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Department of English

***EFL Learner's Perceptions And Attitudes Towards Using Zoom
Session In Distant Learning***

**A Case Of First And Second Year Master Students At The Department Of English At
Ghardaia University**

*A Thesis Submitted to University of Ghardaia -Department of English- in Partial
Fulfillment of the Requirements for the Master Degree in Didactics*

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Dedications

In the name of Allah, the Gracious, the most Merciful

All the praise and thanks be to Allah the almighty who had guided us to this.

I dedicate this work to the dearest persons to my heart, my precious and wonderful parents (my dear father and compassionate mother.), and the reason of whom I have become today. Thank you for the infinite and unconditional love, support and guidance; you have been with me every step of the way, through good and bad times. I do not have enough words that I could interpret my gratefulness and love to you. May Allah enable me to recompense for you your great favor.

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Abstract :

During the COVID-19 pandemic, many higher education institutions globally have adopted online learning as an alternative model of learning instead of face-to-face learning. Taking into account the attitude of students on issues related to their education is an important matter that can play an important role in the development of the educational system in all its aspects. The present research aims to examine Algerian EFL students' perceptions and attitude about the use of Zoom as a new teaching and learning method in Algeria. The study is divided into two chapters. The first chapter consists of three different sections. one section presents the learning process. The other section spotlights on what has been said in online learning. The last sections focuses on the implementation of zoom sessions in the algerian universities. The second chapter on the other hand, analyzes the students' views on the topic. The research was constructed on Masters English students of Ghardaia University. In order to fulfill the purpose of this research, a mixed methodology which is a blend of qualitative and quantitative methods of data collection has been opted for. Data were collected from a questionnaire distributed online and in the classroom. the main findings of the research show that learners have positive attitudes towards zoom sessions in distant learning. Therefore, EFL students are open-minded and willing to rely on distance education. They also hope that the use of distance learning will be improved.

Key words : zoom sessions, attitudes, distant learning, Algerian EFL students' perceptions.

LIST OF ABBREVIATION

CMS: course management system

EFL : English as a foreign language

E-learning : electronic learning

ICT : information communication technology

LMS: learning management system

USDLA: United States distance learning association

VARK : visuals, auditory, read and write, kinesthetic

VLE: virtual learning environment

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GENERAL INTRODUCTION

General introduction:

1- Introduction :

During the past decade, with the release of information and communications technologies. E-learning has become a method of primary education and a new example is being used extensively by many higher education institutions around the world. The emergence of digital technologies has taken a leap into the educational system around the world. It paved the way for many researchers, educators, school program developers and others, to create easier learning and teaching processes and teach effective lessons without having to be at a particular time or location. This educational system is known as distance education.

Greene (1993) has defined Distance learning as a process in which learning takes place where the learners study far away from their teacher's location (Cited in Gallogly, 2005). Distance learning has been a method in use for many years. This type of teaching was neither a new procedure nor a new notion or idea (Gallogly, 2005).

However, The COVID-19 outbreak has called for social distancing and has led many educational institutions to adopt this new modality as face-to-face courses are being closed globally. Accordingly, E-learning has become a popular method of effective learning in the university community where many academic institutions have required the adoption of this form of learning primarily because of the benefits associated with technology. It is supported by some applications to conduct e-learning such as Google meet, Google classroom, ZOOM and etc. ZOOM has entered to support online learning and it has also implemented in some universities in Algeria.

2- Statements of the Problem :

Distance learning is a revolution in the educational system all over the world. The outbreak of COVID-19 forced higher education institutions worldwide to adopt online learning as a new learning mode. This is the case of GHARDAIA University students who are involved in this new way of learning to use zoom sessions.

3- Aims of the study :

The current study aims primarily at investigating the attitudes of EFL learners towards the effects of zoom sessions on the learners' learning. It also seeks to identify the perceptions of EFL learners about the use of zoom in distant learning. Besides, The main purpose of this thesis is to cope with the new technologies of learning and examines their results on learners.

4- Research questions

This study addresses the following research questions :

Q1: what are EFL learner's perceptions about the use of zoom sessions ?

Q2 : What are EFL learners' attitudes towards the effects of zoom sessions ?

Q3 : How can zoom sessions be a significant method in the learning process ?

5- The Research Hypothesis :

From the previous questions we can assume these hypothesis :

EFL learners have negative attitude towards zoom sessions.

EFL learners have positive attitude towards zoom sessions.

6- Research Methodology:

An online questionnaire was used to conduct this research. The questionnaires were distributed to EFL Master Students to investigate their attitudes and perceptions towards the effects of zoom sessions.

7- Population and Sampling:

The population of this study comprised Masters Didactics students at the department of English at GHARDAIA University, during the academic year 2022/2023. Whereas, the sample of this study was constructed from three groups consisting seventy (70) students who were chosen randomly.

8- Significance of the Study:

This study is very important for both teachers and learners. In fact, it will help the institutions and administrators to understand the benefits of zoom sessions and the problems that may face them while using distance learning in the teaching-learning process. In addition to that it will play a significant role in the development of the Algerian educational system regarding this method.

9- Structure of the Study:

This thesis is constructed on two chapters. The first chapter is about the theoretical part of the study, whereas the second one is devoted to the field work.

The first chapter, on the one hand, is divided into three sections. The first section provides the theoretical framework about learning process ; it introduces the definition of learning, learning style, the types of learning style, and finally definition of distance education. Concerning the second section, it focuses on online learning, the definition of online learning and its characteristics, Online Learning System Usage Online Learning Challenges, Online Learning Status in Algeria, and The Use of zoom Platform in Algeria. Moreover, the third section discusses zoom sessions, The need of using zoom session implementation, The impact of implementation zoom sessions, Teachers' and Students' Roles in the Online Learning Course, Zoom Sessions and Students' Academic Outcomes, Zoom Sessions and Students' Perceptions, The Difference between Distance Learning and Face-to-Face Learning, The Effect of Distance Learning on Students Motivation.

The second chapter is devoted for the practical part. Starting with Research Design and Methodology, the Methodology, the population, the sample, Questionnaire Description, data gathering tools and the student questionnaire description focusing on the analysis and the interpretation of the data gathered. Closing with a general results and general conclusion.

10- Limitations of the Study :

In this research, the choice was made to deal with EFL master students at the department of English, at Ghardaia University, during the academic year 2022/2023. This research is conducted precisely from March 2023 to May. However, in our way to know the EFL Learner's Perceptions And Attitudes Towards Using Zoom Session In Distant Learning we have faced some problems and limitations. Since distance learning is a new method in the Algerian universities, the first problem was related to the lack of information collected. In addition to that, some limitations are related to the nature of the students' answers and how much they were serious about answering the questions.

11- Definition of terms:

- **Attitude:** Attitude refers to a person's mental and emotional state, including their beliefs, feelings, and behavior. In the context of education, attitude can refer to a student's attitude towards learning, school, or a specific subject.
- **Distance learning:** Also known as online learning or e-learning, this is a form of education where students learn remotely, often through the internet. Distance learning can take many forms, including virtual classrooms, online courses, and video conferencing.
- **Perception:** Perception refers to a person's interpretation of their surroundings, including their thoughts, feelings, and attitudes. In the context of education, perception can refer to a student's perception of their own abilities, their teacher, or the course material.
- **Student:** A person who is studying at a school, college, or university.
- **Zoom sessions:** These refer to online video conferencing sessions that use the Zoom platform. Zoom is a popular tool for remote meetings, webinars, and distance learning.

**CHAPTER ONE:
REVIEW OF
LITERATURE AND
RELATED
RESEARCH**

Chapre 1 : LITERATURE REVIEW

1- Section One: The Learning Process

1-1 Introduction :

Learning and teaching are complex processes in scientific systems. In fact, technological advancements have brought about some dramatic changes in the world of learning and education, with the increasing use of web-based tools as the primary means of communication. As a result, learning has adopted new formats such as online learning, web-based learning, and blended learning. Although this new way of learning is a bit difficult because some elements that exist in face-to-face courses do not.

1-2 Definition of learning :

Different psychologists and educators have defined the concept and meaning of learning in their own ways. Some define it as a process, others as performance change, and still others as acquiring and maintaining knowledge. Furthermore, some experts have given many definitions that can be used to define learning. According to Hurlock (1942, p.54), "Learning is the development that comes from exercise and effort. Through learning, children acquire competence in using their hereditary resources ." This means that learning reinforces the skills and potentials that learners already have or acquired before via practicing and working on assigned tasks. Additionally, Fagin (1958, p.43) added that "learning is a sequence of mental events or conditions leading to changes in a learner. In the form of impressions".

Furthermore, Kerricha Gayle (2009, p.78) stated that "learning is the process of mental, physical and spiritual development. Development is advancing and growth. Development is a proof that learning has taken place. One has to apply him or herself to a given situation Acquisition of new Experience Retention of old experience in forms of impressions engrams or skills Developing and experience of experience Growth and increase in these expereience Creation of new Experience Synthesis an organization of the old and the new experience and or context for learning to occur". This means that the learning process plays an important role in the development of an individuals physical and mental abilities.

1-3 Definition_of_Learning_Style :

Wood says that:

« We all have two eyes, two ears, a nose, but we each look unique. People are not the same on the outside, and they are not the same inside either. You can find clues about how you learn best by looking for a similarity in the things you like to do. You learn in many different ways, and you have your own learning styles. Usually, you are comfortable doing

certain activities and you get more out of these activities because they match your learning styles.

Learning style has a vital role in the learning process so many researchers defined a Learning style as a thinking style, cognitive style and Learning modalities. Keefe (1979, p. 5) defined Learning styles as “the characteristic cognitive, affective, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with and respond to the Learning environment .Learning style is a consistent way of functioning, that reflects underlying causes of behavior”. This means paying attention to how learners learn, considering the cognitive, emotional and physiological factors that influence how they perceive, interact and respond to the learning environment.

According to Tornberg, Willing (p18) states that a learning style reflects generally how an individual works cognitively, affectively and physiologically. A learning style is therefore an expression of the individual’s whole personality; it is primarily biological and consequently difficult to change. Also, Learning styles are a combination of many biological and experientially imposed characteristics that contribute to concentration, each in its own way and all together as a unit. Learning style is more than merely whether a student remembers new and difficult information most easily by hearing, seeing, reading, writing, illustrating, verbalizing, or actively experiencing; perceptual strength is only one part of learning style. It is also more than whether a person processes information sequentially or analytically rather than in a holistic, simultaneous, global fashion; information-processing style is just one component of style. It is important to recognize not only individual behaviors, but to explore and examine the whole of each person's inclinations toward learning (Dunn, Thies, & Honigsfeld, 2001, p1).

1-4 Types of learning styles :

.1.4.1 Cognitive Style :

According to (Sternberg, 1997, p.700-712) the term cognitive style is used to refer to the way a person is accustomed to learning or teaching.

According to (Keefe 1979 ; cited in willing 1988, p.40) “Cognitive style can be defined as characteristics of cognitive and psychological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment”.this means cognition style is described a person's typical mode of thinking, perceiving, remembering, or problem solving.

.1.4.2 Affective Style :

(Krathwohl et al. 1964 ; Smith & Ragan, 1999; Gronlund & Brookhart, 2009) states that Affective learning involves changes in feelings, attitudes, and values that shape thinking and behavior. In its simplest form, affective learning characterizes the emotional area of learning reflected by the beliefs, values, interests, and behaviors of learners. However, (Miller, 2005, pp. 36–38.) defined affective learning is concerned with how learners feel while they are learning, as well as with how learning experiences are internalized so they can guide the learner’s attitudes, opinions, and behavior in the future.

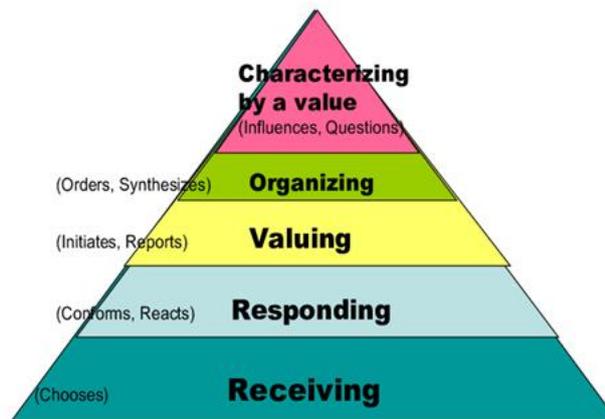


Figure1 :affective learning taxonomy

.1.4.3 Sensory Style :

(Reid, 1987, p. 8) said “It refers to physical perceptual learning channels with which the learner is the most comfortable”. Also, It is related to the word senses, which means that the learner uses his or her organs in different ways to give, acquire, and store knowledge in the sense that each learner has his own way of learning that best fits his or her learning potential. For that reason, the sensory style is known as “VARK” which is an acronym that stands for visuals, auditory, read and write, kinesthetic sensory modalities.

.1.4.4 Visual Learner :

Visual learning is defined as the assimilation of information from visual formats. Learners understand information better in the classroom when they see it. (Rodger et.al. 2009, p115) states that Visual information is presented in different formats, such as images, flowcharts, diagrams, video, simulations, graphs, cartoons, coloring books, slide shows/Powerpoint decks, posters, movies, games, and flash cards. This means visual learners can easily visualize objects, are color-oriented, and can effortlessly envision imagery. These types of learners tend to learn best with color-coded notes, to-do lists, and writing down their thoughts using concept maps. For example, practicing reading and taking lectures’ notes. Also, Visual learning is a teaching and learning style in which ideas, concepts, data and other information are associated with images and techniques. (Sless, 1981,p55) “Visual learning is the major transmitter of our cultural heritage second only to the spoken word”.

.1.4.5 Auditory Learner :

Auditory learning style is a learning style in which a person learns through listening. (Coffield, Mosdey, Hall and Ecclestone, 2004, p30) defined auditory learning style as a process by which individuals learn via listening to tapes, radios and lectures. (Vincent and Ross, 2001,p30) opined that auditory learners do best through group discussion and lecture methods. In addition, Auditory learners use

demonstrations, videos, and the reading aloud technique as basic tools to learn information. This means they remember and understand new concepts better when they are explained out loud even if they are doing the speaking themselves. They can even better retain knowledge when new ideas are paired with nonverbal sounds such as music, drum beats or clapping.

.1.4.6 Read and Write :

Learners primarily learn by reading and writing. They prefer to learn information by reading notes, documents, and manuals. These students use dictionaries and other reference materials. They also benefit from the constant rewriting of the notes and their silent proofreading.

.1.4.7 kinesthetic or Tactical Learners :

Kinesthetic learners learn effectively through touch, movement, and space. They also learn skills through imitation and practice. They value teachers who use real-life examples and prefer a hands-on approach to learning. Primarily kinesthetic learners appear to be slow because information is not usually presented in a style that suits their learning styles. The word kinesthetic also refers to our ability to perceive body posture and movement. This means that in order to really understand something, you have to touch, feel and move it.

