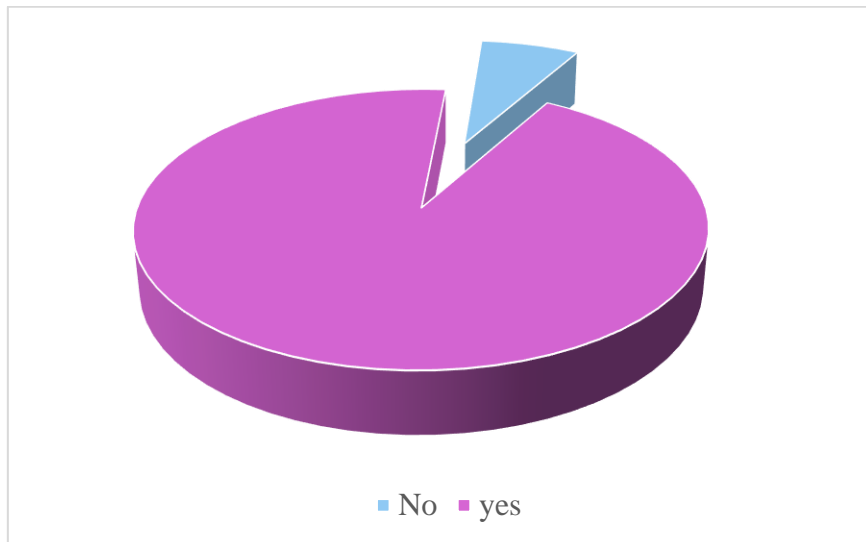


Figure 3.7 Students’ Opinion towards Understanding the lessons from e-learning

As the figure above shows that 93,2% of the participants said yes and others said no.

**Question03: Do you think that E-learning was helpful in learning Literature during Covid-19? why?**

options	Students ‘number	Percentage
yes	32	70.05%
No	13	29.5%
total	45	100%

Table 3.3 Students’ Opinion about the effectiveness of E-learning during Covid-19

When we asked about why that think that e-learning was helpful the majority of students responded that e-learning helped in bringing the interaction between students and teachers after it had been nearly lost in times of covid-19 where all the world was in state of horror. Others said, the creativity and development that was due to technological advancement helped students

understand literary texts in a way that they used their imagination with visual literary content. On the other hand, few of the participants responded by no and expressed their opinions by saying that online learning was not helpful because simply they had not been equipped with internet connection and the suitable equipment like good computers and smart phones.

