

HOW SIGNIFICANT IS DISTANCE LEARNING IN HIGHER EDUCATION? DEPARTMENT OF ENGLISH AT ADRAR UNIVERSITY IN ALGERIA AS A CASE STUDY

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ABSTRACT

Distance Learning has become a pervasive and growing phenomenon. Learners, with the help of this technology, can learn without obligation to attend classes; they can learn through communication technologies and without face-to-face interaction with the instructor. Hence, Distance Learning provides study opportunities for learners with difficulties and disabilities in order to succeed. Since DL relies basically on communication technologies, Video-Conferencing (VC) is one of the effective tools used in teaching. It is a powerful technological tool used by instructors to distribute instruction across distances. As it plays a key role in reducing learning and teaching barriers, such as time and travel. “The Integration of ICT in Distance Learning: video-Conferencing as an ICT Enhancement to Teach EFL Learners”, in this paper aiming at investigating into the role of distance learning, in particular, the use of videoconferencing to support Master students of Adrar university. This aim was raised because of one main reason which is the shortage in number of teachers. Because of the latter, visiting teachers come to teach through intensifying lessons. However, this is not satisfactory for master students. Consequently, we try to seek solutions for this problem by suggesting the use of distance learning courses, more precisely, the use of videoconferencing to deliver lectures.

Keywords: Distance learning (DL), High Education, ICT, Teaching, EFL Learners.

INTRODUCTION

Importance of distance teaching at the university is a vital solution when there are conditions that handicap the learning process. By tackling such topic, it is worthy to mention its advantages and disadvantages to be taken into account when implementing such mode of learning/teaching. To make this research more valuable we have accompanied it with a practical part. The latter is tackled through questionnaires devoted to teachers and master students at Adrar English department.

The questionnaire’s objective is to find out teachers’ and students’ view point about the implementation of distance learning system with the use of different ICTs as a future project to enhance EFL learners learning of Adrar University. In particular, the implementation of video conferencing as a supportive tool in teaching.

Data analysis concludes with statistical forms of equations and calculations. We have used such procedures because they are more accurate than any other forms of calculation. This was advised by teacher of statistic Mr Mostefaoui Sofiane whom we feel very thankful for his co-operation and comprehension.

Definition of ICT

The acronym ICT stands for Information and Communication Technology that emerged in the 1980's to indicate the combination of two technologies: information technology (IT) and communication technology. Information technology is defined as the use of technological tools to obtain and use information (Sylvester:18). As for ICT, is an extended synonym of IT; yet, it stresses basically on communication technologies-that is, it focuses on telecommunications which encompass the internet, cell phones, wireless network, video-conferencing, and all various communication services used to create, manage, store, and transmit information .

Impact of ICT on English Teaching-Learning

There is no doubt about the efficiency of ICT engagement in teaching English as a foreign language. The following are some obvious impacts of ICT use:

- ICT provides students with authentic information.
- ICT individualizes learning, and thus the student becomes autonomous.
- Student's listening skill improves better due to authentic audio materials.
- ICT facilitates the selection of teaching materials according to learner's needs.
- Motivation of the learners increases.
- It allows teachers to concentrate on one specific aspect of a lesson (vocabulary, pronunciation...).
- ICT enhances collaborative work.
- Learner's attainment improves (Hocine: 2-4).

Video Technology and Media: it includes the following:

Tele-Conferencing came into use in the early 1960s. It is a kind of telecommunication means used for delivering lectures and course works either between two locations, or between three or more locations, linked with sound and video on live (Bensafa :72). Teleconferencing has four types: the first one is called audio-teleconferencing; it lacks visual dimension and is voice-only communication. It interactively links people via telephone lines. The second type is audio-graphic conferencing; it maintains using telephone lines but adds a visual element to transmit graphics, documents, and video photos. The third type is computer conferencing; it also uses telephone lines to connect computers. Anything done in a computer can be sent via the lines. This type works with two systems, either synchronous or asynchronous. In synchronous computer conferencing two or more computers are linked at the same time, so that participants can interact simultaneously. In asynchronous computer conferencing; on the other hand, participants interact at time and place convenient to them. The fourth type is video-conferencing, the widespread type in universities, combines audio and video to transmit voice-communications and it has the advantage to show people who share the meeting(Carvalbo :367).

