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**The Heavy Load of Teaching in the Coronavirus Pandemic and its
Impacts on Students Perfection**

*A Dissertation submitted to the Department of Foreign Languages in Partial Fulfilment of the
Requirements for the Masters Degree in Didactics*

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DEDICATION

I dedicate this humble work to:

- The most precious person to my heart, **MY MOTHER**, this work is dedicated to you for making me the man I am now.
- To my dearest teachers, Dr.BENABED and Dr.BOUZOUINA who stood by my side during the whole academic year 2020/2021.
- To my supervisor, Dr.BELARBI Khaled, for being there for me whenever i needed assistance with this research work.
- For my partner in this research work, **Dahmane Siradj**.

Beladjine Mohamed ilyas

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I dedicate this modest work to:

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ABSTRACT

This study analyzes the current state of higher education in Algeria during the COVID-19 pandemic. The Algerian health ministry announced a state of confinement on the Algerian citizens, including Algerian university students, which has led to the closure of universities and the shift from face to face education to online education. In view of these facts, teachers and students must not only adapt to the new teaching and learning methods at an amazing speed, but also must adapt to the unpredicted transition to ICT tools, which leads to a lot of pressure. The purpose of this study is to analyse the impact of this dizzying shift on the teachers and students of The English Language department at Ibn Khaldoun University – Tiaret. However, what is intended to be found at the end of this research is whether the spread of the COVID19 pandemic has affected the English language department in a negative way or if it had no side effects on it. The aim of the current study is divided into two parts, first aim is to reveal the major impact that the spread of COVID19 had on the English Language department and the second aim is to spot any damage and analyze it. To reach these objectives, a mixed approach of both quantitative and qualitative instrument was used; the sample population of this study consists of 1st, 2nd and 3rd year students and the teachers' staff of the English Language department at Ibn Khaldoun University – Tiaret. One data collection instrument was used to collect the needed data for the current study, teachers' and students' mixed questionnaire (open-closed ended questions). The results obtained revealed contradictory facts. The first obtained findings show that students are lost without the face to face guidance provided by teachers, their answers to the questionnaire show that half of them are not familiar with autonomous learning nor learning by using an online platform as the majority of them cannot even log in, while on the other side, teachers are disappointed in the curriculum given with a short period of time, their answers to the questionnaire show that more than half are not satisfied with the provided ICT tools and the crowded classrooms.

Keywords: Higher education in Algeria, COVID-19, universities, quarantine, distant learning, ICT, English, questionnaire, teachers, students.

LIST OF ABBREVIATIONS

CBA: Competency-based Approach

ICT: Information and Communication Technologies

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GENERAL INTRODUCTION

General Introduction

As the world becomes more and more connected, the risks we face are increasing: the COVID-19 pandemic does not only stop at national borders, but also affects people regardless of their gender, education, nationality or their income, Education is no exception. Privileged students who are willing and able to learn with the support of their parents can find alternative learning opportunities behind closed schools while disadvantaged pupils are often put aside when schools are closed. The COVID-19 pandemic has also had a significant impact on higher education in Algeria, as Algerian universities have closed their facilities and Algeria have adopted quarantine measures, thereby closing national borders. Although higher education institutions quickly replaced in-person lectures with online courses, the closure has had an impact on students and teachers, as well as their safety. Perhaps most importantly, this crisis has raised questions about the value of higher education in Algeria, including interpersonal relationships between teachers and students as well as educational content.

The motivation behind conducting this study was clearly mentioned above. The major effects of the fast transition from face to face learning and teaching to adapting online platforms as a teaching and learning method were somehow ignored and neglected. The previously read and checked works and articles under the aim of spotting the effects of this unstudied shift did not highlight whether it passed down on teachers and students easily. For this reason, The present study had to be chosen.

The current research work is an attempt to explore the drawbacks and advantages if found caused by this unpredicted crisis on the Algerian higher education system and collect enough data to be analyzed on its' impacts on Algerian teachers and students perfection. The current study focuses on the effects caused by the COVID19 pandemic on teachers and students perfection in the English language department at Ibn khaldoun university at Tiaret. In addition, It aims at investigating the concerns that teachers and students in the English language department are having during their academic year 2020/2021 in this time of crisis.

Research Questions

The present study venture to find answers to the following research questions, which according to our expectation, would move towards the main objective elevated by the statement of purpose and it should be spotlighted that both following questions are put together so as to show accurately the main issue of our study.

Question 1: What effect does COVID19 pandemic have on learning and teaching?

Question 2: How does COVID19 pandemic affect teachers and students' perfection?

Hypotheses

It is mainly recognized that hypotheses are possible answers about the many causes and effects of the research object. Therefore, In order to predict the answers to the above research questions, the following assumptions are made:

Hypothesis 1: COVID19 pandemic has had no effect on learning and teaching.

Hypothesis 2: COVID19 pandemic has not degraded students' perfection and has not affected teachers' performance.

Research Methodology and Design

The keenness to attend the objectives and to answer the above questions has led us to formulate a descriptive research work, In fact, this case study aims at revealing the major effects and impact that COVID19 had on teachers and students in the English language department at Ibn Khaldoun university – Tiaret. In order for us to collect the needed data for this process, one investigation instrument is used; Teachers and students open-closed ended questions questionnaire.

The Choice of Methodology

The current case study investigates both teachers and students in the English department at Ibn Khaldoun university – Tiaret. The main motive behind this research is obtained from the

assumption that well-conducted teachers' role can certainly drive students' perfection into a thriving academic year, this can be materialized only if COVID19 pandemic has slightly affected these two variables. So, descriptive method is used to achieve the aim of this research work.

Research Tools

For the sake of collecting sufficient diversified data that allows for this process to be triangulated; a well-organized structured questionnaire delivered voluntarily to the teacher's staff and students in the English language department. This instrument was implemented with the intention to reveal the sample honest opinions and feelings during this time of crisis.

The Structure of the Dissertation

The study work is divided into three chapters, the first of which is divided into two sections: the first is a review of literature; that is, the major theories connected to the subject in general, and the second is a presentation of the COVID-19 pandemic and its' effect on education in general.

The second chapter is devoted to the study's context. The material presented in this chapter regarding the impact of COVID-19 on higher education is contextualized to Algerian universities.

The third chapter is dedicated to fieldwork and data analysis, in which data from research instruments, including questionnaire findings, will be analysed. Aside from that, work technique, strategy, and data tools will be presented.

Chapter One: Theoretical Overview of EFL Teaching and EFL Learning

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Introduction

This chapter is a theoretical representative part of this work. The first of this chapter deals with defining teaching and learning in general, then, it provides with the importance of teaching and learning English as a foreign language in Algeria. Next, it defines the higher education in Algeria and discusses the adaption of English language in its context. In addition, the chapter presents the COVID19 pandemic definition from a medical point of view in addition with its risks, consequences and history as well as its arrival to the Algerian territory. Then, the chapter deals with schools closure, a consequence born from the pandemic. In fact, with the consequence mentioned above come a solution which is E-Learning, its different aspects such as: Definition, advantages, disadvantages and challenges are dealt with in the chapter.

I.1. Definition of Teaching

Teaching is an organized and well-planned process of sharing knowledge and experiences that lead to a psychological change in human behavior, it is a guidance to an intellectual growth led by an instructor in which information, experiences and knowledge are transmitted. Teaching can be considered as a form of solving problems and making decisions based on acquired knowledge.

Edmund Amidon (1967) defines teaching as "an interactive process that essentially involves classroom conversations between teachers and students, and takes place during certain activities."

(1) H C Morrison:- Teaching is a close connection between more mature and less mature personalities.

(2) J B Hough and James K Duncan:- Teaching is an activity, divided into four stages: lesson planning stage, learning stage and assessment stage. This definition represents the organizational aspect, through which we can describe and analyze the Teaching process.

I.1.1. English as an International Language

If there is an international language today, it is undeniably English. English is a dynamic global language, and 20% of the world's population speak English as their first, second or foreign language. English is a West Germanic language that is spoken around the world, from the United States to South Australia. It is calculated that there are around 2 billion English speakers of various nationalities worldwide. English is now dominant in most fields in the world as most recent sciences are in English, medical, commercial, industrial, financial sciences as an instance, even in diplomacy.

According to David Graddol survey for the British Council, the number of people using English as a non-native language exceeds the number of native English people. Furthermore, non-native people use English as “practical tool” and also as a “working language” (Crystal 2003: 426). The linguist David Crystal implies that “a language is spoken globally is thanks to the power of people who speak it” . At a time when acquiring English as a second language has become compulsory and promoted widely in many educational systems, the percentage of English language learners has reached unprecedented highs.

English's place as a global language makes it a common choice for language learning seekers. People from all over the globe are generally trying to learn this language as their motivation ranges from the desire to travel around the world or perhaps they just want to watch a Netflix series and understand it with no subtitles. While the reasons are varied and many, there is no doubt that there are many people who are willing to learn this international language today. According to the professor Strevens, “The native speaker of English must accept that the English is no longer his possession alone, it belongs to the world...” (As cited in the British Council, 1978: 5)

I.1.2. English Position in Algeria

It is widely recognized that English has taken place as the language that is used mostly for international communication, it is used by native and non-native speakers to communicate. Over 300 million individuals around the world are native English speakers (Smith 1981). However, the dissimilar thing about this language are the tremendous statistics that show how many non-native speakers that are intending to learn English as either their first or second foreign

language. Algerians for example, Algeria's language background is very plentiful and compounded, which makes Algeria a distinctive nation that is copious with multiple languages taught and used in academic or non-academic backgrounds. English spread rapidly in Algeria. For instance, the United States of America Embassy in Algeria launched a new language program in the summer of 2013. The program provides "free English lessons for everyone, no matter what their current language level is" (Kamal Belmihoub, 2017).

From the withdrawal of French colonialism to the reforms in the 2000s, Algeria's education system has undergone several changes which can be split into three parts as claimed by Benrabah (2007:225-226):

Algeria's development history since its independence consists of three main phases each of which has had an impact on language education policies. The first phase is characterised by the colonial legacies amongst which was a network of schools and an educational system dominated by the French language with Arabic growing steadily in importance. The second phase lasted from the late 1960s to the late 1990s and corresponded to the socialist-era central planning economy, called the nationalist transition. The Arabic language was gradually imposed in the educational sector. An extreme Language version of exclusive nationalism inspired by the 19th century European ideal of linguistic convergence marked this era. The third phase began in the early 2000s corresponding to the transition to the free economic market with less assertive arabisation policies.

The first part came about when Algeria was colonized by France when the educational system in Algeria was built by the French colonization, thus, learners were taught in French only. Then, as soon as the liberty of Algeria from the French colonization was declared, second part took place as it was fueled by an Algerian movement that rised for the aim of the arabisation of the Algerian education system. Last part occurred in the early 2000's, when the Algerian authorities decided to consider teaching other foreign languages other than French. Above all, English was chosen.

Although English remains the second foreign language in the Algerian education system second only to French. Nonetheless, as part of the education reform, English has received great attention from the Ministry of Education in 2001, as the educational reform and many changes took place regarding the teaching of English circumstances. Above all, English is introduced at

the level of first year in Algerian middle schools. As mentioned above, English is taught as a mandatory course from the first grade of middle school. However, due to the historical and social events, English, as the second foreign language in the Algerian education system, is mainly used for examination purposes. It is mostly used in formal classrooms. In addition to schools, there are several other methods that can be used for daily communication purposes.

I.1.3. EFL Teaching in Algeria

The language situation in Algeria is complex as it includes two languages, Arabic and French. Arabic is the language of the nation, nevertheless, French is the nation's first foreign language. Both languages are used in education, media and public social life. English is still considered as a second foreign language and seems to be rarely used in Algeria, it is the language taught inside classrooms only as it is introduced to pupils since their first year of middle school. In fact, the new English curriculum is in full compliance with Algeria's official education regulations. The process of teaching English as a second foreign language for the four years of middle school is considered essential to the intellectual, emotional, physical and social growth of pupils, this will help them moderately master all school levels, so they can continue to study the language in the future.

As stated by (Tabory & Tabory, 1987):

“ [t]he Algerian situation is complex, as it is at a crossroad of tensions between French, the colonial language, and Arabic, the new national language; Classical Arabic versus colloquial Algerian Arabic; and the various Berber dialects versus Arabic. The lessons from the Algerian situation may be usefully applied to analogous situations by states planning their linguistic, educational and cultural policies”

I.1.4. The purpose of EFL Teaching in Algeria

According to human psychology it is widely known that the development of a human and the growth of his language potentials go hand in hand. By learning a foreign language, a person is acquiring the skill of doing in the foreign language what he is already able to do in his mother tongue language. English on the other hand as a foreign language has numerous advantages regarding the psychological growth of an individual, about half of the websites on the Internet are in English. As of 2016, the English version of Wikipedia contains most of the articles. English allows an individual to make most of the internet without the tremendous effort of translating every article which makes this language his best choice towards useful information.

The ability to speak English does not only bring exciting new opportunities, but also new adventures as the ability of speaking this language allows people to travel anywhere, share their knowledge and explore new corners of the world.

Taking into account that the world is becoming into a ‘Global Village’, teaching English as a foreign language in Algeria became a necessity for the Algerian Educational system as it is regarded to aim firstly at helping the society live in consonance with new things around the world by providing pupils with different language tools demanded for effective communication. Next, it maintains the country by providing good citizens that are well aware of what is happening in the world by enabling them to gain opportunities of understanding modern sciences, technologies and global culture while avoiding the danger of blind cultural adaption(Algerian curriculum, p. 4). In addition to what is mentioned above, English is seen as a tool that immerses pupils in the recent world news and updates which helps them gradually grow a positive critical thinking.

I.2. Definition of Learning

Learning is the process that leads to a change in human behavior and capability, It is a well-organised operation in which acquiring information, knowledge, skills and expertise is essential. Learning can be formal and informal, we learn informally when we experience different tasks day by day in our daily lives outside the classroom, we learn formally when we attend structured and planned courses inside the classroom.

According to Gow and Kember (1993), learning is:

- Memorization
- an interpretive process aimed at the understanding of reality
- a quantitative increase in knowledge

Rogers (1983) quoted by Smith, M. K. (1999) 'Learning theory', the encyclopedia of informal education, stated that :

“I want to talk about learning. But not the lifeless, sterile, futile, quickly forgotten stuff that is crammed into the mind of the poor helpless individual tied into his seat by ironclad bonds of conformity! I am talking about LEARNING—the

insatiable curiosity that drives the adolescent boy to absorb everything he can see or hear or read about gasoline engines in order to improve the efficiency and speed of his 'cruiser'. I am talking about the student who says: "I am discovering, drawing in from the outside, and making that which is drawn in a real part of me." I am talking about any learning in which the experience of the learner progresses along this line: "No, no, that's not what I want"; "wait! This is closer to what I am interested in, what I need"

I.2.1. The Concept of EFL Learning

It is acknowledged that EFL stands for English as a Foreign Language. According to Yoko Iwai(2011), EFL learning is the acquisition of the English language in a Non-English-Speaking country such as: China, Denmark, Egypt and Algeria. From 1960 to the early 1970s, foreign language acquisition theory itself developed into a discipline that develops the psychological and cognitive abilities of language learners.

I.2.2. The Value of EFL Learning in Algeria

In Algeria, the main purpose of teaching English as a second foreign language is to promote the use of language, even though Algerian citizens do not have to use English to communicate in their daily, social or professional lives. Language teaching is one of the main goals of the Algerian education system as it strives to teach Algerian students multiple languages, especially English, in order to become a citizen of the world.

The learner in Algeria always seems to have an individual flavor behind learning English, most of the time this flavor makes appearance in the intention of migrating to other countries or just to display his English language skills. For this, Teaching English in Algeria provides learners with the chance of meeting their desires.

Although, English language is used for communication purposes only, nonetheless, this does not apply on all Algerian students, others need to be informed and are eager to have easy access to the world's progress by keeping pace with any new discoveries. Therefore, an excellent Algerian English speaker is an individual that is able to master all four language skills: listening, speaking, reading and writing. To this end, Algeria's education system has incorporated English

into the middle and high school stages. Both provide students with the opportunity to learn English for 7 years (4 years in high school, 4 hours per week, 3 years in high school, 4 to 6 hours per week).

I.3. Algerian Educational System

During the French colonial period that shaped Algerian culture, Algerians had to maintain French as the language of the nation, while Arabic was only seen as a symbol of identity and patriotism. After gaining independence in 1962, the Algerian Ministry of Education established in 1963 began to make fundamental changes at all levels, such as free education for all Algerians, in order to carry out numerous improvements to meet the needs of each generation. The current Algerian system includes four (04) different levels: elementary, middle, secondary and higher education. Higher education management is controlled by the Ministry of Higher Education and Scientific Research.

I.3.1. Higher Education in Algeria

Higher education is regarded as the main driving force of a country's development. In addition, it has contributed to the economic growth as it changes and grows worldwide. It is expected that universities attribute to the expansion of knowledge, psychological growth, achievements and hopes of students. University education is carried out after mandatory education that ends at the age of 17 provided that the student passes the Baccalaureate exam.

Algeria currently has 47 universities managed through a single system providing an academic and professional study courses. The school year is a set of 9 months that last from September to June. In 2004 Algeria's higher education underwent a fundamental reform, adapting the LMD system over the classic system. The 2004 reform includes the following three (03) cycles: Licence degree - 03 years, Master degree - 02 years and Doctorate degree – 03 years. From the first reform in the 1970s to the last reform in 2004, the goal remains the same: to achieve and to provide higher education courses and to adapt to a better environment. The LMD system has been extended to all Algerian universities.

I.4. Introduction to COVID19 Pandemic

As the society advances, as have the threats humans face. On December 31st, 2019, the World Health Organization (WHO) reported a group of unexplained pneumonia cases in Wuhan, Hubei Province, China^[1]. Next, in January 2020, the unknown new virus that was the cause of the set of pneumonia cases has been discovered which was named The 2019 Novel Coronavirus. Its spread was intense and at a dangerous high-speed pace. Next, by studying the genetic analysis of the virus that infected the reported case samples, it was discovered that this was the cause of the worrying spread. The World Health Organization named the new discovered virus, COVID-19.^[2]⁰. The biggest threat caused by COVID19 is its proclivity to be dispersed in aerosols inhalation containing pulmonary droplets by uncomprehended symptomless carriers. In reality, since the disease can live for days as outdoor aerosols and on surfaces, this characteristic poses a major threat to citizens and global community health. “No one is safe before everybody is protected,” stated by World Health Organization (WHO) Director General Dr. Tedros Adhanom Ghebreyesus early in the outbreak of the virus.

After a year of battling COVID19’s spread, the scientific and social health communities have gained a lot of knowledge about the virus. Resuscitative vaccines have indeed been supplied to immunization locations in several parts of the globe as of February 15th, 2021. Although such vaccines have been developed in record time, the disease has managed to win the battle to infect as many people as possible. Moreover, the initial fear of the viral spread being a dangerous issue has been verified.

I.4.1. Definition of COVID19

In Latin, Corona means “crown”, the virus appears under a microscope as a core of genetic materials encircled by a shell with protein spikes which makes it look like a crown. COVID19 is a coronavirus illness caused by a new shear. 'CO' is an abbreviation for corona, 'VI' is an abbreviated form for virus, and 'D' is an acronym for disease while '19' is a short form of 2019. COVID19 is a novel microorganism virus that causes lungs illness in hosts which makes it difficult to breath. Coronavirus is zoonotic^[3] which means that it can be transmitted by humans and animals. COVID19 is a pathogenic virus. According to the genomic study performed with available complete genomics, bats seem to be the COVID-19 virus source. This Virus is demonstrated as a respiratory disorder and its incubation period is 2 to 14 days (Lauer et al.,

2020). This may be because the virus is designed to evade the immune function, resulting in a pneumothorax tension, wherein cells release large amounts of specific proteins known as cytokines, causing significant tissue destruction, defective coagulation, and multi-organ collapse. Cytokine storm is a portion of the lung illnesses caused by SARS, MERS, and COVID-19, and it is especially dangerous for people suffering from chronic conditions such as asthma, diabetes, and heart disease.

I.4.2. COVID19 Symptoms

During most of the early stages of the disease outbreak But for South-East Asia, in which the epidemic started, all WHO Areas had seen an increase in COVID19 infections and fatalities from 11th March to the fall of 2020. COVID19 has differing effects on different individuals. The majority of affected patients will experience mild to moderate sickness and recover without the need for hospitalization. Unfortunately, individuals with chronic illnesses do not seem to be that blessed as specific symptoms institute to be seen and felt after their exposure to the virus. The symptoms that are familiar can be divided into three (03) parts: Most common symptoms, less common symptoms and serious symptoms.

The following are the most common symptoms:

- Flu and fever.
- Sore throat cough.
- Exhaustion

Symptoms that are less common:

- Distresses and cramps.
- Stomach ache.
- Vomiting and diarrhea.
- Eye infections.
- Migraine.
- Loss in tastes or odor.
- Itchy skin.
- Discoloration of the fingertips or toes.

Severe symptoms:

- Breathing difficulties.
- Chest tightness.
- Ache or stress in the chest
- Uncapability of communication or mobility impairment.

It takes 5–6 days on average after being exposed to the virus for signs to appear, but it can also take up to 14 days.

I.4.3. Transmission of COVID19

We recognize that such disease is characterized by the SARS-CoV-2 virus, which passes in a variety of ways amongst humans. While the medical spectroscopy of SARS, MERS, and COVID19 are nearly identical, the latest viral infection is much more infectious and destructive than its counterparts; COVID-19 infections are more widespread and chronic than SARS or MERS. It has been impossible to track the outbreak of COVID19 varieties in real time basis. Furthermore, if the inflow of mutational changes in the variable genome of the virus is not fully comprehended, as well as how it engages with the host cells, it will be impossible to accurately minimize its dispersal amongst humans.

Infected individuals can be infectious whether they have side effects or not, and the disease can extend from them to others. According to lab results, infected people tend to be most contagious well before they start showing symptoms (specifically, two days before symptoms establish) and shortly in their sickness. Individuals who develop serious disease may be contagious for a prolonged period of time. Whenever an infected individual coughs, sneezes, interacts, or breathes, the virus can spread in small individual droplets from their nose or mouth. Such particles differ in length from vast droplets in the air to tiny aerosol particles. Infected people are obliged to quarantine or isolate themselves if needed to help reduce the risk of COVID-19 spread to others.

The set of causes that triggers the infection of COVID19, according to scientists, transfers primarily from individual to individual. This could occur in a variety of ways:

- **Aerosols or droplets:** Whenever an infectious person coughs, sneezes, or speaks, droplets or small particles named aerosols through their nasal passage bring the virus into the air. Everyone within six feet of that individual have the ability to breathe the aerosols into their lungs.
- **Transmission through the air:** According to researchers, the virus can survive inside the atmosphere for up to three hours. It might enter your lungs if an infected person breathes out and you inhale that air. Scientists disagree on how frequently the infection spreads through airborne routes and the more it leads to the pandemic.
- **Transmission from the surface:** Another way to get the latest coronavirus is to contact objects that have been coughed or sneezed on by an infected person with the virus. touching a contaminated work surface or door handle and then rubbing nose, mouth, or eyes is a quick way for infection . For two to three days, the virus may survive on surfaces such as glass, plastic, and steel. Cleaning and sanitizing all surfaces touched everyday such as knobs, and work places is a certain way for avoiding the infection.
- **Oral-fecal:** Virus spores have also been detected in the feced of infected humans, according to research. However, doctors are unsure if the virus can be transmitted by contact with an infected person's feces. If an infected person uses the restroom without washing their hands, they can infect the objects and people they come into contact with.

