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Section of English

Investigating Students' Readiness to Embrace Autonomous Learning in the Era of CoViD 19 Pandemic: IbnKhaldoun University Students as a sample

This Dissertation is submitted in Partial Fulfilment of the Requirement for the Degree of M.A in *Didactics*

Submitted by: **Supervised by:**
Miss KheiraMouna BOUKHORS   Dr. Ammar BENABED

Miss Mimouna BOUMAZA

Board of Examiners:

Mr. Ali BERRABEH	Chairman	University of Tiaret
Dr. Ammar BENABED	Supervisor	University of Tiaret
Mr. Mustapha TOUBIDA	Examiner	University of Tiaret

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Dedication

This work is wholeheartedly dedicated to my beloved parents who have been a source of inspiration and support.

To my brothers, sisters, and my sister in law.

To my so dear nephews : Abdennour, Chams, Fatima, Abdelkarim, Adam and Abdeldjalil.

To Mr. Benabed who was a true father and an honest mentor.

To my friends and collegues.

To everyone who helped achieve this humble work.

Miss Mouna

Dedication

This thesis is dedicated :

To the sake of Allah, my creator and master, who gave me the capacity to complete this work and reach this level, to my great teacher Mr. Amar Benabed (may Allah bless and grant him)

To my homeland Algeria, the warmest womb .

I am so proud and honored to dedicate the fruit of my studies and efforts to my worthy parents: my father "Tahar" my mother " Rouba" who filled my heart with loyalty and dignity and supported me in all my endeavours.

Special thanks to to my husband" Abdelhadi Medjahed" and my lovely kids: Rimeh, Ritedj, Firas, Muncif and special thanks to both my brothers and sisters.

To my bestfriend Faiza BOUKTEB.

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Table of Contents

Chapter One: Literature Review

Section One

Concepts Definition and Framing

Section One

Context of the Study

The Information and Communication Technologies in the Algerian Teaching/Learning

Chapter Two

Research Design and Methodology

Chapter Three

Data Analysis & Interpretation

References

Appendices

List of Tables

List of Graphs

List of Abbreviations & Acronyms

ICT: Information and Communication Technologies

CBA: Competency Based Approach

CoViD19: Corona Virus Disease 2019 (novel)

MITIC: International Market for Technology & Innovation in Cinema

SRL: Self-regulated Learning

ABSTRACT

The current research purports itself to investigate students' readiness to embrace the new shift in paradigm of teaching/learning, i.e., from face-to-face to online, and this following the lockdown imposed by CoViD19 outburst. Being caught off guard, Algerian universities had, in a very short time, to manage to adapt the educational process for exclusively online teaching and learning. In this regard, we have attempted, by means of a questionnaire and a structured interview directed to students and conducted with teachers, respectfully, to gauge students' readiness to embrace the new form of learning via E-learning platforms. The data collected from the two samples have revealed that there is a digital divide in technology access, extensive use of mobile devices, lack of familiarity with Learning Management System software and various preferences for learning environments among the respondents. When examining their readiness for online learning, the respondents rate themselves lower in terms of experience of online learning, time management, self-directed leaning, self-efficacy, online communication and motivation. Besides, technical issues seem to be the most importanthurdles, followed by teachers' lack of technical skills (digital illiteracy) and their teaching style improperly adapted to the online environment. This study has highlighted the strong correlation between EFL students' attitudes, readiness and successful academic achievements. It ends with limitations and further practical implications.

Keywords: Online teaching/learning, E-learning platforms, readiness, autonomy, technical skills, digital il/literacy

Learning is a non-stopping process for the human being. We can learn by experiencing new things and making deductions about it. Yet, due to what humanity lived and is still living, there are some conditions that can stop this process. What humanity is living nowadays (Covid19 pandemic) is a vivid example of that. The Covid19 outbreak has massively influenced education. Hence, educational institutions found themselves obliged to interrupt schooling. Since human beings adapt to circumstances they found alternative ways to get access to learning via what we call the e-learning. So as not to redundant their learning Some educational institutions could manage to continue the process by organizing distant lectures and even exams. On the other hand, some institutions just stopped due to a variety of reasons. Students had the opportunity to learn by themselves via what we call self-access learning. Social media and many online platforms offered free or paid learning/ training opportunities to give to those willing in order to enhance one's autonomy, thus autonomous learning became inseparable of the human natural learning process.

Statement of the Purpose

It has been observed that through two successive academic years, teachers and students have been facing a set of hurdles as regards online teaching/ learning process aftermath of the lockdown imposed by the CoViD19 pandemic. The implementation of the new form of teaching/learning requires the interplay of a set of different beforehand overlapping dispositions on the part of both teachers and students. Among these dispositions, we would exclusively focus on the students' scope of readiness to embrace online autonomous learning and in case of a decline what causes such a refutation.

Relevance of the Study

We intend to make this study informative in scope so that stakeholders and those directly involved in tertiary education benefit from its findings. We have listed down some reasons that advocate the inherent interest that this work bears and eventually raises:

a) It customizes our investigation to teachers' and students' hurdles, needs, and expectations as regards online teaching/learning.

b) It sensitizes our teaching and student communities to be aware of the change that is taking place in the world in order to meet what is expected from it in the information driven society, and hence maximize its quality teaching via available platforms.

c) It does not build a case against any one; it does not criticize for the sake of criticizing, nor does it accuse any one of shirking his/ her duty.

The Aim of the Study

The aim of this study is to find out to what extent university students are ready to learn autonomously, enhance their language acquisition since learning is vital, and introduce tools and materials that can be used to improve this process. To reach these objectives, we ask the following questions.

Research Questions

The present study attempts to address a set of questions which, as planned a well as expected, will give the whole work concentration, effort and determination. It should be noted, however, that the forthcoming questions are framed and arranged so as to reflect the two broad axes of our investigation: students' readiness to embrace autonomous learning axis, and requirements imposed by CoViD 19 pandemic axis.The first main umbrella question, aiming at probing the expanse of the students' readiness to embrace the new mode of autonomous learning, is worded as follows

Question 1: To what extend are students ready to learn autonomously during the sanitary crisis via different platforms?

For the sake of narrowing and providing the scheme around which the investigators should glean accurate data to answer the main research question, the two following sub-questions are written out:

Sub-question 1: What are the effects of the conditions imposed by the covid19 pandemic on students?

Sub-question 2: What are the available facilities to conduct an autonomous learning?

The above sub-questions have been submitted to improvement and refinement after referring to some details provided by secondary and primary sources.

Research Hypothesis

Being testable propositions and predictive statements about the possible outcomes of the current study, the following hypotheses have been put forward.

H1: We hypothesize that learners could be ready to learn autonomously if they were previously prepared to cope with the present sanitary requirements.

H2: We assume that the conditions imposed by the pandemic have impacted negatively learners' academic achievements.

H3: We think that the availability of both the hardware and the software for learners may ease their autonomous learning.

The covid19 outbreak has massively influenced education around the world. Some countries could cope by implementing some distant educational programmes instead of the face to face teaching. However, in some other countries (the developing ones) schools were simply closed.

Social media and Internet in general is a two-sided sword. That is to say, students may use it effectively in order to learn autonomously, but most of the time they are drown to its negative side where they can spend huge time on other purposes. Therefore, students are likely to be unready to embrace autonomous learning.

The tools used to learn a language autonomously vary according to the interest and the financial ability of students. Some can learn English language via movies, social media, YouTube and other sources as free platform, while some others could pay for online courses, as for the students' readiness to enhance their learning autonomously.

Significance of the Study

This study may be significant for both EFL teachers and students, because it intends to highlight the students' readiness to learn autonomously and identify the obstacles, preventing them from doing so. It also serves as a guide for students to take in charge their own learning whether in ordinary or exceptional moments.

Research Design

Due to the nature of the current study, which is descriptive-interpretive, the reliance on a pair of research tools, i.e., a questionnaire and a structured interview appears to be exclusive as we deem it to be a natural process to gather information on the targeted population. A questionnaire has been administered to students of English at the University of IbnKhaldoun of Tiaret. It should be noted that the eleven question-items basically target the students' readiness to embrace online learning and the impediments encountered during such new mode of learning. Besides, a structured face-to-face interview has been conducted with 6 teachers of English at the same university with the intent of elucidating crucial opaque points that cannot be gathered through the questionnaire, and to highlight the hindrances endured by teachers, if any.

Delimitation of the Study

This study is primarily about an investigation of the students' readiness to embrace autonomous learning in the era of the CoViD 19 at the University of IbnKhaldoun of Tiaret.Therefore, it develops exclusively along the aforementioned lines. We mindfully purport to study a sample of the students and teachers of English at the University of Tiaret. It is worth of note to mention that all targeted teachers are permanent, coming from different wilayas, and the students are from different levels, i.e., first, second, third Bachelor and Master students.

Structure of the Dissertation

This work is structured in a way that attempts to reflect the subject matter under investigation as well as the methodology adopted. Consequently, the very nature of this master dissertation is twofold: theoretical and practical. The first part, composed of two sections, provides the conceptual framework of the investigation all the more reviewing the relevant literature, while the second part is a fieldwork survey and discussion of the various data gleaned from the questionnaire and structured interview conducted among the teaching-learning community. The second chapter undertakes to analyse the questionnaire which has been specifically designed and administered to a sample of students of English at the department of English. This approach is prompted by our determination to verify whether the students agree to embrace the new form of teaching/learning in the era of CoViD19 pandemic. The structured interviews with some of the surveyed teachers seem to corroborate what most

of the other respondents' feelings about their perceptions of the new modus operandi swiftly opted for to cope with the lockdown.

Chapter One: Literature Review

Section One

Concepts Definition and Framing

Section One

Context of the Study

The Information and Communication Technologies in the Algerian Teaching/Learning

Introduction

The promotion of autonomous approaches to language learning is justified on ideological, psychological and economic grounds. In other words, inorder to promote one's autonomy, learners need to have the right mindset or the belief to depend on their own, having the psychological readiness to start and not get interrupted in the middle of the process, and possessing the economical or the financial ability to get better and effective training.