#### Question04: How much interest do you have in literature before and after E-learning?

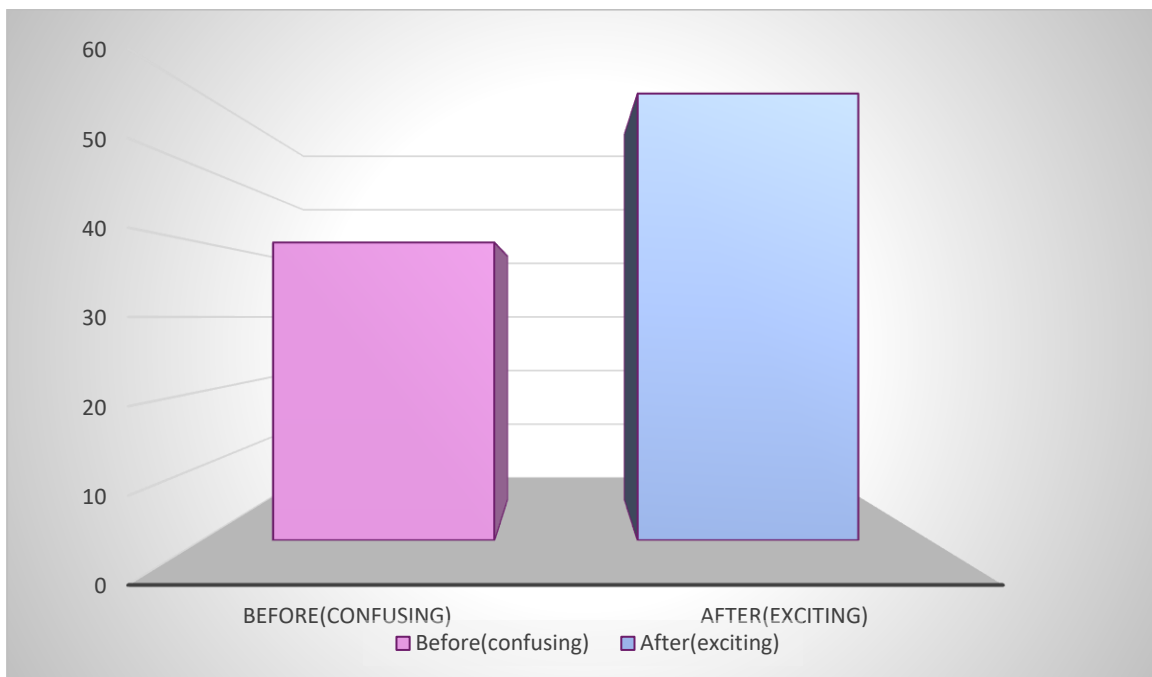


Figure 3.8 Students' Attitude about Before and After using E-learning

Most students agreed on the point of before using online learning with its visual representation of characters, literary novels confusing and boring. However, after being exposed to a creative and interesting way of living the stories of literary novels, they get excited to learn more literary novels because they felt that they get into the minds of the characters easily and they get more engaged and interested in literary topics. However, they mentioned also that at first, they were not fully apprised with the use of e-learning and it was kind of difficult to adapt to it.

**Question05: In your opinion, were there any challenges and struggles that you encountered while studying literature online during covid-19? If yes mention them.**

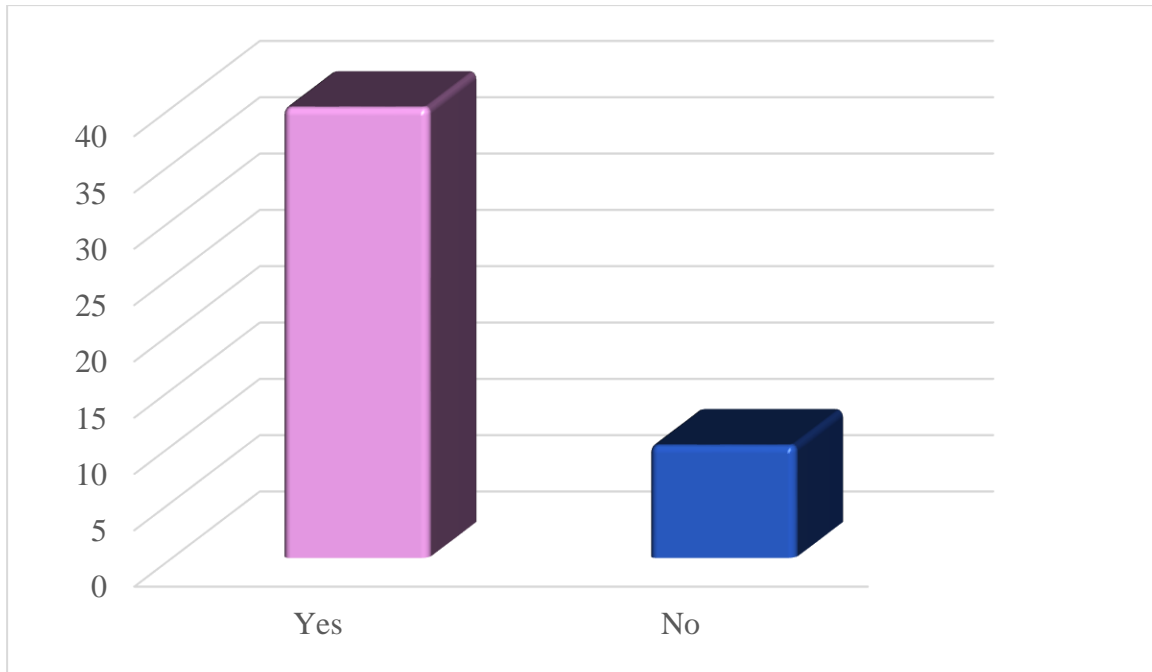


Figure 3.9 Students' Opinion about the challenges and struggles of E-learning

The figure above shows that 70 of the participants experienced challenges and struggles while using online learning to study literature during times of the pandemic. Whereas 30 of them answered by no

Most students agreed on the point that though e learning was helpful in bringing the interaction between students and their teachers, it was difficult to fully adopt to distance learning because of lack of knowledge about technological devices. Also, they agreed on the fact that there were many students who were not equipped with the proper devices and they could not afford buying these devices especially in times of the virus spreading where most of the parents were in financial distress, therefore, many students were left with no studying and they relied on their fellow colleagues to bring them lessons. On the other hand, some students

expressed that there were no struggles and they were at ease with e-learning because it suited them to learn from home without having to go to school and be present all day there.