Motivation through ICT

ICTs have effective motivational effects on both teachers and learners. Audio and video media gives authentic information through colors, sounds, images, and movements which have a strong impact on learner's sensorial equipment. According to (Bensafa 57-8) An effective teaching/learning process must stimulate intellectual curiosity and offer a sense of

enjoyment that will move the students from the passive role of recipients of information to the active role of builders of knowledge.

Engaging ICT in learning allows bored students to experience exciting ways of learning, and raises emulation between them as well as motivates them to learn autonomously, and thereby; increases self-confidence and self-esteem (Viatonu; Titus 3). Additionally, ICT motivates teachers in a way they improve the presentation of lessons and making them stimulating, interesting, and more colorful and diverse. (Cox.M, Preston, and Cox .K 4).

ICT Policies in Algeria

The Ministry of Post and Information Technology is in charge of implementing and managing the ICT policy. To develop the ICT standing in the country, Algeria collaborated with a number of worldwide agencies like the World Bank in 2002 (Bensafa76). In 2003, the government planned a program to make ICT accessible through making computers available in every home, as internet has become available too. (Bensafa77) .To facilitate the entry of Algeria into the world of information and communication technology the following national ICT initiatives have been designed (qtd.in Bensafa 78):

- The project of the Ministry of Education to equip all schools with computers by 2005.
- The distance education project
- The virtual university project
- The research network to be put in place by the Ministry of Higher Education and Scientific Research.

ICT in Educational Environment

In June 2002, a formal ICT policy was designed to reconstruct the education process and the integration of ICT with a portion of three billion dinars. The Ministry of Education is making efforts to include and facilitate the use of ICT. All secondary schools were equipped with computer labs (15 computers: 10 for students and 05 for teachers) connected to the internet. However, half of the middle schools adopted ICT as an essential part in the learning process. In primary schools, the use of ICT remains specific to local contributions and parent and community members“ contributions (Bensafa 78-9).

At higher education, the use of ICT remains debatable. Universities are equipped with ICT tools but not inadequate. Although Algeria has adopted the LMD system that emphasises on the integration of ICT and multilingualism, teachers still have little access to ICT facilities (Mekhoukh 2).

Here is a number of attempts that the government had designed to develop the quality of teaching-learning under the heading of e-learning (qtd.in Hamdy 5-6).

- Promote the development of e-learning resources.
- Facilitate public-private partnerships to mobilise resources in order to support e-learning initiatives.
- Promote the development of integrated e-learning curriculum to support ICT in education.
- Promote distance education and virtual institutions, particularly in higher education and training.
- Promote the establishment of a national ICT centre of excellence.
- Provide affordable infrastructure to facilitate dissemination of knowledge and skill through e-learning platforms.

- Promote the development of content to address the educational needs of primary, secondary, and tertiary institutions.
- Create awareness of the opportunities offered by ICT as an educational tool to the education sector.
- Facilitate sharing of e-learning resources between institutions.
- Integrate e-learning resources with other existing resources.

Teachers' Questionnaire

Aim of the Questionnaire

For an effective case study, the questionnaire is designed to all teachers of the English department of Adrar University. It aims at investigating their point of view about the effectiveness of distance learning with the use of different ICTs, mainly videoconferencing and the results of such use that could impact the learners' level in language learning.

Administration of the Questionnaire

The target population includes all teachers of Adrar English Department who are almost (16) teachers; yet only (15) have been given the questionnaire because one teacher was absent. However, (12) teachers handed back their questionnaires. Accordingly, our sample contains a total of (12) teachers who co-operated with us and we feel very grateful for their co-operation.