I.1. Autonomy: Definition and Conceptualization

It is generallytaken for granted that the concept of autonomy for language learning is known by teachers although the concept, indeed, accounts for at least three different ways: for some teachers, autonomy is an ideal state, hardly ever actually accomplished, where learners are fully responsible for decisions as regards their own learning. For another group, autonomy stands for a set of skills that can be learned. Yet, for others, it is an innateability that is gradually inhibited as learners go through the processes of the institutional education. These sound to be major dissimilarities. Indeed, through browsing the literature in connection with the issue, one might easily get the belief that the concept of autonomy is not a problem. Being a multifaceted concept, autonomy integration in the field of language learning is highly challenging, and teachers should not expect to find an off-the-shelf concept of autonomy neatly packed and ready for use.

To illustrate a series of shifts in the concept over a series of years, it is worthy to focus on three important contributions to literature, viz., Holec (1981), Allwright (1988) and Wenden (1991). Holecconsiders the concept of autonomy from an explicitly political viewpoint. In fact, he integrated learner autonomy among educational innovations that *"insist on the need to develop the individual's freedom by developing those which will enable him to act more responsibly in running the affairs of the society in which he lives."* (1981, p. 1).

Defining autonomy as *"the ability to take charge of one's own learning"* (ibd. p. 3), Holec puts emphasis on three key components, namely,

- A dual emphasis on the ability to carry out autonomous learning and on the learning structures that allow the possibility of developing and exercising that ability. (1981, p. 6; 1985, p. 187 & 1988).

- An insistence that autonomy can only be developed through the practice of self-directed learning. (1980; 1985, p. 180).

- A principle of full control by learners over decisions relating to their own learning and a concept of teaching or counseling as support. 51985, p. 185; 1987).

Indeed, Holec's approach is theoretically rigorous, yet it has also proved its practicability in guiding self-directed learning where it was implemented as the case of CRAPEL Nancy for a number of years.

Allwright (1988) highlights much of the doubt that has arisen as regards the extent to which the kind of approach advocated by Holec can be generalized. He suggests that autonomy is a term *"associated with a radical restructuring of our whole conception of language pedagogy a restructuring that involves the rejection of the traditional classroom and the introduction of a wholly new ways of working."* (p. 35). From this hypothesis is somewhat worrying, Allwright carries on suggesting that there might be ways to promote autonomy within the context of whole-class instruction. In fact, his suggestion is that teachers could, if they wish, identify and encourage the students' autonomous classroom behavior. Actually,Allwright's attempt was not to redefine autonomy on this basis, yet it represents an important step in shifting the focus of autonomy away from the learning structural conditions and towards the learners' capacities and behavior.

Similarly for Wenden (1991), the methodology of learning training was situated within the wider theoretical context of the learner autonomy. By doing this, she further reduces the structural elements in the definition of autonomy. She defines autonomy in the following terms:

> In effect, 'successful' or 'expert' or 'intelligent' learners have learned how to learn. They have acquired the learning strategies, the knowledge about learning, and the attitudes that enable them to use these skills and knowledge confidently, flexibly, appropriately and independently of a teacher. Therefore, they are autonomous. (p. 15)

Referring to the abovementioned definition, Wenden highlights the learner's behavior prominence and considers it a sufficient indicator/condition for autonomy. Thus, the current shift in emphasis away from the structural conditions for autonomy might make the learner autonomy a more attainable and palatable concept to a large number of practicing teachers.

Janet Hardy-Gould (2012) stated that *"the learner autonomy is when the student takes control and responsibility for their own learning, both in terms of what they learn and how they learn it."* It takes as its starting point the idea that students are capable of self-direction and are able to develop an independent, proactive approach to their studies. David Little mentioned:

> There is a broad agreement that autonomous learners understand the purpose of their learning program, explicitly accept responsibility for their learning, share in the setting of learning goals, take initiatives in planning and executing learning activities, and regularly review their learning and evaluate its effectiveness. (2003: 1)

In other words, there is a consensus that the practice of learner autonomy requires insight, a positive attitude, a capacity for reflection, and readiness to be proactive in self-management and in interaction with others. This working definition captures the challenges of learner autonomy: a holistic view of the learner that requires us to engage with the cognitive, metacognitive, affective and social dimensions of language learning and to worry about how they interact with one another.

I.2. Autonomous Learning Importance

No matter what happens, learning is an important process that should never stop. Hence, it is mandatory that learners assume responsibility of their own learning. Autonomous learning 21enhances one's dependence, self-directness and critical thinking.According to Samantha Lewis (Cambridge University Press Webinar) autonomous learning helps learners develop different kinds of skills such as creativity, critical thinking, communication, collaboration, digital literacy and learning how to learn all these beside their school subject. In other ways, helping students become more like 21st century global learners.

Thinking and Learning Skills   ## Social and Emotional Skills

☐ Creativity/Learn to Learn   ☐ Communication

☐ Critical Thinking   ☐ Collaboration

☐ Digital Literacy   ☐ Emotional Developement and Social Responsabilities
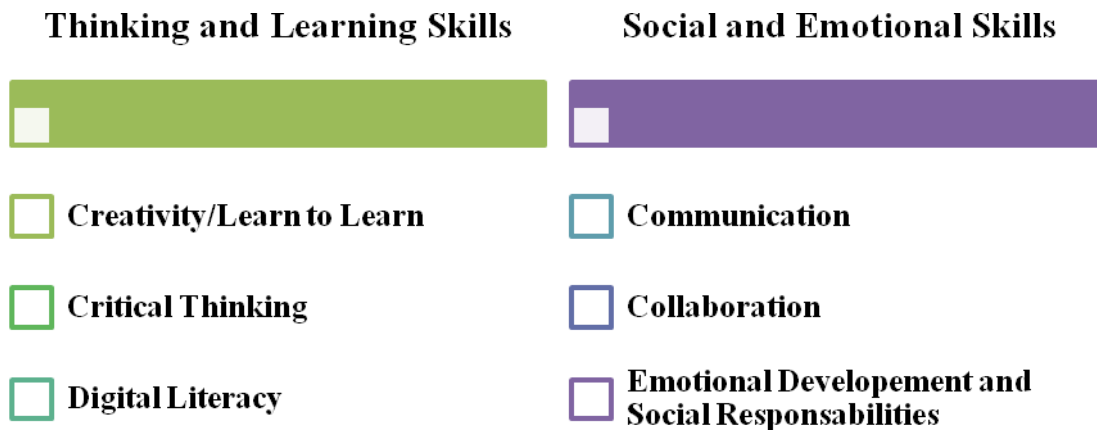
Samantha Lewis (Cambridge University Press Webinar.

The expected skills to cope with the 21st century requirements are split up into thinking and learning skills and social and emotional skills. The former one consists of creativity/learn to learn, critical thinking and digital literacy. Yet, the latter encompasses communication, collaboration and emotional development and social responsibilities.

All these above mentioned skills remain mandatory for nowadays generation to cope with the requirements of the present information-driven society. Yet, regarding the issue under investigation, digital literacy is the backbone to online and distance learning. In fact, such skills refer to learners' ability to find, evaluate and clearly communicate information through typing or other available media on various digital platforms. These particular set of competencies allow learners to function and participate fully in a digital world. To provide some of abilities relating to digital literacy, we mention the following; understanding how to use web browsers, search engines, email, text, wiki, blogs, Photoshop, PowerPoint, video creation, etc. also evaluating online sources for accuracy/trustworthiness of information.

Students are generally regarded as digital natives, i.e., to use technologies effectively and easily. However, it is equally important to teach students to become digital citizens. The latter are supposed to act appropriately and ethically in an online environment. In other words, to be digitally literate they need to be able to navigate, evaluate and create using all forms of digital technologies; for instance, smartphones, laptops and computers.

I.3.Thinking Skills

Thinking skills are the mental activities a learner uses to process information, make connections, take decisions, and create new ideas. Learners resort to their thinking skills when they try to make sense of experience, solve problems, ask questions, make plans or organize information. In fact, all people are endowed with such skills, but not all of them use them effectively. Thinking skill effectiveness is developed over a period of time. Efficient thinkers see possibilities and way out of encountered problems where inefficient ones see only obstacles and roadblocks. Efficient thinkers are capable of connecting various factors and tying them together. Besides, they are able to generate new and unique solutions to problems.

I.3.1.Classifications and Types of Thinking

Thinking can either be classified as convergent/analytical or divergent. For the first type, i.e., convergent/analytical thinking (aka deductive reasoning), facts and data gleaned from various sources are brought together, and then submitted to logic and knowledge so as to solve problems or to make informed decisions. Differently couched, it looks inward to find solutions. For the second type, i.e., divergent thinking, topics are broken apart to explore their various components and then generating new ideas and solutions. Indeed, it looks outward for a solution.

Both thinking skills are complementary and essential for school and life. They actually need critical thinking to be effective. They are both used to solving problems, conducting projects and attaining objectives. Nevertheless, much of the thinking in formal education focuses on the convergent analytical thinking skills such as following or making a logical argument, eliminating the incorrect paths and then figuring out the single correct answer.

Critical and creative thinking are two other types that consist of analyzing and evaluating information, beliefs or knowledge for the first one, and of generating new ideas relying on fragmenting already established thoughts, theories, rules and procedures.

Metacognition (aka thinking about thinking) known as a higher order of thinking that enables understanding, analysis, and control of one's cognitive processes. It pertains to planning, assessing, and evaluating one's cognitive skills use. The following table highlights the characteristics of both analytical and creative thinking.

Analytical Thinking	Creative Thinking
• Convergent	• Divergent
• Inward	• Outward
• Analytic	• Generative
• Probability	• Possibilities
• Sequence	• Imagination
• Logical	• Intuitive
• Rational	• Emotional
• Focused	• Diffuse
• Objective	• Subjective
• Single answer	• Answers
• Left Brain Sphere	• Right Brain Sphere

Table I.1. Metacognition (thinking about thinking)

The above table highlights the features specific to both analytical and creative thinking. It is referred to as standardized tests as IQ tests to measure convergent thinking. Though being an extremely valuable skill, there are no accurate tests able to measure divergent or creative thinking skills.

I.4. Promoting Autonomy in Distance Education (DE)

Owing the teacher-learner's separation and non-simultaneity, characterizing distance education, namely tempo-spatial flexibility, distant students are required to maintain discipline, self-control and self-guidance, i.e., autonomy. The latter remains a crucial factor in distance education.