1-5 Distance education :

(Garrison, 1990, p359) said that the development of new technologies has promoted an astounding growth in distance education, both in the number of students enrolling and in the number of universities adding education at a distance to their curriculum. Distance education has been described by some (Garrison, 1990 ; Hayes, 1990, p359) as no more than a hodgepodge of ideas and practices taken from traditional classroom settings and imposed on learners who just happen to be separated physically from an instructor.

(Fillip, 2001, p9) illustrates Distance education is also a broad approach characterized by a high degree of variation. Such variation includes the types of media or technology used (print, radio, computer); the nature of the learning (workshop, seminar, degree program, supplement to traditional classroom, levels of support); institutional settings; topics addressed; and levels of interactivity support (face-to-face, online, blended, none).

In fact, the term “distance learning” may cause confusion since learning implies that the person who is taking the action of learning does not have any link or relation with the teacher. However, as mentioned by (Moore, 1991, cited in Hana, 2010) distance learning involves both teaching and learning, consequently it can also be called distance education. In simple words of (Simonson, Berg, & Gary, 2016) distance learning is not self-tuition but it occurs in an academic setting.

1-6 Face to Face Learning :

(Allen & Seaman, 2003, p.6) "Course with no online technology used". This refers to a type of learning where students meet together with an instructor face-to-

face in a physical environment and in real-time that involves direct synchronous communication and feedback such as participating in the classroom, giving classroom activities, and testing students by giving instant assignments in which zero percent of the course is delivered online.

1-7 Web facilitated learning :

As demonstrated by (Allen & Seaman, 2003, p.6)"Course that uses web-based technology to facilitate what is essentially a face-to-face course. May use a course management system (CMS) or web pages to post the syllabus and assignments".

Web-based learning refers to the use of internet as a tool to carry out various learning activities. On the other hand, it can be online learning because it involves online courses content. Discussions forums via email, live lectures, and/or videos are all possible through the web.

1-8 Blended/ Hybrid learning :

As indicated by (Allen & Seaman, 2003, p.6) "The course blends online and face-to-face delivery. A substantial proportion of the content is delivered online, typically uses online discussions, and typically has a reduced number of face-to-face meetings". Hence, Blended or hybrid learning involves a blend of face-to-face and online instruction from 30 to 79 percent to obtain a balanced learning and teaching experience.

1-9 Conclusion :

This chapter opened with the question "What is learning?" This approach gave the opportunity to see learning as a product and a process and to understand the differences between the two. In addition, they covered the different learning styles according to a classification of how people perceive and acquire information. In addition, the learning formats are also briefly discussed to show the great impact of technology on the learning system, where began to take a different path, totally different from face-to-face learning, hence the adoption of other learning formats such as face-to-face, hybrid, web-based Learning and Online Learning.

2- Section two: Online Learning

1-1 Introduction:

The digital era requires the use of information technology in all aspects of life, especially education, the discourse of using technology will replace the function and role of teachers who will be replaced with online learning media. Rapid developments in technology have made distance education easy (McBrien et al. 2009).

The learning process is complex and involves the auditory, visual and tactile senses. The traditional way of learning on a college campus is not for everyone. Online learning is for those who want to study alongside work or other commitments. Online learning is referred to as a form of distance learning and is referred to as web-based learning, e-learning and digital learning. It is offered over the Internet and uses web-based materials and activities.

1-2 Definition of Online Learning :

Aparicio et al. (2016) noted that the concept of E-learning was not the first term used to conceptualize the use of computer systems to enable or facilitate the learning process. They identified 23 concepts related to the use of computers for learning purposes (e.g. online learning, virtual learning, distance learning, E-learning, MOOCs, learning management systems).

Many definitions of online learning are also referred to as e-learning. Therefore it can be defined as follows:

According to (Laser, 2011, p80) “Online learning can be identified as a form of education in which students access content via the Internet, engage in virtual discussions with a lecturer and other students, submit assignments and receive feedback electronically”.

(Rodrigues et.al.,2019, p95) defines e-learning as an “innovative web-based system, based on digital technologies and other forms of educational materials, whose main objective is to provide students with personalised, student-centred, open and friendly learning and an interactive learning environment that supports and enhances the learning process”.

Online learning is defined as “learning experiences in synchronous or asynchronous environments using various devices (e.g. mobile phones, laptops, etc.) with Internet access. As stated by ” (Singh & Thurman, 2019, p7) in these environments, students can be anywhere (independently) to learn and interact with teachers and other students”.

Based on (US Department of Education, 2010, p9), online learning can also be defined as “learning that takes place wholly or partly over the Internet”.

(Allen & Seaman, 2003, p. 6) defined as “a course in which most or all content is taught online. They do not usually have face-to-face meetings”.

From the above definitions, the closure of educational institutions during the COVID-19 pandemic has fueled the growth of e-learning as every country in the world had to adopt this new educational system to prevent the virus from spreading. Online learning is becoming the main method of curricula and is recognized as one of the most sought-after solutions amid distance learning that is affecting all fields.

1-3 Characteristics of Online Learning

- 1) E-learning is concerned at the high
- 2) online learning activities have the capacity to make students learn at their own convenience in terms of pace and level and have a positive impact on the retention of old knowledge and acquisition of new knowledge (Salimpoor et al. 2010).
- 3) in the context of online learning, students' level of motivation for learning can be influenced by many factors, including cross-cultural differences (Lim, 2004)
- 4) The Flipped Classroom Model is considered a beneficial practice that has positive effects on student's performance. Also, this method influences in a positive manner the level of satisfaction of the students (Schwarzenberg, Navon & Pérez-Sanagustín, 2020 ; Mukhtar, Javed, Arooj & Sethi, 2020).
- 5) The students may engage in e-learning courses asynchronously or synchronously.
- 6) Individualization of training is an important factor that ensures the success of learning processes realized both in the classroom and in the online environment, and facilitates the achievement of positive learning experiences. (Azevedo & Hadwin, 2005).
- 7) the online learning situations gives the opportunity to all the students to study anytime or anywhere they want.

1-4 Online Learning System Usage :

.2.4.1 Learning Management System :

A learning management system (LMS) It can be defined as a web-based software platform that provides an interactive online learning atmosphere and automates the planning and delivery of online content to learners.

LMS is defined as an online software program that serves as a repository for learning resources such as electronic textbooks, and lecture slides that facilitate learning activities and support communication and collaboration between faculty and students. Additionally, (Röbling, G, el. 2008, p.144) mentioned that LMS is used for classroom and course management systems.

a Learning Management System, is a software application that provides the framework that handles all aspects of the learning process: where you host, deliver and track your training content. Although most commonly referred to as LMS, other names such as training management system, learning activity management system, or even

learning experience platform. Thus, (Kpolovie, & Lale, 2017, p.81) said LMS are “currently the climax to which educational technology is applied in the planning and execution of transformational teaching-learning experiences interactively and collaboratively to best capture and maintain the students’ attention via a wide range of platforms that most suits the briskly changing world of globalization and internationalisation”.

.2.4.2 Course Management System :

A course management system is an educational software platform in post-secondary education that allows teachers and institutions to manage a variety of courses with a large number of students and multiple teaching materials. In addition, (Ellis, 2009, p.1) a course management system (CMS) is” a software application that automates the administration, tracking, and reporting of training events”. (Katz, 2003) defined CMS is not simply a tool for teaching and learning, but an integral part of education infrastructure in higher education.

.2.4.3 Virtual Learning :

(Beller & Or 1998 ; Kiser 1999, p57) explained the Virtual Learning Environment (VLE) has become popular with both university students and teachers, as a means of learning and teaching technique, due to easily accessibility of Web-based technology. As maintained by (Wilson, 1996, p57) VLE is defined as computer/technology-based environment which is moderately opening systems, allowing communications and information sharing with other participants and instructors’ and providing access to a wide range of assets and resources. Also, (Arslan, 2010, p58) said that VLE refers to anything interactive or with visuals, audio, video and graphics.

1-5 Online learning challenges :

Online learning, which most countries have adopted, should serve all students equally. When it comes to technology, (Orlando and Attard, 2015, p.119) stated that “teaching with technology is not a one size fits all approach as it depends on the types of technology in use at the time and also the curriculum content being taught”. Despite the many opportunities for online learning, relevant studies point to some challenges related to technology and its applications, such as : E.g. time commitment and remuneration, pedagogy and technology, communication and lack of motivation.

.2.5.1 Time commitment and compensation :

Time management is a difficult task for e-Learning as online courses are time consuming and labor intensive. Even though most adults prefer web-based learning programs because of their location and flexible working hours, they rarely have time to attend the courses due to their various daily commitments. In addition, designing online courses requires a significant investment of time and effort compared to traditional designing face-to-face courses.

.2.5.2 Pedagogy and technology :

According to (Duffy & Kirkley, 2004, pp3-16; Grabinger, 2004, p.49-60; Polin, 2004, p.17-48) The educational community agrees that the use of learner-centered pedagogical practices serves the success of online courses and curricula. Thus, the role of the online teacher is to design, create and facilitate rich interactions among learners in order to keep them motivated. In well-designed online courses, students are frequently asked to take on additional responsibilities, some of them used to be the prerogative of teachers. This is the reason why the shift has often been described by (King, 1993, p30) as a shift from being “the sage on the stage to the guide on the side”. Additionally, pedagogy is the study of how professional knowledge, skills, and practices are delivered in an educational setting. Online pedagogy refers to how teaching is practiced using the internet and related tools. Therefore, the lack of technical skills poses a significant problem for teachers who entered the profession at a time when technological expertise was lacking.

.2.5.3 Communication :

Communication plays an important role in the learning process. It allows the exchange of information, thoughts and ideas that contribute to learning. Communication actually creates learning opportunities. In addition, it also helps clarify information, inspire enthusiasm for learning, and build positive relationships among students. Good communication is essential for successful learning. Because there is no face-to-face interaction in distance learning programs, the schools that offer these courses place a greater emphasis on communication. Many of them have adopted more effective forms of communication in their distance learning programs to compensate for the lack of face-to-face interaction. Furthermore, the absence of student-teacher interaction and student-student interaction can negatively affect some aspects of their learning process as (Donlevy, 2003, p.120) explained that the “social and emotional aspects of the learning process are as important as the technical information”.

.2.5.4 lack of motivation :

Maintaining motivation to learn in an online course remains one of the greatest challenges for online students. (Sasson, 2019, p76) explains that a lack of motivation refers to having a deficient level of passion and enthusiasm in doing a job. In addition, Greate School (2014) also states that a deficient level of students’ confidence, the unrealized expectations in the classroom, unappreciated or unsupported by the family, and the high-pressure cause students to have low motivation in learning, resulting in poor academic performance.

From the point of view of (Chaney, 2001) Students who lack motivation, either intrinsic or extrinsic, are more likely to forget their original goal, quickly become unaware of the course, and ultimately withdraw.

1-6 Online learning status in algeria :

During the COVID-19 Pandemic, researchers investigated the barriers to establishing good quality content in online learning. The researchers employed an exploratory descriptive technique with instructors and students using a questionnaire. As mentioned by(Lessoued, Alhendawi, & Bashitialshaaer, 2020, vol 15(14), p191-208,) The findings revealed that both teachers and students encountered self-imposed as well as pedagogical, technological, financial, or organizational barriers. Similarly, English students at Ain Temouchent Belhadj Bouchaib University in Algeria had negative opinions regarding e-learning. It was found that the primary reasons for their negative views were as a result of the shortage of resources and difficulties accessing the university's Moodle platform. Several factors led to this negative attitude, as Belhadj Bouchaib's third-year English students highlighted that a lack of materials, the quality of the internet, issues within the platform itself, and students who did not own a laptop or even a smartphone, were among the primary issues impeding e-learning progress. As demonstrated by (Benghalem, 2021, vol 13(1), p.114-132) Despite the Algerian Ministry of Higher Education's efforts to integrate e-learning during the pandemic, BL in Algerian institutions remains undeveloped, with students preferring conventional learning. Moreover, (Maouche & Guemide, 2021, vol 11(1), p.41-51) explored the use of e-learning and assessed online learning in the Algerian universities by analyzing student and instructor surveys. The studies findings revealed that 100% dependence on online learning was based on techniques and structured learning objectives. However, online learning in the Algerian universities requires a stable platform and expertise in using technology tools to ensure that the aspects of the teaching and learning process work. Another research by (Kerras & Salhi, 2021, vol 13(2), p.447-461) investigated Algerian students' difficulties and evaluated the interactive techniques for learning languages and reducing laptop screen problems. The findings indicate that face-to-face classes are preferable since teachers are not experienced at teaching virtually and students are not ready to absorb it. Also, comprehending information would be much more difficult without live discussions, and they assumed that teachers would be much more engaged in this regard.

The Algerian Ministry of Higher Education has spent considerable money on the success of E-learning. It has encountered several failures, but the recent results indicate that there are real signs of E-learning on the ground.

1-7 The Use of zoom Platform in Algeria :

With the rapid growth of technology, the notion of e-learning is widely spread. (Dumont& Ragg, 2018, p.266) noticed that Universities and academic institutions worldwide judge this teaching strategy extremely propitious, as it allows students to learn distantly and hence, substitute for the decreasing number of traditional classroom instruction. Consequently, a large variety of internet-assisted or based-courses has been emerging. As stated by (Dash, 2019, p.266) The conception of 'blended learning' appears

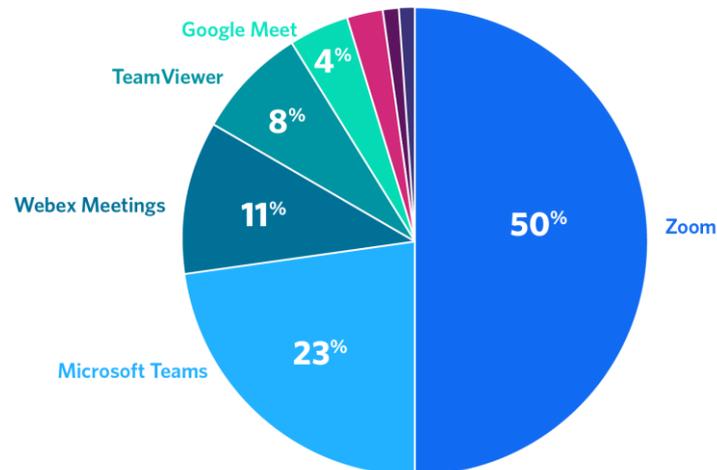
with the idea of a Learning Management System (LMS), e.g. Canvas, Edmodo, and Google classroom, to significantly improve the quality of the teaching-learning process.

With the spread of COVID-19, Algerian universities have started using e-learning systems where the National Office for Distance Education and Training of the Ministry of Higher Education offers online training platforms for different subjects and academic levels, such as ZOOM, Google Hangouts, Moodle and Microsoft Teams. The experiment began when it was announced that schools and universities would be closed due to the spread of the corona virus. The decision of the University of Algeria was to complete the course through distance learning with Zoom, one of the best free applications to facilitate student learning, since it is easy to use and of high quality, with the possibility of sharing files with those present, via the teacher or a student, as long as everyone has their own account.