Description of the Questionnaire

The whole questionnaire is made up of (15) questions classified under four sections, each section focuses on a given aspect of the topic. The questionnaire involves two types of questions, closed questions and open-ended questions. In the former, teachers are asked to answer either by "Yes" or "No". But in the latter, they are required to state their personal opinions or background information about the intended subject.

Data Collection & Analysis of Teachers' Questionnaire

Section One: personal information about the use of technologies (Q1 - Q4).

Q1: How long have you been teaching English?

Table 01: Teachers' Experience in Teaching.

Option	N°
[1-10]	05
[11-above]	07

The first question reveals information about teacher's experience in teaching English. It is a convenient question in that it reveals much of data related to the next questions about the use of technology. The results obtained show that there are (05) teachers whose experience is between (1-10) years; others experience is from (11-above) years.

Q2: Do you use new technologies to teach English in your department? If yes, what are they?

Table 02: Teachers' Use of Technology.

Option	N°
Yes	09
No	03

In this question, the instructors of Adrar English department are asked to answer whether they use technology to teach English or not. From (12) teachers, (9) answered by “yes” –that is, they use technology to teach English in our department; whereas the (3) remaining teachers do not.

One fundamental reason for teachers' use of technology is the nature of the subject matter. Teachers who do not use technology are either teachers of literature; grammar, or written expression, as examples. In those modules, teachers say there is no need for the use of technology; rather, only face-to-face interaction is enough to convey the message. However, they use technology as an additional aid to fulfill course objectives.

The second reason is that old-experienced teachers do not use technology and depend solely on face-to-face interaction, in contrast to new-experienced teachers who have the desire in using technologies to teach English.

The second part of (Q2) clarifies which kind of technologies teachers use in our department. The most used technologies are: projector, speakers, computer, phone, and software. The reason for using such technologies is their availability and accessibility in our department, additionally; the suitability of each to the target aims.

Q3: How often do you use them?

Table 03: Frequency of Using Technology

Option	N°
usually	04
sometimes	04
rarely	01

In this question, teachers are asked about the frequency of using such technologies. From (9) teachers who use technology, (4) answer “usually”, (4) answer “sometimes” and (1) respond “rarely”. The frequency of using technologies depends on the objectives designed for each course and teacher's desire for the use.

4: Do you face any difficulties in using such technologies? If yes, what are they?

Table 04: Difficulties in Using Technology.

Option	N°
Yes	01
No	08

The table shows that from (9) teachers who use technologies in teaching English, (8) teachers say that they do not face any difficulties in using such technologies; still, there is only (1) teacher who admits that he faces problems in placing the tools, and occasional breakdowns.

Section Two: Teachers' perception about Distance Learning (Q5 - Q6)

Q5: Have you ever heard about Distance Learning?

Table 05: Knowledge about Distance Learning.

Option	N°
Yes	12
No	0

The table indicates that all teachers of English department have an idea about Distance Learning.

Q6: What do you know about it?

Teachers have stated different interpretations when asking them about the meaning of DL. All the interpretations refer to DL in a way or another. Yet one teacher did not respond. The interpretations are as the following:

- ❖ A way to provide students with more opportunities for learning.
- ❖ Teaching through videoconferencing from distant places.
- ❖ Enables students to achieve their studies in short time.
- ❖ Sending and receiving lessons, works, correction...etc via the internet.
- ❖ Delivering lectures through video.
- ❖ E-learning and videoconference at university.
- ❖ A new approach using technology to contact teacher and learner.
- ❖ To send courses to the learner by mail/ post office.
- ❖ Ways of getting a degree without moving.
- ❖ It is used in Australia by students living in farms far from university.
- ❖ It seems difficult at first, but with trying more and persistence, it gets easier.

Section Three: teachers' background information about the use of video conferencing (Q7 -Q13).

Q7: Have you ever used videoconferencing to teach English in your department?

Table 06:The Use of Videoconferencing.