Being one of the pioneers in the field of distance education, Moore (1994) defined learner autonomy within the context of distance education. He states "the potential of distant learners to participate in the determination of their learning objectives, the implementation of their programs of study, and the evaluation of their learning." (Ibid, 1994)

Besides, in his early work on DE and autonomy, Moore states that owing to the teacher-learner separation, autonomy is of critical importance in distance education mainly because the learner is on his own and he is obliged to adopt a certain level of autonomy that

might not be comfortable in other circumstances and he specifically emphasized on the psychological separation in his transactional distance theory. (Moore, 1977, as cited in White,1995)

In fact, learners' full autonomy in a distance education environment requires much discipline and responsibility on the part of learners, for they have to make decisions involving planning, organizing and implementing and even determining goals and how much to learn. Besides, in terms of digital literacy, distance learners are expected to know how to use the technological tools during the education process along with other aforementioned skills. Arcurio conceptualizes the meaning of the autonomous student in distance learning as follows:

> An independent learner in the universe of Distance learning should know how to use technology resources that the modality offers, adapting the various individual needs according with flexible hours for the study, personalized service, improvement and new assessment of learning opportunities without staining his/her legal norms, as well as the great growth of an interpersonal relationship. 2008, p. 2 (as cited in de Lourdes, 2015).

I.5.Teacher's Role towards Autonomous Students

Teachers play a significant role in promoting learners' autonomy; in investigating teachers' role in autonomous environment. Researchers suggest what follows.

In the first place, the teacher's responsibility is utterly involved for teacher-learner roles redefining in the teaching-learning process, which will make the learners share the responsibility of their learning. (Ho, 1995). In view of that, he is hypothetical to play the role of a facilitator by taking the initiative and to support decisions-making processes, a counselor taking actions in response to the needs of individuals and a resource who makes expertise and knowledge available to learners as needed. (Voller, 1997).

I.6. Readiness: Multifarious Definitions

In the general run of things, learner's ability to acquire knowledge and initiate a change in his behaviour, leading to effective and successful learning outcomes, is often defined by his readiness. As regards the educational policies and implementation, learner readiness is tightly associated with initial childhood education and school readiness as it

denotes the aptitude to take part enthusiastically in the learning process. It advocates that for young/fresh learners to profit from educational interventions at school, they must be regularly and always ready and at their fullest potential to learn. Factors that can and may pose as threats to successful learning outcomes include poor health, malnutrition, and emotional instability or distress as well as other physical, social, economic and environmental ills such as prenatal exposure to drugs and other toxic substance; child abuse and neglect; unsafe communities; and family instability and dysfunction (Copple, Deich, Brush, &Hofferth, 1993).

According to the Oxford dictionary the words readiness means *"the state of being prepared to do something without arguing or complaining."* (Armeakis, Harris,and Mossholder,1993) state that the term readiness can refer to *"the cognitive precursor to the behaviors of either resistance to, or support for, a change effort."*

According to many proponents of learner preparation, there are many terms and concepts that are invented and disseminated. Among these, some of those that predominate are learner autonomy, self-efficacy, self-regulation or self-directed learning, responsible learning, attitudes and beliefs as regards language acquisition, the learner's intellectual character and learning strategies.The concepts of learner preparation are often integrated and closely related to learner autonomy and self-regulated learning when used to define the process in which learners are able toenthusiastically and effectively control and monitor their motivation, cognition and behaviors, and to successfully accomplish targeted academic tasks (Bliddy, 2017; Kuhn &Cavana, 2012; Palfreyman& Smith, 2003; Zimmerman, 2011).

I.6.1. Readiness Adjustment

Teachers can adjust for students' readiness by:

- Adjusting the degree of difficulty of a task to provide an appropriate level of challenge.
- Adding or removing scaffolding such as teacher or peer coaching, use of manipulatives, or presence or absence of models for a task.
- Adjusting the context of the task to make it more or less familiar based upon students' prior knowledge.
- Creating tiered tasks for students.
- Varying direct instruction by individual or small group need.

I.7. Self-regulated Learning (SRL)

Self-regulation learning stands for the set of activities that are deliberately and judiciously adapted/remodeled to attain precise learning outcomes. Learners self-regulate by implementing the tactics/styles they expect will be successful. In fact, regulation can be brought along the learning processes, strategies and conditions such as motivation or factors in the learning environment that may cause the learning activities or learning outcomes and products inappropriateness. Differently couched, learner's self-regulation occurs when the learner adjust the methods they implemented or the outcomes they attained. Undoubtedly, such adjustments are established in relation to standards, portraying both perfect processes and products.

We can say that students are self-regulated when they initiate to direct themselves and by their own efforts to gain knowledge and skills instead of leaning on teachers, parents or any other agents of instruction.(Zimmerman, 1989, cited in Cole & Chan, 1994). The self-regulated learning refers to one's ability to understand and control one's learning environment.Self- regulated abilities include goal setting, self-monitoring, self-instruction, and self-enforcement (Harris& Graham, 1996). It is a self-directive process and set of behaviors whereby learner transform their mental abilities into skills. (Zimmerman, Bonnor&kovach2002)

Section Two: Information and Communication Technology

Introduction

Whenever the concepts of Online and Distance Learning first appeared, great changes happened in the educational systems for the emergence and unprecedented development of information and communication technologies (ICTs) all over the world. Here below we will cover in a succinct manner the different historical events and evolutions witnessed in the field of online and distance learning.

I.8.Distance Learning

Distance learning is a form of education via which learners and the facilitators are physically separated over the course duration. They both conduct an interactive sessions by means of multi-way mediated media channels that ease facilitate and support interaction and communication between students-teachers and students-students and educational resources. (Sikili, 2008).According to Moore and Kearsley,*"distance education is teaching and planning*

in which teaching normally occurs in a different place from learning, requiring communication through technologies as well as special institutional organization." (2012: 2)

The main idea of this method of teaching/learning, i.e., distance learning, is that theknows dispenser (teacher) and the knows recipient (learner) spend most or most of the time teaching and learning in different loci. This so-called isolation is what makes distance education evidently distinct from the traditional face-to-face education. It should be noted that this type of teaching/learning is not randomly executed, but carefully planned and implemented. Being in different loci, they are obliged to rely on different information and communication technologies to communicate, share and exchange information. The success of such method of teaching/learning depends on the teachers' and students' involvement.

This communication process is twofold, according to Holmberg (1989):

a) "One-way traffic in the form of pre-produced course materials sent from the supporting organization and involving students in interaction with texts. In fact this type can be described as being simulated communication.

b) Two-way traffic, i.e., real communication between the student and the supporting organization." (1989: 167)

For more clarification of the new concept, he stated that:

> Distance education is a new concept that covers the learning –teaching activities in the cognitive and/or psycho-motor and affective domains of an individual learner and a supporting organization. It is characterized by non-contagious communication and can be carried out anywhere and at any time which makes it attractive to adults with professional and social commitments. (Ibid. p. 168)

By reference to the above quote, the three domains, viz., cognitive in connection with the thinking process, the affective with regard to emotions and feelings, and psychomotor relating to physical and tactile are involved in this type of education.

I.8.1. Distance Education: Genesis and Succinct Diachronic History

Generally speaking, distance education history is no exception to the history of education. Its genesis can be traced back to the 1700s and 1800s and reflects an Egalitarian Approach to education. (Casey, 2008). *"Its history can be classified under three ages at the macro-level and under five generations at the micro-level, these ages and generations were shaped and determined by the dominant communication technologies adopted in distance education."* (Buzkurt, 2019, p. 253)

The diachronic changes in the form of this education are to be displayed below:

I.9.The First Generation: Correspondence Distance Education

The first generation of distance education refers to a correspondence study and individuals who primarily use written and printed texts as well as postal services for sending such documents in the forms of books, newspapers and manuals; it is so called print-based correspondence education. (Moore &Kearsley 2012). Learners were mainly adults who decided to carry on studies from distance owing to their professional or social commitment.

According to Aoki (2012):

> The interaction between teachers and students was usually limited to correspondence, which refers to handwritten texts sent through postal mail. It is difficult to gauge the extent of student in this mode as student evaluation is usually summative and left at the end of the course. (2012, p. 118)

As afore stated, it is worthy to note that the first generation of distance education is strictly limited to a back and forth mailing with no monitoring regarding the effective performance of the targeted students by this method.

I.9.1.The Second Generation: Visual-Auditory Distance Education

In addition to the printed stuffs, the use of multimedia teaching materials including videos, radio programs, television and teleconferencing were integrated into the second generation of distance education. These materials were essential designed for one way communication mainly facilitated by the instructors.During that period, the teaching/learning process was utterly teacher-centered (Saykili, 2018). Via such pedagogy, the teacher-students and students-students interaction remained minimal. (Anderson & Simpson, 2018).Bozkurt said that "learners started to gain independence and autonomy through the benefits provided by the new communication technologies. (2019, p. 256)

I.9.2.The Third Generation: Computer-based Distance Education

The third generation has genuinely marked the birth of the digital-knowledge age and network society. The distance concept scope has been altered as distance in which the spatial factor has not become much important. During such period, as stated by Bozkurt*"The prominence of teacher-centered education diminished and the education became more learner-centered."* (2019, p. 258). Owing to the profits gained from the ICTs, the teacher-learners' and learners-learners interaction has turned to the central focus for distance education. In contrast to the emergence of the new higher quality computer-based multimedia,

previous generations had become old-fashioned. In fact, the synchronous and asynchronous instruction has spread to be similarly efficient to face-to-face instruction. This has given birth to new learning paradigms such as e-learning, mobile learning, and ubiquitous learning. Along within this evolution, learning rather than teaching has gained the main focus and the idea of lifelong learning has been emphasized. (as cited in Buzkurt, 2019)

Due to the unprecedented spread of the pandemic in Algeria, similar to all world countries, a partial quarantine was imposed and all schools, institutes and universities were shut down so as to avoid massive contamination. Since then, education has utterly changed to become a e-learning through which the instructional process is undertaken remotely via digital platforms. All Algerian universities have adopted the Moodle platform, allowing teachers to post their modules contents and creating a common tempo-spatial virtual space ensuring learning continuation. The implementation of the new instruction paradigm has witnessed several impediments.

I.10. The Transactional Distance Theory

The transactional distance is known as a theory developed by Moore in the 1970s. It has a direct effect on e-learning and it elucidates and describes the teacher-leaners relationship in the e-learning settings. According to Moore, *"Distance learning is the universe of teacher-learner relationships that exist when learners and instructors are separated by space and/or by time.* (1997, p. 22).*"It is conceptually significant, since it claims that the essential distance in distance education is transactional rather the spatial and temporal."*(Gorsky&Gaspi, 2005).With a view to this, what matters is not limited to the geographical distance between the learner and the teacher that impacts on learning achievements but more importantly is a cognitive distance. (Moore, 1997). As regards this theory, he proposed that in distance learning circumstances the separation between the teacher and the student can "lead to communication gaps, a psychological space of potential misunderstandings between the bhaviours of instructors and those of the learners." (Moore, 1997, p. 23).

