

أعمال

المؤتمر الدولي الثاني للغة العربية
بكلية الآداب - جامعة الوصل

اللغة العربية وتكنولوجيا التحول الرقمي: المنجز والواقع والمأمول

16 - 17 نوفمبر 2022
بحوث علمية مُحَكَّمَة





جامعة الوصل
AL WASL UNIVERSITY

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تقديم

تسعى كلية الآداب بجامعة الوصل دوما، نحو الجودة والتميز، وتحث الخطى لتكون مختبرا لعلوم اللغة وآدابها، ولمناهج البحث العلمي وطرق اكتسابه من مصادره، ولتكون مركزا للإشعاع الثقافي والعلمي، ومنازة له، يعشو الجميع إلى ضوئها، ليقتبس منها ما يضيء به طريق التطور والتقدم والنماء، من فكر حر إنساني متسامح، راسخ الجذور في الثقافة العربية الإسلامية، متطلع إلى التجدد والابتكار والريادة، في بيئة علمية هي بيئة مدينة دبي التي تجتذب ولا تطرد، وتجمع ولا تفرق، تنشر الود والإخاء والاعتراف بالآخر، وبحقه في الاختلاف الذي هو سنة الله في خلقه.

هذه الكلية ركن ركين من أركان جامعة الوصل، أعدته ليكون قاطرة الوصل بين مجد الماضي، وعزة الحاضر، وكبرياء المستقبل، قاطرة محركها لغة القرآن؛ فاللغة في هذا العصر، كما في كل عصر، هي أداة التفكير والإنتاج المعرفي ومكتنزهما، ومولدهما ومستثمرهما، من جهة، وهي من جهة أخرى، قطب رحى هوية الأمة، ومحدد منزلتها في الكون المحيط بها، منها تنطلق نهضة كل أمة، وبها تتحدد فاعليتها وكفاءتها في محيطها وفي العالم.

تعي جامعة الوصل أهمية اللغة وعلومها؛ لذلك تكثف عطاءها في هذا الجانب من جوانب نشاطاتها المتعددة الأوجه:

- تكوين آلاف الخريجين على مستوى البكالوريوس، ومئات الخريجين على مستوى الماجستير والدكتوراه، كلهم ينشرون رسالتها الآن في جميع الأنحاء.
- نشر مئات الرسائل والكتب العلمية، الموزعة بين أيدي الأفراد.
- عقد مئات الندوات العلمية والمحاضرات التثقيفية المستمرة على مدار السنة.
- تنظيم المؤتمرات العلمية الدولية الدورية: مؤتمر الدراسات العليا، مؤتمر الدراسات اللسانية والسردية، المؤتمر الدولي للغة العربية، الذي يعقد كل سنتين، والذي تقدم هذه الكلمة حصيلة دورته الثانية التي جرت وقائعها على مدى إحدى عشرة جلسة علمية، يومي 16 و17/11/2022، تعاقب خلالها على المنصة خمسون باحثا من

أقطار عربية متعددة، قدم كل منهم عصارة تفكيره، وخلاصة بحثه وتنقيبه، وثمره تجربته وخبرته التي نماها على مدى عقود من الجد والاجتهاد. وتخللت هذه الجلسات شهادتٌ وتجاربٌ لشخصيات علمية مشهود لها بعمق الخبرة، وثراء التجربة وغنى العطاء.

تناولت الأوراق البحثية الخمس والأربعون المعروضة في الجلسات:

- علاقة اللغة العربية بتحديات مجتمع المعرفة، وبالذكاء الاصطناعي.
- أهمية اللسانيات التطبيقية في حوسبتها ورقمنتها.
- دور كل من المكتبات والمعاجم الإلكترونية والترجمة الآلية.
- صناعة المعجم الرقمي لغير الناطقين بالعربية.
- أهمية المنصات والمدونات الرقمية، في النهوض بهذه اللغة وبمجتمعها، وما تسهم به البرامج والتطبيقات الإلكترونية في تسهيل تعلمها وتعليمها في دولة الإمارات، وفي غيرها...

