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**Investigating Teachers' Self-Development Initiatives during
COVID-19**

A case study of EFL teachers at the University of Ibn Khaldoun-Tiaret

*A Dissertation Submitted to the Section of English in Partial fulfilment for the Degree of Master in
Didactics of English as a Foreign Language*

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Dedication

This dissertation is dedicate to

My beloved husband “Abdessamed Boudali”, thank you for caring, understanding and encouraging me during the realisation of this work, I am truly thankful for having you in my life.

My parents,

Abdelkader, Mohamed, Radia, Fadhila, and Reguia

My sisters,

Zoulikha, Narimane, and Khouloud

My brothers,

Sidahmed and Zakaria

Thank you for your encouragement, support, and love.

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Fatima

Dedication

My ambition to finish the master degree was one of my dreams and my biggest challenges.

First, and foremost I thank Allah for giving me the strength throughout this journey, despite my difficult health condition.

To my loving soul, my grandfather, as I am sure he will be proud to witness my success as his enduring propensity for dreaming has inspired my own. May his soul rest in peace.

To my parents for their support and encouragement to improve my educational level and to my uncle Rachid, without him I would not reach this position. I also dedicate this work to my teacher Dr SAHLI NAIMA for inspiring me, and for her precious guidance.

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Abstract

COVID-19 caused a disruption in all the domains, and higher education has not been an exception. This research study aims to highlight the impact of the Corona Virus Disease 19 on teachers' self-development and whether they were motivated to reflect on this disruption to respond to the requirement of e-education. Hence, this case study was undertaken with EFL teachers of Ibn Khaldoun University. Two data collection instruments were used in this study; a questionnaire and an interview were utilized to identify the initiatives of teachers to improve themselves. The findings showed that teachers during the circumstances of the COVID-19 they were losing their motivation to advance their development in term of publishing and distributing content to students. Besides, they encountered several challenges; namely professional, contextual and interactional ones.

Key words: COVID-19 crisis, teachers' self-development, e-education, ICTs.

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List of Abbreviations and Acronyms

COVID-19: Corona Virus Disease 19

E-learning: Electronic learning

ICT: Information and Communication Technology

MERS: Middle East Respiratory Syndrome

MOOC: Massive Open Online Course

MOODLE: Modular Object-Oriented Dynamic Learning Environment

PCK: Pedagogical Content Knowledge

SARS: Severe Acute Respiratory Syndrome

TELE: Technology Enhanced Learning Environment

TCK: Technological Content Knowledge

TK: Technological Knowledge

TPACK: Technological Pedagogical and Content Knowledge

TPK: Technological Pedagogical Knowledge

TV: Television

US: United States

WEB: World Electronic Broadcast

Webinar: World Electronic Broadcast-based Seminar

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General Introduction

This research study revolves around a special interest which is teachers' self-development during the COVID-19 crisis. The major concern stems from questioning the effect of this crisis on teachers' development. Despite the fact that COVID-19 has caused changes in the educational system that have a variety of effects on teachers; it is important for teachers to carry on their development. Therefore, The COVID-19 issue prompted immediate educational reforms all across the world. The crisis' effects may take some time to fully develop, but they are likely to be enormous. Teacher education has been challenged by the shift to online education in particular. The value of educating student teachers to work in challenging situations appears in of a paramount importance nowadays.

The main objective of this study is to illustrate the process of development with reference to EFL teachers of Ibn Khaldoun University. In fact, teachers around the world have been looking for effective measures to stand the most pressing challenges that happens duo to the Corona Virus Disease 19 outbreak, especially the lockdown. In this respects, teachers direct their efforts towards online teaching and learning.

This work has grown up from an important problem statement. In fact, teacher development needs to be conducted properly so as to improve teachers' progress and development. Thus, teachers are required to seek and progress for the purpose of developing and meeting the learners' needs. Certainly, the ultimate goal of teacher development is to provide opportunities to teachers and their learners to maximize and improve their learning process. Therefore, effective teachers are those who carry on and follow a continuous development and try to improve their levels in relation to transmitting and delivering knowledge to their learners and make them aware about their abilities. This can occur by the preparation, motivation, and developing programs.

The majority of research studies in reference to COVID-19 in the Algerian context have tackled the outbreak of the pandemic in relation to the shift from face-to-face learning to online or distance learning. However, this case study focused on the fundamental roles of teachers in orchestrating this sudden situation and their willingness to promote positive change through self-development.

Furthermore, many teachers confront difficulties while transitioning from face-to-face to online instruction. Therefore, this research aims to mention the difficulties, the obstacles and the challenges faced by teachers in order to successfully develop themselves.

This study specifically attempts to provide answers to the following research questions:

1. What are the strategies and tools that can help teachers adopt to develop themselves?
2. How does the Corona Virus Disease pandemic effect teachers' development?
3. What are the obstacles of shifting from face-to-face teaching to the online teaching?

As teacher is such an important part of the educational system, the goal of this investigation addresses the importance of teachers' self-development in enhancing the quality of teaching, as well as the level of their learners. More importantly, the above questions are explored on the basis of the followings hypotheses:

1. Teachers' development would be addressed through self-motivation, autonomous learning, and training
2. The Corona Virus Disease pandemic would negatively stop the teachers' development
3. MOODLE platform and lack of direct interaction would be the essential obstacles in moving from face-to-face teaching to online teaching.

To test the hypotheses, this case study employs two data collection methods. The EFL teachers of Ibn Khaldoun University as participants are invited to fill a questionnaire about their self-development initiatives in time of crisis. Another research tool, an interview, is designed to teachers to identify the effects of the Corona Virus Disease on their self-development.

This case study contributes to literature and research about the development of the teacher in several ways. First, this study extends research about the personal development of the teacher. Second, the way teachers develop themselves socially. Finally, this study entails teachers' self-development that contributes in making the educational system effective and successful.

This study consists of four chapters. The first chapter is devoted to the process of teachers' self-development and its role in the teaching-learning process. Precisely, this part of study attempts to provide a literature review of self-development as it provides some definitions and descriptions to the aspects of teacher development.

The second chapter highlights the consequences of the Corona Virus Disease 19 on the development of teachers. It encompasses the difference drawbacks of the sudden shift from the direct and the face-to-face interaction to the indirect and online-interaction among teachers and learners. Moreover, this chapter highlights the role of ICT in the 21st century teachers.

The third chapter is considered as the core of the whole study. In fact, it includes the research methodology and the analysis of the obtained data from the two data collection instruments. It displays the discussions and the interpretations of the questionnaire and the interview designed for teachers. It is worth noticing that the steps of this research were carried in the section of English with EFL teachers at Ibn Khaldoun University.

The fourth chapter aims at offering some recommendations and suggestions to the development of a teacher. In this sense, this part of the research provides some important strategies and techniques that help teachers better develop. Obviously, dissertation ends with a general conclusion which is an important part as it includes and sums up the whole study with significant ideas and suggestions.

Chapter One

Teachers' Self-development

Introduction

Self-development is the goal that several persons live by in order to achieve their desires, wants, and dreams. Teachers as humans need to develop themselves personally, socially, as well as professionally. Teachers' development is a life-long learning journey. It keeps educators up to date since they can improve themselves. However, this development can be effected by factors in which they cannot go forward to achieve their potentials in the work place.

This chapter aims at shedding light on the roles of teacher as an essential element in any educational system. In addition, it identifies the ways in which teachers can develop themselves in different ways. In fact, this chapter involves some patterns that characterise teachers' self-development personally and professionally. Moreover, it involves teachers' initiatives to develop themselves through the use of various aspects. Also, another aspect of understanding what teacher development entails and demands is the difference between novice and expert teacher, this chapter highlights the view on teachers who can make decisions about what they teach to students and how they teach it and that is autonomous teachers.

1.1 Definition of the Teacher

Teachers are widely acknowledged as the backbone of any educational system since knowledge is passed from teachers to learners. Every country places a premium on teacher quality, and national policies have been affected by the rising recognition that teachers play a key role in determining the quality of educational institutions' output. Even if current technology plays a significant part in assisting the educational system, the teacher remains the most important component of the teaching and learning process. (Rindu and Ariyanti, 2017)

A teacher is someone who instructs learners, particularly in schools. The importance of the teacher in an educational system is commonly acknowledged. Teachers are high demand these days in order to improve the quality of education. (Rindu and Ariyanti, 2017)

A teacher is no longer someone who is well-informed about pedagogy only; he/she can assume other roles. According to Harmer (1990), in managing a class, a teacher has six roles; they are controller, assessor, organizer, prompter, participant, and resource. He also claims that a teacher has six roles to play in the management of a class during the teaching and learning process, they are teacher as a learning source, facilitator, manager, demonstrator, guide, and motivator. In addition, he/she carries out social aims and educational activities by providing students with expertise and theoretical and practical skills. (Rindu and Ariyanti, 2017)

According to Rindu and Ariyanti (2017), the teacher is the leader and organizer of the educational process, because he knows pedagogy, didactics and teaching methods which are systemised human experiences and art of education.

1.2 Teachers' Beliefs

Teachers' beliefs play a significant impact in the teaching and learning process. According to Pajares (1992), "beliefs are more influential than knowledge in determining how individuals organise and define problems and are strong predictors of behaviour". (Fata and Ningsih 2015)

This means, beliefs are more significant than knowledge in shaping how teachers employ their attitudes, opinions, views in concrete examples and methods that would be used in the classroom. In addition, teachers' beliefs are the main drive in considering teachers' responsibility towards teaching and learning.

Because teaching is a type of intentional activity, Pearson (1989) stated that teachers should have an intention or a goal about teaching based on their experiences and beliefs. Teachers' beliefs are based on what they believe to be true and worthy. Their ideas influence how they make decisions, behave, and connect with students. Fata and Nigsih (2015, 4) classified the extent of teachers' beliefs into five categories:

1. Beliefs about learners and learning
2. Beliefs about teaching
3. Beliefs about subjects
4. Beliefs about how to teach
5. Beliefs about individuals and teaching roles

Advancing Teachers' effectiveness through reflection on competence teachers' beliefs can also trigger teacher's action to reflect on himself and on his practice to seek a journey of self-improvement.

1.3 Teachers' Competencies

Competency is a term that is used in these two contexts: teacher education and work performance. Competencies are defined by Kattane et al as "the set of knowledge, skills, and experience necessary for future, which manifests in activities". It means that teachers' competencies are related the knowledge and skills of teachers in which any teacher needs to develop himself during his educational journey.

The following are some characteristics of a competency: (Nessipbayeva, 2012)

1. A competency is made up of one or more skills that must be mastered in order to achieve the competency

2. A competency is connected to all three categories that can be used to evaluate performance: knowledge, skills and attitude.
3. Competencies are observable and measurable because they have a performance dimension
4. Some teaching competencies may demand an equal level of knowledge, skills, and attitude, while others may require more skill or performance driven.

Teacher behaviour, teaching practice, the focus on students, and their performance that are established in order to improve the students' outcomes are all examples of teacher effectiveness. Besides, it has to do with the instructional goals and sufficient knowledge of the substance of the curriculum and teaching methodologies to communicate correctly with the students about what is expected of them. In addition, teachers should utilize suitable teaching strategies and materials, be informed and aware of their students, adjusting instructions to their needs, and assuming responsibility for their outcomes. (Kapur, 2018)

Teacher effectiveness focuses on effective teaching, having appropriate and sufficient knowledge of the subject matter, student assessment, identifying their appropriate learning needs, possessing skills in the use of questions to engage and challenge students, and consolidating understanding is considered to be the effective use of assessment for learning. (Kapur, 2018)

An effective teacher has the following characteristics:

1. Effective teacher should set expectations for students. Students should be able to learn from them. Growth measurement based on value added or other tests, or alternative measure.

2. He/ she provide a significant contribution to students' positive academic, behavioural, and social outcomes,
3. Teachers that are effective employ a variety of resources and materials to make learning more beneficial; they create and structure interesting learning opportunities, monitor students' progress, change instruction as needed, and evaluate learning using numerous sources of data.
4. They concentrate not just on students' learning and growth, but also on improving teaching environment and schools that promote diversity and civic-mindedness. Discrimination on the basis of class, caste, gender, religion, or ethnicity should be prohibited.
5. Effective teachers have adequate communication abilities and cooperate with other teachers, administrators, parents, and education professionals to guarantee student achievement. Teachers with special needs and those at high risk of failure, in particular, must demonstrate their efficacy.(Kapur, 2018)

1.4 Hindrances to Teacher Effectiveness

Teachers' effectiveness has been hampered by a number of factors, which have been highlighted as follows: (Kapur, 2018)

1. Very little collaboration: instructors and administrators are isolated in the classroom, the schedule is severe, resulting in minimal planning and collaboration, and internal resources are not effectively used.
2. High stakes testing that does not correlate with state curriculum and utopian single tests and expectations are insufficient accountability tools.
3. Inadequate leadership: an unwillingness to convert, a lack of long-term consistent and supporting leadership, particularly in areas where there are major needs in the school, and few possibilities for teachers to serve as leaders without leaving the classroom.

4. Evaluation and tenure: a lack of consequences for instructors who do not improve, as well as tenure awarded to some unproductive teachers who subsequently cover their tracks.
5. Band-aid explanations that are abandoned before their efficacy is assessed, mandates and challenges that lack resources and training are all examples of planned reform implementation.

1.5 Teachers' Motivation and Performance

Teachers are one of the most vital components of any educational system. Educational success or failure mostly determined by their ability to carry out the teaching and learning process, facilitate classroom management in the learning environment, and engage in curriculum revision and development.

Effective management, particularly at the university level, is crucial to teacher motivation. Teachers are prone to lose their feelings of professional responsibility and commitment if the system and structures in place to manage and support them are dysfunctional. (Trestiza, Arevalo, 2020). That means that work place, teachers and different mindsets can easily affect the quality of performance and effective learning as a result.

Therefore, a teacher must be updated to date professionally, personally, and be appropriately motivated in order to effectively and efficiently carry out his or her various activities and responsibilities. (Trestiza, Arevalo, 2020).

Furthermore, without motivation, teacher performance would suffer greatly. Teachers' responses to organizational rules, duties, and opportunities will be determined by their level of motivation. Motivation is also the power that advances goal-oriented behaviour. (Trestiza, Arevalo, 2020)

Moreover, motivation and performance are essential aspects in student achievement and school success. The most important thing they needed was qualified and experienced teachers, who are vigilant enough to respond to changes and novel circumstances. If teachers are willing to make a change, then autonomy can be the milestone.

1.6 Definition of Self-development

In the literature, there is a wide range of self-development terminology and meanings, as well as various definitions across disciplines. In the literature, the term “self-development” is not commonly used. Instead, terms like self-help, self-improvement, self-help resources, self-guided improvement, and public self-help. (Aboalshamat, et al 2014)

All these terms are used interchangeably since there is no consensus on a single term. A number of authors have described personal development as the result of process that requires and encourage an individual to have self-reflection in order to achieve some degree of self-awareness and self-acceptance. It entails the individuals’ ability to assume full responsibility for his/her self-development (or lack therefore) and a desire to take effective action.

(Aboalshamat, et al 2014)

According to Aboalshamat et al (2014), self-development is described as the deliberate goal of personal improvement through increased self-awareness and knowledge in order to improve personal skills.

Hayotte (2016) affirm that self-development and personal development have the same meaning as a process of growing self-awareness, in which a person is responsible for his/her own learning and the way they take an active part in it. As they assert:

Self development is the personal development, with the person taking the responsibility for their own learning and for choosing the means to achieve

this. Ultimately, it is about increasing your capacity and willingness to take control over and be responsible for events

According to Evans (2002), acquiring knowledge is a never-ending and lifelong process that can be updated at any time. She stated that “learning shapes the human and does keep his development at the same place, but create a new special form of conscious activity”.

That means that teachers are also in a context that is known for constant changes and many levels such as teaching theories, methods, students’ profiles and needs, the degree of ICT use and sanitary crisis such as the outbreak of COVID-19. Therefore, teachers are in a position that requires ongoing reflection, active action and intervention.

Over the last decade, teacher development has emerged as a distinct field of research, and much has been written on the topic. The literature on teacher development has helped to disseminate knowledge and ideas for improving the performance of teachers. Nevertheless, there are few descriptions and definitions of teacher development that may be found in the literature. (Evans, 2002)

Evans (2002) goes into great detail. She did not define teacher development, but she explained what it looks like, as she conceptualises it, “teacher development can be viewed as teachers learning, rather than as others getting teachers to change. In learning, the teachers were developing their beliefs and ideas, developing their classroom practice, and attending to their feelings associated with changing”. She also added that teacher development can be viewed as teachers learning. Teachers were learning to grow their views and ideas, improve their classroom practice, and pay attention to their feelings about change.