I.11. Distance Learning versus Online Learning

In today's digital era, terms such as 'Online Learning' and 'Distance Learning' have become prevalent, with their meanings often used interchangeably. While both offer a great deal of flexibility to its users, there are differences between the two.

I.11.1.Distance Learning: Genesis and Definition

Distance Learning or Distance Education is a term used to refer to courses that are studied without the need to be physically present at the school, college or university. Distance Learning degrees are available at all academic levels; undergraduate, postgraduate and doctorate.

Its origins are college correspondence courses, whereby education materials were post-mailed to the student. The majority – if not all – of the course was learnt through the postal correspondence between the student and the educational institution. For history buffs, the first correspondence course was a shorthand system, taught over postcards. This initiative from the 1840's was the brainchild of Sir Issac Pitman. The antecedent to Online Learning, the term Distance learning is sometimes applied to all degrees not taught on-campus.

All Distance Learning courses have an online study component, with access to online learning materials. The key difference is that they also often include face-to-face workshops, summer schools or 'residentials' as part of the degree programme. As a result, a more suitable term for these types of courses is Part-time, Blended Learning or Flexible Learning degrees.For example, the University of Northampton MBA programme allows students to access the full online library of resources from the University of Northampton, but also incorporates optional, weekend MBA workshops for those that prefer a personal interaction to their study. The University of Leicester MBA is similar, with masterclasses available at global centres.

I.11.2.Online Learning: Definition and Procedure

Online Learning courses are one hundred per cent online, providing students anfar-fetched level of flexibility. They can choose where they learn, when they learn and even how they learn. Classes can have live online sessions but are never face-to-face.

With Online Learning courses, students have access to a Virtual Learning Environment (VLE) – such as Moodle, Collaborate or Blackboard – hosted with recorded lectures, student resources and e-books. Additionally, students have a University considerable digital library at their disposal.

The VLE acts as a communication medium and interactive learning tool. Discussion forums, group projects and quizzes keep students engaged and encourage peer interaction. Given how much of today's working environment requires facilitation through online correspondence, this medium of study is an excellent way to learn essential communication skills by proxy.

A common misconception with Online Learning courses is that students are not provided additional support or academic help to complete the degree. This is untrue as reputable universities provide UK tutor support to students undertaking the programme. These tutors are contactable via e-mail or Skype when required.

The Edinburgh Napier University Online MBA includes comprehensive tutorial support; a personal UK tutor offers advice regarding assessments, assignment feedback, answers questions etc., – no different to full-time students.

Regardless of study preference one thing is true between Distance Learning and Online Learning: one must be self-disciplined and self-motivated, both very useful skills to cultivate in life.Interested in pursuing a Distance Learning degree or Online Learning course? View all available UK degree courses, or schedule a personal session with a Higher Education Consultant.

I.12.The Role of Technology in the Era of CoViD19

Technology has played an important role in responding to the novel corona virus and subsequent COVID-19 pandemic. The virus's blend of lethality and transmissibility have challenged officials and exposed critical limitations of the traditional public health apparatus.

I.13.Definition of COVID19

In Latin, Corona means "crown", the virus appears under a miscroscope 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.13.2.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.13.3. 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, Tissemssilet, Ain Temouchent, Annaba, Setif, Laghouat, Djelfa, Adrar, Bejaia, Tizi Ouzou, Sidi Belabess, Tlemcen, Batna, Biskra, Saida, Tébéssa, 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.13.4.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

Chapter Two

Research Design and Methodology

Chapter Two

Research Design and Methodology

Introduction

This chapter aims to present the research methodology applied in the current study, it also tends to explain the choice of the selected research methods for the study. It contains mainly nine parts: research design, research questions, research setting and population of the study**,** data collection instruments**,** data collection procedure, piloting the instruments and data analysis procedures and conclusion.

II.1. Research Design

The study was correlational in nature, employing mixed-methods research. The present study follows a quantitative - qualitative method in order to gain statistical data concerning the extent of learners' readiness to embrace the autonomous learning in the era of CoViD19 and to gain new insights about teachers' behaviors, attitudes, and opinions toward the integration of the information and communication technologies in the teaching/learning process. The research design involves collecting data on two variables: the independent variable "students' readiness" and one dependent variable: autonomous learning in the CoViD 19 era.

II.1.1. Overall Research Design

The aim of this study was to suggest a descriptive research design for university teachers and learners. This work follows a non – experimental descriptive study employing two tools guided by a blend of quantitative – qualitative research method in order to identify readiness and autonomous learning that are measures.

II.1.2. Descriptive Research

Almost all research designs are descriptive because it is important to determine what a phenomenon is prior to understanding why it is so, or what might be (Allison, 1995). Descriptive research can be said to fall into non-experimental designs, which cannot have control either on irrelevant variables or the environment under their study to decide on causal

relationships as do experimental and quasi-experimental classes, in spite of the diverse degrees of their certainty (Marczyk, DeMatteo&Festinger, 2005). It has continuously gained a valuable position especially in education, for its description of events with the complexities and the most likely uncontrolled variables of human nature, which is a typical element to educational research (Knupfer&McLillan, 2001). Unlike laboratory studies, educational investigation is carried out in realistic situations where unrelated parameters cannot be controlled and where the human component of educational enquiries influences findings (ibid.). Adopting descriptive research, researchers are supposed *"to seek accurate and adequate descriptions of activities, objects, processes and persons."*(Allison, 1995: 19). The latter quote can be an argument for opting for descriptive research, because the incentive behind conducting this study is simply to practically demonstrate what the suggested programme is and how it unfolds along the process of its planning, enactment and evaluation/follow-up. Following Allison's (1995) proposal, it is a description of a series of activities as well as the process they undergo using differentmethods. It goes without saying that descriptive studies primarily focus on investigating what issues are by providing realistic descriptions that help to explain and generate future prescriptions of educational events (Knupfer&McLillan, 2001). Describing what happens along the process of this programme design would inform and, therefore, direct decision making. Lastly, within the realm of constructivist paradigm, descriptive research fits well case studies, and can be either qualitative or quantitative. (Ibid.)

II.2. Quantitative

The quantitative component of the study employsastudents' questionnaire. The purpose behind the questionnaire use is to collect statistical data concerning students' level of readiness. The students' questionnaire was mainly designed to investigate students' readiness to embrace autonomous online/ distance learning in theera of the CoViD 19 pandemic.

II.3. Qualitative

The qualitative component of the study was conducted using a structured interview that was mainly directed to teachers. Generally, interviews help the researcher explore new insights, opinions, and experiences.

II.4. The Main Research Question: (Research Trigger)

What is all about? This is a fundamental question around which many other sub-questions revolve. First and foremost, the audience meant by this research wants to know what the topic is. Differently couched, it entitled to ask what the research is trying to accomplish. What is the purpose behind conducting such a research and what is it trying to achieve? Thus, the following question is meant to answer this enquiry:

1-   To what extent are students ready to embrace autonomous online/distance learning in the era of the pandemic?

II.5. Research Setting and Population of the Study

The target population for this research includes the English language teachers and students at the English section – foreign languages department, IbnkhaldounTiaret, Algeria.

This qualitative-quantitative study tends to investigate the students' readiness to embrace the autonomous online/distance learning. Participants in this study were forty four (44) students. All of them were chosen from the Department of languages – English section at IbnKhaldoun University-Tiaret. They were selected by using a random simple sampling method.

Among thirty-two teachers of English – section at IbnKhaldoun University – Tiaret, six (06) were selected to be interviewed. Teachers' participants were selected by using the convenience sampling method. The reason for selecting them was to investigate their familiarity with the online/distance learning modes and to collect data about students' preparedness to embrace autonomous online/distance learning modes.

II.5.1. Participants' Identity and Representativeness

This section identifies the participant group and clarifies the degree of their representativeness to the wide population of two thirty-two (32). Table 1 below sums up and provides information about the interviewees' number, gender, age and their loci of studies.

Number	%	Gender	Age	Loci
32 teachers	18.78	3 Females- 3 Males	30-50	University Tiaret

Table.II.1. Interviewees' Representativeness

It is worthy to note that the interviewees represent only 18.78% of the total population of the teachers at the section of English in the department of letters and foreign languages. To evaluate the representativeness of the sample, seeking accurate data, we referred some of the characteristics such as: gender, age, loci and number.

The table below sums up and provides data about the surveyed sample of students regarding number, gender, age and loci of studies, seeking representativeness.

Number	%	Gender	Age	Loci
2000 students	22%	Females- Males	18- more than 30	University Tiaret

Table____: Questionnaire Respondents' Representativeness

It is worthy to note that the interviewees represent only 22% of the total population of the students at the section of English in the department of letters and foreign languages. To evaluate the representativeness of the sample, seeking accurate data, we referred to some of the characteristics such as: percentage, number, gender, age and loci.

It is of paramount importance to highlight that not all features as regards representativeness could be taken into consideration because of the sanitary restrictions imposed on us during the CoViD 19 pandemic.

II.5.2. Participants' Number

As table 1 indicates, those who took part in this research were only 6 teachers in spite of the fact that at the early beginning, we were informed that the targeted group was composed of 32teachers. Besides, forty-four students from different levels with no pre-selection was imposed for the participation in the survey. Although we admit that the number of the target participants is meagre due to sanitary requirements imposed by CoVid 19, the gleaned data could be regarded as valuable for the insightful understanding they shed light on.

II.6. Data Collection Instrument

In this study, two instruments were used for collecting data, viz., a questionnaire for the first one, gauging the students' readiness extent to embrace online/distance learning in the era of the pandemic and a structured interview for the second one,enquiring about students'

keenness to take in charge their own learning via different platforms, was conducted with six full-time teachers of English at the department.