Those who have symptoms are the most likely to transmit the infection. However, it is possible to pass it on without showing any symptoms. Any people who are unaware of being infected will pass it on to others. This is referred to as asymptomatic distribution. It can also be spread until the symptoms of infection are detected, which is known as presymptomatic distribution.

I.4.4. COVID19 Risks

Due to the elevated infectivity, proof of increasing risk, as well as the possibility that the current approved COVID-19 vaccinations will be partly or substantially less successful against a variety of concerns, along with the high likelihood that the proportion of COVID19 cases will rise, the chance of further dissemination is increased.

The signs of COVID19 will differ greatly. Some patients show no symptoms at all, whereas others get so ill that they require respiratory support. The risk of having dangerous COVID-19 symptoms can be elevated in adults over the age of 65, as well as in people of a certain age that have certain significant health issues factors such as cardiac or kidney disease, compromised immune function, obesity, or high blood pressure. This is analogous to what has been associated in many other respiratory diseases, such as influenza. Although one of these conditions increases the risk of extreme COVID-19 effects, individuals who have some of other health issues are at an even greater risk for example; cancer and HIV.

COVID-19 will infect people of any age, even infants. However, it mostly affects middle-aged and elderly individuals. The threat of experiencing dangerous effects rises with age, with people aged 85 and over at the greatest risk of developing serious symptoms. In the United States, individuals aged 65 and over accounted for about 80% of all deaths from the disorder. When elderly adults have other health problems, the risks are much greater. Although children have become less harmed by COVID-19 than adults, they may become exposed to the virus that triggers COVID-19, and several experience serious illness. Kids with fundamental health issues are at a higher risk of serious disease than infants who do not have medical issues.

The COVID19 pandemic and global reaction have significantly altered people's behaviors in much of the globe. These major developments, as well as the resulting changes in environmental effects, have the potential to modify the ability of human-human encounters. In order to prevent the epidemic from spreading, authorities in many nations, states, and cities have adopted strict social secluding and quarantine measures (i.e. studying and working from home or just staying home). Such measures, combined with more voluntary behavioral changes, have led to unpredicted shifts in human interaction in a relatively short amount of time, such as decreased travel, the closure of most schools and universities, and more time spent at home if quarantined.

I.4.5. COVID19 History

COVID19 is believed to have originated in bats, therefore bats could be the possible primary reservoir according to researchers. That is also how the coronaviruses that cause Middle East respiratory syndrome (MERS) and extreme respiratory distress syndrome began.

On December 31st, 2019, Chinese government notified the World Health Organization of pneumonia infections with an unexplained origin in Wuhan City, Hubei Province, China. What began as a mysterious disease was doubted to be an influenza before being renamed COVID-19. COVID19 infected the first human at one of Wuhan's open-air "wet markets," where consumers buy fresh fish and meat, which include animals slaughtered mostly on location. COVID19 infected individuals who had no close contact with animals when it spread both inside and outside of China. This meant that the infection was passed from person to person at that time. It is now circulating across the world, implying that people are unknowingly infecting their enoutrage and spreading the COVID19. This increasing global dissemination has resulted in what is now a pandemic.

According to the China National Health Commission, the death rate registered up to January 22, 2020 was 17. By January 25th, 2020, the number of sick people from china had risen to 1975, as well as the fatalities had boosted to 56(1). Only 7734 cases had been discovered in China as of January 30th, 2020. In addition, 90 other cases have been reported from Taiwan, Thailand, Vietnam, Malaysia, Nepal, Sri Lanka, Cambodia, Japan, Singapore, Republic of Korea, United Arab Emirates, United States, The Philippines, India, Australia, Canada, Finland, France, and Germany. The lethal result rate was estimated based on the amount of confirmed cases and came to about 2.2 percent (170/7824)(2). With each passing day, the contamination has grown massively, and by March 28th, 2020, the number of deaths in Italy had just risen to 7,503, with a sum of 74,386 infections. The Spanish government had documented over 769 deaths per day, resulting in a total of cases to 4,858. In the United States of America, the number of reported COVID19 cases had already exceeded 13,953,786 and there were approximately 592,791* fatalities recorded. Thus, according to Johns Hopkins University studies, nearly the entire planet has been tainted.

I.5. COVID19 in Algeria

The Novel Coronavirus infection (COVID19), which was initially discovered in Wuhan, China, in December 2019, is rapidly affecting the world, with a staggering 3,305,595 cases and 235,861 fatalities as of May 1st, 2020. Prior to the appearance of COVID-19 inside the nation, Algeria was regarded as being one of the three African areas with the greatest risk of COVID-19 importation from China, along with Egypt and South Africa (4). Moreover, it was one of the

World Health Organization's 13 highest priority regions related to direct connections and density of transportation to China(5). Excluding the case of an Italian resident who tested positive for COVID-19 on February 25th in the city of Ouargla (which currently has 115 cases), the actual beginning of the outbreak was recorded on March 1st which the true origin of the outbreak brought by two national citizens who came from France that were heading to a family wedding that specifically took place at the state of Blida, thus, Blida then became the center of the outbreak.

Algeria became Africa's fourth most affected region, with 4154 confirmed cases and 453 fatalities at that time. Next, as of May 09th, 2021, the number of total cases in Algeria reached 124,919 cases, while the recovered infected patients number reached above 86,140 patients, and the number of deaths reported cases has reached 3,315 deaths. Regionally, the most cases have been registered in Algeria's north, particularly in the state of Blida with 26,165 cases as well as its frontier states such as Algiers with 12,563 cases, Ain Defla with 5,237 cases, Tipaza with 6,188 cases, and Tiaret with 1,121. The state of Oran in the North Western region of Algeria became the third highly infected state reaching 11,286 confirmed cases.

Algeria's laboratory tests institute is one of the weaker ties in coping with the COVID19 pandemic. In the early days, the Pasteur Laboratory of Algiers, the only laboratory authorized to perform them, could perform only 50 tests per day. With the launch of 20 new labs in various states in Algeria, this figure has risen to over 400 tests per day, bringing the total number of completed tests reported to around 200 since the introduction of the COVID19 pandemic in Algeria(07)

I.5.1.Measures taken against COVID19 Pandemic Spread in Algeria

Briefly after the first cases were discovered, the Algerian government began implementing a series of prevention steps to increase social distance and curtail the virus's dissemination.

These steps include the cancellation of flights and the segregation of repatriated persons, the prohibition of all public gatherings by the closing of schools, hospitals, and all educational facilities, mosques and religious sites, and the suspension of communal prayers, the cessation of all private and public general transportation, train transport, and, finally, a complete lockout on several states such as: Tiaret, Oran, Blida, Algiers, Relizane, Tissemsilet, Ain Temouchent,

Annaba, Setif, Laghouat, Djelfa, Adrar, Bejaia, Tizi Ouzou, Sidi Belabess, Tlemcen, Batna, Biskra, Saida, Tébessa, Jijel, Skikda, Constantine, Mostaganem, Mascara, Bordj Bou Arréridj, Khanshla and Souk Ahras.

The Algerian government deemed the outcomes of these interventions to be adequate. However, the recent increase in the number of confirmed cases, combined with the increasing capabilities of realized tests, is cause for concern. This 'big' figure is correlated with the president's decision to ease these steps for social and economical purposes, since these days correspond with the start of the holy month of Ramadhan.

I.6. Universities Shutdown in Algeria

About 180 countries have closed their schools on a national scale, while some have enforced regional school closures, specifically in Algeria. Thus, In response to concerns about the transmission of COVID-19 and calls to retain the pandemic, a growing number of tertiary universities around Algeria have suspended face-to-face classes. As a result, to stem the spread of the disease in Algeria, the Ministry Of education has ordered that all higher education institutions such as universities to close and students return home, as the number of confirmed COVID-19 cases has risen.

The COVID-19 epidemic has halted teaching and studying in all Algerian universities and around the world. As a consequence of the COVID19 disease outbreak, all universities, research centres, and institutions of education in Algeria and around the world have halted teaching and studying. The result of this is that all Algerian students will be absent from school for at least a month which according to some beliefs, it will decrease teachers performance and affects students perfection as a result.

Most universities in Algeria had begun their first semester prior to the COVID-19 disease outbreak, which resulted in the total closure of all educational institutions in Algeria. According to Simon and Hans (2020), the closing of schools, colleges, and universities not only disrupts teaching for students all over the globe; it also correlates with a critical assessment time, and several exams have been delayed or cancelled. Internal assessments may be regarded as less important and low valued, and many have been canceled. However, the purpose of internal assessment is to provide information about the learner's progress to parents and teachers, even

the learner himself. The lack of this knowledge causes a pause in recognizing all high potential developmental learning disabilities which may have long-term negative effects for the learner. Pertinently, institutional lockout concerns more than just internal assessing but learning and teaching in general.

As a result of the consequences mentioned above of schools closure in Algeria and because of the COVID-19 pandemic, e-learning has become a required part of all educational institutions such as schools, colleges, and universities in the country. The offline teaching method has been thrown into disarray as a result of this deadly situation.

I.7. E-Learning

The aim of education is to shape an individual into a perfect being. Education offers a means for them to achieve their goals. Training further aids in the instillation of societal responsibility. The primary goal of schooling is to learn. Learning is the practice of gaining knowledge or skills via study, practice, or instruction. Any random event that occurs in the world has an effect on education. Thus, the COVID 19 epidemic has left its mark on education. The global spread of this frightening virus has compelled educational institutions to close in order to control the virus's outbreak. This occurrence prompted educators to consider new educational approaches during the lockout. As a result, it lays the groundwork for digital learning, e-learning, and online learning. In present era, learning has entered the digital realm, where teachers and learners are practically linked.

I.6.1. Definition of E-Learning

E-learning is simple to comprehend and apply. The use of a desktop, notebook, or tablet, as well as the internet, is an important part of this learning approach. During the quarantine, e-learning demonstrated rapid growth and proven to be beneficial in all sectors, including education. The information age and the public infrastructure and services of technologies have had a major influence on modern education. It is performing a significant role in the development of all innovative learning skills in education at all stages. There are many educational resources available to learn from wherever and whenever you need it. Digital computers and accessories do not only provide students with options for fun, but they also provide more opportunities for learning.

I.6.2. Importance of Applying E-Learning

Today's student has quite higher perceptions than in the past, as education is becoming more correlated with social and online pace. The majority of Learners have expressed a desire for educational experiences that can be accessed online via computers and smartphones. The primary cause for e-learning is that learners can indeed progress at their personal convenience.

E-learning enables educationalists to reach a better level of visibility in order to effectively deliver the content to their intended listeners. Throughout this learning mode, both participants can undergo the same form of instruction. Nonetheless, amid the prevalence of online education, large numbers of people avoid it on purpose, owing to a misguided belief. Concurrently, considering the increasing prevalence of online classes, formal classroom teaching is still the preferred method of instruction for the vast majority of learners. Apart from online learning, classroom learning is much more physical, and students will have the ability to argue, discuss, and analyze with their classmates and instructors.

For both instructors and pupils, the need for the internet to educate and study is inevitable. Online classes are also being used to help students develop their performance.

I.6.3. Advantages of E-Learning

According to Twenty Eighty's 7 Consumer Realities survey, 91% of people depend on their mobile for a response when they are in need. Next, according to Jane Hart of the Centre for Modern Workplace Learning and the Centre for Learning & Performance Technologies, 93% of employees enjoy during-the-work education. Nevertheless, Students are constantly multitasking and have a limited attention span. Thus, e-learning for them is a life-saving resource, it mainly provides them with:

- The ability of attaching the different tools in a variety of formats.
- A very effective process of providing online training.
- The courses are accessible and can be accessed from everywhere and at any time due to their simplicity and versatility.
- Everybody, whether a part-time learner or a full-time worker, can benefit from internet education.

- Internet education encourages dynamic and self-directed knowledge acquisition.
- Individuals can teach themselves at any time and from any location since they have access to the internet 24 hours a day, seven days a week.
- It is a very comfortable and adaptable alternative; most importantly, individuals do not have to rely on somebody for anything.
- Individuals could indeed educate themselves not only throughout the week, but as well as on weekends and whenever they have spare time. There is really no hard or quick regulation.
- Individuals will connect with others online to resolve any questions they have by using message forums and conversations spaces.
- If individuals do not understand the content the very first moment about, they can rewind, see, as well as hear the details given during the online course several times.
- Both teachers and learners now expect customized content at the level of need. Due to the fact that they are always on the move, they appreciate being able to deliver and to access the content at any time and from any location.
- E-learning improves retention.

I.6.4. Disadvantages of E-Learning

It is acknowledged that there aren't many pitfalls of e-Learning, the main one is that an individual gets experience on a conceptual level, and applying what he has learned to practice might be a little dissimilar. There is no face-to-face learning opportunity, which might be relevant to some. Thus, certain individuals say that:

- The majority of online evaluations are restricted to problems which are only factual.
- the lack of the level of cyber protection provided by digital education programs.

- The integrity of student's homework assignment is indeed an issue, because anybody can be paid to do a project online, instead of the actual student.
- Digital marked evaluations have a propensity to be only based on knowledge and not on practicality.
- There is a scarcity of online student assessment.
- Online education is unreachable to those who are computer uneducated.

I.6.5. The Defiance of Applying E-Learning

E-learning isn't really a recent concept; during last decade, there has been a growing global pattern for using electronic learning also known as e-learning, and several universities in developed countries had lately followed this pattern(1). Nevertheless, such innovation has still not been widely disseminated across all cultures and nations (2). With over 09 months passing since the World Health Organization declaring COVID-19 as a global pandemic, and with such an unexpected turn to online teaching and learning. Moreover, the unknown outlook of returning to daily life and ending the outbreak results in such a high reliance on e-learning, particularly in higher education (3).

Algeria, like many other nations, encountered major obstacles in higher education and transitioned from the face-to-face educational structure to a virtual learning program. A very pressing issue was the delivery of face-to-face university classes into an online platform (4). Furthermore, the experience of e-learning, its problems, and outcomes of its adoption as a means of education can sometimes be a challenge for both teachers and learners considering that not everyone have the required digital skills for e-learning.

I.6.7.1. Teachers Digital Devices Aptitude

More and more teachers are debating whether to approve or encourage the need for technology. Despite the fact that teachers stated that they had the willingness and ability to acquire new skills necessary for their teaching in relation to digital platforms. Yet, a small set of teachers are still stuck in the phase of computer literacy and have no intention of achieving technological competence, thus, they lack the ability of using digital devices for the purpose of teaching. According to Deborah L. Lowther et al. (1998), technical competence often necessitates a shift from using the computer as an educational delivery method to using the computer as a

knowledge acquisition instrument. Nonetheless, it is concluded that a small group of teachers who can't use recent technology have considerably different levels of ICT familiarity than teachers who are capable of using modern technology devices. Based on what is mentioned above, teachers that do not possess digital devices knowledge have changes in attitudes toward e-learning.

I.6.7.2. Students' Digital Devices Aptitude

It is acknowledged that there are numerous learning benefits to be gained from purposeful utilization of technology in or out of the school environment. Yet, some learners don't agree with the fact that having access to the internet or a digital device such as computers can play a major role in learning outside the classroom, this statement might apply on students who are not capable of studying from their mobiles or computers due to their learning preference which means using a screen to study simply does not fit their knowledge acquisition preference. Other unfortunate students do not have the capability of buying digital devices due to the expensive costs they come with nowadays. In some cases, learners with certain health problems such as blindness and deafness can be the main issue of refusing the use of digital devices as means for educational purposes.

I.7. Schools Reinstated

Corona virus infection 19 (COVID-19) caused approximately 34 million illnesses and over 1 million fatalities globally as of October 2020. The World Health Organization (WHO) Region of the Americas (55 percent) and the WHO Area of Europe (25 percent) have recorded the bulk of casualties (23 percent). The second generation has indeed been bigger than the previous peaks in several nations, particularly in the European Union. Partly as a result of increased monitoring efficiency In the African Region, the number of new reported cases is steadily growing, with Egypt, South Africa, Algeria, Morocco, and Palestine registering a high number of new cases in the first week of October.

With the start of the academic year 2020/2021 in September, the great set of nations in the WHO African Region completely reinstated schools. All students and teachers are required to return to school, although in certain nations, children at certified high risk due to their health issues, as well as elevated-risk teachers, can use distant education [3]. Some nations like Algeria

are more adaptable, and schools might consider the use of mixed schooling (both online and in-person), for example, if current facilities are insufficient. Distant schooling should be considered in other nations only in extreme cases based on the epidemiological environment. However, It is also stated in certain publications that both teachers and pupils under confinement are required to attend remote education only.

Conclusion

This chapter focused mainly on the definitions of teaching and learning in the pre-Covid19 pandemic outbreak and the post-Covid19 pandemic outbreak. It began by addressing the concepts of teaching and learning as a general activity undertaken by all humans. Then, in the second part, the definition of the new virus and its symptoms, risks and precautions. Next, it presented how did Covid19 pandemic affect teaching and learning which caused in a transition from in-person instructions to distant instructions which is mentioned in this chapter as E-Learning. Moreover, in the third part, E-Learning is defined with it's advantages and disadvantages. At the end, this chapter was ended by the schools re-opening around the African continent.

Chapter Two: COVID-19 Pandemic in the Algerian Context

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Introduction

The forthcoming chapter claims to give light on the current state of the outbreak of the Covid-19 pandemic on the education level in Algeria. It is worth highlighting that the Covid-19 crisis affected all the Algerian universities. First, it offers a brief outline of teaching and learning within the Covid-19 pandemic. Besides, it states the most difficulties faced by instructors and students during this global pandemic. It is of an overriding importance to present the relevance of adopting digital technologies as a tool for education in Algeria. It is also of utmost significance to attempt to elucidate the main objectives behind the shift from face-to-face education to distant education. In fact, the different challenges faced by the Ministry of Higher Education in Algeria are to be dealt with in this chapter. Overall, this chapter mainly deals with the higher education in Algeria during the Covid-19 pandemic.

II.1. Impact of Covid-19 Pandemic on Education In Algeria

Reopening school in Algeria in the fall of 2020 is a challenging task; a risk-free reopening is inconceivable. It is unethical to bring students together in conventional ways because there is no efficient treatment for victims, no immunizations, and extremely infectious illnesses. Following the unexpected closure of several schools in the spring of 2020, Algeria is considering steps to decrease the dangers of reopening universities. Although the health of learners, instructors, and staff remains the most critical concern, the financial viability of boarding schools is threatened by a probable drop in enrolment. Reopening the universities while keeping students, professors, and staff healthy is an enticing aim. As a result, each university should implement best practises such as symptom monitoring, diagnostic testing, early detection, case separation, and contact seclusion; mask usage; and reduced living arrangements, courses, and activities intensity. The spread on university must be discovered and contained as soon as possible.

The COVID-19 epidemic poses a significant threat to educational systems. Over the last 50 years, there has been tremendous expansion in the availability of education at all levels across the globe. COVID-19 is the most significant challenge that these expanding national school systems have ever encountered. Several countries have compelled universities to discontinue

face-to-face education for the majority of its students and teachers, compelling them to move to distant and virtual education nearly overnight. Several communities throughout the globe are experiencing serious brief disturbance: online learning is not just a tremendous disruption to parents' productivity, but also an issue to children's mental development, social life and learning. On such an unparalleled and unprecedented level, education is migrating to an online platform. Students evaluations are also shifting to an online scale, which means that there will be a lot of trial and error and ambiguity for everyone. Many important evaluations have merely been made unnecessary and have been cancelled.

It is worth emphasizing that the Covid-19 pandemic has resulted in substantial societal changes. Algeria, for instance, reacted to the outbreak by imposing a total embargo. Several facilities, including stores, mosques, universities, and colleges, have been forced to shutter. For example, the Algerian Ministry of Religious Affairs chose to shutter mosques in order to limit intimate interaction between individuals to halt the spread of the disease amongst Algerian citizens (Nach, 2020). Closing schools and universities is a similar problem. As a result of the high demand for e-learning and the requirement to educate on online platforms, education has evolved in Algeria.

II.1.1. Preparations

Because most governments were catching up to COVID-19's fatal outbreak, schools had very little period of time to plan for a distant education regime. Therefore, causing numerous problems in finishing up loose ends, such as completing test findings. Many school teachers in the northern hemisphere were forecasting year-end exam marks for submission with pupils' applications to university study. Instructors' forecasts may have differed depending on whether they were made before or after the examinations were officially suspended, causing worry for both students and teachers. Next, many universities had planned to increase their use of technology in education, but the breakout of COVID-19 meant that adjustments that were supposed to take months or even years had to be done in a matter of days.

II.1.2. Students Preparations

These are stressful periods for both students and parents. Uncertainty about when lifestyle will restore to “ordinary” adds to the stress. Even though universities make the necessary

modifications to educate in new ways, everyone should prioritise comforting students. The COVID-19 epidemic has impacted students' life in many ways, based not just on their grades and fields of study, but as well as on where they have reached in their curricula. They will be unable to finish their curricula and assessments on their usual scale, and in many instances, students have been ripped away from their peer class rapidly. Numerous learners in the COVID-19 batch are concerned regarding long-term drawbacks opposed to others who learned “ordinarily” when they go to the next stage of education or enter the employment market.

II.1.3. Assessments and Evaluations

Despite the fact that typical face-to-face lessons have to be shifted online without any deliberate preparation, the most difficult obstacle seems to have been online evaluation of the education process. The shutdown of schools, institutions, and universities not only disrupts education for students across the globe; it moreover overlaps with a critical period of assessment, with many examinations being rescheduled or skipped.

Informal assessments may be regarded as being less significant, and some have been abandoned. However, their purpose is to provide information about the learners's mental growth to their family and instructors. The absence of this knowledge leads to a delay in recognizing students’s capabilities, learning preferences and learning challenges, which will have long-term negative effects for the learners. Furthermore, institutional closure impacts more than just formal assessments. For instance, during this academic year in the United Kingdom, all tests for the major international credentials such as GCSEs and A levels are being postponed for the whole batch. Based on how long the shutdown lasts, similar activities are expected to be seen all across the globe.

Several colleges and universities are quickly replacing tests with digital assessment instruments in higher education. Because this is a new topic for both instructors and students, evaluations will most certainly have more sampling errors than typical. According to studies, companies rank candidates based on the educational qualifications such as diploma categories and test scores (Piopiunik et al. 2020).