Development is a broad term that encompasses all development, not just that which is related to a particular job. It has a long-term goal of assisting teachers in developing their knowledge and their level of teaching and improving themselves as teachers. It often entails

reviewing various aspects of a teacher's practice as a basis for reflective analysis, and can thus be defined as "bottom-up". From a development perspective here are examples of goals: (Richards and Farrel, 2005)

- Understanding how the process of foreign language development occurs
- Understanding how our roles changes according to the kind of learners we are teaching
- Understanding the kind of decision making that occur during lessons
- Reviewing our own theories and principles of language teaching
- Developing an understanding of different styles of teaching
- Determining learners' perceptions of classroom activities

Each individual not only has the potential to external capacity for self-development and improvement, but every person should have the desire to enhance his or her capacities and skills in order to keep up with the external changes that are occurring in the world. Personal development involves the following activities at individual level: (Belfatmi and Trari, 2018)

- Improving self-awareness
- Improving self-knowledge
- Building or renewing identity
- Developing strengths or talents
- Spiritual development
- Identifying or improving potential
- Enhancing lifestyle or the quality of life
- Improving health
- Fulfilling aspirations

- Initiating personal autonomy
- Defining and executing personal development plans

1.7 Self-development skills

Personal development skills can be acquired through education and training or might be qualities or characteristics that someone already possesses. Individuals value different personal development talents depending on their objectives, however here are some examples of skills that people typically use to help them grow: (Indeed Editorial Team, 2021)

Communication, Interpersonal, Organization, Problem-solving, Self-confidence, Adaptability, Integrity, Work ethic, and Leadership

- 1) **Communication:** The ability to communicate encompasses the ability to speak, write, and listen. These abilities enable a person to comprehend what others are saying and experiencing, as well as communicate his or her own thoughts and feelings. Good communicators can talk clearly and confidently, using a positive and situation-appropriate tone.
- 2) **Interpersonal:** often known as people skills or social skills, are the verbal and nonverbal behaviours and reactions to interactions with others. They have an impact on someone ability to form social relationships and create an impression on others.
- 3) **Organization:** includes someone's ability to plan, schedule, and prioritize, as well as their physical and digital areas' tidiness. Time can be saved, miscommunications avoided, and efficiency increased with good organization.
- 4) **Problem solving:** is the ability to deal with difficult or unexpected conditions. When confronted with a crisis, good problem-solvers can maintain their composure and weigh all of their choices in order to find the optimal solution.

- 5) **Self-confidence:** when people have faith in their own skills, their actions and decisions are more likely to be successful. If people believe in themselves, they are more likely to set high objectives, attempt new things, and believe in their ability to succeed.
- 6) **Adaptability:** it is the ability to rapidly and easily adapt to new situations. People who are good at dealing with change are more likely to get along with a wide range of personalities and prosper in a variety of situations. They may also maintain their composure in unexpected situations.
- 7) **Integrity:** implies doing the right thing and stating the truth, even if it's difficult. Integrity can lead to a positive reputation and career chances.
- 8) **Work ethic:** it encompasses not only hard effort, but also dependability, accountability, quality, resolve, and discipline. People who have a strong work ethic are more efficient and have a positive outlook.
- 9) **Leadership:** is the ability to lead people. Good leaders may inspire people and assist them in achieving a common objective. They boost morale and boost confidence.

1.8 The Importance of Self-Development

Continuous self-development is needed and required all times, since a person may succeed in certain areas and fails in some others. (Belfatmi and Trari, 2018)

- **Self-improvement:** opens to the teacher new opportunities. Teachers will expand and broaden their horizons and get new opportunities through improving themselves. Grosser (2019) suggests that “opportunities don’t happen. You create them. Teachers’ career depends on them; good education requires teachers who are able to improve their teaching practice.
- **Self-esteem improvement:** a low self-esteem can reduce the quality of person’s life in many different ways, such as negative feelings, relationship problems, and

fear of trying. That is why people should confront their fears in order to achieve their life's goal. Teaching is extremely demanding profession; but many teachers feel the pressure to be perfect and creative. When teachers do not have support they need they affect their learners. Lack of self-esteem can minimize the teaching qualities, for instance, teacher burnout is more than just having a bad day. It's an ongoing anxiety that can have major consequences in their career and personal lives. (Kampen, 2020)

- **Leading to success:** being a better person entails settings goals and working hard to reach them. Teachers' self development and growth depends on teachers who set goals and have objectives in their lives and they try to achieve them.

Self-development enables the teacher to create a personal vision of the future, which gives him/her a good picture of what he/she will be doing in the coming months or years. Knowing your life's goal and destination makes it simple to devise a strategy for achieving your objectives.

1.9 Teachers' Self-Development Aspects

Teacher self-development is multifaceted since it can involve several aspects such as, personal development, social development, and professional development. These processes are interrelated.

Evans (2002) identified the three main aspects of development: personal, social, and professional as the following:

“ The process of teacher development can be seen as one in which personal, professional, and social development is occurring, and one in which development is one aspect cannot proceed unless the other aspects develop also”.

She also discussed the most important aspects of the teacher development process. She affirms that teacher development can be divided into two aspects. One is the addition of new theoretical and teaching ideas. The second is to try these ideas and the application of these theoretical and teaching ideas over a long period of time in the classroom for teacher trainers or other colleagues. The two aspects are essential if personal, professional, and social development take place.

1.9.1 Personal development

Personal development is the process of evaluating someone's goals and values while also improving his/her abilities and attributes in order to achieve his/her full potential. They can help the person to grow in maturity, prosperity, and happiness. Many people improve their personal development abilities during the course of their lives in order to better themselves and achieve their objectives. They can do so through education, mentorship, and self-help. (Indeed Editorial Team, 2021)

Personal-development is a term used to describe the skills and abilities that aid a person to be developed personally and professionally. In other words, self-development skills are abilities that assist a person in fostering his/her personal growth. Understanding and developing these abilities will enable him/her to reach his/her developmental benefits. (Indeed Editorial Team, 2021)

According to Indeed Editorial Team (2021), Personal development skills are significant because they enable a person to construct strategic and tactical strategies for personal and professional development in order to achieve his or her objectives. Personal development abilities might be useful to refine so that he or she can easily incorporate them into their everyday routines and use them to:

1. Achieving personal and professional objectives

2. Career promoting
3. Improving skills and abilities
4. Self-improvement
5. Finding fulfilment and happiness

Once teachers realize that they have personal strengths and characteristics that help them to identify and make sense of their teaching practice and themselves as individuals, they can foster their own development and their personal level, and they can accomplish requisite life skills that will allow them to advance both within and outside of their teaching career.

Teachers may use a variety of life skills to help them deal with the complexities of daily life. Here are some important life skills for teachers: (Djoub, 2018)

- **Teacher preparedness:** is an important factor that allow teachers to deal and face any problem, and to address the needs of learners
- **Solving problems:** solving problems can be sometimes difficult and tedious, but it is one of the most important skills that a teacher should undertake.
- **Student engagement:** it is up to teachers to engage their learners and that is through different activities, such as, integrating modern technology, and designing relevant learning exercises.
- **Caring about learners:** caring about learners' interests and needs may create a good relationship between teachers and learners.

As teachers, personal development is a powerful tool for developing a well-defined and balanced sense of self, which can lead to increase self-esteem, understand, and control their feelings, resulting and improved intrapersonal skills. (Djoub, 2018)

Self development incorporates improving knowledge and learning from other practitioner researchers' case study studies and action research interventions. Besides, teachers can benefit from consulting other colleagues and ask for assistance as well. Finally, they can also assess their own performance by relying on checklists.

1.9.2 Social development

Djoub (2018) suggests that social development has to do with developing positive and fruitful rapport not the social level; including colleagues, administration, students and other scholars in the academic field.

As Djoub (2018) noted, social development is the development of the required information, skills, and attitudes that enable teachers to effectively relate to others and contribute positively to their communities is referred to as social development. In addition, this ability is referred to as "social competence." According to Djoub (2018) social competence entails:

1. Being aware of one's own and others' emotions,
2. managing impulses and behaving appropriately,
3. Communicating effectively,
4. Forming healthy and meaningful relationships,
5. Working well with others,
6. Resolving conflict.

Interpersonal interactions are the core of teaching. Thus, for a successful career and well-being, teachers need be able to communicate effectively with students, colleagues, other staff members, and parents, as well as maintain strong professional relationships. (Djoub, 2018)

1.9.3 Professional development

Professional development refers to teachers' ability to develop and improve their skills to refine their practice around to keep updated about the changes in the field of education.

Furthermore, it is the process of teachers acquiring the knowledge and abilities they need to perform their jobs effectively. This entails not just acquiring new theoretical teaching ideas and suggestions, but also putting them into practice and understanding how to improve their effectiveness in the classroom. (Djoub, 2018)

Professional development, also known as professional learning by teachers already in professional practice, as a part of teacher development, it is the method of equipping teachers with the information and skills they need to do their job well. This includes not only learning new theoretical teaching concepts and suggestions, but also putting them into practice and learning how to improve them. (Djoub, 2018)

Moreover, professional development is not only related to teachers' development, but also to the growth of their learners, and that is mentioned in Avalos (2011) definition of professional development. According to High (2015), "Professional development is about teachers learning, learning how to learn, and transforming their knowledge into practice for the benefits of their students' growth".

As a result, the following can be said regarding teacher professional development. A teacher's professional development is a long-term process that begins with basic preparations and lasts until retirement. Furthermore, professional development for teachers has an impact on outcomes such as educational reform and student learning. However, professional development for teachers should be arranged in a methodical manner. Teachers should also take part in professional development programs designed specifically for them. In addition, teachers should be encouraged to participate in experiences and opportunities that will help

them advance in their careers as well as teachers' professional development programs and activities should address their professional demands. For teachers' professional growth, schools and teacher training programs should collaborate and external components should organize events to support teachers' professional development programs. This growth should include a variety of models and strategies on a regular basis. Technology and online education should be used by teachers as a tool to enhance their professional growth. (Serin, 2017)

1.10 Self-Growth

Self-growth is based on human developmental psychology and depends on people's natural curiosity. Jain and Apple (2015) stated that self-actualisation is the process of being that entire one can be in order to achieve one's life goals, wants, and desires. For them there are four conditions for becoming a person they are mentioned as the following:

1. Being receptive to one's own and others' experiences,
2. Having faith in one's own organism,
3. Having an internal locus of evaluation,
4. Willingness to participate in the process

Simply explained, self-growth is the drive to improve oneself on a daily basis. Self-growth is a lifelong practice of using formal and informal methods to improve one's own performance. Various tools, techniques, processes, and practices include self-reflection, assessment, and the creation of a life-vision plan with personal and professional growth goals are included in these approaches. (Jain and Apple, 2015)

Although self-growth is an autonomous concept and practice, successful self-change necessitates attentive listening and collaborative abilities.

Self-growth can be a context-dependent phenomenon at times. For example, a teacher may establish self-growth goals as a “desired” activity, such as starting a practitioner research career, rather than a “necessary” achievement, such as emotional self-regulation or changing a specific behaviour. In general, self-growth is a process that necessitates a long-term commitment to a variety of consistent behaviours, actions, and activities. The combination of the ten important components listed below can improve the overall performance of self-growth: (Jain and Apple, 2015)

1. Having a growth mindset
2. Making plans: think before you act
3. Creating and revising a life vision
4. Using performance measures and establishing performance criteria
5. Assess each key performance by yourself
6. Increasing self-awareness through reflection
7. Self-challenge through major risk-taking: stepping outside of one's comfort zone.
8. Self-improvement and other people's progress through mentoring
9. Grit: perseverance, drive, and commitment in the face of adversity.
10. Instilling a culture of self-improvement through passion and self-motivation

1.11 Definition of Self-assessment: Moving towards reflection and improvement

Self-assessment may be the single most important factor in personal development since self-assessment triggers reflection-on-action including students and teachers as well. Self-assessment incorporates the following fundamental features:

1. Growth-Oriented: a desire to improve oneself on a daily basis
2. Criteria User: a person who sets essential and relevant criteria, such as checklists, rubrics, and coordination

3. Contextual Awareness: Recognizing the obstacles to performance in each situation.
4. Observation: detecting the most important facts without prejudice.
5. Honesty: being open and objective
6. Analytical mindset: extracting meaning and insight from facts and observations.
7. Action Plan Developer: creating practical, effective, and motivating short and long-term plans. This can be mainly done through research, particularly action research.
8. Reflection: taking a step back from the pressures of evaluation in order to take it all in. Teachers can use reflection-in-action or reflection-on-action through journaling on a daily basis to improve their practice and to respond to their students' needs and remedy their weaknesses.
9. Self-esteemed: believing in ones' self and what one can achieve.

1.12 Teacher Learning and Teacher Knowledge

According to Bertram Teacher knowledge consists of four domains, the first one is called "Content knowledge" in which the knowledge of the subject content is needed to be taught. The second one is the "General pedagogical knowledge" it entails the knowledge of different teaching strategies, classroom management strategies, and assessment strategies. The next one named "Content knowledge" related to the knowledge about the background of the learner and knowing about the organizational culture of the school. The final one is the "Pedagogical content knowledge (PCK)", it is described as the process by which a teacher recontextualises the content information and knowledge so that the learner can understand it

Concerning teacher learning, Bertram (2011) stated that teacher learning happens in a variety of ways. Opportunities for teacher learning can be classified as formal or non-formal, planned or unplanned.

He stated that, “teachers’ professional learning can be seen as the processes that result in specific changes in the professional knowledge, skills, attitudes, beliefs or action of teachers”. As it is mentioned , professional learning for teacher leads to the development of the teacher in which teachers’ knowledge, skills, and actions made particular changes in a their professional development.

1.13 Teacher Training

Training refers to activities that are directly related to a teacher's current responsibilities and are usually oriented toward short-term and immediate objectives. It is sometimes viewed as preparation for induction into one's first teaching position or for taking on a new teaching assignment or responsibility, understanding basic concepts and principles is required before they can be used to teaching, as is the capacity to illustrate principles and practices in the classroom. (Ricahrds and Farrel, 2005)

Teacher training also entails working on new techniques in the classroom, usually under supervision, as well as monitoring and receiving feedback on one's performance from others. Experts frequently establish the content of training, which is often available in standard training formats or as prescriptions in methodological books. From a training standpoint, the following are some examples of goals: (Richards, and Farrel, 2005)

- learning how to open a lesson using efficient strategies
- modifying the text book to fit the class
- knowing how to use group activities in a lesson
- using effective questioning strategies
- using classroom aids and resources
- ways for providing learners with performance feedback

1.14 Collaborative and self-directed learning

According to Richards and Farrel (2005), Teacher development can happen on a teacher's own initiative. Collaboration with others improves individual learning since schools require extra effort to foster cooperation because teaching is widely regarded as an individual activity, collegial models of development aim to promote stronger teacher interactions, peer-based learning through mentoring, and sharing of skills, expertise, and answers to common issues among teachers.

Self-directed learning motivates teachers to dig deeper into their particular contexts and build their own knowledge and awareness of what happens in their classrooms. In self-directed learning, teachers are in charge of defining personal development goals as well as directing and controlling their own learning. The processes listed below are the core of self-directed learning:

- Inquiry: posing questions about one's own teaching methods and seeking the information needed to respond.
- Self-appraisal: evaluating one's own teaching and development based on evidence from one's own and others' observations, as well as the ability to critically reflect and a desire to analyze one's own strengths and faults.
- Experience: personal experience serves as a foundation and stimulus for learning.
- Personal construction: the learner creates his or her own meaning.
- Contextualized learning: learning is socially created and takes place in a certain environment and social situation.
- Planning and managing: the ability to create short- and long-term objectives and pick strategies for achieving them is critical to learning.

1.15 The Differences between Novice and Expert Teacher Development

Another aspect of understanding what teacher development entails is the difference between a novice teacher and an expert teacher.

According to Richards and Fullan (2005), concerning novice and expert teacher, “the different ways in which they relate to their contexts of work, and hence their conceptions and understanding of teaching, which is developed in these contexts”

Teachers differ in the manner they conceive teaching and their context. Therefore, the way teachers approach teaching and manage their work and their classes developed throughout years of experience and learning from reflection.

As a result of what is mention above, expert teachers have different perspectives and understandings of what they do. The following are some of these distinctions (Richards, Fullan, 2005)

- A richer and more elaborate knowledge base
- Ability to integrate and use different kinds of knowledge
- Ability to make sound intuitive judgements based on past experience
- A desire to investigate and solve a wide range of teaching problems
- A deeper understanding of students and student learning
- Awareness of instructional objectives to support teaching
- Better understanding and use of language learning strategies
- Greater awareness of the learning context
- Greater fluidity and automaticity in teaching

Since they are familiar with traditional classroom events and anticipated problem solutions, experienced teachers approach their job differently than novices. Novice teachers,

on the other hand, are less familiar with the subject matter, teaching methods, and teaching contexts. (Richards and Fullan, 2005)

Conclusion

This chapter tackled the effective roles of teachers for their personal, professional, and social development. Thus, it comprised teachers' beliefs, knowledge, and competencies. Apparently, this chapter informed that effective teacher, provides high-quality instruction to increase learners' achievement, and the strategies to be followed for the measurement of teacher effectiveness. Furthermore, teachers need to be autonomous to develop their levels and profession, as well as the ways to develop teachers' autonomy. Eventually, the first chapter ends with the ways of managing your self-development.

Chapter Two

The Impact of COVID-19 crisis on Teachers' Self- development

Introduction

The COVID-19 pandemic has become the new global pandemic, forcing the entire world to stay at home. As a result of the universities closures, students were forced to radically change their learning habits. Teachers, too, were forced to adapt to the situation and adjust their teaching methods by a shift towards online teaching. Higher education is one of the domains where the Teaching and learning process has been profoundly impacted. Teachers found themselves in a position where they needed to adjust their teaching practice. It is difficult for them to shift from traditional teaching to distance teaching.

This chapter tackles issues related to the Corona Virus Disease 19 and the closure of universities on teachers' development, performance, and learning effectiveness. Thus, it focuses on the advantages and disadvantages of distance education. Moreover, it highlights the challenges that teachers and students have faced during the pandemic.

