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**The Aftermath of the Pandemic on Time Management in
Algerian Higher Education: Between Reality and the Ministry's
Suggested Protocols**

**A Dissertation Submitted in Partial Fulfilment of the Requirements for Master's
Degree in Didactics**

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Dedication

I dedicate my dissertation work to my beloved family.

My parents Mohamed and khaldia.

My sister Ines.

My brothers Khaled, Youcef and Zinelabidine.

I would like also to dedicate this modest work to all my friends, notably my closest friend Hadia Hlima.

Miss Benahmed Sabrina.

Dedication

I dedicate this work to my beloved parents.

To my brothers: Rabah and Rachid

To my soul mate sister: Khaldia

To my sisters: Mimouna, Dalila and Torkia.

To my nephews and nieces: Ines, Chaima, Ismahan, Ritedj, Lamis, Hakim, Islam, Mohammed

To my future Husband: Badi

To my new future family

To all friends and colleagues

And to any individual, be it alive or passed away, close or distant.

Miss Djilali Habiba.

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Abstract

The current research aims at investigating the impact of COVID-19 pandemic on English Language Teaching (ELT) and time management at Higher Education, specifically at the University of Ibn Khaldoun Tiaret. In this research we shed light on several effects and aftermath that COVID -19 pandemic has brought on English Language Teaching and time management. To this end, we have used quantitative and qualitative methodology. For the later, we have use an online questionnaire which was addressed to 50 EFL students and a structured interview was administered to 13 EFL teachers at Ibn Khaldoun University Tiaret. We have analysed our collected data in comparison with corona preventive measures that were issued by the Ministry of Higher Education which names « Protocol for the Conclusion of University Year 2019/2020 and University Entry 2020/2021 Under COVID-19» After the analyses, the findings show that initial training to the electronic platforms should be provided for teachers and students as well. This study may be significant for both EFL teachers and students, because it intends to highlight the student's readiness to learn autonomously and identify the obstacles faced during the pandemic. It also shows teachers problems during this pandemic such as the lack of time in which they could not finish the entire program

Keywords: ELT, time management, COVID-19, EFL teachers, preventive measures

List of Abbreviations

EFL: English as a Foreign Language

ELT: English Language Teaching

WHO: World Health Organization

ICTBLT: International Conference on Team-Based Learning and Teaching

PHP: Personal Home Page

MYSQL: My Structured Query Language

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General

Introduction

General Introduction

The emergence of the novel corona virus known as COVID-19 and the Pandemic announced by the World Health Organization (WHO, 2020) following the rapid spread of the virus across borders created an unexpected lockdown in nearly all parts of the world. The uncertainty caused by the pandemic challenged almost all aspects of human life, including the field of education. In this situation, schools and higher education institutions across the globe needed to end face-to-face education and continue through online courses, which created confusion and directly impacted all stakeholders such as students, teachers, families and administrators. Therefore this new instruction has affected English as Foreign Languages (EFL) teaching and learning. Where they were obliged to deal with new approaches to teaching and learning without any prior training or preparation, which in return affected English as Foreign Language (EFL) teaching and learning. From this point we started our research.

This study aims to find out the influence of COVID-19 pandemic on English Language Teaching (ELT) and time management. In addition, we tend to shed the light and examine whether the conditional laws suggested protocol by The Ministry of Higher Education was appropriate to complete the educational atmosphere or not. We also aim to discover the several effects of the pandemic on teaching and learning in general. It is also worthy to mention the advantages and disadvantages of e-learning via platforms and its effect on students.

How did the emerging pandemic circumstances shape the way English Language Teaching in accordance to time management? In order to answer the aforementioned problematic a set of sub questions are presented in order to facilitate the understanding of our problematic and they are as follows;

1. Is there a relationship between ELT and time management?
2. If yes, to what extent does the pandemic affected that correlation?
3. How did the pandemic affect teaching in general?

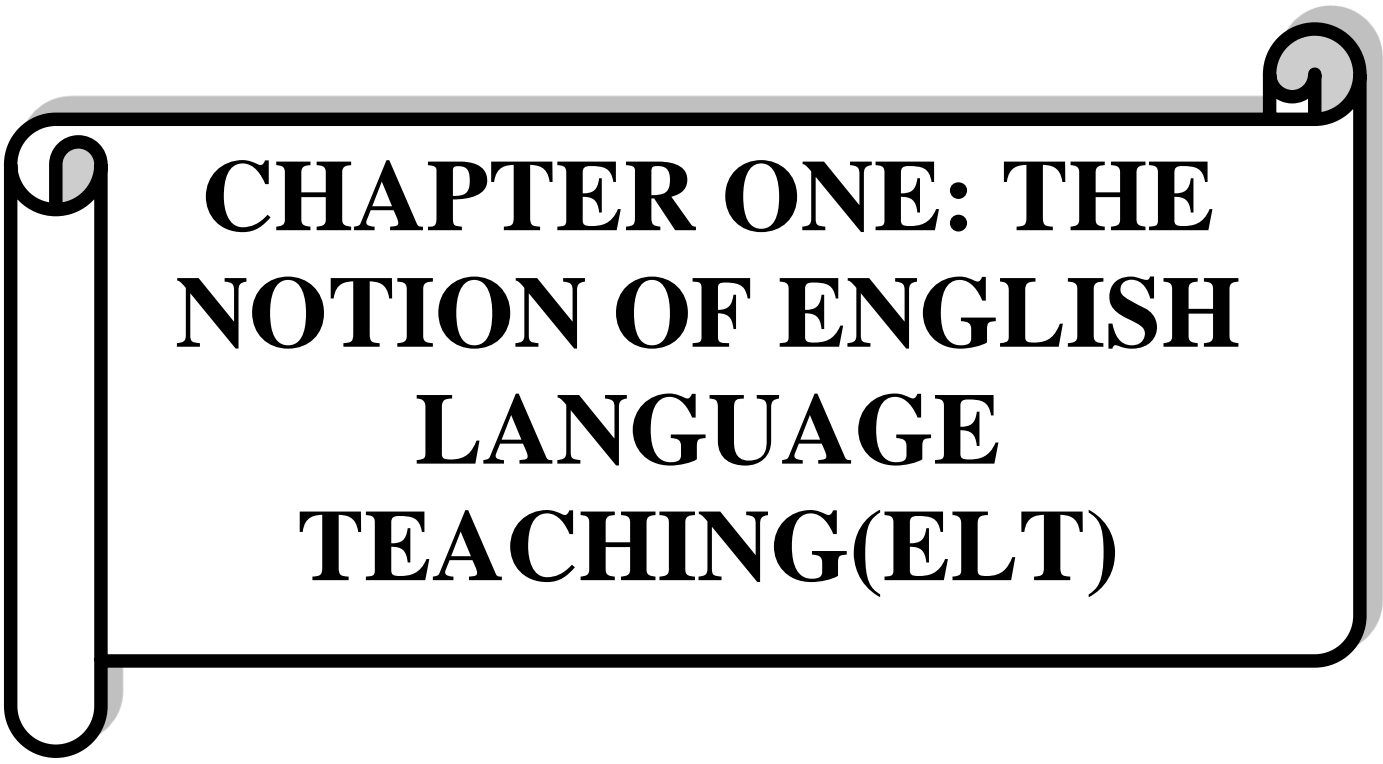
In order to provide our research with a solution we have suggested a set of hypotheses;

1. English language teaching is a process that demands a specific and organized time management in a way that lectures are prepared and presented in a suitable time frame.
2. It is assumed that during the period of covid-19 pandemic many alterations occurred on the level of both teaching and learning in which the university offered a system of distant teaching and learning that might affect this correlation.

3. Perhaps teachers were highly influenced by the new time frame that was offered by the administration in a way that they had to find other suitable teaching approaches.

In order to validate the above hypothesis, we have divided our research into three chapters; two theoretical parts, the first chapter is dealing with a brief overview of the history of English language teaching, we found that there is no ideal approach in language learning, each one has its merits and demerits, there is no loyalty to certain method, in this respect we started our second chapter which deals with time management and how teachers could meet students' needs before and during corona pandemic. In the other hand, we started the third chapter, our study is mixed of quantitative and qualitative method, because our study deals with the English Language Teaching, hence we have used two instruments which are, the online questionnaire delivered to fifty EFL learners and the structured interview designed for thirteen EFL teachers.

In the online questionnaire we have 14 questions. We divided all the answers of the questionnaire into quantitative and qualitative answers. For the quantitative ones we do statistics using the SPSS; however, for the qualitative answers we class them into categories. However, in the interview, we have divided each question into a number of categories. After that in order to start the analysis of both questionnaire and interview, we compare the collecting data with the correspondence and the legal procedures sent by the Ministry of Higher Education and Scientific Research to all the universities.