وخرج المؤتمر بعدد من التوصيات التي تصب كلها في طرق الاستفادة من الذكاء الاصطناعي في تطوير المعارف والمهارات الداعمة لتنمية هذه اللغة:

- تصميم التطبيقات اللغوية متعددة التخصصات: اللسانيات التربوية، البرمجيات.
- الإفادة من المنصات والبرمجيات مفتوحة المصدر وتطبيقها في مصادر المعلومة.
- اعتماد البرامج الإلكترونية لتحليل المستويات اللغوية.
- توظيف ما يُنتج للأطفال من مواد أدبية وتعليمية عبر المنصات الرقمية باللغة العربية، في المناهج التعليمية المدرسية.
- إنشاء منصات للأدب الرقمي تكون فضاء للكتابة والنشر والترجمة والتواصل.
- بناء قواعد البيانات الداعمة للنهوض بهذه اللغة.

- تنظيم مؤتمرات وورشات عمل تهتم بتطوير المناهج المتعلقة بدراسة اللغة.
- تكثيف الدورات التدريبية في مجال الحاسوبيات والبرمجيات.
- تدعيم المحتوى العربي على الشبكة العالمية.

وواضح من القضايا، المعروضة في هذه المدونة البحثية، والقضايا التي أثّرت أثناء جلسات المؤتمر وضمن التوصيات التي اختتم بها، أنها كلها مساءلات لمستقبل البحث في هذه اللغة وفي مجتمعها، وسعي لتطوير أدوات هذا البحث، واستشراف لإمكانات مستقبله، في ضوء ثورة المعلومة وفتوحات الذكاء الاصطناعي.

هذه عينة من عطاء هذه المؤسسة الرائدة، التي يغترف من معينها آلاف الطلبة والباحثين منذ أكثر من ثلاثة عقود من الزمن، وما زال عطاؤها في تزايد، وسيبقى بحول الله، وبسخاء القائمين عليها، الذين ينشرون العلم والخير بغير حساب.


أ. د. محمد عبد الحي

الرئيس التنفيذي للمؤتمر

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**Investigating the Use of Electronic Platforms
during and after Covid-19 Pandemic Era
The Case of Second Year Licence Students of
Arabic Language and Letters at Oran 1 University
(Algeria)**

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Abstract

It is a truth generally acknowledged that Covid-19 pandemic has transformed the world in general and the scenario of teaching in particular. The massive outburst and terrifying spread of the disease resulted in institutions' closure across the world, as an emergency response, Algerian universities like many other universities worldwide had no option but to shift to distance learning relying on remote platforms to ensure the continuity of learning. The present study seeks to investigate the use of electronic platforms from students' perspective during and after the lockdown caused by Covid-19 pandemic. In order to fulfill the aims of the study, a case study was held in the department of Arabic Language and Letters at Oran 1 University (Algeria) whereby a questionnaire was conducted to second year LMD students so that to gather opinions with regard to the subject in hand. The findings revealed that the vast majority of the survey respondents are not familiar with the utilization of digital platforms, more than this, they hold negative attitudes towards learning via electronic platforms as they support and favor face-to-face learning (traditional classroom). A set of recommendations will be provided to support the subject in hand.

Keywords: Covid-19 - Electronic Platforms - Online Learning- Students of Arabic Language and Letters.

ملخص

مما لا شك فيه أن جائحة كورونا (Covid-19) قد غيرت العالم بشكل عام وميدان التدريس بشكل خاص. حيث أدى الانتشار الهائل والمخيف للوباء إلى غلق مختلف المؤسسات في جميع أنحاء العالم استجابة للطوارئ، وبالتالي لم يكن لدى الجامعات الجزائرية الخيار سوى الاستعانة بطريقة التعليم عن بعد، كغيرها من الجامعات الأخرى في جميع أنحاء العالم، وذلك من خلال الاعتماد على منصات إلكترونية لضمان استمرارية التعلم.