2.1 Definition of the COVID-19 Crisis

Corona-virus Disease 2019, or Covid-19, is an infectious disease caused by the most recently discovered corona-virus (SARS-CoV2), which was detected in Wuhan, China, in December 2019. Covid-19 is currently considered as a pandemic, affecting all nations throughout the world at various levels. Corona viruses are a broad group of viruses that can make animals or humans sick. They cause respiratory infections in humans, ranging from the common cold to more serious illnesses like Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome. Corona-viruses are named by their shape, which resembles that of a crown (corona). (Chelghoum, 2020)

According to scientists the novel corona-virus was identified as the cause of a sickness outbreak that started in China and spread around the world in November 2019. Fever, cough, and weariness are the most obvious Covid-19 symptoms. Headache, aches and pains, nasal

congestion, conjunctivitis, loss of taste or smell, a rash on the skin, or darkening of fingers or toes are some of the less common symptoms. It is worth noting that some people become sick, yet have just minor symptoms. According to the World Health Organization, one out of every five persons will become extremely unwell and experience breathing difficulties. People over the age of 65, as well as those with underlying medical conditions such as high blood pressure, heart and lung disease, diabetes, or cancer, are more likely to acquire a serious illness. (Chelghoum, 2020)

2.2 Teaching within the Pandemic

The Covid-19 pandemic has had a huge impact on the world, including schooling. In reaction to the worldwide crisis, a large number of teachers have shifted from face-to-face to online teaching as the most effective way to support their students. However, there are some inherent problems associated with moving to online teaching. (Chelghoum, 2020)

Learners' competencies are enhanced via online education and blended learning, which increases their inventiveness, creativity, and self-awareness. In its most basic form, online education refers to a wide range of subjects, disciplines, and programs that use online instruction, rather than face-to-face instruction, to deliver knowledge. (Chelghoum, 2020)

Distance education is an important notion in education system, according to Chelghoum (2020), distant education is defined as structured learning that allows teachers and students to collaborate despite the physical distance between them using a number of models such as hybrid learning systems, flexible learning systems, and network-based learning systems.

During the pandemic, e-learning tools were critical in assisting schools and universities in facilitating student learning during the shutdown of universities and schools. Teachers and students readiness must be assessed and supported while adapting to the new changes. The use of appropriate and relevant pedagogy for online education may be dependent on both

teachers' and learners' experience and exposure to information and communications technology (ICT). (Pokhrel and Chhetri, 2021)

2.3 Characteristics of an Effective Online Teacher

As a result of the COVID-19 epidemic, education is shifting. Due to the pandemic outbreak, teachers are trying to address educational difficulties, particularly the lockdown. As a result, they concentrate their efforts on online education. However, redesigning teaching and learning is a difficult task. For a variety of reasons, many teachers and students struggle to transition from a face-to-face to an online learning environment due to many obstacles.

On the other hand, Chelghoum (2020) identifies seven qualities of good online teachers:

1. Being passionate about the subject.
2. Being passionate about teaching.
3. Sees value in online education.
4. Being a good time manager.
5. Being flexible and open to feedback.
6. Facilitates classroom community with engaging tone and creativity trained in online teaching

2.4 Distance Education

The COVID-19 has caused schools all across the world to close. All students in schools and universities around the world are out of the classroom. As a consequence, education has undergone significant transformations, with the rise of e-learning, in which instruction is done remotely and via digital platforms.

The concept of distance education has been around for a long time. However, it was not applicable in all countries. In the United States, technology-based distant education is

becoming a more apparent part of post-secondary education. Educators can identify, design, and manage efficient and effective teaching and learning systems, programs, and courses. As online learning becomes a viable alternative to the traditional classroom setting, the teachers face enormous opportunities and difficulties. In emergency situations, like as the COVID-19 epidemic, distant learning is the most practical option. A revolution is taking place in various domains as a result of rapid viral propagation. Education is one of the sectors where the digitalization trend is growing. In the field of e-administration, where most activities are beginning to be handled online, for reasons of health security, education, business, and even central and worldwide administration and related processes. (Zermane and Aitouche, 2020)

In an attempt to prevent the spread of the COVID-19 pandemic, most governments throughout the world have temporarily closed educational institutions. Over 60% of the world's student population is affected by these nationwide closures. Several other countries have enacted localized closures that will affect millions of more students. UNESCO is assisting countries in their attempts to reduce the immediate effects of school closures, particularly for more vulnerable and disadvantaged groups, as well as to promote the continuation of education for all through distant learning. E-learning is the most effective, popular, and helpful method for accomplishing this goal. Switching to online and e-learning modes is dramatically changing education in schools and colleges. However, there are many one-sided, fragmented, and disorganized online education materials, resulting in inefficient resource usage and learning. (Zafari, 2020)

2.5 Definition of E-learning

E-learning is the intentional use of networked information and communication technologies in teaching and learning. A number of distinct labels have been applied to this

method of teaching and learning. Some of them include online learning, virtual learning, distributed learning, network-based learning, and web-based learning. (Chitra and Raj, 2018)

Online learning is a broad term that refers to teaching and learning through the internet using technological tools and platforms. Good internet connections, learning software, digital abilities, and availability and access to technology are all variables that contribute to the success of online learning. . Platforms for inclusive education and online learning are critical resources. Distance education and the introduction of digital technologies that enable the effective and dependable delivery of lectures, virtual classroom sessions, and other instructional materials and activities via the internet are the foundations of online education. (Onyema et al, 2020)

Online learning, virtual learning, distributed learning, networked or web-based learning are only few of the terms used to describe e-learning, because the letter "e" in e-learning stands for "electronic," it encompasses all educational activities carried out by individuals or groups working online or offline, synchronously or asynchronously using networked or freestanding computers and devices. (Chitra and Raj, 2018)

E-learning allows students to take responsibility in the educational process through discovery, expression, and experience, altering roles where the student becomes educated instead of a recipient and the teacher is directed instead of an expert. (Guessar, 2020)

2.5.1 Types of E-learning

There are three types of E-learning: (Chitra and Raj, 2018)

A. Text driven:

The content is straightforward at this level, with text, visuals, music, and test questions. Text driven e learning, such as compliance classes, is a good example.

B. Interactive:

An interactive e learning course is quite similar to a text driven one, with the exception that interactive components have been given extra thought to increase learning. In addition, there is a larger usage of visuals in general (graphics, charts, and diagrams), all of which are likely to be interactive.

C. Simulation:

Simulation e learning is extremely interactive, with graphics, video, audio, and gamification playing a large role. Importantly, custom simulations, which may or may not incorporate 3D components, are frequently used to aid in learning acquisition. A course that frequently incorporates a high degree of involvement and simulations is new software training.

2.5.2 E-learning in Algeria

Algeria, like practically every other country in the globe, is in an extraordinary state, marked by a true Corona virus (covid19) outbreak, which has forced all institutions to take precautions against the pandemic's threats.

In Algeria, e-learning began with the introduction of required resources and software, followed by training and awareness of all university staff (administrators, technicians, teachers, students). In 2007, the Algerian Ministry of Higher Education and Scientific Research proposed a national tele-education system with three objectives: (Arabeche, 2021)

- A short-term method for using video conferencing to attract learners while also enhancing training quality.
- A medium-term effort to focus on new educational technology, with an emphasis on e-learning.

- A stage of integration in which the E-teaching system is validated and shown in the direction of "distancing" education, with the key being the establishment of a knowledge chain aimed at a larger audience of learners.

2.5.3 E-learning Techniques

According to Guessar (2020), E-learning is based on the use of various electronic means in the educational process, whether it is true formal education in the classroom or remote learning, and these electronic methods include: computer, internet, television, radio, video, and video conferencing.

1- Computer: It is used as an educational instrument to assist the teacher and the learner, and it can be employed in formal or electronic education in a variety of ways:

- Training and practice software
- Special education software
- Simulation software
- Dialogue software
- Problem solving software
- Survey software
- Multimedia software
- Speech processing software
- Super media software

2- Internet: where all of its subscribers have access to services in all aspects of life in general, as well as in the educational process and e-learning in particular, such as:

- E-mail service
- Information transfer protocol
- Web service
- Communication service to another computer

- Speech service
- Dialogue service
- Mailing lists service
- Finger service for investigation
- System search service
- Internet phone call service
- Internet broadcasting service
- White page indexing service
- Automated copying service

- 3- **E-book:** is a new means of showing information in the form of an integrated book with photos, movement, audio conferences, and video clips that is duplicated by the use of CDs and browsed through the computer and can be readily searched for any subject.
- 4- **Visual Book:** A book with hundreds of pages that delivers information to the reader in a visual, auditory, and readable image that is easy to edit and develop by the user, and that can be read or seen by a large number of people at once from all over the globe.
- 5- **A video conference:** is a visual auditory connection between numerous people in different geographical locations where ideas, experiences, and information pieces are discussed and transferred in an interactive environment with the goal of creating cooperation and mutual comprehension.
- 6- **Satellite programs:** This technology is distinguished by the speed with which it transmits programs and events to all corners of the globe, as well as the ability to send written and spoken communications and to be utilized in e-learning.

- 7- Text and graphics and images remotely:** This method is used to deliver symbolic digital information as part of a TV broadcast that will be presented in the future as text or a diagram after decoding.
- 8- Audio conferences:** This technique involves using a conventional phone connected to numerous phone lines to connect lecturers remotely to a group of students who are located outside of the classroom and are characterized by interactivity.
- 9- Interactive video:** is the combination of a computer and a video, with the same video playing an active role in the integration.
- 10- Virtual campus:** a website that allows students to connect to the Internet and stroll between virtual colleges, departments, and message boards without having to visit the institution's study site.
- 11- Virtual classroom:** A set of activities similar to those in a traditional classroom that are carried out by a teacher and a student separated by spatial barriers but who work together at the same time regardless of where they are where students interact with one another through online dialogue and print messages that are visible to everyone who has contacted the network.

2.6 The role of Teacher in E-learning

The teacher's role in education, in general, is a significant and key part in the educational process since it is one of its pillars, and in e-learning, the role of the teacher grows, contrary to popular belief that e-learning marginalizes the teacher's role and eventually eliminates it. It is vital to acquire modern teaching methods and effective strategies, as well as to improve comprehension of its theory and master its application, in order to become an e-teacher, so that it can communicate this concept to its pupils and put it into practice using e-learning approaches.

2.7 Challenges of Online Education

The globe was taken by surprise by the COVID-19 crisis. Everything has come to a halt globally. Universities have been postponed, workplaces have been closed, and schools have been closed. The new corona virus appears to have brought the globe to a stop. Teachers, on the other hand, continue their education by teaching and communicating with their learners via video chats.

Taking online lessons is not the same as studying from a teacher in person. As a result, the benefits of offline classes outweigh the drawbacks of online classes. Online learning methods are less expensive, easier to access, offer a variety of courses, and give everyone the opportunity to learn, but they also have significant drawbacks. Here are some drawbacks of online education: (Ghoshal, 2020)

1. Lack of Interaction:

Because online degrees are completed entirely online, there is little or no face-to-face interaction with classmates and teacher. In most circumstances, they will only communicate via email. It can be challenging for certain students to study, and for teachers to teach in such situation.

2. Issues with Technology:

The most significant requirement for an online degree is a working knowledge of technology. If the teacher and the learner do not have the necessary technological skills, it may be difficult to complete the online teaching-learning process. Technology issues can make online learning stressful, especially if materials and notes are unavailable due to a poor Internet connection.

3. Requirement of Self-motivation:

There will be no one to motivate a teacher to teach, and no one to motivate a learner to study except himself. And it might be tough for them to stay disciplined and motivated at times, especially if they are preoccupied with other jobs and responsibilities, or if they are easily distracted while studying or teaching at home.

4. Frustration

For some teachers and students who prefer in-person contact with all of the verbal and non-verbal expressions, online communication can be frustrating.

5. Less Motivation

Video conferencing is useful, but it can't replace face-to-face interaction. When they can't meet the person face to face, many teachers and learners are hesitant to speak online.

6. Health Related Concerns

Because e-learning necessitates the use of a computer and other similar devices, the teacher and the learner may experience eye strain, poor posture, and other physical issues.

2.8 Teachers' Autonomy during COVID-19

Lamb (2008) stated that autonomous teachers are always successful teachers in the sense of taking personal responsibilities for their teaching.

“Genuinely successful teachers have always been autonomous in the sense of having a strong sense of personal responsibility for their teaching, exercising via continuous reflection and analysis the highest degree of affective and cognitive control of the teaching process, and exploring the freedom that this confers”. (Lamb, 2008)

Lamb (2008) writes about teacher autonomy, and defined the autonomous teachers as those who have the skills and desire to assist their students in becoming autonomous as well.

Furthermore, he stated that an autonomous teacher reflects on his or her role as a teacher and has the ability to change it, as he defined teacher autonomy:

Teacher autonomy can be defined as the teacher's ability and willingness to help learners take responsibility for their own learning. An autonomous teacher is thus a teacher who reflects on her teacher role and who can change it, who can help her learners become autonomous, and who is independent enough to let her learners become independent.

He affirms that autonomous teachers are those who have abilities and willingness to help their learners to become autonomous. In addition, he said that autonomous teacher reflects on his/her teacher role and can change it, as he conceptualized teacher autonomy.

2.8.1 Characteristics of Autonomous Teachers

For Ramos (2006) in order to become more autonomous, we all need the ability and willingness to change our behaviour. The following are six crucial aspects to consider when adopting change:

1. **Self-awareness** helps us understand ourselves as learners and workers, as well as our strengths and flaws. Self-evaluation and reflection are powerful tools for getting to know ourselves, and keeping a diary can help keeping track of the process.
2. **Awareness** of what is going on around teachers, with their learners, at work, in their community, and throughout the world. Teachers are better able to detect their students' needs, goals, capabilities, ambitions, changes, and dreams when they are more aware. Teachers can be proactive, critical, and promote ideas that improve their working conditions and their teaching fields.
3. **Responsibility** provides teachers with flexibility and autonomy but also requiring devotion, organization, time management skills, investment, and commitment to tasks and projects.

4. **Challenges** propel teachers forward by demonstrating the breadth of their abilities. They help them advance in their careers.
5. **Participation and collaboration** are also important for the growth of autonomy. Teachers growing together, building together, and pursuing projects, as well as innovation and entrepreneurship; are crucial in the teaching profession.
6. **Changing roles** which means The transformation of teachers' roles in the classroom, to the extent that their conviction permits it, from controller to adviser, from instructor to guide, from transmitter to observer and listener, from evaluator and judge to researcher, is simultaneous with the alteration of learners' responsibilities.

2.9 Teacher Self-development during COVID-19

Although there have been numerous problems for teachers, universities, institutions, and the government in regards to online education, the COVID-19 pandemic has created multiple chances for those who are unprepared or have long-term intentions to deploy an e-learning system. Teachers are expected to develop creative initiatives that assist to help students overcome the constraints of virtual learning. On a local level, teachers are actively collaborating with one another to develop online teaching approaches. Teachers have incomparable chances for collaboration, creative solutions, and a desire to learn from others and explore new technologies. (Pokhrel and Chhetri, 2021)

It goes without saying that the conditions in which teachers work have an impact on their development, motivation, attitudes, and performance. Teachers who believe they can make a significant contribution to the institutions for which they work have a high motivation to succeed. Teachers who are highly motivated have a significant advantage in terms of continuing to develop successfully. The greater the motivation, the more interested the teacher will be about teaching. Although teacher motivation does not always lead to commitment and

dedication, it is true that it helps to improve job satisfaction, the working environment, and the quality of the activities that they teach. (Serin, 2017)

2.10 Virtual University

According to Guessar (2020) virtual university is, a university that offers telecommunications education through modern electronic media, such as the Internet, channels, and satellites, which post lectures, programs, and courses, develop and produce educational information, evaluate students, and achieve particular goals.

She also added that, it is also an academic institution that aspires to provide students in residence with the highest levels of higher education over the Internet, by creating an integrated e-learning environment based on a sophisticated network.

2.11 The Difficulties of Applying E-learning

On the teacher's side:

- Difficulty dealing with students who are not self-taught.
- It's difficult to know if the student can utilize the computer.
- The degree to which some materials are complicated.
- Copyright issue
- Most underdeveloped countries have inadequate infrastructure.
- The difficulty of accessing the internet and the high costs of doing so.
- Inadequate understanding of computer-assisted internet browsing practices.
- Difficulty in implementing evaluation tools and methods.
- Some official bodies refusing to acknowledge degrees issued by electronic universities.
- The faculty is not convinced that electronic media should be used.

- The design and production of instructional software is expensive.

On the learners' side:

- Difficulty in transitioning from traditional to new education methods.
- Some materials are difficult to apply.
- The inability of some students to obtain access to computers.
- Directing some teachers may result in misunderstandings.

2.12 The Role of Online Teacher

Despite the fact that the qualities of successful teachers are similar in both online and traditional classrooms, online teachers have distinct problems and possibilities. The majority of their responsibilities fall into three categories: pedagogical, social, and managerial. (Zhang and Hsilin, 2019):

1. The pedagogical role:

The pedagogical role encompasses all actions taken by teachers to aid students in their learning processes, such as learning-activity design, direct instruction, pedagogical process evaluation, facilitation of reflection, feedback on content learning, and directing students' attention to external learning resources.

2. The managerial role:

While not pedagogical, online teachers use a variety of methods that are thought to be beneficial or even required to learning. These discussions about class logistics, procedures, and processes are what make up the managerial role. Monitoring learners for inappropriate behaviour and ensuring academic integrity are also key parts of a teacher's managerial position.

