



ORIGINAL RESEARCH PAPER

Online Learning During the Pandemic COVID- 19: Teachers' and Students' Assessment of Sanako Experience

Dr. Nesrine Ghaouar¹

Professor of Language sciences and Didactics, Interdisciplinary
Laboratory of Pedagogy and Didactics (LIPED)
Badji Mokhtar University, Annaba, Algeria.



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With the worldwide spread of COVID-19 in March 2020, universities were closed as part of the quarantine procedure. In Algeria, decision-makers asked teachers to apply e-learning in all possible ways to finish the syllabus. In the department of English at Badji Mokhtar University in Annaba, Algeria, the Sanako platform was proposed as the official e-learning platform during the quarantine. With the intention of investigating EFL teachers' and students' assessments of their experience using the Sanako platform as an efficient online learning/teaching platform, two questionnaires were used as research tools, the first for teachers and the second for learners. The results showed that Sanako was useful during the quarantine, though both teachers and students faced certain problems.

Keywords: COVID-19, Sanako, E-learning, Teachers' Assessment, Students' Assessment.

¹ E-mail: ghaouarnesrine@yahoo.fr

Introduction

COVID-19 represents a threat to the whole world, and the speed of its huge spread was unexpected in all countries, whether developed or underdeveloped. It was a real catastrophe in Italy, Spain, and the USA, and it has had a certain negative impact on almost every sector of human life. Even the educational system was affected by the extent of its spread, and decision-makers, along with the pieces of information provided by the World Health Organization, found themselves obliged to think first and foremost of the health, safety and security of the learners. The majority of world universities and educational systems made the decision to close in March 2020, and quarantine was imposed. However, after a certain period of time and in order to guarantee indoor learning, e-learning was the only safe possible option.

Literature Review**1. COVID-19 Pandemic**

According to the World Health Organization (WHO), coronaviruses are a large family of viruses that may cause illness in animals or humans. In humans, several coronaviruses are known to cause respiratory infections, ranging from the common cold to more severe diseases such as the Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). The most recently discovered coronavirus causes coronavirus disease, COVID-19. This is an infectious disease caused by the most recently discovered coronavirus. The most common symptoms of COVID-19 are fever, a dry cough, and tiredness. Chakraborty & Maity (2020, 2) clarify that COVID-19, 'CO' stands for "corona," "VI" for 'virus,' and 'D' for disease, and 19 represents the year of its occurrence. WHO has declared the COVID-19 pandemic as a global health emergency since it has affected society, the global economy and the global environment. They add that the COVID-19 pandemic is considered as the most crucial global health calamity of the century and the greatest challenge that humankind has faced since the Second World War (p. 1). They further clarify, "Pandemics in general are not merely serious public health concerns; rather, rather these trigger disastrous socio-economic and political crises in the infected countries" (p. 2).

According to Wang et al. (2020), Covid-19 disease originated in December 2019 in Wuhan, Hubei Province, China. They highlight:

«...the 2019-nCoV outbreak has led to the implementation of extraordinary public health measures to reduce the further spread of the virus within China and elsewhere. Although WHO has not recommended any international travel restrictions so far, the local government in Wuhan announced on January 23, 2020, the suspension of public transportation, with the closure of airports, railway stations, and highways in the city, to prevent further disease transmission» (p. 472)

Chakraborty & Maity (2020, 4) explain how COVID-19 may be transmitted among people in different places, as shown in the following diagram:

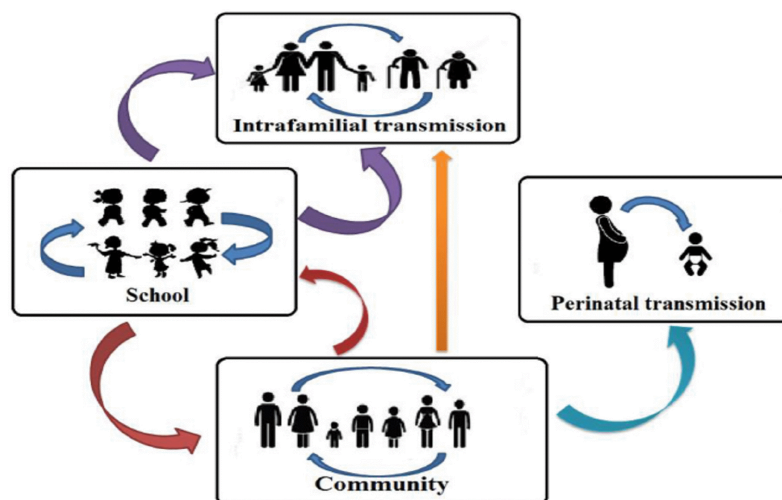


Figure 1: Transmission dynamics of SARS-CoV-2 infection in people (cited in Chakraborty & Maity, 2020, 4).

Consequently, restricting mass gatherings becomes a necessity to save lives and prevent infection. The COVID-19 pandemic continues to grow at an alarming rate, resulting in numerous infections and numerous deaths across the world. Consequently, the COVID-19 crisis becomes an education crisis that is based on self-distancing, self-isolating and self-quarantine. But how do educational systems react?

2. Higher education during COVID-19

According to Choudhary (April 2020), the pandemic has significantly disrupted the higher education sector. Sahu (April 2020, 1) further explains,

A growing number of universities across the world have either postponed or canceled all campus events such as workshops, conferences, sports, and other activities. Universities are taking intensive measures to prevent and protect all students and staff members from the highly infectious disease. Faculty members are already in the process of transitioning to online teaching platforms

The article *COVID-19 and higher education: Today and tomorrow* (April 9, 2020) highlights that the “lack of references to similar crises in the past makes it difficult to predict what may happen in the immediate future”. It sheds light on its impact on students, teachers and administration. For students, stopping face-to-face

teaching left them undergraduates. For teachers, they were professionally affected as “not all universities have strategies for the teaching continuity” and teachers were expected to continue the teaching activity through virtual modality (p. 6). For administrations, they have to reconsider the modifications to the matriculation and the examination calendars.