II.1.4. Curriculum

The COVID-19 epidemic has had an extraordinary and widespread influence on education, touching nearly every student in the world (UNICEF 2020; United Nations 2020). The sudden onset of the epidemic and accompanying school cancellations have highlighted the enormous efforts made by teachers and education institutions worldwide to adjust and innovate the curriculum. The adjustments were more focused on meeting the urgent and pressing demand for continuous learning, teaching online, and finding inventive methods to reach learners at home.

A new curriculum was an extremely important step to be innovated during these times of crisis. The curriculum must address these demands to do several things. First and foremost, it must assist students in developing new capabilities for the modern century (Barber et al. 2012; Wagner 2008, 2012; Wagner and Dintersmith 2016). Education must educate students to be creative, innovative, and internationally proficient in order for them to survive in the era of smart technologies and a globalised world (Zhao 2012a, 2012b). Rather than relying solely on 'template' information and information, the curriculum should place a greater emphasis on developing students' talents. It must also include kids' emotional and social well-being. Furthermore, it must ensure that students have an educational program that is both internationally and ethically linked.

Above all, the application of information-based education using various curriculum components was a major step of the innovated curriculum in Algerian universities. Courses change in their qualities, therefore instructional innovation must be adaptable. The benefits of information technology may be integrated into online education for knowledge-based courses to assist university professors in applying information technology. The curricula for operative and practical courses, researching and debate courses, and physical education classes might all be altered and updated whenever a vaccination against the COVID-19 outbreak is discovered.

II.1.5. Mental Health

Many people's lives have been impacted as a result of the COVID-19 epidemic. The dramatic rise of infection cases throughout the world has prompted confusion and concern about what will happen next. It also puts a lot of strain on the university community, particularly students. This type of pressure can have a negative impact on students' learning and mental health [1].

The COVID-19 epidemic has the potential to have a significant influence on the careers of this year's university graduates. In the last stages of their education, they are encountering significant disruptions in instruction and evaluation. Due to the delay of the final examination, they will most certainly graduate late. Furthermore, the graduates will confront the tremendous problems of the global recession brought on by the COVID-19 crisis.

II.1.6. International Students

In these grave circumstances, many overseas students studying at universities are unable to return home. Although colleges are closing campuses, it is crucial to remember that many students do not have other options for housing outside of these institutions [1]. Managers are facing a tremendous difficulty in ensuring the housing and safety of non-local learners. Students will also require adequate instruction on how to protect themselves from any person-to-person interaction and how to preserve self-isolation until the crisis normalizes. Extensive stays owing to test delays may result in financial difficulties. Those who are able to return home are concerned that their academics will be disrupted. Many students may not have the necessary resources at home, such as books, laptops, and high-speed Internet access. Likewise, the disruption caused by COVID-19 may have an impact on overseas students' admittance to subsequent academic conferences.

II.1.7. Travel Restrictions

The COVID-19 epidemic has thrown the aviation industry into disarray throughout the world. To combat the disease, countries throughout the world are blocking international borders [1]. The university management department advises its employees to postpone any activities that need them to travel overseas until they have returned to their normal state [2-3]. Undoubtedly, several faculty employees paid for conferences registration fees and airline tickets with study and travel funding or other university funding. When dealing with this issue, the personnel will be perplexed. Universities all throughout the globe compel international students to stay in dorms rather than travel overseas. Students who travel abroad run the danger of contracting the disease.

II.2. E-learning in the Algerian Higher Education

Students nowadays have grown up in a digital world and are proficient in all technologies. So, in terms of their capacity to utilize technology and their attitude toward things Educational

technology, their perspectives on this educational technology trend, the positive influence is considered inside the institution.

Algerian higher education institutions may be traced back to the country's previous educational system. Despite the challenges, great progress has been made; the Algerian government changes in the higher education sector are aimed at delivering the best possible transition to a system of education that works for students and their future, as well as a system of successful higher education.

Algeria has gone through a lot in terms of educational policy, beginning with the French colonial system, which left Algeria with only one university after liberation, to an open nation with more than 65 universities and higher education institutions that incorporate new technologies measures to keep up with the times, such as the usage of instructional technology.

E-learning has evolved significantly over time, making it the first technique for distant learning, particularly in higher education, to provide improved learning chances in both remote learning and virtual institutions.

The higher education ministry strives to expand existing networks and establishments in order to meet rising demand by concentrating on modernizing the tertiary sector through the implementation of two reforms; the first is the implementation of the system LMD (licence, master, doctorate), which was presented to ensure a better preparedness that is equivalent to the global standards; the aims of such structure involve raising educational standards and ensuring lifelong learning. The second is the advancement of technical information and communication for educational purposes. Algerian institutions strive to improve and globalize the learning process by utilizing the most recent technological developments to provide a competent learning process.

II.2.1. E-learning Programs and Platforms in Higher Education

The mix of technology in Algerian universities is growing, due to the government's support for higher education and scientific research via the use of current and innovative educational online technologies such as e-learning programs, online learning platforms, and educational applications:

a) Agents Based Learning Platform

An agent-based learning platform is a strategy that tries to construct diverse learning platforms and offers the necessary tools to allow learners to work at a distance while maintaining the same sentiments as if they were working face-to-face. It aims to measure learners' performance in addition to offering tools and material for them.

b) Moodle

Moodle is a learning platform used in Algerian universities that provides a safe and unified system for creating a customized learning environment. Educational institutions have confidence in Moodle. It is also simple to use and free, and it can be utilized anywhere and at any time because it supports both teaching and learning. Moodle is quite adaptable; That is, in order to accomplish what learners want, its modular design allows users to incorporate external apps such as forums, wikis, and so on.

c) Mooc

(Massive Open Online Courses), which aspires for maximum participation and open access over the web platforms, offers both standard course content, such as a recorded lecture, and interactive courses that use forums or social media. Mooc also strives to provide feedback through fast quizzes and assignments, and it is commonly used in distant learning.

d) Algerian Learning Centers

ALC is a learning organization that provides online English-language courses to students using e-learning technology, utilizing a blended learning style to provide comprehensive learning solutions. ALC is regarded as a significant language school.

e) Algerian Virtual University (AVUNET)

AVUNET is a web-based e-learning platform for remote and mixed learning that incorporates the following features:

- A system that offers the essential tools for the course (material), as well as evaluation tools to improve knowledge and abilities.

- A collaboration server containing numerous tools, such as information tools, that are in charge of supplying files and data for educating or educating the user. Interaction between users is given to encourage cooperation.

- A personal learning experience

f) Web Conferencing

An internet-based service for delivering presentations, meetings, and training. It is widely utilized because it promotes interactive learning and student-centeredness, and it can also expand opportunities to learn. Web conferencing allows educators to be available on the internet for any query or conversation with learners, resulting in more flexible learning. It might involve online sites, discussion forums, and e-mails; further, sessions can be videotaped to allow students to keep pace on what they have missed.

II.2.2. Obstacles Facing the Use of Educational Technologies in Algerian Higher Education

Previously, Algeria faced a number of challenges when it came to the use of educational technologies, such as a financial constraints and teacher training, as well as an absence of digital resources. Fortunately, it appears that Algeria has overcome some of these challenges; however, one issue remains: teachers are not very well skilled in using such devices, particularly the most recent trends, because evolution is occurring on a daily basis, which may result in a waste of effort. As a result, educators must be trained and up to speed on any modern technology given for education in order to quickly adopt and use it if it is required. Acquiring computer, mobile, and tablet skills in order to use such technologies in teaching takes a significant amount of time; therefore, educators must set aside time to become acquainted with these technologies as well as prepare to incorporate such tools in and out of the classrooms.

II.3. Teaching within the Covid-19 Pandemic

The Covid-19 pandemic has enormously influenced the world, and education is no exception. Recently, education has witnessed a huge move of teachers from face-to-face towards online teaching in response to the global crisis as the most effective solution to support their learners. Online education, in its essence, refers to a variety of subjects, disciplines and programs designed to deliver knowledge through the use of online instruction, i.e. via the internet

connection instead of a face-to-face education (Friedman, 2019). In their viewpoint, McIsaac and Gunawardena consider distance education as an essential concept in mainstream education. They define distance education as a structured learning that enables teachers and students to work despite the distance that separates them through a variety of models.

II.3.1 Difficulties Faced By Teachers during the Pandemic

In response to the Covid-19 pandemic, education is changing, Teachers all around the globe are attempting to address the most important educational issues posed by the pandemic outbreak, particularly the lockdown. As a result, they focus their efforts on online education. However, improving teaching and learning is a difficult task and very challenging. For a several reasons, many teachers and students struggle with the transition from face-to-face to online learning environment. First, this study attempts to provide an overview of Covid-19. Second, it tries to put some light on the most typical and common challenges that educators experience while teaching online. It also attempts to provide a set of solutions to these problems and give some tips to guide teachers towards effective teaching practices. This considers keeping the students engaged and most importantly motivated to learn.

II.4. Learning within the Covid-19 Pandemic

To guarantee a successful academic year, Algeria's Minister of Higher Education has encouraged the university community to engage actively and give play to the finest among them. Learners cannot access courses online because they do not understand IT tools and the Internet bandwidth is slow, thus the major difficulty is technical. Furthermore, not all students have access to the essential technology for remote learning, such as laptops and smart phones (Derradj, 2020).

The impact of this global pandemic is necessarily transformative, requiring to build digital capability throughout universities to support the remote learning process. In such a context, digital technologies (IT) had a vital role to play in the university sphere to allow the continuity of the academic year. Social distancing imposed by the pandemic meant that online tools became critical in maintaining the continuity of pedagogical activities. During the lockdown period, existing digital technologies were extended, and new ones had risen. IT services had to respond quickly to the situation and come up with innovative solutions to assure academic year continuity

in under improved conditions (Matkovic, Tumbas, Maric, & Raković, 2018). In response to this specific context towards the use of their own digital platforms or by introducing new ones (Obaid, 2019), universities established specific digital strategies. Distance learning tools are provided for free in order to allow universities to lead their digital transformation as soon as possible since they do not have enough time to invest in a full remote learning system.

II.4.1. Difficulties Faced By Students during the Pandemic

Higher education providers and students are becoming increasingly aware of the numerous problems connected with adopting a remote learning process (Almaiah, Al-Khasawneh, & Althunibat, 2020). However, due to the digital gap experienced by both the university and the students (Berge, Muilenburg, & Haneghan, 2002), it remains a reality. Although remote learning is an innovative method of teaching at anytime and anywhere, it still has certain drawbacks. Students do not have enough time to study and research. They also have challenges in access to and use of digital technologies, where not all of them have computers, cell phones, or Internet connection at home. Besides, inefficient feedback is evident because almost all remote learning solutions are non-simultaneous (Almaiah, Al-Khasawneh, & Althunibat, 2020). Moreover, such struggles could be seen in the technological problems encountered and in the lack of students' enthusiasm as well as in the students' lack of independent work skills (Gillett-Swan, 2017).

II.5. Precautions Made By the Algerian Government against the Covid-19 Pandemic

Outbreak

Abdel-Baqi Bin Zayan, Minister of Higher Education and Scientific Research, has ordered university presidents to follow preventive measures against the spread of the Corona virus, which coincides with the start of the university season, which will be considered exceptional in light of the precautionary measures adopted in the health protocol, as well as the reduction in attendance classes for all students at a rate of two days each week, as well as reducing the number of students residing in university communities by one-third, with preference given to students from distant areas, particularly the southern states.

Abdel-Baqi Bin Zayan, Minister of Higher Education and Scientific Research, has directed sector officials to be strict and firm in imposing strict adherence to precautionary measures and

the rules of the health protocol to prevent the Corona virus, in order to ensure the continuation of the normal course of educational activities during this second semester.

The Ministry of Higher Education sent a letter to the directors of higher education institutions, as well as those in charge of running the National Bureau for University Services, related to “respecting the measures of the prevention system against the spread of the Corona virus (Covid-19),” in which it warned against complacency in applying preventive measures against Corona virus (Covid-19). The Ministry stated that reports received by it from various parties, as well as field inspections, demonstrated that the measures to prevent the spread of the Corona virus (Covid-19) included in the health protocol approved for the conduct of the university year 2020/2021 are no longer being followed as they should be at the university and service spaces. In this regard, the Ministry confirmed that preventive measures were taken based on the recommendations of the competent health authorities, and that the sector's success in resuming pedagogical activities and reviving life in university and service institutions was only possible because members of the university family followed the provisions of the approved health protocol, This enabled actual recording of acceptable progress throughout the current academic year. The guardianship ordered the adoption of strictness and firmness in imposing strict adherence to the rules of the approved health protocol at the level of the sector's various institutions, providing all capabilities and means of prevention and necessary protection within institutional spaces, especially wearing masks, sterilization solutions, as well as frequent and continual cleaning of areas and buildings, divergence... etc.. Respecting these steps is only what may enable the normal course of educational activities at university institutions continues throughout the current second semester and that the university season 2021/2020 ends effectively.

II.5.1. Practice of Safe Distancing

The technique of providing adequate space between persons to limit the transmission of illness is known as social distancing or physical distance. To accomplish these aims during the COVID-19 pandemic, the Centers for Disease Control and Prevention (CDC) and the World Health Organization (WHO) suggest that each student must maintain at least 2 meters of spacing with persons who are not members of their family. Among the steps that were taken in all Algerian universities to increase social separation during in-person schooling are:

Lockers were eliminated or grouped by student groupings. Next, school hallways were made one-way access. Therefore, providing as much outside area as possible for educating, eating, and resting. The amounts of students that use school buses were reduced. Moreover, dividing the chairs such that they would all view the same way with dividing teachers and pupils using barriers such as Plexiglas masks and partitions. Therefore, students were divided into groups in which sticking together at the university and limiting contact between the various groups. Another important precaution was using fabric face masks as it was prioritized, particularly when maintaining social distance is difficult, including on the bus, during carpool drop-off or pickups, and while leaving the house. The Higher Education Ministry of Algeria made sure that every student has a variety of fabric face masks on hand by providing the student with a fresh mask and a back-up mask every day, as well as a sanitary, sealed bag in which to keep the mask whenever they can't wear it, such as during lunchtime.

II.5.2. Classroom Size

One of the most serious implications of preserving social distance amid the present national epidemic is that Algerian universities can only hold around one-third of their typical occupancy. As a result, it is now essential to create a section that can seat 30 students in a classroom with a regular capacity of around 90 students, which may easily fill many classes on the university. Over the previous few months, the ministry of Higher Education in Algeria announced that all universities must make distance between students and limit the length of time they are in close proximity to one another. Thus, several sessions were to be taught in rooms that have never been utilized as classrooms before due to the separation of students groups.

II.5.3. Bus Transportations

Among the most significant strategies to prevent the transmission of COVID-19 is to keep a space of at minimum six feet among individuals. The CDC considers that direct contact with a COVID-19 infected individual is within 6 feet within 15 minutes of continuous 24 hours, indicating that surveillance is necessary. These rules are intended to reflect the fact that this illness is highly infectious. Keeping a distance of 7 feet from an infected individual for 15 min, for instance, may not always prevent a person from transmission. Because of the respectful distance on the school bus, a masked young student is dispersed on the row in each seat. As a result of these seating configurations, the bus will only be carrying around one-third of its

passengers on the journey. Schools must be imaginative and adaptable since it entails establishing school schedules and determining whether a given location can support various bus routes.

There are various rules that were followed in Algerian universities in order to avoid COVID-19 outbreak during the academic school year 2020/2021 bus transportations which are:

- Keeping individuals as far apart from each other as necessary on the bus.
- Considering planning and deploying additional buses to minimize occupancy and enhancing legroom on the bus.
- A seat was to be assigned to each and every student.
- If feasible, having students sit with relatives or individuals of their academic group/class.
- Increasing outside ventilation and maintain.

II.5.4 Cloth Face Coverings/Masks

Utilizing cloth face coverings or masks aids in the prevention of COVID-19 transmission and is compulsory for all employees and students in all indoor public venues. There are several exclusions based on age, developmental stage, or handicap. When inside the university, all learners, volunteers, and visitors must wear cloth face coverings or an approved substitute. Face coverings must be provided by universities for employees and learners who may not have them.

II.5.5. Cleaning and Disinfecting Procedures

The Higher Education Minister of Algeria required universities before re-opening in order to help reduce the outbreak to follow several safety procedures, such as:

If a group of students moves from one location to another in phases, it is necessary to finish cleaning and disinfecting the space before the next group arrives. During the day, it is sufficient to clean the desk with soap and water. Every night after the students have left, commonly touched surfaces like doorknobs, faucet handles, check-in counters, and restrooms must be cleaned and disinfected in order to restrict the spread of COVID-19 among the students. University outdoor spaces, in general, require just basic cleaning and do not need to be disinfected.

Conclusion

This chapter provided a clear insight concerning COVID-19 disease in the Algerian context. It described first the impact of COVID-19 pandemic on education in Algeria and the inclusion of E-Learning as an alternative method for learning and teaching in this system. Furthermore, problems and preparations in Algerian universities during the pandemic. Then, it dealt with the difficulties faced by teachers and learners concerning distant and face-to-face learning during this pandemic. Next, the chapter is devoted to the precautions taken by the Higher Education Minister in Algeria against the outbreak of this pandemic. Thus, the second chapter focused on the impact of the outbreak of COVID-19 pandemic on Algerian universities.

Chapter Three: Fieldwork, Data Collection and Analysis

Introduction.....

III.1. Research Method.....

III.2. Research Tool.....

III.3. Students’ Questionnaire.....

III.4. Objectives of the Students’ Questionnaire.....

III.5. Students’ Questionnaire Structure.....

III.6. Sampling and Population.....

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III.8. Teachers’ Questionnaire.....

III.9. Objectives of the Teachers’ Questionnaire.....

III.10. Sampling and Population.....

III.11. Data Analysis.....

III.12. Limitations.....

III.13. Conclusion.....

III.14. General Conclusion.....

Introduction

The third chapter is about the empirical study of this research, which is undertaken in order to examine and gather data including thoughts, perspectives, and suggestions on the impact of the outbreak of COVID-19 pandemic on higher education and using online learning platforms during the 2020/2021 academic year for both instructors and students in the educational process. Furthermore, it seeks to examine the value of using such technologies in times of crisis.

The data gathered through customized questionnaires yield quantitative and qualitative findings that aim to prorate reliable and valid conclusions. The two questionnaires were designed and sent to EFL teachers and students of the English Language department in the University of Tiaret (Ibn Khaldoun).

III.1. Research Method

The technique utilized in this study is a mixed approach inside a single research tool, which provides measurable data and varied attitudes that can be studied, that is; both statistically, numerical data. Experiences and perspectives are offered through various sorts of questions (close ended question generate statistics, and open ended question generate qualitative data).

III.2. Research Tool

The many methods used to gather, measure, and evaluate data linked to a certain area of study are referred to as research instruments. They can take the form of surveys, interviews, classroom observations, focus groups, and so on. The current research work used a technique of quantitative data which is questionnaire. A questionnaire is a series of written questions distributed to a specified group of individuals in order to collect data on a given subject in a short

period of time. Brown (1994: 6) defines it as “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing their own answer or selecting from among existing answers”. A questionnaire may have three sorts of questions: closed-ended, open-ended, and mixed. Closed-ended inquiries require responders to select one of a number of utterances by checking or circling the relevant utterance. This type of inquiry is easier to organize, answered quickly, and coded easily. Open-ended questions are the second form of questions. These questions do not include any choice statements; instead, they ask for free replies with the goal of getting respondents to react spontaneously. The third and final form of questions combines the two previous forms, open questions and closed questions.

The questionnaire was used in the study below to examine the major effects and impact of the outbreak of COVID-19 pandemic and the online learning experience impact on EFL teachers and students.

The questionnaire was distributed to EFL teachers and EFL students at the English Language department at Ibn Khaldoun University- Tiaret.

III.7. Students' Questionnaire

The questionnaire is used to collect information from a large number of respondents on the population's facts, attitudes, views, and desires. The data gathered from the questionnaire is simple to design and analyze.

The questionnaire, addressed to The English Language department students at Ibn Khaldoun University, is centered on an investigation into how prepared the students are for learning in such crisis and how is their learning process going during the 2020/2021 academic year. As well as how well they know and use technology tools devoted to learning. As a result, the students were handed a questionnaire with questions ranging from broad to specific.

III.8. Objectives of the Students' Questionnaire

The questionnaires were addressed to EFL students in the English Language Department at the levels of first year, second year, and third year at Ibn Khaldoun University in Tiaret

in order to collect data related to the aims of our research. Because it was distributed directly, the number of responses was 100, representing a 100% response rate.

The replies supplied a certain amount of statistical data, percentages that represented students' perceptions and attitudes regarding their overall learning experience in our university during COVID-19 pandemic as well as their attitude towards online learning platforms such as Moodle and technology tools. The questionnaire's primary goal was to identify students' preparedness and impressions for such pandemic and their online learning experience during this academic year, as well as to collect reliable data to describe the efficacy of such tools.

III.9. Students' Questionnaire Structure

The questionnaire consists of 14 question-items divided into three sections; the first portion consists of five questions concerning the students' personal and background information, such as gender, age, and so on. The second portion focuses on students' overall learning experience and reflections during the pandemic. The final component is optional which mainly focuses on students' views, points of view, attitudes, and suggestions for the online learning platforms such as Moodle and for better teaching efficacy during this academic year 2020/2021.

III.10. Sampling and Population

The questionnaire was sent to EFL students at Ibn Khaldoun University at the first, second, and third year BMD levels; this decision was selected due to their novice experience in the higher education sector, which made it easier to explain their perspectives on the learning experience during the pandemic. The questionnaire was distributed to the students immediately through direct contact. As a result, the replies were (100), indicating a rate of 100%. The information gathered will be analyzed and displayed in graphs and tables.