3. The social role:

The social role of the online teacher is the third and last broad role of the online teacher, which entails efforts to build and maintain a positive student-teacher connection as well as a welcoming learning environment.

2.13 Teachers' Readiness to Online Education

To assist learning online, teachers need not only technology abilities, but also distinct pedagogical techniques than when teaching face-to-face. Individual teachers and their institutions should both be considered when preparing to teach online. The followings are individual characteristics affecting online teaching:

1. Technological Pedagogical and Content Knowledge (TPACK) self-efficacy:

Self-efficacy in online teaching can be regarded a critical component of an educator's readiness to teach online. The Technological Pedagogical and Content Knowledge (TPACK) paradigm was used to investigate teachers' self-efficacy to teach and to support their students learning. The framework is built around the following dimensions:

- TPCK — knowledge of the complex relationships between technology, pedagogy, and content that allows instructors to build suitable and context-specific teaching practices.
- TPK - understanding of how to use information and communication technology (ICT) to apply instructional principles, methods, and techniques.
- TCK - understanding of how the subject matter can be presented through technology.
- TK stands for technological knowledge.

2. Online Teaching Presence:

Because of the distance and temporal gap between teachers and students, online teaching differs from face-to-face teaching. The level of learning in an online area is related to

presence in online education. Online teacher presence emphasizes teachers' duties in the online learning space for design, organisation, facilitation, and instruction so that educational goals can be met even if learners and teachers are not co-located or working at the same time.

3. Institutional Support:

According to studies, institutional features such as technical support, pedagogical support, or the school's vision for the implementation of online or blended learning might influence the success of online teaching. Despite the fact that the institutional support is critical for the success of online education, some studies suggest that it is frequently insufficient. How well online course learning is implemented and sustained is mainly determined by the quality of institutional support. However, it is unclear whether schools are meeting the demands of teachers to facilitate online learning. (Howard, et al, 2020)

2.14 The Role of ICT in Improving the Quality of Education

The Pandemic COVID-19 forced a shift in teaching and learning to an online delivery modality, which has become a vital element of the global education system. However, the levels and ways of employing them to achieve quality education vary and are dependent on a variety of issues related to ICT policy and practices in education. The usage of ICT has resulted in a paradigm shift in the teacher-student interaction.

Teachers' perspectives on teaching, their ICT knowledge and skills, and their teaching approaches all play a part in successfully integrating ICTS into classroom teaching and learning. ICT is being used by teachers to change the way they connect with their students. In this vein, says that the role of teachers in using ICT in language instruction should be to promote learners' learning outcomes. Teachers utilize ICT to increase their own work, professional growth, and the development and creation of new strategies, as well as to think, reflect on practice, and engage students. (Paudel, 2020)

The use of ICT has made a substantial contribution to the development of educational quality. Individuals are required to perform a variety of duties and functions in educational institutions at all levels. Individuals are required to use ICT in order to carry out a variety of duties and functions. Individuals can increase their understanding and expertise in a variety of areas by utilizing ICT. Teachers use ICT when they need to improve their teaching-learning approaches and instructional strategies. When students, on the other hand, need to work on assignments and projects, they use ICT to complete them in a well-organized manner and in accordance with the anticipated outcomes. (Kapur, 2020)

In terms of teachers, and learners, the role of ICT in improving educational quality has been viewed as critical. The following is a list of them: (Kapur, 2020)

1. Teachers

ICT is used by teachers for a variety of purposes. They use the internet to supplement their knowledge and raise awareness about academic subjects and concepts. They would be able to do their job obligations to their satisfaction in this manner. Another advantage is that they are capable of effectively facilitating research and writing work. Teachers at all levels of educational institutions are expected to conduct research and write as part of their jobs. Teachers can enrich their lectures and encourage greater understanding of subjects among students by incorporating ICT devices into their lectures. Students can also gain intelligence through the use of ICT in lectures and class discussions. (Kapur, 2020)

2. Learners

When students utilize ICT to gain a better knowledge of academic topics, prepare projects and assignments, and attain academic goals, they are able to produce the needed results and recognize the importance of technology. They use technology and the internet when they don't have access to books, articles, or other reading materials. Not only students, but also other

individuals, can improve their communication abilities by utilizing ICT. Written communication is the most common method of communication that benefits from the usage of ICT. Individuals can contact with one another via email and text messages. (Kapur, 2020)

Conclusion

This chapter presented the impact of distance education on teachers' development. It describes the main characteristics of an effective online teacher. In addition to that, this chapter shed a light on the concept of E-learning in the Algerian context. Also, it aims at identifying the goals and the objectives of E-learning. Furthermore, this chapter determined the role of teacher in E-learning, as well as the difficulties of applying it.

Chapter Three

Field Work and Data Analysis

Introduction

This chapter represents the effect of the novel corona virus pandemic as the largest disruption of education systems in human history, affecting many people at different ages around the world; closures of universities, schools, institutions and other learning and teaching spaces. This has brought a far-reaching change in teachers and learners lives. Teachers find themselves under a situation in which they shift from the face-to-face teaching to the online teaching. However the transition to online teaching and learning presents new challenges as the roles of both teachers and learners evolve. In online teaching, the teacher must develop new strategies that maintain motivation and encourage interaction.

More importantly, this chapter is considered as an empirical phase in this study. In fact, it attempts to describe teachers' readiness to shift to online teachers. Moreover, this research aims to describe teachers' self-development during the COVID-19 crisis. Besides, it entails the interpretation of the responses and the results that have been achieved by the practical work.

3.1 Research Aim

This study attempts to describe and explain how teachers' self-development was affected by the COVID-19 pandemic that causes university closure.

Moreover, this study aims to mention the activities and the techniques used by EFL teachers of Ibn Khaldoun University to develop their levels.

Finally, the purpose of conducting this study is to know teachers' access to the MOODLE platform.

3.2 Research Methodology

This part is almost referred to our case of study, that is going to be surrounded by, what the work covers, and it mainly connected to the statement of the problem that it is about teachers' self-development during the Corona Virus Disease, and specifically teachers as participant of study, their awareness to work under difficult situations. Hence, we will study teacher proficiency and the different skills that they did use in order to teach within the lack of experience when it comes to promoting for classroom virtual learning to support their students' autonomy and assessing them on line , using various technology and recourses to assist learning that it in turn help to assess learning practices over the long haul initiative to reflect their teaching since the teaching process has changed for them due to lack of experience once the virus blazed so they were obliged to correspond to setting for better learning.

3.3 The Target population

This research study is delivered to EFL teachers of Ibn Khaldoun Univesity.

3.4 Research instruments

This study is conducted by the use of a questionnaire, and an interview designed to EFL teachers of Ibn Khaldoun University.

These two tools are considered as an effective research instruments that allow gathering various and different responses to the same questions. It has been chosen as research instrument since they are flexible and they are the best way to collect data in which were administered to many participants feel comfortable and ease, to provide the answers and express their feelings as well as, in order to get solid information.

3.5 Teachers' Questionnaire

In this Research work a questionnaire been used as a research tool, which contains four sections, to get to know if teachers have used any kind of initiatives to develop themselves during COVID- 19. It has been chosen as a research instrument because it does not take a long time, and it is the best way to collect data in which the respondent feel comfortable, they give direct appropriate answers, as it give chance for them to express their ideas freely.

The following table presents some details about the teachers that took part in answering the questionnaire.

Branch	EFL teachers
The number of teachers	18
Female	6
Male	12
Age	Ranged from 20 to more than 50
First year teaching	1
Less than 10 years teaching	16
From 10 to 20 years teaching	1
Teachers had enough experience at Ibn Khaldoun University	14
Teachers had not enough experience at Ibn Khaldoun University	4
Part time employment	4
Full time employment	14

Table 3.1 The Profile of Target Group

3.5.1 The Design of the Questionnaire

The questionnaire is composed of four sections. Some sections involve a set of close-ended questions in which teachers are provided with yes or no answers and in other questions; they are given frequency questions for the sake of development. The four sections are:

- I. The personal information of the respondents
- II. Teachers self-development
- III. Teachers personal development activities
- IV. Enhancing teachers 'self-development

3.5.2 The Analysis of the Results

The obtained results were first interpreted and then analysed to have insights about the extent of teachers' self-development in time of crisis.

The first section of the questionnaire was about the details and the personal information of the respondents.

The second section of the questionnaire was mainly devoted to know to what extent do teachers improve and develop themselves.

Question 01

This question is related to reading materials that teachers read to improve their levels. The materials such as blogs, books, and articles related to their profession.

	Numbers	Rates
The respondents	18	100%
Yes	18	100%
No	///////	////////

Table 3.2 The use of material by teachers

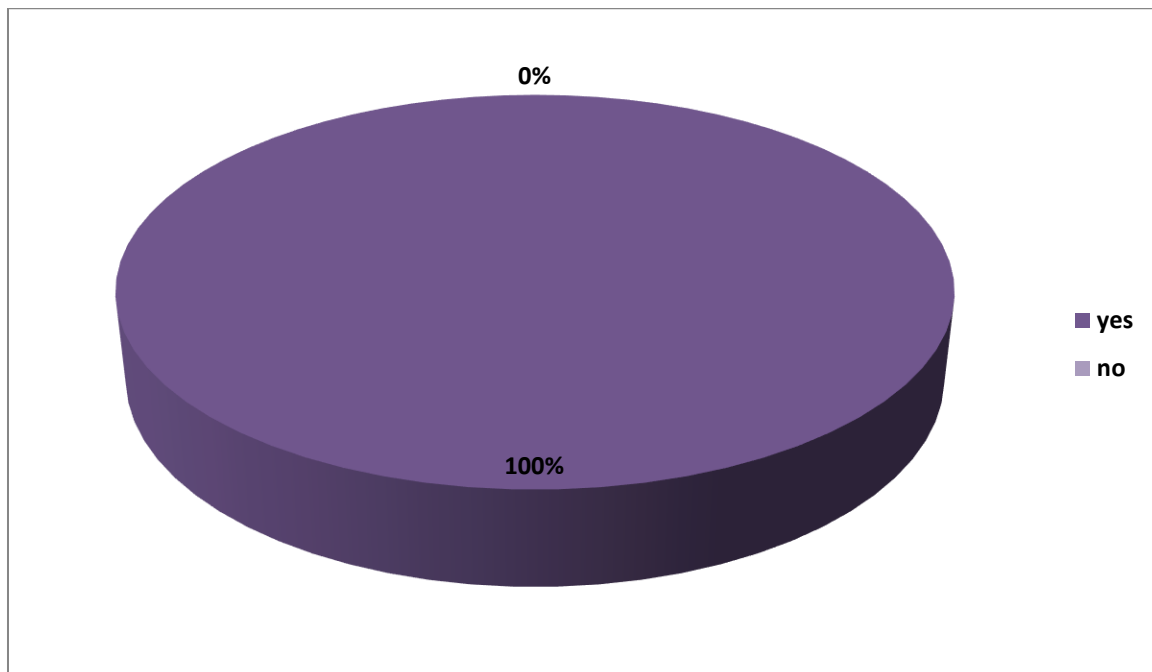


Figure 3.1 The use of materials by teachers

Question 02

This question intended to elicit teachers' proposal concerning being intrinsically motivated to develop themselves professionally. It aims to display if teachers are conscious about the importance of motivation or not. According to teachers' responses, 83% said that they are driven by innate motivation, while 17% stated that they are not intrinsically motivated.

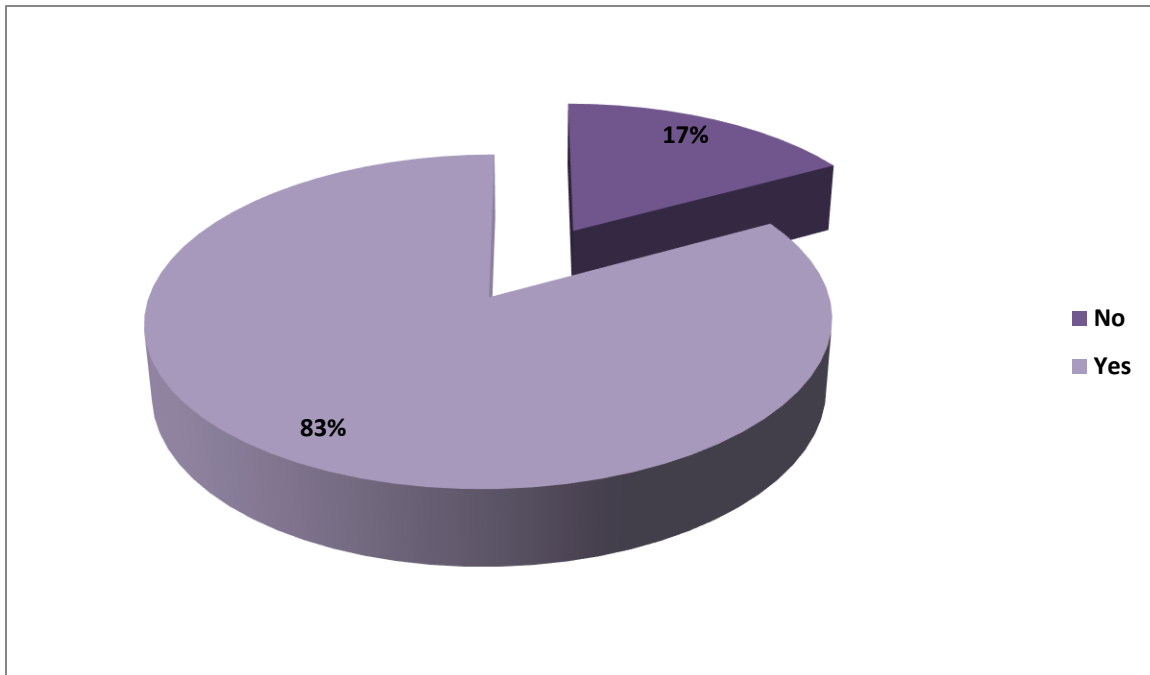


Figure 3.2 The intrinsic motivation of teachers

Question 03

The aim of this question was to get answers about the reflection of teachers on their profession during the time of crisis.

	Number	Rate
Respondents	18	100%
Yes	12	67%
No	6	33%

Table 3.3 The reflection of teachers and teaching

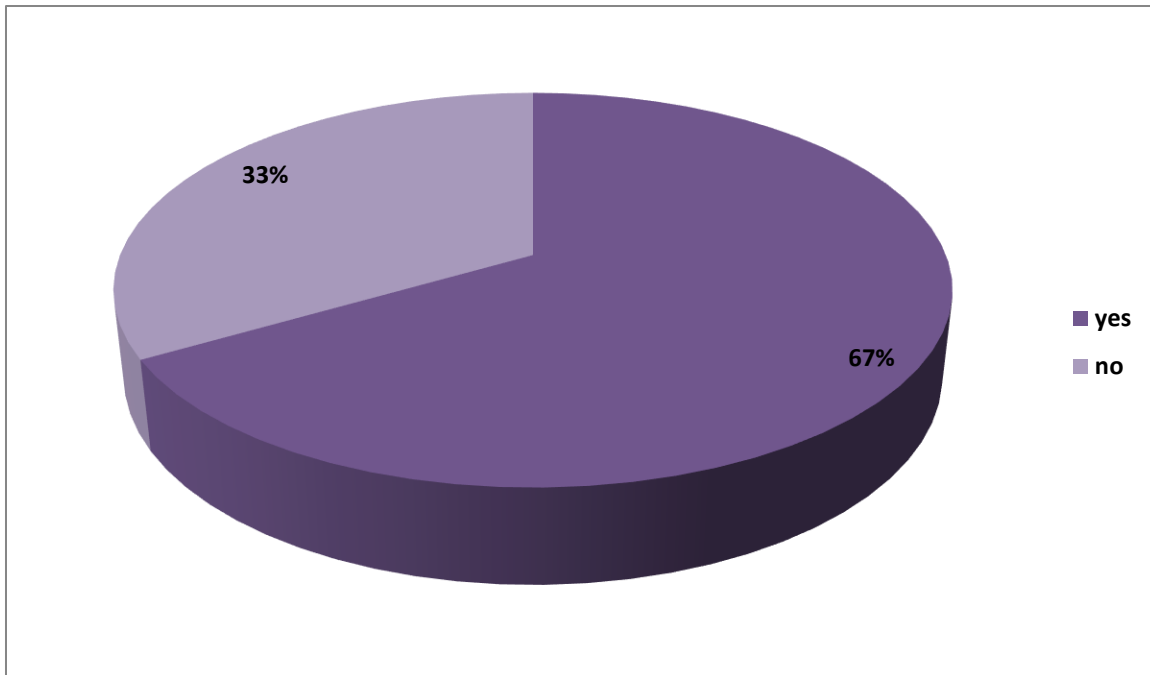


Figure 3.3 The reflection of teachers teaching

It is apparent from the results shown in the pie chart that 67% of the respondents approved the fact that they do reflect on their teaching during the COVID-19 period, whereas 33% of them stated that they do reflect on their teaching.

Question 04

The aim of this question is to determine whether teachers are able to meet the demands of online teaching or not.

	Numbers	Rate
The respondents	18	100%
Yes	8	44%
No	10	56%

Table 3.4 Teachers' ability to cope with the requirement of online teaching.