**CHAPTER ONE: THE
NOTION OF ENGLISH
LANGUAGE
TEACHING(ELT)**

Introduction

English is a foreign language. To teach it in a satisfactory manner good teacher of English is required. It must also be remembered that not all the good teachers of English can teach it in a good manner at all stages, some maybe very satisfactory at the primary level but may not succeed in teaching it at the secondary or higher level. Our current study is a preamble to English language training for non-native speakers in countries where English is not the primary language. English has become the most widely spoken language on the planet, as well as the official language in the majority of countries. Many countries around the world use it as a first, second, or foreign language, as well as a link language. The major aim of teaching foreign language is to make learners know how to develop their writing, listening, reading and speaking competences in the target language, and the teaching of English was primarily concerned with preparing learners to communicate with natives speakers and to make them use English as an additional language. In this fast growing world, there are abundant changes in teaching approaches and methods along with the learning strategies. Teachers play a very crucial role in developing a child's interest toward any subject or any language, so here they must think about the specific qualities offered to their students.

An important aspect of language teaching is using an appropriate text in the classroom. It is possible for teachers to make the language learning difficult simply by using inaccessible texts. Grading texts in terms of language is something any teacher will understand and implement. Through this chapter we are going to shed the light on the significance of English Language Teaching, English as a lingua franca, the historical context of English Language Teaching, and its methods, approaches, and techniques.

I. ENGLISH LANGUAGE AS A WORLD LANGUAGE

With ever-increasing levels of globalization and interconnection, the importance of immediate and appropriate ways of communication has increased enormously in this modern world. It is evident that a common language is required to interact with the current burgeoning business and trade amongst companies around the world. With advancement of technology and globalization, it is clear that majority people around the world communicate with only one international language which is English. English is the phrase that is usually often used between a representative and a multinational corporation. English is the most commonly used language in the world in all domains of our lives international trade, diplomacy, mass entertainment,

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international telecommunications, and scientific publications, as well as printing newspapers and other books.

Because it is a lingua franca, most native and non-native English speakers use it in their business relationships and organizations. English has become the fastest growing language in the world, and it serves as a business language by connecting with the whole world. English language is widely spoken practically in every field we use in our daily lives. Without certainty, English occupies a unique position because it is the language that is so widely used and firmly established itself as the world's dominant language, and its dominance has snowballed that is impossible to stop.

Since English has taken on such a significant role, some scholars have attempted to create a term by examining the various elements of English use in various environments. Ahulu (1977) is one of them, with the “General English” quotes were found. McArthur (1987) says it, “World Standard (Spoken) English” whereas David Crystal (1997) invents a phrase, “English as a global language” and House (1999), Gnutzmann (2000) Seidlhofer (2001) & Jenkins (2007) name it as “English as a Lingua Franca”. Furthermore, Widdowson (1997), Modiano (1999) and Jenkins (2000) coined another phrase, “English as an International Language” and Brutt-Griffler (2002) invents a new word, “World English”.p. 66. English as a global language,

English as a lingua franca, and English as an international language are the most widely used terms, they all have nearly the same meaning, indicating that English is the most commonly spoken and used language in almost all key areas around the world. In this perspective, it is appropriate to state that English deserves to be described as an international or global status in order to meet the needs of individuals who live in various parts of the world and speak diverse languages.

Today, however, English is the primary language used in business, trade, and commerce, as well as the cultural spheres dominated by many countries. It is undoubtedly correct to state that English has become the de facto language in science and technology. It is also the language of scientific study and the most widely spoken language in the tourism industry. Furthermore, nearly all publications in science, engineering, information technology, medical, tourism, and business, among other fields, are written only in English, therefore most students who move to foreign countries to seek higher education should be fluent in this language. In foreign nations, almost all courses are taught in English. Furthermore, English has become a necessary skill for

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anyone who wants to work in a multinational company. It is also the most widely used language on the internet, in electronic media, and in the press. Only English is the only language in which 85 percent of scientific articles are published.

E-business has been progressing and achieving good results in the sector of trade and commerce, as it is mainly used on the internet. It is also the language used by various international organizations such as the United Nations, WHO, UNESCO, UNICEF, OPEC, EFTA, ASEAN, UNHRC, WTO, ILO, BRICS, INTERPOL, and others. Only English is used by one-third of these worldwide organizations, while English is also utilized by 90 percent of Asian international organizations. Because different people speak different languages in different parts of the world, there is a need for a common language that is spoken by the majority of people worldwide.

At this point, English has become the world language, as it is spoken by individuals from every country on the planet. Despite the fact that English was the first West Germanic language spoken in medieval England, it has since evolved into a global lingua franca. In numerous countries, including as the United Kingdom, the United States, Australia, Canada, Ireland, New Zealand, and a few Caribbean nations, it has been the first language for the majority of the population. It is spoken as a first language by approximately 375 million people.

Furthermore, English is recognized as an official or special language in around 70 nations. These figures demonstrate why English plays such a crucial role as a global language. According to Giddens (2000) "Globalisation is a separation of space and time, with instantaneous communications, knowledge and culture could be shared around the world simultaneously" page 68. Globalization has mostly been viewed as an economic phenomenon involving greater contact or integration of national economic systems as a result of the advancement of international trade, capital movement, and investment. Globalization now includes cross-border technological, political, social, and cultural exchanges between states, and especially between individuals.

A linguist, Robert Phillipson, labeled the expansion of English as "linguistic imperialism". Kachru (1983) said that: "As a result, English became the most dominated and most powerful language in the world that motivated many linguists and language researchers to call it an international language" page 70. So the term "international language" has only recently become commonly used as English became both the mother tongue and the second language of non-

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native speakers from all over the world. People exchange their thoughts, feelings, sentiments, ideas, and expressions through language as a form of communication. To put it another way, language facilitates cultural transmission, socializations, status, power sharing, politics, and knowledge, among other things. Despite the fact that there are various communication systems, the human communication system is notorious for its arbitrariness, duality of pattern, shift, voluntary-vocal communication, and so on. There are no two same languages, and all languages vary in popularity, cultures, dictions, influence, scope, aspects, accents, popularity, extra-linguistic elements, standardization, and status.

In the realm of science and technology, English is the most extensively used language. It has also become the de facto universal language, with significant implications for scientific communication. As a result, scientists from all over the world can access available scientific information and communicate with scientists from different locations, regardless of where they are located. Working understanding of English is currently a requirement in a variety of professions and activities, including research, medicine, and computer science, among others. See Allwright, 1992, p. 267).

However, Tudor points out that, in addition to their physical or virtual location and pedagogic function, classrooms are also social contexts (2001, 104), this means that language learning can be viewed as social events based on social relationships and social interaction (Erikson, 1986, Allwright, 1989). Classroom practices and behaviour are influenced by the attitudes and expectations of parents, institutional managers, and government agencies outside the classroom, as well as the interactions between the participants in the classroom teachers and learners. According to Van Lier 1988a, 179, the classroom is not an island unto itself. At the event, with preconceived notions about what constitutes a lesson, and they will attempt to put these ideas into action through their activities and interactions. Furthermore, society as a whole, as well as the institution in which the class-room is housed, have specific expectations and demands that have an impact on how classrooms are designed"(as cited in Graham Hall (2011) p 4). As a result, diversity and complexity are clearly important aspects of language teaching, learning and teaching (Tudor, 2001). Every classroom is unique, given the number of people influencing what happens in a language classroom and the many local contexts in which ELT takes place, and it is this human and contextual complexity (Tudor, 2001) this is what makes language teaching in the classroom so effective.

II. THE ENGLISH LANGUAGE TEACHING

According to Gaise (1980) classroom is the crucible – the place where teachers and learners come together and language learning, we hope, happens. (as cited in Allwright and Bailey, 1991, p. 18). English language classrooms are complicated places. Common sense tells us that classrooms are places where “people, typically one teacher and a number of learners, come together for a pedagogical purpose” (Allwright, 1992, p. 267). However, in addition to their physical or virtual location and their educational function, Tudor notes that: “classrooms are also social environments” (2001, p. 104) that is, language teaching can be understood as social events based on social relationships and social interaction (Erikson, 1986, Allwright, 1989). The beliefs and expectations of parents, school leaders and governmental agencies outside the classroom and the relationships between the participants in the classroom teachers and learners, influence classroom practices and behaviour. Thus, the classroom is not a world in itself. The participants come to the event with certain ideas as to what is a “proper” lesson, and in their actions and interaction they will strive to implement these ideas. In addition, the society as whole and the institution to which the classroom belongs have certain expectations and requirements that influence how classrooms are designed (Van Lier, 1988a, p. 179)

Clearly, therefore, diversity and complexity are fundamental elements of language teaching and learning, and of language classrooms (Tudor,2001). Given the number of participants that influence in some way what happens in a language class, and the diverse local contexts in which English language teaching takes place, “every classroom is unique, and it is this human and contextual complexity” (Tudor, 2001) that makes classroom language teaching “messy” (Freeman, 1996, in Tudor, 2001). What goes on in a classroom is inevitably much more than the logical and tidy application of theories and principle; it is localized, situation-specific, and, therefore, diverse. Indeed, using the metaphor of “coral gardens” to convey their socially complex and diverse nature, Breen (2001a) has suggested that individual language classrooms develop their own specific character and culture. (As we shall see in Chapter 3, where we shall examine the image of “coral gardens” metaphor has proven to be a particularly useful tool for teachers and applied linguists to further describe and explain language teaching and language learning.) Our role research, relationships, and interactions in second language classes begins with recognizing the varied and diverse nature of ELT classrooms around the world, as well as the social as well as educational components of classroom life. What teacher attitudes and classroom practice practical problems can teachers confront when organizing and managing their classrooms and learners?