III.11. Data Analysis

Section one: Background Information

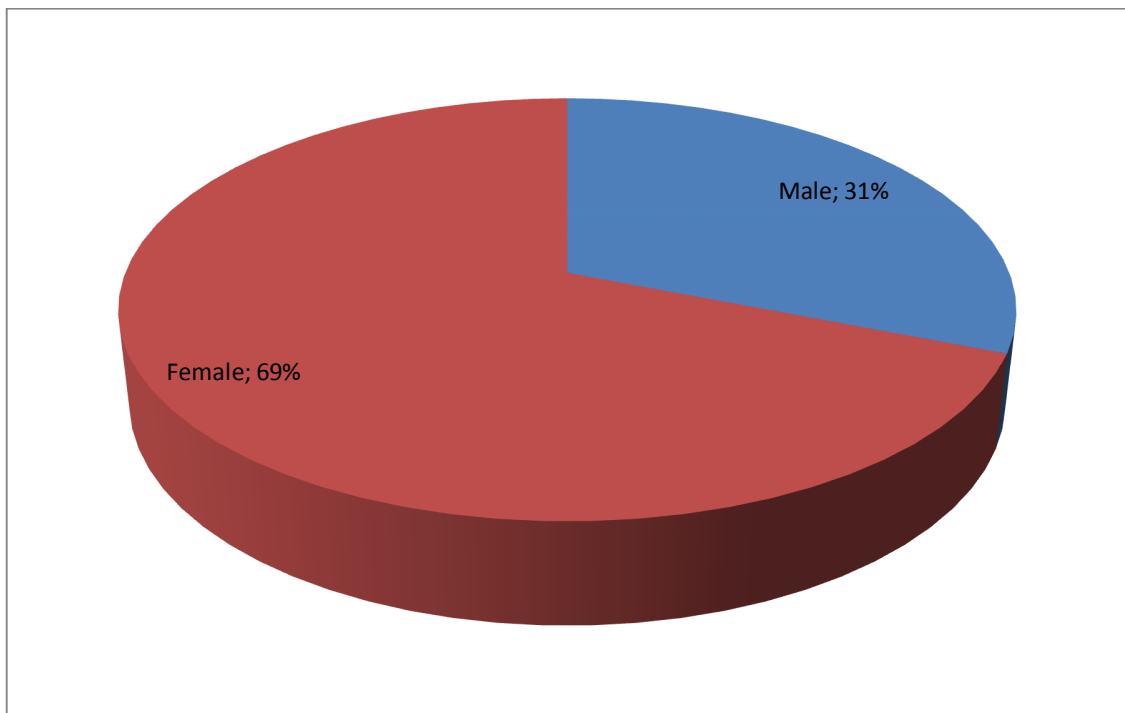
Question-item 1: Gender

Male

Female

Gender	Responses	Percentage
Male	31	31%
Female	69	69%
Total	100	100%

T.3.01: Results of Respondents according to their Gender



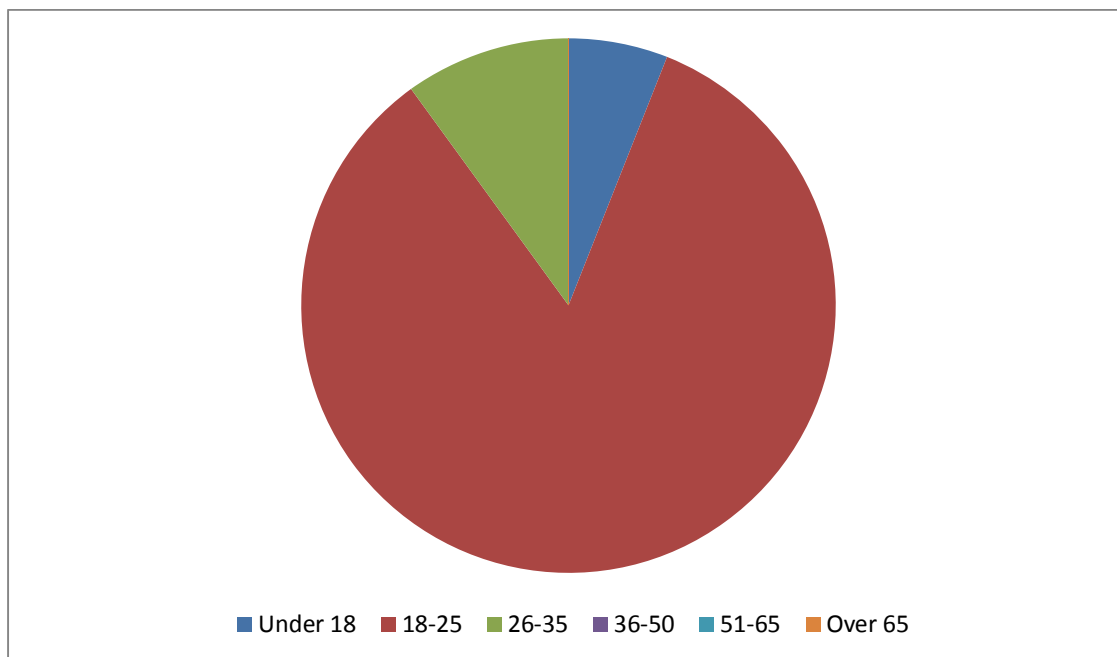
Graph.3.01: Pie chart Represent the Respondents according to their Gender

The numerical statistics in graph 1 show that the majority gender of the respondents is female (69 percent n= 69), with 31 male respondents accounting for 37 percent.

Question-item 2: Age

Age	Responses	Percentage
Under 18	06	06%
18-25	84	84%
26-35	10	10%
36 – 50	0	0%
51-65	0	0%
Over 65	0	0%
Total	100	100%

T.3.02: Results of the Respondents' Age



Graph.3.02: Pie chart Distributing the Respondents according to Age

The graph 29 depicts the age distribution of the informants, revealing that more than half (84 percent n = 84) are between the ages of 18 and 25. 06 percent of them (n = 6) are under the age of 18. Whereas 10 percent are between the age of 26 - 35, i.e. (10 percent n = 10).

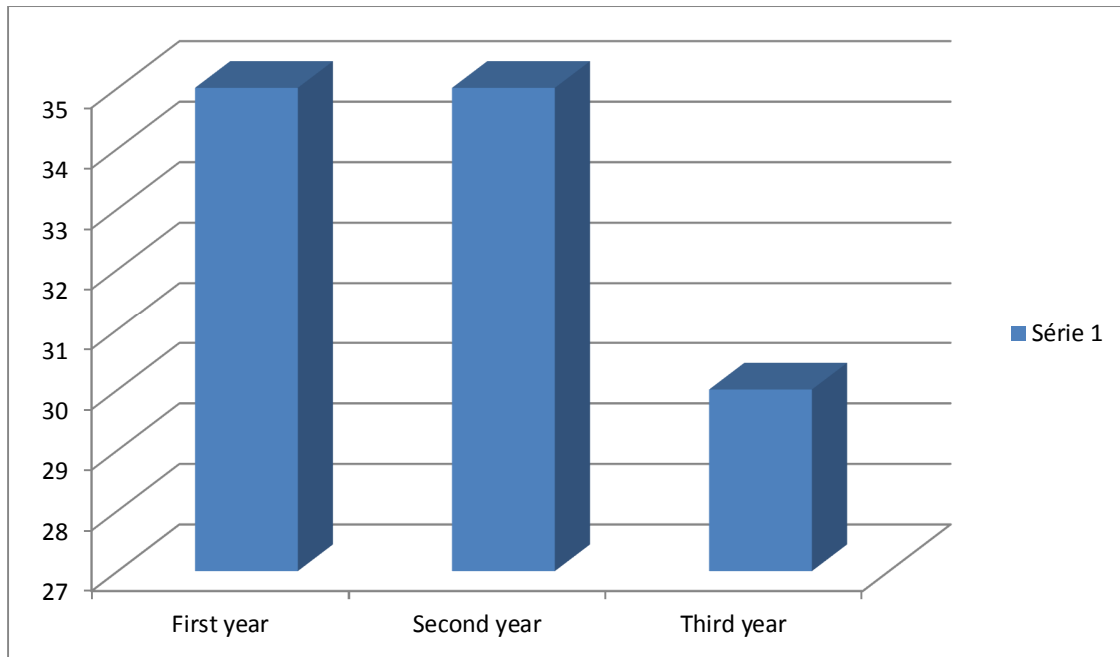
Question-item 3: Your level

Level	Responses	Percentage
First Year	35	35%
Second Year	35	35%
Third Year	30	30%
Total	100	100%

T.3.03: Results of the Level of the Respondents

The third question-item concerns the respondents' level, with 35 percent of the informants (n = 35) at the level of first year, while 35 percent are at the level of second year. The remainder (30% n = 30) are third-year students.

The graph below illustrates the various answers.



Graph.3.03: Bar graph about the Level of the Surveyed Students

Question-item 4: Which of these forms of online lectures has been the most dominant?

Please select only one?

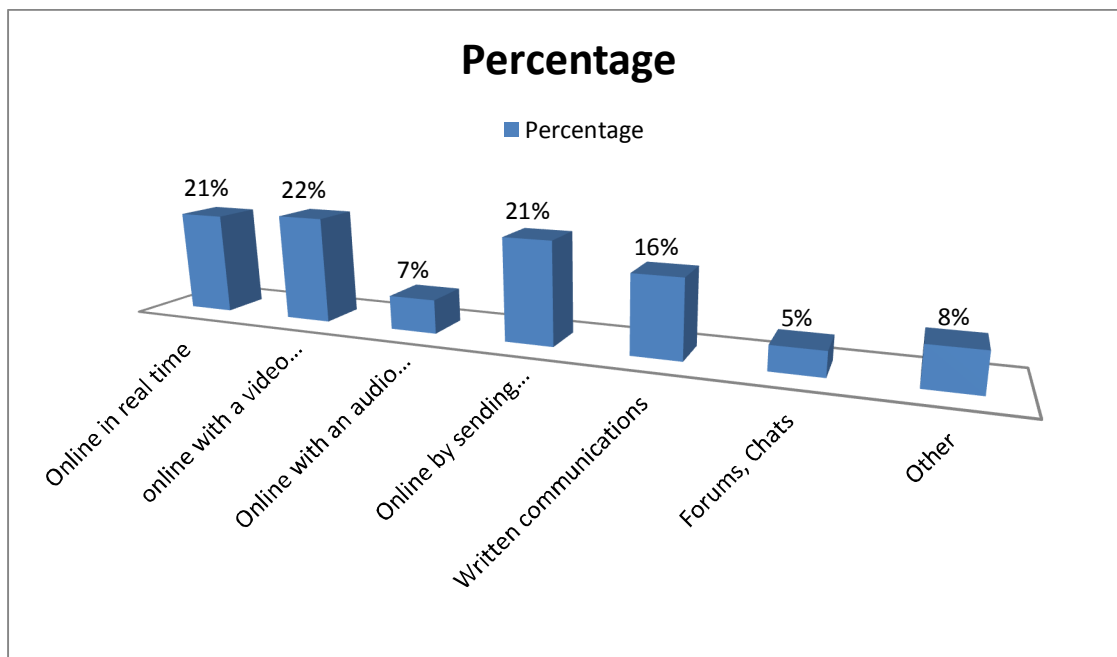
Options	Responses	Percentage
Online in real time(video conferences).	21	21%
Online with a video recording(not real time).	22	22%
Online with an audio recording.	7	07%
Online by sending presentations to students.	21	21%
Written communications	16	16%

Forums, Chats, Etc	5	5%
Other	8	8%

T.3.04: Results of the Students’ dominant forms of online lectures according to respondents

The gathered data from question-item 4 demonstrate that 21 of the surveyed students representing 21 percent have attended online in real time lectures with their teachers while 22 percent of them (n = 22), have attended offline video recorded courses. Whereas, 07% of them (n = 07), have attended courses that are auditory only. Next, 21 percent of the respondents (n = 21), have not attended online recorded courses and chose to learn by the delivered offline presentations to them. Furthermore, 16 of the surveyed students representing 16 percent have chosen written communications as a learning tool. Nevertheless, 5 percent of the students (n = 05), picked to learn from social media chats and forums. The rest i.e. 8 of the respondents at the rate of 8 percent have chosen other learning platforms to learn.

The graph below provides information about the various replies.

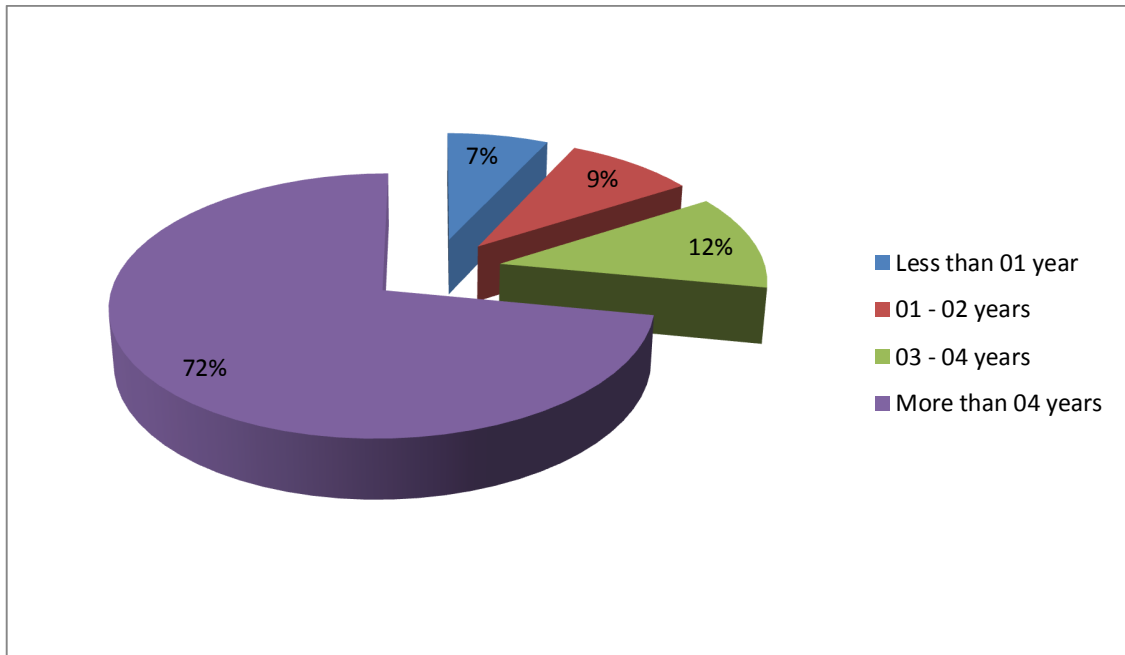


Graph.3.04: Graph Represents the dominant lectures according to students.

Question-item 5: How long have you been using the internet?

Period of time	Responses	Percentage
Less than 01 year	7/ 100	7%
01 – 02 years	9/ 100	9%
03 – 04 years	12/ 100	12%
More than 04 years	72/ 100	72%
Total	100/ 100	100%

T.3.05: Results of students' internet period of usage



Graph.3.05: Pie Chart Represent students' internet usage period

The question-item 5 was designed to identify how familiar are students with internet and for how many years they have been using it.

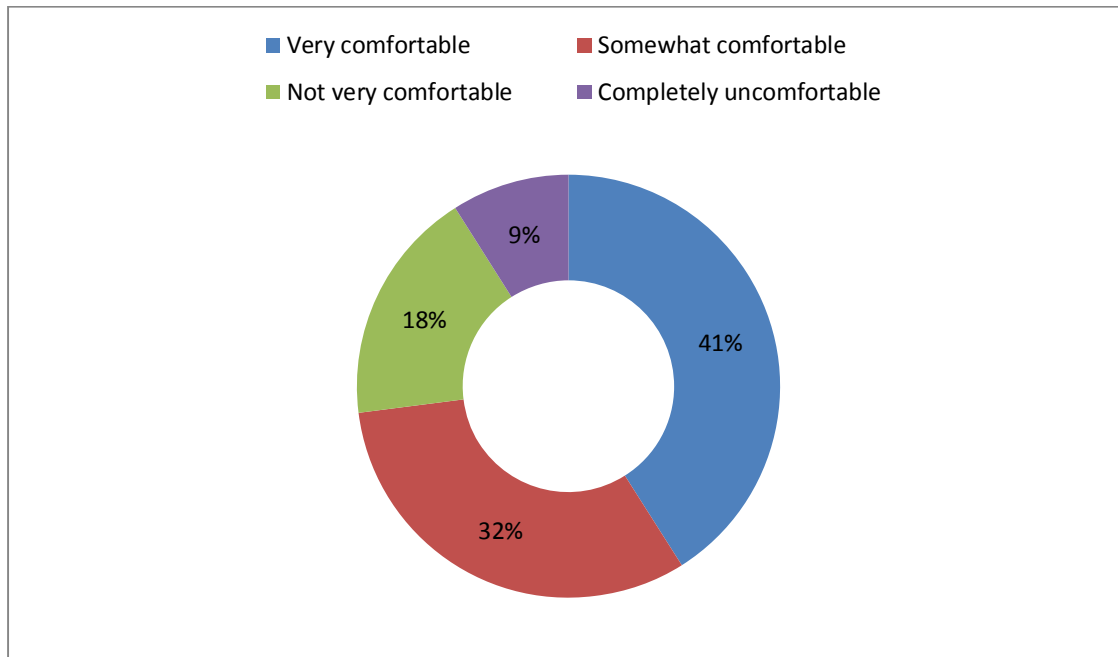
The results show that 07 percent of the informants, have been using the internet for less than one year, i.e. 07 percent (n = 07/ 100), while 09/ 100 of the respondents, representing 09 percent, believe that they have been using the internet for a period of time between one – two years, and 12 percent of them (n = 12/ 100) have been using the internet for three to four years, while the majority of the respondents with 81 percent (n = 72/100), have been using the internet for more than four years.

Question-item 6: How comfortable are you using a computer?

Options	Responses	Percentage
Very comfortable	41	41%
Somewhat comfortable	32	32%
Not very comfortable	18	18%

Completely uncomfortable	9	9%
Total	100	100%

T.3.06: Results about students' ability to use a computer



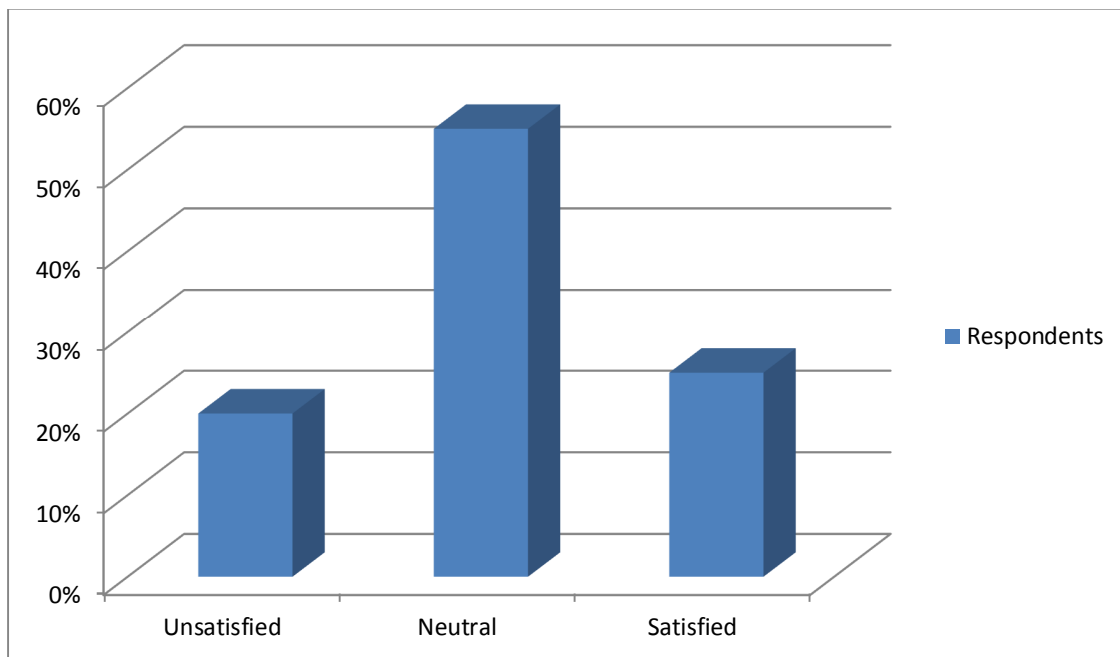
Graph.3.06: Pie chart of The Respondents' aptitude or ability of using a computer

The statistical facts in table 33 and graph 33 are concerning whether students are comfortable using computers or not since technology makes life simpler in all fields. 41 of the respondents, or 41 percent, i.e. (n = 41/ 100), stated that they are completely comfortable using a computer, while 32 respondents representing 32 percent claimed that they are somewhat comfortable with computers, as 18 respondents representing 18 percent of the sample stated that they can use a computer but they are not really comfortable with it, while 9 respondents representing 9 percent, i.e. (n = 09/ 100), claim that they are completely unable to use a computer. Furthermore, technology improves the learning process by allowing students to search more easily and giving them more options.

Question-item 7: Since classes were canceled how satisfied have you been with your teachers?

Options	Responses	Percentage
Unsatisfied	20	20%
Neutral	55	55%
Satisfied	25	25%
Total	100	100%

T.3.07: Results about students' satisfaction with their teachers



Graph.3.07: Bar graph Represents Students' Viewpoints about their satisfaction with their teachers

Question 7 asks students to share their thoughts on their teachers and how satisfied are they with them.

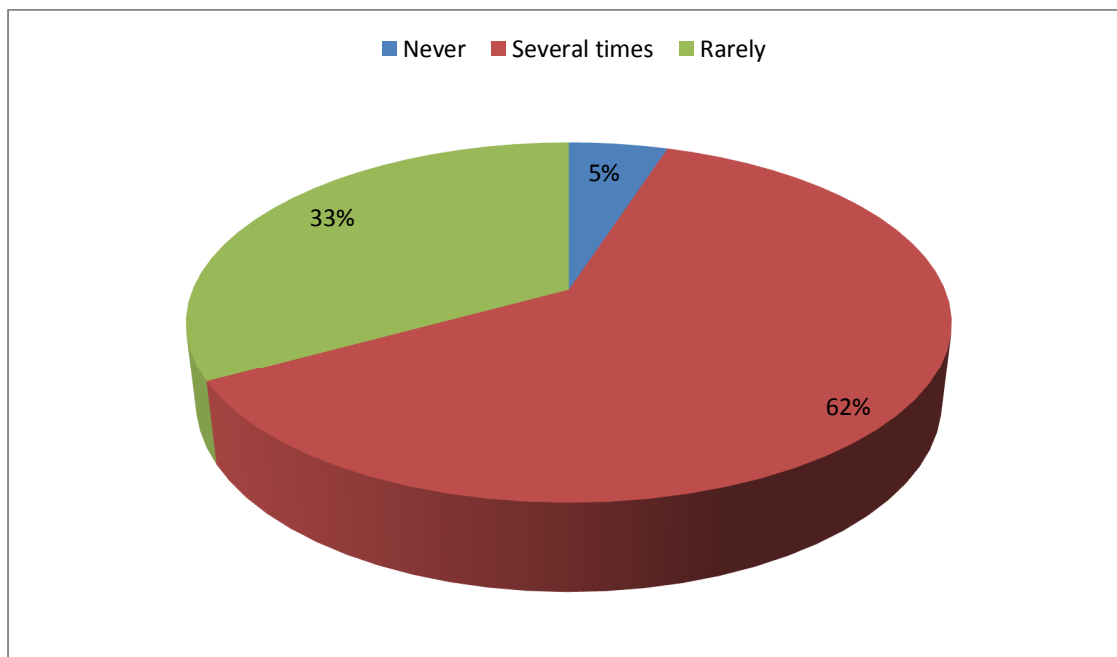
The findings reveal that 20 students (20 percent) are completely unsatisfied with their teachers, while 55 respondents representing 55 percent are on the neutral side having no problem with their teachers, while the rest (25 percent, n = 25/ 100) expressed directly their complete satisfaction with their teachers.