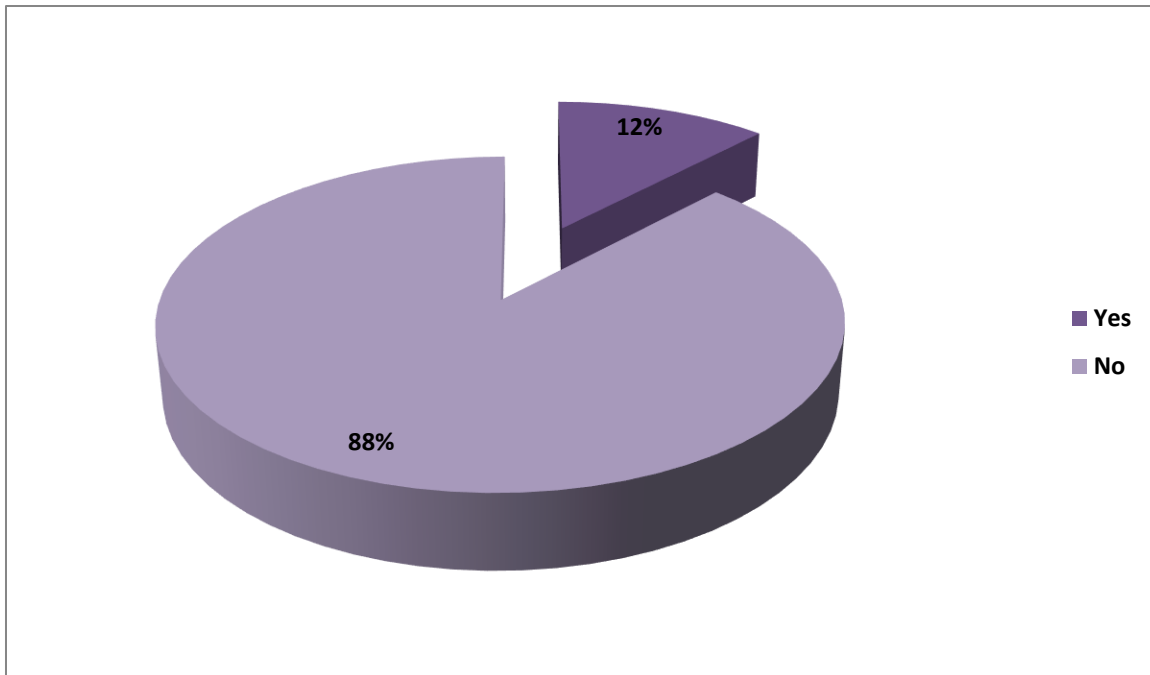


Figure 3.4 Teachers' ability to cope with the requirement of online teaching.

As for teachers' answers to this question, 88% of the respondents do not find it easy to cope with demands of online teaching while 12% of the respondents find it easy to cope with the requirement of online teaching. This information indicates that the majority of the informants are not able to use the digital forms of teaching.

Question 05

In this question, teachers were asked about the difficulties they faced when moving from face-to-face teaching to online teaching, teachers opinions about the difficulties were similar as it is mentioned in the pie chart above in which 39% of the respondents find that learners access is the most difficulty they overcame, at the same time; 33% of the respondents had problems concerning the teachers training, while 28% of the respondents said that technology issue is the most difficulty they faced.

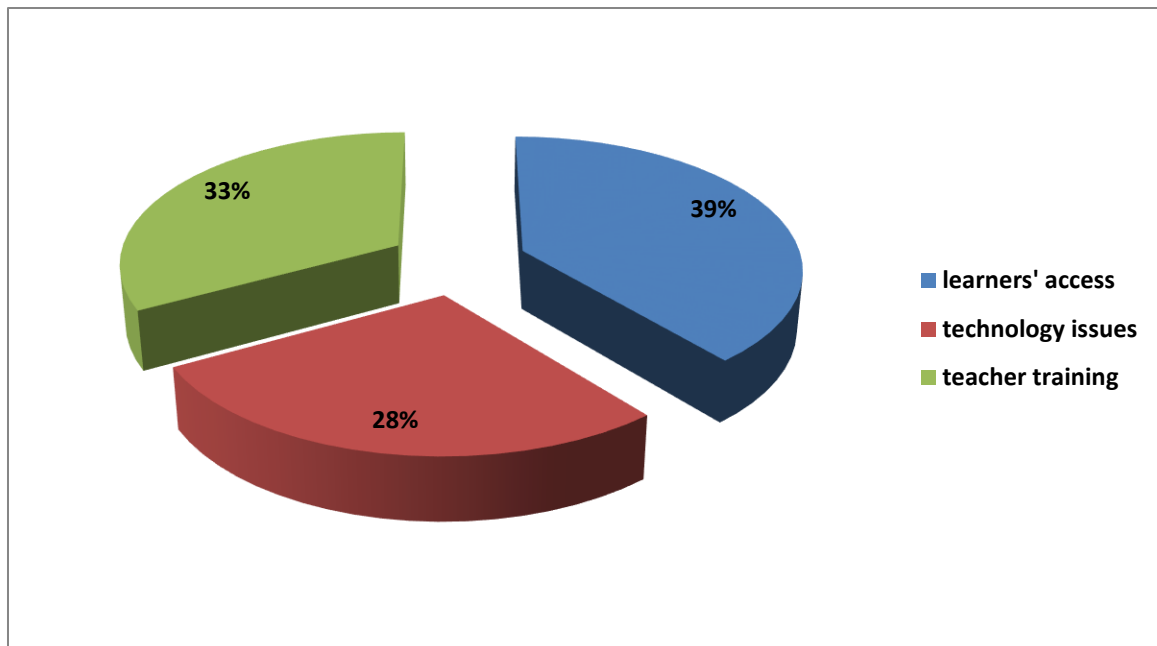


Figure 3.5 The challenges of online teaching

Question 06

During the COVID-19 pandemic, keeping teachers motivated as classes move online has been crucial. The aim of this question is to the impact of the COVID-19 crisis on teachers' motivation.

	Numbers	Rate
The respondents	16	100%
Yes	7	39%
No	11	61%

Table 3.5 Teachers' motivation during the COVID-19 pandemic

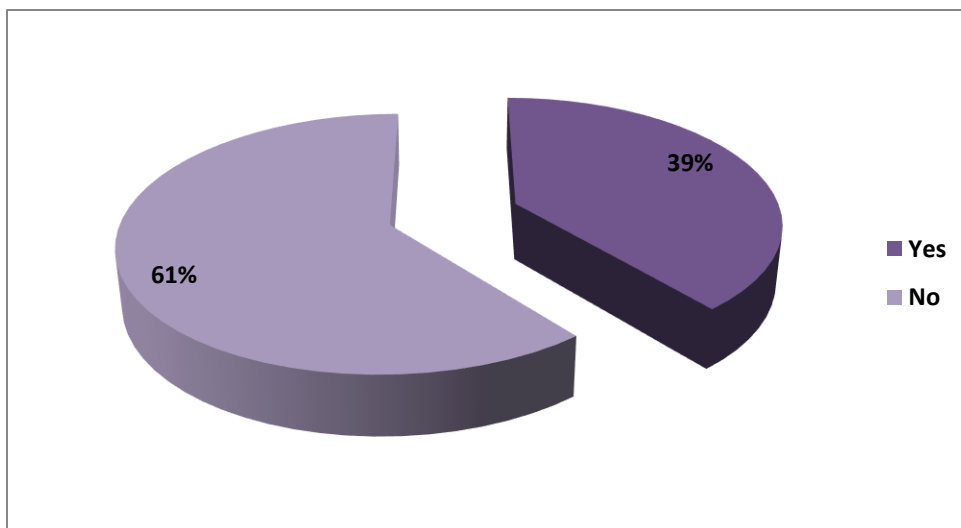


Figure 3.6 Teachers' motivation during the COVID-19 pandemic

According to the results, 61% of the respondents did not lose their motivation because of the COVID-19 crisis, while 39% of the respondents feel less motivated because of the COVID-19 crisis. Some of them said that it is an opportunity for their self-development; others said that it because of the lack of contact with the learners over a period of time, also they said because of the shift from direct to online teaching. These results tend to mean that the majority of teachers were not affected by this crisis.

The third Section of the questionnaire was mainly about the activities used by teachers to develop themselves, and the collaboration with their colleagues concerning these activities.

Question 01

This question is about the activities used by teachers during the COVID-19 pandemic to develop themselves professionally. Responding to this question, many of the teachers spent their time in reading articles concerning the COVID-19 crisis and the way to cope with this situation. Some of them attended online conferences and webinars, while some of them wrote articles. Another one did not try any developmental activity.

Question 02

This part contains Likert Scale questions concerning the activities and the technique they used.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Teachers freedom of trying new technique	10	6	//////////	2	//////////
Institution dependency	12	5	1	//////////	//////////
Teachers' judgement	10	6	//////////	2	//////////
Teachers' willingness	14	4	//////////	//////////	//////////

Table 3.6 Teachers' responses towards professional development activities

The previous table and the next pie chart represent, 16 of the respondents agree on their freedom to try out new ideas and to taste new techniques during this crisis, while only 2 of them did not agree on it.

For teachers self-development the university is not an important factor that led them to be developed, 12 respondents strongly agree on it and 5 of them agree and only one was neutral.

Teachers' must judge their level their skills and their knowledge to go forwards, responding to this statement 16 teachers agree upon it in the other hand 2 teachers did not.

18 teachers agree that willingness play an important role for their development.

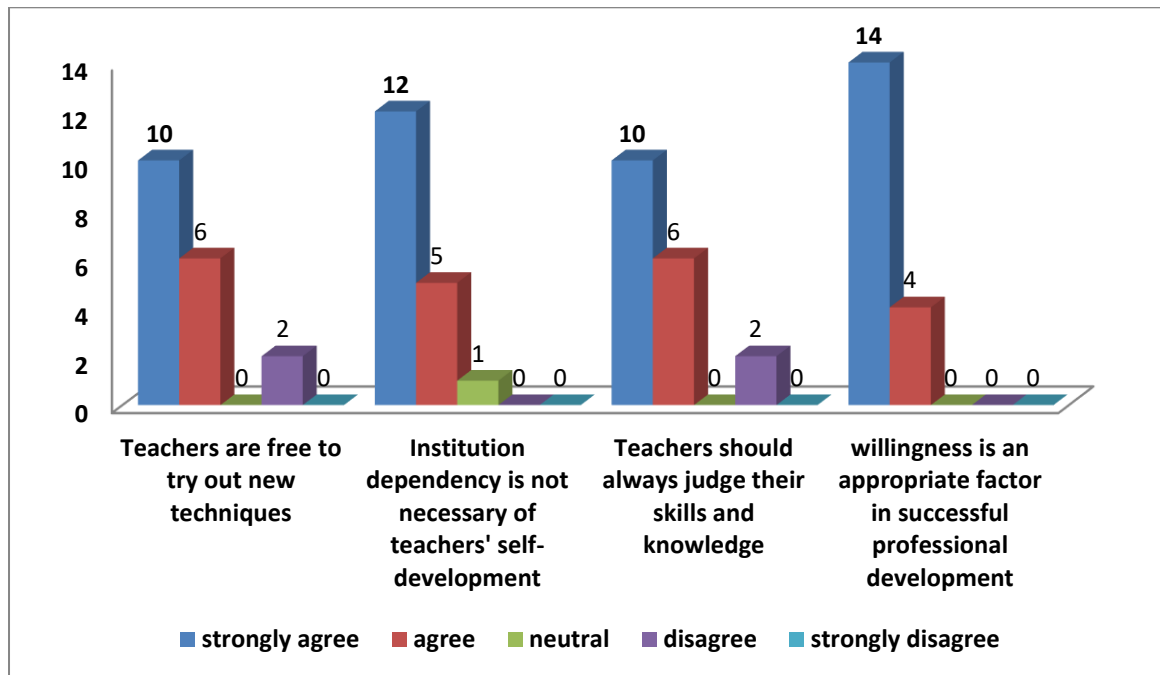


Figure 3.7 Teachers' responses towards professional development activities

Responding to these statements teachers said that,

Nine of them sometimes ask their colleagues for help, 4 of them rarely, 3 of them often, and 2 of them never.

Three of them always develop techniques with colleagues, 6 of them sometimes, and 3 of them rarely, and 5 of them never while only one of the teachers always develop his techniques with colleagues.

Teachers who always attend training programs were 4, 7 of them often depend on training, and 4 of the respondents sometimes access to service training. Two of the respondents rarely develop themselves through service training while 2 of them never.

	Always	Often	Sometimes	Rarely	Never
Colleagues help	////////	3	9	4	2
Developing techniques with colleagues	1	3	6	3	5
Service training	4	7	4	2	1

Table 3.7 Teachers responses coordination and service training

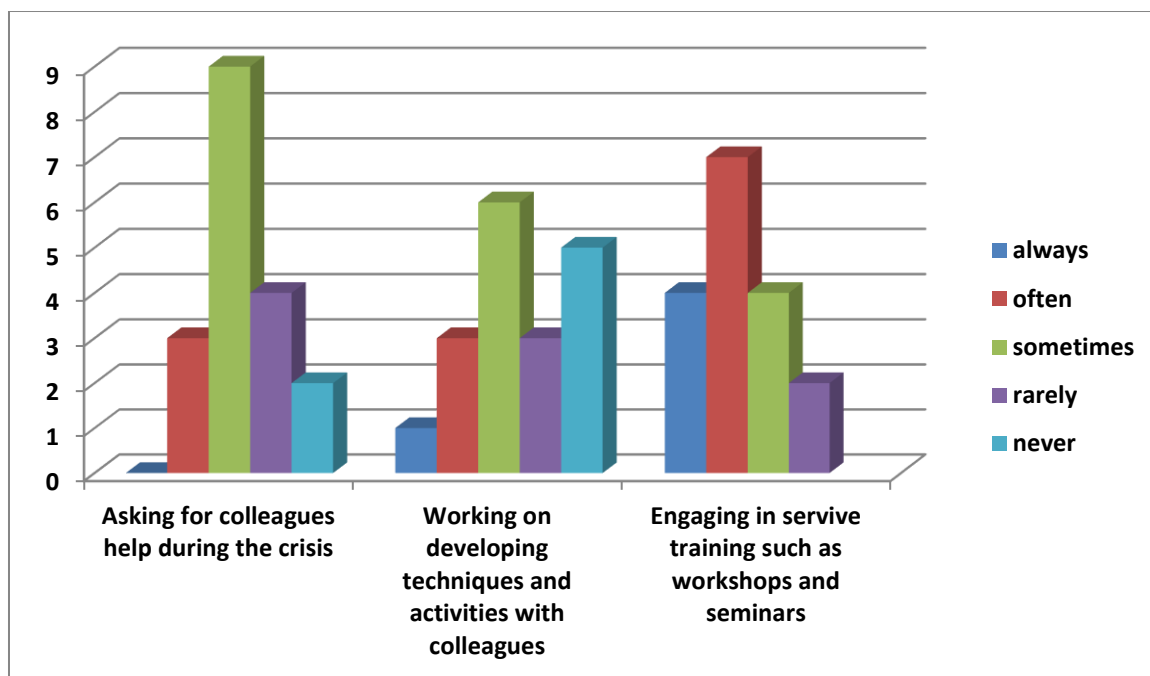


Figure 3.8 Teachers coordination and service training

The last section of the questionnaire was about shedding a light on an important factor which is the use of ICT in relationship with teachers' development.

Question 01

The question was directed to teachers' opinions about moving from face-to-face teaching into online teaching, and their access to MOODLE platform.

Access	The rate
Easy	22%
Difficult	78%

Table 3.8 Teachers' access to MOODLE platform

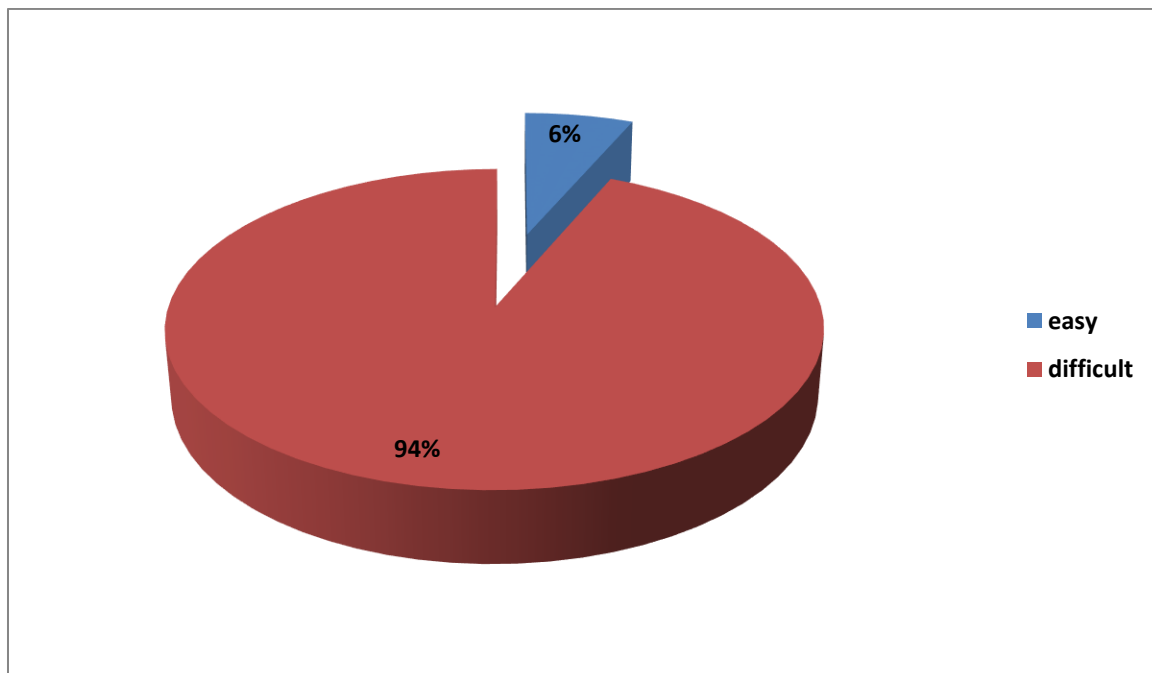


Figure 3.9 Teachers' access to MOODLE platform

The above pie chart about teachers' access to MOODLE platform, as we can see that 94% of the respondents find it difficult to access which is a big number, while only 6% of them find it easy to access.

