**ALTRALANG Journal**
e-ISSN: 2710-8619 p-ISSN: 2710-7922
**Volume 8 Issue 1 / June 2026 pp. 279-287**

# Students' Attitudes towards Online English Courses post Covid-19 Pandemic in the Political Sciences Department of Oran2 University

**Fawzi Lahcène Triqui**[1*]
[1]*University of Oran2 Mohamed Ben Ahmed, Algeria*
triqui.fawzi@univ-oran2.dz
**Zohra Labed**[2]
[2]*Ecole Normale Supérieure of Oran, Algeria*
labed.zohra@ens-oran.dz

**Received:** 28/02/2023, **Accepted:** 03/01/2026, **Published:** 05/06/2026

**ABSTRACT:** *Covid-19 pandemic has brought an unprecedented turmoil in the education landscape worldwide and Algeria was not an exception especially at the tertiary level. As a result, English courses in the different specialties continued to be delivered online even post pandemic. The present work aimed to elucidate students' attitudes towards online English courses post Covid-19 pandemic in the political sciences department of Oran2 University. A mixed-method approach was employed and data were collected via an online survey questionnaire. A sample of 84 master students participated to this study. The results indicated that most students displayed negative attitudes towards the online English courses in terms of content and delivery format. Findings also revealed that the students were interested in synchronous learning, and expected a course that responded better to their preferences. The study concluded that more considerations such as pedagogical training for instructors should be taken into account for better e-learning applications.*

**KEYWORDS:** Post Covid-19, Distance education, English courses, Students' attitudes, Synchronous learning

* Corresponding author
ALTRALANG Journal / © 2026 The Author(s). Published by the University of Oran 2 Mohamed Ben Ahmed, Algeria.
This is an open access article under the CC BY license (http://creativecommons.org/licenses/by/4.0/)

## Introduction

The Covid-19 menace attained its summit when World Health Organization (WHO) (2021) announced it as a global pandemic on March 11, 2020. The impact touched dramatically the sector of education. Algeria, like the majority of countries, reacted abruptly by the adoption of distance learning at the tertiary level. As a matter of fact, universities rushed to migrate their traditional classroom settings into online environment. To this concern, the government implemented a virtual platform called Moodle (Modular Object-Oriented Dynamic Learning Environment) in order to maintain the teaching and learning process. After the end of the first wave of the pandemic, hybrid learning was implemented to ensure the beginning of the 2020-2021 academic year. Additionally, teachers received multiple ICT's training sessions so as to use different platforms such as YouTube, Zoom, and Google classrooms and combine both face-to-face and online learning to deliver their courses efficiently. However, English courses in the different disciplines, except English departments, continued to be delivered solely online due to the new schedule commanded by the Ministry of Higher Education and Scientific Research where English courses were considered as not mandatory in the different curricula.

A reflexion can rise, then, concerning the teaching of English in general and more particularly in the political sciences department of Oran2 University via the online mode. To our knowledge, there has been no investigation of students' attitudes towards online English courses post Covid-19 pandemic in the political sciences department of Oran2 University in terms of course content, delivery format, and students' preferences in e-learning strategies. In fact, the different research studies made before were most of the time limited to the analysis of the students' attitudes towards any subject matter or English in terms of internet accessibility, electronic devices availalibility, e-learning motivation and so on. Therefore, no concrete research explored other facets of English online learning such as course content and delivery format, or students' preferences in e-learning strategies since it is of paramount importance to take into account learners' needs in an ESP context. The significance of this study lay in its potential to understand the English online courses anomalies in terms of course content and delivery format, besides to identify students' learning difficulties and preferences for better ESP courses applications. The research work relied on a quantitative method as an instrument, and an online questionnaire was administered to eighty four (84) master students for the empirical study. The main rationale for this study was to elucidate the attitudes of master students of political sciences department of Oran2 University towards online English courses post Covid-19 pandemic. The present work tried essentially to provide answers to two substantial questions which are:

- To what extent were our students satisfied with the English courses in terms of format and content?
- What were their preferences in e-learning strategies?