The students who expressed their non-satisfaction with their teachers believe that there is no cooperation occurring between both of them, which is considered a big issue for obtaining knowledge, and they also made it clear that they are not coping with them effectively. Next, the students who are on the neutral side claimed that they have no issues with their educators as they rarely attend face to face classes, while others who expressed their satisfaction towards their teachers are happy with their learning experience with their teachers, they claim to have no problem with the teaching method of their educators and that such relationship is joyful for them and allow them to better learn. Furthermore, a good relationship between the students and their teachers help students learn effectively and lead them to a thriving academic year and a successful learning process.

Question-item 8: How often do you use the internet?

Options	Responses	Percentage
Never	05	05%
Several times	62	62%
Rarely	33	33%
Total	100	100%

T.3.08: Results about students’ usage of internet



Graph.3.08: Pie chart represents the Students' daily usage of internet

Question 8 asks respondents to share their thoughts on their daily utilizing of the internet. The above numerical statistics show that more than half of those polled (62% n = 62/ 100) understand the value of incorporating internet technology into learning. While Only 05% (n = 05/ 100) never use internet on a daily basis, whereas 33 percent of the respondents, i.e. (33% n = 33/ 100) rarely use the internet on their daily lives.

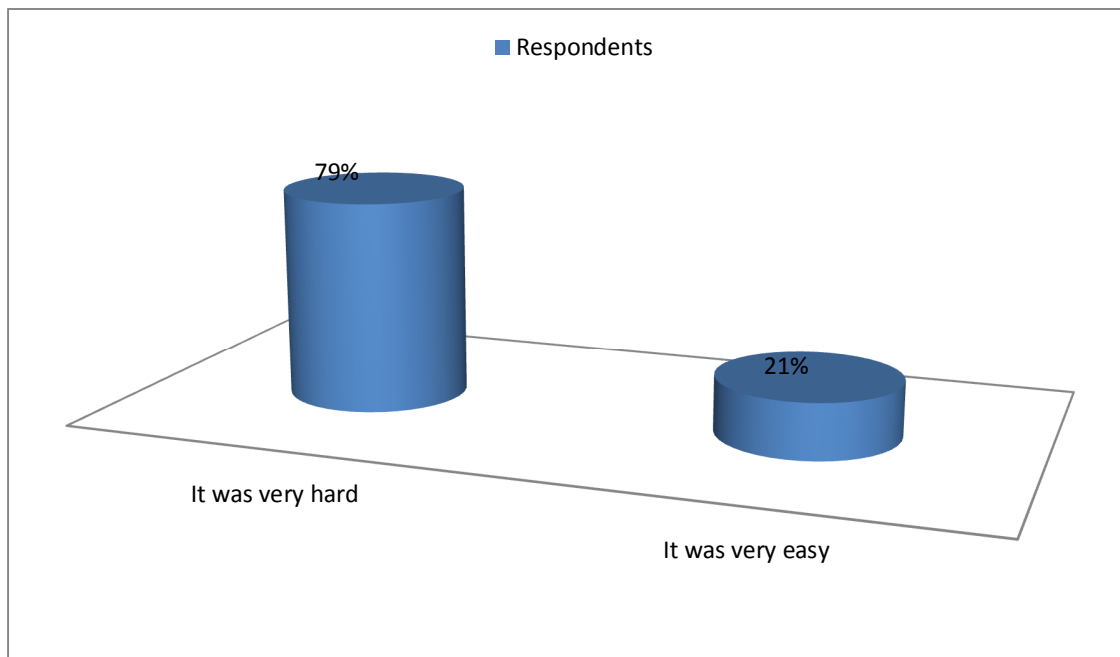
Most of the surveyed students believe that internet is necessary because it is more sufficient; and because of its capabilities, which provide real-world connection in order to develop their way of thinking and make them more creative, that is; technology facilitates learning by saving time and effort and benefiting more students. Furthermore, because we live in a digital age, coping with such technologies is critical, particularly in learning, in order to be prepared with the world and to be globalised.

Those who claimed their unnecessary need of using the internet said that it is not required to utilize internet in studying and that it is sufficient to use what is available at university.

Question-item 9: Considering your experience studying at this university during this pandemic, how was your adaption?

Options	Responses	Percentage
It was very hard	79	79%
It was very easy	21	21%
Total	100	100%

T.3.09: Results of the respondent's adaption at our university during this pandemic



Graph.3.09: Bar graph of the Respondents' Adaption at Our University

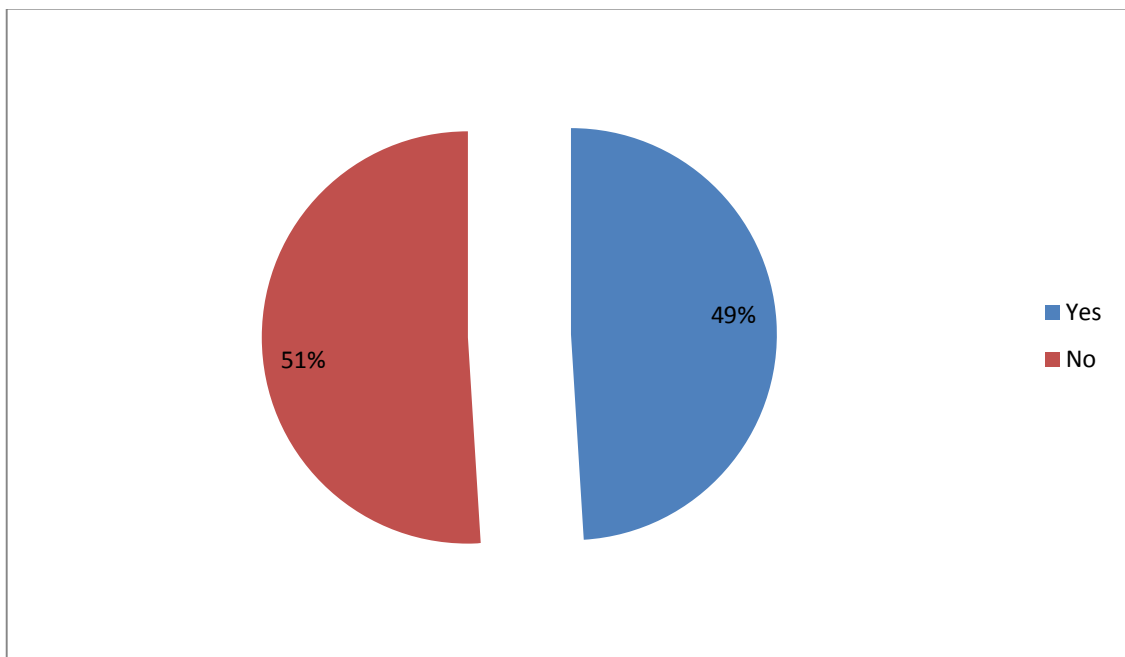
The ninth question-item inquires as to what the respondents believe to be their difficulty adapting in our university. According to the data, the majority of the questioned students, 79 of them, or 79%, are having difficult times coping and adapting in our university during this pandemic, they believe that their academic year is not smoothly going and their learning experience is facing several obstacles, while 21% (n = 21/ 100) are adapting very

easily and are having a thriving academic year in our university, without facing any obstacle.

Question-item 10: Were you obliged to attend classes?

Options	Responses	Percentage
YES	49	49%
NO	51	51%
Total	100	100%

T.3.10: Results of the Respondent’s Obligation to Attend Classes



Graph.3.10: Bar graph of the Respondents’ Obligation to Attend Classes

Question 10 is a Yes – No item related to the students obligation to attend face-to face classes. According to the aforementioned findings, 51/100 of the questioned students (51%) are not obliged to attend face to face classes, the respondents believe in autonomous learning and don’t feel the need to attend face to face classes to achieve their learning

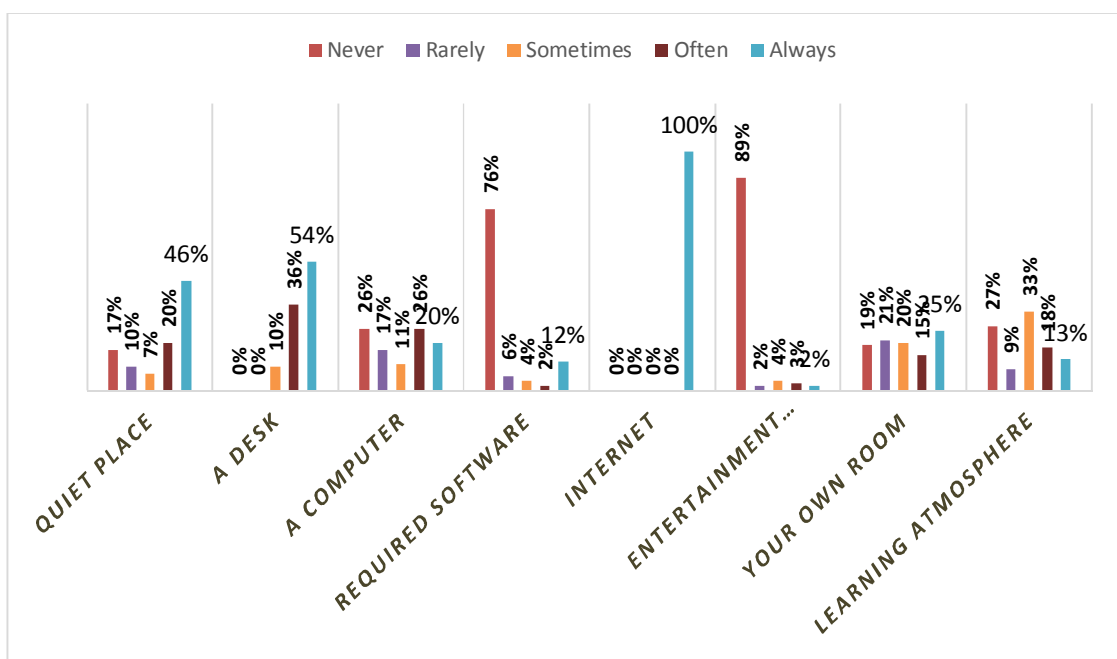
goals, as most of them don't have to be guided through by a teacher for a better learning experience while 49 percent, i.e. (n = 49) of the informants believe that they are obliged to attend classes, the majority claimed that they were obliged to attend face to face classes by their teachers and felt the urge to be guided by their educator in order for a thriving learning experience.

Question-item 11: In your home, do you have access to the following?

	Never		Rarely		Sometimes		Often		Always	
A quiet place to study.	17/100	17%	10/100	10%	7/100	7%	20/100	20%	46/100	46%
A desk.	0/100	0%	0/100	0%	10/100	10%	36/100	36%	54/100	54%
A computer.	26/100	26%	17/100	17%	11/100	11%	26/100	26%	20/100	20%
Required software and programs.	76/100	76%	6/100	6%	4/100	4%	2/100	2%	12/100	12%
Internet (Mobile data/ wifi).	0/100	0%	0/100	0%	0/100	0%	0/100	0%	100/100	100%
Entertainment materials	89/100	89%	2/100	2%	4/100	4%	3/100	3%	2/100	2%

(Games/consoles).										
Your own room.	19/100	19%	21/100	21%	20/100	20%	15/100	15%	25/100	25%
Learning atmosphere.	27/100	27%	9/100	9%	33/100	33%	18/100	18%	13/100	13%

T.3.11: Results of the Students access to the learning/entertaining items.



Graph.3.11: Graph about the Respondents' possession of comfort tools required for learning

According to the results of question-item 10, which deals with how comfortable are students at home and how their home learning experience is going; 17 percent of the respondents never find a quiet place to study while 10 percent of them rarely have the ability to find calm and study in their homes, as 7 percent of the respondents claim that they sometimes find a quiet place to study at home whereas 20 percent of the students are often able to sit in a quiet place and study and 46 percent claim that they always find a quiet place to sit and study or access their online courses. Next, according to the results, 10 percent (n= 10) of the respondents sometimes have access to a desk while 36 percent of the

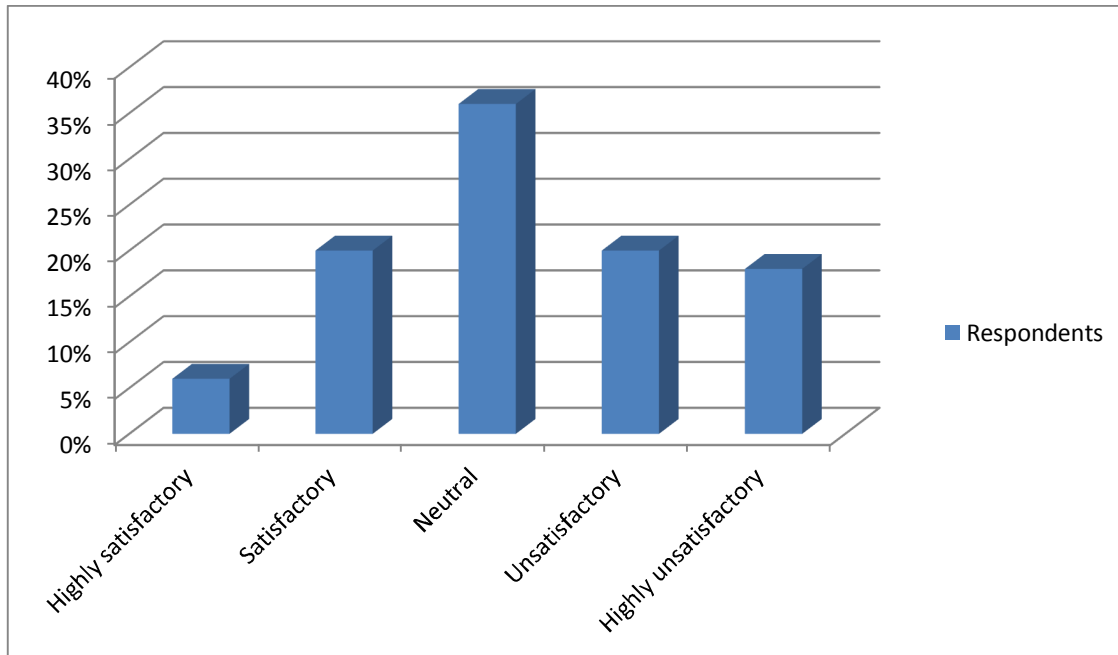
students surveyed often have a desk to sit on and study, whereas 54 percent (n= 54) always find a desk to sit on and access their online lectures. Results show that 26 respondents representing 26 percent don't have a computer to access the online learning platforms while 17 percent rarely find the occasion for a computer access, whereas 11 percent of the surveyed students sometimes find a computer to use for their online learning process, nevertheless, 26 percent of the questioned students sometimes find the occasion to access a computer, and 20 percent of the students sample always have access to a computer. Next, 76 students representing 76 percent of the questioned students don't have the required softwares and programs for online learning, while 6 percent rarely find an opportunity for such softwares, and 4 percent sometimes have the ability to access such programs to access their distant lectures, while only 2 percent of the surveyed students have the required softwares and programs for their online learning experience, and as the results show, only 12 students representing 12 percent always have access to such softwares and programs. As for the internet access, the results show that all the surveyed students have the ability to always access the internet. Next, for the entertainment items, the data gathered show that 89 percent of the questioned students don't have any sort of entertainment when they're at home which indicate for a worrying quarantine if needed for the mental health of the students, while 2 percent of the respondents rarely have the ability to entertain themselves using such items, and only 4 percent of the respondents can sometimes utilize such entertainment items, whereas 3 percent of the respondents often have the occasion for entertainment when they are at their homes, while 2 students representing 2 percent of the questioned students claim that they always have access to entertainment materials. Next, a percentage of 19 percent claim that they don't have any sort of their own private room, while 21 percent of the respondents claim that they rarely find an own private room to find calm and study in it, and 20 respondents representing 20 percent of the surveyed students replied that they occasionally have their own private room to sit in, while only 15 percent of the respondents are often able to have their own private room, as for the remaining respondents, results show that 25 percent of the questioned students (n= 25), have their own rooms which they can access at anytime they desire. Lastly, the last question is about the learning atmosphere at home, results show that 27 percent of the respondents never find the required learning atmosphere they seek, while 9 percent of the respondents claim that

they are rarely familiar with such learning atmosphere, whereas 33 percent of the respondents answered that they sometimes find the needed learning atmosphere to study at their homes, and 18 percent of the respondents replied that they often find a proper learning atmosphere at their homes, while 13 respondents representing 13 percent of the surveyed students claim that they always find the perfect learning atmosphere when they're at home.

Question-item 12: How would you rate your overall learning experience at our university during this pandemic?

Options	Responses	Percentage
Highly satisfactory	06	06%
Satisfactory	20	20%
Neutral	36	36%
Unsatisfactory	20	20%
Highly unsatisfactory	18	18%
Total	100	100%

T.3.12: Results of the Students overall satisfaction about their experience at our university.



Graph.3.12: Bar graph representing results of the students overall satisfaction about their experience at our university.

The question-item 12 is asked to disclose respondents' viewpoints about whether they are satisfied about the experience of studying in our university. The above numerical data prove that the majority of the surveyed students are on the neutral side (i.e. 36% n = 36), while 06 respondents representing 06 percent are highly satisfied about their learning experience in our university and highly recommend other students to study in our university, whereas 20 percent of the surveyed students (i.e. 20% n = 20) are not satisfied with their experience in our university, and 18 respondents representing 18 percent are extremely unsatisfied with their learning experience in our university.

Most of the students prefer to stay neutral about their satisfaction concerning their learning experience in our university because according to them, the main problem is not their teachers or the university staff but the students themselves, besides; most of the unsatisfied students claim that there is a huge lack in technology use, because for them, technology free the students from the teachers' resources; such tools save time and efforts and contain more sufficient results, and by learning at any time and everywhere using such tools, can create strong a connected community.

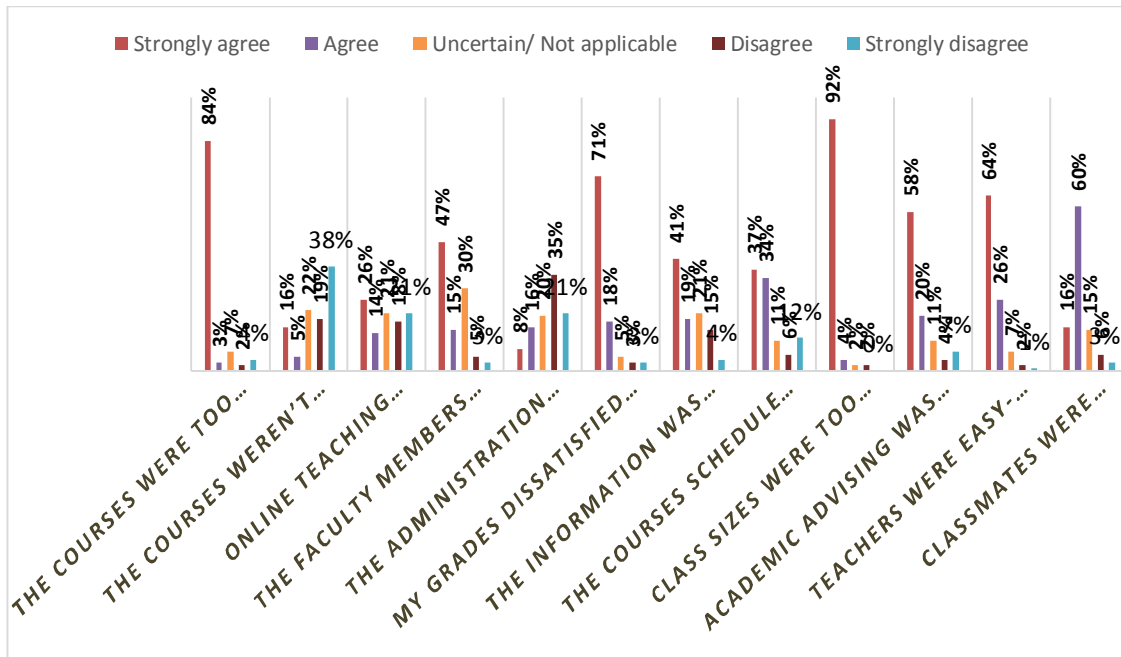
Question-item 13: Please complete the following table with specific regard to the

Above enquiry, by placing a CROSS in the appropriate box.

	Strongly agree		Agree		Uncertain / Not applicable		Disagree		Strongly disagree	
The courses were too difficult for me.	84/100	84%	3/100	3%	7/100	7%	2/100	2%	4/100	4%
The courses weren't relevant to the online presentations.	16/100	16%	5/100	5%	22/100	22%	19/100	19%	38/100	38%
Online teaching methods were poor.	26/100	26%	14/100	14%	21/100	21%	18/100	18%	21/100	21%
The faculty members weren't supportive.	47/100	47%	15/100	15%	30/100	30%	5/100	5%	3/100	3%

The administration was of huge help.	8/100	8%	16/100	16%	20/100	20%	35/100	35%	21/100	21%
My grades dissatisfied me during this pandemic.	71/100	71%	18/100	18%	5/100	5%	3/100	3%	3/100	3%
The information was received when requested.	41/100	41%	19/100	19%	21/100	21%	15/100	15%	4/100	4%
The courses schedule didn't fit my program.	37/100	37%	34/100	34%	11/100	11%	6/100	6%	12/100	12%
Class sizes were too large.	92/100	92%	4/100	4%	2/100	2%	2/100	2%	0/100	0%
Academic advising was dissatisfying.	58/100	58%	20/100	20%	11/100	11%	4/100	4%	7/100	7%
Teachers were easy-going during this pandemic.	64/100	64%	26/100	26%	7/100	7%	2/100	2%	1/100	1%
Classmates were helpful during this pandemic.	16/100	16%	60/100	60%	15/100	15%	6/100	6%	3/100	3%

T.3.13: Results of the Students statements of agreement towards several issues in our university.



Graph.3.13: Graph about the students statements of agreement towards several issues in our university.

The results collected from question-item 13, dealing with the main issues students might be facing in our university reveal that:

- The courses were too difficult: 84% of the respondents strongly agree, and 3% slightly agree, while 7% are uncertain about whether if it is difficult or not, and 2% disagree, while 4% of the respondents highly disagree and claim that the lectures were easy.
- The courses weren't relevant to the online presentations: 16% of the surveyed students strongly agree, and 5% slightly agree, while 22% are uncertain because they never accessed the online lectures, and 19% of the respondents disagree, while 38% of the respondents strongly disagree and they expressed that all the lectures were relevant to the online presentations they accessed.