1. Classroom Practice and Teacher Beliefs

Much has been published regarding the connections between teachers' beliefs (sometimes referred to as "beliefs") and student achievement. (e.g., Crookes, 2003). Borg (2001, p. 86) summarizes a belief as: A proposition which may be consciously or unconsciously held is evaluative in that it is accepted as true by the individual . . . [and] serves as a guide to thought and behaviour. Although terms such as 'rules of thumb' or 'teacher lore' (Crookes, 2003) may appear to downplay their importance, as Crookes remarks, 'it is impossible to act, as a teacher, without having theories (including values) that inform teaching actions, at least to some degree'. Teachers' ideas are impacted and generated from a variety of sources, including the opinions of others (e. g., colleagues, teacher-trainers and educators, and academic research and researchers), as well as their own practical knowledge of what works and what doesn't. This shows that beliefs and practice have a two-way interaction. With beliefs informing (but not determining) practice and practice informing what an individual believes.

According to Williams and Burden, (1997, p. 95) "Teachers are active participants in the creation of classroom realities, and they act in the light of their own beliefs, attitudes, and perceptions of the relevant teaching situation . . . we need to be aware of 'the unique contribution which each individual brings to the learning situation'" (as cited in Graham Hall p5).

III.THE HISTORICAL BACKGROUND OF ENGLISH LANGUAGE TEACHING

Throughout the history of the English language teaching tradition as a second language (ESL), there were massive alternations concerning this field especially during the twentieth century. These changes are mainly demonstrated in the various teaching methods that were modified and developed according to the multiple situations of the learner's requirement. Larsen Freeman and Anderson (2011) defined three concepts connected to language teaching: "Approach, Method, and Strategy" (as cited in Yahia. A, et al., 2019, p. 271). The term "approach" simply refers to the most widely held beliefs about the nature of language and how it is learnt and acquired. The teaching method, on the other hand, is the practical application of these approaches; this includes the multiple techniques and strategies used in the classroom to deliver the instructions using various materials.

Based on the above mentioned, teaching strategies are demonstrated in the set of activities used by teachers to design their lesson plan to accomplish certain objects. (Larsen Freeman & Anderson, 2011, Wright, 2010, As cited in Yahya. A, et al, 2019, p. 271).

The Evolution of ELT Methodologies and Approaches

As a response to the demands of English language teaching and learning, the history of ELT demonstrates the emergence of several sorts of approaches and methodologies. (Yahia. A, et al., 2019, p. 271) (Richard & Rodgers, 2014, as quoted in Yahia. A, et al., 2019, p. 271). The creation and development of numerous theories in applied linguistics and second language acquisition have influenced the type of approaches employed in ELT, according to Richard and Rodgers. To put it another way, current ELT approaches have supplanted traditional old ways in addressing the various obstacles that obstruct successful language acquisition and application.

Accordingly, the old methods of teaching the English language were to some extent unsuccessful and failed to match the learner's goals which is language communication, hence, those methods were replaced by modern ones to establish a better language communication in a real-life situation away from any passive learning and teaching method.

The traditional phase, the contemporary phase, and the post method phase are the three primary phases of instructional techniques and methods that ELT has encountered. "The first phase was based on instructional methodologies such as the Grammar Translation Method, the Direct Method, the Audio-Lingual Method, the Community Language Teaching Approach, and the Total Physical Response Approach", according to (Celce-Murcia, 2014 as referenced in Yahia. A, et al, 2019, p. 272). Also called the "comprehension approach".

A. Grammar Translation Method

The Grammar Translation Method was used to teach dead languages also called the "classical method". It was connected to the study of Latin and Greek. The crucial point was to focus on the grammatical rules, syntactical structures, memorizing the vocabulary and translating the literary texts, Mastering the grammar rules was considered to be the a high educational goal. At that time, there was no interest for the oral use of these languages but rather the only purpose was to read and write. Malm. K, 2009 stated that: "significant and visible signs of a revival of translation in language teaching according to recent literature and applied

linguistics” (As cited in Khan. A, Mansour. H, 2016, p. 23). Perkin’s, 2000 stated that: “in order to develop in the students a linguistic awareness of contrast between L1 and L2 grammatical structures, and thus counteract interlingua interferences, the teacher can quite legitimately get students to translate L1 sentences designed to pinpoint and clarify structures and patterns the students still has not assimilated” (As cited in Khan. A, Mansour. H, 2016, p. 23)

B. The Direct Method

Larson Freeman 1986 claimed that “the language is most widely used and good for learn when in the classroom the students use in it”(as cited in Nadia. B, et al, 2017, p. 37). The direct method is also called the natural method which was first emerged in Germany and France based on the experience of Francois Gouin of learning German, which helped him gaining insights into the intricacies of language learning and teaching. After his several attempting to master the German language through several methods as memorizing the German language grammar and German roots and translating literary books only, he failed at the end, only when he returned to France, he discover that his nephew learned the secret of learning a language when observing him. Gouin stated that he developed a teaching approach that was contrary to his earlier discoveries, namely, that language learning is a matter of translating observations into concepts and then utilizing language to describe these conceptions. This strategy teaches a succession of easy-to-understand related statements directly. Later on, Charles Berlitz introduced the direct method which he stated that the second language learning is similar to first language learning; accordingly, the significant point behind this claim is there must be a lot of oral interaction, and the elimination of ant attempt for translation and the analysis of the grammatical rules and syntax. The direct method was very common and to some extent popular in the ninetieth century and the beginning of the twentieth century.

C. The Audio-Lingual Method

It would probably be rash to assume that foreign language teachers could ever reach a unanimous opinion concerning the best method of instruction to be applied in the classroom. Like the direct method we have just examined, the audio-lingual method was premised on behaviorist theories that viewed language learning as a formation of correct habits. This method took a graded list of sentence patterns though with grammatical foundations as a syllabus. These sets of patterns were practiced through repetition and drills. It was developed in the United States during the Second World War when it became known as the army method. Abdel-

Rahman.,(2009, p. 43) said that: “by developing student’s sensitivity to intonation, i.e., they recognize questions, statements or commands based on the intonation used”.

D. The community Language Teaching Approach

Doggett, Gina (1986) p. 3 claimed that: In current’s method, teachers consider student as “whole persons”, intellect, feelings, intuition, physical responses, and a willingness to learn are all factors to consider. Teachers are also aware that learning can be dangerous. Teachers can help pupils feel secure and overcome their concerns by recognizing and accepting their fears, and so help them harness positive energy for learning. Students choose what they wish to learn to express in the target language, so the syllabus is learner-generated. It is a language teaching method which involves psychological aspect and students work together to develop what skill of language they would like to learn.

E. The Total Physical Response Approach

Gina (1986) p. 3 emphasizes on: Asher's method emphasizes listening comprehension first, replicating the early phases of mother language acquisition, before going on to speaking, reading, and writing. Students demonstrate their understanding by acting out the teacher's orders; the teacher delivers unique and frequently amusing variations on the commands. The activities are intended to be enjoyable and encourage students to take an active role in their learning. Games and abilities will eventually be included in the activities. It is a method of teaching language or vocabulary concepts by using physical movement to react to verbal input; it was developed by James Asher, a professor emeritus of psychology at San José State University. The total physical response is often used alongside other methods and techniques. It is popular with beginners and with young learners, although it can be used with students of all levels and all age groups. Asher’s own words: “A reasonable hypothesis is that the brain and the nervous system are biologically programmed to acquire language, either the first or the second in a particular sequence and in particular mode. The sequence is listening before speaking and the mode is to synchronize language with the individual’s body”

In the second phase of English language teaching, it brought a modern approach to meet ELT demands and to help language learners communicate the classroom language they learn. This approach is called the communicative approach of 1970s, there emerged a sociolinguist belief that knowledge of grammatical rules is not enough to communicate appropriately. Nevertheless, these approaches did not totally reject grammar, at least in the beginning. The

communicative approach has two versions in ELT, the first is known as content-based language teaching and the second is known as the task-based language teaching.

F. Content-based Language Teaching

Content-based language teaching is an approach to second language instruction that involves the use of a second language to learn or practice content. In most instances, content is defined as material that is generally outside the realm of the traditional course material of language programs. Lyster. R, (2017) claimed that:” Content-based language teaching is an instructional approach in which non-linguistic content such as geography, history, or science is taught to students through the medium of a language that they are learning as an additional language. CBLT thus crosses a wide range of international contexts and instructional settings, including elementary, secondary, and postsecondary institutions”.

G. Task-Based Language Teaching

The task-based syllabus was primarily composed of tasks, the completion of which rather than applying rules was the final objective, it take its origins from the communicative language teaching. It was popularized by N. S. Prabhu while working in Bangalore, India. A, Christine, A. (2012), p. 16, said that: “task-based language teaching (ICTBLT), formed in 2005, which states that the basic mission of the ICTBLT is to foster excellence in TBLT work – from theoretical, empirical, and practical perspectives – across the diverse contexts of language education worldwide”.