### **3.5.2. Semi-Structured Interview Questions:**

A semi-structured interview is a data collection method that relies on developing questions within a set of predetermined thematic guidelines. However, neither the order of the questions nor their language are fixed. George (2022)

For the interview with teachers of literature, the researcher organized five open-ended questions. The totality of the five questions attempts to shed some light on the difficulties teachers of literature encounter when teaching students as well as the attitudes of the teachers about the use of online learning in times of the covid-19. These are the five questions:

1. How long have you been teaching literature at university?
2. What are the difficulties you usually encounter while teaching literature?
3. Do you use technology while teaching literature?
4. What do you think about using E-learning in times of covid-19?
5. In your opinion, what are the advantages and the disadvantages of using e-learning in teaching literature to EFL students during Covid-19?

### **3.6. Interpretation of the Questionnaire Results:**

#### **3.6.1. Part One:**

In response to the first question, most students dislike literature classes. This implies that they do encounter some challenges that keep them from appreciating literature and performing well on its exams. The majority of students in the second question indicated that they do not feel comfortable in their typical English literature lesson and that they encounter difficulties while studying literature in question three.

Yet, the findings for question four indicate that there is a high percentage of students who have trouble focusing in literature class, that the course material is too lengthy, that they get

bored fast, and that the teaching style is also dull. This suggests that in order to avoid these issues, Literature courses must be enhanced, particularly those that focus on novel analysis.

The majority of students believed the teacher's approach to the fifth question was vague and uninteresting. This suggests that learners would lose interest in lectures, which results in little interaction between teachers and students. The researchers suggest using imaginative and engaging techniques that include more visual representations in literary classes to reduce boredom and foster interaction since the majority of students relied on the use of e-learning in times of covid to study literature according to the answers to question 6. This means that, students are ready for the incorporation technology in literature classes

### **3.6.2. Part Two:**

The first two questions were mainly about what type of e-learning students dealt with and whether they understand the lessons from it. Well the students indeed have some level of familiarity with many types of online learning and they confirmed that it can be an effective process for learning literary texts.

In the third question, the major objective was to determine whether or not online learning was beneficial and efficient for EFL students. On the one hand, students thought that e-learning was advantageous since it helped to revive the student-teacher interaction that had nearly been lost during the Covid-19 era. They also agreed that learners might understand literary texts by using their imagination in conjunction with visual literary content thanks to the innovation brought about by technology development. On the other side, a small number of participants stated their disapproval and expressed their opinions, arguing that online learning was unproductive since they lacked an internet connection and the essential tools, such as quality laptops and cellphones.

Concerning the last two questions which were designed to check the student's interest before and after being exposed to online learning and whether they encountered challenges. Basically, they had positive reviews after learning literature online because they liked how the events were well introduced and designed. However, we also need to shed light on the challenges brought by online learning that were faced because it affected the learning process. In brief, each coin has two sides, on one side, most of the student's answers were positive and they support the use of e-learning since it helped them with creative and modern ways. On the other side, e learning does include some challenges and disadvantages that they must be enhanced.

### **3.7. Interpretation of the Semi-structured Interview Answers:**

#### **3.7.1. The Teachers' Questionnaire**

##### **Question01: How long have you been teaching history at university?**

Most of our interviewees had long experiences in teaching literature between seven years to 23 years. Our research objective is to determine whether the use of online learning during covid-19 was effective and whether teachers encountered challenges that made the learning process struggle. These teachers' experiences will assist us in gathering reliable and valid data that is relevant to this objective.

##### **Question02: What are the difficulties you usually encounter while teaching literature?**

Regarding the second question, which asks about the difficulties literary professors have when instructing. Most of them have to cope with a range of challenges in the classroom. The largest challenges come due to students' linguistic limitations and general lack of information. Literature instructors observed that it was very challenging to have a conversation on a literary subject with learners who lacked the essential language abilities.