Question 02

The question is related to learners' access to MOODLE platform.

Learners access	The rate
Yes	2
No	16

Table 3.9 Learners' access to MOODLE platform

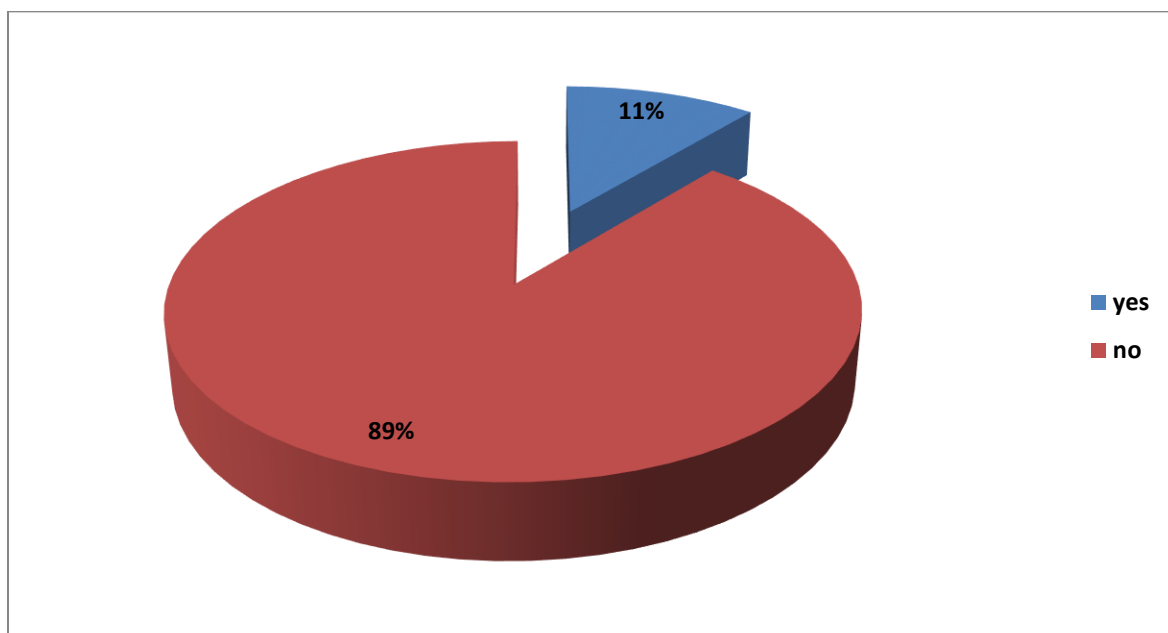


Figure 3.10 Learners' access to MOODLE platform

According to the information above, 89% of the learners did not access to MOODLE platform while only 11% did access.

Question 03

This question indicates the changes that teachers made concerning lessons planning, the majority of them said that they reduced the length of lessons, and then post them on MOODLE platform, some of them said that they send them to their learners via Email.

Question 04

This question highlights the importance of self-motivation in relation the personal development of teachers.

Rate	Very important	Little	Somehow	Not important
The number of teachers	84%	11%	////////	5%

Table 3.10 The importance of intrinsic motivation

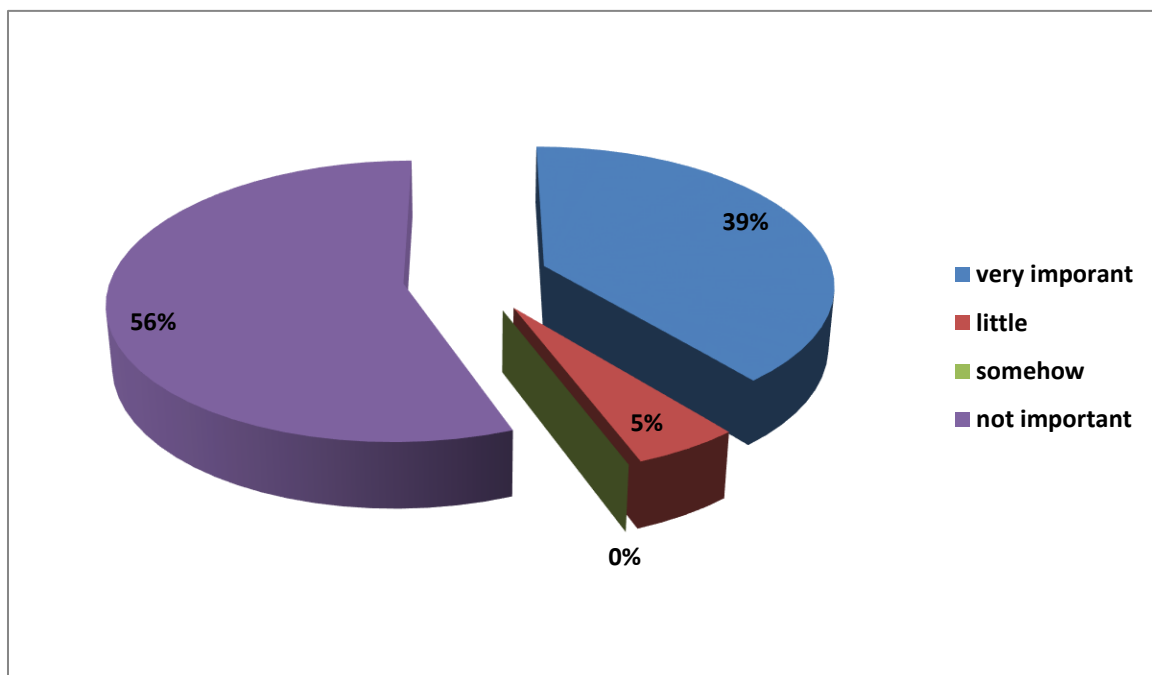


Figure 3.11 The importance of intrinsic motivation

Question 05

This question is about the importance of the support that teachers get from the institution where they teach.

Rate	Very important	Little	Somehow	Not important
The number of teachers	89%	11%	////////////////	////////////////

Table 3.11 The importance of the institutional support

As it is mentioned, 89% of the respondents said that the institutional support is important while only 11% did not think that it is important for their development.

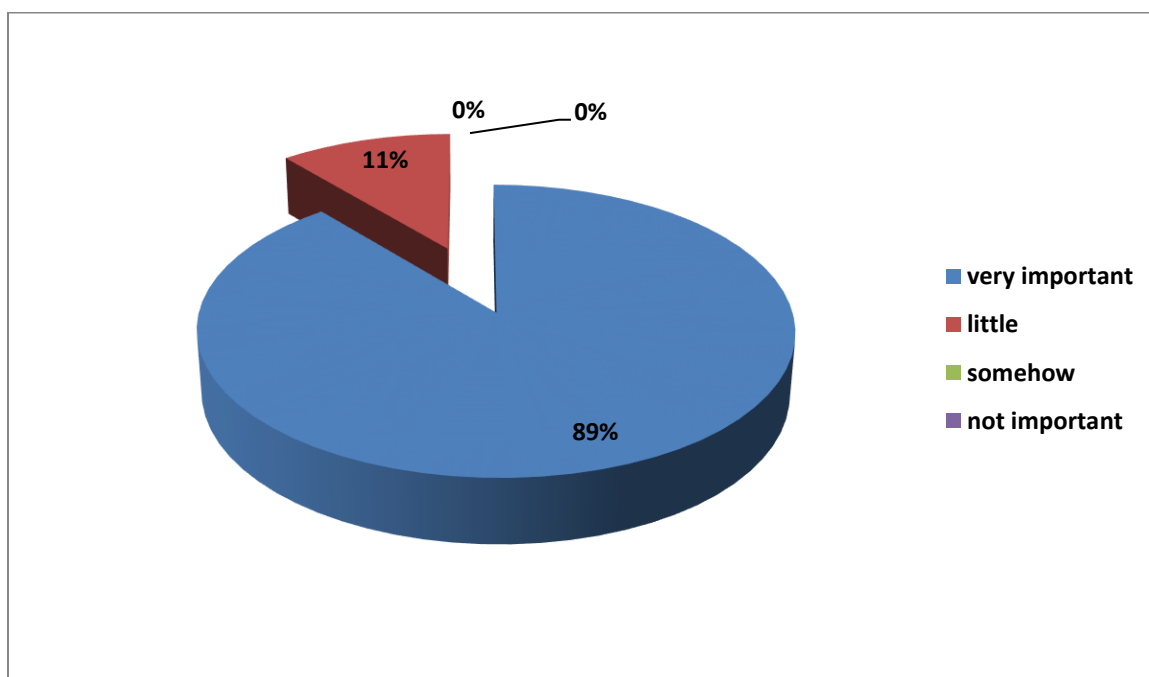


Figure 3.12 The importance of the institutional support**Question 06**

It is an open question to add any suggestions or opinions concerning the obstacles faced by them, some of the respondents suggest that they have to read a lot about distance learning and teaching to help their learners, others; said that guidance is an important factor for teachers' self-development.

3.6 Discussion interpretation

The COVID-19 pandemic has negatively influenced the educational systems worldwide, causing the closure of universities. Teachers find themselves under the fact of moving from face-to-face teaching to online teaching where they were obliged to cope with the situation and carry on their profession.

The goal of this work is to know the teacher development process, and the effect of the COVID-19 crisis on their self and professional development. Therefore, the questionnaire included, in its first part, yes and no questions related to the materials in which teachers used to improve their level professionally, and the difficulties of moving from direct to online teaching. In the second part, the questionnaire tended to emphasize teaches' development through the activities they used and the collaboration with their colleagues during this crisis. In its final part, this question tended to probe teachers' opinions about MOODLE platform.

The analysis of the collected data from the questionnaire revealed that the COVID-19 crisis does not have an impact on the majority of teachers' self development and this is mentioned in the pie chart (Teaches' motivation in the COVID-19 crisis), and they used the continuous self-development to improve their levels as they mentioned that they tried to use

some developmental strategies such as reading articles related to this crisis and the way to deal and cope with it.

3.7 Teachers' Interview

For the sake of obtaining more valid information, an interview was added to this study research to back up the information.

The interview was addressed to five teachers from **IBN KHALDOU University of Tiaret** to see the effects of the Corona Virus Disease on teachers' initiative to be developed. In addition, the interview attempted to know the various techniques in which teachers have used to cope with the changes that happened suddenly due to the outbreak of the virus.

3.7.1 Interview Analysis

The interview was made with five teachers that were asked thirteen open –ended questions. The questions have a tight relation with teachers' notion of their own self development when they were teaching in the period of Corona Virus Disease.

The interview was made face to face only with two teachers, the rest of them said that they were busy. For that reason, the researchers had to send it via email so they would take part in the interview.

Question One: With the emergence of COVID -19, do you think that COVID affected you as teacher and how. Explain?

This question was used to know the Impact of COVID-19 on teachers' teaching. Generally speaking the response to this question was separated into two parts, only one teacher said that the COVID-19 did not affect on him. However, the four other teachers said yes it did, and they gave their arguments equally as long as their points of view were included.

First of all, the respondent (A) said that of course it did, since it reduce the amount of activity that she can plan with her student. The respondent (B) said that COVID- 19 affected all people not only teachers, it messed up his schedule in teaching, his organization of the lesson plan besides this it urged him to follow up on online platform which he have never used and follow. The respondent (C) said yes during pandemic, the lack of assessment tools and short amount of time prevent him from evaluating and sharing lessons. Another respondent (D) said it affected her lesson delivery once she moved to online teaching via MOODLE platform, the only medium through which we could contact our students is the internet (via email) and in many cases, the students do not have access to the internet . The last one (E) said that NO, it did not .Today, teaching and learning activities are executed "ON LINE ".

Question Two: Are you satisfied with your teaching during COVID-19?

This question was asked in order to see if they could teach under these circumstances. Responding to this question, most of the teachers said it was not easy to teach during the pandemic as they have to provide examples. The respondent (A) said that she is not satisfied since she does not find it satisfactory to teach a whole year program in few weeks. However, the respondent (B) admitted that he does not feel satisfied since the time was very short to teach all lessons and was difficult for him to move to the on line teaching. The respondent (C) also said that he was not satisfied about his teaching because he leaned on over teaching to address a large number of students in short period of time. Concerning the respondent (D), she was not satisfied and that is due to the fact that there was no available contact with her students, even when teaching shifted via MOODLE, the students were not consulting the platform. She had to contact them via other media such as Facebook or sending them via mails. She added, “When the administration puts face to face instruction available, we were teaching the students for the exams, and not for active effective learning”. The respondent (E)

said that to some extent, he was pleased about his teaching as he was disturbed about the students who have never attended his lectures. According to him it is a big problem in fact since it has severe consequences on his carrier development.

Question Three: Is online teaching a working technique in the educational system?

Generally, concerning this question, all of them have agreed that is a working method. The respondent (A) said that; “people at that time are getting introduced to it as it becomes a necessity, and to be more honest about it is a good back up plan but everyone prefers face to face teaching”. Moreover, the respondent (B) said that it is very efficient method for teachers to use if it is well developed. The respondent (C), said that it is good for teaching extent, but all they need is training in this online platform. The respondent (D) clearly said that it is not for her since both teachers and students are not trained in how to use technological platforms successfully and the majority of the students do not have access to the internet, she also added: “ our students are not independent learners who can assume the responsibility of learning and developing knowledge and skills on their own”. The last respondent responded that he depends on Facebook platform to discuss what he has seen during classroom interaction, and he found it very useful and more effective, especially those who did not attend the lectures before so it was most definitely a yes for him.

Question four: Have you been prepared mentally for such experience online teaching? Explain.

The respondents’ answers were to some extent the same since all of them have agree that they were not prepared for this experience as they gave their own explanations behind that .

The first respondent said that she was not prepared since everything was not planned before it was stressful experience to her since there was no giddiness for her as a teacher. The second respondent said it was a sudden and they were not prepared so they had to count on

technological devices. The third respondent stated that he was not prepared but he was obliged to use it in his teaching. The last two respondents have admitted that they did not experience it before digital technology.

Question five: Have you ever reflected on your teaching during COVID -19? Explain

The responses provided by teachers were: most of them said they have reflected on their teaching in a different ways.

The respondent (A) said that he reflected linguistically: which words, phrases, and expressions to say It must be 100% illustrative; mapping, examples and so on The respondent (B) said that the feedback to write to what is expected during the semester is of the ways that he uses to reflect on his teaching during pandemic. Moreover, the next respondent said that he did not reflect on his teaching since he does not have time to think. The respondent (D) said that Students' feedback is crucial for him as a teacher in the process of reflecting. The last respondent said he did reflect on his teaching and he said that reflective teaching is a "must" for teachers.

Question six: What are your top instructional goals during crisis of COVID-19?

This question was asked to see the sort of teacher's instruction used during COVID-19 and their goals.

The first respondent said that he wanted to make students retain the essential parts of the curriculum, basically the information that he will carry with them for future years. The second respondent goals are to make students aware then prepared psychologically, then he wanted to reduce their anxiety and make it easy for understanding the lessons. The third respondent said his goal is finishing the program, and covering all the necessary elements on time. The fourth respondent wanted to develop her expertise in ICT's and to elevate her self-development

initiatives, more in research, and encouraging her students to be more autonomous. The last respondent said that he wanted to reach the learners' objectives as possible as he could, and to define the most basic concepts theories and early works done on the target subject, he also added that making students aware of the key points related to the subject under instruction is included in his objectives and goals.

Question seven: What kind of professional development options are already available at the level of our University?

The aim behind this question is to know if there is any diversity in professional development option on the level of our department.

The respondent (A) said that teachers were offered workshop regarding the use of MOODLE platform and other online platforms. The respondent (B) said that there is platform called MOODLE, it is meant to sustain students' face to face learning,. The respondent (C) said that he has no idea. For the respondent (D), the only available option is training teachers on MOODLE platform through the use of workshops. The respondent (E), she mainly relies on international opportunities.

Question eight: Do you manage your time to make sure that you have space for teacher professional development?

The aim behind this question is to know if teachers devoted time to develop themselves professionally during this period.

The first respondent said that she tried as much as she can to have time to develop herself professionally. The respondent (B) said yes he have been invited to training to know how to use platforms several times. The respondent (C) said "not very often .I always seek to broaden my knowledge about the subject that he teach". The respondent (D) answers with: "yes , I

manage to organize my time to have space for relevant reading in my specialty, and to do research through the participation in conferences”. The response of the respondent (E) was a yes, she used formation with her own resources.

Question nine: "How would you know if your teacher self –development plan is successful?"