The third phase is known as the post-method era, which is a condition that has been occurring in our current language Education in which there are various efforts to reconstruct the relationship between theories and practices of methods and approaches. There are three main parameters in post method pedagogy: particularity, practicality, and possibility. Kumaravadivelu, (2001), refers to the role of the post-method teacher educator as follows: “Helping student teachers recognize the inequalities of the current teacher education programs that treat teacher educator as procedures of knowledge and student teachers as consumers of knowledge” (As cited in Mashhad. T, 2014).

IV.PRINCIPLES OF ENGLISH LANGUAGE TEACHING

Chapter I THE NOTION OF ENGLISH LANGUAGE TEACHING (ELT)

Most teachers agree that the goal of teaching English is somehow to help student become able to use and understand English. There is a core set of principles for the exemplary teaching and learning of English as a new language. Since these principles are fruitful for all foreign language teaching, they are aptly called as general principles of foreign language teaching. According to Linda. L, 2018 foreign language teachers must keep in mind the following principles to achieve effectiveness in their teaching.

Teachers first should know their learners, they have to understand the student's personal and educational background, they also need to learn about their student's families, languages, culture, this allows them to more effectively adapt the lessons to the needs of their students, if the teacher knows his students it is very useful for him in preparing lesson plans, materials, and projects, the teacher should ensure that students of all skill levels have access to district curricula, since this will include resources and practices specifically created for English learners at all levels, from beginner to advanced. Examine the district's curricula for English learners to ensure that they are appropriate for them, not just by providing numerous entrance points as stated above, but also by empowering students through the use of themes and materials.

The second principle is creating a favorable learning environment in the classroom, taking into account physical space, materials, and student integration, provides better learning experiences for English students. Students feel more comfortable and secure in participating and expressing themselves positively in a nice environment, which is critical for learning development. Setting high goals, differentiating instruction, and motivating students all assist students improve their English language skills. Beyond the classroom the teacher addresses this principle in other ways, first he has to support student's social and emotional needs, he gets to know his school's families through home visits, than he have to make sure that all staff members who interact with English learners and their families learn about, knowledge, and affirm the strength, capacities, and contributions made by English learners and their families to your school.

The third principle is designing high-quality language development courses, as well as crafting meaningful and remarkable lesson plans that support students' language acquisition and subject learning processes, is critical. Teachers can help students develop their learning techniques and critical thinking skills by including them in authentic language practice activities. In this principle the instructor of English learners can assist students grow in a variety of ways by developing and reviewing curricula, materials, and assessments. They may serve on

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state-level curriculum development committees, assisting in the development or revision of English language frameworks or standards. They could participate in state level efforts to include language development and English learner-friendly teaching practices for English learners in grade level and content area frameworks.

Then we have principle number four which is delivering lessons as needed, assessing pupils, and modifying lesson plans as needed are all essential. Many English lessons benefit from reflection on the student's progress and performance. There are different ways to do this, including repetitive content, changing activities and resources, customize directions and tasks, and being flexible about the time students have to respond. Teachers regularly check the student's understanding and alter lessons based on student replies to teach effectively, teachers need to evaluate what students know and what they do not know, in real time. The teacher can check the student's comprehension with group response techniques.

Principle five is monitoring and outstanding pupil language development to quantify and document progress, ESL and EFL teachers monitor and assess their students' language development. Students learn English in a variety of methods and at varying rates. For continuous student progress, English teachers should provide several forms of evaluation while offering constructive feedback suited for the students' ages and levels. The teacher can provide some practices within this principle, first he has to monitor student errors by interacting frequently with his students, he can acquire a great deal of information about their progress. Teachers teach again when errors indicate that students misunderstood or learned the material incorrectly, then he is going to provide effective input on a continual basis the last aspect to consider is that professors provide feedback in a timely manner. (2018, Linda L.) The final principle of English language teaching is to get involved and collaborate within a community of practice. This principle suggests that English teachers should work together to support their English language learners. Sharing classroom experiences, critically reflect on teaching practices, keeping up with latest ELT research, joining and participating in professional groups, participating academic conferences, and in online learning groups are all examples of how to be active in a community of practice. Teachers are remarkable in their collaboration with one another in the profession to give the best possible support for their students in the profession to provide the best possible support for their learners, for example: teachers meet with colleagues regularly to co-plan for future learning. Teachers are fully engaged in their profession.

V. CURRICULUM PLANNING

Curriculum Planning is a process and a method of teaching to design instructions; it is very essential and necessary to make teaching and learning successfully, in this case the teacher is a prime principal in curriculum is collective effort between instructor and students since they are part in the decision-making process which focuses on the content and the method of teaching, it also has relation with values, beliefs and theories, it can be more general.

According to Nunan (1988, p. 01), "The curriculum is seen in terms of what teachers actually do: that is, in terms of "what", rather than what should be. That means curriculum based on teacher action not on teacher manner, however Saylor, Alexander and Lewis in Akangbou (1984) think of the curriculum as the subject and subject matter therein to be taught by the teacher and learner by the student, which means teacher who is the person that is responsible to design a curriculum and learners get it" (as cited in Kurumeh, Mary 2015, 63). Also, according to Tombs and Tierney (1999, p. 06), the initial phase of curriculum development where the process is defined in terms of a problem in design. Curriculum problem is identified and a solution formulated with emphasis on context, content, and form. This means

Content and learning experiences are chosen by one or more people, their choice is focused on specified criteria and/or affected by a number of factors. curriculum planning is the initial step in the curricular development process, and it assists teachers in identifying curriculum issues and attempting to resolve them in terms of content, form, and context.

VI. CURRICULUM PLANNING DEFINITION

Curriculum planning is a dynamic process that involves a chain of constantly changing factors that are used to create learning experiences. Curriculum planning is based on the following criteria:

- Content and learning experiences are selected from a variety of sources.
- Content and learning experiences are chosen by one or more persons, based on specific criteria and/ or influenced by a variety of circumstances.

- The learners should face a changing in behaviour and these changes should be those predicted by teachers in the teaching learning process.

According to Lee & Dimmock (1999 as cited in Olibie, Eyiuche Leoma 2013, 444) highlights that curriculum planning requires decision-making which is, choosing from among alternative future courses of action, which means it is process for selecting content and objectives, then the action to accomplish it. Curriculum planning indicates to the designing and conveyance of directives, which are the important element of efficient instructional program, its purpose is to supply a logical approach to fulfilling pre-chosen institutional and curriculum goals.

VII. STRATEGIES OF DESIGNING A SUITABLE CURRICULUM

Curriculum design is a hard, difficult and complex process, so in order to design an effective and benefit curriculum for EFL learners, teachers have to follow certain strategies which are:

1. Meeting the Needs of Students

It is one of strategies when teachers design a curriculum, he/she should pay attention to what students need, in order to use different ways for providing them the content they need, engage and motivate them to learn, this way can help teachers to know about learner's knowledge, their interesting, and their understanding.

According to Kirsten Lee Haward (2004) when teachers begin each planning session, there are few simple questions that should be asked:

- What is the basic idea that the students need to learn?
- What are the different ways to learn this idea: Demonstration? Games? Shared experience?
- If there is reading involved, do they have to read it by themselves or can they use other tools and strategies to get information?

I think about the assessment in the same way:

- Is a test the best way to find out whether students learned the information?
- In what different ways can students show their understanding? Which will be meaningful for them?

Teacher should use the materials appropriate to teach content for the learners, then which materials should be enjoyable and interesting to make students engage and participate, as a result they can understand the lesson and here the teacher can know what students need; by this way the motivation of learners to learn is increased. In this curriculum planning, the teacher wants the best for learning and the ability of learners to learn.

2. Asking for Help

Curriculum design is a complex process, especially for the novice teacher who needs a help from the others teachers those who have experience in teaching process, so novice teacher is considered as a novice designer, he faces many problems while designing because of lack of knowledge and talents needed in order to create collaborative design process, and also to develop teacher's expertise as quoted by Hamdelzalts and Havenes(2009), Petrat(1993) and Walker (1975) (as cited in Huizing et al 02/09/2014, 34) stated that collaboration creates opportunities to exchange experiences and expertise. In addition to this, teacher should develop knowledge and skills. There are six types of knowledge and skills based on activities in existing curriculum and instructional design models that are identified by (Huizing, 2009) which are as relevant for teachers for creating design process:

1. Knowledge and skills to formulate a problem statement.
2. Skills for generating ideas.
- 3 Ability to systematically design curriculum.
4. Formative and summative assessment skills.
5. Curricular decision-making skills.
6. Implementation management skills

Teachers should design materials that have related with subject matter knowledge, of course if they face a problem, they should ask the monitor if they have, but if they do not have monitor, they can ask teacher who have experience for helping.