Other teachers talked about the difficulties students had when understanding a literary lesson. Teachers of literature have linked this problem to the students' initial disinterest in the topic. Most students dislike reading literary stuff.

**Question03: Do you use technology while teaching literature?**

According to responses to the third question, 40% of literary instructors use technological tools like PowerPoint, images, etc. to convey their courses. The application of technological tools in the development of appropriate educational settings will be advantageous to both teachers and students. Additionally, incorporating technological resources into literature classrooms, such as YouTube videos and films based on literary books, can streamline the teaching and learning process and help EFL students achieve their objectives, which are hampered by lengthy lectures and less creativity

**Question 4: What do you think about using E-learning in times of covid-19?**

In response to this question, teacher of literature said that the abrupt change in the environment brought on by the spread of the virus had an impact on the educational process. Since they were making an unexpected move to distant learning, they both agreed that at initially, e-learning was confusing and difficult to adapt to. They also agreed that teachers were not properly qualified to use technology, in addition to students not being knowledgeable about it. However, some teachers felt that since both teachers and students were under lockdown, e-learning actually aided the learning process. They expressed their opinions by stating that without online learning, we would have wasted the entire time doing nothing.

**Question 5: In your opinion, what are the advantages and the disadvantages of using e-learning in teaching literature to EFL students during Covid-19?**

Teachers of literature agreed on the advantages and disadvantages of using online learning to teach literature to EFL students during the spreading of the virus as follows:

starting with the advantages, they stated that Although the globe was in a condition of horror, learning was restored through online learning, certain teachers with superior knowledge of technology were able to achieve their teaching objective. Additionally, some literature teachers have been able to use innovative methods for helping students grasp literature, such as YouTube videos and films based on books and plays like Shakespeare's plays. This, actually made them realise that technology is made for a reason and they had to incorporate it in the classroom once they returned to the classroom.

As for the drawbacks, teachers said that losing internet access was a big problem because they were unable to instruct without it; they also mentioned that not knowing how to use technology made it difficult for teachers to get everyone in the online class; and that each student has a different learning style so some students was unable to fully comprehend through distance learning.

### **3.8. Results of the Hypotheses of the Study:**

The findings from the student questionnaire and the teacher's interpretation of the semi-structured interview support the study's hypotheses. The findings correspond with the first hypothesis, which holds that using e-learning during the epidemic was actually beneficial since it allowed students to communicate and engage with both their teachers and online literary content. However, the results also support the second hypothesis that there were some difficulties using e-learning for studying literature while under quarantine. Additionally, the results also confirm the third hypothesis of the study, which was that most professors and students are very happy with the use of e-learning in the case of the Corona virus and that just a handful of teachers and students are not in favour of distant learning. Overall, this descriptive analytical study's findings are consistent with the hypothesis that e-learning is similar to flipping

a coin. On the one hand, it is an effective way to study literature content. On the other one, it has some shortcomings that must be enhanced to better loosen the learning process

**3.9. Conclusion:**

This chapter is regarded as the study's core. It introduces information on the study's methods and sample, data analysis, and result interpretations. Through the use of our data collection tools, this research comes to the conclusion that eLearning needs to be improved in order to improve students' and teachers' achievement in literature. This does not imply that online

education is ineffective. Online learning is indeed helpful in introducing modern technological developments to the teaching and learning of literature, as demonstrated by the data provided by the teachers' and students' responses. Additionally, it was especially useful during the outbreak of the disease, when it was the only way to rebuild the relationship between teachers and students. Overall, utilizing e-learning throughout the pandemic was the greatest and only method to safeguard the process of teaching literature.

# General Conclusion

## **General Conclusion**

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This study aims to address and examine a number of issues that essentially have to do with whether the use of online learning during the outbreak of covid-19 in learning literature content was effective or not and to examine the challenges that was encountered by both teachers and learners .The investigation shows that the use of eLearning can be an effective tool for enhancing students literary understanding through introducing more modern content to alleviate the boredom in the traditional learning of literature as characters will be presented in a dynamic and entertaining way.