One of the features of Zoom application :

- ❖ simple to use both for the teacher (host) and the learner (participant)
- ❖ It allows conducting live online classes, web-conferencing, webinars, video chats, and live meetings.
- ❖ The ability to enter the session via an Internet link, with the ability to mute the voice of the participants while speaking, or to allow some of them to speak.
- ❖ The possibility of recording a video of what is being discussed during the session, and then displaying it via any social media to attend it later.

Market Share of Top Video Conferencing Software in 2021



Source: TrustRadius platform data collected in June 2021

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Figure 2: Market share of videoconferencing platforms Source: Trustradius, <https://www.trustradius.com/vendor-blog/web-conferencing-statistics-trends>

1-8 Conclusion :

E-learning can also contribute to inclusive education in times of crisis. Such systems should be developed in educational institutions that ensure that no student is excluded because of location, social class, ethnicity, etc. Online teaching methods support and facilitate teaching-learning activities, but there is an urgent need to understand the advantages and disadvantages of Evaluate technology and use its potential. Disasters and pandemics like Covid-19 can create a lot of chaos and tension. Therefore, it is important to study the technology in depth and with due diligence to balance those fears and tensions in the midst of such a crisis.

3- Section three: zoom sessions

1-1 Introduction :

The gateway to the implementation of complete online learning in many areas. It is compatible with some e-learning applications like Google Meet, Google Classroom, ZOOM and others. Introduced to support online learning, ZOOM has also been implemented in some universities in Algeria, notably in Ghardaia. This is an application that supports online classes. Teachers can create a classroom to conduct online learning. Also, online courses conducted through ZOOM are becoming the choice of teachers when leading the class to interact directly with their students. Many teaching methods can be implemented through ZOOM as teachers and students can easily discuss the topic. Teachers and students have the freedom to access wherever and whenever they want, which helps them learn online.

Many studies have found that many internet users, especially for the use of online learning, thought that it was easy to use and it could improve their understanding of the topic. This study therefore aims to analyze students' perceptions and attitudes towards the implementation of online learning, in particular the perceptions of EFL students towards online instruction delivered via the ZOOM application.

1-2 The need of using zoom session implementation:

Since the outbreak of the Corona virus. As it is explained that all learning activities must be done from home or learned online to prevent the spread of Covid19. Online learning became widespread, and this online learning started on March 16, 2020. Not only educationally, but this virus has infected millions people around the world. Online teaching and learning opens up new solutions in the field of education through technological advances. Online learning is Learning through applications that are performed virtually. Stem clarified that online learning is education that takes place over the Internet. Often refers to e-learning among others.

Online learning which means engaging a Computer Network and the use of internet Network. Teachers and students are certainly familiar with various learning media, such as audiovisual media and information technology to support teaching and learning process. There are various means that can be used to support online learning such as with Google Classroom, Schoology, Zoom and many more. In this research, the teaching and learning process focused more on using Zoom Application as a means of communication and learning. According to Ferdiana, the Zoom Meeting application is a tool that facilitates this is used and they can view videos and materials using the screen sharing feature.

The Zoom app makes it easier to understand the material because all of the senses work to view visual charts and audio lectures from live teachers. material exposure is more detailed and clear because it's broadcast live, it's more interactive when discuss and ask and answer questions because they can do it face to face states before the pandemic, the presence of many friends and issue a certificate of attendance for each student. Indirectly, the integrity of These features give students the feeling of being in a typical classroom situation which goes head to head, but only through the video function.

As Ayoub said, Zoom is a very useful and effective application for both teachers and students, because the students work together and improve language skills appropriate. They are more motivated and eager to learn target language through technology, in this case the Zoom application is a tool that facilitates the teaching process and give the opportunity for teachers and students to better expand their knowledge.

In conclusion, the need for implementing Zoom sessions in various settings, including education, has become increasingly important due to the ongoing pandemic and the need to remote learning. Additionally, Zoom sessions offer flexibility, cost-effectiveness, collaborative learning opportunities, and accessibility, making it an essential tool for education and other industries.

1-3 The impact of implementation zoom sessions :

(Pratiwi, Afandi, & Wahyuni, 2019) said that Zoom cloud meetings is a very useful alternative application for virtual meeting to facilitate communication with many people without making direct contact and be able to support learning needs in today's digital era. Zoom meeting application is very helpful in communicating remotely; all lecturers' explanations can be conveyed directly without having to meet physically. Moreover, based on the opinion of (Guzacheva, 2020) Zoom facilitates discussions between lecturers and students and among students with direct communication through video conference which is supported by zoom features such as raise hand and group messages, so that if there are problems in audio, the students are helped with the available chat features. Some features in zoom let the English teachers to present and assess four language skills through full interactions with medical students and deliver the essence of material in various ways. Furthermore, Zoom can give all concerned parties in education the opportunities to facilitate communication, interaction and collaboration by allowing them to engage with the others more by connecting from their homes. Due to this, (Kohnke & Moorhouse, 2020, p. 2) stated that Zoom can "facilitate communicative language learning through the use of authentic language instruction in interactive synchronous classes". That is why, Zoom can be regarded as an effective platform for foreign language education due to sustaining communication which is the foremost issue to master language competence and to learn a foreign language (Agapova, 2020).

Zoom technology offers wide range of self expression and contribution to studies where most students who are shy to express themselves in a classroom find it convenient for self expressions. In addition zoom implementation has an economic impact ; According to (Ifeanyi et al, 2021,p29) the use of zoom technology teaching save money, freed nature of workshops, saves travel risk, in the comfort of your home, and opportunity for all (not waiting for sponsorship by institute), staying at home and connecting to virtual workshops not only save money, but save participants from the risk of accident on the road.

On the other hand, in a zoom environment, the audience may appear to be watching you; However, they do not know if they care about you, they have a neurological disorder and can not reply, they read your email, watch YouTube videos or text on your phone. Also, the non-verbal signals they send may not relate to your message, but rather their

reaction to other media, people, or distractions that the presenter does not see. However When communication is safe, people interact, respond, and chime in. In large groups, just like in large lectures, Zoom tends to inhibit this process because it delays social feedback since most people mute their microphones to avoid extraneous noise. This is usually the rule for large groups ; in small groups, people often unmute themselves. The physical act of unmuting is an additional barrier to spontaneous verbal responses. This shift of attention induces a delay before responding. From a communication perspective, a delay before responding reduces the spontaneity and is often interpreted more negatively by the listener (Roberts, Margutti, & Takano, 2011).

1-4 Teachers' and Students' Roles in the Online Learning Course:

Nedjah (2010) noticed that there was a radical change of teachers' and students' roles along with a shift toward learner-centred paradigm. Both instructors and learners play crucial roles in the online class. They are both a part of establishing a learning community.

.3.4.1 Teachers' Roles :

The teacher plays an important role to make his/her course successful. Nedjah (2010, p.74) stated that "The role of teachers has changed and continues to change from being an instructor to becoming a constructor, facilitator, coach, and creator of learning environments". The role of teachers in the online environment continues to change according to their level of training, starting from being a guide to student and the person who encourage and motivate them to use internet technology, and finally he is a coach who facilitates the process of learning.

The professor should know the use of technology in order to teach and develop courses that use interactive video clips for conferences. In this regard, Palloff and Pratt (2007, p.108) argued that "The technical function depends on the instructor first becoming comfortable and proficient with the technology used and then being able to transfer that level of comfort to the learners". The teacher can have different roles in the online learning process. Teachers provide the right guidance and knowledge to differentiate between right and wrong and he facilitates learning process activities, and updates the contents of the online courses.

In this regard Palloff (2007, p.110) claimed that "in the online environment, the role of the instructor becomes that of an educational facilitator. As a facilitator, the instructor provides gentle guidance and a framework as a “container” for the course, thus allowing students to explore the course material, as well as related materials, without restriction". This researcher also reported that "as facilitators, teachers provide rich learning environments, experiences, and activities ; they create opportunities for students to work collaboratively, to solve problems, do authentic tasks, and share knowledge and responsibility". In other words, the facilitator creates a learning environment with students to collaborate and take responsibility for sharing knowledge, course materials, and doing their assignments. Palloff (2007, p.115) pointed out that "the instructor in an online course is also the course administrator, who posts a syllabus for the course, including assignments and some initial guidelines for the group to discuss and

adopt or adapt. The instructor then gently facilitates the flow of the course and evaluates the outcomes".

.3.4.2 Students' Roles :

Online learning serves students who are not able to attend face-to-face classes which means that students should be in charge of their own learning to direct the online learning environment, thus by building knowledge rather than consuming it. In this regard, Loughlin and Oliver stated that (2000, p.68) "if students are studying online for the first time, the need for support, conversation and direction may be great at the initial stages of the course". In other words, they need to be self-sufficient and look for more relevant information for the courses. Also, students need to be accountable for their learning and confident in their skills to perform well in online courses. . Loughlin and Oliver (2000, p.68) reported that "learners should have control over their own learning goals, the topic they choose to research and the pace and sequence in which they assess the resources". In addition, Grabinger and Dunlap (2000, p.37), stated that online learning environments afford greater opportunities for individualization and flexibility, thereby creating an increased demand for self-directed learning. They note also that students in an online learning environment require a set of "well-developed lifelong learning skills and strategies, such as goal-setting, action planning, learning-strategy selection and assessment, resource selection and evaluation, reflective learning and time management". Also, Nedjah (2010, p.76) stated that "Students are responsible for managing their learning process (the time and the place to learn, the number of courses undertaken, the rest time, the frequency of revision and practice sessions)". In short, organize and plan their best learning moment in front of the computer.

1-5 Zoom Sessions and Students' Academic Outcomes :

(Watkins ; Carnell ; Lodge ; & Whalley, 1996) declared that Zoom class promotes the primary skills required in language learning, such as high order thinking, critical thinking skills, and problem-solving skills when interacting, cooperating, and sharing information. Beside, selecting and designing activities in Zoom classes should boost students' motivation, and engagement (McCloskey & Lee, 2010). McLoughlin and Lee (2010) considered that exploiting Zoom sessions can support the learning process of syntactic and semantic cognition for students. Through writing and rewriting sentences when interacting with their classmates in instant messaging, students are encouraged to construct correct sentences.

As maintained by (Suresh & Vishnu & Gayathri, 2018, vol 13(6), p3976-3980) Zoom sessions in synchronous virtual classrooms allow students to ask questions to support their understanding and complete assignments before posting them online. Additionally, necessary feedback from their classmates and teacher greatly assist students in reducing the degree of anxiety perceived when collaborating with classmates. This was made out by students learning in the Virtual University of Pakistan and thrived positive perspectives and learning outcomes in Zoom classes. Along with (Pérez, 2013, vol 13(2), p44-64), when

students are free to decide between synchronous and asynchronous settings, they reveal preference to the synchronous settings regarding interactions and development of the content resources. Keegan et al (2005, p3240-3246) said That is for the reason that more communication-oriented towards language teaching is provided in zoom classes to captivate students' motivation and involvement mainly with the use of texts, videos, and voice chats to afford immediate feedback that assists students to acquire the necessary skills of language.

Many researchers emphasize the importance of Zoom sessions and student learning. (Marjanovic, 1999, vol 11(1), p 94-115) emphasized the impact of integrating Zoom in the development of a collaborative learning environment. Furthermore, (Blau and Barak, 2012, vol 58(1), p196-208) indicated that the feedback provided in this environment could help students discover both their strengths and weaknesses related to the language learning process to support engagement and learning outcomes. In addition, (Miles; Mesiha & Zuchowski, 2018, vol 22(2), p.191-210) noticed These results are comparable to those in an asynchronous classroom setting and show that teachers put more effort into assignments and activities in a synchronous classroom setting than in an asynchronous classroom setting.

(Dansieh, 2011, vol 2(2), p.349-357) described that writing texts, chats and posts allowed students to develop their language skills and increase their motivation and engagement. In this way, they become autonomous and successful learners. In addition, (Behjat, 2011, vol15(3), p.87-109) conducted a study on how students show positive attitudes when using a technical device through writing, such as more time and flexibility to structure their ideas. (Lin and Overbaugh, 2007 vol 10(1), p.108-121) also emphasized the importance of sharing ideas and providing feedback via Zoom session. In addition, (Liang, 2006, vol 23(3), p.623-642) said that chat texts can promote interaction and communication between students and improve their speaking and writing skills.

1-6 Zoom Sessions and Students' Perceptions:

Today, as a result of the COVID19 pandemic era, many universities around the world are striving to train faculty and students to implement technologies, platforms and applications used in the teaching-learning process; as people are used to using these technologies to improve communication in a digital world (Kee, 2020, p.18-35). On the other hand, based on the view of (Blau & Barak, 2012). teachers use these tools in language teaching to make the material easy to understand for the personal or group communication level.

Many studies have confirmed that language learning requires technology and it has great importance and impact on basic skills. Zhao (2009) conducted a study that highlighted synchronous learning devices such as text, chat, and video conferencing to open discussions on culture-related issues in the English language. Results showed that these strategies helped students learn English and develop lexical schemas when discussing, interacting, and collaborating in simultaneous environments.

(Sauro and Smith, 2010, p.554-577) examined the input of language in learning through synchronic strategies. They observed the development of the students' English language comprehension and lexical schemes. Moreover, (Ochonogor, Alakpodia and Achugbue, 2012, p.1-14) highlighted the use of chat rooms and their impact on student learning outcomes. It turned out that the participating students showed better writing and speaking skills after the experimental phase of online learning. Another study by (Suresh & Vishnu & Gayathri, 2018, p.1797-1800) looked at the effect of using text chat. Students recognized the benefits of Zoom in developing interaction and improving their writing and speaking skills.

Many studies have shown that Zoom classes have many positive effects on students and their basic language skills. Zhao (2009) pointed out the importance of Zoom classes to develop students' communication skills and improve their collaboration and interaction. Thumnong (2020) Using Zoom classes helps students explore new ways of structuring, designing and managing their studies, thereby developing their autonomy.

A stressful situation could be at the root of students' negative attitudes toward Zoom sessions, where ambiguity and misunderstanding could undermine text interaction in instant messaging. However, (Croxtton, 2014, p.314) believed that some limitations of distance learning are related to the time, some students may need to study in virtual environments and the difficulty in interacting and collaborating with classmates.

(Ghounane, 2020, p.21-41) One cannot deny that Zoom sessions in virtual classroom settings are endorsed in 'the higher institutions community' as an effective strategy to instruct autonomous Learning and support both students and teachers to remain connected. According to Halverson ; Spring ; Huyett ; Henrie & Graham (2017), Zoom classes in distant learning settings are more developed than other platforms as they endorse face- to-face interaction.

(Kasula, 2016, p.11) stated that using other platforms could benefit the teachers more than the students. He claimed that it enables teachers "to display class objectives, activities, and assignments in an orderly, focused, a productive and transparent manner for students, teachers, and administrators".

Many studies have highlighted the effectiveness of Zoom sessions in an EFL setting. A survey conducted by McCloskey et al. (2013) claimed that Zoom sessions could help in the EFL context when designing activities that fit with students' needs in distant Learning. Other studies underlined the strategy's significance as a central part of the synchronous virtual classroom to foster students' thinking skills, and problem-solving aptitudes.