According to Huizinga (2009 as cited in Tjarak Huizing et al 02/09/2014) stated that: "there are two types of knowledge and skills related to subject matter knowledge for designing a curriculum material which are relevant for teacher designer, namely:

- 1) Knowledge and skills to keep subject matter knowledge up-to-date.
- 2) Knowledge and skills to gain insights into learner's subject matter knowledge difficulties this mean for first type the teacher uses different strategies to keep subject matter knowledge up-to-date and the second type means teacher must know about the difficulties that face learners with subject matter knowledge, by the helping of monitor or teachers who have experience. The teacher can overcome difficulties and make the curriculum effective.

3. Selection of a Supportive Program or Software

There are some teachers, who do not design a curriculum by themselves, but they use a supportive program or software, then while using this supportive program or software they have to take into account the students' needs, students' learning process, design a material such as games, videos, and choose books in order to improve the performance of the learners. Teacher can design assessment software to see important materials for learners, when the designer wants to use software, he/she should select the appropriate software application for designing curriculum, then understand which types of application software is available for him/her, software has several functions:

- Administrating of information
- Processing of data
- Associating resources together
- Counting figures

Teacher selects a supportive program or software because:

- They are modern, easy, quickly, simple to use and guide the teacher while designing a curriculum.
- They make teachers to access curriculum in any time and make them to modify some points like delete, add or change it for future use.
- They have a direct influence on the involvement of students in the classroom.
- They help teachers to gain time after spending a lot of time in designing curricular

These are the major reasons why teachers are selecting a supportive program or software.

4. Avoiding Pre-packaged Curriculum

Packaged curriculum is an important tool for learning especially if the teacher needs it is as a sample, he/she can look on it, and so on. It is not proposed that the teacher takes the curricular as his/her set course of action, boxed curriculum can fit on one level of students, so the working on teacher's learners is different from the working on the other teacher's learners. As a result, the teacher finds himself/herself re-building and re-structuring the curriculum in order to benefit the level and needs of learners, so pre-packaged curriculum will reduce the teacher's skill, therefore teachers should avoid this.

5. Plan for Feedback and Assessment

Assessment is the practical of gathering evidence of progress in learners learning, it is an integral part of the learning and teaching cycle, it brings information for both instructor and learners on the process of development in learning and teaching, in other word assessment in a effectual process to make a final judgment of our curriculum effectiveness, and that through the models of assessment used:

A. Formative Assessment

Teachers may use oral questioning, observation of learner's performance, projects; tests can be practical and written. These methods also help teachers for getting feedback in order to make the decision on the next step will be done for to avoid some mistakes or problems for the students as well as teacher can develop his plan and strategies.

B. The summative Assessment

It gives information about what the learners have got at the end of the unity; it can be as a test and examination, measuring students' standards or attainments, testing them in order to give marks and grades, by those marks, teachers and learners make what is called as feedback on their performance and competency. By this feedback, the teacher can know the difficulties and the weak points, or unsuitable points in this design, thus; he can solve what is wrong and treat the matter in positive way.

Conclusion

English is and always has been a very diverse language. It has become the most popular language around the world, as we call it lingua-franca. People are getting used to using English as a tool for many different activities and in all domains of their daily lives. In this chapter we have a brief overview of the history of English language teaching, we found that there is no ideal approach in language learning, each one has its merits and demerits, there is no loyalty to certain method. Teachers should know that they have the right to choose the best methods and techniques in any method according to pupils needs and learning situation. With careful reflection and planning, any teacher can integrate the language skills and strength the tapestry of language teaching and learning. When the curriculum is woven well, learners can use English effectively for communication and for their daily lives. We also discussed the designing principles and its goals and objectives of English curriculum, the strategies of designing a suitable curriculum, meeting the student's needs, asking for help, selection of a supportive program, avoiding pre-packaged curriculum, plan for feedback and assessment. Then we discussed the main elements in designing the curriculum planning, we found that there are four main elements which allow the curriculum to be cohesive and integral, objectives, language content, methodology, and evaluation.



**CHAPTER TWO:
TIME MANAGEMENT
ON ELT LECTURES**

Introduction

Time management has piqued the interest of scholars in general and academic institutions in particular, in the modern era. The employment of time management models in the latter is noteworthy. Its system tracks their progress throughout time, whether it's a year, a month, or a semester. For that reason, a time management plan is designed according to the objectives of the institution especially in the pandemic circumstances that's why Time Management is more important than money. The Importance of time and the ways to manage it are often overlooked. Through this chapter we are going to shed the light on the definition of time management, The Importance of Time Management, Principles of Time Management, designing a lesson plan, Effect of covid-19, Implementation tips and tricks, Effective teaching practices during covid-19, The impact of covid-19 on students, definition of E-learning with its advantages and disadvantages, e-learning in the Algerian higher education.

I. DEFINITION OF TIME MANAGEMENT:

Time management is the process of arranging time correctly in order to do things on the right time and before deadlines. In time accomplishments and task efficiency are the pillars of time management Time as a notion can only be sacrificed for the sake of a worthy purpose. It is those details of every minute, every hour or day, that make us call someone a good time manager. According to Mercanlioghi managing one's self with a detailed concentrating on time in taking a decision about what to do and on how activities can be done in a competent way with minimum spent time for particular activities is just as the concept of time management (Mercanlioghi,2008 , as cited in razali et al , 2018). Referring to Classens Van Eerde Rutte & Roe managing time is known as human conducts that aim to get hold of an effective use of time in rendering appointed goal-directed activities. (As cited in Razali et al, 2018). Meaning that time management is taking some steps and actions into consideration in order to reach some required objective efficiently. As reported by Forsyth (2009)," time management is a crucial skill it can enhance personal productivity, allow you to focus on priorities, and ultimately act directly to improve your effectiveness and hence the overall success of the organizations" (p.1).

Hedda & TÖmroos (2002) said that the ability to choose maximum effect of the specific time for doing something is like management in itself. (P .35). Levin (2007) stated that the ability to distinguish between what you need to do and what you had preferred to do refer to management which deals with series of choices." Ray G Helmer P E(1998)(1998) declared that time management includes précising the basic problems in our use of time , instead of

simply treating symptoms(p5).Effective use of time and other available resources to achieve the expected objectives of the organizations within a specific time frame.(Taha Nahla , 1996, p:32). Laurie & Hellsten, (2002) said that managing time is a proficiency that student should deal with it more seriously, it is more than knowing but it is about applying.

There is a titanic difference between secondary and higher education when it comes to managing time and academic responsibilities. In secondary education, there was the kind of learning that includes an explanation of everything. On the other hand, when students enter university, they find out that what they learn is a lecture, that only includes superficial information and the rest is their job to know about and explore further (Britton & Tesser, 2001).

II. THE IMPORTANCE OF TIME MANAGEMENT

Students are said to benefit from time management in a variety of ways, in addition to improving their grades. According to Misra & McKean, adhering to time management principles has a significant impact on stress, whereas Kearns & Gardiners argue that time management is a critical factor in improving performance and reducing stress and anxiety in higher education (as cited in Adams & Blair, 2019). Furthermore, according to Krause & Coates, time management entails better study habits and success tactics, concluding that time management is a method of controlling activities and improving student's life quality (as cited in Adams & Blair, 2019). According to O 'Connell, having control over sleep time, exercises, and suitable foods helps students ' health system (as cited in Adams & Blair, 2019). Kelly (2002) also emphasizes the necessity of filling the free time column, in addition to the capacity to estimate task time and approaches for getting started on tasks, increasing focus, and balancing the task (as cited in Adams & Blair). As Claessens, van Eerde, Rutte, & Roe (2004) and Wang, Kao, Huan, & Wu (2011) stated, time control offers also the capacity of controlling unfastened time and growing research that have free deadlines (as cited in Adams & Blair, 2019).

Administrators think the importance of time management and the usefulness of a time management system lies in allowing people to accomplish more things faster. Time management teaches people how to manage their lives and time effectively. Here are some reasons why it is important to manage time advantageously:

- (i) Time is limited: Time is a very special resource in that you cannot store it or save it. Everybody gets the same amount of time each day, but if you don't use your time profitably and wisely, you may end up losing all the number of man hours for the day. Time is limited to 24 hours a day. So we must plan our life wisely.

- (ii) Time is Scarce: Most Administrators in the University feel like they have too much to do and as such do not have enough time. Lack of time is blamed for everything e.g. from not getting enough exercise, poor finances, unachieved goal, too much stress, bad relationship, and even an unfulfilled life. Time management helps us to use the time wisely; time management helps us to set our priorities.
- (iii) Time Helps to obtain what we want in life: We need time to do almost anything worthwhile in life. Waiting for more free time is a losing battle that almost never results in getting time for what we want. As administrators, we need to learn how to make time for the things that are important. Time management helps us to make conscious choices, so that we can spend more time doing things that are important and valuable.
- (iv) Time Helps to accomplish more work with less effort: When Senior Members become more productive using improved time management skills and tools, they can accomplish more with less effort. Reducing wasted time and effort gives us even more productive time throughout the day. Both of these allow us to make time for a wide range of activities that bring more balance and fulfilment in our lives. We should find time for the things that are important to us. Small amount of time once a day, or even once a week, will take us closer to our goals.
- (v) Too many choices for time: In this day and age, there are so many ways we can spend our time, and that we need some sort of plan to make intelligent choices. Time management helps us to make conscious choices so that we can spend more of our time doing things that are important and valuable to us.
- (vi) Time Keeps us on track: Whether it is a daily work list, or a long-term career, plan-time management keeps us on track. With our goals stated and time allocated, the likelihood of us staying within the boundaries we have given our self is higher.
- (vii) Time for Relaxation: Time management teaches us to relax from time to time. Time management allots some part of time on the work, and the other part of time for recreation and relaxation. If a person can balance his time between his work and relaxation, he can emerge to be one of the successful individuals of his/her time.
- (viii) Time Keeps things in context: Sometimes we may hear people or individuals complaining that there is no balance in their lives. One of the reasons why time management is important is because it helps us to put things in the right context.