Option	N°
Yes	02
No	10

The data collected show that (2) teachers of Adrar English department have experienced the use of videoconferencing. Nevertheless, (10) teachers have never used it before. The number of teachers who never used video conferencing is much bigger than that of those who use it. The latter is because teachers teach elsewhere and have used it outside the University of

Adrar, whereas; who still have not used it is simply because it is not permitted yet in our university, besides; there is a lack of qualified mastery.

Q8: Is it possible to provide the department with videoconferencing technology?

Table 07:Provision of Videoconferencing.

Option	N°
Yes	07
No	03

Data described above indicate that (7) teachers say “yes” – that is, there is no obstacles to supply English department with videoconferencing. However, (3) teachers responded by “no”; this is due to the instable situation of the internet in Algeria. The remaining teachers did not answer because according to them this question should be directed to the administrators rather than teachers.

Q9: Do you think with the use of videoconferencing we can overcome the problem of the lack of teachers? Explain.

Table 08:Benefit of Videoconferencing.

Option	N°
Yes	07
No	04

A quick glance on data described above, we find out that (07) teachers agree that the use of videoconferencing is an effective substitution to overcome the problem of the lack of teachers, whereas; (04) replayed by “no”.

Teachers’ agreement to the idea of videoconferencing as a solution to the problem of the shortage of teachers is supported by diverse explanations which are summarized below:

- ❖ We can have seminars from other universities and abroad to teach the uncovered modules.
- ❖ Having courses without travelling.
- ❖ Avoid intensifying lessons.

Other teachers do not agree with such idea because this technology can not replace the significant roles of the teacher. Additionally, even with its use we would still have the shortage.

Q10: Is the use of videoconferencing better than inviting teachers and intensifying lessons? Why?

Table 09:Preference of the Use of Videoconferencing.

Option	N°
Yes	07
No	04

The table indicates that “yes” outnumber “no”. Seven (7) teachers agree that the use of videoconferencing is better than inviting teachers and intensifying lessons. This is due to the

fact that with the use of videoconferencing we gain time, money, frequency and give students more time to learn and research without stress. For those who do not agree, videoconferencing lacks the physical presence of the teacher that plays an important role in enhancing students' learning

Q11: Using such a technology, will feedback of the learner be better than with visiting teachers?

Table 10: Feedback of the Learners.

Option	N°
Yes	05
No	05

The table displays that “yes’s” and “no’s” are equal. Five (5) teachers agree that feedback of the learner will be better than with visiting teachers. Likewise for those who do not agree. However, (2) teachers did not answered saying that it should be tried first.

Using such technology, the feedback of the learner will not be better than with visiting teachers, yet; it will be better when teacher is close to students. The simultaneous reaction between teacher and learner is vital in feedback. On the other hand, using videoconferencing will be better because some students will overcome the stress and shyness they feel in front of the teacher.

Q12: Do you think learners will be better motivated through distance learning with the use of ICT tools?

Table 11: Motivation through Distance Learning and the Use of ICT.

Option	N°
Yes	07
No	03

This question seeks information whether the integration of ICTs in distance learning will motivate the learners or not. As it is described in the table: (07) teachers agree, yet; (03) of them do not agree.

Use of ICTs in learning plays an effective role in motivating the students because it facilitates research about authentic information, sometimes with image, sound and video. Moreover, students get various views about knowledge from diverse sites.

Nevertheless, the use of ICT may not be motivating for those who lack technological competence skills and those who do not have frequent access to it.

Q13: Do you think learners' level will be better improved?

Table 12: Improvement of Learners' Level.

Option	N°
Yes	08
No	03

This question investigates if the level of the learner will be better improved when using ICTs in DL or not. As data indicate, (08) teachers answer by “yes”, whereas (03) of them respond by “no”. One teacher did not answer. The improvement of the level depends on the way technology is implemented, frequency, the suitability to a given task, and self-motivation of the learner.

Section Four: teachers’ opinion about the integration of distance learning system (Q14-Q15).

Q14: Is it a good idea to integrate distance learning system with the use of ICTs to teach English in our department? Explain.

Table 13: Integration of Distance Learning System.