## Background of the study

### 1. Distance education

There is no doubt that the explosive growth of technology has impacted considerably distance education within the last decades. In fact, internet and remote devices such as smart phones and tablets have brought new dimensions to the teaching and learning process. Educators and learners, then, can rely on technological tools from anywhere and at any time for instructional purposes. It is of great utmost to mention that distance education, distance learning, or e-learning are concepts that specialists in education employ interchangeably to refer to non face-to-face education. According to Simonson (2016), distance education is "a form of education where there is physical separation of teachers from students during the instruction and learning process" Additionally, Honeyman and Miller describe distance learning as "a

process to create and provide access to learning when the source of information and the learners are separated by time and distance, or both" (1993, p.68). Both definitions imply that teachers and students do not share the same spatial setting when instruction is done. Similarly, Clark and Mayer define e-learning as an "instruction delivered on a digital device such as a computer or mobile device that is intended to support learning". (2011) Learning process, therefore, relies essentially on the use of remote tools.

Generally, e-learning can be generated through two types of learning synchronous and asynchronous. On one hand, the synchronous mode can be compared to traditional learning because the communication between the teacher and learner is carried out in real time. Synchronous events take place in real time where the "instructor teaches remotely and in real time to a group of learners using a combination of materials (e.g. PowerPoint slides, audio or video materials)" (B. Ghirardini, 2011, p.13). On the other hand, the asynchronous mode refers to online learning situations where students interact with each other, over a time gap, with the help of tools such as discussion forums, e-mail, and bulletin boards (Oye, Salleh & Iahad, 2012). Asynchronous events are time-independent where learners are not time-bound and can respond at their ease.

## 2. Distance education in Algeria during and post pandemic

After the alarming pandemic worldwide, Algeria also took measures to refrain the propagation of the Covid19 by closuring all the educational institutions. As far as education at the tertiary level is concerned, the Algerian government shifted to distance education to ensure the continuity of the academic year 2019-2020 by implementing the virtual platform Moodle. The aim behind that platform was to reunite both teachers and students virtually where they could continue the teaching and learning process. On one hand, teachers were required to design and deliver their online courses via the platform in different formats. Students, on the other hand, were required to download the courses and rely on themselves to acquire the content-knowledge. Even though distance learning was a novel concept within the Algerian context, universities managed to complete the academic year 2019-2020.

Since Algeria did not record many deaths within the first wave of the pandemic in comparison to other countries, educational institutions opened their doors for students and teachers. However, a hybrid mode of teaching was planned, and the traditional schedules were revised to launch 2020-2021 academic year. This latter consisted of a combination of in-class instruction and online one. In order to deliver online courses efficiently, the Ministry of Higher Education and Scientific Research encouraged the implementation of several ICT's training sessions for teachers. The purpose behind was to optimize teachers' competencies in course conception and delivery. Teachers, then, would be able to manipulate autonomously different platforms and websites such as Moodle, YouTube, ZOOM, and Google Classroom. In fact, the great majority of subjects, in the different disciplines, were taught through two modes i.e. in-class and online. However, the preoccupation remained with a few subjects such as English which was classified as not mandatory for in-class instruction, and the online mode was the unique alternative. Consequently, English courses in the political sciences department of Oran2 University, as an instance, were delivered online exclusively.

## The pratcical part

In order to explore students' attitudes towards the online English courses, the researcher opted for a descriptive case study and relied on a mixed-method research approach. An online survey was employed due to the requirements of the pandemic and following the respondents' availability and readiness. The questionnaire was designed on Google Forms and shared among the participants via social networks. The sample population consisted of eighty four (84) master students from political sciences department of Oran2 University who were enrolled to carry on their studies during the 2020-2021 academic year i.e. post Covid-19 pandemic.