III. PRINCIPLES OF TIME MANAGEMENT

1. Making Objectives

Making goals, according to Shunk (2009, as referenced in Doston, 2016), is a source of motivation for students and has a good impact on their performance and grades. Levin (2007), on the other hand, said that objectives are the most important component of successful time management, claiming that objectives ease students' stress and pressure, as well as driving work toward a defined destination.

2. Task Comprehension

Students should accurately interpret their task questions to make better use of their time. The inability to comprehend the task has a detrimental impact on productivity. In addition to wasting time thinking, Levin (2007) notes that, in order to complete the assignment, students hurry to put down both relevant and irrelevant information in their work in an effort to match the task requirements (p.68).

3. Time Estimation

Plebankiewicz, Juszczak & Malara (2015), claim that «The Estimation of a task's length is a critical component of every construction project's planning and execution. Knowing how much time it takes to accomplish a task allows for more efficient management and the ability to respond quickly if a deadline is approaching. » (p.52).

Time estimation, according to Levin (2007), necessitates task knowledge. Students must comprehend the work in order to understand what the teacher wants of them. Furthermore, after understanding the task, students should consider whether they can divide it into stages and component parts, such as dividing the literature review into four parts: look for recommended books, check the introductory chapter for a useful overview, compare and contrast, and look for references for current debates. According to him, time estimation comes to a close when a deadline is set.

4. Designing a good time table

A super time table, according to Levin (2007), concentrates on the time after academic work or at the end of the day. Time before and after lessons, lunches, religious rituals, and weekends are all included. In order to find time to study, he proposes creating a schedule to govern this period of time. It also assigns tasks that should be completed prior to sessions, such

as planning, and tasks that should be completed after sessions, such as writing lessons and consolidating what has been learned.

IV. DESIGNING A LESSON PLAN

While every teacher-credential program would argue that lesson planning is an essential part of its curriculum, from an empirical perspective, American teachers' engagement in lesson planning is decidedly mixed. A cultural comparison study found that Chinese teachers spend an hour each day devoted to lesson planning, while American teachers on average spend less than thirty minutes (Shen, Poppink, Cui, & Fan, 2007). The authors suggest that the difference may influence student achievement, such that Chinese students excel on standardized tests as compared to their American peers. While there are many factors that could be responsible for the observed differences, data from this research show that American teachers spend relatively little time engaging in lesson planning activities.

Modern formal lesson planning originated with Tyler's (1950) attempt to organize teachers' preparation activities before an instructional lesson. Since then, educators and researchers have been investigating the lesson plan process and its impact on students' learning (e.g., Clark & Yinger, 1977; John, 2006; MacDonald & Wolfson, 1970; Peterson, Marx, & Clark, 1978; Raths, 2002; Wiggins, & McTighe, 1998; Zahorik, 1975).

V. The EFFECT OF COVID-19

It is generally known, that the spread of COVID-19 pandemic has shaped the world profile as it effected every domain such as education. In Algeria, the outbreak of Corona virus urged the governors to take immediate procedures especially at the level of universities to minimize its risks; therefore, they closed it for almost 8 months which of course affected teachers and learners in multiple ways.

The shutdown of universities has also affected the student's learning in universities. In order to ensure the continuity in institutes and universities, one immediate measure is essential. To conduct the class smoothly, online teaching methodology is adopted. Learning management software and open-source digital learning solutions are adopted by the universities to run online classes (Preeti, T. 2020, p. 3813).

Given the abruptness of the situation, both teachers and learners were unprepared for this transition and were forced to deal with an emergency new teaching and learning system because

this pandemic has created the largest disruption of education systems in human history. With the close of the colleges students were obliged to study at their house with the lack of the teacher's instruction, several schools, colleges and universities have discontinued face to face teachings, the need of the hour is to innovate and implement alternative system and assessment strategies, the E-learning tools played a very important role during this pandemic because they helped to facilitate the student's learning during the closure of schools and universities. Hence, they encountered a serious time mismanagement which in return affected the learner's grades.

During this period, there are various activities take place which are very crucial such as competitive exams and entrance tests of various universities, broad examination and semester examinations in universities, nursery school admissions as well as admission process in universities. In order to stop the outbreak of COVID-19, no immediate solution is found out (Preeti, T. 2020, p. 3812).

This passage aims to provide a comprehensive report on the effect of COVID-19 pandemic on teaching, learning, and assessment.

1. The Effects of COVID-19 on Teaching

The COVID-19 pandemic made a change in teaching activities from face to face into online distance learning. Meanwhile, teachers need to evaluate student achievements weekly even during the covid-19 pandemic. New protocols for distance learning, require teachers to rapidly change their practices, including daily tasks, responsibilities, and accountabilities. Teachers can be asked to develop new alternative and varied approaches to monitor children's learning, from assessing to remediating learning losses during the COVID crisis, including both formative and summative methods. Different methods of individual and collective feedback and support may be required depending on the class and subject area. Teachers at home may lack relevant resources, education and experience, especially on digital learning platforms. Some programs can greatly reduce the time spent on teacher-directed learning by focusing on children's self-learning. Upon returning to school, teachers may also have difficulty assessing student's learning levels to determine if students are on the right track, and any learning gaps or losses resulting from the school closure and for remedial actions. Such assessments can be critical to the information learning process and the student's advancement, certification and access to higher levels of education. (Sumrita, P. Roshan, C. 2021) said that: "it has forged a strong connection between teachers and parents than ever before". As it seems like, the relationship between teachers and parents has become strong and solid during the pandemic. The use of

online platforms such as Google classroom, zoom, and so on are explored and tried for the first time for teachers and learners to continue education, teachers are obliged to develop creative initiatives that assist to overcome the limitation of virtual teaching. (Doucet et al. 2020, as cited in Sumrita, P. Roshan, C. 2021) said that: “Teachers are actively collaborating with one another at a local level to improve online teaching methods. There are incomparable opportunities for cooperation, creative solutions and willingness to learn from others and try new tools as educators, parents and students share similar experiences”.

2. The Effects of COVID-19 on Learning

It is particularly challenging to measure changes in learning outcomes given that no baseline data may be available. In an initial phase, countries may consider developing methods to measure proxies for program quality, such as accessibility, alignment of distance learning with the curriculum and teachers/learners engagement. Education officials need to set up a monitoring mechanism to monitor two key issues. (Sumitra, P. Roshan, C. 2021) said that: “the innate motivated learners are relatively unaffected in their learning as they need minimum supervision and guidance” Gathering information on these issues is critical to improving the quality of distance learning programs, responding to student needs and large learning losses upon return to school. If the technology works, SMS or phone surveys are a good option to measure stakeholder perceptions, teachers and parents, and estimate outreach, access and use of the course materials. This will allow for refinement of programs, better communication and better engagement, interest and motivation among those implementing the program. However, the perception of effectiveness cannot replace the measurement of actual effectiveness in the medium to long term.

3. The Effects of COVID-19 on Assessment

Educational assessment is a process for obtaining information that can be used for making decisions about students, teachers, curricula, and other aspects of educational policy. Students assessments are carried out online, (Laura.J, 2020. P. 1) said that: “the annual assessment requirement should not be waived, instead, states must adapt and be responsive to the nation’s new reality and create a plan to scale back the assessment, not eliminate them.” During the COVID-19 pandemic, the respondent’s assessment methods were far more varied, they used fewer assessment activities and instead used a range of modified summative and performance assessment methods. In addition to coping with the COVID-19 crisis, educational leaders, teachers, students and caregivers also face many assessment issues, this crisis forces us to

confront the immediacy of needs and also challenges us to rethink what a normal return means. Assessments are only meaningful when those who might benefit from the information can access, interpret, and use the information to improve teaching and learning. (Sumrita, P. Roshan, C. 2021) said that: “the approach adopted to conduct online examination varies as per the convenience and expertise among the educators and the compatibility of the learners”.

For both students and teachers, this is a new era of the education. Many colleges and universities have shifted their traditional classes as well as the examination system also has been shifted from offline to online. They are using online assessment tools for evaluation. Online assessment tools are not free from the limitations. There are various errors related to the measurement are reported in online assessment tools in comparison to the usual measurement (Preeti, T. 2020, p. 3814).