Sahu (April 2020, 4) explains that with the outbreak of the coronavirus, the world is facing a global health crisis that affects all aspects of human life. The guide, *Every Online Learning: Teaching and Education Continuity Planning for Schools (2020)*, highlights that schools “need to be adaptive and fast-thinking in order to ensure that learning continues in a healthy way” (p. 3). The guide also provides examples of free open sources for learning management, such as Google Classroom (<https://classroom.google.com>), Moodle (moodle.org), and Opigno (<https://www.opigno.org/en>). The guide concludes by saying, “Many teachers, leaders and learners are experiencing an unprecedented situation in their schools” (p. 9). Similarly, Choudhary (April 2020) sees that in order to insure continuity of learning management software, it should be adopted, so teachers can conduct teaching online. The DIKSHA platform was used in all Indian schools.

According to UNESCO (April 2020), most governments around the world have temporarily closed educational institutions in an attempt to contain the spread of the COVID pandemic. Biswas (May 2020) spotlights that, according to a UNESCO report, the closure of schools, colleges and universities around the world has affected over 87% of all the world’s students. Classes have been suspended, and exams at different levels have been postponed. He adds that “digital education has emerged as a clear winner during this pandemic”.

E-Learning

Bao (2020) sees that following the Chinese government's decision to encourage nonstop teaching and learning, the shift to online learning and teaching in a very short period of time was disruptive. He explains,

In general, a complete online course requires an elaborate lesson plan design, teaching materials such as audio and video contents, as well as technology support teams. However, due to the sudden emergence of the COVID-19, most faculty members are facing the challenges of lacking online teaching experience, early preparation, or support from educational technology teams (p. 114).

Baccalaureate (2020) in the guide *Online learning, teaching and education continuity planning for schools* clarifies that there are two types of online learning and teaching, “*synchronous* (happening collaboratively and at the same time with a group of online learners and usually a teacher) and *asynchronous* (happening at any time, not necessarily in a group, but with teacher feedback)” (p. 3). The guide

provides ways to ensure students are not disadvantaged by online teaching, as follows (p. 7):

- a) **Access to devices appropriate for online learning.** Some learning activities can be conducted using mobile devices.
- b) **Internet access and adequate bandwidth (speed).** Poor bandwidth can make many synchronous activities very difficult.
- c) **Time zone-friendly schedules.** Changing teaching schedules to shorter class times in similar time zones with more meetings but fewer students at one time is more effective in online learning situations. If meeting times are combined with collaborative activities, students are more likely to log on and complete tasks or discussions.
- d) **Effective feedback.** Checking in with learners regularly is important. If systems allow, students can also get valuable feedback automatically from online quizzes and intelligent tutors, as well as direct comments or discussions from peers and teachers.
- e) **Opportunities for independent learning.** Wherever they are, students are learning informally every day. Designing learning activities and discussions that capture students' experiences while they are away keeps them engaged and gives teachers valuable feedback on how the students are feeling. It also provides opportunities for multiple perspectives on learning that might not happen if students were all physically together.
- f) **Meaningful screen time and conferencing to keep them attentive and engaged.**

3. Sanako LAB

On the official site of Sanako (www.sanako.com), we find that Sanako is a Finnish education technology company that helps people teach and learn languages. They started in 1961 with the first language laboratory under the name Tandberg Educational; "after that, our solutions have found their way to over 110 countries and 50,000 classroom installations". They explain that the language **laboratory** is a very helpful tool for practicing and assessing one's **speech** in any language. It provides a facility that allows the student to listen to model pronunciation, repeat and record the same, listen to their performance and compare it with the model, and do self-assessment.

They further provide the following most common components in a modern language laboratory:

- Teachers and students use computers with language lab software to conduct language learning exercises and activities
- Teachers and students use headsets with microphones to communicate and conduct language-learning exercises and activities

- Students have a media player or recorder to listen to audio, watch video and record their speech exercises
- Preset language learning lesson activities allow the teacher and students to get on task quickly and easily without any mistakes or lengthy teacher workarounds
- The teacher and student computers are connected via the network, and in cases of digital language labs, separate Cat 5 cabling is used
- In the case of a digital language lab, a server computer or a separate storage device is often used to store lesson materials and student recordings in a digital format

A short video tutorial on how to use SANAKO Connect is provided on the YouTube channel following this link:

<https://www.youtube.com/watch?v=No61mn3SAOc>.

The Study

With the huge spread of the COVID-19 pandemic in the world, all the Algerian universities and schools were closed by March 12, 2020, as part of the quarantine procedure to prevent infection among students. On March 24, 2020, with the approval of the administration, Sanako Lab was proposed as an e-learning platform to assure the continuity of the teaching and learning process.

Research Question and Hypothesis

This study aims to answer the following research question: "How do teachers and students of English perceive their online experience through Sanako?" We hypothesized that this experience has certain advantages as well as disadvantages for both the teachers and the learners.

Teachers' Questionnaire Description and Analysis

In order to answer the research question, two questionnaires were administered, one for the teachers and the other for the students at the department of English Badji Mokhar University, Annaba, Algeria.