Option	N°
Yes	10
No	02

This significant question is answered by (10) teachers with “yes” and only (2) with “no”. It is a good idea to integrate distance learning system with the use of ICTs to teach English in our department because it means an end of the lack of teachers, enrich students with more experienced teachers of the world, and utile for many students who cannot attend. On the contrary, it is not utile because we are not well prepared, qualified and equipped for such system.

Q15: What are advantages and disadvantages of DL do you think we will face in the future in our department?

This question displays different interpretations given by teachers of Adrar English Department about advantages and disadvantages of DL that we may face in the future. Two (2) teachers did not answer because it is still not in use. Here is the summary of what teachers have stated:

Advantages

- ❖ Offers opportunity for people who have obligations that prevent them from attending.
- ❖ Gives chance for students to contact native teachers abroad.
- ❖ Puts an end to the problem of the lack of the teachers.
- ❖ Good covering of the curriculum.
- ❖ Learners learn in a comfortable way.
- ❖ Saves money, time, and movement for both teachers and learners.

Disadvantages

- ❖ Technical maintenance and set up issues.
- ❖ Expensive materials.
- ❖ Needs specialized materials.
- ❖ Connection problems.
- ❖ If it is generalized as a whole system, it does not work; but it is convenient when there are problems like shortage in number of teachers or for those who cannot attend.

- ❖ The last most important disadvantage is the lack of the physical presence of the teacher and face-to-face interaction. Because the teacher plays a key role in enhancing students development.

The Statistical Analysis of the Teachers' Questionnaire

Table of descriptive statistics

Distance Learning and the use of ICT						
N	N	Mean	Standard deviation	Maximum	Minimum	R
12	180	0.60	3.95	12	0	12

To calculate the mean we use the formula of the weighted mean as follow:

$$x = (x_1 + x_2 + x_3) / 3$$

The availability is represented by $x_1 = 7/12 = 0.58$

The Motivation is represented by $x_2 = 7/12 = 0.58$

The improvement is represented by $x_3 = 7/11 = 0.63$

The regression model

The model takes the form: $Y = a + b X + e$

Y: represents the availability (The proxy of the teachers questionnaire)

X: represents the improvement (the proxy of the feedback using)

b: Degree of correlation between the availability and the improvement

a: intercept

e: error

The values of the model are shown by the following table:

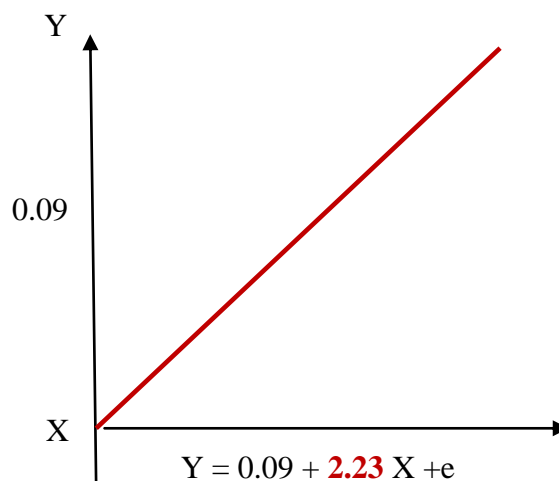
Values of parameters	
A	B
0.09	2.23

The model of the teachers' questionnaire is:

$$Y = 0.09 + 2.23 X + e$$

$b = 2.23 > 0$ means that using distance learning and technology in teaching improves the level of students and finds a solution to the lack of teachers

The Graphical Representation



Graphic 01: The Use of Distance Learning and Technology in Teaching.

DISCUSSION OF TEACHERS' QUESTIONNAIRE

After analyzing teachers' questionnaire, we have obtained many facts and results towards our hypothesis. According to their answers about the integration of distance learning program with the use of new technologies, mainly videoconferencing to enhance EFL learners of Adrar University, we get that teachers support such idea and find it helpful for master students who suffer difficulties in attending regular classes, and intensifying courses with visiting teachers. In this regard, most of the teachers find it convenient to use videoconferencing rather than inviting teachers because with such use more hours will be included so that learners grasp better.