(Liang,2006, p.43-47) concluded that Zoom could improve the students' writing skills throughout text chats in instant messaging. Liang also suggested that learning via Zoom session can boost the students' motivation in online Learning and affects their communicative competence and interaction. It is crucial to underline the literary gap in this study. Although there is a lot of research being done around the world on integrating Zoom, more studies are needed to integrate it into Algerian education.

1-7 The Difference between Distance Learning and Face-to-Face Learning :

Rapid developments in many fields around the world have led to the discovery of new technologies to help students upskill, including distance learning technology, a subject of critical importance to researchers. To this end, researchers discuss the differences between distance learning and traditional learning to help students choose the right method.

Face-to-face learning is a teaching method in which course content and learning materials are conveyed to a group of students in person. This enables live interaction between a student and a teacher. It is the most traditional way of teaching learning. However, the invention of the internet revolutionized the education system. Technological development has led to the emergence of distance learning. And from there, traditional classes were replaced by online classes as students became more and more dependent on e-learning.

(Wakil, Abdulfaraj, Sadula, Tofiq and Nawzad, 2019, vol 5(1), p.1-8) stated that, in 2015 about Six million students took online classes at least one time in the United States. (Hussenburg, 2009, vol 13(1),p.7-10) added that more than 96% of the largest colleges and universities in the U.S. offered online courses and that more than three million students were taking at least one online course in the fall of 2005. This refers to the popularity that distance learning has gained over time.

When online courses first started, they were used at the primary and the secondary Schools (Wakil et al. 2019). Wakil and his colleges (2019) added that the schools that were using online courses were categorized under a set of schools called “virtual schools”. Dobrovolny, Edwards, Friend, Harrington, Gemin, Pape & Watson (2015) stated that, the aim of these virtual schools is to use the benefits of distance learning to construct a “Holistic School organization” (Cited in Wakil et al; 2019). These schools differ from traditional schools in that students do not need to communicate physically with their teachers and classmates, and the teaching learning process takes place in an online space. (Berge, 2005; Moore & Kearsley, 2011. Cited in Wakli et al;2019).

In this regard Garrison & Shale (1987, p.11) Defined distance learning as, “Distance education implies that the majority of educational communication between (among) teachers and students occurs non-contiguously (at different times and at separate places separating the instructor- tutor from the learner). It must involve two-way communication between teachers and students for the purpose of facilitating and supporting the educational process. It uses technology to mediate the necessary two-way communication” (Cited in Anaga and Biney, 2017). This means that, students participate in the learning process as they interact with their teachers at different times from different places in an online space, relying on the use of technology that plays an important role in this type of delivery. (Anaga and Biney, 2017).

Distance learning introduced and created new teaching and learning techniques, strategies, methods and environment (Bustos and Coll, 2010. vol.15,p163-184 Cited in

Maldonado, Llorens, Acosta & Co, 2017). Hassenberg described (2019) Distance education as any form of instruction where the teacher is not present at the same time or the same location as the learner. This teaching methodology is based on the use of technologies such as videos, data shows and different ICTs via webcam.

It is important to note that distance learning is tightly related to e-learning. E-learning is based on the use of various devices and tools to deliver lessons in an online space, such as; Computers, Internet connexion, different Applications (Telegram, Zoom...), Smartphones...etc. Wakil et al (2019) reported that in the United states, some universities and virtual schools allow learners to take all their schooling in an online manner (Barbour, 2009, vol 13(1), p5). However, in many other countries such as Algeria, distance learning is considered as a new form and a new introduced system of learning (Wakil et al; 2019).

When it comes to the impact of distance learning versus traditional or face to face education on the learner's learning outcomes, Wakil and his colleagues stated that these two ways of teaching have no effect on the learner's learning outcomes (2019). Their results were based on study made by "the United states distance learning association" (USDLA). Wakil and the other researchers (2019) added that, most of the researchers while investigating and evaluating the difference between online and traditional learning, they rely on the measurements of the student's attitudes and beliefs (Alavi, Yoo, & Vogel, 1997, vol40(6), p1310-1333; Aragon, Johnson, & Shaik, 2002; Caetano, Oliveira, Araùjo, & Rêgo, 2018, vol 16(4), p227-243 Estelani, 2017; Gelnn, 2001; Johnson, Aragon, Shaik, & Palma-Rivas, 1999; Leszczynski, Charuta, Laziuk, Galazkowski, Wejnarski, Roszak, & Kolodziejczak, 2018; Ponzurick France, & Logar, 2000; Pratt & Williamson-Leadley, 2017).

Wakil et al (2019) stated that other researchers rely on grades taken from exams to test the learner's competence and performance using the two methods (Distance and face to face learning) (Ajiboye, Bakare, Fatima, & Shakira, 2018; Bidjerano, 2016; Garber, 2016; Hachey, Wladis, & Conway, 2015; Johnson et al; 1999; Leasure, Davis, & Thievon, 2000; Tuckman, 2002).

the main differences between distance education and traditional learning as illustrated in the table below:

Distance learning (Online learning)	Traditional learning (Face to face learning)
<ul style="list-style-type: none"> ❖ Analyzing students' characteristics, learning outcome, educational content. ❖ The use of new learning strategies (the use of networking sites). ❖ It requires no physical presence (teachers are far away from their learners). ❖ Requires the use of technological tools, internet connection, various applications, etc. ❖ It requires no specific time (learners learn when they want). 	<ul style="list-style-type: none"> ❖ Identifying the learning outcomes and evaluation method on the basis of previously determined plan and program. ❖ The use of traditional learning strategies (lecturing). ❖ Requires physical presence (a teacher and a number of students). ❖ Requires the use of traditional methods and tools for teaching (technological tools are not widely used). ❖ Requires specific time (when to get started and when to finish).

Table 1: The Difference between Distance learning (Online learning) and Traditional learning (Face to face learning)

1-8 The Effect of Distance Learning on Students Motivation :

Uncovering the way students learn and engage with themselves is an important topic that has sparked debate among many researchers for years. For this reason, many of them shed light on the impact of distance learning on student motivation and the relationship between them.

Traditional classes all over the world tend to have the same structure. A teacher who is instructing and learners listening, asking and taking notes (Rajae, 2015). Of course, the discovery and the use of new teaching techniques is an important element that contributed to the learners' understanding, especially the techniques that focus on the learners' competencies and the shift from the competence (Input) into performance (Output).

Technology suggests different strategies and techniques that make the learning process more enjoyable and interesting to students (Keller & Suzuki, 2004. Cited in Rajae, 2015). Distance learning is one of the methods that characterized the shift from traditional study to the new digital learning. The presence of the teacher and the student is not required in the classroom.

With the advent of the Internet, distance learning has become a revolution and challenge for the education system. This method uses online teaching. The teacher and the students are in different places but together at the same time and sometimes at different times. Teachers can speak and students can listen. They also find it easy to see each

other. You can interact with each other and share a lot of information in the case of live online classes. However, some teachers rely on distance learning to send study materials to their students, assess students through online tests and quizzes, notify students of a work deadline, provide instructions, etc.

For a better understanding, it is important to have a look on motivation meaning. Motivation represents the fuel that pushes someone to do something. It is the person's desire to achieve a goal, an object or an aim. When it comes to acquiring and learning new information or new knowledge, motivation is considered as a significant factor that can affect the learners' capacities. In fact, studies have shown how much motivation matters. The more the student is motivated the more he becomes active and productive. It is easy for the teacher to realize whether his students are motivated or not. If the student wants to participate and learn from an activity, then this means that he is motivated to learn, if not, it means that the learner is not motivated (N.Garavan, Garbery, O'malley & O'Donnell, 2010. Cited in Rajae, 2015).

Furthermore, (Wigfield, Tonks 2002, pp53–82) and (Gardner, 2001, pp1–20) stated that a motivated person is the one who tries his best to achieve his goals, he is energetic and completely focused on the task, pick the right strategies and the suitable techniques to reach his objectives (Cited in Solek, 2012).

1-9 Conclusion :

The corona pandemic has made distance learning one of the most important methods in the study world. For this reason, it has received special attention from teachers and students, and the Zoom application has been one of the most used applications in education, especially in university. Therefore, the use of this application provides many opportunities for students who cannot attend the study in person and benefit from the distance, and facilitates and motivates many students for science. In addition, studies on the application of these methods should also be conducted in regular studies because they serve the student, and of course, their opinions on these all-important questions should be taken into account.

Chaptre Two:

Practical Part

Chaptre Two : Practical Part

1- Section One : Practical Part

1-1 Introduction :

This study addresses EFL students' perceptions and attitudes towards using Zoom Session in distance learning. We relied on the distribution of questionnaires. Student questionnaires were used to capture students' perceptions and attitudes towards distance learning.

This chapter is based on a description of the study population and sample, the description of the questionnaire and an analysis of the results and the data we collected from the students. Finally, the chapter ends with the general results and conclusion of the study.

1-2 Research Design and Methodology :

.1.2.1 Methodology :

Because we used both quantitative and qualitative research methods to collect and analyze data, our study is a mixed-method research. The choice of research methodology was determined by a number of factors including the research questions, goals, population, and data collected from the questionnaire.

.1.2.2 The population :

The population of this study is master dedactics students at the department of English, at GHARDAIA University, during the academic year 2022/2023. The entire population consists of 70 EFL learners.

.1.2.3 The sample :

The selected sample consists of seventy (70) participants who were randomly chosen. The target population is Master dedactics students at the English department of Ghardaia university. The reason behind this selection is that Masters students have introduced to distance learning and have experienced it. Moreover, the majority of master's students are teachers so they cannot attend every day, so online learning help them. In addition to their advanced level in English and their ability to express their preferences and clearly distinguish between the different teaching and learning methods.

.1.2.4 Questionnaire Description :

The questionnaire is one of the most useful tools for collecting data. It consists of a series of questions that enables the researcher to gather information concerning peoples' attitudes and perceptions, analysis and interpret the results obtained.

The questionnaire used in this study was made up of twenty (20) questions divided into three sections. The first section aims at providing general information about the students. It consists of four (4) questions (Q1, Q2, Q3, and Q4). The second section about students 'perceptions about distance education ; However, consists of seven (7) questions (Q5, Q6, Q7, Q8, Q9, Q10, and Q11.). The third section provided students 'perceptions

about zoom sessions, it consists eight (8) questions (Q12, Q13, Q14, Q15, Q16, Q17, Q18, Q19, Q20.)

Q1 : Age of participants

Q2 : Number of online courses they have taken for university credits

Q3 : number of hours they spend per week using a computer for educational purposes

Q4 : number of hours they spend per week online (for example exploring the internet)

Q5 : ability to easily access the Internet drop it needed for your studies.

Q6 : feeling comfortable composing a text on a computer in an online learning environment

Q7 : feeling comfortable communicating online in english

Q8 : asking teacher question and receiving a quick response during internet activities outside the classroom

Q9 : difference between learning in class and at home on the internet

Q10 : e-learning is more motivating than a regular courses

Q11 : the internet course is possible but difficult in learning english

Q12 : ask students whether they know zoom Platform

Q13 : zoom Platform in online Learning

Q14 : ask the learner whether enjoying the learning process through zoom

Q15 : the effect of zoom on learning

Q16 : ask students if the features of zoom application easily to be understood

Q17 : zoom vs other platform

Q18 : learning via Zoom make the students feel bored

Q19 : Difficulties in Accessing zoom Platform

Q20 : zoom is the best choice in online learning

.1.2.5 Data gathering tools :

To answer the research questions, seventy (70) questionnaires were distributed to Masters students. Additionally, the same questionnaire was distributed online and was published on Facebook and telegramme groupe to the second master students. The total number of the gathered questionnaires is sixty four (64), forty seven (47) of them were the outcome of online questionnaires, the other seventeen questionnaires (17) were collected from master one students directly in the classroom

.1.2.6 The Questionnaire Analysis and Discussion :
Section 1: personal information

➤ **Question 1 : Age of participants**

Age students			
		Frequency	Percent
Valid	18_22	26	40.6
	23_27	28	43.8
	28_32	2	3.1
	33_or more	8	12.5
	Total	64	100.0

Table 2 : Age of participants

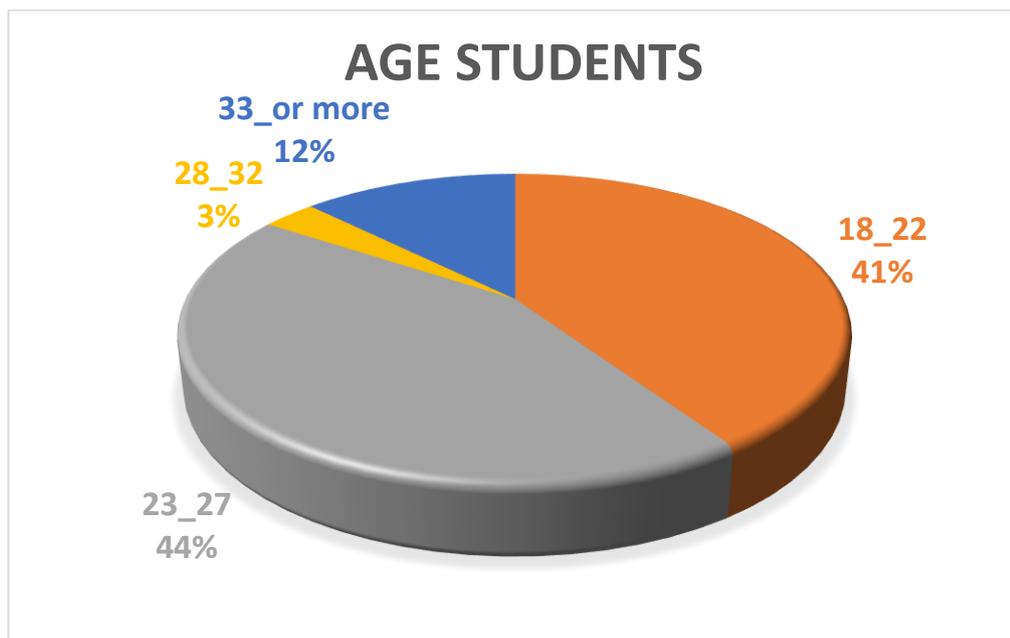


Figure 3 : Age of participants

According to the figure above, the most interactive age group in the statistical sample is the 23-27 age group, at 43,8%. Then there is the category of students between the ages of 18 and 22, at 40.6%, followed by the category of students aged 33 and over, at 12,5%. Whereas the age group 28-32 years is the lowest category by 3,1%, the equivalent of two people. This is because the majority of the statistical sample surveyed is classified as youth,. And That's a good indicator, because lately we're seeing a lot of students who are able to complete their master's degrees and move on to higher degrees such a Phds.