## Results

The online questionnaire comprised two main parts. The first part gathered information background about the student in terms of gender and level of study. The second part consisted of several questions in order to identify the students' attitudes towards the online English courses.
The first part of the questionnaire indicated that the total informants are 84 representing 58 males and 26 females. Also, we counted fifty nine (59) M1 students and twenty five (25) M2 students of the global respondents. The second part consisted of seven (7) questions related to students' attitudes towards the online English course as mentioned below.

Question1: In which format was the course delivered?

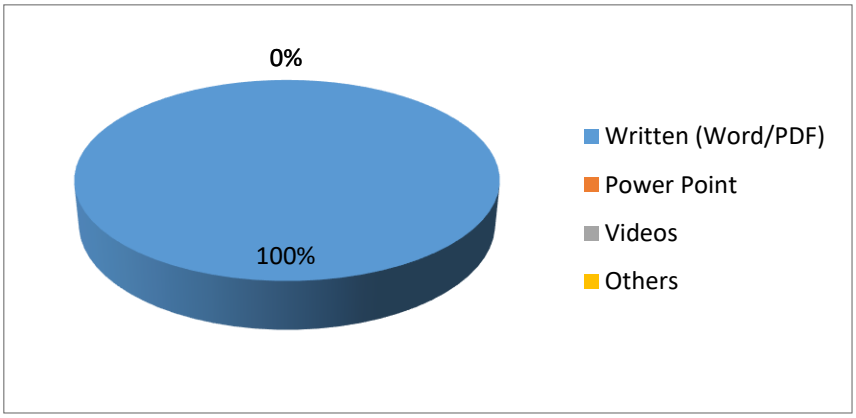



Figure 1. Course Delivery Format

Figure 1 indicates that all participants claimed that the course was delivered in the "written" format only representing 100%. It is worth mentioning that no other format was used in delivering the course.

Question2: To what extent were you satisfied with the course format?

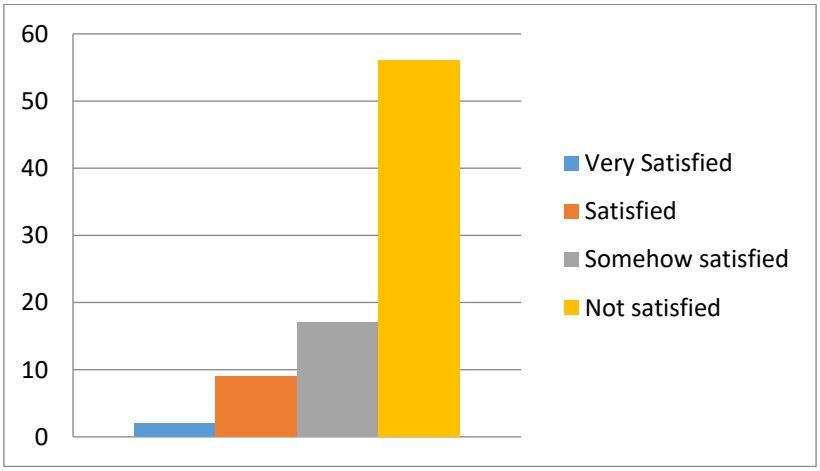



Figure 2. Course Format Satisfaction

Figure 2 demonstrates explicitly that a great number of students 56 out of 84 were "not satisfied" with the course format representing 66.66% in addition to 17 students were "somehow satisfied" representing 20.23%. However, only 9 students with a percentage of 10.71% were "satisfied" and very few were "very satisfied" representing no more than 2.38 % of the global informants.

Question3: To what extent did the course content match your expectations?