Nevertheless, teachers are against the adoption of Distance Learning as a whole system in the English Department which means teaching in Virtual Environment because it is not fruitful for language learners. In addition, it lacks the most important element in the learning process which is face-to-face interaction with the teacher.

Consequently, with a total agreement teachers are with the use of distance learning but in some modules when there are extreme conditions and not as a whole system to teach all modules.

Students' Questionnaire

Aim of the Questionnaire

Students' questionnaire aims at investigating students' preference of the way they learn when they face problems in the traditional way, like the shortage in the number of teachers. So, the questionnaire offers the students opportunities and solutions for such problem which are Distance Learning and the use of Videoconferencing. They are required to answer if those solutions are appropriate to them or not. According to their answers, the questionnaire provides data about the usefulness of such solution which the English Department will take it into consideration in the future.

Administration of the Questionnaire

The target population includes all master students of Adrar English Department. It includes first year master students (linguistics and literature) + second year master students of linguistics. Initially, the questionnaire was designed for (90) students as a total number, yet because of absences, only (70) students are given the questionnaire. Nevertheless, (50) master students handed back their questionnaires. Accordingly, our sample contains a total of (50) master students who co-operated with us and we feel very grateful for such co-operation.

Description of the Questionnaire

The whole questionnaire is made up of (12) questions which are classified under two sections, each section tackles a given aspect of the topic. The items involved in the questionnaire require the participants to pick up one of the dichotomies (**yes/no**), or to give their opinions and background information about the subject.

3.3.4. Data Collection & Analysis of Students' Questionnaire**Section One: personal information about the use of technologies (Q1-Q4).****Q1: How long have you been learning English?****Table 01: Years of Students' Learning.**

Option	N°
[9-10]	19
[11-14]	31

The first question asks students about the number of the years they have spend in learning English. The data above show that most of students spend between [9-10] years in learning English, others, between [11-14] years. The first category includes those who studied in the L.M.D. system; unlike the second category that includes those who studied in the "classical" system. This question is helpful in determining information about the followed questions.

Q2: Have you ever used new technologies to learn English in your department? What are they?**Table 02: The Use of Technologies in Learning English.**

Option	N°
Yes	36
No	14

The table indicates that (36) students have dealt with technologies to learn English in the department, yet only (14) of them did not. The latter is because there were not technologies available as nowadays for those who learnt English since many years before in the classical system. Later, technologies become available in the department especially for the L.M.D. students because this new reform insists on the use of ICTs.

The technologies stated by students are: data show, computer, tape recorder, TV, microphones, mobile phones, internet, slide projector, videos, monitor tapes, and audiotapes. At this list we observe that there are technologies which are not available in the department, this is due to the fact that there are master students who came from other universities.

Q3: Are you satisfied with those technologies?**Table 03: Learners' Satisfaction about Technology.**

Option	N°
Yes	17
No	19

In this question informants are asked whether such technologies are sufficient in learning and they meet the target aims or not. From (36) students who dealt with technology, (19) students are not satisfied, however; (17) are satisfied. Students' dissatisfaction is due to many causes:

- ❖ Technologies are not developed enough.
- ❖ They have a limited use.
- ❖ Not sufficient to learn some modules.
- ❖ Students need other different modern technologies.

- ❖ Time allotted is not enough.
- ❖ Some students are not familiar with technology.

Q4: Can you learn English, using new technologies and without face-to-face interaction with the teacher?

Table 04: The Ability of Learning by Using Technologies and without Face-to-Face Interaction

Option	N°
Yes	31
No	18

Data described above indicate that **(31)** students can learn English using technologies and without face-to-face interaction, however; **(18)** students cannot. Students who can learn without face-to-face interaction favour the use of technology because they have access to it, they own the technological competence skills, and they have a high motivational degree. Nevertheless, for those who do not prefer learning through the use of technology consider teacher a main figure in the learning process because he guides them and they can ask him whatever they want. In addition, technology is not accessible for them and they do not master it.