وعليه، فإن هذه الورقة البحثية ذات أهمية علمية وأكاديمية نسعى من خلالها إلى إجراء دراسة حول استخدام المنصات الإلكترونية من طرف الطلاب طيلة فترة الجائحة ولتحقيق ذلك تم إجراء دراسة ميدانية في قسم اللغة والأدب العربي بجامعة وهران 1 (الجزائر)، حيث تم تجهيز استبيان استهدفنا من خلاله عينة محددة؛ وهم طلاب السنة الثانية ليسانس من أجل جمع البيانات المتعلقة بالموضوع.

كشفت النتائج أن الأغلبية الساحقة من الطلبة ليسوا على دراية بكيفية استخدام هذه المنصات الرقمية، زيادة على ذلك لديهم مواقف سلبية إزاء التعلم عبرها، حيث يدعمون التعلم الحضوري.

في خاتمة هذه الورقة البحثية سيتم تقديم جملة من التوصيات لدعم الموضوع وحل مشكلة الدراسة، بالإضافة إلى تقديم مجموعة من الحلول العملية بغية الوصول إلى نتائج جديدة.

الكلمات المفتاحية: جائحة كورونا - المنصات الرقمية - التعليم عن بعد - طلبة اللغة و الأدب العربي - أداء الطلبة

Introduction

The first quarter of 2020 signals the outbreak of Covid-19 pandemic, an enduring event that has shaken the world in general and the educational realm in particular. To carry out academic activities, many educational institutions across the globe shifted to online learning as the Covid-19 pandemic situation became more and more alarming. To this end, many educators realized the enormous urge of distance learning by supporting the use of electronic platforms as inevitable alternatives to face-to-face traditional classes.

In the same spirit, educational institutions with the emphasis on the higher education sector are trying to accommodate to the needs of today's digital world. As a matter of fact, it should be stressed that in the present day and age, the teaching-learning experiences has proven to be a quite challenging experience for both learners and instructors. With the advent of the Covid-19 pandemic which has brought drastic changes to educational spheres, distance learning seems to present new challenges.

The present research paper seeks to investigate the use of electronic platforms during and after Covid-19 pandemic from students' perspective. To better meet the study's objectives, a case study was conducted in the faculty of Letters and Arts at Oran 1 University of Ahmed Ben Bella (Algeria), more specifically in the department of Arabic language and letters so that to collect data with regard to the subject in hand. Accordingly, the main questions that set the study are: To what extent students engage with the course content being taught on e-platforms? (1) do they consider learning via electronic platforms as an effective experience? (2) What obstacles did they face when retaining information on digital platforms ? (3)

Based on the research questions that set the research study, it is hypothesized that L2 students of Arabic language and Letters students at Oran 1 University of Ahmed Ben Bella who exemplify the sample population of this research investigation prefer traditional face-to-face classroom. In addition to this, it is hypothesized that some students struggle with accessing digital learning platforms used to support virtual learning which can be deduced to a variety of factors.

Background:

With educational institutions shut worldwide and the lockdown in response to safety measures issued by higher authorities to prevent the spread of the pandemic, learners at all levels stopped having face-to-face classes and embarked on their online educational journey through electronic learning platforms to ensure the continuity of academic activities despite the lockdown. As Syahrin & Salih put it “ the Covid- pandemic has forced schools and universities to shut down, and inevitably disrupts the traditional forms of face-to-face learning.”(Syahrin & Salih 2020,p.48)

Correspondingly, it is worthy of note to state that the massive shift from traditional classroom to remote learning has been a quite challenging experience creating a massive disturbance in the field of education. In a like manner, learners at different levels face a variety of difficulties and challenges adapting to the abrupt and unplanned shift to online learning (Baticulon, R., Sy, J., Alberto, N., Baron, M., Mabulay, R., Rizada, L., et al., 2021, p615). In addition to this, in a response to a totally unexpected and imposed transition, it has been maintained that the emergency transition brought upon by the pandemic has relatively little body of knowledge. (García-Peñalvo, F. J., Corell,, Rivero-Ortega, R., Rodríguez-Conde, M. J., & Rodríguez-García, 2021,p2) To this end, several studies have been undertaken to approach the subject matter from different angles (from teachers and learners’ perspectives).