VI. IMPLEMENTATION TIPS AND TRICKS FOR TEACHING

The COVID-19 pandemic has caused worldwide disruption to the entire educational system that is why we thought of some solutions to avoid infection with this virus such as distance learning, virtual meetings, blended learning, and the use of learning materials.

1. The Distance Learning

Distance learning describes any learning that happens without the students being physically present in the lesson. Also called distance education, e-learning, and online learning, it has been applied interchangeably by many different researchers to a great variety of programs and media. Nowadays, distance learning has become an established part of the educational world.

However, teachers and learners faced a set of problems during their distance learning including the quality of instruction, misuse of technology, and the attitudes of instructors, students and administrators, each one of these has an effect on the overall quality of distance learning as a product.

In many instances, talented or gifted high school students have been selected to attend distance classes because of their high academic ability and capacity for handling independent work. This makes classroom management easier, but it may disenfranchise students who lack discipline or time management skills. The resulting inequity of access then becomes a policy problem, not a technology problem (Lorraine, S. 1995, p.343).

Advantage of distance learning often include flexibility and convenience for the learner, facilitation of communication between learner, greater adaptability to a learner's need, more variety in the learning experience through the use of multimedia and the non-verbal presentation of teaching material, the video interaction provides visual and audio learners that the user controls, which can be paused and reversed to watch again.

Higher education is however still largely committed to in-house resources. Skills and attitudes are the likely barrier to change even if it is perfectly reasonable to argue that in a few cases in a few instructions in-house content encapsulates unique new knowledge, unavailable anywhere external. There is however the opportunity for distance learning educators to see content duration as the mechanism for providing larger numbers of more diverse learners with rich resources in a scalable, systematic and quality assured manner (John, T. 2018, p. 9).

This pandemic is call to action for all teachers and learners to consider how we can push our specialities and how to push distance learning during this pandemic forward, academic programs and larger societies have been stepping up to develop content and facilitate its use for teachers and students alike. Distance learning can take various forms and be supported by different systems and applications; the focal point of using this method is to facilitate the exchange of information and knowledge between teachers and students at any time during this sudden pandemic. Despite the apparent benefits, distance learning faces a considerable number of technical and social challenges; many researchers suggest that educational instructions and educators are still challenged on how to design a suitable and convenient learning content.

2. The Virtual Meeting

A virtual meeting is a form of communication that enables people in different physical locations to use their mobile or internet connected devices to meet in the same virtual room, it is also a type of collaboration technique where people from anywhere in the world wan share their ideas using audio, video conferencing and chat messaging and so on. The COVID pandemic taught the world many lessons, one of them being that meeting virtually can go a long way towards bridging the gap of physical distance. Typically, to schedule a virtual meeting and invite others, a user would need a pc laptop, mobile device, Internet. Meeting software can be run via mobile or desktop apps and within internet browsers. As touched on earlier, there are different types of virtual meetings that meeting platforms can support, a virtual meeting solution should have a variety of options that allow us to customize how a meeting is hosted and attended, there are a handful of broad meeting types that can be customized to meet specific

needs and desires. First there is the video conferencing which is a very popular meeting type as it involve the most face to face interaction, it is very useful because it allow us to see the body language and the facial expressions, and other physical cues. The second type is the web conferencing, it can be very similar to the video conferences, but the main goal is to collaborate on projects using features like sharing and white boarding. Than we have webinars, it becomes increasingly popular for organizations to drive demand. The last type is teleconferencing, it is the simplest and most barebones type of virtual meeting. Conference calls continue to take advantage of features within virtual meeting platforms by offering ease of use and easy secure connectivity for users.

The virtual training environment on the learning management platform Moodle was introduced several years ago. Since then, Moodle has been used more and more intensively by both students and lecturers. A lot of authentic and didactically-enriched materials have been accumulated, that providing the basis for a variety of author's training courses. Within the courses, teachers can share materials, manage communication and set up activities (Nadiya, H. et al, 2020, p. 3).

3. The Blended Learning

Blended Learning, is an approach to education that combines online educational materials and opportunities for interaction online with traditional place- based classroom methods. There is a few different ways to approach this type of training. Blended learning can be applied to a range of situations, like academia. Blended learning requires particular digital competence, as instructors need to create online courses, it can be grouped into six distinct models that vary by teacher roles, physical space, delivery methods, and scheduling. However, as new versions of blended learning are developed, the relationships between these models will evolve. Presented bellow is a preliminary classification of the blended learning models currently in use.

Moodle provides teachers with a feature enabling them to analyze student's activity in Moodle both in general and for each course and thus introduce necessary adjustments as for relevance of the activity. Its complexity, degree of the material digesting etc. That is, a teacher can monitor frequency of the student's visits, detect problems and decide on ways of the problem settling and directions of further work. It should be noted that students also have access to their grade records, this producing a significant motivating effect (Nadiya, H. et al, 2020, p. 4).

The first model is face to face driver, face to face teachers deliver most of the curriculum, a physical education teacher uses online learning in a technology lab or in the back of the classroom to complement it. The second model is the rotation, within a given course students rotate on a set schedule between self-directed online learning and sitting in a classroom with a personal teacher. The third model is flex, an online platform delivers most of the curriculum, teachers provide on-site support through personal tutoring or small group sessions as needed. Model number four is called online lab, it is also an online platform that delivers entire course, but in brick and mortar location, often students participating in an online laboratory program also take traditional courses. Model number five is self-blended, students choose remote online classes to complement the school's traditional curriculum. The last model is online driver, an online platform and teacher deliver the entire curriculum, students work remotely and in-person check-ins are either available or mandatory.

Moodle for learning English is flexible enough to support innovative, blended teaching methods. The given approach is of great value for both students and teachers. Students are engaged into doing independent or solo work at any time convenient, while teachers are able to control and check student's work without auxiliary workload. The platform provides an opportunity to develop online interactive courses that boost student's creativity. Outlook and cognitive abilities, thus enhancing training outcomes (Nadiya, H. et al, 2020, p. 3).

4. The Use of Learning Materials

The purpose and importance of teaching and learning materials is to make lessons interesting, learning easy and enable teachers to easily express concepts. Most people have some experiences browsing websites, and the world wide web is an incredible resource to use with your students, in many cases, teachers can adapt online materials for use with activities and exercise types they have been used for years. Learning materials can significantly increase learner's achievement by supporting learning. The learning materials come in many shapes and sizes, but they all share the ability to support learning. The purpose and importance of learning materials is to make lessons interesting, facilitate learning, and allow teachers to express concepts easily, they also act like a guide for both teachers and learners and they add important structure to lesson planning, the learning materials help students enjoy and be motivated during the class activities.

Attaining teaching materials is not difficult. There are plenty of instructional resources to support lesson planning and teaching. The internet has many resources for teachers, most of

them free, that can significantly increase the contents of your teaching toolbox. You can also make your own materials. Every learning material you develop will be an asset to you when you next teach a similar unit. An investment of time or money in good teaching materials is an investment in good teaching (Jocelyn, R. 2018).

Teaching materials can refer to a number of teacher resources, However, the term usually refers to concrete examples, such as worksheets or manipulative. Learning tools or games help students develop new learning skills, they practice with new learning tools. Teaching materials are different from teaching resources, the latter including more theoretical and intangible elements, such as essays, support from other educators, and places to find teaching materials (Jocelyn, R. 2018).

Our world is developing at a rapid pace due to advanced technological development and people's increasing awareness of issues that matter to humanity such as health, science and especially education, in order to effectively support the development and use of teaching and learning materials, materials should help learners to feel at ease, and should expose the learners to language in authentic use and provide them with opportunities to use the target language where they can communicate with each other, materials should also minimize learning potential, in order to facilitate deeper learning.

As for creating and managing course content, it appeared to be most widespread activity as numerous materials, exercises and tests were uploaded by means of this Moodle features. This is particularly applicable to providing listening assignments so that students can visit anywhere and anytime and practice their listening skills online. Students are encouraged to use embedded glossaries as many of them have a very low knowledge of English vocabulary. It eliminates the necessity to provide students with loads of printed materials and saves a lot of teacher's time and efforts. If students come across comprehension problems in their reading or listening activities, they can look up the necessary vocabulary by using glossary thinks anytime (Nadiya, H. et al, 2020, p. 3).

VII. THE IMPACT OF COVID-19 ON STUDENTS

Since the beginning of Covid-19 pandemic universities around the world are taking rapid actions to ensure students learning continuity and secure the well being of their students, the impact of COVID-19 on student's life become significant. Education leaders must grapple with seemingly impossible choices that balance health risks associated with in person learning against the educational needs of students, which may be better served when students are in their physical universities, there is uncertainty about how universities closures last spring impacted student's achievement, as well as how the rapid conversion of most instruction to an online platform this last years will continue to affect student's achievement. Many countries have been using digital pedagogical tools and virtual exchanges between students and their teachers, and among students, to deliver education as universities closed. Vulnerable students might however have little access to such tools and require further attention and support. An almost universal response to school closures has been the creation of online learning platforms to support teachers, students and their families.