Section Two: students' opinion about the integration of DL system and its effects (Q5-Q12).

Q5: Do you like to learn at a distance with the use of ICTs in your department?

Table 05: Learning at a Distance with the Use of ICTs.

Option	N°
Yes	30
No	19

This question shows that **(30)** of Students favour learning at a distance with the use of ICT tools because it saves money and time of transporting, helps students whose responsibilities prevent them from attending regular classes, moreover; they are not obliged to carry a lot of books and documents. Whereas, those who do not prefer learning at a distance is due to the fact that this way is not satisfying and not vital with some modules so that students need to attend and have a real interaction with the teacher. As some students do not find it motivating because they lack the accessibility and mastery of technology. In addition, some students like the atmosphere of the classroom where they feel relaxed.

Q6: Do you think learning through videoconferencing is better than inviting teachers and intensify lessons? Why?

Table 06: Preference of Learning through Videoconferencing.

Option	N°
Yes	24
No	26

This question introduces for EFL learners of Adrar University a new technological tool called videoconferencing as an alternative solution for intensifying lessons with visiting

teachers. Students who favour such technology outnumber those who do not. (24) of students claim that through videoconferencing they will learn comfortably, concentrate more, and have more time for research. However, those who do not support the use of this technology claim that they like to “feel” the teacher in front of them, in addition; problems of connection in Algeria will make it not well implemented.

Q7: Do you think your skills will be better improved via Distance Learning?

Table 07: The Impact of Distance Learning on Language Skills.

Option	N°
Yes	23
No	21
maybe	06

This question reveals whether students think that their language skills will be better improved via Distance Learning or not. (23) of students think “yes”, whereas (21) think they will not. Since DL is basically based on the use of different technologies, language skills will be better developed. For instance, listening and chatting with natives, will better improve the speaking, writing, and listening skills. Through blogs, learners can develop the writing skills. Also through the use of video-conferencing, learners can contact native teachers which will be beneficial for language competences. Nevertheless, others do not think their skills will not be better improved via because they prefer teacher-learner model.

Q8: Distance learning is helpful for busy and working learners?

Table 08: Usefulness of Distance Learning.

Option	N°
Yes	48
No	02

This question aims to find out learners’ opinion if learning at a distance is helpful for working and busy student or not. The data show that (48) of students agree that it is helpful, however; few of them(02)say “no”, because who is busy would not find time for study even at a distance.

Q9: Can you satisfy yourself with distance learning courses?

Table 09: Satisfaction of Distance Learning Courses.

Option	N°
Yes	27
No	19

The aim of this question is to ask the subjects whether taking courses through a distance will be sufficient and enough for them to comprehend and meet the target aim of the course or not. (27)of the subjects think that distance courses will be sufficient for them and they can achieve course objectives, whereas, (19) of them assume they cannot because they need the instructor to guide them.

Q10: Do you find it interesting and enjoying?**Table 10:** Enjoyment through Distance Learning

Option	N°
Yes	29
No	15

This question indicates that (29) of learners of the English department find Distance Learning interesting and enjoying, yet (15) of them find it not. This depends on one's preference and desire for the way of learning.

Q11: Can you be motivated through distance learning?**Table 11:** Motivation through Distance Learning.

Option	N°
Yes	29
No	16

In this question participants respond if Distance Learning is motivational for them or not. (29) of respondents say "yes", however; (16) of them find it not motivating.

Q12: Do you prefer Distance learning rather than traditional learning?**Table 12:** Preference of Distance Learning Rather than Traditional Learning.

Option	N°
Yes	20
No	26

This is a key question in the questionnaire. It tries to discover if students of Adrar English department prefer distance learning as a whole system to learn all the modules or not. Data show that (26) of students do not want such a way of learning, rather; they prefer the traditional way of learning-that is, study in regular classes with face-to-face interaction with the teacher who uses technological tools as teaching aids. Also learning all the modules at a distance is not beneficial because connection facilities are not provided in a vital way. Whereas (20) of students like to learn in such a way for different reasons that are discussed previously.