- Online teaching methods were poor: 26% of the respondents strongly agree and are mainly unsatisfied with their teachers, and 14% slightly agree, while 21% of the respondents are uncertain about their opinion because all of them claim that they never attended online or face to face classes, yet, 18% disagree with the fact that their teachers used poor online teaching methods, and 21% of the questioned students strongly disagree and claimed that their teachers are using the best online teaching methods that suit their needs.
- The faculty members weren't supportive: The majority of the respondents representing 47% of the surveyed students strongly agree that the university staff were not of great academic support and express their total dissatisfaction about their behavior, and 15% slightly agree with the ones who strongly agreed, while 30% are uncertain about their opinions toward the university staff because they claim that they never had an encounter with one of them, and 5% of the respondents disagree with the rest, while 3% strongly disagree and express their gratitude to the staff team of the university.
- The administration was of huge help: 8% of the surveyed students strongly agree and are highly satisfied with the administration of the university, while 16% slightly agree with the fact that the administration was helpful, and 20% are uncertain about their opinions about the administration of the university, while 35% disagree and claim that they are unsatisfied with the administration because there were no academic advising, and 21% strongly disagree and express their anger towards the administration of the university.
- My grades dissatisfied me during the pandemic: 71% of the respondents strongly agree and are mainly unsatisfied with their grades, claiming that they could do better if they have been treated differently, while 18% slightly agree and express their dissatisfaction with their grades, and 5% of the respondents remain uncertain about their opinion about their grades, while 3% disagree with the fact that their grades dissatisfied them, and 3% strongly disagree and claim that they are used to such grades.
- The information was received when requested: 41% of the respondents strongly agree with this fact, while 19% slightly agree, and 21% are remaining uncertain,

and 15% disagree and claim that they have been ignored several times, while 4% highly disagree.

- The courses schedule did not fit my program: 37% of the respondents strongly agree and replied that the schedule took them away from their daily lives program which caused a confusion and several mental health issues, while 34% slightly agree and claim that there were no side effects with such issue, and 11% are not certain about their opinion, while 6% disagree about the schedule not fitting their daily lives program, and 12% strongly disagree and could not see any difference between the academic schedule before and during the pandemic.
- Class size was too large: The majority or the respondents representing 92% of the surveyed students strongly agree and a group of them are frightened, especially during such pandemic, several respondents replied that this was the reason why they have not been attending their classes recently, while 4% slightly agree, and 2% are uncertain about their opinion, whereas 2% disagree and claim that it is more fun to study in such crowded classrooms, with having no one to strongly disagree.
- Academic advising was dissatisfying: 58% are expressing their non-satisfaction with their department staff members and strongly agree that the academic advising was poor, while 20% slightly agree, and 11% remain uncertain about their opinion whether if the academic advising was helpful or not, while 4% disagree, and 7% express their great gratitude toward the academic advising received when in need.
- Teachers were easy-going during the pandemic: 64% strongly agree and are thankful for their teachers, and 26% slightly agree and express the same opinion, while 7% are uncertain about their opinion because they claim that they never attended classes, and 2% disagreed with the fact that their teachers were easy-going and replied that their teachers were a bit difficult to deal with, while only 1% strongly disagree.
- Classmates were helpful during the pandemic: 16% of the respondents strongly agree, and 60% slightly agree and show their thankfulness towards their classmates, while 15% are remaining uncertain claiming that they had no major encounter with their classmates, and 6% disagree with their classmates being of great help to them, and 3% strongly disagree.

Respondents' Suggestions

Question-item 14: Please share any suggestions that our university could use to provide a better educational experience during this pandemic for students like yourself. (Optional)?

The question 14 is an open-ended item asked to collect the surveyed students' viewpoints, and attitudes towards their experience in our university during COVID-19 pandemic and to detect their readiness towards integrating technologies in the learning process. First suggestion is that we are in the age of technology and most of us are addicted to the digitization world, so we have to exploit such tendencies in a positive way. Second suggestion is about the learning system in the country which should provide and allow using such technologies. Also, it would be better if teachers start using these tools, which should be part of teaching/ learning process, because they make everything accessible and easy. Several suggestions share the same viewpoint which is the difficult curriculum, mainly all of the students share the same opinion that is that the curriculum should be changed. A set of surveyed students suggested that autonomous learning must be encouraged in our educational system as they see themselves more comfortable when learning by themselves without any academic guidance. Next, the use of technology has been suggested by particularly all of the questioned students. So almost all the surveyed students are hoping to use such methods and aids in their learning process.

Conclusion

The results that occur within our data collection instrument, concerning the major impact and effects that COVID-19 pandemic had on students' perfection, and their attitudes towards the new innovative tools for education. Throughout the analyzing of the collected data, we could notice that COVID-19 pandemic have had a negative impact on students and impacted all learners in general, the findings show that students were not financially and mentally prepared for such crisis, while some of the learners could not adapt to this unexpected transition, we could also determine students' will and readiness to implement distant learning in their learning process, and teachers' awareness of the importance of using such tools; besides, we recognize students' high familiarity with the technological tools for distant learning. The attitude of the students towards such learning styles and tools

which personalize their education skills is positive and is mainly able to develop their skills.

III.3. Teachers' Questionnaire

The questionnaire was chosen because it allows us to collect data from a large number of participants in a short period of time.

The teachers' questionnaire is used to collect data on the impact of COVID-19 pandemic on teaching in Algerian universities and the distant teaching experience during this pandemic and the success of online learning platforms and the utilization of new innovation tools for online teaching. This questionnaire comprises general to particular questions of various categories.



III.4. Objectives of the Teachers' Questionnaire

The questions posed to teachers are designed to achieve the research goals. The replies range from statistics and numerical figures to teacher attitudes and perspectives. The main goal of the questionnaire is to illustrate the significant influence of the COVID-19 pandemic on teaching and the usefulness of online learning platforms. Furthermore, it aims to determine how prepared tertiary teaching is to incorporate with such crisis.

III.5. Sampling and Population

The questionnaire was distributed at random to 20 English teachers at Tiaret University. Due to unforeseen circumstances, 05 was rejected; I obtained 15 replies, a rate of 100%; the target responders (15 instructors) shared with us their knowledge and experiences about our subject.

III.11. Data Analysis:

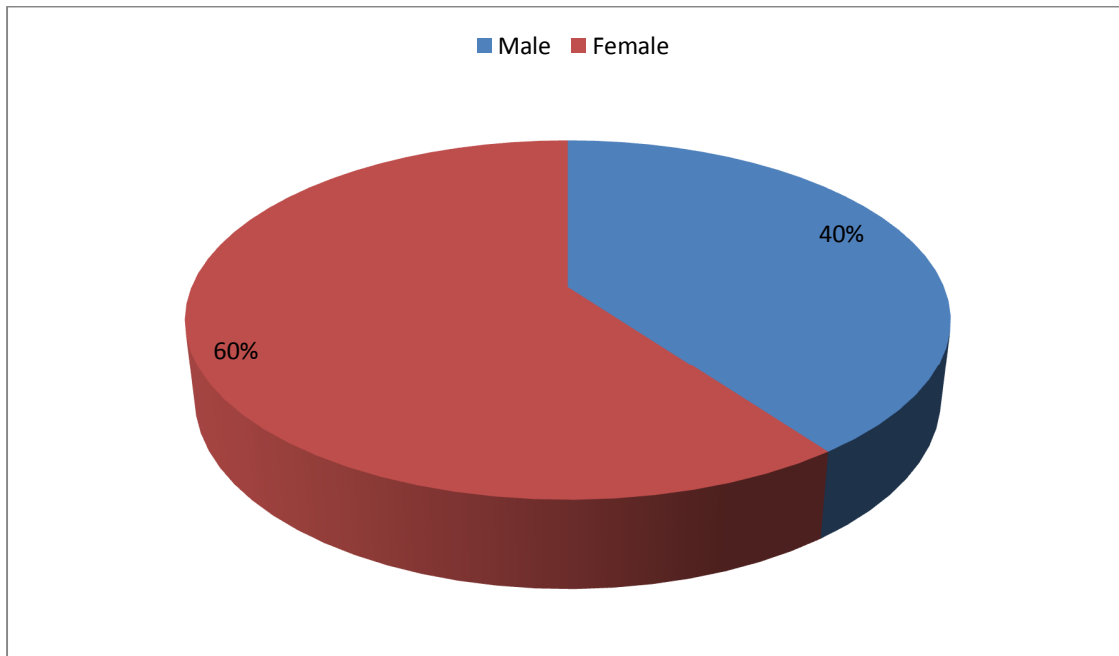
Question-item 1: Gender	Male 	Female 
Gender	Responses	Percentage
Male	4	40%
Female	6	60%

Total

10

100%

T.3.14: Distribution of Surveyed Teachers according to Gender



Graph.3.14: Pie chart Represent Teachers' Distribution according to Gender

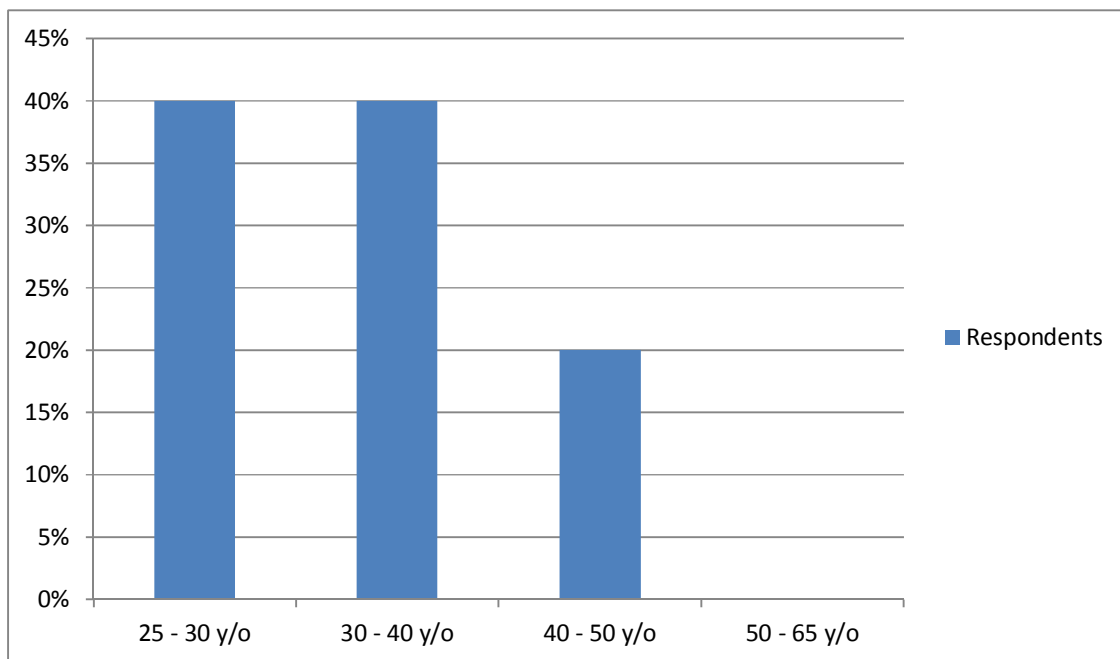
The data generated in graph1 show that females account for 60 percent of the surveyed teachers, with males accounting for the remaining 40 percent. Such presence is not unusual, particularly in Algerian society, where the teaching profession is viewed as the most available position for women, whether in the three educational stages or in higher education. Women are also more qualified than males since they graduate from colleges at a higher rate. As a result, women's involvement in the labour market increases, therefore empowering a country's economy; consequently, women are more likely to gain employment, particularly in the education sector.

Question-item 2: Age

Age	Responses	Percentage
25 - 30	04	40%

30 - 40	04	40%
40 - 50	02	20%
50-65	00	00%
Total	10	100%

T.3.15: Distribution of Surveyed Teachers according to Age



Graph.3.15: Bar graph Represent Distribution of Surveyed Teachers according to Age.

According to the figure above, the majority of university professors (80%) are between the ages of 25 and 40, while 20 percent are between the ages of 40 and 50, and none of them(0%) are between the ages of 50 and 65.

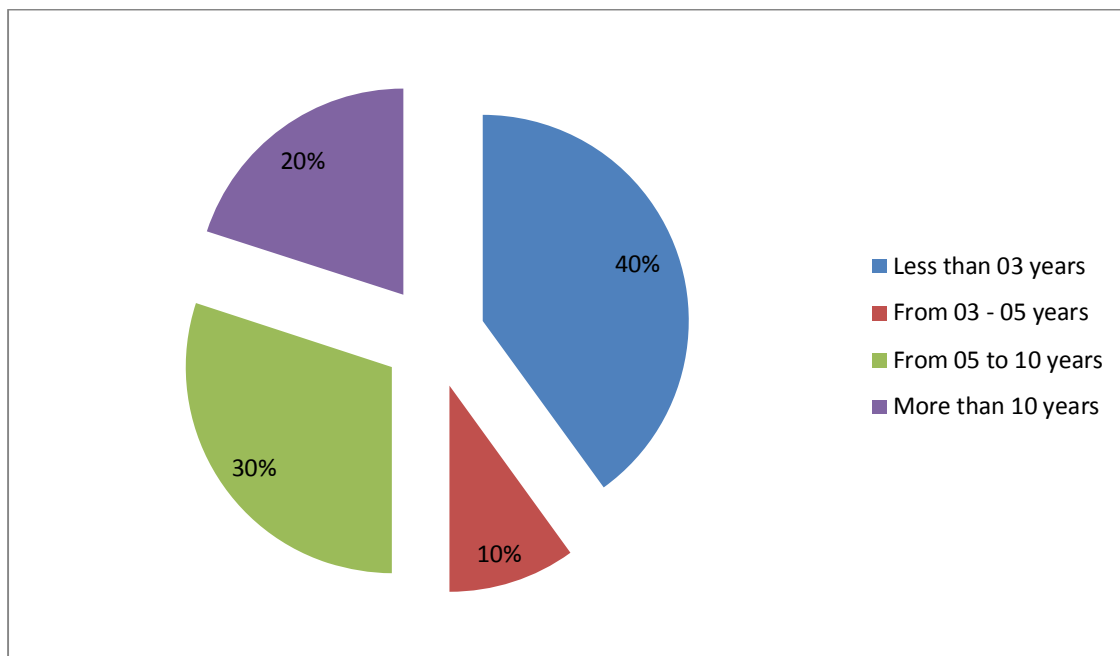
It is worth noting that more than half of university instructors are young, accounting for roughly 80%. Students may increase their levels owing to young instructors who can understand them better due to generation convergence; and for university professors, students can improve their levels thanks to young teachers who can understand them better. It is considered that the

government's attempts to integrate the youth group into the workforce in order to minimize unemployment have been successful.

Question-item 3: Teaching Experience

Option	Results	Percentage
Less than 03 years	04	40%
From 03 – 05 years	01	10%
From 05 to 10 years	03	30%
More than 10 years	02	20%
Total	10	100%

T.3.16: Result of Teaching Experience of the Teacher



Graph.3.16: Pie chart Represent Distribution of Teachers teaching experience

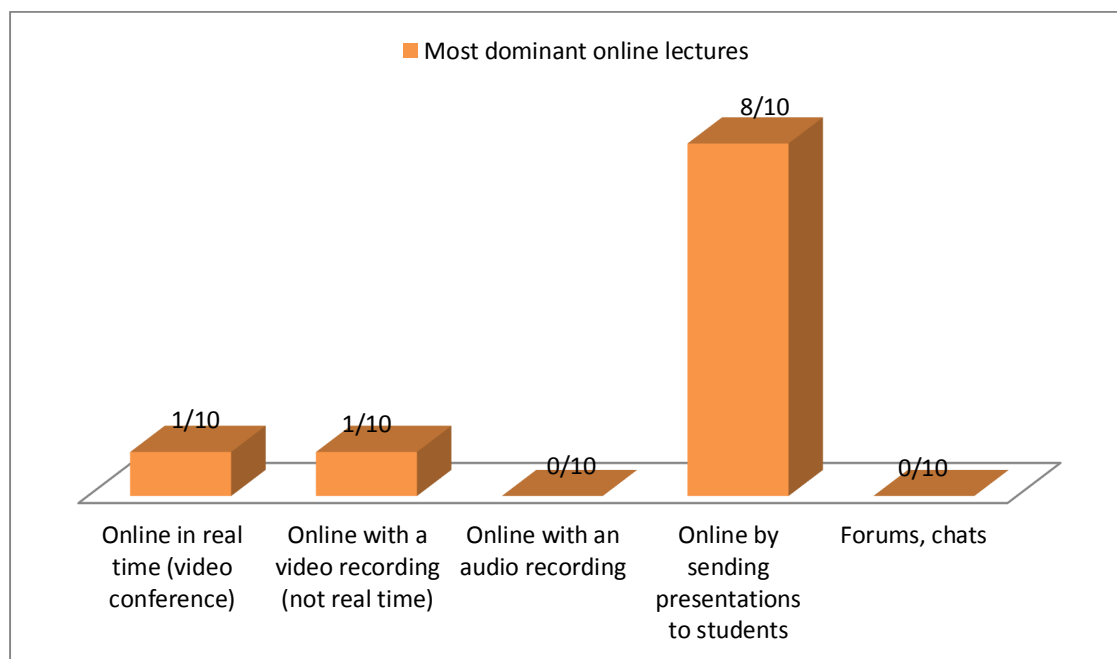
According to the data gathered from question-item 3, which is associated with the teaching experience of instructors, nearly half of the respondents (40 percent n= 4) have been teaching for less than 03 years, while 20 percent (n= 2) have been teaching for over 10 years, and 10 percent (n= 1) have been teaching from 03 to 05 years, whereas 30 percent (n= 03) have been teaching from 05 to 10 years.

As a consequence of the findings, we conclude that nearly all teachers (5 years or more), i.e. 60 percent of the respondents (n= 6), have completed the first stages of their profession and have already practiced the theoretical knowledge that has made them competent, responsible, and self-reliant.

Question-item 4: Which of these forms of online lectures has been the most dominant?

Option	Results	Percentage
Online in real time (video conferences)	01	10%
Online with a video recording (not real time)	01	10%
Online with an audio recording	00	00%
Online by sending presentations to students	08	80%
Forums, Chats... etc	00	00%
Total	10	100%

T.3.17: Result of the most dominant lectures



Graph.3.17: Bar graph Represent Distribution of most dominant online lectures

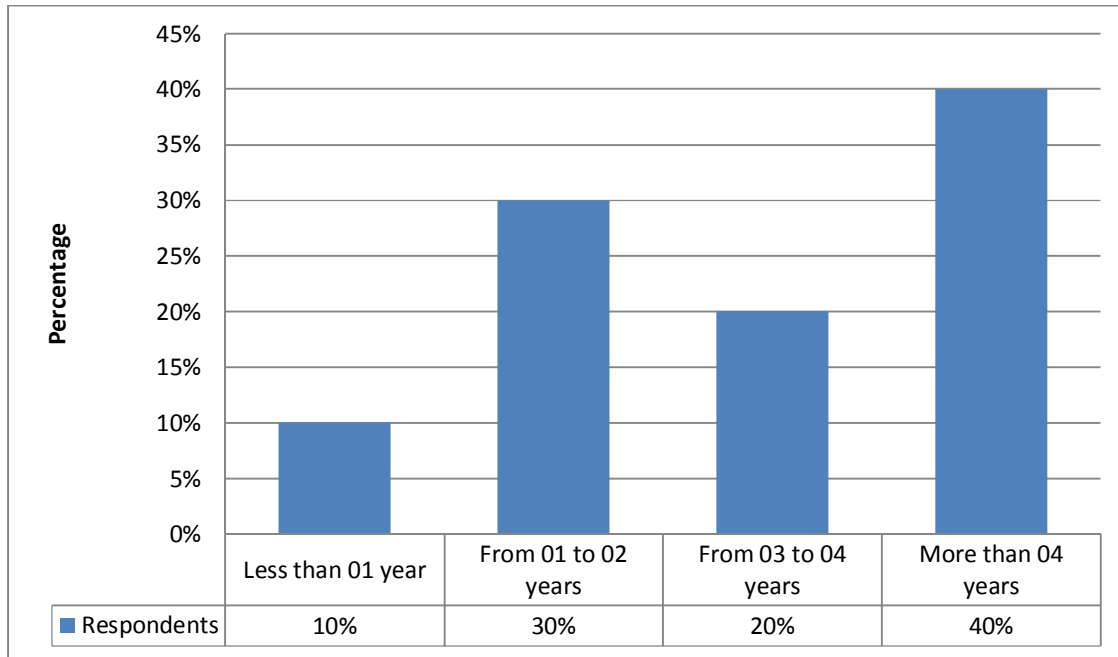
Question-item 27 is designed to elicit respondents' most distributed lectures to their students. According to the findings, nearly all of those polled chose to send online presentations to students, according to them, this was the only efficient method to adapt in order to reach their learners, as the majority of them claimed that students never attend online lectures which are presented via video conference, while 1 surveyed teacher representing 10 percent, claimed that they host daily online lectures which are presented in video conferences in real time, whereas only 1 questioned teacher chose to record himself teaching and send the video recorded to his students, while none of the teachers held online audio recorded lectures nor sent their students the lectures via forums, and chats on social media.

Question-item 5: For how long have you been teaching at our university?

Option	Results	Percentage
Less than 01 year	01	10%
From 01 to 02 years	03	30%
From 03 to 04 years	02	20%
	90	

More than 04 years	04	40%
Total	10	100%

T.3.18: Result of the teachers teaching experience at our university



Graph.3.18: Bar graph Represent Teachers teaching experience at our university

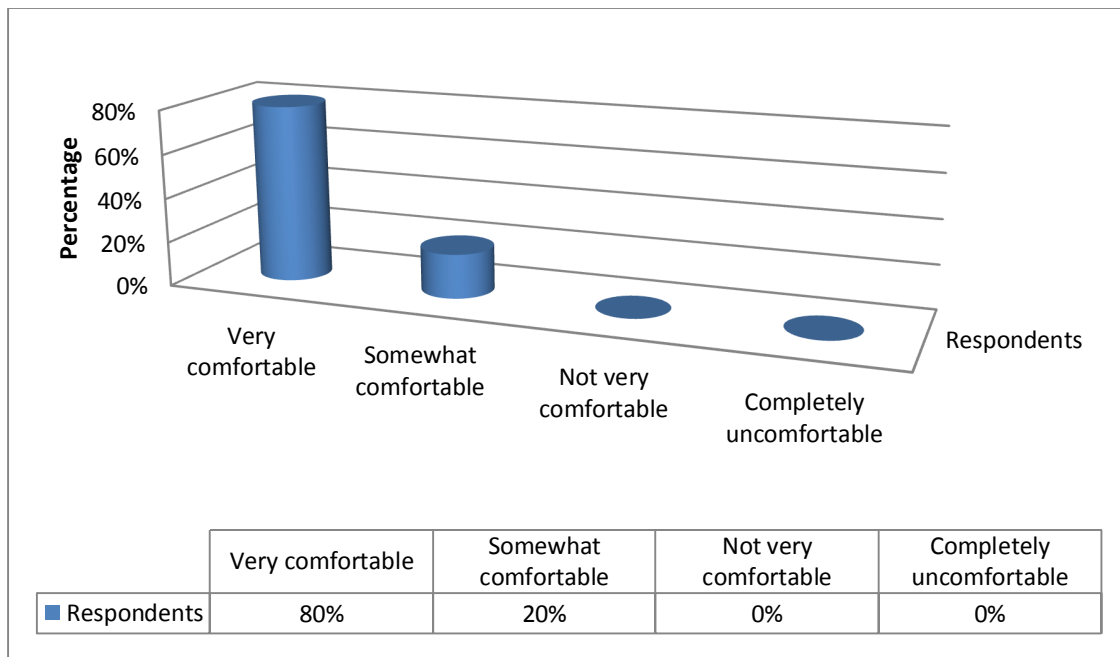
According to the findings, 10 percent of instructors (n=1) less than 01 year of experience at our university. 30 percent of instructors (n=3) have 01 to 02 years of teaching experience at our university, while 20 percent (n=2) have three to four years of teaching experience at our university. Whereas The remaining (40 percent n= 4) have more than 04 years of teaching experience at our university.