Furthermore, the use of online learning also faced certain difficulties during the quick spread of the Corona virus, most of which were technological ones, such as lost internet connections and a lack of appropriate electronic devices. This means that these difficulties are not very important and that they can be improved and developed through time. However, some students are against distance education because they believe they learn better in a traditional classroom setting where a professor is constantly checking in with them.

This study aims to investigate the effectiveness and challenges to the use of online learning to study literature during the pandemic, as well as explore the attitudes and presumptions of teachers and students, which has been the main focus of this investigation.

A suitable methodology was used for our inquiry, as with any academic study. A qualitative approach was used. This research was conducted in the Department of English at Laghouat University in Algeria. In this research study, the population is represented by Master One students. A questionnaire was created to examine, explore, and investigate the students' attitudes toward using eLearning as a teaching resource that enhances their performance in English literature during times of the covid19. Additionally, a semi-structured interview with professors of literature was done to get their opinions on the incorporation of e learning.

## **General Conclusion**

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The analyses and findings from the last chapter, showed that EFL teachers were enthusiastic about using e-learning during the epidemic because they were concerned that the learning process might not survive the pandemic after all, much like many other areas of life. Nevertheless, it was saved by using online learning. To put it another way, most students, especially those taking literature classes, were content to include online learning in their learning process during the pandemic. They maintain that the traditional educational approach still meets their educational objectives, hence they do not discard it. The results thus partially corroborate our assumptions that, although having significant drawbacks, online education was nevertheless useful throughout the COVID19 period.

In conclusion, according to the available data, we can confirm that incorporating e learning had a significant impact on improving student's performance in literary classes. The key hypothesis of the research investigation is supported by the findings. The study's results also suggest that, during the pandemic, employing e-learning was the best method for raising students' performance in literature lessons. Additionally, because e-learning may represent the future of education as a whole, this study advises both teachers and students to learn about it and improve their e-learning skills.

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# Appendices

## **Appendix**

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### **Appendix01: Teachers' Semi Structured Interview Questions**

For the interview with teachers of literature, the researcher organized five open-ended questions. The totality of the five questions attempts to shed some light on the difficulties teachers of literature encounter when teaching students as well as the attitudes of the teachers about the use of online learning in times of the covid-19. These are the five questions:

- 1. How long have you been teaching literature at university?**
- 2. What are the difficulties you usually encounter while teaching literature?**
- 3. Do you use technology while teaching literature?**
- 4. What do you think about using E-learning in times of covid-19?**
- 5. In your opinion, what are the advantages and the disadvantages of using e-learning in teaching literature to EFL students during Covid-19?**

# Appendix

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## Appendix 02: Students' Questionnaire

People's Democratic Republic of Algeria

Ammar Thelidji University of Laghouat

Faculty of Letters and Languages

Department of English

dear colleagues

you are kindly invited to answer this questionnaire which aims to gather information about the effectiveness and challenges of using e-learning during Covid-19. your responses will be used to help us understand your attitude and opinions regarding using online learning in classes of literature. thereby, you are kindly requested to answer the questions. thank you for giving it your attention and time.

first, we would like to know:

- 1) How old are you? .....
- 2) You are: male or female

### Part One:

1) Do you like literature classes?

Yes   
no

2) Do you feel comfortable in your traditional English literature class?

Yes   
No

Why?

.....  
.....  
.....  
.....

3) What kind of struggles you face while studying literature?

- (a) The course content is so long /confusing
- (b) Easily get bored

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(c) Hard to focus in Literature class

(d) The teacher's methodology is boring

(e) Lack of motivation Tools

4) What do you think of the teacher's methodology in teaching Literature?

a) Ambiguous

b) Boring

c) Exciting

5) In times of covid-19, have you relied on e-Learning to help you in your studies?

Yes

No

## Part Two:

1/ What type of E-learning you used to study literature with in times of the pandemic?

Google Classroom

YouTube videos

Moodle

2. Did you understand the events from it?

Yes

No

3. Do you think that E-learning was helpful in learning Literature during Covid-19? why?

Yes

No

Why?

.....  
.....  
.....  
.....

4. How much interest do you have in literature before and after E-learning?

## Appendix

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.....  
.....  
.....

5. In your opinion, were there any challenges and struggles that you encountered while studying literature online during covid-19? If yes mention them?

.....  
.....  
.....  
.....  
.....