The teachers' questionnaire was divided into four sections. The first section represents the general information about the teaching experience, previous e-learning experience and previous e-learning training. The second section, teaching through Sanako, discusses the difficulties faced, appreciations of Sanako and its benefits. The third section, e-learning experience," considers teachers appreciations of e-learning during the spread of the pandemic COVID-19 and the skills they developed, and the last section is about further suggestions.

Seventeen teachers answered the questionnaire that was provided through a Google document, as no face-to-face contact was permitted.

In the first section, the great majority - seven teachers - 41.18% have less than ten years of teaching experience; equally, 29.41 % of teachers have more than ten

years, and another 29.41% have more than twenty years of teaching experience. In the second section on teaching through Sanako, 23.5% affirm they have used e-learning before this experience, whereas the greatest majority (76.5%) affirm the opposite. Therefore, the great majority of the teachers under investigation have no experience with e-learning, and Sanako is their first experience. However, 52.9% affirm they have been trained on e-learning, whereas 47.1% have not. For the Sanako platform, 67.5% affirm that this is their first experience of teaching through SANAKO, while 23.5% confirm that they have already used it.

Besides, on a scale from 1 not effective to 5 very effective, one teacher (5.9%) finds Sanako not effective at all; four teachers (23.5%) rated it 2; seven teachers (41.2%) rated it 3; and five teachers (29.4%) rated it 4. However, no teacher rated it 5, as demonstrated in the following Figure 1.

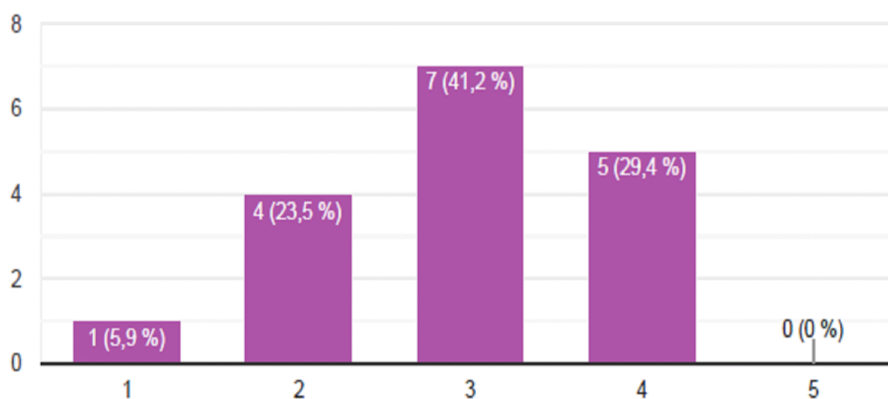


Figure 2: Rating Sanako Efficiency as a Teaching tool

Then, the majority of the teachers find Sanako effective as a teaching and learning support (41.2% + 29.4%). However, on a scale from 1 (very easy) to 5 (very difficult), the majority of the teachers (64.7%) affirm that using Sanako for the first time was very easy. One teacher (5.9) rated it 2, two teachers (11.8%) rated it 3, and three teachers (17.6%) rated it 4. No teacher opted for 5, as shown in the following diagram

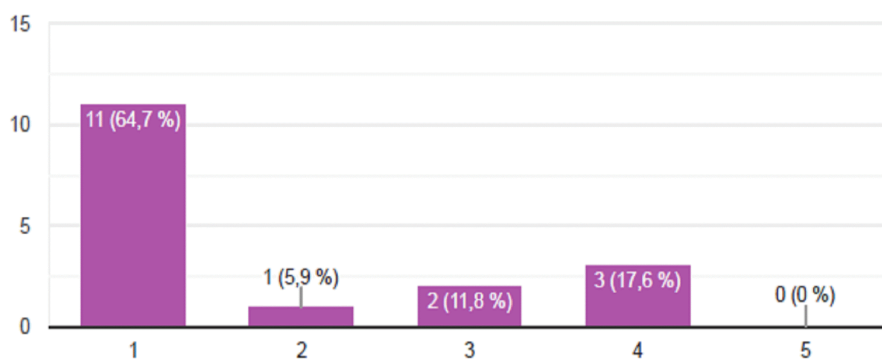


Figure 3: Rating SANAKO Level of Difficulty

In answering the question on the type of difficulties' teachers faced while using Sanako, they provided the following reasons, ranked according to their frequency:

- a) 76.5% (13 Ts) internet problem (either you or the students)
- b) 5.9% (1 T) techno-phobia
- c) 52.9% (9) students do not respect due dates for assignment submissions
- d) 5.9% (1T) lack of information on how to use Sanako
- e) 11.8% (2 Ts) lack of training on e-learning
- f) 17.6% (3Ts) time-consuming
- g) 11.8% (2 Ts) technical problems

In comparison with the traditional teaching in the classroom, 82.4% of the teachers affirm that Sanako needs more preparation and energy, while only 17.6% see that it needs less preparation and energy. So, using Sanako in teaching is time and effort-consuming.