As a consequence of the findings, we conclude that nearly all teachers i.e. 90 percent of the respondents (n= 9), have completed the novice stages of their teaching experience at our university and are already focusing on their teaching skills and self reliance, as they replied that they don't need to be guided anymore and they know exactly how they can deal with numerous issues occurring at their classrooms.

Question-item 6: How comfortable are you using a computer?

Option	Results	Percentage
Very comfortable	08	80%
Somewhat comfortable	02	20%
Not very comfortable	00	00%
Completely uncomfortable	00	00%
Total	10	100%

T.3.19: Result of the teachers comfort when using a computer

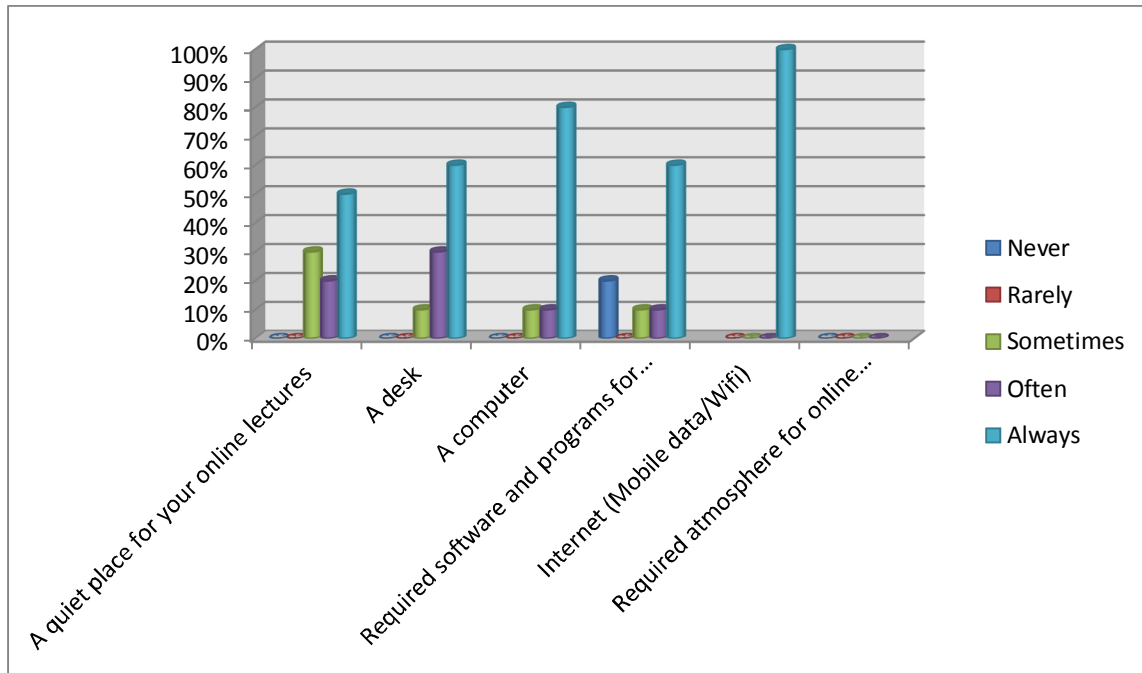


Graph.3.19: Bar graph Represent Teachers comfort at using computers

Question-item 7: In your home do you have access to the following?

	Never		Rarely		Sometimes		Often		Always	
A quiet place for your online lectures.	0/10	0%	0/10	0%	3/10	30%	2/10	20%	5/10	50%
A desk.	0/100	0%	0/100	0%	1/10	10%	3/100	30%	6/10	60%
A computer.	0/10	0%	0/10	0%	1/10	10%	1/10	10%	8/10	80%
Required software and programs for your online lectures	2/10	20%	0/100	0%	1/10	10%	1/10	10%	6/100	60%
Internet(Mobile data/ wifi).	0/100	0%	0/100	0%	0/100	0%	0/100	0%	10/10	100%
Required atmosphere for online teaching.	0/10	0%	0/10	0%	0/10	0%	0/10	0%	10/10	100%

T.3.20: Result of the teachers comfort at home



Graph.3.20: Bar graph Represent Teachers comfort at home

The graph above shows the different options that are provided for teachers for educational purposes which has five alternatives (Never, Rarely, Sometimes, Often and Always).

The first choice is a quiet place, to which none of them replied (never and rarely). Whereas 3 instructors from 10 (30 percent) responded by (sometimes). While 2 teachers from 10 replied (often). The remainder, or 5 instructors (50 percent), stated (always).

Second choice is a desk; none of the teachers answered by (never and rarely), and only one teacher in the percentage of 10% said (sometimes). Whereas 30% of them (n=3) responded by (often). The remainder representing 60 percent of them (n= 6) stated (always).

Third one is a computer; the teachers' responses was: none of the respondents said (never and rarely), and 10% (n= 1) of the informants answered by (sometimes). 10% which has the number of 1/10 said often), and the rest answered by (always) i.e. 80% (n= 8).

For the forth option which is; required software and programs for your online lectures; only two teachers from 10 (20%) responded by (never), while none of them stated (rarely)

and 1/10 of them (i.e. 10%) answered by (sometimes). Whereas only one teacher from 10 (10%) responded by (often). While, 60% of the respondents (n= 6) replied by (always).

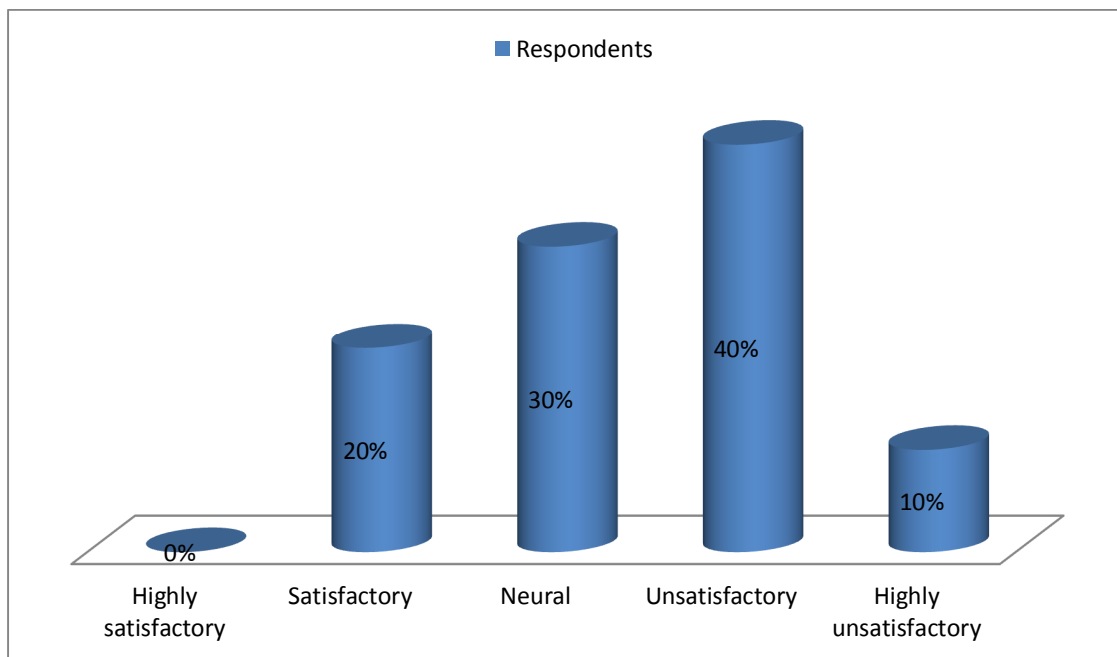
The fourth choice which is; internet (Mobile data/ Wi-Fi), to which none of them replied (never, rarely, sometimes and often). All of the questioned teachers 10/10 (i.e. 100%) responded by always. Therefore, the results show that teachers are well aware of the positive impact that internet and digital devices have on education.

For the last option which is; required atmosphere for online teaching, the respondents' answers was; not a single teacher responded by (never, rarely, sometimes and often). The whole group of the surveyed teachers representing a percentage of 100% (i.e. 10/10) directly crossed (always) which indicates that teachers are very comfortable at their homes.

Question-item 8: How would you rate your overall teaching experience at our university during this pandemic?

Option	Results	Percentage
Highly satisfactory	00	00%
Satisfactory	02	20%
Neutral	03	30%
Unsatisfactory	04	40%
Highly unsatisfactory	01	10%
Total	10	100%

T.3.21: Result of the teachers overall satisfaction at our university during the pandemic



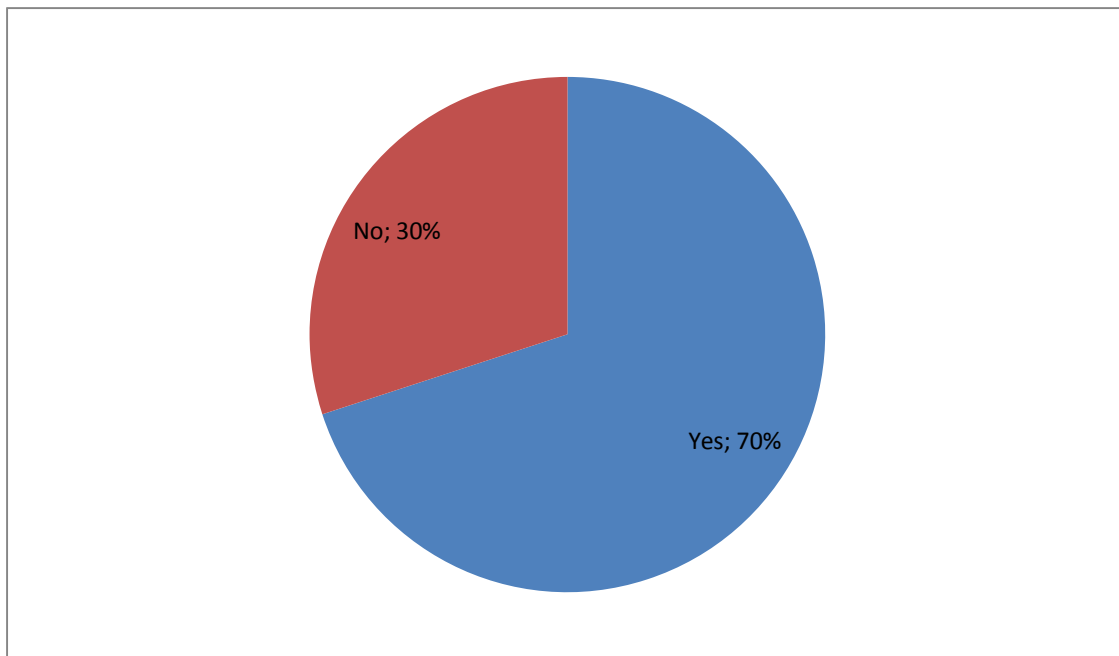
Graph.3.21: Bar graph Represent Teachers satisfaction about their experience at our university during the pandemic.

The replies to question-item 8, in connection with the teachers satisfaction concerning their teaching experience in our university during this pandemic reveals that nearly half of them (i.e. 40% n= 4) are not satisfied with their stay in our university during this pandemic while 30% of the informants (n= 3) prefer to stay on the neutral side as they claim that they had not experienced any down nor up sides during their stay, whereas none of them are highly satisfied about their teaching experience in our university during the pandemic, according to the respondents, this result is due to bad behavior of students with their educators and the huge lack of respect of the measures and precautions taken against the spread of COVID-19 pandemic. While 20% i.e. n= 2 of them are well satisfied about their teaching experience in our university, such result according to the respondents came from the thriving and cooperative relationship the respondents had with their students. The remainder percentage which represents 10% (i.e. n= 1/10) are highly unsatisfied with their stay in our university, which indicates that the respondent had a very bad experience with their students and according to them, they are considering to transfer.

Question-item 9: Do you have any complaints regarding your teaching experience at our university during this pandemic?

Option	Results	Percentage
YES	07	70%
NO	03	30%
Total	10	100%

T.3.22: Result of the teachers overall complaints.



Graph.3.22: Pie chart Represent whether or not teachers have complaints

The result and graph of question-item 09 show whether or not teachers have complaints about their teaching experience in our university. 70 percent of the respondents (n= 7) who claimed (Yes), and 30 percent (i.e. n= 3) of the 10 teachers answered by (No).

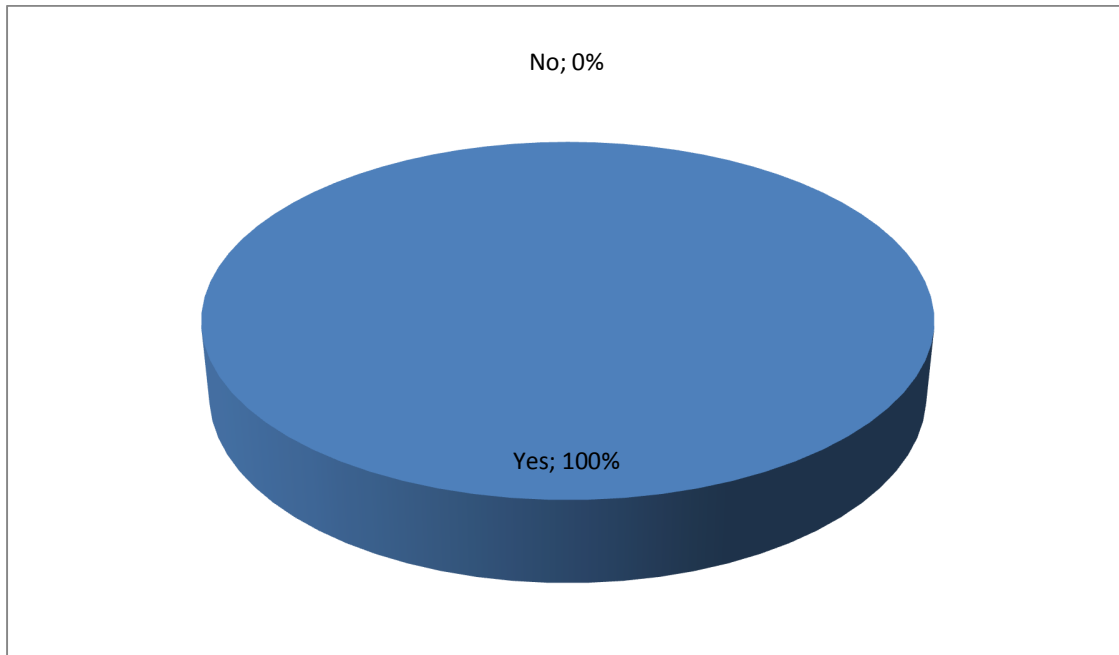
The instructors who replied by (Yes) find that their experience had been very difficult especially when dealing with novice students that recently started studying in the university, which gave them hard time to adapt new teaching methods and go through an

excellent academic year, while most of them expressed their sadness due to the fact that they could not use their full potentials to achieve their goals with their students, they also responded by stating their fear for their health status as there are no measures nor precautions taken against the terrifying spread of the COVID-19 pandemic, most of them complained about the size of their classrooms, stating that it is very crowded and no one is respecting such measures, for instance the distance that must be made between the groups of students or the obligation of wearing a face mask, or the sanitary measures, and their overall experience had not been as expected, it worth to note that all the respondents focused on the lack of precautions that must be taken into consideration to reduce the fast spread of COVID-19 and they were all in fear for their health due to pandemic, such results are worrying. For the others who replied by (No), for some of them, their teaching experience in our university had been very good, and not bad at all, they claim that their students are well cooperative and helpful, and that they are having a very good relationship with them, they indicate that the precautions and measures taken against the COVID-19 pandemic spread are being respected in their classes with being well taken into consideration.

Question-item 10: Do you learn new ICT tools?

Option	Results	Percentage
YES	10	100%
NO	00	x%
Total	10	100%

T.3.23: Result of the teacher’s aptitude towards new ICT tools.



Graph.3.23: Pie chart Represent teachers willingness to learn new ICT tools

The question-item 15 asks respondents whether they learn modern ICT tools which are considered as a necessary skill to improve teaching and learning.

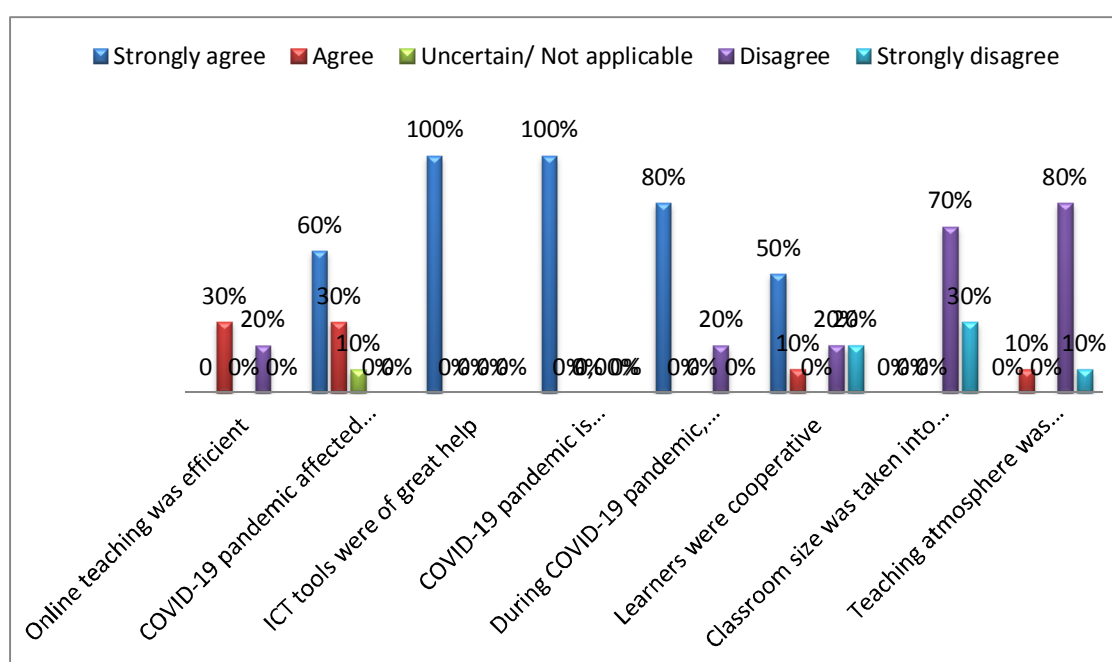
According to the data above, all of the informants (100 percent $n = 10$) believe that learning such ICT tools is required to improve teaching and learning during pandemics since some of the programmes automatically lead the students. Such a push is required in order to empower the teaching and learning process, especially during this pandemic, when distant learning is a necessity for survival and the teaching process has to keep going.

Question-item 11: What do you think about education during this pandemic?

	Strongly agree		Agree		Uncertain / Not applicable		Disagree		Strongly disagree	
Online teaching was efficient.	5/10	50%	3/10	30%	0/10	0%	2/10	20%	0/10	0%
COVID-19 pandemic affected your teaching efficiency.	6/10	60%	3/10	30%	1/10	10%	0/10	0%	0/10	0%
ICT tools were of great help.	10/10	100%	0/10	0%	0/10	0%	0/10	0%	0/10	0%
COVID-19 pandemic is affecting teachers health, living habit, financial status.	10/10	100%	0/10	0%	0/10	0%	0/10	0%	0/10	0%
During COVID-19 pandemic, teachers received help from the administration.	8/10	80%	0/10	0%	0/10	0%	2/10	20%	0/10	0%

Learners were cooperative.	5/10	50%	1/10	10%	0/10	0%	2/10	20%	2/10	20%
Classroom size was taken into consideration by the administration.	0/10	0%	0/10	0%	0/10	0%	7/10	70%	3/10	30%
Teaching atmosphere was provided.	0/10	0%	1/10	10%	0/10	0%	8/10	80%	1/10	10%

T.3.24: Result of the teachers opinion about education during the pandemic.



Graph.3.24: Bar graph represent teachers opinions during the pandemic

The graph above depicts the many opinions available to instructors concerning their teaching experience during this pandemic, including five selections (Strongly agree, Agree, Uncertain/ not applicable, Disagree, and Strongly disagree).

- Online teaching was efficient : 50 percent of the surveyed teachers (i.e. $n= 5/10$) strongly agree, and claim that distant learning has been successful for them, while 30% slightly agree and responded that they faced small issues which were not a big problem to deal with for them, whereas none of the respondents were uncertain about their opinion, and 20% of the questioned teachers (i.e. $n= 2/10$) disagreed and showed their dissatisfaction towards their online teaching experience results, as they claimed that their teaching methods were correct but the learners were not cooperating, whereas none of the respondents strongly disagreed.
- COVID-19 pandemic affected your teaching efficiency: the results show that 60% of the respondents (i.e. $n= 6/10$) strongly agree and claim that they experienced several issues when teaching during this pandemic, as in some modules, teachers need to be close with their students but due to the virus infection they had to respect the distance kept between individuals in order to cease the spread, while 30% of the surveyed teachers (i.e. $n= 3/10$) slightly agree with having their teaching skills affected by this pandemic, while only 10% of the respondents were uncertain about their opinion and none of them disagreed nor strongly disagreed.
- ICT tools were of great help: All of the respondents (i.e. 100% $n= 10/10$) strongly agreed with the help provided by ICT tools during this pandemic, claiming that students have to be kept on a guided path during their quarantine and ICT tools successfully provided this advantage for them.
- COVID-19 pandemic is affecting teachers health, living habit, and financial status: the data gathered above state that the whole group of teachers questioned (i.e. 100% $n= 10/10$) strongly agreed with COVID-19 affecting their lives, two of the respondents claimed being infected by the virus inside the classroom due to a close contact between them and their students, which caused them several health issues and have been put in quarantine, while three respondents responded that the pandemic affected them financially since they did not live at the same state where the university is located and they had to send a huge amount of cash to supply their families, while one respondent claimed that they suffered from a severe depression due to the sudden change that occurred in their lives because of the pandemic.