II.6.1.Learners' Questionnaire

The first tool is the learners' questionnaire; it was designed to investigate students' learning strategies and suggestions during CoVid19 pandemic. The questionnaire contains 11 items that is divided into three sections:

The first section **Informants' Personal data** contains two items: two closed-ended questions. Section one seeks to investigate learners' gender and level. In the second section: **Informants' Appreciations of autonomous Online/Distance Learning during CoVid19,** tends to study the influence of this pandemic on their learning processes, it contains ten items: eight closed-ended items and two open-ended items. At this level, learners are required to answer questions that deal with how they use online/distance learningstrategies and skills. The third section: **Informants' Possible Suggestions** contains one main item: one open-ended, it deals mainly with learners' propositions to overcome the problem of learning during CoVid19.

II.6.3. Teachers' Interview

The second tool is a structured teachers' interview which contains 6 items. The interview was designed mainly to investigate teachers' technics used in this academic year. The main objective of the interview was to collect data about teachers' obstacles and suggestions concerning online learning approaches.

II.7. Data Collection Procedure

Data were collected in the academic year 2020/ 2021, starting with the administered questionnaire which was distributed to the English language students of different levels. Besides, the interview was designed and directed to teachers at the English section – IbnKhaldounTiaret.

II.8. Questionnaire and Interview Piloting

A) Questionnaire Pilot Survey

The learners' questionnaire was pretested on two respondents in the English section, assisting us in identifying both potential problems and possible solutions. For lack of time, verbal probes were asked to the respondents and they were supposed to formulate answers concurrently. All of them answered the questions and no single question was changed following the pretest.

B) Interview Pilot Survey

For the sake of validity, the current interview, offering rich and detailed information in connection with people's attitudes and experiences, was submitted to a piloting test. Being in-person interview, seeking insights of those who have being experiencing the new form of teaching/learning following the CoViD 19, we expected to deter further in-depth information fromteachers' accounts and voices. Thus, we conducted the pilot survey with the intent to identify flaws and limitations within the interview design that allow necessary modifications to the major study.

II.9. Data Analysis

The descriptive, interpretative analysis of quantitative data was used to gather detailed information about the online/ distance learning. Moreover, it attempts to explore the effectiveness or ineffectiveness of the above approach.

The interpretative analysis of quantitative data tended to gain a deep understanding of teachers' strategies, and attitudes in dealing with the online/ distance learning; it also aims to get profound insights concerning teachers' opinions, experience, beliefs, and styles to adopt the technological skills of teaching.

Conclusion

This chapter focuseson the methodology that was implemented in the current study. An explanation of qualitative research as a method for data collection and analysis was given. Measures followed during the data collection were discussed in this chapter and the information about the sample was provided.In fact, this chapter has described the research

methodology and its design. In the upcoming chapter will be devoted to details as regards the data collection, analysis and interpretation of the findings.

Chapter Three

Data Analysis and Interpretation

Chapter Three

Research Methodology, Data Collection and Analysis

Introduction

The third chapter, being concerned with the empirical part of this work, endeavours to explore the distance learning during Covid19 pandemic and how it influences the learning process in the University of Ibn Khaldoun at the Department of English, as well as quantitatively the data which have been obtained and compiled through questionnaires and interviews. To satisfy the mixed method approach criteria, the use of multiple tools to measure the same variables was adopted.

III.1. Data Collection & Interpretation

It is worthy to mention that the total number of the questionnaires collected is 44 copies.The data gleaned from the questionnaire are interpreted as follows:

Part one: The Informants' Personal Data

Options	Number	percentage
Female	30	69.8%
Male	13	30.2%
Total	43	100%

Table III.1. Participants' Gender

Gender

43 responses
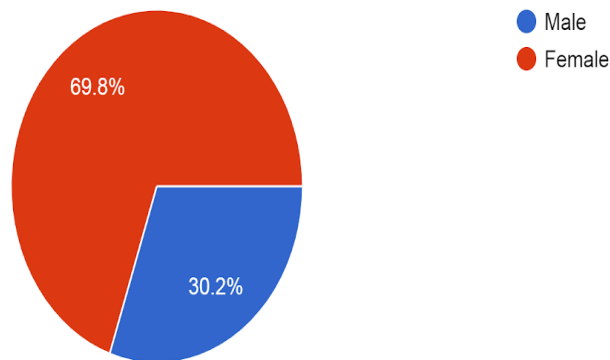
G

raph.III.1. Participants' Gender

As shown in the table and the pie chart above we notice that most of the respondents to our questionnaire are females (n=30; 69.8%) while male participants are only (n=13; 30.2%).

The female dominance over males can be explained due to the fact that females are more interested in learning languages and developing skills. However, males are more interested in the hard sciences.

Options	Number	Percentage
License	18	40.9%
Master1	6	13.6%
Master 2	20	45.5%
Total	44	100%

Table.III.2. Participants' Level

Level

44 responses
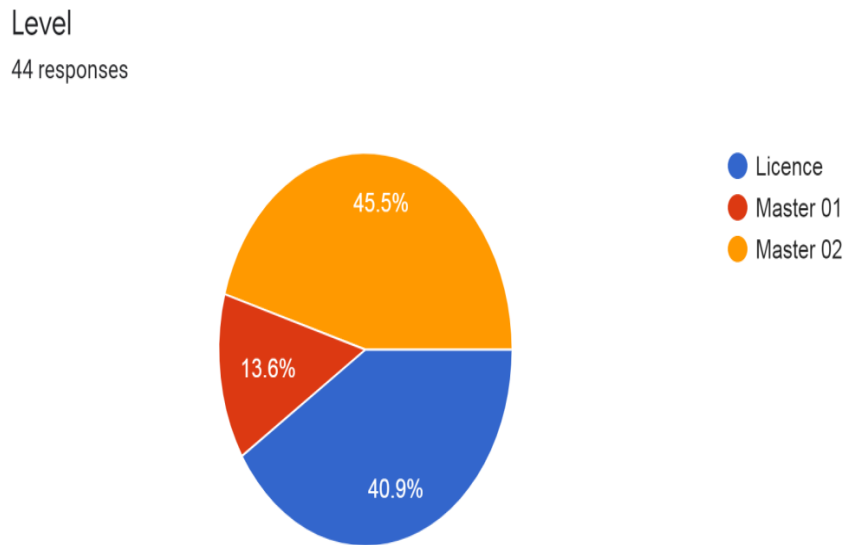
Graph III.2. Participants' Level

In order to give more validity and reliability to our work ,Our chosen sample was selected randomly towards their level . Licence under the satistical data of (n=18 ;40.9%). Master 01 were (n=6; 13.6%) while, Master 02 were (n=20;45.5%).

From the the data above, it is highly observed that the students got more interested when dealing the distance learning. In fact, the chosen sample was variant accordingly to their level and awareness of autonomous learning.

Part Two : Informants'Appreciation About Learning due to Covid19.

Options	Number	Percentage
Ye	37	84.1%
No	7	15.9%
Total	44	100%

Table III. 03: The Covid19 Influence on Education

Did the Covid19 pandemic influence your education?
44 responses
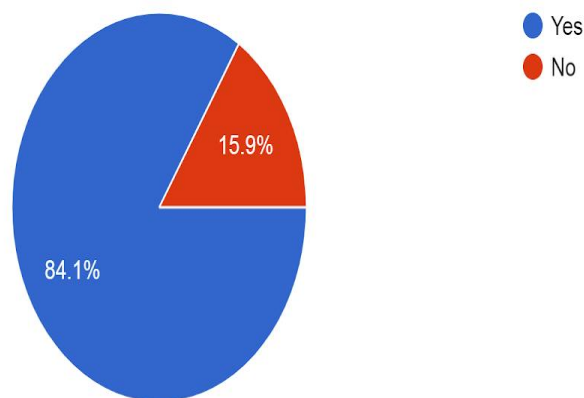
Graph.III.03. The Covid19 Influence on Education

The first question in the second part of our questionnaire was attempted to see if the Covid19 pandemic has influenced the education in Algeria. Most of our respondents (n=37; 84.1%) said yes. While, only (n=7; 15.9%) of them replied no.

As known that due to the covid19 pandemic the country was obliged to go on a lockdown to reduce the propagation of the virus. In general, most of the institutions are surprisingly closed and educational institutions in particular, where there is a lot of uncontrolled contact between people. So, naturally this lockdown has influenced massively our education.

Options	Number	%
No	24	54.5%
Yes	20	45.5%
Total	44	100%

Table III.04. Universities' Strategies towards Distant Learning

Did your university manage to organize distant learning during lock down?
44 responses
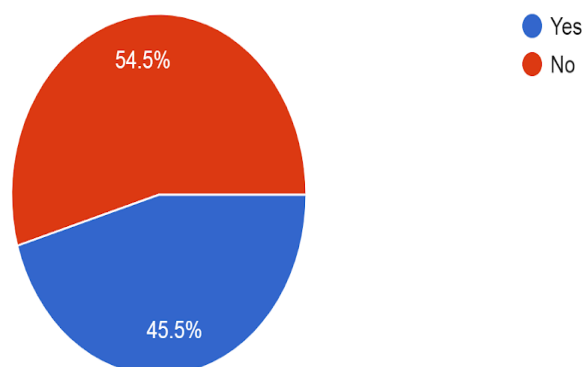
Graph III.4. Universities' Strategies towards Distant Learning

Question 4 is intended to see if the educational institutions managed to organise distant couses and keep the students in touch with their teachers. Therfore, it aims to encourage the students autonomy. As seen in the numerical data above (n=24; 54.5%) of our participants picked No as an answer. (n=20; 45.5%) of them said yes.

In order to keep the social distancing between the students and their teachers, the departement of English at the Ibn Khaldoun University have managed to organize this approach of learning via introducing the Moodle platform . However, this was out of reach for most students for a variety of reasons. Both students and teachers don't know how to use such platforms due to the lack of training towards technologies and its use. Thus, the Moodle platform wasn't that effective tool where students couldn't find any of the announced lessons on. In Addition to the websites' crushes.

Options	Number	%
Yes	16	37.2%
No	3	7%
Sometimes	24	55.8%
Total	43	100%

Table.III.5. Participants' Initiative to Learn

Did you manage to start learning by your own?
43 responses
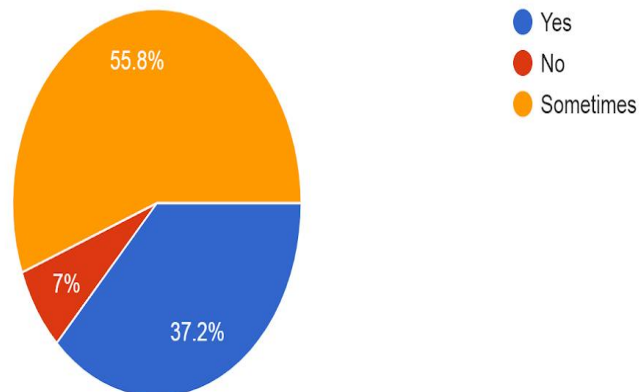
Graph III.5.Participants' Initiative to Learn .