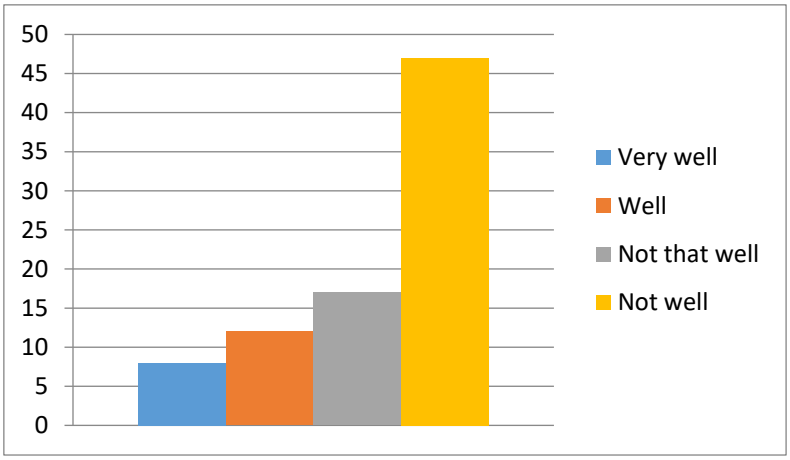



Figure 3. Content Expectation

As shown in Figure 3 above, more than half of the informants replied that the course content does "not well match" their expectations representing 55.95%, followed by 20.23% as "not that well match". The remaining participants asserted that the course content "well match" with 14.28% and only 9.52 % for "very well match".

Question4: Content-knowledge acquisition was?

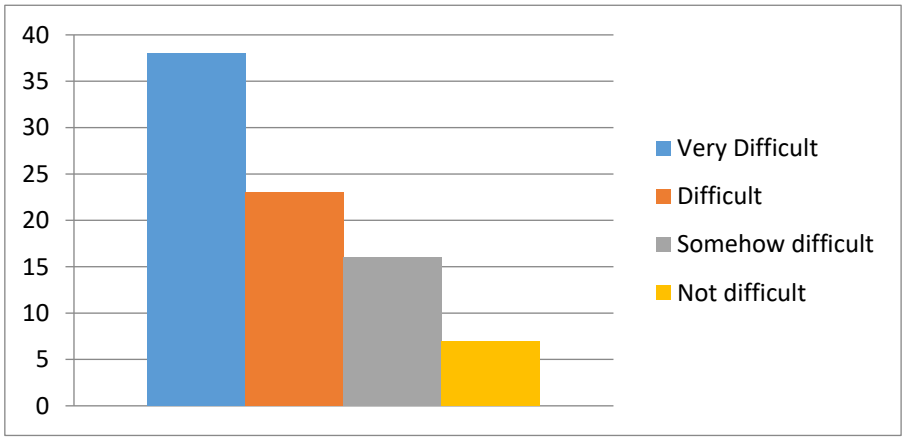



Figure 4. Content-Knowledge Acquision

The collected data in Figure 4 illustrates that almost 1 student out of two reported that the content-knowledge is "very difficult" to acquire with 45.23%, followed by 23 students out of 84 who found it also

"difficult" representing 27.35% of the global informants. However, only 16 students representing 19.04 % considered it "somehow difficult", and less than 10 % found it "not difficult" to acquire.

Question5: In which format did you prefer your course to be delivered?