In an attempt to keep up with the modern and globalized world, educational spaces are trying to accommodate to the needs of today’s digital society. The educational sphere is changing rapidly because educational technology is in constant expansion. The evolution is quite pervasive and is not limited to EFL classrooms. The use of ICT (Internet and Communication Technology) in educational contexts is not a newly practice, it has been integrated into education long before the pandemic. In the same spirit, the use of ICT facilities and digital learning spaces is getting a widespread attention as it has become placed at the center of the educational enterprise, transforming the scenario of language teaching and learning.

In a similar vein, the growth of e-learning in educational contexts dates back to the 1960s during which the use and incorporation of technological

devices took place. (Fernández-Manjón, Sánchez-Pérez, Gómez-Pulido, Vega-Rodríguez, & Bravo-Rodríguez, 2007, p. 1). However, it has been subjected to widespread implementation and fame after the popularization of the Web and Internet. In an attempt to outline the divergent definitions provided to highlight the term e-learning, several definitions provided by renowned scholars have been brought to the fore, by way of illustration, Muneer Abbad and David Morris provide a common yet broad definition to define e-learning. In their words, e-learning refers “to any learning that is electronically enabled” (2009, p.2), Bryn Holmes and John Garden, on the other scale, define e-learning as an “online access to learning resources, anywhere and anytime” (2006, p.14)

Since the debate on digital learning requires a thoughtful understanding and examination of those involved within the teaching-learning process, it is worth considering how the migration to e-learning is affecting twenty first century learners’ performance and attitude who are of different ages and interests, coming from different backgrounds and learning in different portions around the world. Some learners were ‘born with a silver spoon in their mouth’ and have been introduced to digital literacy, others - especially in underdeveloped countries- are not granted with the same affordances as learners in more developed countries. This reality has been proven by the outburst of the pandemic whereby learners in less developed countries still face challenges that constitute significant obstacles for e-learning, raising serious concerns about digital poverty.

Research Design and Methodology:

An indispensable component within any academic research study is the research design which refers to the framework that covers the needed tools and adopted techniques undertaken by researchers during the data gathering process to fulfill the aims of the study and resolve the problem being posed. Le Compte and Schensul provides a comprehensive definition to research design, they define it as “blueprint for action” (1999, p.62). On these grounds, it can be said that research design plays an outsized role within the process of collecting data that seeks to analyze and interpret the research problem.

Moreover, it is of essence to note that one of the most challenging phases within any research investigation revolves around which research approach to select and follow to carry out the research study. In fact, research methodology refers to the 'how' of any given research study. In other terms, research methodology hints at the different techniques and procedures undertaken by a researcher to meet the aims of the study. At this particular phase, researchers are expected to select any appropriate research method that best suits their study relying on a quantitative method, qualitative method or mixed approach.

As far as the present study is concerned, one opted for a quantitative method which entails the use of numbers and statistics to analyze the data collected. Therefore, the deployed strategy is a self-administered questionnaire that consists of 15 questions. It has been delivered hand-to hand to second year LMD students of Arabic language and letters whose age ranges between 19 to 24 years old. The study was carried out in April, 2022 with the aim to gather opinions and better uncover the use of digital learning platforms by the chosen population.

Description of the Study Setting:

Department of Arabic Language and Letters:

The present study investigation took place at Oran 1 University of Ahmed Ben Bella, Algeria, more specifically in the faculty of Letters and Arts. The latter is one of the seventh faculties at the University of Oran 1: Ahmed Ben Bella. Like many other educational institutions, this faculty was established after the Algerian Independence (1962) with the task of teaching a wide range of subjects including Algerian literature, phonetics, linguistics, criticism, rhetoric..etc The faculty consists of two main teaching departments. They are highlighted as such:

- 1- **Department of Arabic Language & Letters:** is one of the faculty's largest and oldest departments with three academic divisions (literary, linguistic and critical). It has around 800 undergraduate places and about 300 graduates each year, offering an effective training to both undergraduate and postgraduate students. The department strives to provide students with an effective training in the field of Arabic language and

literature that contributes to the core curriculum.

- 2- **Department of Arts:** is known as the second department within the faculty of Letters and Arts, offering a wide range of courses. With the help of professionals in the field of arts, the department of arts consists of crucial art programs like filmmaking and directing, visual and fine arts, music and theatre that fully engage students in an experiential learning process.