Question-item 5 is asked to know if the students rely on themselves to learn by their own or they just appreciated the closure. In fact, (n=16 ; 37.2%) of them said they did , whereas (n= 24 ; 55.8%) of them said they sometimes learn. While, only (n=3; 7%) didn't at all.

Generally, autonomous learning is an approach where the students hold their power and effort to control their own learning activities. From the data above, it reveals that the majority of the students is ready, and has the intention to reconnect with their learning.

Options	Number	Percentage
Yes	14	31.8%
No	7	15.5%
Sometimes	23	52.3%
Total	44	100%

Table III.06. Participants' Time Organization for Learning

Did you devote time in the day for learning?
44 responses

52.3%

15.9%

31.8%

Yes
No
Sometimes
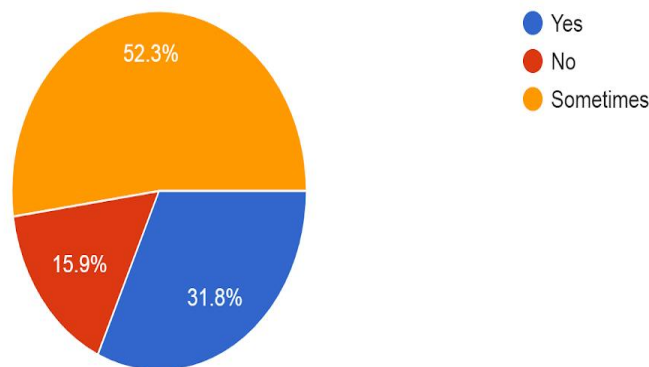
Graph III.6.Participants' Time Organization for Learning

Question-item 6 is aiming to know if students took the initiative and devoted time in the day during the quarentine to study. The participants under the percentage of (n=14; 31.8%) claim that they devoted their time. In the other hand , the data show that respondents (n=23 ; 52.3%) sometimes tried to study. However, (n=7 ; 15.5%) of them said they didn't.

Generally, learning in any discplines is continous process; thus, due to the rupture caused by the Covid19, both teachers and learners are being influenced negatively as they forget their prior knowledge. Thus, in the department of English at Ibn Khadldoun University has been mistakenly grouped the numbers of students under 80 learners in each group. In the face of this state of affairs, Virtually in CBA, the classes should not exceed 30 learners to learn better any subject matter but in the Algerian reality, the teachers are facing a huge problem concerning the overcrowded classrooms because the learning process is generally based on two approaches; the teachers and learners' centeredness, so, the learning should be balanced between the teachers' deliverance and the learners' perceptions and their ability to make the four skills combined and interrelated with each one, i.e., productive and receptive skills. Since, learning the English language for non-native learners is based on listening to the teacher how he performs via his pronunciations, his body language and his interactions with his learners, so, the classroom over-crowdedness is not the suitable option neither for learning

nor for teaching . To mitigate this problem and, of course, according to available human and material means, the supervisors of the educational management should try to split up overcrowded classes into subgroups in order to comply with the CBA norms and requirements.

Options	Number	Percentage
Yes	28	63.6%
No	4	9.1%
sometimes	12	27.3%
Total	44	100%

TableIII.07. The Use of Social Media for Educational Purposes

Do you use social media for educational purposes?
44 responses
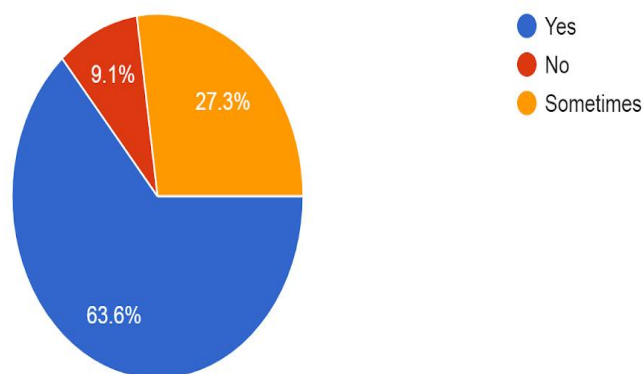
Graph III.7. The Use of Social Media for Educational Purposes

The question above is meant to know if the students use social media for educational purposes. Those who said yes under the percentage of (n=28; 63.6%). While (n=12; 27.3%) of them said they sometimes did. Only 4 people i.e. 9.1% said they didn't.

The findings here show that social media can be effective and alternative tools to use while learning during the Covid19 pandemic. Thus, Students who attend a brick-and-mortar university have the opportunity to meet and connect with people from all over the world on a personal basis. Social media restrict students to online-based classes and learning materials.

Students can communicate via chat rooms, discussion forums, emails, and/or video conferencing software, but the experience is not comparable.

Options	Number	percentage
Instagram /Facebook	22	50%
Zoom	2	4.5%
Coursera	1	2.3%
Moodle	10	22.7%
Other	9	20.5%
Total	44	100%

Table III.08. The Platforms Used for Digital Learning

What platforms do you use to continue learning? If any other tools please mention .
44 responses
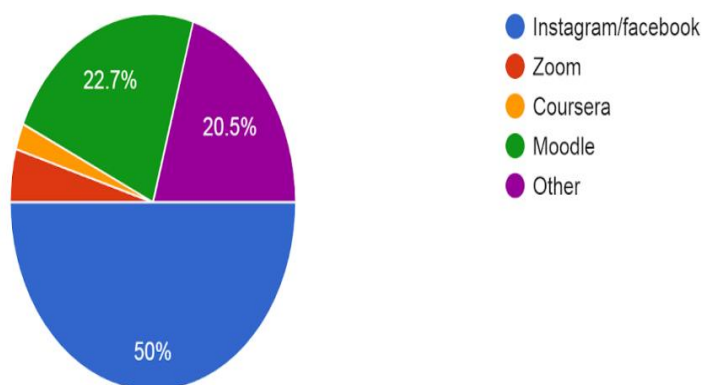
Graph III.8.The Platforms Used for Digital Learning

Question-item 8 is devoted to see what platforms students often use to embrace learning. (n=22; 50%) of them picked Instagram and Facebook as they are free and easily

accessible media. Zoom was picked by only 2 people, coursera 1 person only. 10 people picked Moodle since the department has provided lessons and lecture via such platform. In the other hand, there some students who picked other via suggesting YouTube under the percentage of (n=9; 20.5%).

People tend to use social media and YouTube to learn as being free and easy to be accessed to lessons, as well as helping them to develop their technological skills. Moodle was an alternative to the face to face teaching. Subsequently, according to some extent students, Moodle is being imposed to log in/ subscribe in such platform. In the other hand, Zoom and coursera are platforms that offer in most cases paid courses, which makes them hard to access due to the financial situation of the students.

Options	Number	Percentage
Good	17	38.6%
Average	23	52.3%
Bad	4	9.1%
Total	44	100%

Table III.09. The Effectiveness of the Used Platforms.

To what extent was the above platforms effective/beneficial to you?
44 responses
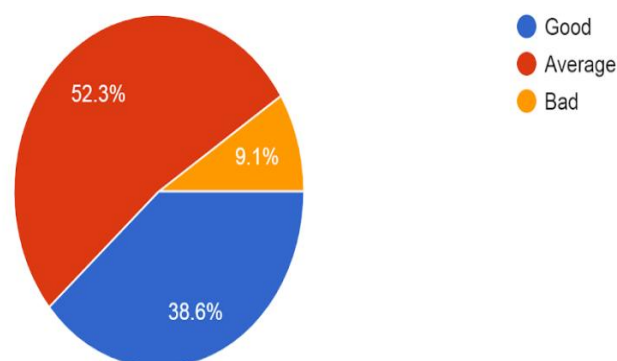
Graph III.9. The Effectiveness of the Used Platforms

Question-item 09 was devoted to see to what extent are the used platforms effective to help the participants reach their objectives. 38.6% i.e. 17 participants have said it was good. 52.3% of them have said it was average, however only 4 participants have said it is bad.

The common point between those who picked good and average as answers can be due to their motivation to learn such technological skills. As for those who picked No as an answer may have special circumstances such as low internet access, or a lack of digital literacy.

Options	Number	Percentage
Yes	23	52.3%
Little	17	38.6%
No	4	9.1%
Total	44	100%

Table III. 10. Participants' Digital Literacy

Do you know how to use: google classroom/ zoom/coursera/moodle...?
44 responses

- Yes
- No
- A little

38.6%

9.1%

52.3%
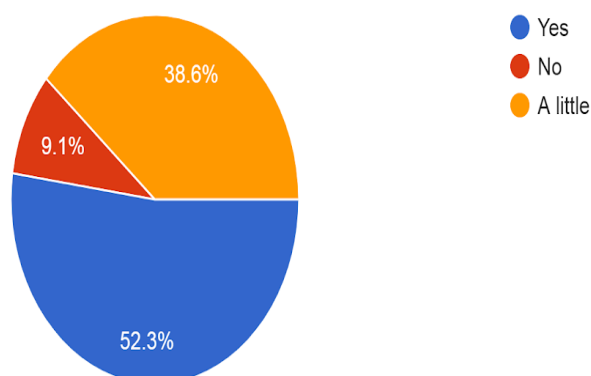
Graph III.10. Participants' Digital Literacy

Question- item 10 was meant to see if our sample has a good digital literacy .

According to our findings, (n23=52.3%) of them said they knew how to use such platforms,whereas (n17=38.6%) said they had a little knowledge. only (n4=9.1%) said they had no knowledge about it.

The modern innovation in the field of technologies allowed the new generation to develop better digital competencies and skills . Thus the majority of our participants show a positive Reply to our question, however those who said they don't, may have a lack of connectivity to internet.

Options	Number	Percentage
Yes	8	18.6%
No	22	51.2%
sometimes	13	30.2%
Total	43	100%

TableIII.11:The students' appreciation towards the new approach.