The first respondent said: “if I see the students’ positive feedback and attitudes, or if the things that I learn and adopt reduce pressure on my tasks”. The next respondent claimed that it too early to decide if this personal development was a great benefit for him as teacher because the outcome still to be achieved by the end. The next respondent declared that the success of any self-development plan is due the students’ feedback and formative and assessment outcomes. The respondent (D) responded by sharing his research findings with his colleagues from other universities. The last respondent assumed that he would know this when his lesson plan goes as it should be, or when the lesson objectives lesson plan been achieved.

Question ten: Have you ever used E-learning (blogs, channels, techniques) to enhance your professional development initiatives during COVID-19?

The first respondent said: “I use MOODLE platform most of the time to develop may self professionally”. The second respondent said the same thing as the first respondent; he did use it for the sake of development. The third respondent said he did not use MOODLE platform but some alternatives to it instead. The fourth respondent responded: “yes I read blogs that tackle the changes taking place across universities all over the world”. The last respondent said that he did use MOODLE platform frequently to give lessons to learners.

Question eleven: In Tiaret University, is it compulsory for you to use MOODLE platform. How would describe your experience?

The respondent (A), said that it has been very pleasing though the students access to the platform is lower, that means she did not have an issue to use the platform technically. The respondent (B) claimed that other teachers do not know how to use ICT's Even he had also face to face classes mostly, and MOODLE was just to post notes or upload lessons. The respondent (C) stated: "my experience was not satisfactory because of the problem of accessing to this platform, also the difficulties of interacting". The respondent (D) has used the platform only to upload the lessons. The respondent (E) declared that it was difficult for him, and he related it to the students' lack of logging in the platform due to lack of internet access.

Question twelve: have you ever had training in how to use MOODLE platform effectively to advance teaching quality and effective learning? If no, have you developed your skills autonomously?

The respondent (A) said: "We were offered many workshops on this as other teachers were struggling with it". The respondent (B) said that he had training but it was not enough that far, he used personal efforts to manipulate this platform. The respondent (C) responded by "yes", he said that he does that all the time (online training). The respondent (D) mentioned that she had training in 2016 as a part of in - service teacher training initiatives at Ibn Khaldoun University in collaboration with "*Mentori brothers' university .Constantine*". The respondent (E) said he has never, and he was obliged to develop his skills autonomously.

Question thirteen: what recommendations can you suggest for teachers to develop their skills and knowledge to meet the requirement of a changing context in higher education?

The respondent (A) said: "We need to get more informed about the different platforms that we can reach out students on as they are a generation of technology and we need to communicate with them". The respondent (B) said that, he recommended to broadening their

background knowledge, preparing seminars, conferences and workshops in which they discuss problems and their solutions. The respondent (C) mentioned that after this pandemic it is important to prepare in advance and motivating online learning system but can cater for difficulties of the person education. The respondent (D) regarded reading about other teacher experience through the world, developing ICT's skills, and embrace online teaching is essential. The respondent (E) had put stress that they need training to become autonomous teachers.

3.8 Discussion and interpretation

The teachers' interview was conducted for the purpose of two main reason: The first hand , to get depth full knowledge about the topic and teachers' opinions and attitudes towards the effect of COVID-19 crisis on teachers' self- development on level of our department, as well as to confirm the results in companion to the ones in the questionnaire.

The analysis of the responses to the interview, afford by teachers of English of Ibn Khaldoun University; have permit to extract unquestionable conclusion:

Teachers said that COVID-19 affected on them when it comes to organization of the lessons, so almost the majority of them recognized the impact of COVID-19, on their own teaching concerning delivering the lessons to students, as they were not pleased of the way things were going due to timing, addressing the whole students , because there was a sort of gap between them and the students , so they had to rely on some other sources " digital technology "and make shift from face to face teaching to distance teaching via facebook, email, Google classroom, and MOODLE platform.

Nevertheless, they have stated that online teaching according to them was very satisfactory method for them, but they need only some development because on the first hand they were not prepared, and they have to reflect on their teaching to make sure everything was

going according to the backup plan by reaching students' objectives and covering the essential part of the curriculum.

On the other hand, they said that they devoted time to develop themselves by attending training, depending on international source MOODLE, blogs, that have discuss the changes were happening across the world, even though the access to it was difficult in some moments.

Consequently, the interview brought out the light on the importance of providing teachers with professional training development concerning their own self development activities, as well as the importance of reflection in action, on action, and after teaching as well.

Adding to that the development at level of the digital technology platforms MOODLE, and teachers should take part in participating in seminars and workshops so that, they will not face problems in accessing to it.

Conclusion

This chapter has been designed to include and describe the empirical phase of this study. Moreover it defined the participants of this research and contained the analysis of the questionnaire and the interview and the interpretations of the results.

More importantly, this chapter is considered an investigation of the process of teachers' development in time of crisis. In fact, it sought to emphasize how teachers carried on their development during the COVID-19 crisis and the impact of this crisis on their self and professional development.

Finally, in order to ensure teachers' self-development during time of crisis, a number of recommendations and suggestions ought to be taken into account by the teachers, the university, and the students.

Chapter Four

Recommendations and Suggestions

Introduction

This chapter devoted to entail implications and suggestions about teacher' self-development during the COVID-19 crisis, and also the way teachers should follow to get the training activities to use online teaching and learning platforms.

In addition, chapter four contains suggestions and proposals that are related to online teaching since teachers found themselves in a situation where they are obliged to move from the face-to-face teaching and learning to the online teaching and learning.

Furthermore, it includes definitions of some important concepts to better clarify the meaning of shifting from direct interaction to the online one.

In brief, this concluding chapter is designed to show how teachers tried to motivate themselves to be more developed under all the circumstances they faced during the crisis.

4.1 Self-development Guidelines

Personal development is based on increasing abilities through classes, learning from others, and discovering new talents and honing old ones. These are some self-development guidelines: (Indeed Editorial Team, 2021)

1. **Fear overcoming:** fear can limit one's ability to grow and advance. If someone is worried about public speaking, for example, he or she should attend a class or join an organization that helps people improve their public speaking skills. Find a mentor who can help you make excellent judgments and develop your confidence if you're afraid of taking risks. By attempting things you may not be comfortable with, you will grow and learn.

2. **Reading:** reading helps a person to extend his/her knowledge and vocabulary while also keeping them updated. It can also be used to stimulate the mind and increase critical thinking abilities.
3. **Learning something new:** learning a new skill or topic, whether doing it voluntary or as part of a class, can help the human being to improve his/her personal development as well as your professional development.
4. **Asking for feedback:** sometimes a human being needs an unbiased outside opinion to gain a new perspective. Approaching a family member, friend, colleague, or manager and asking for feedback on a recent effort or accomplishment, for example, and using both their positive and constructive feedback to identify areas for development.
5. **Observation:** a person who is inspired by watching and learning from others. This could be a supervisor, a family member, or a public person, and identifying the qualities he or she admires in them and attempting to imitate those qualities in themselves is critical for self-development.
6. **Network:** interaction with a wide range of people allows a person to pick up fresh ideas and learn how to communicate and collaborate with people of various personalities. It also assists the individual in meeting new individuals and developing relationships that may be beneficial in the future.
7. **Keeping a journal:** Every day or week can assist a person in becoming more self-aware and reflecting on recent experiences, decisions, and conversations. Keeping a handwritten, private notebook or blogging can all help a person to progress.
8. **Meditation:** it is used by many people to gain clarity and awareness, as well as to reduce tension and worry. Meditation can assist individuals in focusing on their personal growth and goals in a healthy, positive, and tranquil manner. Even taking a break from work or scheduling some quiet time can help them relax and concentrate.

9. **Getting a mentor:** talking to a mentor is quite advantageous for those who want to improve their self-development skills. This person could be a boss, professor, someone they look up to, or a professional personal development mentor.

4.2 Continuous Self-development

Due to COVID-19 crisis education has changed completely, as teachers were forced to shift from face to face to online which led to many challenges. And according to the result obtained, it is worth to mention that teaching should reshape after the pandemic , in another way to say it implementing technology and the different resources , Teachers should have a continuous self development, by making activities that help them to check their own self improvement, as for as reading (blogs, books, articles) that are related to their profession to be ready to integrate technology in their teaching instead of face to face instruction , by engaging in training to cope with difficult times that is represented in form of workshops, seminars, conferences. To get to know the different ways they can develop themselves and make research about it by embracing online teaching as each and every sector have to be link by ICT`s to make sure their work is effective, as this universities University should adjust to non-governmental organization, privet sectors, to help in supplementing and replace obsolete ICTs tools like projectors and other software packages to aid university management. As it suggest that teachers should be motivated to ensure that subject matter is well managed.

4.3 The Institutional Support

Support is essential for teachers to carry out their development personal, professional as well as social development. This can include both institutional and peer support, and it can take many different forms. Consider the following examples. First of all, the institution can give information in the form of a dossier of articles or studies that provide examples and guidelines for various activities. Besides, teachers can meet and discuss their development in

a meeting place. Moreover, the institution can organize trips to other institutions when needed in order to help teachers to learn how activities were carried out and supported there. Finally, continuous evaluation and feedback on how well activities are working. (Richards and Farrel, 2005)

4.4 Managing Your Self-development

Parikh (1991) demonstrated that the “master manager” has knowledge, skills, attitudes, creativity, and consciousness elements. (Tomlinson, 2004)

1. Knowledge: starts with in-depth insights into your own inner dynamics, like your body, mind, emotions, and states of consciousness. This is enhanced by insights into other people’s inner personal dynamics, ideas and current developments in the education service, and broader insights into environmental forces and patterns
2. Skills: an inner balance of these five elements can be achieved by developing personal skills. Motivating a team and connecting individual goals and ideas into a shared goal are examples of team skills. Active listening and creating clear message for others are two ways to improve communication skills. Everyone will work at their best when they have good facilitation skills.
3. Attitudes: because of a devotion to purposes and principles, people are shifting from power and problem-driven attitudes to vision-driven attitudes. This necessitates a change in management to one focused on compassion and relation. Your emotions, opinions, and behaviours are proactive and self-reliant.
4. Creativity: the ability to visualize and appreciate intuition; the ability to see things in a broader and deeper way; the ability to see deeper meanings and associations and to be able to sever old ones; and the ability to transform those connections into meaningful implementations.

5. Consciousness: developing the ability to switch between various states of consciousness. It allows reaching the full potential

4.5 Massive Open and Online Courses (MOOCs)

Today, a multitude of platforms are available to offer open online courses, many of which are free. The key feature of MOOC is that it is offered through online learning platforms to anyone interested in learning and to any number of participants at a fixed time frame in modular form. Typically, a MOOC course would last anywhere from 6 to 16 weeks. The content of the course is organized in a manner the course is designed on a weekly basis, and course participants are expected to complete the reading, videos, workshops, activities, and evaluation assignments in order to complete the course. In a MOOC, one would be able to enroll in a full-fledged course, which would include a course structure, instructional video, guided interaction, monitored evaluation, grading of completed tasks, and so on. In other words, a full-fledged course would include a course structure, instructional video, guided interaction, monitored evaluation, grading of completed tasks, and so on. , the MOOC offers a comprehensive online learning experience. An online learning platform may merely offer e-content, non-graded assessment assignments, and an interaction platform. There are numerous MOOC platforms available. Here is a partial list of both free and paid courses. (Sure, 2016)

In 2016 Cambridge English added two Massive Open Online Courses (MOOCs) to our portfolio of online courses:

- Exploring the World of English Language Teaching, geared towards persons considering teaching English as a foreign language
- Teaching your topic in English, with the goal of increasing subject teachers' confidence in their ability to utilize English effectively in the classroom, and instructing their subject.

The MOOCs' mission is to provide accessible training for instructors with short time and opportunity to grow in professional teaching, which aligns with our goal of improving learner outcomes through effective teacher development. Our MOOCs have given teachers the opportunity to:

- Work at their own pace while being part of a larger teaching community (Typically, Cambridge English MOOC participants come from practically every country on the planet.)

Through the course's social teaching options, you can learn from others' experiences.

- discuss concerns and solutions in a variety of settings
- take a first move in the direction of more professional development

Teachers need to become more aware of their professional development needs as a result of MOOCs, and social teaching backed by Cambridge English appointed educators and mentors is a significant motivator for teachers to reflect on and improve their professional practices.

4.6 Online group

Online group a common example of internet groups among instructors is the Whatsapp group. Other methods of connecting people include the development of groups. A mail group is one of them. People with common domain mail ids can be joined together to form a Google group. Similar email groups can be formed among people who have yahoo email addresses. Instant chatting is another type of online group. Hike and whatsapp are two famous instant messaging apps. For two reasons, instant messaging is particularly popular among communities. First, it is accessible as a smart device (applications), making it easily accessible to a large number of people. Second, it has the capability of allowing real-time engagement. In other words, instant messaging synchronous interaction aspect makes

engagement incredibly vibrant and thus quite popular. All of these online groups assist teachers in sharing material and providing forums for discussion. (Belfatmi, Trari, 2018)

4.7 MOODLE platform

MOODLE is a piece of software that is utilized in over 230 countries and has over 70 million users globally. The goal of MOODLE is to give teachers the greatest tools for managing and promoting learning. MOODLE was originally created for use in a higher education setting (university), but it has quickly spread to a wide range of organizations throughout the world to run fully online courses, or encourage face-to-face instruction and learning. Its modularity, flexibility, security, and free availability have drew learning communities from single primary school classrooms to big universities, businesses, government departments, and other locations where people learn, such as primary, secondary, tertiary, and adult education and training. (Belfatmi, Trari, 2018)

4.8 Web technologies (blog, and wiki)

Web technologies such as blogs, wikis, and podcasts have been classified as social software because they are perceived as being well connected, allowing users to jointly create web content that is accessible to the general public. Web tools are simple to use and quickly developed and organized, allowing for powerful information sharing and straightforward collaboration. Furthermore, these tools have the advantage of requiring minimal technical skills to use their features, allowing users to concentrate on information exchange and collaborative tasks rather than technical knowledge. (Belfatmi, Trari, 2018)

a) Blog

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advantage of requiring minimal technical skills to use their features, allowing users to concentrate on information exchange and collaborative tasks rather than technical knowledge. (Belfatmi, Trari, 2018)

b) Wiki

Another web-based tool for instructors to contribute to and participate in professional development, Wiki is a form of interactive website in which the web pages can be edited by the site's users. Existing pages can be edited, and new pages can be added to the site. This enables organizations to work together to create web-based information. Users of the wiki can keep upgrading the content until the community's members are satisfied. Because putting together information on a certain topic necessitates investigation, synthesis, and presentation of the idea for others to assist teachers enhance their knowledge in the field they are studying, a wiki is an excellent choice. (Belfatmi, Trari, 2018)

4.9 Web conferencing

Teachers can conduct live meeting with other people over the internet using web conferencing. The visual element of the conference is shown in a window on a computer.

The computer display of the participant the audio component of the presentation is slipped on the internet of simultaneously

Web Conferencing Terminologie	
Web Conference	The meeting held via the internet.
Web seminar or webinar	A seminar, lecture, or workshop that is presented through the internet and allows for participant interaction. also referred to as "webnir"
Broadcast audio or webcast	An event that is not interactive and is broadcast over the internet.

	streaming video
Video conference	A two-way simultaneous video and audio transmission using various telecommunication technologies, along with the internet, facilitates a conference.
Audio conferencing	An audio-only meeting can be held over the phone or over VoIP over the internet. Teleconference is a term used to describe a meeting that takes place over the phone.
VoIP	Audio that is sent in two directions over the internet. VOIP (Voice over Internet Protocol) is an acronym that stands for "Voice over Internet Protocol."
Streaming audio	In real time, non-interactive live or recorded audio is delivered over the internet.
Streaming video	In real time, non-interactive live or recorded video is delivered over the internet.
Chat	Within the conferencing service, there is real-time text messaging over the internet.
Chairperson	The person in command of an online conference, or the host.
Polling	During an online conference, participants were questioned.

Table4.1 Web Conferencing Terminology

Web – conferencing software is one of many options for supporting geographically dispersed teams technologically. Virtual team rooms and smart enterprise suits are two further types of tools. There are four category electronic meeting systems, computer conferencing, electronic workspace, group file and document processing; in accordance to Communication medium and a database are two components of collaborative technology.

Web-conferencing is typically used for presentation of collaboration, as a result, it can be viewed from the perspective of both E- learning and knowledge management, as they can be used to both, with the focus shifting away from presentation and toward collaboration.

4.10 Webinar

Web –based seminar , they can be viewed from the perspective of both E-learning and knowledge management , as they can be used to both , with the focus shifting away from presentation toward collaboration.

A webinar, for example, makes use of there is no requirement for hard disk space or maintaining over media files because a progressive video stream is delivered to the user's computer, it demands to share and distribute recorded webinars via a portal or database .it means that trainees have access to content at their fingertips and can play it again indefinitely.

4.11 Distance learning

Over the last few decades, the distance education movement has grown rapidly as learning and teaching environment that offers instructional content.

Simonson et al. (2011) presented findings that are representative of studies in the area of distance education. Most people who work in the field of distance education are unsurprised by these study summaries. Indeed, it is abundantly clear that instruction provided to distant learners is reliable, and that learning results can be successfully attained when offered to students.

The US Department of Education conducted a meta-analysis and study of online learning research in 2009, concluding that online learning students performed better than conventional students because they devoted more time to their studies. These findings add to and affirm existing reports on the efficacy of distance education.

Distance education credits are generally drawn nearer with higher instructive standards in which it supports for the nature of discovering, which is close to higher instructive declarations.