➤ **Question 2 : Number of online courses they have taken for university credits**

Number of online courses you have taken for university credits			
		Frequency	Percent
Valid	0	18	28.1
	1	12	18.8
	2	8	12.5
	3_or more	26	40.6
	Total	64	100.0

Table 3 : Number of online courses they have taken for university credits

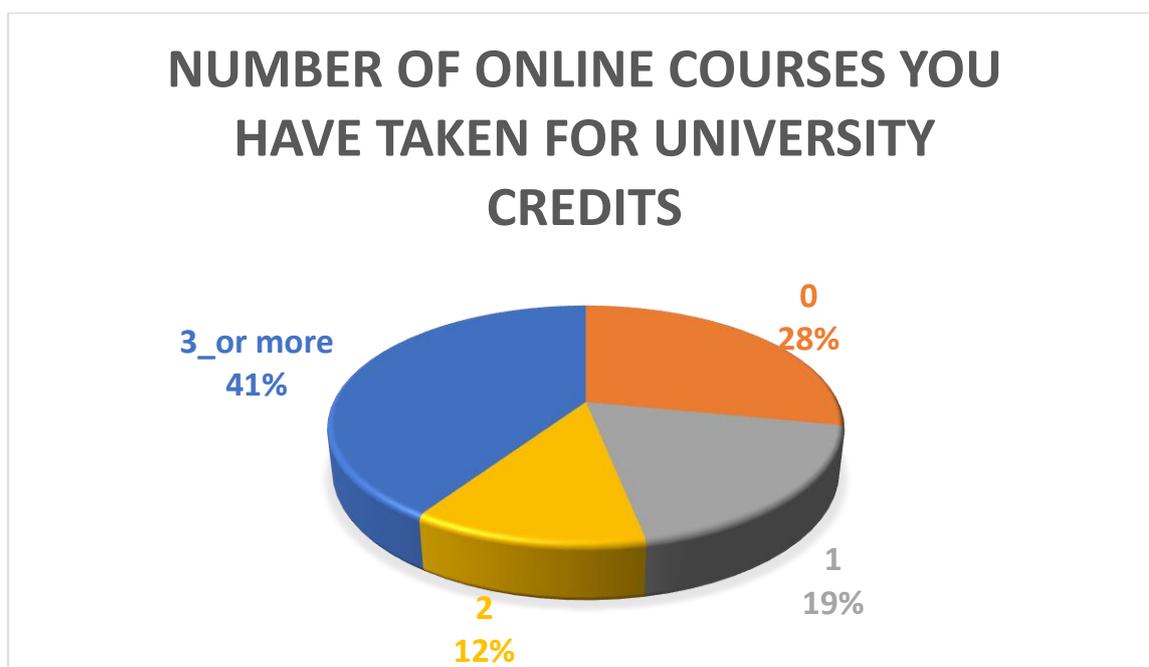


Figure 4 : Number of online courses they have taken for university credits

Through the above figure, the largest number of online courses taken by students is from 3 or more courses at 40,6%, followed by the number of courses represented by 0 courses, which were 28,1%, while a rate of 18.8% was noted for the courses that represented an average of one course 1 Finally, the lowest percentage was for the courses, which represented an average of 2 courses, which was 12.5%. The aim of this question is to find out about the implementation of online learning at Ghardaïa University.

- **Question 3 : number of hours they spend per week using a computer for educational purposes**

Estimated number of hours you spend per week using a computer for educational purposes			
		Frequency	Percent
Valid	<1	13	20.3
	1_5	23	35.9
	6_10	18	28.1
	>10	10	15.6
	Total	64	100.0

Table 4 : number of hours they spend per week using a computer for educational purposes

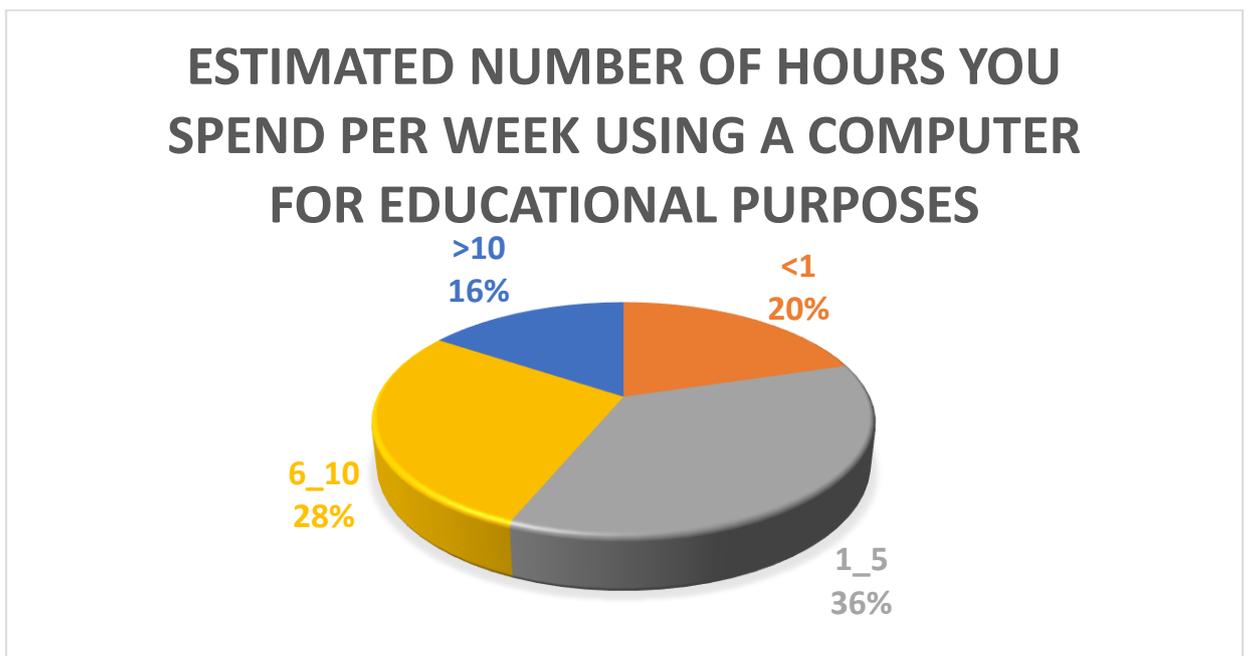


Figure 5: number of hours they spend per week using a computer for educational purposes

According to the figure we see that the largest number of hours students use a computer for the purpose of studying is from 1 hour to 5 hours and at 35,9% This is followed by the number of hours from 6 to 10, or 28,1%, followed by the number of hours under an hour from 20,3%. Lastly, the lowest percentage was over 10 hours, or 15,6%. This is because of technological development that forced the student to use the computer for educational purposes as well. The objective of this question is to find out whether the student is interested in computer-based learning or not.

- **Question 4 : number of hours they spend per week online (for example exploring the internet)**

Estimated number of hours you spend per week online (for example exploring the internet)			
		Frequency	Percent
Valid	<1	7	10.9
	1_5	15	23.4
	6_10	20	31.3
	>10	22	34.4
	Total	64	100.0

Table 5 : number of hours they spend per week online (for example exploring the internet)

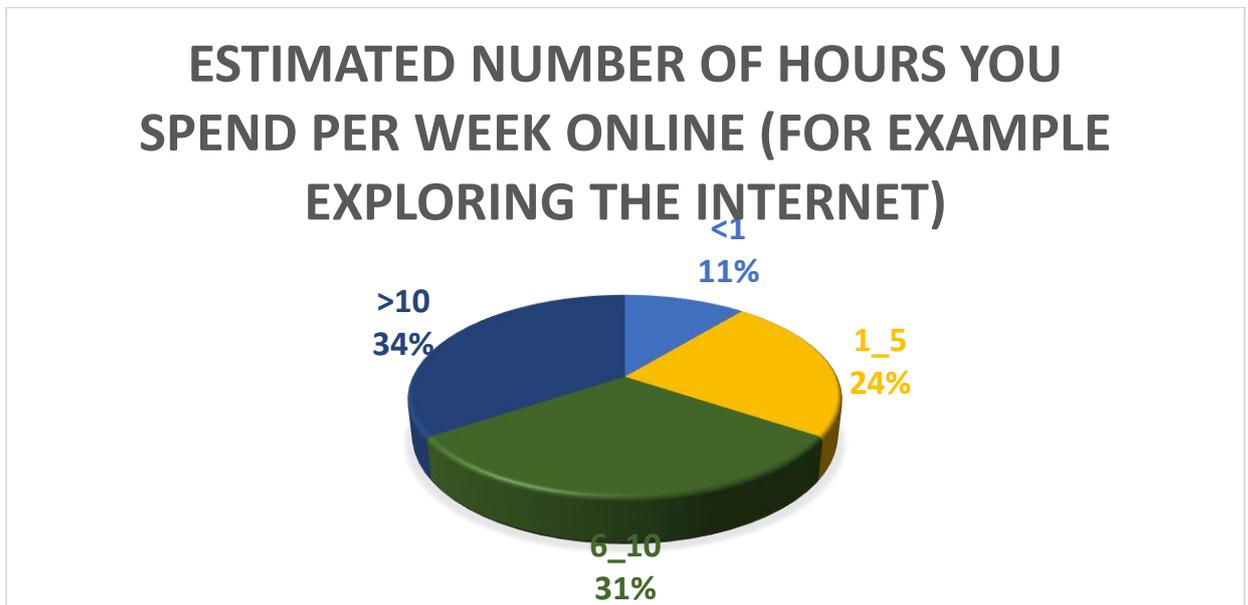


Figure 6 : number of hours they spend per week online (for example exploring the internet)

According to the figure above, the greatest number of hours a student spends online each week is more than 10 hours and 34,4%. followed by the number of hours from 6 to 10 hours of 31,3%. It is then followed by hours of one (1) hour to 5 hours by 23.4% and

ultimately by less than one hour by 10.9%. This means that many students spend most of their time online, that is, many of them are good at using technology and have a computer and a phone. The aim of this question is to find out if the students have the Internet or not and to know the number of hours they spend on the Internet.

Section2: students ‘perceptions about distance education

- **Question 5 : You are able to easily access the Internet drop it needed for your studies.**

You are able to easily access the Internet as needed for your studies.			
		Frequency	Percent
Valid	Strongly Agree	32	50.0
	Agree	28	43.8
	Disagree	3	4.7
	undecided	1	1.6
	Total	64	100.0

Table 6 : ability to easily access the Internet drop it needed for your studies.

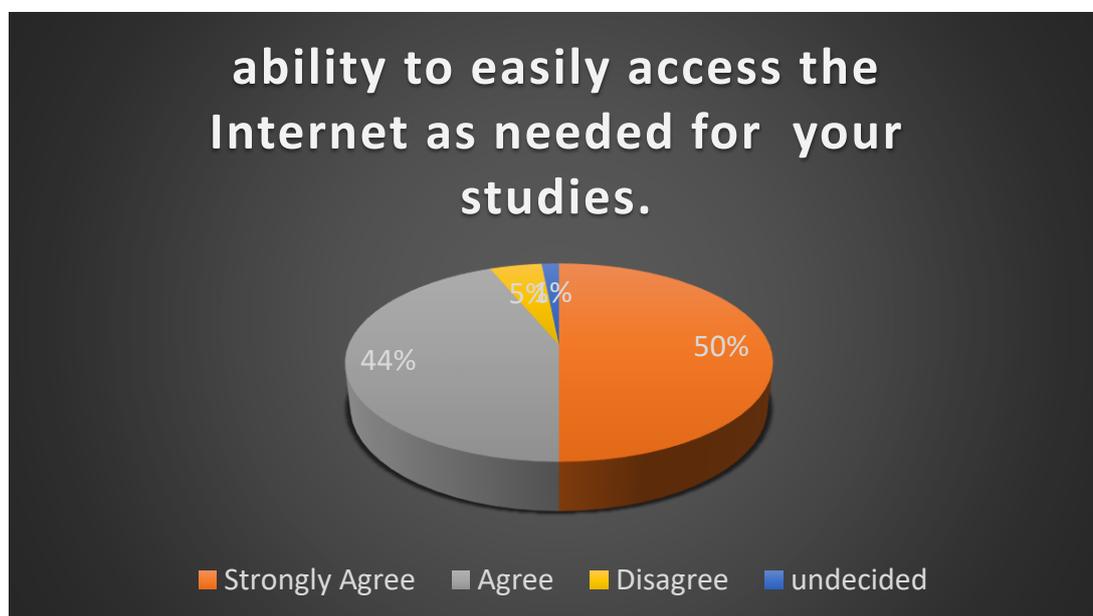


Figure 7 : ability to easily access the Internet drop it needed for your studies.

The aim behind asking this question is to explore whether students have internet connection at their homes or not and to know if it is easy to access the internet when they need it for studies. Considering the respondents’ answers, 50% of them asserted that they are Strongly Agree. Others (43.8%) reported that they are Agree While, other respondents

(4.7%) stated that they are disagree However, others (1.6) they are undecided. These findings revealed that the students' strongly agree with the ability to access the Internet drop it needed for your studies.

- **Question 6: they feel comfortable composing a text on a computer in an online learning environment.**

You feel comfortable composing text on a computer in an online learning environment.			
		Frequency	Percent
Valid	Strongly Agree	8	12.5
	Agree	38	59.4
	Disagree	12	18.8
	Strongly Disagree	5	7.8
	undecided	1	1.6
	Total	64	100.0

Table 7 : feeling comfortable composing a text on a computer in an online learning environment.

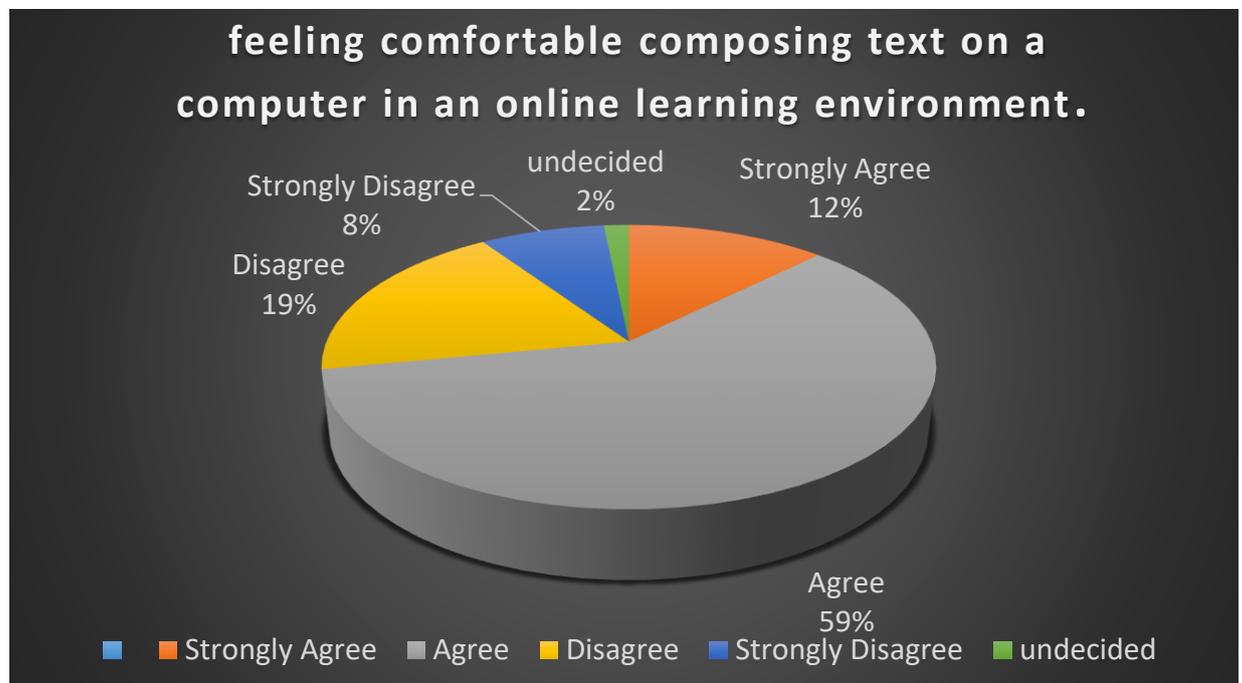


Figure 8 : feeling comfortable composing a text on a computer in an online learning environment.