Fig.1. University of Oran 1 “Ahmed Ben Bella” Logo

Sample Population:

It is commonplace to note that the use of samples is of chief importance in social sciences and constitutes a sufficient alternative if the research population is large in size. This reality is highly acknowledged by various scholars like Bryman and Bell (2003), Aaker and Day (1986). One of the arduous challenges that researchers face in the data collection process is the large number of population they frequently meet. Accordingly, many research studies should be done in a given amount of time, researchers find it better to reduce the number of respondents. This attrition process is known as sampling which according to Tejero (2006, p.43) is a “strategy which enables the researcher to pick a subgroup (sample) from a larger group (population) then use this subgroup as a basis for making judgment about the larger group”.

With an eye to the present research study, the sample population constitutes of undergraduate students of Arabic language and letters who are

second year LMD students of Linguistics Studies. They have been thoughtfully selected to carry out the present investigation. A sample of 60 students who belong to four different groups: A/B/C/D exemplify the sample involved within this study and were handed surveys to answer. Each group studies English for hour and a half (1h30m) once a week. The population sample that has been purposefully selected to carry out the study has been learning English via Moodle platform since the outbreak of Covid-19 pandemic.

In light of this, it is worthy of note to state that though there was a partial return to traditional face-to-face classroom since the virus is said to be now under better control as compared to its early beginnings in March 2020, students in Arabic language and letters department are still learning English like other non-core subjects via the university's digital platform Moodle and other online platforms including Google Meet and zoom.

Day / Timing	Monday	Tuesday	Digital Learning Platforms
09h ⇒ 10h:30	L2/Group A	L2/Group C	Moodle/Google Meet/ Zoom
10h:30 ⇒ 13h	L2/Group B	L2/Group D	Moodle/Google Meet/ Zoom

**Table1 - English Teaching Timetable for L2 Students
(Linguistic Studies Division)**

Data Analysis and Findings:

As previously discussed, the present study investigates the use of electronic (digital) platforms during and after Covid-19 era from students' perspective. The tools deployed to carry out the present study are statistical since one opted to analyze the numeric data quantitatively. The survey that was administered to second year LMD students of Linguistics Studies (undergraduate students), exemplifying a population of 60 students consists of both closed-format and open-ended questions and is actually divided into three rubrics. The findings are discussed below in tables accompanied with interpretations.

Q1. What is your gender ?		
Male	Female	%
25%	75 %	100 %
Q2. What is your age ?		
18-22 years old	22-24+ years old	%
60%	40%	100 %

Table2 - Demographic Data of the Target Population

A review of table 2 that elucidates the study's demographic data indicates that 25% of the target population were identified as male students while 75% of survey respondents were identified as female students whose age ranges between 19 to 24years old.

Q3. How long have you been studying English virtually at university ?		
1 year	2 years	3 years
0%	100%	0%

Table3 - English Distance Learning Experience

The major focus of the second rubric of survey questions was on digital platforms' access and use. Therefore, the aim of this question was to identify students' English learning experience since the shift to online learning. The results indicate that 100% of second year (linguistic) students who took part in this study have been learning English virtually for two years now because the present investigation took place April,2022 (after Covid-19 pandemic). Additionally, the department of Arabic Language and Letter at Oran 1 University offers English online courses to all undergraduate students (L1/ L2/L3/M1) since the outburst of the pandemic (March, 2020).

Q4. When did you start distance learning via electronic platforms ?	
Option	%
I have been learning virtually on e-platforms before the outburst of Covid-19 pandemic.	0%

I have been learning virtually on e-platforms after the outburst of Covid-19 pandemic.	100%
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Table4 - Investigating Students' Use of Digital Learning Platforms

The aim of this question was to know whether or not students made use of digital platforms before the outbreak of Covid-19 or as the result of the pandemic crisis. Thus, the results reveal that 100% of survey population started learning via digital platforms since the outburst of Covid-19 pandemic.