The Statistical Analysis of the Students' Questionnaire:**Table of descriptive statistics**

Distance Learning and the use of ICT						
N	N	Mean	Standard deviation	Maximum	Minimum	R
50	600	0.60	3.80	48	1	47

To calculate the mean we use the formula of the weighted mean as follow:

$$x = (x_1 + x_2 + x_3) / 3$$

The Using is represented by $x_1 = 36/50 = 0.72$

The is Satisfaction represented by $x_2 = 19/36 = 0.52$

The improvement is represented by $x_3 = 29/50 = 0.58$

The regression model

The model takes the form: $Y = a + b X + e$

Y: represents the improvement (The proxy of the students' questionnaire)

X: represents the using (the proxy of motivation)

b: Degree of correlation between the improvement and the using

a: intercept

e: error

The values of the model are shown by the following table:

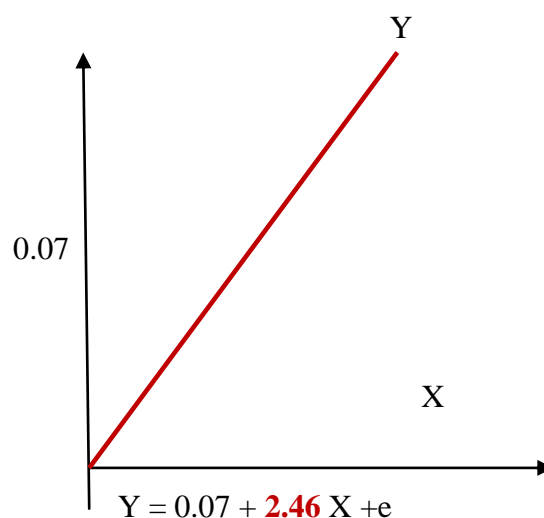
Values of parameters	
A	B
0.07	2.46

The model of the teachers' questionnaire is:

$$Y = 0.07 + 2.46 X + e$$

$b = 2.46 > 0$ means that using information and communication technology in learning increases the learning satisfaction of students and improves their levels.

The Graphical Representation



Graphic 02: The Use of Distance Learning and Technology in Teaching.

DISCUSSION OF STUDENTS' QUESTIONNAIRE

After having discussion about students' questions, we notice that the results obtained are similar to the results of teachers. According to the data collected, students agree that the integration of distance learning program, with the use of new technologies will be beneficial for them, in that they can complete their studies regardless of the daily difficulties they face. As through videoconferencing they can learn comfortably as similar as the traditional classroom environment, in addition; the quantity of hours will be more than with visiting teachers. Consequently, master students accept such solution only as an alternative to visiting teachers, and not all the modules taught at a distance. As it is a good idea to learn some modules by a mixture with face-to-face interaction and learning at a distance.

The Statistical Result of Students' Questionnaire and Teachers' Questionnaire

The degree of correlation (**b**) of the teachers and students questionnaire is positive (**2.23** and **2.46**). This result proves that the distance learning and using technology increases the learning satisfaction of students, motivates them, improves their levels and finds solution to the lack of teachers.

CONCLUSION

All in all, the positive results found out from the analysis of the two questionnaires about the integration of new technologies in Distance Learning to enhance Adrar EFL learners have confirmed our hypothesis. This means that the implementation of distance learning program in our department plays a key role in overcoming many learning difficulties and problems that master students are suffering from (intensifying lessons with visiting teachers and disability in attending regular classes). Furthermore, it is worthy to mention the positive role of videoconferencing as an instrument delivery method in distance learning and its positive effects upon the learners.

However, this new mode of learning could have disadvantages. Yet, students are in need to such type of learning, so this cannot prevent the department from implying it. Since students will benefit from such leaning, its disadvantages also will be taken into consideration in the future.

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