The aim behind asking this question is to see whether students feel comfortable when they compose a text on a computer in an online courses or not .Considering the respondents' answers, 59.4% of them asserted that they are Agree. Others (18.8%) reported that they are disagree While, other respondents (12.5%) stated that they are strongly agree However, others (7.8%) they are strongly disagree. finally there are some students (1.6%) are not decided in this question These results revealed that the students' agree thus the majority feel comfortable when they use texting in online learning environment.

➤ **Question 7 : You feel comfortable communicating online in English**

You feel comfortable communicating online in English			
		Frequency	Percent
Valid	Strongly Agree	22	34.4
	Agree	25	39.1
	Disagree	5	7.8
	Strongly Disagree	9	14.1
	undecided	3	4.7
	Total	64	100.0

Table 8 : feeling comfortable communicating online in english

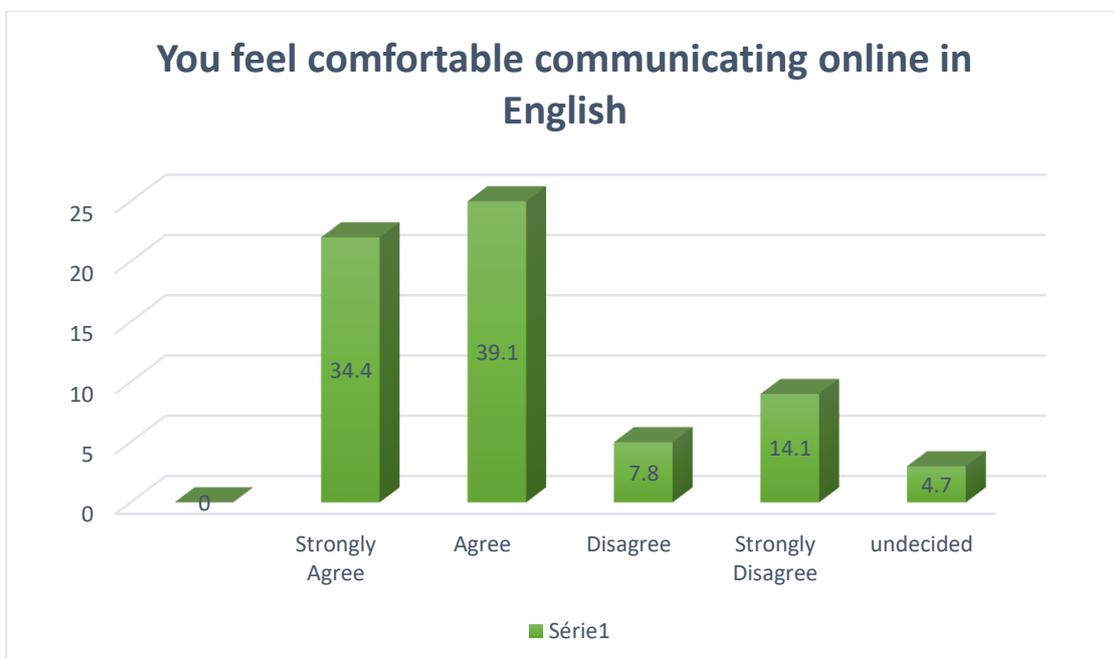


Figure 9 : feeling comfortable communicating online in english

The aim of asking this question is to find out whether students feel comfortable communicating online in English or not. Given the respondents' answers, 39.1% confirmed

that they agreed. Others (34.4%) report that they strongly agree. Other respondents (14.1%) stated that they strongly disagreed. However, others (7.8%) expressed disagreement. Finally, there are some students (4.7%) who are not identified in this question. These results revealed that students are in agreement, and therefore the majority feel comfortable communicating online in English, i.e. finding solutions for the class that do not find where to practice English.

➤ **Question 8 : You Can ask your teacher questions and receive a quick response during Internet activities outside the classroom**

You can ask your teacher questions and receive a quick response during Internet activities outside of class.		Frequency	Percent
Valid	Strongly Agree	9	14.1
	Agree	30	46.9
	Disagree	21	32.8
	Strongly Disagree	2	3.1
	undecided	2	3.1
	Total	64	100.0

Table 9: asking teacher question and receiving a quick response during internet activities outside the classroom

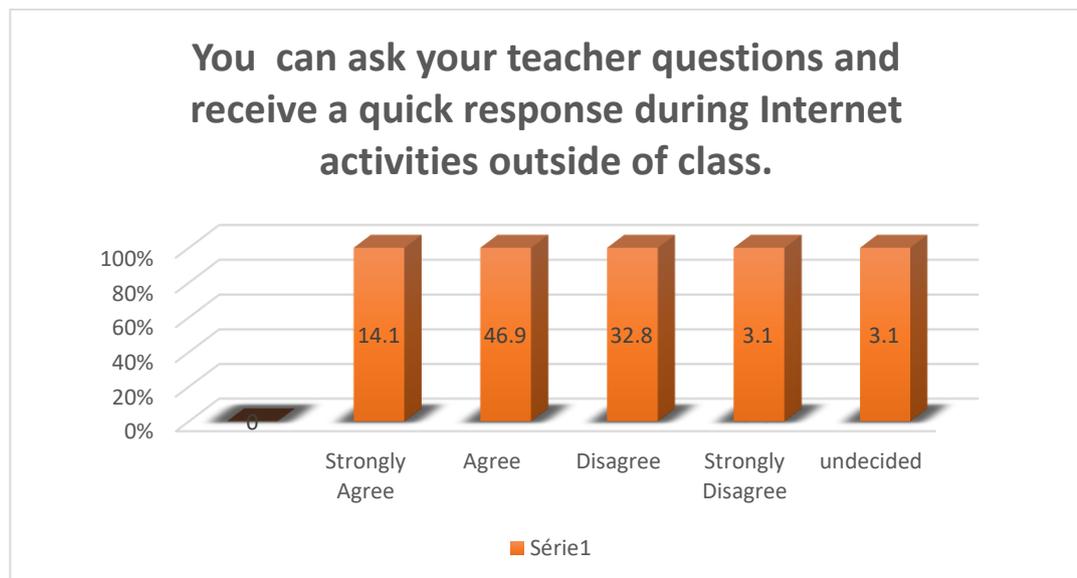


Figure 10: asking teacher question and receiving a quick response during internet activities outside the classroom

The table and the graph above show the statistical results of the students answers regarding when they asking teacher question and receiving a quick response or not during internet activities outside the classroom. 46.9% (30 students) answered "agree", twenty one (21 students) or 32.8% said "Disagree", where the percentage of students who answered "Strongly Agree" are 14.1% which means nine (9) students.however, who said "Strongly Disagree"and "undecided" are 3.1% means two(2) person for each answer.So we Can see that students are agreeing when they asking techear question there is a quick receiving response during internet activities. Thus these findings confirmed that the internet is good in some places so it motivâtes the université administration to implémenté the online courses

➤ **Question 9 : do the courses in class is the same as online courses**

Learning is the same in class and at home on the Internet.			
		Frequency	Percent
Valid	Strongly Agree	5	7.8
	Agree	13	20.3
	Disagree	29	45.3
	Strongly Disagree	16	25.0
	undecided	1	1.6
	Total	64	100.0

Table 10: difference between learning in class and at home on the internet

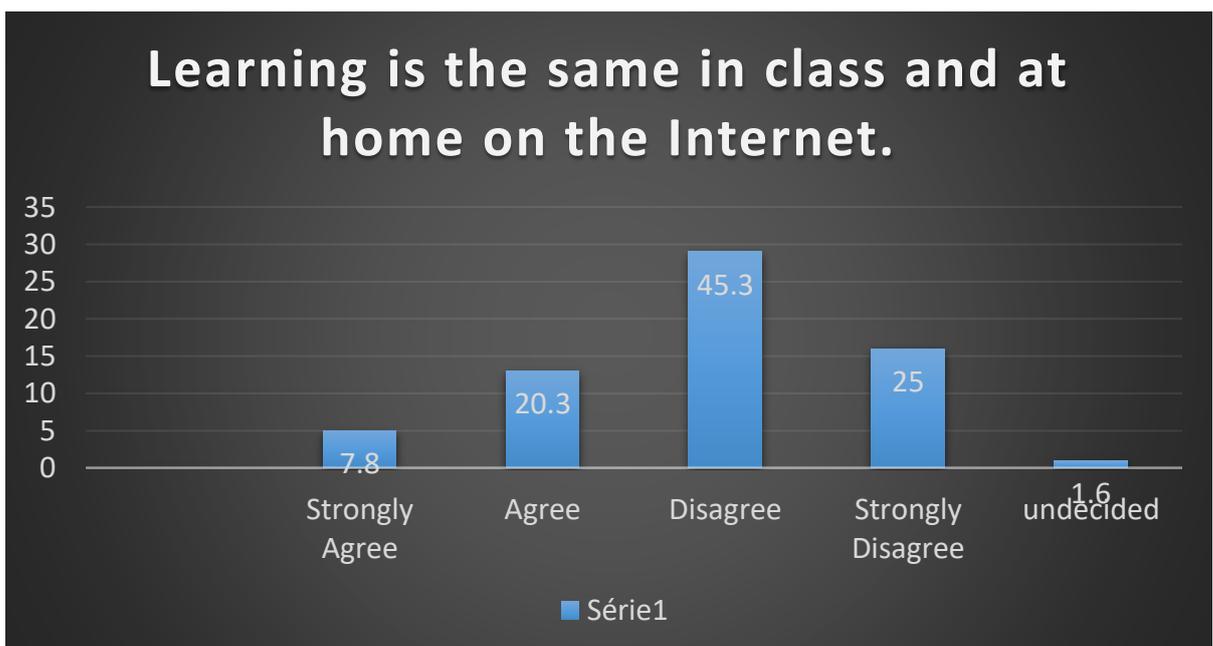


Figure 11 :difference between learning in class and at home on the internet

The purpose of his question is to compare blended learning to the conventional one and to see which type of learning modality is more effective than the other. The result in the table and chart above show that 29(45.3%) disagree that distance learning is the as courses in a class,16 (25%) Strongly Disagree, 13(20.3%) of the respondents choosed agree.five 5 (7.8%) students picked strongly agree, and one person 1 (1.6%) responded with undecided. which they view class courses as an effective and applicable more than e-learning because of its better time management and learning environment. The findings indicate that students have favorable attitudes towards face-to-face learning environment since it is viewed as an effective learning mode compared to its counterpart (online learning).

- **Question 10 : You believe that distant learning is more motivating than a classroom learning.**

You believe that learning on the Internet outside of class is more motivating than a regular course.			
		Frequency	Percent
Valid	Strongly Agree	5	7.8
	Agree	16	25.0
	Disagree	31	48.4
	Strongly Disagree	11	17.2
	undecided	1	1.6
	Total	64	100.0

Table 11 : e-learning is more motivating than a regular courses

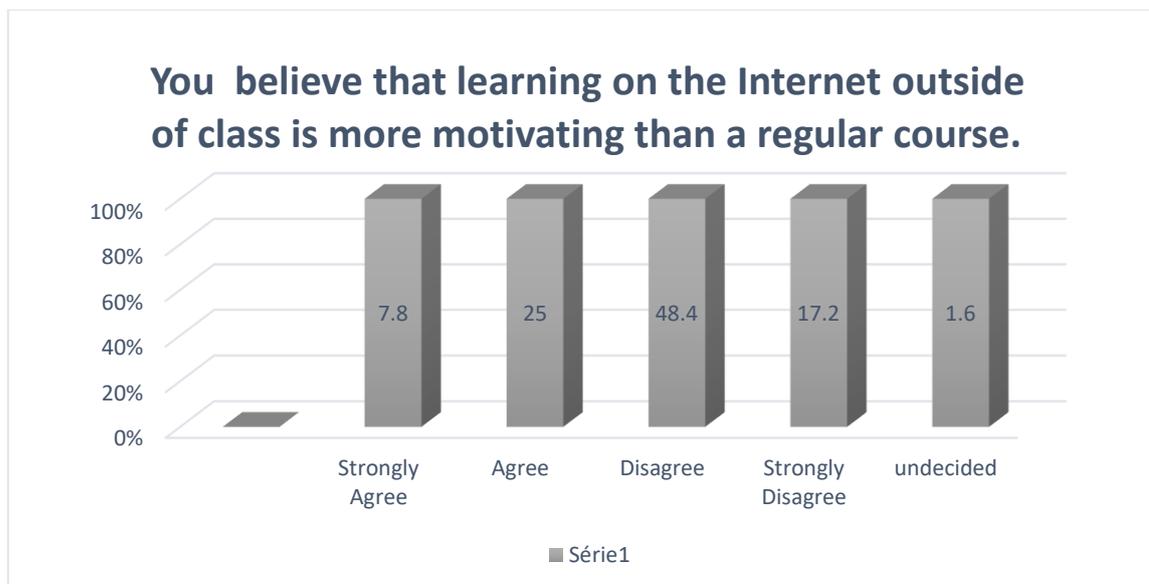


Figure 12: e-learning is more motivating than a regular courses

The table and the graph above show the statistical results of the students answers regarding whether the students are motivated with online learning (distance leaning). 48.4% (31 students) answered "disagree", sixteen (16 students) or 25% said "agree", where the percentage of students who answered "Strongly Disagree" are 17.2% which means eleven(11) students for each answer. However, others who answered "strongly agree" are 7.8% or five (5) studens. Also there is one(1) student or 1.6% answered " undecided". So, we Can see that students not motivated with distance learning very often. The reason behind this may be related to the absence of activties or the vitality and methodologie of teacher in explaining the online lesson. But When it comes to learners who answered “agree”, Learners claimed that they found distance learning motivated then the regular classes maybe this category feel more comfortable and Can discuss the lesson without shame.