Q5. Do you have a device to access distance learning via any e-platform ?	
Option	%
Yes, I have my personal device	63,33%
No, I do not have	06,66%
I share a home device with someone (relative/classmate/friend)	30%

Table5 - Students' Accessing Electronic Platforms

The focus of this question was on technology access since online learning requires a digital device so that to access course content on digital platforms,. Therefore, the findings indicate that the vast majority of survey respondents (63,33%) possess a personal device, 30% of participants share a home device while 6,66% do not own a digital device to access online information.

Q6. How do you access educational content and virtual classrooms ?	
Option	%
Desktop	13,33%
Laptop	51,66%
Smartphone	35%

Table6 - Students' Accessing Content Information Device

The aim of this question was to know about what type of digital device students make use of to access learning remotely. The findings reveal that Smartphone and laptop ownership is prevalent among survey participants ; whereas the percentage of 13,33% exemplifies a minority of very few students who access virtual course content via a desktop.

Q7. How often do you access E-learning platforms ?	
Option	%
Always	35%
Usually	20%
Often	30%
Sometimes	15%

Table7 - Frequency to Access E-Learning Platforms

When asked about the frequency to access e-learning platforms, it is found that 35% of survey respondents (as indicated in table 7) always access course information or online sessions, 20% of them usually access e-platforms and only 15% of them access from time to time.

Q8. To what extent do you engage with the course content being taught on e-platforms ?	
Option	%
to an extremely large extent	15%
to a large extent	18.33%
to a moderate extent	38,33%
to a small extent	28,33%

Table8 - Students' Engagement with Course Content on Digital Platforms

The major focus of this question was to prompt students elucidate their engagement with course information on digital platforms. Therefore, one got mixed answers to this question. Of their responses, 38,33% engage with the content information to a moderate degree, 28,33% reported 'to a small

extent', and 18.33% selected 'to a large extent' and only 15% reported to an extremely large extent.

Q9. To what extent your instructors were helpful while studying virtually ?	
Option	%
to an extremely large extent	05%
to an extremely large extent	10 %
to a moderate extent	40%
to a small extent	45%

Table9 - Instructors' Support and Guidance via E-Platforms

Effective learning - be it in-person or online- requires both teachers as instructors and learners to be actively present within the teaching-learning process, to this end, the aim of the this question was to know whether or not students received any support or guidance on the part of their instructors on learning platforms. Therefore, the findings reveal that the vast majority reported that their instructors were less active and supportive as table 9 indicates that 40% and 45% of respondents reported 'to a moderate extent' and 'to a small extent'. The lowest rates (05% and 10 %), on the other hand, refers to respondents who identified their instructors' active engagement on digital platforms by selecting 'to an extremely large extent' and 'to an extremely large extent'.

Q10. What is your favourite mode of learning ?	
Option	%
Traditional face-to-face classroom	31,66%
Virtual learning	15%
Blended learning	53,33%

Table10 - Students' Favorite Mode of Learning

The focus of this question was to investigate students' preferred learn-

ing style.As highlighted in table 10, a total of 53;33% of target population are in favor of blended learning which encompasses both modes: face-to-face and online learning. 31,33% of the respondents have a face-to-face class preference and only 15% prefer virtual(online) learning.

Q11. Which of these online learning platforms do you prefer ?	
Option	%
Moodle (university) platform	46,66%
Google Meet	35%
Zoom	18,33%

Table11 - Students' Preferred Online Learning Platform

Of the three options and as shown in table 11, the majority of respondents (46,66%) reported Moodle as their favorite learning platform. A possible explanation for this choice can be deduced to the fact that the latter is the academic learning platform designed by their educational institution. The second highest rate: 35% of respondents chose Google Meet platform and only 18,33% reported Zoom as their preferred digital learning platform.

Q12. Learning via electronic platforms is an effective experience	
To what extent do you agree with this statement?	
Option	%
to an extremely large extent	03,33%
a large extent	11,66 %
to a moderate extent	38,33%
to a small extent	46,66%

Table12 - The Effectiveness of Learning via electronic platforms

The aim of this question was to gather students' opinions regarding the effectiveness of learning via digital platforms. As table 12 indicates, most of respondents hold a negative attitude towards the quality of online learning

platforms in which 46,66% of respondents reported ‘to a small extent’ and 28,33% reported ‘to a moderate extent’. On the other hand, the number of learners who have rated a good quality of digital learning is low, as shown through the lowest rates. Of all respondents, 03,33% agree with the statement to ‘to an extremely large extent’ and only 11,66% marked ‘to a large extent’.