Was distant/autonomous learning easier to you compared to the face to face learning?
43 responses
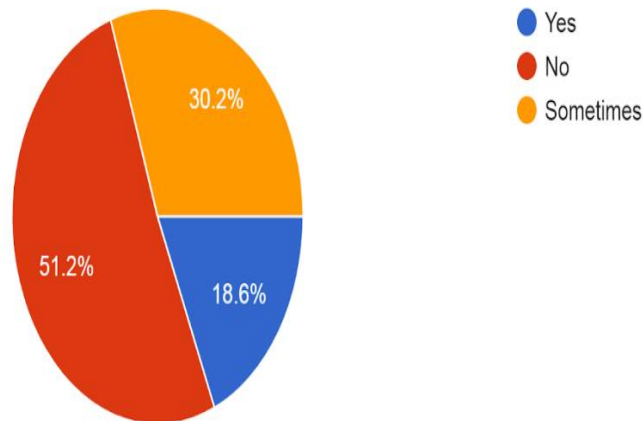
Graph III.11. The students' appreciation towards the new approach.

Question-item 11 was attempted to see the students appreciation toward the new approach, whether the autonomous learning and the distant learning is effective to them compared to the face to face learning. The findings show that the majority of them (n22= 51.2%) of them didn't appreciate this shift since neither the learners nor teachers were ready to such a sudden shift .Beside that , the alternative tools suggested by Universities and the Ministry of education is only an online storage to handouts.

Our participants justified their answer as follow: *"Sometimes you feel like teacher's message can't reach you ,despite his clarifications."* Someone else have said "*The use of E learning in Algeria is not that good due to the slow internet, teachers and students are not really updated".* Another one has commented *"Distant learning for academic purposes was difficult because teachers do not explain lessons; this leads to a lack of activities and assignments, and students are left with written materials for the most part to memorize from for exams".* As for those who have appreciated the distant learning (n6= 18.6%) commented that distant learning was less stressful and more comfortable. Some of the participants have stated : "*It's reduced the stress I feel during a real class it made me feel comfortable and more relaxed thus more ready to learn" .*The rest of the participants (n13=30.2%) are undetermined . They appreciated the new approach , yet the tools offered

were not helpful. Someone has justified: *"On one hand , autonomous learning enables students to access various learning tools and use minimal financial resources, on the other hand , no face-to-face interaction with teachers and other students, one might find it hard to keep track of their course work and assignments online ."*

Part 03: Informants' Possible Suggestions

The question-item 12 attempts to glean the informants' suggestions that can be beneficial to both teachers and students in this critical era. Some have suggested that the academic distant learning should be followed with other techniques such as videos, online meetings..etc. to have more interaction and not just handouts. According to our participants' suggestions :*"E-learning must be followed by other procedures, not just putting a PDF to memorize or just take a brief look, for instance: it would be better if the teacher record a video in which he explains the content of the lesson."* In another hand, both students and teachers should be trained to use such platforms, but before enhancing the internet services and providing a better managing of these platforms. They have said: *"Give teachers and students courses in order to learn how to organize distant lesson and courses."* Another one has stated *"Good access to internet, give adequate instructions about the use of these platforms."*

III.2. Interview Data Analysis

The CoViD 19 pandemic has affected educational systems worldwide, leading to near-total closure of schools, kindergartens, universities and colleges. Most world governments have decided to temporarily close educational institutions in an attempt to reduce the spread of the virus. While in general, internet-based learning is considered an option, an alternative to traditional learning, during the Coronavirus pandemic it became an essential element for maintaining the activity of schools and universities.Thus, this has generated changes in the teaching-learning process in higher education institutions and has influenced the interaction between teachers and students. As a consequence of the pandemic, universities were constrained to carrying out their activity with students exclusively online. This paradigm shift could generate changes in students' perceptions of the new form of teaching/learning in the era of the pandemic. In order to capture students' perception, readiness and full-preparedness, coping with this unpredicted situation, a structured face-to-face interview was conducted with six teachers of English.

III.2.1.Type of Interview

For the sake of scientificity and validity of the findings, a structured interview was opted for as a second research tool. Among the key advantages of the structured interview are effectiveness, consistency, fairness, etc.

III.2.2.Aim of the Interview

The main objective behind the use of the face-to-face interview is to corroborate the current study with an insightful understanding of teachers' perceptions on the students' extent of readiness to embrace autonomous learning in the era of CoViD19. Differently couched, the present interview is to complement/round off first tool data, i.e., the students' questionnaire. In fact, the combination and merging of the questionnaire-based and the interview-based data may serve the present investigation and enhance the possibility of gleaning both reliable quantitative and qualitative data.

III.2.3.Description of the Interview

The total number of teacher-interviewees is six (6) who were solicited to answer six open- and close-ended questions. The latter were formulated to collect data on the various aspects surrounding under investigation, i.e., learners' readiness to embrace autonomous learning via online and distance learning. The questions directed to the university teachers are listed as follows:

1.   How did the covid19 Pandemic influence your teaching?

2.   Did your University manage to organize any online session with your students?

3.   Did you manage to organize any distant sessions for your students during the lockdown? What programs did you use? What module?

4.   What was your students' attitude toward this new method?

5.   Do you think it would be an effective method to adopt in Algeria in the Future? Why?

6.   What do you suggest to overcome the limitations precluding the effective onlineteaching?

Question-item 1: How did the covid19 Pandemic influence your teaching?

The above question is asked to depict the interviewees' initial perception and outward bearing towards the swift shift from a face-to-face teaching/learning to an online one. All of the interviewees claim that such a change was urgent, unprepared and caught them off guard. They unanimously state that they tried to respond in radically different ways. All

possibly accessible platforms, social media, and sites have been used to post the lessons contents.

The Covid-19 pandemic is still far from being over, and there is no doubt that educational sciences will analyze this sudden global shift of teaching and learning online for many years to come.In such unpredictable and unprepared situations, probably most teachers groped for the use of the best available way out to maximize both teaching and learning quality. Despite the overwhelming consequences of the pandemic, the global crisis has been an extraordinary time for learning. In fact, we are all learning how adjustable and resilient educational systems, policy makers, teachers, students and families can be. It is worthy to notice that two crucial factors have shifted due to the pandemic. First, pedagogical adaptations have proven to be pivotal as the traditional lecturing in-person models do not translate to a remote learning environment. No matter the type of channel used (radio, TV, mobile, online platforms, etc.) teachers need to adapt their practices and be creative to keep students engaged as every household has become a classroom - more often than not - without an environment that supports learning. Second, the pandemic has recalibrated how teachers divide their time between teaching, engaging with students, and administrative tasks.

Question-item 2: Did your university manage to organize any online session with your students?

The responses to this question differ from one interviewee to another. There are those who affirm that the university did plan sessions to train teachers on Moodle platform and create accounts for both teachers and students. For some other interviewees, the university did not organize such precursory online sessions.

Being heavily dependable on face-to-face traditional teaching/learning, our university, taken by time shortage, imposed the Moodle platform for ensuring teaching/learning continuation. Yet, a prior training was necessary to comply with the requirements of the new situation.

Question-item3: Did you manage to organize any distant sessions for your students during the lockdown? What programs did you use? Which module?

According to answers, most of the teachers managed at least to post module contents on Moodle platform. Only few affirm that they did not for they preferred face-to-face mode of teaching/learning.

For the platforms used, there are those who used Moodle, Facebook pages, Google classroom, MOOC and emails. Interviewees advanced many reasons behind the choice of the platforms use: learners were accustomed to these different means especially Facebook.

Owing to the lack of technical expertise and various hardware problems, teachers resorted to effortless educational technology such as "social media" namely via "Facebook groups", "Google Classroom"….that are less complex and easy to use to ensure teaching/learning continuity.

Question-item 4: What was the students' attitude toward the new teaching method?

The responses are shared between approved and disapproved. In fact, for two interviewees, the students appreciated and were motivated to embrace the new form of learning, whereas for the four others, students disapproved the implementation of such form, and were demotivated and showed a negative attitude toward the embracement of the online learning.

The above answers reveal that for most of the interviewees (nearly 67%) learners demonstrated a negative attitude toward online and distance learning. Therefore, the success of such teaching/learning mode should be submitted to deeper investigation so as to deter the true reasons behind such refutation on the part of the students. It may be deduced that the students may have no information of the accessibility to those internet-based platforms. Those students who confirmed that the online or distance learning is less appealing may have defects as regards proficiency on these forms of learning platforms and could not realize the value of the online classes. It is worthy to note that the vast majority of students may feel that real-time face-to-face interactions were essential from many perspectives, forinstance the attributes of the social value that is derived in a traditional classroom as an essential factor in student attitudes. Pivoting to new environments and developing a "community of practice" model of online interaction with staff and peers appears to take too much time.

Question-item 5: Do you think it would be an effective method to adopt in Algeria in the future? Why?

The interviewees unanimously agreed that this novel mode of teaching/learning would be an effective method to adopt in Algeria.

For some of them, the university should design its own online courses ready to be used in emergency situations coping with unpredictable circumstances. One of the interviewees states that online and distance learning are effective ways for the development of autonomous learning.

Within online and distance learning, there is an increasing emphasizing on student-centered learning and on them taking a proactive role in the construction of knowledge. The teacher's role via Internet-based platforms is to guide and mentor the process. There has been over time a change in the way of looking to the learning process. In this sense, there is an emerging shift that displaces the process emphasis on the teacher to a perspective where the focus is on the learner. This means that it is increasingly recognized the active role of the learner in the online learning process. The demands placed at this point for learners to achieve success, require him to learn new skills such as flexibility, responsibility, independence and being active. New predictors of academic success are placed in the ability to manage the learning process itself. The autonomous learning requires self-management competencies and proactive, self-knowledge and self-control of the learning process.

Question-item 6. What do you suggest to overcome the limitations precluding the effective teaching online?

This question attempts to glean the interviewees' suggestions towards teaching online and its obstacles. According the majority of the interviewees, ICTs is being taught theoretically for both teachers and students. As a result, neither teachers nor students are able to cope with the current circumstances. Teachers suggest providing better digital training for themselves and their students as well.

For the sake of complementarity, some teachers suggest the resort to blended teaching/ learning or the flipped classroom; to have face to face learning for a period of time and carry on at home so that teachers can track the progress of their learners. The lightening of syllabi content so as to be flexible, easily covered and assimilated by students. One of the interviewees proposes the review of the concept of autonomy in

Algerian University concept. Another interviewee recommends that teachers should be familiar with platforms such as Zoom , Moocs, Moodle, Google Meet, Google Rooms .,etc.