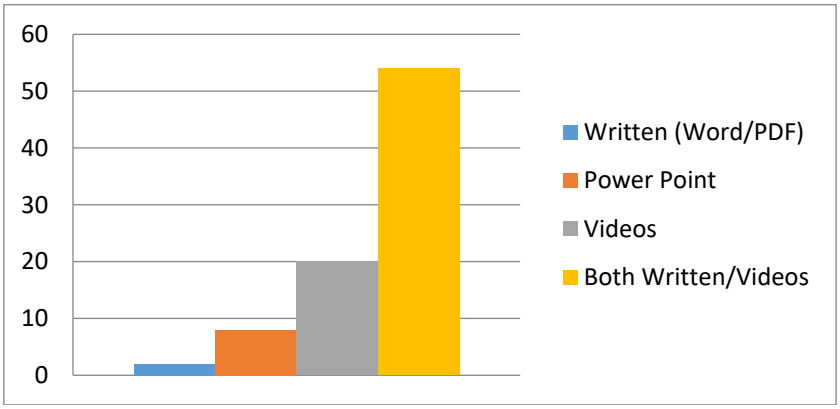



Figure 5. Course Format Preference

Figure 5 displays the students' preferences towards the course format where a great number of students 54 out of 84 preferred both written format and videos representing 64.28%. Then came their preference with videos at second place with a percentage of 23.8 %. It seemed that less than 10 students out of 84 preferred power point and written format only, representing together less than 12% of the total respondents.

Question6: To what extent are you interested in synchronous learning?

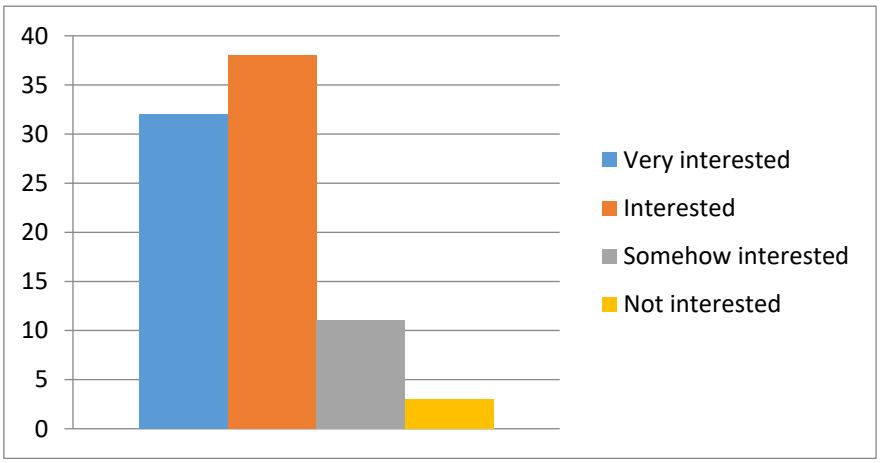



Figure 6. Synchronous Learning Interest

Figure 6 identifies the students' interest in synchronous learning. Results indicated that the overall majority of the participants were "interested" and "very interested" in this kind of method representing together a percentage of 83.32%. Very few students seemed "somehow" or "not interested" in synchronous learning representing only 13.09% and 3.57% respectively.

Question7: Did your teacher proceed by any needs identification?

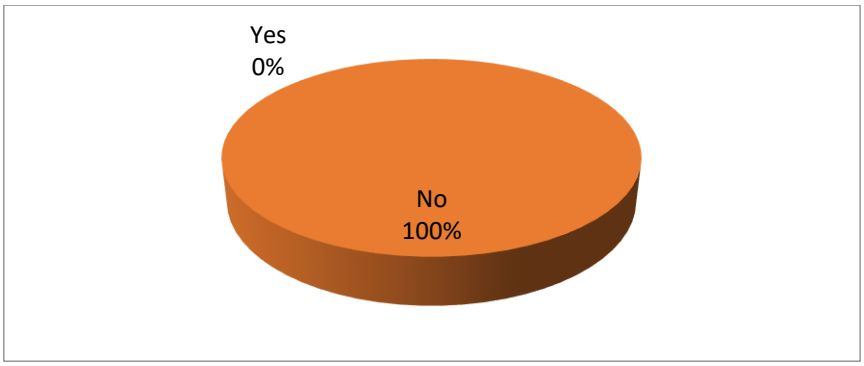



Figure 7. Needs Identification

When glancing at Figure 7, it is noticeable that all students stated that no one receive any kind of needs identification from their teacher with a percentage of 100%. It seemed that the teacher did not proceed by any type of needs identification.