Q13. Electronic platforms are appropriate alternative pedagogical tools. To what extent do you agree with this statement ?	
Option	%
to an extremely large extent	06,66%
a large extent	5 %
to a moderate extent	36,66%
to a small extent	51,66%

Table13 - Electronic Platforms as Alternative Pedagogical Tools

A review of the respondents’ answers reveal that they are not in favor of learning via digital platforms. The top two highest rates elucidate this reality vividly. Of 60 respondents, 51,66% agree with above mentioned statement to ‘a small extent’ and 36,66% agree with it to ‘a moderate extent’. In addition to this, a small minority of survey respondents as indicated in table 13 consider digital platforms as appropriate alternative pedagogical tools. (06,66%= to an extremely large extent/5 % = a large extent).

Q14. What obstacles have you faced when accessing course content virtually ?	
Option	%
Lack of access to devices to obtain course content.	5%
Difficulties using platforms	30%
Technical problems (Internet interruptions/Slow internet connection)	21,66%
Connectivity or functionality issues	26,66%

Lack of institution guidance	16,66%
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Table14 - Obstacles encountered by Students Concerning Accessing Virtual Courses

When asked about the different obstacles students encountered when accessing information content online, the top three highest rates (30 %, 26,66% and 21,66%) reported by respondents are difficulties with using platforms, technical problems as well as connectivity or functionality issues. The fourth highest rate reported by respondents is 16,66% which hints at the lack of guidance on the part of their educational institution. Finally, a total of 5% of survey respondents have reported lack of access to devices to obtain course content.

Q15. While retaining information via e-platforms, did you have any of these personal concerns that had an impact on your performance ?	
Option	%
Inappropriate working/learning environment	35%
Mental health issues (stress - anxiety - depression - solitude-worry)	20%
lack of motivation	45%

Table15 - Personal Concerns that affected Students' Performance

The aim of this question was to explore the divergent personal concerns that impacted students' performance when accessing information on digital platforms. Table 15 indicates that the top highest rate (45%) reported by participants is lack of motivation while 35% selected inappropriate learning environment ; whereas, 20% have indicated experiencing mental health issues like worry, stress and anxiety which had an impact on their performance when retaining information via e-platforms.

Suggestions and Recommendations:

All in all, it should be stressed that the obtained results match the hypothesis set for this study. Based on the present study findings, one has come with a set of suggestions which could be of paramount importance for the success and effectiveness of this modern teaching-learning environment. Thus, the suggestions that are brought to the fore are highlighted thusly:

- The target population has clearly expressed a lack of institution guidance. To this end, an effective training is highly recommended on the part of instructors as well as the educational institution to help learners cope with the shift to a digital learning environment.
- The need to equip educational institutions' rooms with the needed digital devices so that students can have access to.
- Digital teaching platforms should be adjusted in a way that serves the learners' needs and interests in the first place.
- To better hasten the learners' motivation and performance, instructors should be more interactive and supportive via online teaching platforms.

Conclusion:

Based on the study findings and results, it becomes obvious that the educational sphere is witnessing a massive transformation especially with advent of the Covid-19 pandemic whereby the teaching-learning experience via digital platforms seems to exemplify a challenge to the world of education. Students who took part in the present investigation responded negatively with regard to the transition to distance learning via electronic platforms. Indeed, the vast majority of survey participants consider learning via digital platforms as a newly and challenging learning experience for both learners and instructors. In addition to this, the absence of face-to-face contact with teachers was reported and lamented by the majority of survey respondents who seem to have a face-to-face traditional classroom preference. According to their responses, learning via digital platforms is not an enjoyable journey and it can never recreate the teacher-learner bond.