III.3. Questionnaire and Interview Data Triangulation

The findings gleaned from the questionnaire reveal that the majority of the students appreciate the E-learning. However, they suggest enhancing both teachers and students' digital literacy. In addition teachers and students should interact with each other via using audiovisual means such as Zoom, Google Meet, Facebook and Instagram chat rooms etc. Moreover, since ICTs is being taught theoretically in this university, the outcome is ineffectual for several reasons which are the lack of the hardware, the absence of specialized teachers in the field of computing as well as the lack of laboratories.

The data collected from the interview demonstrate that the majority of the teachers agree that teachers and their students lack training concerning modern technologies. This latter makes it difficult for them to cope with the surprising circumstances. In the other hand, some teachers recommend the resort to blended teaching/ learning or the flipped classroom; to have face to face learning for a period of time and to encourage the self-paced learning/ teaching.

In all in, according to our collected data from the questionnaire and the interview, our targeted sample has agreed that the lack of technological training in the Algerian university is the common issue between both students and teachers.

III.4. Limitation

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.5. Recommendation

- The COVID-19 pandemic has caused unprecedented upheaval in higher education. This crisis has imposed, following an urgent requirement, to adapt face-to-face teaching to a distance one and to give ourselves the opportunity to deal with and redefine instructional methods. In the absence of a proactive and highly-techno efficient step in the era of the CoViD 19.

  The online teaching-learning became a massive challenge to deal with, and stakeholders are not potentially fit to adjust with the sudden educational change as they are technologically competent to embrace the current situation. Hence,based on the on the results of this study , training at first must make it possible to bridge the digital divide even within teachers. The training should provide teachers with a good knowledge of the tools, software and how they are used. This offers a greater diversity of tools available to teachers allowing relevant learning.

  Indeed, teachers must develop skills and learn to use MITIC in an intelligent and relevant way to assimilate them to their teaching. It is important that teachers see ICT as educational resources and not as a tool for the simple transmission of data. Furthermore, Learners should include more modern technology into their learning process as well as being more creative and independent from their educators so as to be more engaged in the learning process and promote autonomy and self-paced learning.

III.6. 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 and conducting interviews to get more information about the study. We also urge that future research cover a broader field of examination.

Conclusion

The Interview for this study was designed for EFL university instructors. tThe 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.

General Conclusion

      This study aims at knowing to what extent Ibn khaldoun University students and teachers are ready to adopt the autonomous learning during the CoViD19 pandemic outbreak. Educational institutions were surprised by the new situation. A total closure to the universities and distant learning was put on light without any prior preparation. This new mode made it difficult for both teachers and learners to advance in the learning process . In order to make this shift therefore, effective in the future of education and to keep pace with the development, training both teachers and learners to acquire the digital literacy is highly recommended.

      This study aims to shed light on the several effects and impact that COVID-19 pandemic has on higher education. Furthermore, the challenges that Ibn Khaldoun University students and teachers encountered during this pandemic and how did they react towards them.

      This work was divided into three chapters. The first chapter is devoted to the theoretical part which is purely descriptive, reviewing related literature. This last is devided into two section. .The second chapter was devoted to the research methodology used whereas the third chapter was concerned with the practical part via administrating a self-completion questionnaires to students and an interview with teachers at the English department in Ibn Khaldoun University. The first chapter is divided into two sections. The first section presents different definitions, Framing and conceptualization of the variables of this study . That are Autonomy, Thinking skills, Readiness, Teachers Role to enhance autonomous learning and so on. Section two is devoted to the context of the study. We tackle with the three generations of distant learning throughout the time, the role of technologies, and most importantly the effect of CoViD19 on education as whole. Chapter Two meanwhile, deals with the research design and methodology. It is worthy to mention that this study is correlational in nature, employing mixed-methods research. Aiming at knowing to what extent the university of Ibn Khaldoun students are ready to take the initiative to learn autonomously during crisis; mainly the CoViD19.However, Chapter Three is constant to tackle the practice of this study. Questionnaires and Interviews have been conducted to answer our questions. To either confirm or deny the research hypothesis.

The findings of the pilot research conducted with higher education EFL students via the questionnaire and to teachers via the interview are interesting. Many of them The results assert that EFL students and teachers in the Algerian higher education sector have been deeply affected by the pandemic,yet they didn't give up learning by their own. However many of them appreciated the new mode although it needs lots of enhancement. The sample of the study have been able to manage and devote time in the day in order to study. Hence, indeed the current situation has influenced massively the educational achievement of the students od Ibn Khaldoun University.

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Investigating Students Readiness to Embrace Autonomous learning During the Era of Covid19

We Would like you to help us fulfil this research by answering the following questions in order to know to what extend Algerian students are ready to embrace autonomous learning during crisis (Mainly Covid19).

It would not take you long Just put (X) in the box next to the answer that suits you best. Thank you for your collaboration.

Section one : Informants' Personal Data

1.Gender : Male   Female

2.Level : ☐   Licence   ☐   Master ☐
Master 02

Section Two : Informants' Appreciations About Learning During CoVid 19

3. Did the Covid19 pandemic influence your education?

Yes   ☐   No ☐

4.Did your University manage to organize distant learning during the lock down ?

Yes   ☐   No ☐

5.Did you manage to start learning by your own?

Y

es ☐   No ☐   Sometimes ☐

6.Did you devote time in the day for learning ?

Yes ☐   No ☐   Sometimes ☐

7.Do you use social media for educational purposes?

Yes ☐   No ☐

8. A) What platforms did you use to continue learning ?

Facebook/Instagram ☐   Zoom ☐

                    coursera ☐   others, Mention

………………………………………………………………………………………………
………………………………….

B)To what extent was the above platforms effective/beneficial to you?

9.Do you know how to use : Google classroom / Zoom / Coursera/ Moodles …..?

Yes ☐   little ☐   No ☐

10. A) Was distant / Autonomous learning easier to you compared to the face to face learning ?

Yes ☐   Sometimes ☐
No ☐

B)Why or why not ?

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Section Three : Informants' Possible Suggestions

10.What suggestions can you provide to solve the problem of learning during covid19?

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Investigating Students Readiness to Embrace Autonomous learning During the Era of Covid19 Ibn khaldoun University Students as Sample.

We would like you to help us fulfil this research by answering the following questions in order to find out to what extent Algerian students are ready to embrace autonomous learning during crisis (Mainly Covid19).

1. How did the covid19 Pandemic influence your teaching?
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2. Did your University manage to organize any online session with your students?
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3. Did you manage to organize any distant sessions for your students during the lockdown?
What Programs did you use? What module?
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4. What was your students' attitude toward this new method?
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5. Do you think it would be an effective method to adopt in Algeria in the Future?Why

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6. What do you suggest to overcome the limitations precluding the effective teaching   online?

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تلخيص

تحلل هذه الدراسة الوضع الحالي للتعليم العالي في الجزائر خلال جائحة كورونا المستجد حيث أعلنت وزارة الصحة
الجزائرية عن حالة حجر صحي شامل   على المواطنين الجزائريين في شتى الميادين   ما أدى إلى إغلاق الجميع
المدارس والجامعات والتحول من التعليم وجهًا لوجه إلى التعليم عبر الإنترنت. في خضم الوضع الصحي الحالي ،يجب
على المعلمين والطلاب   التكيف مع أساليب التدريس والتعلم الجديدة بسرعة مذهلة، وكذا   التكيف مع النقلة   غير المتوقعة
إلى أدوات تكنولوجيا المعلومات والاتصالات من خلال اكتساب المهارات الرقمية. الهدف من هذه البحث هو معرفة مدى
استعداد طلبة جامعة ابن خلدون لتبني التعلم الذاتي خلال الازمات خاصة جائحة كورونا المستجد . بما ان الاغلاق
المفاجئ اثر سلبا على عملية التعلم اريد من هذه الدراسة معرفة ما اذا بادر الطلبة للتعلم ذاتيا خلال الاغلاق الشامل
للجامعات ام انهم اكتفوا بما قدمته الجامعات فقط. لتحقيق هذه الأهداف تم استخدام المنهج المختلط حيث وجه استبيان الى
طلبة جامعة ابن خلدون من جنس و مستوى مختلف. يحتوي الاستبيان على مجموعة منوعة من الأسئلة اما مغلقة او ذات
إجابات مفتوحة. وجهت كذلك مقابلة للأساتذة بنفس الجامعة لأجاد ما اذا استطاع الأساتذة كذلك تأقلم مع الوضع الجديد.
كلا الطرفين ثمن النقلة   الجديدة من التعليم المباشر الى التعلم عن بعد ولكن أشار الى نقص الإمكانيات   والوسائل
التكنولوجية فالجامعة كما اكدوا على ضرورة تدريب كل من الأساتذة والطلبة على استخدام الوسائل التكنولوجية لتفادي
أي عراقيل في المستقبل

Résumé :

Cette étude analyse l'état actuel de l'éducation supérieur en Algérie pendant la pandémie
du COVID-19.Le ministère de la sante algérienne annonce un état de confinement totales au
niveau de tous les domaines. Cela cause une coupure soudaine des études au niveau de
tous les instituts éducatifs. Par conséquent les étudiants et les professeurs se trouve oblige
à adopter le nouveau approche et de changer de l'apprentissage présentiel   vers
l'apprentissage a distance. Au plein de la situation sanitaire actuelle, les profs et les
étudiants sont obligé à s'adapter à nouvelles méthodes d'apprentissage et d'enseignement
d'une façon rapide. Et aussi de s'adapter à ce changement inattendu vers les outils TIC, et
aussi acquérir les compétences numériques.

Le but de cette étude c'est de trouver a quel point les étudiants de l'université de ibn
Khaldoun prêt a adopter l'apprentissage autonome durant les crises comme au état
sanitaire actuelle. Prenant en considération que cette transition inattendu a influencer
négativement le processus de l'apprentissage et de l'enseignement, Cette étude vise a
savoir si les étudiants ont pris l'initiative a apprendre seul durant le confinement. Pour
atteindre cet objectifs un questionnaire et un interview ont   était destine pour les profs et
les étudiants pour savoir si ils ont pu s'adapter au nouveau changement. Apparemment, les
profs et les étudiants apprécie ce changement malgré le manque des moyens et ils
conseillent de trainer les étudiants et les profs a utiliser les outils TIC pour éviter n'importe
quel obstacle au future.