## Discussion

The survey study was conducted to report students' attitudes towards the online English courses in the department of political sciences of Oran2 University post Covid-19 pandemic. The recorded data from question one demonstrated clearly that the English courses were delivered exclusively in the written format (Word/PDF). It seemed that all the other formats were neglected such as the use of videos for course delivery. The second question sought to reveal students' satisfaction level of the delivered course format. Results indicated that most of the informants were not or not totally satisfied with the course format i.e. written (Word/PDF). Nevertheless, very few claimed to be satisfied in comparison to the global participants. In this context, S. Boubekeur, in her research, stated that "it is important to diversify the online course to stimulate the students' attention and interest such as YouTube videos, audios, and video conferencing." (2022, p.9) In addition, I. Bentaleb claimed that "Teachers should incorporate more digital videos and use various kinds of online teaching tools" (2021, p.51). Thus, relying on one pedagogical tool to deliver English courses was unfortunately insufficient and didn't meet students' expectations and requirements. Multiplying and diversifying the English courses formats was of utmost necessity.

Considering the outcomes of the third question, it is noticed that the majority of the students gauge that the course content did not match their expectations. Taking this discussion into account, it seemed that students' expectations were not taken into consideration when designing the course content. This joins H. K. Slimane's point of view arguing that in some investigations made in the field, the quality of instruction may be negatively impacted if teachers do not rely on technology facilities to design lessons. (2021, p.580) Concerning the findings of the fourth question, it is noticeable that a great number of respondents asserted that content-knowledge acquisition was difficult. It could be perceived that students' lacks were not recorded. Therefore, the dissatisfaction with content relevance and its suitability for an online format suggests a lack of pedagogical adaptation. Simply digitizing traditional classroom materials often fails to harness the true potential of online learning. Effective online course design requires a fundamental rethinking of how material is presented, interacted with, and assessed to maximize engagement and learning outcomes (Garrison et al., 2000). For English learning, this means a deliberate focus on interactive communicative tasks that can be effectively facilitated online, rather than relying solely on passive content consumption.

The quantitative interpretation of the data obtained from the fifth question revealed that the great majority of the participants preferred both written (Word/PDF) and videos for their course format delivery. However, it was worth mentioning that few students favored for the written format only. Additionally, the findings of

the sixth question highlighted that most students advocated for synchronous learning. Perhaps the most salient finding was the strong student preference for synchronic learning. This contradicts some arguments that emphasize the flexibility and accessibility of asynchronous learning as primary advantages of online education (Moore & Kearsley, 2011). However, in a context where students may have felt isolated and disconnected during lockdowns, the desire for real-time interaction is understandable. Synchronous sessions offer a semblance of normalcy, foster a sense of community, and provide immediate feedback, all of which are vital for maintaining motivation and engagement in language learning. In this regard, Keegan et al (2005) argued that "synchronous communication enables students to watch teachers' presentations and verbally interact with the teachers during learning sessions". This implied that "synchronous learning can duplicate the face-to-face real time classroom". (Keegan et al., 2005) Finally, the last question confirmed that no needs identification was conducted to design the English courses in the political sciences department of Oran2 University. According to B. Ghirardini "defining learning objectives clarifies expectations about outcomes from learners" (2011, p 43). Such a model could address both pedagogical and practical constraints, enhancing the overall quality of English language learning.

## Conclusion

Distance learning has emerged as a decisive solution in critical situation such as Covid-19 pandemic of the 22th century. This study vividly illustrated the challenges faced by master's students in the political sciences department of Oran2 University regarding their English courses post Covid-19. The overwhelming negative attitudes towards both the content and delivery format underscore a critical need for strategic rethinking and investment in online learning pedagogy. Issues such as perceived irrelevance of content and passive delivery severely hampered the learning experience and student satisfaction.