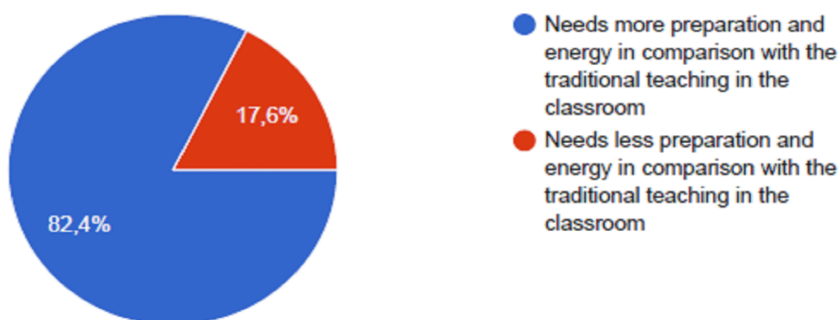


Figure 4 : Sanako and Preparation intensity

In answering the question on the benefits of using Sanako, here are the answers:

- a) For 88.2% (15 teachers), being in contact with your students during the confinement
- b) For 64.7% (11), finish the second semester lessons
- c) 29.4 % (5 teachers): assure your students did their assignments thanks to the submission option in Sanako
- d) 35.3% (6 Ts) develop your e-learning skills
- e) 11.8 % (2 Ts) develop students e-learning skills

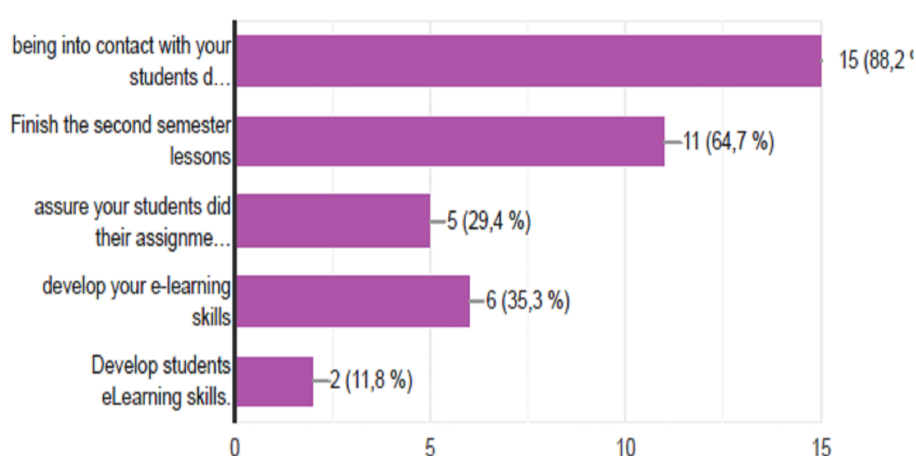


Figure 5 : Sanako Benefits

For 82.4% of the teachers, e-learning was the best solution during the unexpected spread of the pandemic COVID-19; however, 17.6 % see the opposite.

In the third section on e-learning experience, teachers' views are as follows:

- a) 47.1% (8 ts) demanding
- b) 29.4% (5 Ts) Tireful
- c) 23.5% (4 Ts) productive (both teachers and learners
- d) 5.9 % (1 T) Rewarding for both teachers and students
- e) 5.9 % (1 T) Rewarding and time saving
- f) 5.9 % (1 T) Stressful

Then the majority of the teachers 47.1% found it demanding; this answer confirms that it is time and energy consuming. The skills that they developed thanks to Sanako are ranked as follows:

- a) 23.5% (4Ts) The use of recordings
- b) 23.5% (4Ts) The use of power point

- c) 35.3 % (6 Ts) Live interaction with students
- d) 47.1 % (8 Ts) Downloading and uploading files for/from your students
- e) 64.7% (11 Ts) Innovative teaching
- f) 5.9% (1 T) Distance teaching skills

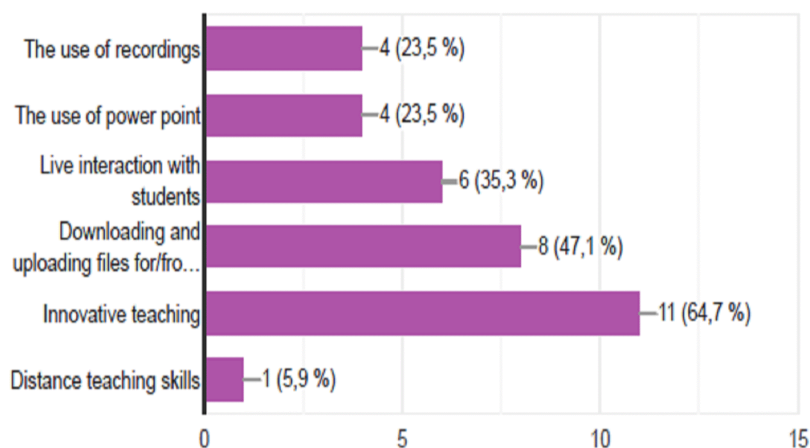


Figure 6: Sanako's developed skills

All the teachers agree that e-learning is a necessity today. In the fourth section on suggestions on the necessary steps to be taken towards an effective e-learning in Algeria, teachers' major suggestions are around:

- a) Improving Internet quality for both teachers and learners and making it accessible; free access to the internet
- b) Training teachers and students on e-learning platforms
- c) Developing more responsible learners.

One of the teachers advances: "Above all, we are under obligation to strengthen and sophisticate our technology equipment."

Another teacher claims that:

In order to have an effective e-learning in Algeria, we need to first get a good internet connection to facilitate access for both teachers and students. Second, we need to convince our community that it is the best way of learning not only in times of crises but also in ordinary times. It can be a booster for classroom learning. Finally, to ensure a good quality of learning, students have to own their own equipment and internet facilities, which can be a great obstacle to e-learning in Algeria since the

majority do not have computers or do not have access to the internet in their homes

Then, the advantages of using the Sanako platform lie in developing new e-learning skills and experiences, being in contact with the students and finishing the second semester lessons; however, the disadvantages are the time- and effort-consuming effect of Sanako, too demanding, and having a serious internet problem for the great majority of the teachers.