➤ **Question 11: You believe that an Internet course is possible, but it would be difficult for learning English**

You believe an Internet course is possible but for learning English, it would be difficult.			
		Frequency	Percent
Valid	Strongly Agree	3	4.7
	Agree	14	21.9
	Disagree	32	50.0
	Strongly Disagree	13	20.3

	undecided	2	3.1
	Total	64	100.0

Table 12 : the internet course is possible but difficult in learning english

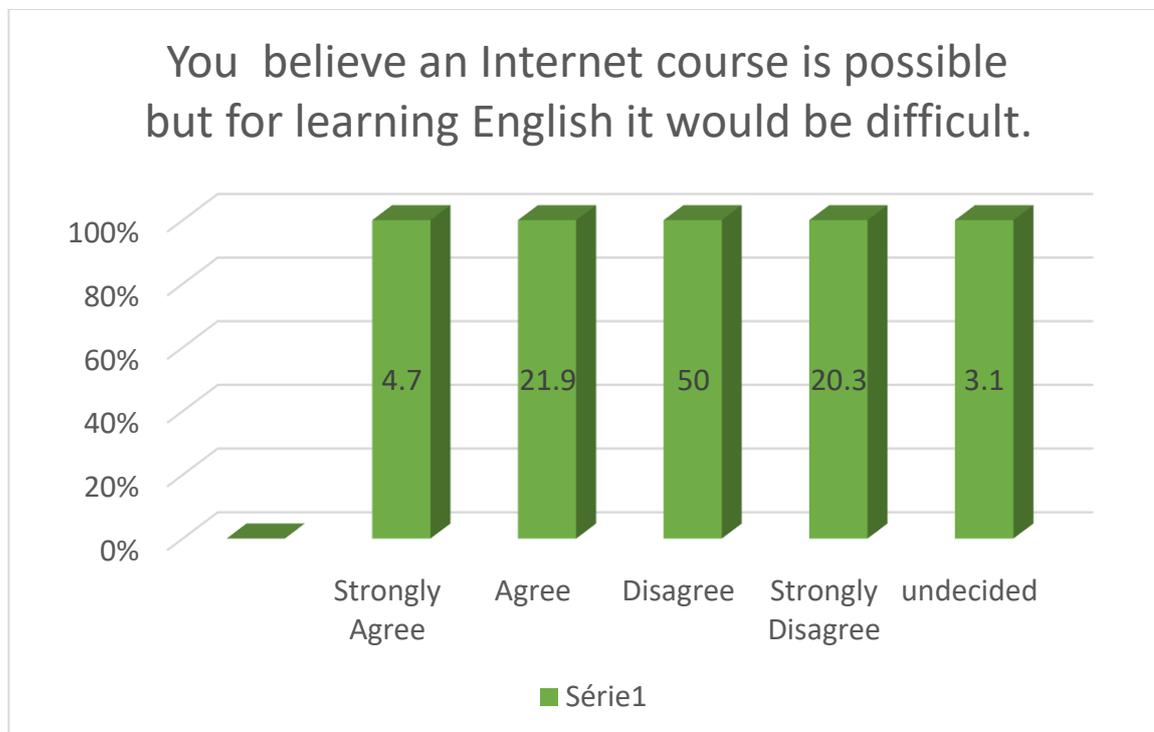


Figure 13: the internet course is possible but difficult in learning english

The table and graph show us whether the internet course is possible but difficult in learning English or not. The findings revealed that thirty-two (32) 50% students are "Disagree". And 21.9% of the students chose "agree" which means fourteen (14) students. However 20.3% of students or thirteen (13) chose "Strongly Disagree" for this question. Only 4.7% three (3) students responded "strongly agree". Finally 3.1% and two (2) students answered "undecided". The majority of results of their answer indicated that learning English from the internet is not difficult so the internet is beneficial for learning English.

Section 3: students' perceptions about zoom sessions

➤ **Question 12: Do You know Zoom Platform ?**

Do you know Zoom?			
		Frequency	Percent
Valid	YES	63	98.4
	NO	1	1.6

	Total	64	100.0
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Table 13 : zoom platform

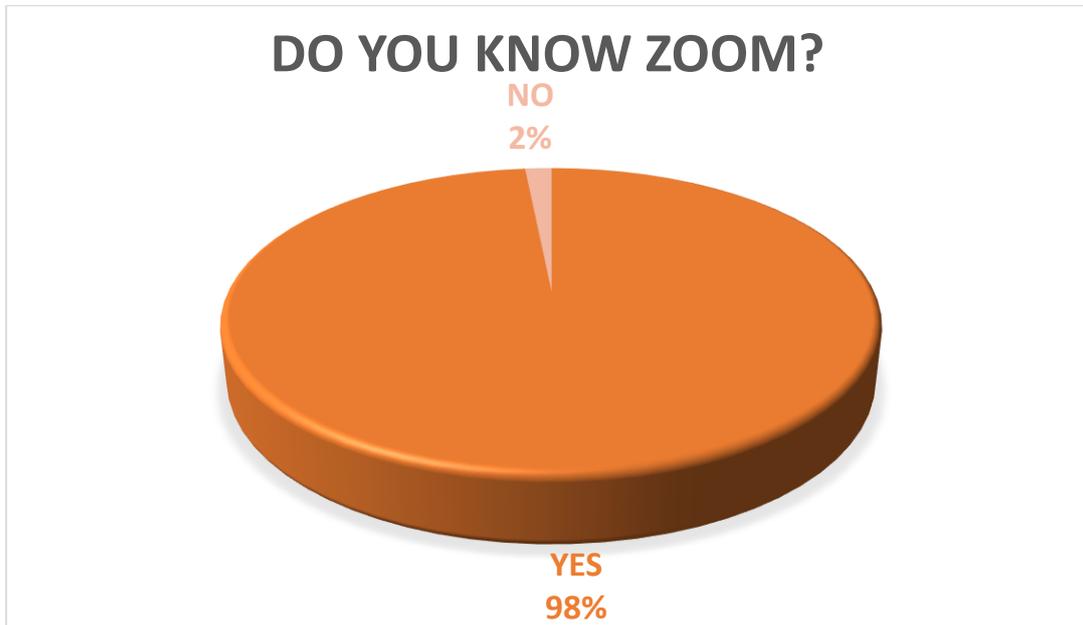


Figure 14: zoom Platform

This question intended to explore whether students know the zoom platform or not. The majority of the students (98.4%) or 63 students stated that they know the zoom platform, while one student (1.6%) answered that does not know this platform. thus, From the result of questionnaire it is known that almost all of the participant who fill this questionnaire are familiar with ZOOM application.

➤ **Question 13: Do you like Zoom as a media to support online Learning ?**

Do you like Zoom as a media to support online learning?			
		Frequency	Percent
Valid	YES	53	82.8
	NO	11	17.2
	Total	64	100.0

Table 14: zoom platform in online learning

Do you like Zoom as a media to support online learning?

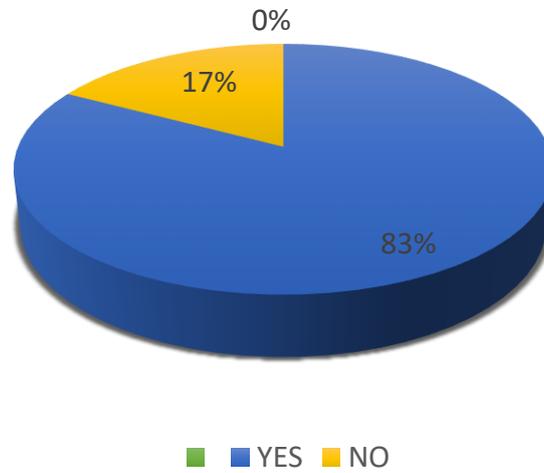


Figure 15: zoom Platform in online Learning

The table and the pie chart above are to investigate whether students support zoom platform as a media in online learning or not. The majority of the students (82.8%) or 53 students stated that they support the zoom application as a media in online learning, while 11 students (17.2%) are against this platform .thus, From the findings questionnaires the majority of students support zoom platform as a media in distance learning maybe because it is easy to use it.

➤ **Question 14: Do you really enjoy the learning process through Zoom?**

Do you really enjoy the learning process through Zoom?			
		Frequency	Percent
Valid	YES	40	62.5
	NO	24	37.5
	Total	64	100.0

Table 15: enjoying learning process through zoom

DO YOU REALLY ENJOY THE LEARNING PROCESS THROUGH ZOOM?

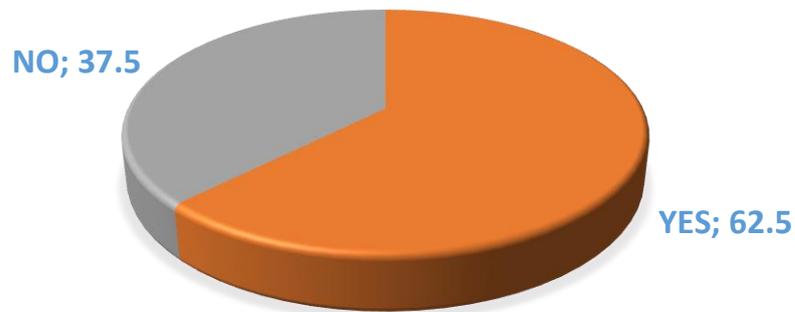


Figure 16: enjoying the learning process through zoom

The table and pie chart show the results obtained from the students' answers about their feeling, to make sure that students enjoy online learning via ZOOM, the result showed that 62.5% or 40 of the participants said "yes" and 37.5% or 20 of participant answered "No", it means that most of the students enjoyed meeting via ZOOM application.

➤ **Question 15: Does Zoom affect your learning?**

Does Zoom affect your learning?			
		Frequency	Percent
Valid	YES	38	59.4
	NO	26	40.6
	Total	64	100.0

Table 16 : the effect of zoom on learning

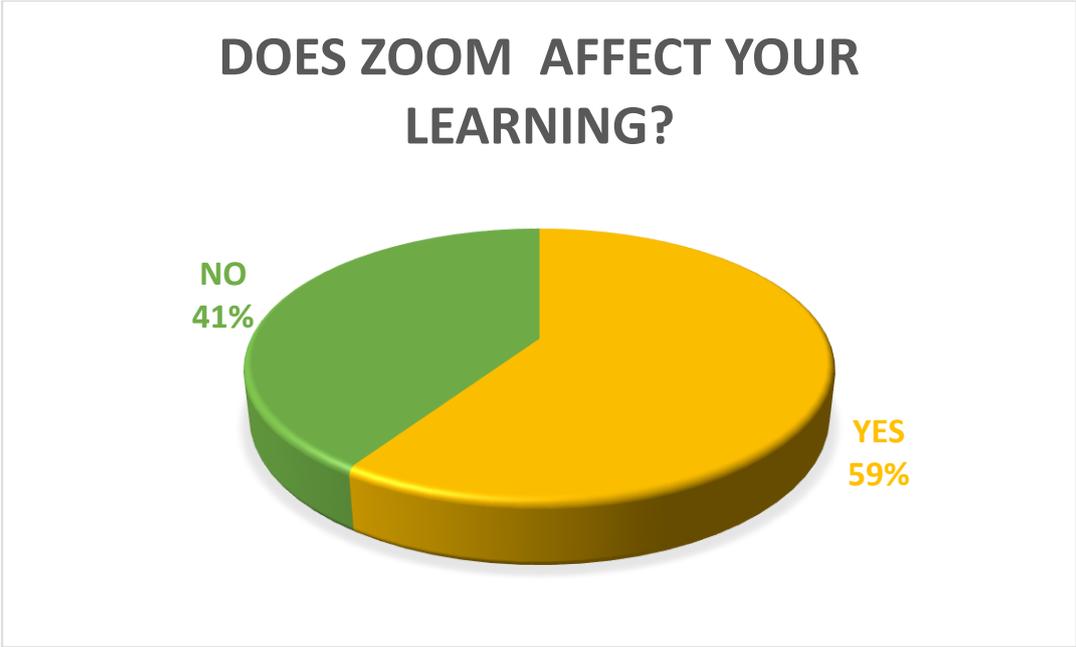


Figure 17 : the effect of zoom on learning

The table and pie chart show the results obtained from the students' answers about whether or not ZOOM affect students Learning. The result showed that 59.4% or 38 of the participants said "yes" and 40.6% or 26 of participant answered "No", which means that ZOOM may affect their learning process in some ways.

➤ **Question 16 : Are the features of Zoom application easily to be understood ?**

Do the features of Zoom application are easy to be understood?			
		Frequency	Percent
Valid	YES	50	78.1
	NO	14	21.9
	Total	64	100.0

Table 17 : features of zoom application easily to understand

DO THE FEATURES OF ZOOM APPLICATION ARE EASY TO BE UNDERSTOOD?

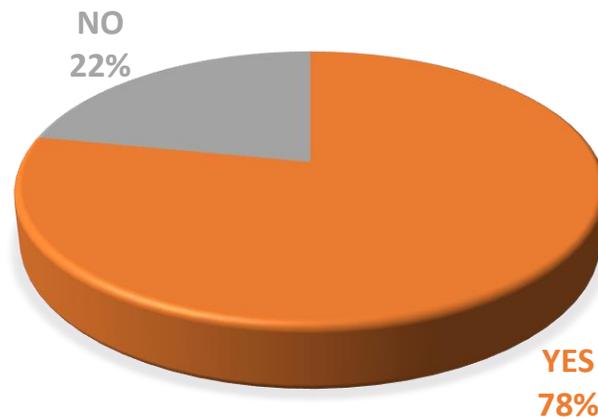


Figure 18 : features of zoom application easily to understand

The objective behind asking this question is to know if the students understand the features provided by ZOOM or not. The result showed that 78.1% or 50 students said "yes", while 21.9% or 14 students said "No". Surprisingly, the majority of participants agreed that the features from ZOOM were easy to be understood.

➤ **Question 17: Do you think that Zoom is easier than other platforms?**

you think that Zoom is easier than other platform?			
		Frequency	Percent
Valid	YES	42	65.6
	NO	22	34.4
	Total	64	100.0

Table 18 : zoom vs other platform

YOU THINK THAT ZOOM IS EASIER THAN OTHER PLATFORM?

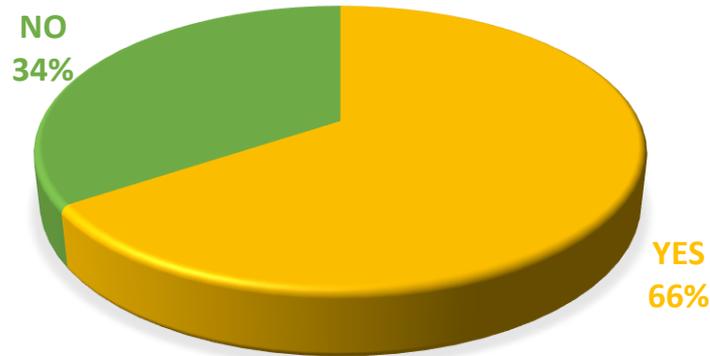


Figure 19: zoom vs other platform

The table and pie chart above show the results of students' answers regarding students' opinion about whether the ZOOM is easier than other platform or not. 65.6% or 42 students answered "Yes" while only 34.4% or 22 students answered "No". The findings revealed that the majority of students found the zoom platform is easier than other platform maybe because of its features.