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Appendix

Students' Questionnaire:

This questionnaire is part of an academic research work. It seeks to investigate the use of electronic platforms from students' perspective during and after the lockdown caused by Covid-19 pandemic. Hence, I would be grateful if you could answer the following questions by selecting the answer that best reflects your opinion and making comments whenever possible.

Rubric One: Students' Personal Information

- 1- Gender: Male Female
- 2- Age: 18-22 22-24+

Rubric Two: Students' Consideration Regarding E-Platforms' Use

- 3- How long have you been studying English virtually at university ?
 1 year 2 years 3 years
- 4- When did you start distance learning via electronic platforms ?
 I have been learning virtually on e-platforms before the outburst of Covid-19 pandemic.
 I have been learning virtually on e-platforms after the outburst of Covid-19 pandemic.
- 5- Do you have a device to access distance learning via any e-platform ?
 Yes, I have my personal device
 No, I do not have
 I share a home device with someone (relative/classmate/friend)
- 6- How do you access educational content and virtual classrooms ?
 Desktop Laptop Smartphone

- 7- How often do you access E-learning platforms ?
- Always Usually Often Sometimes
- 8- To what extent do you engage with the course content being taught on e-platforms ?
- to an extremely large extent a large extent
- to a moderate extent to a small extent
- 9- To what extent your instructors were helpful while studying virtually ?
- to an extremely large extent a large extent
- to a moderate extent to a small extent

Rubric Three: Students' Concerns and Preferences

- 10- What is your favourite mode of learning ?
- Traditional face-to-face classroom
- Virtual learning
- Blended learning
- 11- Which of these online learning platforms do you prefer ?
- Moodle (university) platform Google Meet Zoom
- 12- Learning via electronic platforms is an effective experience. To what extent do you agree with this statement ?
- to an extremely large extent a large extent
- to a moderate extent to a small extent
- 13- Electronic platforms are appropriate alternative pedagogical tools. To what extent do you agree with this statement ?
- to an extremely large extent a large extent
- to a moderate extent to a small extent

14- What obstacles have you faced when accessing course content virtually ?

- Lack of access to devices to obtain course content.
- Difficulties using platforms
- Technical problems (Internet interruptions/Slow internet connection)
- Connectivity or functionality issues
- Lack of institution guidance
- Other obstacles:
-
-

15- While retaining information via e-platforms, did you have any of these personal concerns that had an impact on your performance ?

- Inappropriate working/learning environment
- Mental health issues (stress - anxiety - depression - solitude - worry)
- lack of motivation

ملحق (1)

أبحاث المؤتمر التي نشرت في العدد الثاني (1444هـ - 2022م) من مجلة فكر
ومعرفة الصادرة عن كلية الآداب بجامعة الوصل بدبي.

الاسم	البحث
أ. د. عبد الله أحمد جاد الكريم	المأمول في توظيف الذكاء الاصطناعي للنهوض باللغة العربية
أ. د. أحمد حساني	النظام اللغوي العربي بين التهيئة اللغوية وتحديات مجتمع المعرفة بحث في المتغيرات والمسارات
د. منصور الرحيلي	استخدام لغة الرموز التعبيرية وأثرها على اللغة العربية: طلاب جامعة الملك عبد العزيز أنموذجا
أ. د. محمد لهلال	الأخطاء الإملائية في اللغة العربية: مقارنة لسانية حاسوبية
د. بدیعة خليل الهاشمي	أدب الأطفال الرقمي: مفهومه وإشكالياته وتطبيقاته
د. حصة الكتبي	برمجيات المصدر المفتوح ومستقبل المكتبات الجامعية في ظل التحول الرقمي: المكتبة المركزية لجامعة الوصل بدبي نموذجا
د. رانية أحمد رشيد شاهين	واقع اللغة العربية والذكاء الاصطناعي
د. منى مجاهد المطري	رقمنة اللغة العربية قراءة في المنجز الرقمي لمركز جمعة الماجد للثقافة والتراث
د. عقيلة محمدي	الأدب الرقمي والتحول في أركان العملية الإبداعية
د. عبد الحق العمري	ملاحظات حول تدريس المستويات اللسانية عن بعد بالجامعة المغربية

شركاؤنا الإستراتيجيون



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