Description and Analysis of the Learners' Questionnaire

The learners' questionnaire was designed for master's students and is divided into four sections: general information, learners' attitudes towards online learning, learners' attitudes towards the Sanako Language platform, and suggestions. Fifty-two master's students answered the questionnaire. In the first section on general information, the great majority, 84.61%, of the students under investigation are between 21 and 25 years old. 50% prefer traditional teaching—face-to-face with the teachers—while the other 50% prefer a mixture of traditional and online learning, that is to say blended learning. 75% affirm that they have no precedent experience with e-learning, while 25% affirm the opposite.

In the second section on learners' attitudes towards online learning, 75% affirm that they have been trained on online learning, while 25% have not. 69.2 % see that online learning is the perfect solution during this pandemic situation, while 30.8 % see the opposite. For those who are interested in online learning, they provide the following reasons:

- a. Because there is **no other alternative** to proceeding with the lessons,
- b. First, it gives us the **opportunity** to get familiar with **online studying** and, furthermore, cope with the modern world. Second, it's the perfect way that allows us to **finish the school** year instead of letting it go in vain, and at the same time, it's the perfect preventative way for COVID-19.
- c. **To win time**
- d. First, there will be no mess in lessons. Second, students will **forget a little about their fear of the virus** and focus their attention on their learning
- e. We don't have any other solutions.
- f. The only easy way to continue studying regularly
- g. We must stay at home **to protect ourselves**. Online **interaction with our teachers** is actually the best way to keep our minds stimulated.
- h. I think it is useful to study the rest of the **syllabus** and to contact teachers directly.

- i. To be honest, we don't have any other option in order to continue our studies normally, so online learning is a good way to carry on studies, and this is the only way, so we **won't lose our year** and our hard work in the first semester. It's not the perfect solution, but we are obliged to study like this. It's for the greatest good.
- j. I see that e-learning is the best solution for all cases. We are already living in a modern, structured world that is based on **technology** as a base for any field.
- k. The best solution is to stay home and protect ourselves and our families. Even if e-learning is not good in Algeria because of bad connection quality, **health comes first**
- l. Since we are quarantined, obviously, we cannot go to universities, and **stopping studies is not an option** either, so studying online was the best available decision.
- m. Because there is no other solution to getting lessons, especially since we are **Master 1 students and we have a dissertation next year**.
- n. We can't just stay home and miss our school year
- o. It gave me the chance to see how e-learning works and the possibility to develop it in the future
- p. Adopting online learning is **crucial** during this sensitive period. Mainly because learners need to stay up-to-date with their teachers and lessons. Moreover, online learning would **promote a new experience** that would enable learners to become **more autonomous, active, and responsible for their learning**. Also, this method would help teachers **pursue their syllabus** and not overcharge students when they return to universities.
- q. it makes the students **more autonomous and responsible** for their studies. It even helps them to be in touch with their teachers.
- r. We are in a state of emergency and must react with different ways of working, social networks are not new to us, nor is distance learning. However, COVID-19 is reviving the need to explore online teaching and learning opportunities.
- s. I think that e-learning is very important in this period because it would put learners in touch with their teachers, help them to be **more autonomous**, and make them **feel responsible** for their studies. We can avoid missing a whole year.
- t. Because I don't think there are other options!

- u. Because it is very important to **finish the syllabus**; otherwise, it will be very difficult to do that, especially with the current situation. So basically, there is no other solution for now.
- v. To avoid the disease and **stay safe at home**.

Then, online learning was the only solution during COVID-19 for the following reasons:

1. To protect lives and stay safe.
2. To finish the syllabus and guarantee the academic year.
3. To be in contact with the teachers
4. To be autonomous, active, and responsible learners.
5. To experience e-learning

For those who have an opposite view, they advance:

- a) This is by far the **worst learning experience** I have ever experienced
- b) **The traditional way** of learning is much better
- c) Learning online is a weakness that has a high chance of being leveraged by **fake users** that can take the name of the students. After all, you can be whoever and whatever you want online
- d) I'm not comfortable enough, and **not everyone is privileged to access the platform**.
- e) Because the **teachers do not answer my questions** when I pose them on the platform, the **internet service is not good** enough, and I don't see the point of the homework if the teachers aren't available on the platform to answer the questions.
- f) It is not the perfect solution; we cannot completely understand the lesson by simply reading it; we **need interaction with the teacher**, even through recorded videos.
- g) I think it is more formal and practical, but it **cannot replace the real experience of being in a classroom and** communicating with our teachers and classmates

Then, it is not effective because of:

1. The numerous online assignments
2. Lack of fully understanding the lessons.
3. Lack of teachers' feedback.
4. Face-to-face learning is better.
5. Discomfort with using online learning in addition to internet problem.

Nevertheless, 59.6% liked the online experience, while 40.4% did not. In the third section on learners' attitudes towards the Sanako language platform, on a scale from 1 to 5 (1 very easy to 5 very difficult) on using SANAKO at the beginning:

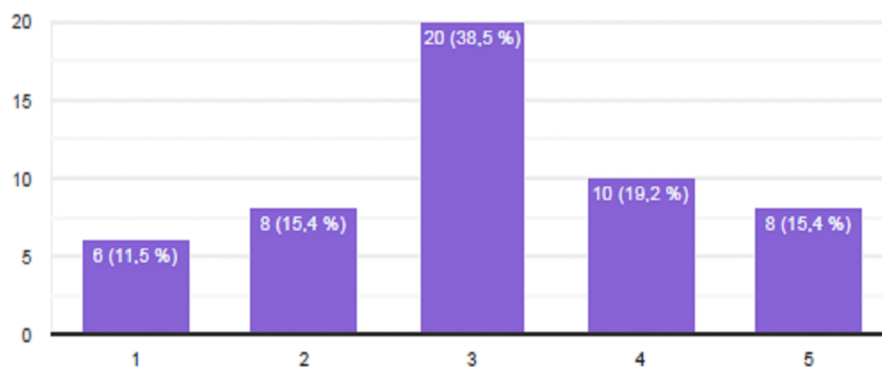


Figure 7: Learners' appreciations of Sanako at the beginning of the experience

Then 38.5% found Sanako neither difficult nor easy at the beginning. After four weeks of using the platform, students rank the easiness of using SANAKO as follows:

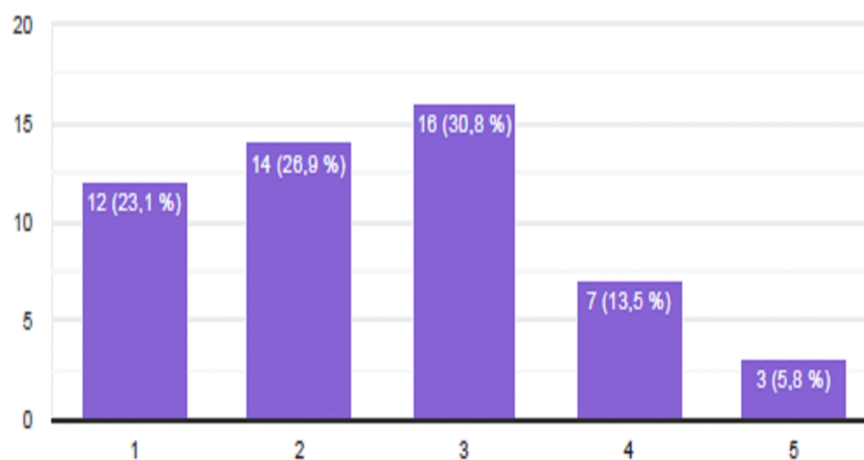


Figure 8: Learners' appreciations of Sanako after a month of the experience

Then, after a month, students find certain ease in using Sanako as the majority ranked options 1, 2 and 3 with 23.1% + 26.9% + 30.8%. They provide the following difficulties that they faced on SANAKO

- a. 76.9% (40 students) have an Internet problem
- b. 42.3% (22 students) of assignments were not uploaded effectively
- c. 80.8% (42 students): lots of assignments at the same time

- d. 65.4% (34 students): Sometimes the access to the sessions is difficult
- e. 50% (26 students): Sometimes you use the emails to submit your work
- f. 15 (28.8%) of the uploaded lessons by the teachers are not visible to students.

Concerning SANAKO's effects on students' language skills, the most developed skills are reading (61.5%) and writing (66.2%). 78.8% affirm that, thanks to Sanako, their English is better now, while 21.2% see the opposite.

Concerning SANAKO's effects on students' personalities, 40.4% affirm it has a positive effect, 25% have no effect, and 34.6% have no idea. Those who affirm Sanako's positive effect on their personalities clarify:

- a) 40.4% you discovered a new way of learning: e-learning
- b) 50% you became more responsible for your learning
- c) 21.2% you became active as the developed world learners in the USA and Europe
- d) 34.6% you solved your learning problem by yourself
- e) 17.3% you became a critical thinker with deep thinking skills
- f) 19.2% you feel more comfortable with technology now

Concerning the learning skills, 55.8% affirm that SANAKO affected positively their learning skills, 25% no effect and for 19.2% no idea.

- a) 55.8% time management (you manage better your time in relation to the number of assignments and the due dates)
- b) 32.7% Stress management (related to the number of assignments)
- c) 40.4% you discovered and used new learning tools as : power point presentation, recordings, ...etc
- d) 13.5 % you developed more attention and concentration while doing the online assignments
- e) 13.5 % you developed your language skills
- f) 17.3% you developed note taking and summary writing,
- g) 26.9 % you developed e learning skills

In answering the question on being a better learner thanks to SANAKO on a scale 1 strongly disagree 5 strongly agree. 28.8% rated 1 and 19.2% rated 2, they represent 48 %. For 38.5 they are neutral neither agree nor disagree. And only 13.4% agree they become better learners (11.5%+ 1.9%)

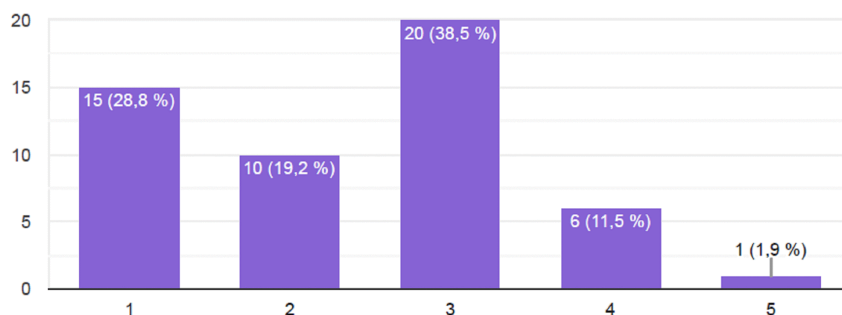


Figure 9: Sanako effects as Better learners

Despite the difficulties students faced with Sanako, 51.9% liked the experience, while 48.1% did not. Here are learners' suggestions to make the e-learning experience better and more effective in Algeria:

- a. Less homework and assignments to submit.
- b. I would like to suggest some of its requirements so that it would be successful in Algeria as well: in schools so that students will be more familiar with it **before applying** it, and a **specific schedule for the study**, since studying at random without a specific schedule online will be a mess even if the online platform is good for learning. First, instead of complaining, students should **be open-minded** about the fact that e-learning is a great chance for us and also a future possibility that we may use even when there's no epidemic. By doing so, we will be one step ahead. Second, **teachers** and school **administrations should choose better and easier platforms** to accomplish this process. Finally, **the ministry** of education should make **e-learning tools available for students** in need. By combining all of these, we will be ready to proceed with a successful process of teaching and learning.
- c. We need a **strong connection, better internet, and a powerful one**
- d. We should **integrate e-learning with traditional learning**
- e. **More interaction** between students and teachers, and not just sending lessons and assignments.
- f. All students are asking for is a normal website that gives them the ability to be in **audiovisual contact with teachers** without struggle, a website that makes the learner feel like he is in the classroom, which will contribute positively to the process of learning. In simple words, a website where any student won't sign in a sad voice because he has to start his online class.

- g. The use of **videos** in order to explain the lessons by the teacher. The use of other applications (like **Zoom or Google Meet**) in order to speak directly to the learner. Using smartly, the internet; not hardly. The learner should enjoy the learning process by being at ease, **not having a bunch of assignments** in front of him, and expecting that he won't be stressed or depressed (especially in our situation). At the end of every course, there is an **online test** (the teacher should see the progress of the learner in the lessons and then you can give an assignment or a test). Finally, I hope we, as Algerians, develop the e-learning because we are too late compared to other countries. I had an experience with e-learning and it was a great one because it covers every skill that we have (videos, discussion, tests), and the most important thing is there is no pressure.
- h. I think that **traditional learning** cannot be replaced by any technology, it's about eye contact, dialogue, and getting involved in the classroom with our teachers and classmates. It's about having that experience and living it.
- i. We should be **taught how to use such platforms** so that we make the learning process easier as well as our internet connection
- j. Since this is the first experience of integrating all Algerian students into e-learning, there are a few things that need to be improved to make it more effective in the future. The first thing would be **to design a well-developed platform** to facilitate its use for both teachers and students. Another thing would be **to improve access to those sessions**, and this can happen by **ameliorating the network connection in the country**.
- k. Courses should be empowered With **Videos**
- l. It's better to study on **another platform** because **Sanako has some difficulties**. I think studying with videos or audiovisuals is better than receiving documents and assignments
- m. Firstly, authorities must find solutions for the bad **internet** connection; otherwise, the whole experience will fail. Teachers must receive **training** on using different kinds of sites and applications, and the authorities must make sure that the platform will work effectively.
- n. **Stop using Sanako!** Because it is **a disaster**, we got zero benefits except getting dozens of lessons passively, which we are literally doing nothing but downloading. Though, it would be better if we used other applications like **ZOOM** or even **INSTAGRAM** like we are doing in some modules, we are getting more contact with the teacher and more explanations rather than sending homework and getting documents.

- o. It's preferable to **fix all bugs in the site** and to develop it using more easy and good methods to simplify e-learning. Thank you.
- p. To **train students more about online learning, so that they can have an idea of the advantages and** benefits of using e-learning in the future if something like a coronavirus hits the world and not be like us in that we took a lot of time to understand the new techniques of learning online.
- q. I paid a lot of attention to **the internet** because, really, I **suffered a lot** during this experience

Hence, students found difficulties in online learning because of the poor flow of internet, the lack of interaction as they used to have in face to face interactions, problems in using Sanako, and lack of training on online learning,

Discussion of the questionnaires' findings

The two questionnaires' results show that both teachers (82.4%) and students (69.2%) find e-learning as the best solution during the pandemic. They also both agree on the easiness of using Sanako as a teaching/learning platform. However they faced similar problems as the low internet flow, assignments and lessons not uploaded effectively, and time consuming. Students add the number of the scheduled assignments at the same time, and the inaccessible sessions on sanako. However, in comparison with the traditional teaching, teachers find sanako demanding and energy consuming. The main advantages of using Sanako for teachers are: being into contact with your students during the confinement (88.2%), to finish the second semester lessons (64.7%), develop your e-learning skills (35.3%). For the students, e-learning affected positively their personality and learning skills. Teachers' and learners' suggestions can be combined as follows:

- Better internet flow quality and accessibility
- Necessity for E-learning training
- Better designed and managed platforms
- specific online schedule
- Less homework and assignments
- Integrate e learning with traditional learning through blended learning
- More interaction through Video teaching through applications like Zoom, Google Meet, Instagram.

Conclusion

Moving towards e-learning was not an option, but an obligation with the outrageous spread of COVID-19. The pandemic affected education as it led to the closure of schools and universities. It was the only solution, not only in Algeria but in the whole world, to protect learners' lives and keep them safe. In Algeria, online learning was a new experience for the majority of the teachers and the learners, who

faced certain difficulties in ensuring the completion of the syllabi through the Sanako platform. The major problems were the weak internet flow quality, the inappropriate upload of documents and assignments, and the intensity of assignments and preparation. Both teachers and students are calling for an e-learning training so that they can be ready for any unexpected situation, while simultaneously considering the provision of good internet quality. Therefore, it is necessary to develop certain expertise in e-learning and assure a good quality of teaching and learning in times of need in schools and universities.

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Appendices

Appendix 1: Questionnaire 2: Teacher Assessment of Sanako

General Information

1. How many years have you been teaching at the University
2. Have you used E-learning before this experience? Ye no
3. Have you been trained on e-learning?