➤ **Question 18 : Do you feel that learning via Zoom make you bored ?**

you feel that learning via Zoom make you bored?			
		Frequency	Percent
Valid	YES	33	51.6
	NO	31	48.4
	Total	64	100.0

Table 19 : learning via Zoom make the students feel bored

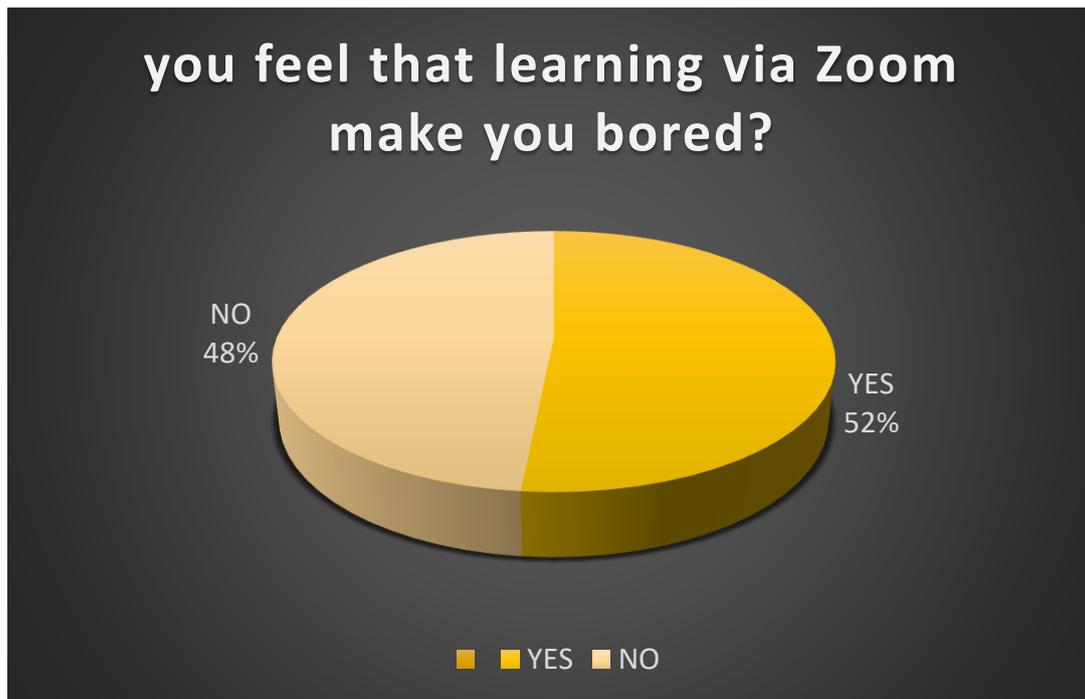


Figure 20 : learning via Zoom make the students feel bored

The table and pie chart above show the results of students' answers regarding students' opinion about whether the ZOOM platform makes the students feel bored or not. 51.6% or 33 students answered "Yes" while 48.4% or 31 students answered "No". The findings revealed that the majority of students found the zoom platform. Therefore, from the results we got from the question, we can realize that the zoom platform affects the motivation of learners. However, when it comes to whether it affects them positively or negatively, we can say that this depends on the personality of the student whether he is an independent or dependent student.

➤ **Question 19: Do you find difficulties in learning via Zoom?**

you found difficulties in learning via Zoom?			
		Frequency	Percent
Valid	YES	23	35.9
	NO	41	64.1
	Total	64	100.0

Table 20: Difficulties in Accessing zoom Platform

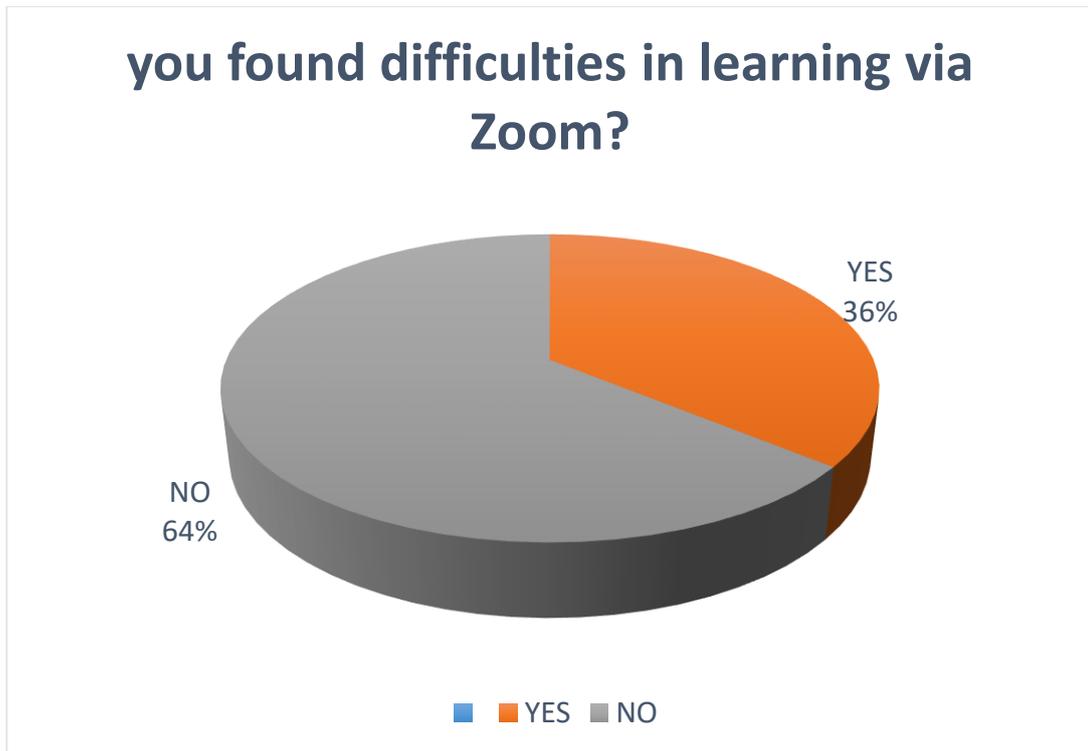


Figure 21 : Difficulties in Accessing zoom Platform

Throughout this question we attempt to know whether or not our participants face problems when using zoom platform in online learning. The results in the table above reveal that high percentage of students (64.1%) confirm that they find difficulties. On the contrary, (35.9%) do not find difficulties. To go deeper and identify those problems, students were asked to write the kinds of difficulties they face. The first problem is the students suffer from the cutout of the internet and the rejection of the password which means sometimes they Can not join to the course.

- **Question 20: Based on your experience, is Zoom the best choice to be implemented in your university? Why ?**

Question	Responses
	Yes, i believe it's the most suitable app due to its practicality and simplicity
	Maybe yes, but I personally don't prefer learning through zoom platform because I feel that learning at the classroom is more effective.
	Yes, because I had experienced e-learning for the first time through Zoom while the corona pandemic, and it had a great impact on the

	learning process during that time. Therefore I recommend using it when necessary
Based on your experience , is Zoom the best choice to be implemented in your university? Why?	I believe that zoom application is easy and fun to use, not in educational purposes only but also in occupational purposes. Universities should implement the use of such media as it allows students to have the chance to attend classes virtually when it's not possible in real life. Moreover some students absorb information online more than in class. Again it's really good for universities to implement zoom classes.
	it is a good choice but regular courses more helpful because when you see the teacher when he is explaining the course and all your mind focus on him better than zoom application because internet in Algeria is not stable and maybe u will face noises from outside and make you uncomfortable with the session zoom. So, it is good in some ways that we need it to study
	No, it is not. Because some students face some problems, such as: unavailable or bad network, lack of computers,(maybe) lack of smartphones and the unsuitable choice of the courses' time
	No,it's not I really don't like the app and i find it complicated and bored in the same. When remembering the period of Covid-19 we studied via zoom it was terrible wallah especially with Algeria's internet
	Yes .I think the zoom is the best because it more comfortable than other applications and now the online courses is the most popular.
	Never a best choice. For Physical presence and human intercation among one another is real world context is the key
	now it is the best application because it is easy to use it
	Yes I think that ZOOM is the best choice because the majority of students know it and use it in other courses outside their university
	Yes because it's available and more easier
	It's not the best but one of the most beneficial ones.

	Yes in some of module because there are some module have to be face to face , but zoom is good app to deal with...
	I think yeah it Can be because it makes it far easier to communicate and to exchange knowledge
	Yes .I think the zoom is the best because it more comfortable than other applications and now the online courses is the most popular.
	Not sure since there may be better applications.
	Yes to facilitate the study

Table 21: zoom is the best choice in online learning

From the table above, we can conclude that many students agree that the implementation of ZOOM is the best choice to be implemented in the university because of its features and simplicity while some students answered that it is not the best choice to be implemented because some of them found the difficulties, like the security issues, too much internet quota needed, the lack of computers ,the limited time that ZOOM has to be access, and other problems.

1-3 General results

The outcome of the students' questionner analysis has shown that, the majority of the students have positive attitudes towards distance learning and most of them welcomed the use of this teaching and learning method.

First, the data has revealed that 50% have the ability to easily access the Internet drop it needed for your studies. Although, the majority of students(59%) was comfortable composing a text on a computer in an online learning environment. Moreover, and according to students, 39.1% feel comfortable communicating online in English. In addition, 46.9% students were agree that when they asking teacher question they were receiving a quick response during internet activities outside the classroom. Also, 45.3% of participants were disagree that the courses in class is the same as online courses. And, the majority(48.4%) do not believe that distant learning is more motivating than a classroom learning.

Concerning the zoom platform 98.4% of students know it. Furthermore, 82.8% of students support zoom as a media in online learning. And 62.5% of them enjoy the learning process through Zoom. However, The majority of respondents 59.4% answered that zoom affected their learning. 78.1% of the students were agree that the features of Zoom application easily to be understood. Also, most of students (65.6%) determined that Zoom platform is easier than other platforms. additionally, 51.6% of participants showed that learning via Zoom make the students feel bored. In seeking to highlight students' difficulties towards zoom platform in learning the majority (64%) were disagree that there is difficulties. finally, the majority said that zoom is the best choice in online learning.

General conclusion

This MA thesis seeks to explore EFL Learners Perception's and Attitudes towards Using Zoom Session in distant Learning. It endeavours to shed light on motivation and attitude of Master Students at the Department of English at Ghardaia university, towards this type of learning especially in the academic year 2022-2023.

This research is divided into two chapters. The first one is theoretical; it contains tackles the Learning Process and highlights the online Learning. It also deals with zoom sessions and The Effect of Distance Learning on Students' Motivation. However, the second chapter is practical; it attempts to places the learner at the center of the study through providing answers to the research inquiries resulted from students' questionnaires.

After the analyses of the questionnaire, it can be said that the data obtained goes in the same direction with what we assumed as a second hypothesis. The sample of the study held positive perceptions about zoom session towards online learning. Generally, learners are aware of the pros and the cons of online learning. Additionally, being foreign language learners, they recognize its role on their mastery of the four language skills.

This thesis concludes that EFL learners have positive perceptions of distance learning. Despite experiences that have not been entirely successful, the majority of students have indicated their willingness to accept and acknowledge that distance education plays an undeniable role in their studies. It has to mean that distance learning is an effective teaching and learning tool. Therefore, Students should be surrounded by an appropriate atmosphere with appropriate conditions enabling them to use distance education and obtain better results.

This study is limited to a small group of EFL students in the English Language Department. However, you can treat it as Roadmap for further research, primarily using new educational applications such as Zoom and Google Classroom for Algerian schools and institutions. ICT is becoming an essential element in the process of teaching and learning. Teachers and students must grapple with further developments of Technology in language teaching.

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Appendix Questionnaire

Dear students,

This questionnaire attempts to gather the data needed for the fulfillment of a research project conduct for a master degree. It aims investigate EFL Learners (first and second year master students) Perception's and Attitudes towards Using Zoom Session in distant Learning .We would be so grateful if you would spare some of your time to answer it and share your experiences. Your contribution (answer) will be of a great help of us in this research work.

Section 1: personal information

1- Age	18_22	23_27	28_32	33_or more
2- Number of online courses you have taken for university credits	0	1	2	3_or more
3-Estimated number of hours you spend per week using a computer for educational purposes	<1	1_5	6_10	>10
4-Estimated number of hours you spend per week online (for example exploring the internet)	<1	1_5	6_10	>10

Section2: students 'perceptions about distance education

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided
5- You are able to easily access the Internet drop it needed for your studies.					
6-You feel comfortable when you compose a text on a computer in an online learning environment.					
7-You feel comfortable communicating online in English					
8-You can ask your teacher questions and receive a quick					

response during Internet activities outside the classroom					
9- do the courses in class is the same as online courses					
10-You believe that distant learning is more motivating than a classroom learning.					
11-You believe that an Internet course is possible , but it would be difficult for learning English					

Section3: students 'perceptions about zoom sessions

	Yes	No
12-Do you know Zoom platform ?		
13-Do you like Zoom as a media to support online learning?		
14-Do you really enjoy the learning process through Zoom?		
15-Does Zoom affect your learning?		
16- Are the features of Zoom application easily understood?		
17-Do you think that Zoom is easier than other platforms?		
18-Do you feel that learning via Zoom make you bored ?		
19-Do you find difficulties in learning via Zoom?		

➤ Based on your experience, is Zoom the best choice to be implemented in your university? Why?

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ملخص

خلال جائزة كوفيد 19 ، اعتمدت العديد من مؤسسات التعليم العالي على مستوى العالم التعلم عبر الإنترنت كنموذج بديل للتعلم بدلاً من التعلم وجهاً لوجه. يعتبر الأخذ بعين الاعتبار موقف الطلاب من القضايا المتعلقة بتعليمهم أمراً مهماً يمكن أن يلعب دوراً مهماً في تطوير النظام التعليمي من جميع جوانبه. يهدف البحث الحالي إلى فحص تصورات الطلاب الجزائريين في اللغة الإنجليزية كلغة أجنبية وموقفهم من استخدام زووم كطريقة تعليم وتعلم جديدة في الجزائر. الدراسة مقسمة إلى فصلين. يتكون الفصل الأول من ثلاثة أقسام مختلفة، قسم واحد يمثل عملية التعلم، بينما يسلط القسم الآخر الضوء على ما قيل في التعلم عبر الإنترنت. تركز المقاطع الأخيرة على تنفيذ جلسات التكبير في الجامعات الجزائرية. من ناحية أخرى، يحلل الفصل الثاني آراء الطلاب حول الموضوع. تم إجراء البحث على طلاب ماجستير اللغة الإنجليزية بجامعة غرداية. لتحقيق الغرض من هذا البحث، تم اختيار منهجية مختلطة وهي مزيج من الأساليب النوعية والكمية لجمع البيانات. تم جمع البيانات من استبيان تم توزيعه عبر الإنترنت وفي الفصل الدراسي، وتظهر النتائج الرئيسية للبحث أن لدى المتعلمين مواقف إيجابية تجاه جلسات التكبير في التعلم عن بعد. لذلك، فإن طلاب اللغة الإنجليزية كلغة أجنبية منفتحون ومستعدون للاعتماد على التعليم عن بعد. كما يأملون في تحسين استخدام التعلم عن بعد.

الكلمات المفتاحية: جلسات الزووم، المواقف، التعلم عن بعد، تصورات طلاب اللغة الإنجليزية كلغة أجنبية الجزائرية.