- Learners were cooperative: 5% representing 5 teachers out of 10 strongly agreed, while 10% slightly agreed, and none of the respondents were uncertain about their opinions, while 20% (i.e. n= 2/10) disagreed and replied that learners were difficult to deal with and were not respecting the precautions taken against the fast spread of the virus, whereas 20% (i.e. n= 2/10) strongly disagreed with the fact that their learners were cooperating, and claimed that it was very difficult to teach in such circumstances and such fear for their health as learners were not respecting any precaution and the administration was ignorant about it.
- Classroom size was taken into consideration by the administration: the results above show that 70% of the respondents (i.e. n= 7/10) agree, while 30% (i.e. n= 3/10) strongly agree, their responses was that the administration totally ignored the classroom size and they had to teach inside classrooms that were very crowded and held more than 40 students inside, which contradicted the first precaution that was focused on, most of them expressed their fear for their health especially when dealing with over 40 person inside a small size classroom, while the rest of them complained about the noise and chaos that occurred inside the crowded classrooms which resulted in poor teaching and bad results.
- Teaching atmosphere was provided: the table above show that only 01 questioned teacher agreed representing 10% of the surveyed teachers, while 80% of the respondents (i.e. n= 8/10) disagreed and 10% (i.e. n= 1) strongly disagreed, as they claimed that they could not find any quiet nor sanitized place to teach in, in addition, the noise, the chaos, the crowded classrooms, and the huge lack of precautions respected in order to cease the worrying and frightening spread of the COVID-19 virus were a daily concern, as most of the respondents responded that they were in daily fear for their health.

Respondents' Suggestions

Question-item 12: Please share any suggestions that our university could use to provide a better teaching experience during this pandemic for teachers like yourself?

The last open-ended question item investigated the impact of COVID-19 on teachers; the majority of their reactions and attitudes toward such impact were not favourable. The responses and ideas of the responders differ.

The first viewpoint is that moving the students away from a physical class where a teacher is present to teach and answer questions instantly, as well as where educators can read their learners' facial expressions and body language, reduces their effectiveness as a teacher, relationship building, and the personal touch that special education students require.

The second viewpoint is that the transition to remote learning has altered teacher's role as a guide. The respondent confidently stated that the shift has been and will continue to be for the better. This change has necessitated the use of innovation and creativity in the most crucial evaluations, while emphasizing the significance of the teacher-student connection. Lastly, the respondent claimed that he will never again overlook a student who arrives early for class to tell them about their weekend or a pupil who sits in the back of the room attempting to keep out of sight because they are having a terrible day.

The last suggestion is that teachers are well aware of the pandemic and should be more innovative, and must strengthen teachers quality, nearly all the respondents suggestions focused on the precautions that must be respected severely in order to cease the spread of COVID-19 virus, and the classroom size must be reduced immediately as it is impossible for teachers to teach in such fear for their health, and teachers have to be financially aided during this pandemic.

Conclusion

The questionnaire for this study was designed for EFL university instructors, and the major goal was to integrate the teacher's opinions about their teaching experience during this pandemic, as well as to inquire about what effect COVID-19 pandemic had on them as teachers.

The data indicate that instructors are aware of the crisis and that it necessitates their patience, skills, dedication, and perseverance in the instructional process. Nonetheless, teachers are eager to demonstrate their teaching efficiency during such crisis and are well aware of the importance of digitalization in this period of time and are ready to incorporate such technology tools into their teaching process.

Section Two: Discussion, Recommendations, and Suggestions

We strive to infiltrate the major effects and impact of COVID-19 pandemic on teachers and students' perfection, that is, in the previous chapter, theoretical background relevant to the subject is presented, and such information is then contextualized locally. The third chapter, on the other hand, attempted to evaluate and describe the data gathered by our device.

This part will address the findings in general, as well as recommendations for teachers and students, followed by proposals for further study.

General Discussion of the Findings

In this part, we will examine the findings collected through our data collecting instrument, which answer the study questions, represent our aims, and confirm the hypothesis.

Previous studies have placed a high value on the impact that COVID-19 pandemic had on teaching and learning in general. Such studies also seek to demonstrate how deeply has the pandemic affected education; and some investigations have proven that such crisis had guided education through a new path, and negatively affected education in general. Regarding both students' and instructors' perspectives gathered from the questionnaire, they are eager to integrate and employ new teaching and learning methods and tools in the educational process. The vast majority of polled instructors and students in the higher education sector are going through a very hard phase and a dizzying shift due to this pandemic.

The findings based on questionnaire responses from both instructors and students are addressed in relation to our study questions:

- What effect does COVID19 pandemic have on learning and teaching?
- How does COVID19 pandemic affect teachers and students' perfection?

Answering the first question, which is about the effect of COVID-19 on learning and teaching, by evaluating the questionnaire responses from professors and students. According to the responses of the professors and students, the general effect is negative, and all what is needed is a major change in the ignorant behavior of individuals attending the university, as the majority of the respondents expressed their fear for their health due to the ignorance of individuals towards the spread of COVID-19 pandemic in the higher education which has led to a poor academic year as most of the surveyed students are not attending classes because of their classmates mindless actions during the pandemic and teachers are not adapting innovated teaching methods because they are spending too much time worrying about their health status during the pandemic. Next, a change in the education system is indeed needed which is based on traditional teaching and learning, different innovated learning and teaching tools and methods are to be adapted. Whereas the students' responses indicate that they are in need of several solutions to precede their learning experience in the university without fear issues; one of the students' suggestions is that he hopes his university will encourage and enhance the use of online education platforms because they prefer to incorporate more e-learning into their learning experience. Furthermore, the vast majority of polled students (93%) are not prepared for their next academic year as they responded that they haven't been taught enough to pass their exams in order to go through a new academic year. For the second question of our research, related to the way that COVID-19 affect learning and teaching in higher education, the current epidemic provided a chance for pedagogical approaches to shift and the introduction of virtual education at all levels of school. Because we don't know how long the epidemic will last, the current predicament necessitates a gradual shift toward online/virtual schooling. The primary results of the data collected unveil that higher education has been shifted to online learning and teaching platforms which for several students and teachers, is not beneficial in many ways; despite customizing their learning and teaching without meeting their requirements, such techniques and implements do not inspire these learners and teachers and are not helping them learn more to create more. One of the students polled confirmed that he utilized technology while learning and that it has not helped him improve his abilities. Regarding the teachers' responses, the findings demonstrate that these tools and methods are not helpful and beneficial for them and for students in specific, as they do not increase the potential of certain students to produce more, and give teachers less ability to

assess and evaluate, and these students are less likely to communicate and interact during the learning process.

To summarize, the information gathered from our data collecting instruments clarifies the validity of the study questions and hypothesis, namely, that COVID-19 pandemic is mainly causing an obstruction in higher education in general.

Omnibus Recommendations

- To fulfill the learning preferences, instructors must relearn and equip themselves with different teaching methods especially in times of crisis.
- Teachers should be stricter about the precautions and measures taken against COVID-19 pandemic.
- Teachers must urge their students to respect the safety procedures that are to be done inside the classroom during this pandemic in order to stop the spread.
- Learners should include more modern technology into their learning process.
- To make studying more engaging, learners should be more creative and independent from their educators.
- Promote autonomous learning.
- Learners must respect the different precautions and measures made against the COVID-19 pandemic inside the classroom.
- When students are in need of assistance, they should ask for it. (Instructors over the internet).
- Students should join in online conversations to get more involved in the learning process.
- Students should be conversant with the methods and expectations of online learning.

Suggestions for Further Researches

The recommendations for future research are based on the results of this study and prior investigations. More people should be included in order to obtain more accurate results.

This study gives us a basic concept of the impact that COVID-19 has on education in Algeria, as well as its current status in the Algerian higher education sector, as a result, future research may delve deeper into the effect that COVID-19 has on education and its impact. We propose that future research utilize, in addition to quantitative tools, important techniques such as classroom observation and conducting interviews to get more information about the study. We also urge that future research cover a broader field of examination.

Moreover, such study should be expanded in order to use and employ the findings in educational achievement.

III.12. Limitations

The current study was conducted under extraordinary hygienic conditions as a result of the COVID-19 epidemic, which quickly infiltrated all globe countries. As a result, the lockdown of all institutions and colleges made the empirical part difficult to achieve, as well as the resources permitting insightful inquiry. The imposed seclusion exacerbated our predicament, as did interaction with the targeted demographic. A teacher's interview instrument was first chosen but due to teachers refusing to be interviewed and because of the reasons mentioned above, it was not possible to conduct such academic interviews. The only option was to replace the research's second instrument, i.e. teacher's interview by a printed questionnaire directly delivered to the targeted teachers. As a result, we missed the added importance of the facial emotions and gestures of the face-to-face interview. Furthermore, handing the questionnaires directly to teachers does not allow us to narrow the intended demographic of responders. The outcomes would have been the same if the study had gone the conventional route.

III.13. Conclusion

This section highlighted and examined the data collected from the questionnaires of both teachers and students, in which we explained the statistical results, as well as a set of recommendations suggested by both teachers and students, accompanied by an overall discussion of the findings and a set of suggestions to teachers and learners for effective

learning and teaching during COVID-19 pandemic. Furthermore, several ideas for further investigation have been suggested.

General Conclusion

The purpose of this study was to infiltrate the efficacy of learning and teaching in the Algerian higher education sector during COVID19 pandemic spread. At the end of this research, we conclude that the impact of COVID-19 on education in general is massively negative which is shifting learning and teaching to a new level that is distant and online learning and without the proper innovated tools for such learning, education will be a disaster. Therefore, the usage of the online platforms in learning and teaching during this pandemic is critical, as is demonstrating new creative tools for education in order to get acquainted with and recognize such tools for the future of learning and teaching.

This study aims to shed light on the several effects and impact that COVID-19 pandemic has on higher education. Furthermore, the challenges that higher education encountered during this pandemic are discussed in order to reduce them and seek for deeper answers in the future.

Therefore, the spread of the pandemic COVID-19 virus has severely affected many facets of human existence, including schooling. The COVID-19 epidemic has caused the most significant disruption to education systems in human history, affecting almost 1.6 billion students in over 200 nations. More than 94 percent of the world's student population has been impacted by this pandemic. Nevertheless, the pandemic has devised an unparalleled educational test. Many educational institutions throughout the world have shuttered their campuses, and teaching and learning have migrated online. Despite the COVID-19 difficulties, educational remedies are being implemented to ensure that learners continue to receive their education. The education activities of school-aged students at all levels (preschool, primary, secondary, and high school) were quickly impacted; and, without a doubt, the implications also significantly impacted the educational activities of students enrolled at the higher education level,

This work was divided into three chapters. The first chapter was devoted entirely to identifying the literature and consulting existing works on EFL teaching and learning, with introducing the recent virus discovered that is COVID-19, and defining e-learning. The second part focused on the Algerian setting, narrowing the literature. It attempted to depict the major effects that COVID-19 had on higher educational institutions in Algeria. While the third practical chapter helped to discover solutions to the questions posed at the start of the study.

This study investigates the impact of COVID-19 pandemic on Algerian English teachers' and students' in the Algerian higher education sector. As a result, a descriptive case study was undertaken utilizing a quantitative data collecting method, including a teachers' questionnaire, and a students' questionnaire. The two devices were used in tandem to determine exact answers for the research questions. This study was presented in two stages: the piloting study, which was performed with 100 EFL students from the English Language department at Ibn Khaldoun University in Tiaret, and the second study, which was conducted with 10 teachers from the same department. The results of the pilot research conducted with higher education EFL students were unexpected. The findings asserted that EFL students in the Algerian higher education sector have been deeply affected by the pandemic, and their learning abilities have been degraded during this pandemic. Whereas, the results of the second study, which was conducted with 10 teachers from the English language department at Ibn Khaldoun University in Tiaret, were also unpredicted, the findings obtained from the questionnaires delivered confirm that the COVID-19 pandemic has degraded teachers' ability to teach and reduced teachers' creativity and skills.

The resemblance between both samples' results can be interpreted in two ways:

Higher education EFL Teachers are not reflecting on their teaching methods, and are using old teaching tools and methods during this pandemic which requires for innovation and creativity.

EFL students belonging to the Algerian higher education sector are not reflecting on their practices and are not assessing their learning capabilities during this pandemic.

Finally, the process of self-reflection is an excellent approach to boost instructors' and learners confidence in being more proactive and professionally trained especially during this pandemic. Nevertheless, using different digital tools for educational purposes during this pandemic is an important step to keep education on a its' ordinary pace, while respecting the precautions and measures taken against this pandemic to cease the spread is a very important responsibility to adapt as teachers and students, especially in times of crisis.

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APPENDICES

Appendix (A): Students' Questionnaire

Hello, you are kindly invited to participate in our College Student Feedback Survey. The purpose of this questionnaire is to get your feedback regarding the overall experience you had at our institution during the Corona virus pandemic.

Please, take some time to reflect on each question addressed and try to be as sincere as possible. Thank you for your cooperation.

Please fill in the blanks or place an X or check mark next to the word or phrase that best matches your response.

What is your gender?

<input type="checkbox"/>	Male
<input type="checkbox"/>	Female

What is your age?

<input type="checkbox"/>	Under 18
<input type="checkbox"/>	18 – 25
<input type="checkbox"/>	26 – 35
<input type="checkbox"/>	36 – 50
<input type="checkbox"/>	51 – 65
<input type="checkbox"/>	Over 65

Which of these forms of online lectures has been the most dominant? Please select only one **Your current classroom level is:**

<input type="checkbox"/>	Online in real time(video conference).
<input type="checkbox"/>	Online with a video recording(not real time).
<input type="checkbox"/>	Online with an audio recording
<input type="checkbox"/>	Online by sending presentations to students.
<input type="checkbox"/>	Written communications

<input type="checkbox"/>	First year BMD
<input type="checkbox"/>	Second year BMD
<input type="checkbox"/>	Third year BMD
<input type="checkbox"/>	Master 1
<input type="checkbox"/>	Master 2

	Forums, Chats, Etc.	_____
	Other: _____	

How comfortable are you using a computer?

	Very comfortable
	Somewhat comfortable
	Not very comfortable
	Completely uncomfortable

How long have you been using the internet?

	Less than 1 year
	1 – 2 years
	3 – 4 years
	More than 4 years

How often do you use the internet?

	Never
	Rarely
	Several times a month

Since classes were cancelled, how satisfied have you been with your teachers?

	Unsatisfied
	Neutral
	Satisfied

Directions: Please indicate your level of agreement or disagreement with each of these statements.

Considering your experience studying at this college during this pandemic, how was your adaption?

(eg: It was very hard) _____

Were you obliged to attend classes?

- Yes No

In your home do you have acces to the following:

1. A quiet place to study.

2. A desk.

3. A computer.

4. Required software and programs.

5. Internet(Mobile Data/WIFI).

6. Entertainemet materials(Games/Consoles).

7. Your own room.

8. Learning atmosphere.

	Never	Rarely	Sometimes	Often	Always

Q9: How would you rate your overall learning experience at our university during this pandemic?

- Highly satisfactory**
- Satisfactory**
- Neutral**
- Unsatisfactory**
- Highly Unsatisfactory**

Please complete the following questionnaire with specific regard to the above enquiry, by placing a CROSS in the appropriate box

		strongly agree	agree	uncertain/ not applicable	disagree	strongly disagree
1.	The courses were too difficult for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	The courses weren't relevant to the online presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Online teaching methods were poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	The faculty members weren't supportive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	The administration was of huge help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	My grades dissatisfied me during this pandemic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	The information was received when requested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	The courses schedule didn't fit my program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Class sizes were too large contradicting the precautions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Academic advising was dissatisfying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Teachers were easy-going during this pandemic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Classmates were helpful during this pandemic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Please share any suggestions that our university could use to provide a better educational experience during this pandemic for students like yourself. (Optional)

Thank you very much for your collaboration!

Appendix B: Teachers' Questionnaire

The present questionnaire is addressed to teachers at the English language department of IBN KHALDOUN university of Tiaret. It aims to collect information on **the heavy load of teaching during the outbreak of the COVID-19 pandemic**, the problems you encountered, the solution you adopted, and the recommendations you may wish to share. The data collected through this questionnaire will be used strictly in line with the objective defined above.

Please fill in the blanks or place an X or check mark next to the word or phrase that best matches your response.

What is your gender?

<input type="checkbox"/>	Male
<input type="checkbox"/>	Female

What is your age?

<input type="checkbox"/>	25-30
<input type="checkbox"/>	30-40
<input type="checkbox"/>	40-50
<input type="checkbox"/>	50-65
<input type="checkbox"/>	Over 65

Which of these forms of online lectures has been the most dominant? Please select only one **For how long have you been a teacher?:**

<input type="checkbox"/>	Online in real time(video conference).
<input type="checkbox"/>	Online with a video recording(not real time).
<input type="checkbox"/>	Online with an audio recording
<input type="checkbox"/>	Online by sending presentations to students.
<input type="checkbox"/>	Forums, Chats, Etc.
<input type="checkbox"/>	Other: _____

<input type="checkbox"/>	Less than 3 years
<input type="checkbox"/>	From 3 years to 5 years
<input type="checkbox"/>	From 5 years to 10 years
<input type="checkbox"/>	More than 10 years

How comfortable are you using a computer?

<input type="checkbox"/>	Very comfortable
<input type="checkbox"/>	Somewhat comfortable
<input type="checkbox"/>	Not very comfortable
<input type="checkbox"/>	Completely uncomfortable

For how long have you been teaching at our university?:

<input type="checkbox"/>	Less than 1 year
<input type="checkbox"/>	1 – 2 years
<input type="checkbox"/>	3 – 4 years
<input type="checkbox"/>	More than 4 years

In your home do you have acces to the following:	Never	Rarely	Sometimes	Often	Always
1. A quiet place to for your online lectures.					
2. A desk.					
3. A computer.					
4. Required software and programs for your online lectures presentations.					
5. Internet(Mobile Data/WIFI).					
6. Required atmosphere for online teaching					

4. COVID-19 pandemic is affecting teachers health, living habit, financial status.					
5. During COVID-19 pandemic, teachers received help from the administration.					
6. Learners were cooperative.					
7. Classroom size was taken into consideration by the administration .					
8. Teaching atmosphere was provided.					

Please share any suggestions that our university could use to provide a better teaching experience during this pandemic for teachers like yourself. (Optional):

ملخص

تحلل هذه الدراسة الوضع الحالي للتعليم العالي في الجزائر خلال جائحة COVID-19. أعلنت وزارة الصحة الجزائرية عن حالة حبس على المواطنين الجزائريين، بمن فيهم طلاب الجامعات الجزائرية ما أدى إلى إغلاق الجامعات والتحول من التعليم وجهاً لوجه إلى التعليم عبر الإنترنت. في ضوء هذه الحقائق، يجب على المعلمين والطلاب ليس فقط التكيف مع أساليب التدريس والتعلم الجديدة بسرعة منبهة، ولكن يجب أيضاً التكيف مع الانتقال غير المتوقع إلى أدوات تكنولوجيا المعلومات والاتصالات، مما يؤدي إلى الكثير من الضغط. الغرض من هذه الدراسة هو تحليل تأثير هذا التحول المذهل على معلمي وطلاب قسم اللغة الإنجليزية بجامعة ابن خلدون - تيارت. ومع ذلك، فإن المراد العثور عليه في نهاية هذا البحث هو ما إذا كان انتشار جائحة COVID19 قد أثر على قسم اللغة الإنجليزية بشكل سلبي أو إذا لم يكن له آثار جانبية عليه. ينقسم الهدف من الدراسة الحالية إلى جزأين، الهدف الأول هو الكشف عن التأثير الكبير الذي أحدثته انتشار COVID19 على قسم اللغة الإنجليزية والهدف الثاني هو اكتشاف أي ضرر وتحليله. لتحقيق هذه الأهداف، تم استخدام نهج مختلط لكل من الأدوات الكمية والنوعية؛ يتكون مجتمع عينة الدراسة من طلاب السنة الأولى والثانية والثالثة وأساتذة قسم اللغة الإنجليزية في جامعة ابن خلدون - تيارت. تم استخدام أداة واحدة لجمع البيانات لجمع البيانات المطلوبة للدراسة الحالية، واستبيان مختلط للمعلمين والطلاب (أسئلة مفتوحة النهاية). كشفت النتائج التي تم الحصول عليها حقائق متناقضة. تظهر النتائج الأولى التي تم الحصول عليها أن الطلاب ضاعوا دون توجيه وجهاً لوجه من المعلمين، وتظهر إجاباتهم على الاستبيان أن نصفهم ليسوا على دراية بالتعلم المستقل أو التعلم باستخدام منصة عبر الإنترنت لأن الغالبية منهم لا يستطيعون ذلك. تسجيل الدخول، بينما على الجانب الآخر، يشعر المعلمون بخيبة أمل في المنهج الدراسي لفترة قصيرة من الوقت، وتظهر إجاباتهم على الاستبيان أن أكثر من نصفهم غير راضين عن أدوات تكنولوجيا المعلومات والاتصالات المتوفرة والفصول الدراسية المزدحمة.

الكلمات المفتاحية: أدوات تكنولوجيا، COVID19 ، تعليم العالي في الجزائر، إغلاق الجامعات.

Résumé:

Cette étude analyse l'état actuel de l'éducation supérieur en Algérie pendant la pandémie de COVID-19. Le ministère algérien de la Santé a annoncé un état de confinement des citoyens algériens, y compris des étudiants universitaires algériens, ce qui a entraîné la fermeture des universités et le passage de l'éducation présentiel à l'éducation en ligne. Au vu de ces faits, les enseignants et les étudiants doivent non seulement s'adapter aux nouvelles méthodes d'enseignement et d'apprentissage à une vitesse incroyable, mais doivent également s'adapter à la transition imprévue vers les outils TIC, ce qui entraîne beaucoup de pression. Le but de cette étude est d'analyser l'impact de ce changement vertigineux sur les enseignants et les étudiants du département de langue anglaise de l'Université Ibn Khaldoun – Tiaret. Cependant, ce qui est destiné à être trouvé à la fin de cette recherche est de savoir si la propagation de la pandémie de COVID-19 a affecté le département de langue anglaise de manière négative ou si elle n'a eu aucun effet secondaire sur celui-ci. L'objectif de la présente étude est divisé en deux parties, le premier objectif est de révéler l'impact majeur que la propagation de COVID-19 a eu sur le département de langue anglaise et le deuxième objectif est de détecter tout dommage et de l'analyser. Pour atteindre ces objectifs, une approche mixte d'instruments quantitatifs et qualitatifs a été utilisée ; l'échantillon de population de cette étude se compose d'étudiants de 1ère, 2ème et 3ème années et du personnel enseignant du département d'anglais de l'Université Ibn Khaldoun - Tiaret. Un instrument de collecte de données a été utilisé pour collecter les données nécessaires pour l'étude actuelle, le questionnaire mixte des enseignants et des étudiants (questions ouvertes fermées). Les résultats obtenus ont révélé des faits contradictoires. Les premiers résultats obtenus montrent que les étudiants sont perdus sans les conseils en face à face fournis par les enseignants, leurs réponses au questionnaire montrent que la moitié d'entre eux ne sont pas familiarisés avec l'apprentissage autonome ni l'apprentissage en utilisant une plateforme en ligne car la majorité d'entre eux ne peuvent même pas connectez-vous, alors que d'un autre côté, les enseignants sont déçus du programme dispensé avec un laps de temps court, leurs réponses au questionnaire montrent que plus de la moitié ne sont pas satisfaits des outils TIC fournis et des salles de classe surpeuplées.

Mots clé : COVID-19, éducation, supérieur, outils TIC, universités, confinement, éducation en ligne, questionnaires, enseignants, étudiants.