Teaching through SANAKO

Is it your first experience of using SANAKO? Ye No

How you found it as a teaching tool? 1 not effective 5 very effective

Was it easy for you to use SANAKO 1 very easy 5 very difficult

what difficulties you faced while using SANAKO (you may opt for more than one answer)

- h) internet problem (either you or the students)
- i) techno-phobia
- j) students do not respect due dates for assignment submissions
- k) lack of information on how to use SANAKO
- l) lack of training on e-learning
- m) time consuming
- n) others:

SANAKO Teaching experience

- a) Needs more preparation and energy in comparison with the traditional teaching in the classroom
- b) Needs less preparation and energy in comparison with the traditional teaching in the classroom
- c) Others:

According to you, what are the benefits of using SANAKO?

- f) being into contact with your students during the confinement
- g) Finish the second semester lessons
- h) assure your students did their assignments thanks to the submission option in SANAKO
- i) develop your e-learning skills
- j) others

E-learning Experience

Do you think that e-learning was the best possible option after the spread of COVID19?

Yes no

How do you find this experience?

- a) Demanding
- b) Tireful
- c) Productive both teacher and learner
- d) Others:.....

Which skills have you developed thanks to SANAKO (you may choose more than one)

- g) The use of recordings
- h) The use of power point
- i) Live interaction with students
- j) Downloading and uploading files for/from your students
- k) Innovative teaching
- l) Others:

According to you, Is e-learning a necessity today yes No

Suggestions

According to you, what should be taken are necessary steps towards effective e-learning in Algeria?

Appendix 2: Questionnaire 2: Learners' assessment of Sanako

General Information

Age

Do you prefer

- a) Traditional teaching face to face with teacher
- b) online teaching
- c) mixture of traditional and online

Did you have a previous experience with e-learning? Yes NO

Learners' attitudes towards Online learning

Have you been trained on online learning? Yes No

According to you, is online learning the perfect solution during this pandemic situation (COVID19)? Yes No

If yes please explain why?

Do you like this experience? Yes NO

Learners' attitudes towards SANAKO Language platform

Was it easy for you to use SANAKO platform at the beginning? On a scale from 1 very easy to 5 very difficult

After four weeks of using the platform, how you find it?
scale from 1 very easy to 5 very difficult

What difficulties do you face on SANAKO?

- a) Interent problem
- b) Assignement not uploaded effectively
- c) Lots of assignement at the same time
- d) Sometimes the access to the sessions is difficult
- e) Sometimes you use the emails to submit your work
- f) The uploaded lessons by the teachers are not visible for students
- g) Others

Which language skill (s), have you developed thanks to SANAKO?

- a) Reading
- b) Writing
- c) Speaking
- d) Listening

Do you think that your English is better now thanks to SANAKO? Yes NO

Do you think that SANAKO affected positively your PERSONALITY as a learner?

Yes NO I don't know

If yes please explain how? (check more than one if you want)

- g) you discovered a new way of learning: e-learning
- h) you became more responsible on your learning
- i) you became active as the developed world learners in USA and Europe
- j) you solved your learning problem by yourself
- k) you became a critical thinker with deep thinking skills
- l) you feel more comfortable with technology now
- m) others

Do you think that the daily use of SANAKO, affected positively your LEARNING skills?

Yes No I don't know

if yes, which learning skills have you most developed (you can check more than one)

- h) time management (you manage better your time in relation to the number of assignments and the due dates
- i) Stress management (related to the number of assignment)
- j) you discovered and used new learning tools as : power point presentation, recordings, ...etc
- k) you developed more attention and concentration while doing the online assignments
- l) you developed your language skills
- m) you developed note taking and summary writing,
- n) you developed e learning skills
- o) Others

Do you think, you became a better learner thanks to SANAKO? 1 strongly disagree 5 strongly agree

Despite the difficulties you faced with SANAKO, do you like this experience?
Yes No

Suggestions

What are your suggestions to make the e-learning experience better and effective in Algeria in future?

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آموزش آنلاین در زمان همه‌گیری کووید-۱۹: ارزیابی تجربهٔ مدرسان و دانشجویان از ساناکو

نسرين غوار^۱

پروفسور علوم زبان و آموزش، آزمایشگاه بین رشته‌ای آموزش و تعلیم
دانشگاه باجی مختار، عنابه، الجزایر.

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با همه‌گیری جهانی کووید-۱۹، در مارس ۲۰۲۰ دانشگاه‌ها به عنوان بخشی از روند قرنطینه تعطیل شدند. در الجزایر، تصمیم گیرندگان از مدرسان خواستند که آموزش الکترونیکی را با استفاده از تمام راه‌های ممکن جهت تکمیل برنامه‌های درسی بکار گیرند. در گروه زبان انگلیسی، دانشگاه باجی مختار، عنابه، الجزایر، پلتفرم ساناکو به عنوان پلتفرم رسمی آموزش الکترونیکی در طول قرنطینه پیشنهاد شد. به منظور بررسی تجربه و ارزیابی مدرسان و دانشجویان زبان انگلیسی از پلتفرم ساناکو به‌عنوان یک بستر یادگیری/آموزش آنلاین کارآمد، از دو پرسش‌نامه؛ اولی برای معلمان و دومی برای فراگیران به‌عنوان ابزار تحقیق استفاده شد. نتایج نشان داد که ساناکو در دوران قرنطینه مفید بوده است، هر چند مدرسان و دانشجویان با مشکلات خاصی مواجه بوده‌اند.

واژه‌های کلیدی: کووید-۱۹، ساناکو، آموزش الکترونیکی، ارزیابی مدرسان، ارزیابی دانشجویان.

¹ E-mail: ghaouarnesrine@yahoo.fr