Crucially, the strong student preference for synchronous learning highlighted a desire for real-time interaction and a structured learning environment, emphasizing the importance of human connection and immediate feedback in language acquisition. This finding suggested that while the shift to online learning was a necessity, a purely asynchronous model was unlikely to meet student needs or yield optimal learning outcomes the long run.

Based on these findings, the following recommendations were proposed to enhance the effectiveness and acceptance of online English courses in the political sciences department of Oran2 University:

1. **Redesign Online Course Content:** Develop and adapt English courses content to be specifically suitable for online environments, ensuring relevance to students' field of study i.e. political sciences and incorporating interactive multimedia elements, case studies, and authentic materials that leverage digital capabilities.
2. **Prioritize Synchronous Learning components:** Incorporate a significant synchronous component into online English courses, facilitating live discussions, immediate feedback sessions, and interactive tasks to enhance student engagement and provide a sense of presence.
3. **Gather Continuous Student Feedback:** Establish mechanism for ongoing feedback from students to regularly assess their experiences, identify lacuna, and adapt teaching strategies and course design accordingly.
4. **Invest in Pedagogical Training for Instructors:** Provide comprehensive training for English languages instructors on effective online teaching methodologies, focusing on strategies to foster interaction, utilize collaborative online tools, and adapt content engaging virtual delivery.

By addressing these areas, political sciences department of Oran2 University can move beyond emergency remote teaching towards a more sustainable, effective, and student-centered approach to online English

language education, ultimately better preparing students for their academic and professional futures in an increasingly globalized world.

## References


- Bentaleb, I., (2021). The Emerging of Online Education in Teaching English as a Foreign Language in Response to COVID-19 Case Study: EFL Classes at the University of HBB, Algeria. *Languages and Translation, 1*(12), 44-56.
- Boubekeur, S., (2022). The Online Learning-Teaching during the Coronavirus Pandemic: Second – Year Students as a Case Study. *Ataalimiya, 12*(1), 649-658**.** https://www.asjp.cerist.dz/en/downArticle/184/12/1/188640
- Clark, R. C., Mayer, R. E. (2011). *E-Learning and the science of instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning*. San Francisco, CA: Pfeiffer & Company.
- Garrison, al,. (2000). *Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education.* The Internet and Higher Education.
- Ghirardini, B., (2011). *E-learning methodologies: A guide for designing and developing e-learning courses*. Food and Agriculture Organization of the United Nations. Rome, 2011.
- Honeyman, M., Miller, G. (1993). Agriculture Distance Education: A Valid Alternative for Higher Education? *Proceedings of the 20th Annual National Agricultural Education Research Meeting (67-73).* https://ub-deposit.fernuni-hagen.de/receive/mir_mods_00000367
- Kaid Slimane, H., (2021). Transitionning to Online Learning during Covid-19 Pandemic: The Case Study of Ain Temouchent University. *Revue algérienne des lettres, 5*(2), 577-590**.** https://www.asjp.cerist.dz/en/downArticle/523/5/2/177284
- Keegan, D., Schwenke, E., Fritisch, H., Kenny, G., Kismihók, G., Biró, M., Nix, J. (2005). *Virtual Classrooms in Educational Provision: Synchronous E-learning Systems for European Institutions.* FernUniversität ZIFF Papiere, 126.
- Moore, Kearsley. (2011). *Distance Education: A System View of Online Learning*. Cengage learning on 28.01.2021.
- Oye, N. D., Salleh, M., & Iahad, N. A. (2012). E-learning methodologies and tools. *International Journal of Advanced Computer Science and Applications. 3(2).*
- Simonson, G., (2016). *Distance Learning Education.* Britannica. Encyclopedia Britannica.
- WHO) (2021 World Health Organization (WHO) (2021). Corona virus disease (COVID-19) pandemic. Retrieved from https://www.euro.who.int/en/health-topics/healthemergencies/coronavirus-covid-19/novel-coronavirus-2019-ncov