**Thank you for your help**

## **Résumé :**

La propagation du COVID-19 crée une menace imminente pour l'humanité car elle a entraîné la suspension de nombreuses activités internationales, en particulier celles liées à l'éducation. Malgré les difficultés posées par ce changement soudain, les établissements d'enseignement ont été contraints de passer à l'apprentissage à distance en utilisant des plates-formes d'éducation accessibles pour sauver le système éducatif. Par conséquent, la présente étude a été menée afin d'évaluer l'utilisation de l'e-learning pendant la période de Covid-19 dans l'apprentissage/l'enseignement de la littérature EFL aux étudiants de Master 01 de l'Université Amar Thelidji, les objectifs spécifiques incluent la mise en évidence de l'efficacité et des défis de l'utilisation de l'E-Learning pour apprendre la littérature anglaise pendant la pandémie de Covid-19, et l'évaluation des attitudes des enseignants et des étudiants à l'égard de l'intégration de l'E-Learning dans le processus d'apprentissage. Dans cette étude, deux instruments de recherche ont été utilisés, un questionnaire avec des étudiants de maître 01 suivi d'une interview semi-structurée adressée à 5 enseignants. Les résultats de l'étude soutiennent l'affirmation selon laquelle les enseignants de FLE et les étudiants étaient enthousiastes à l'idée d'utiliser l'e-learning pendant l'épidémie car ils craignaient que le processus d'apprentissage ne survive pas à la pandémie, tout comme de nombreux autres domaines de la vie. Néanmoins, il a été sauvé en utilisant l'apprentissage en ligne. Dans l'ensemble, les résultats de cette étude analytique descriptive sont cohérents avec l'hypothèse selon laquelle l'e-learning est similaire à la pièce de monnaie. D'une part, c'est une manière efficace d'étudier le contenu littéraire. D'un autre côté, il présente quelques lacunes qui doivent être améliorées pour assouplir davantage le processus d'apprentissage.

**Mots clés : civilisation, E-learning, intégration, TIC**

## ملخص الدراسة

تسبب انتشار فيروس كورونا المستجد (كوفيد-19) في مخاطر حادة للإنسانية حيث أدت إلى إيقاف العديد من الأنشطة الدولية وبشكل خاص التي تتعلق بالتعليم. وعلى الرغم من الصعوبات التي أثارها هذه التغييرات الفورية، فإن المؤسسات التعليمية كانت على الضغوط للانتقال إلى التعلم الإلكتروني من خلال استخدام البرامج التعليمية المتاحة لإنقاذ نظام التعليم. وبالتالي، أجريت هذه الدراسة لتقييم استخدام التعلم الإلكتروني خلال فترة كوفيد-19 في تعليم/تعليم الآداب الإنجليزية لطلاب الماجستير 01 في جامعة عمار ثلجي، وتضمنت الأهداف المحددة تسليط الضوء على فعالية وتحديات استخدام التعلم الإلكتروني لتعلم الآداب الإنجليزي خلال الوباء العالمي كوفيد-19، وتقييم مواقف المعلمين والطلاب بشأن اندماج التعلم الإلكتروني في عملية التعلم. وفي هذه الدراسة، تم استخدام مقياسين للبحث، كاستطلاع لطلاب الماجستير 01 بالإضافة إلى مقابلة مشتركة منظمة مرسله إلى 5 معلمين. وتدعم نتائج الدراسة الادعاء بأن المعلمين والطلاب كانوا متحمسين بفكرة استخدام التعلم الإلكتروني خلال فترة انتشار الفيروس لأنهم يخشون أن التعلم سوف يضيع مثل العديد من المجالات الأخرى من الحياة. ومع ذلك، نجح في إنقاذه من خلال استخدام التعلم عبر الإنترنت. وفي النهاية، يتوافق بشكل عام مع الفرضية التي تقول أن التعلم الإلكتروني هو كمثل العملة. من جهة واحدة، فإنه يعد طريقة فعالة لدراسة محتوى الآداب. من جهة أخرى، فإنه يشكل بعض الثغرات التي يجب تحسينها لتطويل المزيد من عملية التعلم .

**الكلمات المفتاحية:** الآداب ، تكنولوجيا المعلومات والاتصال ،التعليم الإلكتروني