The act of distance education is being brought even closer in unfamiliar colleges all over the world. However, world exposure to a diverse variety of projects and fortes of college, post-graduate, and professional degrees

Distance schooling can be pretty much as successful as some other classification of instruction. Learning happens and information is held. Understudies report that they have learned and that they think their distance learning encounters are just about as fruitful as more customary education. The keys to fruitful distance schooling are in the plan, improvement, and delivery of guidance, and are not identified with geography or time.

The scientific literature clearly shows that distance education works (e.g., Hanson et al., 1997; Simonson, 2002; Simonson et al., 2011). However, understanding why it works and how it works is critical. The following assumptions about distance learning teaching are closely linked to effectiveness:

- ❖ Teachers of distant learners must receive training in appropriate instructional techniques.
- ❖ Until beginning instruction, distance education courses should be carefully planned and created.
- ❖ When planning training to be delivered to distant learners, it is important to visualize ideas and concepts.
- ❖ Adequate service networks must be in place to provide remote learners with access to resource.

4.12 ROLE OF ICT IN 21st CENTURY

Role of ICT in 21st Century's Teacher Education: ICT helps teachers in both pre-service and in-Service teachers training. ICT helps teachers to interact with students. It helps them in preparation their teaching, provide feedback. ICT also helps teachers to access with

institutions and Universities. It also helps in effective use of ICT software and hardware for teaching – learning process. It helps in improve Teaching skill, helps in innovative Teaching. It helps in effectiveness of classroom. For the process of teaching and studying:

- It aids in the development of teaching skills and the delivery of creative instruction.
- It improves the productivity of the school.
- It also aids in career development and educational advancement.

Management as well as Active Learning of Teacher Trainees was improved. It is now taking the place of antiquated technologies. As we all know, today's students are still ambitious. As a result, the instructor must be knowledgeable about the subject. This is possible with the aid of ICT.

ICT aids teachers with their classroom training. Various approaches and techniques are used to incorporate ICT into pre-service teacher education.

Word processing, databases, spreadsheets, and other methods are used several technology-based plans are used to assist teachers with their practice instruction.

ICT trains teachers for the use of their expertise in the real world of the classroom, as well as students for their potential occupations and social lives. ICT is used as an "assist instrument," for example, when completing tasks. Communication, data collection and reporting, and testing are all part of the job.

In certain cases, ICT is used regardless of the subject matter, it is considered as a teaching and learning tool. It is a teaching and learning platform in and of itself, a means by which teachers can teach and learners can learn. It manifests itself in a variety of ways, including drill and practice drills. in educational networks and simulations.

ICT as a popular tool for organization and management in Institutions, teachers must provide technological support to learn using motion picture, animation, simulation training which helped student teachers to give model presentation. If the teacher is highly equipped with technology, the student will also be equipped with technology.

It removes the traditional method of teaching and prepare teacher to apply modern method of teaching. ICT is plays an important role in student evaluation. ICT is store house of educational institution because all educational information can safely store through ICT.

ICT helps Teacher to communicate properly with their students. Thus, ICT bridge the gap between teacher and students. ICT helps Teacher to pass information to students within a very little time. ICT helps Teacher to design educational environment. ICT assists teachers with identifying innovative children in educational institutions.

4.13 Ways for Teachers' Personal Growth

Teachers can improve their own personal growth and development in a variety of ways. They must use all of these strategies to gather feedback and information that will help them, even though some of them prefer method over the other, as they are beneficial for their self development:

a) Administrators' Advice

Administrators, by their very nature should be outstanding advisors for teachers. Teachers should not be hesitant to seek administration assistance. It is critical that administrators are available when they need help, since they are experienced, and teachers themselves should afford wealth information. However, they can observe teacher during a teacher assessment, evaluate, solve problems, and provide suggestions that will lead to improvement, this

evaluation encourage collaboration between teachers and administration, allowing them to ask question, share ideas, and make suggestion to be implemented.

b) Experience

Experience it is the best teacher preparation. It will completely prepare teachers for the challenges that they may face in classroom. First often the first year it is difficult to engage into, since it can be stressful and disappointing at first, but it gets easier .teachers are chemist that are continuously experimenting, and mixing things up until they find the ideal mixture that work best for them, despite the daily obstacle, but their experience allow to up to date and make some changes in order to operate effectively.

c) Journaling

Through self-reflection, journaling can provide teaching opportunities. It allows them to document occasions in their teaching career that they may want to look back to at a later date. It does not have to take up a lot of time to keep a journal .a daily commitment of 10-15 minute can present you with a wealth of information .write down, reflect on them afterward, and make changes that will help those becoming better teachers.

d) Literature

There are too many books and publication devoted to teachers as well as there is many excellent books and magazines available to assist their development in any area where they may be having difficulty as teachers. There are also various inspiring and motivational books and periodicals available. That can help them think about ways to teach important concept.

e) Mentoring programs

Mentoring can be an extremely beneficial tool for personal development .every new teacher should be paired with an experienced educator, if both teachers have an open mind, this partnership can be beneficial to both of them, young instructors can benefit from the expertise and knowledge of an experienced teacher, while older teachers can get a new perspective and insight into current educational trends, a mentoring program offers instructors with a natural support system in which they may seek criticism and direction, share ideas, and vent when necessary

f) Professional Development Workshops / Conferences

Being a teacher necessitate ongoing personal growth .every state require teacher to have specified number of personal development each year, personal development it is important for teachers overall development .throughout the year, teacher are offered chances for personal development on a variety of topics, so great teachers recognize their weaknesses and attend personal development workshops / conferences to improve these area, provide teacher networking possibilities that can help them boost their overall growth and development

g) Social media

Technology is changing the face of education, teachers been never able to create the global connections that they can today .teachers all around the world are using social media like: twitter, facebook, google+, to share ideas and best practices, teachers can access a wealth of knowledge and information from other experts all across the world. Due to this relationship, teachers who are having difficulty in a specific area can seek help from other, they get timely responses with useful information that they can use to develop.

h) Teacher -Teacher Observation

When it comes to observation and being observed are both beneficial teaching aid. Teachers should be willing to let other teachers observe their classes on a frequent basis, it is important to highlight that if one teacher is egocentric or easily offended this will not work. Every educator is unique, during observation, the observing teacher is able to take notes about strengths and weaknesses, collaboration opportunity for both teachers to improve.

i) The Internet

Teachers can have access to an infinite amount of resources. For teachers, since there are plenty of activities, lesson planning and resources available online, teachers get better as a result of having fast access to resources and content. Also, there no doubt that they can give the highest quality lesson for their students, if they require a supplement activity for a specific subject, you will most likely help them in their teaching.

4.14 Strategies for Teaching in Difficult Time

The recent COVID-19 in Algeria has had such a profound effect on many teachers in a way they may not be able to teach their classes as normal. They were obliged to teach course subject as well as help pupils understand and cope with the tragedy when classes resume. Giving pupils opportunity to share and participate in activities is one way to help them cope with unfortunate situations.

Reflection and discussion in order to get out the best they can. Their role as teachers is to help student to cope with that situation as well as by developing themselves.

1. Teacher's Practice:

- 4.15 Teachers should practice on making video streaming for student
- 4.16 Respond to student emails everyday practice
- 4.17 Making innovative curriculum which allow teacher, to teach the important thing and control the crisis
- 4.18 Practice to use digital technology and teach student also how to use it
- 4.19 Practice an hour how to speak with student

2. Teacher's Communication with other teachers

Corona Virus is an anxiety, inducing topic for most individuals, so it is something that need to be talked about and should be brought out to teaches in order comfort them and reface the fear, remind teachers that they should be well informed about the crisis and read credible articles such as health world organization, and benefit from other experience from blogs. This will help them reduce stress and exchange experience. Communication is the key for teaching online courses

1. Teachers Should identify the thing that have changed in his class , the transition from face to face to online
2. Should also know what are the thing that help them to boost their either motivation or their self development
3. Cope with stress , and try to enhance their mental healthy by reading and developing themselves to get their work done
4. Teacher should select the important lesson which one should be tough in the live stream
5. As they should also identify the way that he is going to evaluate his student with
6. Sending out emails, detailed video streaming , assignment this well help teachers to be more organize

These communities have to do with, making student more close to each other since students were used to being in situation in which they help each other studying .the sudden shift make student feel somehow distract from learning, so teacher community is about teachers creating community whatsapp group chat with entire class so they can interact.

3. Make a routine

Teacher should have a consistency routine in practicing, preparing video, lesson daily. Once they make a schedule it will help them to be organize, and not deviate from it.

4. Work Assignment

1. With many teachers experience stress and anxiety, teaching under COVID-19, can provide accurate, helpful, engaging material
2. Assigning stimulating homework and creative
3. Having a live chats frequently to ensure that the student understood the work been given to them
4. Try to be funny and engage in the process of teaching
5. Breaking the lessons into small session , will make it easier to overcome the anxiety
6. It is good also to acknowledge teachers by their peers , commenting on the way they are teaching so they can improve it

5. Being optimistic

It is difficult to predict what future hold, so it is important for teachers to be optimistic especially when it comes to teaching student, by mentioning that this crisis will pass, when we are back to class, this kind of words will spread positivity and boost teacher to lift up their spirit.

Conclusion

This chapter dealt with essential recommendations for the process of teacher development. It, mainly, addresses the significance of implementing and utilizing the ICTs, and the internet in the educational system. Then, this chapter tackled the ways in which teachers can advance their levels and their development. The chapter ended with some suggestions about the strategies that teachers use in their classes when they face difficult times.

General Conclusion

General Conclusion

This research study was designed to describe teachers' self-development in time of the Corona Virus Disease, and to identify the effects and the consequences of this crisis on their personal as they are considered as human being, professional as they are teachers and instructors, and social development in which they communicate and interact with their learners. Moreover, this dissertation had the aim at exploring the needs of teachers during the pandemic. In addition, this work shed the light on the sudden shift that happened during the COVID-19 crisis, where teachers find themselves obliged to shift from the traditional classes to the online classes in which they faced many obstacles and challenges.

The results of the two data collection methods and analyses demonstrate that the personal development of the teachers did not affected by the crisis. However, they struggled with the shift to online teaching and learning since they were not familiar with this method of teaching, and they found difficulties throughout using the MOODLE platform. Therefore, the interaction between teachers and learners has been narrowed.

In terms of the obtained findings, some limitations of the current research study require mention. The first limitation is that the majority of teachers were busy and not available to respond to the interview. Second, because this study was conducted during the Corona Virus Disease pandemic and we were limited by the limitation of time. The second limitation is the related the literatures review of our study, many articles are dealing with the professional development of teachers, but few of them talked about the personal development. The third limitation is that the Corona Virus Disease is a current crisis that interrupted the educational system, in that way few articles and books concerning our study are available.

Besides, this research study provides a vision on how the educational system can be changed during the crises, and the way teachers deal with such situations. Also, it highlights

the importance of technology in education and how it gives opportunities for both teachers and learners. Finally, further studies are suggested and recommended as the following:

- The study should be conducted to establish the different ways in managing ICT Facilities and services
- Furthermore, should investigated to set up the link between ICTs administrators and teachers training and it effectiveness.

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Appendices

Appendix A: Teachers' Questionnaire

The questionnaire designed for teachers

Please take some time to complete this questionnaire. Your responses will provide valuable pieces of information for our study entitled “**Teachers self-development initiatives in time of crisis**”. The purpose of this study is to know how teaching changed during the COVID-19 crisis and how teachers are dealing with the situation and how they develop themselves during it. All the responses will be kept strictly confidential.

I. The bibliographical details of the respondents:

A- Tick (✓) the box that is appropriate for your situation:

- 1- Gender: Female Male
- 2- Age:
- 3- Teaching experience:
- a- This is my first year
- b- Less than 10 years
- c- From 10 to 20 years
- d- More than 20 years
- 4- Teaching employment: Part time Full time
- 5- Do you think you had enough experience teaching at Ibn Khaldoun University?
Yes No

II. Teachers self-development through the use of teaching materials:

- 1- Do you read materials (blogs, books, and articles) related to your profession?
Yes No
- 2- Do you consider yourself one of those who are intrinsically motivated?
Yes No
- 3- Do you reflect on your teaching?
Yes No
- 4- Do you actually cope with the requirement concerning online teaching?
Yes No
- 5- What are the difficulties you have faced when moving from face-to-face teaching to online teaching?
- Learners access to the platform
- Technology issues
- Teacher training
- 6- Does the COVID-19 crisis make you less motivated?
Yes No
- If it does, in what way

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III. Teachers attitudes towards the professional developmental activities and the collaboration with colleagues:

1. During the COVID-19 pandemic, what are the activities you have used to develop yourself professionally?

2. Please tick(✓) in the appropriate answer:

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1- Teachers feel free to test any idea or new technique throughout online teaching					
2- Institution dependency is not necessary for teachers' self-development					
3- Teachers should always judge their skills and knowledge					
4- Willingness is an appropriate factor in successful professional development					

Question	Always	Often	Sometimes	Rarely	Never
1- Have you ever asked for help from your colleagues during this crisis?					
2- Have you worked on developing techniques and activities with your colleagues?					
3- How often have you engaged in service training (workshops, seminars)?					

IV. Teachers self-development through the use of ICT (MOODLE platform)

1- What can you say about the access to MOODLE platform?

Easy

Difficult

2- Did your learners access to MOODLE platform?

Yes

No

3- Concerning planning your lessons, what are the changes that you made?

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4- How would rate the importance of self-motivation?

• Very important

• Little

• Somehow

• Not important

5- How do you see the institutional support for teachers' development?

• Very important

• Little

• Somehow

• Not important

6- If you have any suggestions or opinions concerning the problems that teachers face to develop themselves please write them bellow

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Eventually, I would like to thank you very much for your collaboration in this study.

Appendix B

Teachers' Interview

Dear teachers,

We would be so grateful if you can take an active part in answering these questions required for the accomplishment for our master dissertation that aims at investigating teachers' self – development initiatives during COVID-19 ⁿ IN THE Section of English at the University of Ibn khaldoun Tiaret.

Q1: with the emergence of COVID-19 do you think that COVID affected you as teacher and how. Explain?

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Q2: Are you satisfied about your teaching during COVID-19?

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Q3: Is online teaching a working technique in our educational system?

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Q4: Have you been prepared mentally for such experience (online teaching)?

YES

NO

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Q5: Have you ever reflected on your teaching during COVID-19? Explain

YES

NO

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Q6: What are your top instructional goals during the crisis of COVID-19?

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Q7: What kind of professional development options are already available at the level of our University?

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Q8: Do you manage your time to make sure you have space for teacher professional development?

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Q9: How would you know if your teacher self- development plan is successful?

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Q10: Have you ever used E-learning (blogs, channels, techniques) to enhance your professional development initiatives during COVID-19?

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Q11: In Tiaret University, it is compulsory for you to use MOODLE platform. How would you describe your experience?

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Q12: Have you ever had training in how to use MOODLE effectively to advance teaching quality and effective learning? If no, have you developed your skills autonomously?

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Q13: What recommendations can you suggest for teachers to develop their skills and knowledge to meet the requirement of a changing context in higher education?

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المخلص: تهدف هذه الدراسة البحثية الى ابراز تأثير فيروس كورونا على التطوير الذاتي لمعلمي اللغة الانجليزية في جامعة ابن خلدون في تيارت. و من هنا اختارت العديد من المؤسسات والجامعات مواصلة فصولها المنتظمة عبر الإنترنت حيث يتضمن ذلك استخدام الأدوات عبر الإنترنت التي تسمح للمعلمين والطلاب بالالتقاء وإجراء الفصول الدراسية عبر الإنترنت. و نتيجة لذلك فإن الغرض من هذا البحث هو التأكيد على الآثار السلبية لمرض فيروس كورونا من خلال تطوير المعلمين. وعلى نفس المنوال ، ركزت الدراسة البحثية على موقف المعلم كعنصر حيوي في أي عملية تعليمية وأي تأثير يحدث للمعلم يمكن أن يؤثر على العملية التعليمية بأكملها.

الكلمات المفتاحية: التطوير الذاتي، فيروس كورونا، الدراسة عبر الإنترنت، الانترنت

Résumé: L'objectif de cette étude de recherche est de promouvoir l'impact de la crise COVID 19 sur le développement personnel des enseignants de l'EFF à l'Université Ibn Khaldoun de Tiaret. De nombreuses institutions et universités ont choisi de poursuivre leurs cours réguliers en ligne. Cela implique l'utilisation d'outils en ligne qui permettent aux enseignants et aux étudiants de se rencontrer et de donner des cours via Internet. En conséquence, le but de cette recherche est de souligner les impacts négatifs de la maladie à virus Corona à travers le développement des enseignants. Dans la même veine, l'étude de recherche s'est concentrée sur la position de l'enseignant en tant qu'élément vital de tout processus éducatif, et tout effet ou influence qui se produit sur l'enseignant peut affecter l'ensemble du processus éducatif.

Mots clés: le développement personnel, virus Corona, en ligne, internet

Summary: The goal of this research study is to promote the impact of the COVID-19 crisis on the personal development of EFF teachers at Tiaret's Ibn Khadloun University. Many institutions and universities have chosen to continue their regular classes online. This involves the use of online tools that allow teachers and students to meet and conduct classes via the internet. As a result, the purpose of this research is to emphasize the negative impacts of Corona Virus Disease through the development of teachers. In a similar vein, the research study focused on the teacher's position as a vital component of any educational process, and any effect or influence that occurs to the teacher can affect the entire educational process.

Key words: personal development, COVID-19, online, internet