Many students enjoy the class participations and face to face learning with their teachers and class mates, but because of this epidemic, they are forced to study remotely at their house, this is why most students are unmotivated with this new system. In addition, the majority of students are affected by this epidemic, along with their families, this causes other harm to students. Students during this period were not ready to study especially online.

The current technological advancements allow us to employ several ways to design the online content. It is very important to consider the preferences and perception of learners while designing the online courses to make the learning effective and productive, preference of the learner to participate in collaborative learning and the factors influencing the readiness for online learning (Muthuprasad, T. et al, 2020 p.2).

In addition to learning structured curriculum at schools, students also develop social and emotional skills at universities that play an important role in their development. Some of the important aspects of universities that contribute to the development of these skills include the relationships that students make with other students and their teachers, a sense of routine that supports student's mental and emotional well-being. Many students also experienced sobering realities that they might not otherwise have encountered in their lives. Universities closure also caused students to experience a prolonged state of physical isolation from friends, teachers and even the family members.

In fact, several studies hypothesize that children and adolescents are more likely to experience higher rates of depression and anxiety after the pandemic has ended. As the duration of isolation continues to extend and reappear, the risk of these negative outcomes also increases (Benedette, C. 2018).

VIII. E-LEARNING

E-learning have become an critical component in better training instructions. The improvement and advent of diverse a mastering gear from the use of electronic mail to digital portfolio and virtual learning surroundings were causing. E-learning is internet primarily based totally synchronously and or asynchronously. E-learning is one sort of distance learning, distance learning is an umbrella time period which covers all kinds of getting to know through distance learning.

The delivery of learning, schooling or schooling software via way or means of digital means, E-learning entails the usage of laptop or digital device. In a few manners to offer education, academic or gaining knowledge of material, E-learning is a method of schooling that incorporates self-motivation, communication, performance and technology. Because there is restrained social interaction, college students should preserve themselves motivated. The isolation intrinsic to E-learning calls for college students to talk with every different and the teacher often to perform their assigned tasks.

According to author (year) E-learning has won robust foothold with inside the shipping and control of courses. As we have become familiarized with E-learning, (as cited in author, year) we have a tendency to recognize the reality of many elements on E-learning effectiveness. In many expert fields, the implementation of E-learning is turning into increasingly more beneficial and necessary, extra specifically; sailors want to constantly replace their talents at some point of their expert career. E-learning has advanced very speedy because of net. The net and the arena extensive net has furnished us with clean get entry to statistics and knowledge.

E-learning is a generation which helps coaching and gaining knowledge of the usage of laptop internet generation. It bridges the space among a instructor and a scholar in exceptional ways. The laptop-primarily based totally coaching has advanced from utilization of CD-ROM to the net than to the internet primarily based totally instruction WWW.

In our speedy converting world, we discover it tough to triumph over the mastering demanding situations and the feasible achievements. To bridge this gap, the ideas of E-Learning

employed today is a type of system that organizes and delivers online courses—the learning management system (LMS). This piece of software has become almost ubiquitous in the learning environment; companies such as WEBCT, blackboard, and Desire to Learn have installed products at thousands of universities and colleges and are used by tens of thousands of instructors and students. the learning management system takes learning content and organizes it in a standard way, as a course divided into modules and lessons, supported with quizzes, tests and discussions, and in many systems today, integrated into the college or university's student information system (Stephen, D. 2005).

X. E-LEARNING IN THE HIGHER EDUCATION

Students nowadays have grown up in a digital world and are proficient in all technologies. So, in phrases in their capability to make use of generation and their mindset towards matters instructional generation, their views in this academic generation trend, the effective have an impact on is taken into consideration in the institution.

Algerian higher education institutions may be traced back to the country's previous educational system. Despite the challenges, fantastic development has been made, the Algerian authorities modifications with inside the better schooling area are aimed toward turning in the quality feasible transition to a gadget of schooling that works for college students and their future, As well as a gadget of a success better training.

Algeria has long past through loads in phrases of instructional policy, starting with the French colonial system, which left Algeria with only one university after liberation, to an open country with more than sixty five universities and better schooling establishments that incorporates new technology measures to preserve up with the times, consisting of using educational technology.

E-learning has worried extensively over time, making it the primary approach for distance learning. Particularly in better education, to offer stepped forward getting to know possibilities in both remote learning and virtual institutions.

The higher education ministry strives to amplify present networks and institutions for us to meet growing call for through targeting modernizing the tertiary zone via the implementation of reforms, the primary is the implementation of the system LMD (licence, master, doctorate), which turned into supplied to make sure a higher preparedness is equal to the worldwide requirements, the ambitions of such systems evolve elevating academic requirements and

making lifelong learning. The second is the development of technical statistics and conversation for instructional purposes. Algerian establishments try to enhance and globalize the learning method via way of means of using the maximum current technological traits to offer a capable studying technique.

Statistical analysis of the survey results indicates that the Algerian higher education institution, which adopted the Licence, Master, Doctorate educational system, is facing a big challenge to take advantage of emerging technological innovations and the advent of e-learning to further develop its teaching programmes and to enhance the quality of education in engineering fields. The successful implementation of this modern approach is shown to depend largely on a set of critical success factors that would include:

- The extent to which the institution will adopt a formal and official e-learning strategy.
- The extent to which faculty members will adhere and adopt this strategy and develop ownership of the various measures in the context of their teaching and research responsibilities.
- The extent to which the university will offer adequate support in terms of training, software platform administration, online resources development and impact monitoring and assessment (Benchicou, S. et al, 2010).

1. E-Learning Platforms

Katch defines it as an integrated set of interactive online services that provide teachers, learners, parents and other education stakeholders with information, tools and resources that work to support, enhance, provide and manage educational services. It is a comprehensive system that allows Safe training, online learning and e-learning using a simple user interface. Universities have used these electronic educational platforms, and among them we find th Moodle platform.

Al- Enezi defines it as that interactive educational environment that employs web technology and combines the advantages of electronic content management systems and social networks. It enables learners to publish lessons and objectives, set assignments, apply educational activities, communicate with teachers through multiple technologies, and also conduct electronic tests. The digital platforms aim to achieve the strategy of learning, teaching and assessment from a distance as the lecturer makes this activity achieve goals, knowledge and skills in order to change the learners behaviour.

A. Moodle

According to Ali Shakur and Al Saadi, 2015 Moodle is an open source learning management system based on electronic learning, it can be used personally at the individual level. It can serve a University of 40.000 trainees. The system's website has 75.000 registered users and they speak 70 different languages from 138 countries.

Technically, the system was designed using the PHP and MYSQL data bases. (As cited in Dahmani Fatima, 2019).

- Touhami (2020) states that the experience of distance education in Algerian universities in light of the spread of Covid-19: Colonel Ahmed Deraya University as a model, the study aimed to urge the need to manage the crisis and make good use of it in a way that reflects positively on education. It relied on the descriptive approach by presenting the advantages of the university' electronic platform the results resulted in the students' interaction with this experience despite the lack of experience in the field and the lack of available capabilities as well, and a remarkable progress was recorded in the use of modern technologies to present and review lessons and evaluate applied works and research.

- The researcher, Dahmani Fatimah, under the supervision of Dr. Belkabi Fatoum, conducted a master's note on the university students' use of the Moodle electronic educational platforms and the gratifications achieved from them. A field study on a sample of students of the Faculty of Economics, Commercial and Management Sciences at Mohamed Boudiaf University in M'sila (2019/2020). The aim of this study was to identify the uses and gratifications achieved by university students from the Moodle platform. The study noted the wide use of this platform and its role in facilitating the university learning process.

- Maha Muhammad Khaled touched upon in her study of remote learning and assessment strategies in the subject of the Artistic Operator Early Childhood 2021. It is appropriate for the technical subject. To reach the reciprocal evaluation, in addition to detailing the difficulties and obstacles and striving to overcome them, and the researcher confirms that the requirements of these modern applications in higher education question the focus on choosing distance learning strategies. It concluded that the strategies of learning, teaching and evaluation from a distance are an activity carried out by the lecturer with the aim of making the teacher acquire knowledge and skills or seek to change the behaviour of the learner.

IX. ADVANTAGES AND DISADVANTAGES OF E-LEARNING

It is generally known that E-Learning is a new approach to both teaching and learning. E-Learning has a set of advantages that are as follows.

E-Learning is a very powerful system of imparting online training, where the guides are on hand and may be accessed from each where in and at any time because of their simplicity and versatility, individuals will concept to others online to clear up any questions they have with the aid of using message boards and verbal exchange spaces. Both instructors and learners now anticipate custom designed content material at the extent of need, because of the truth that they are usually at the move, they recognize being capable of supply and to get entry to the content material at any time and from any location.

It also has many disadvantages, in which the majority of online reviews are limited to issues which can be most effective factual, there is a lack of online student assessment, online education is unreachable to folks who are laptop uneducated. It is also impossible to ask the lecturer.

Conclusion

There is not any one proper manner to grasp time management, or maybe a single accurate method to imposing the idea of time management. Each situation is different, and managing time on an ELT lecture is something else. Time management helps teachers do what needs to be done during the lecture and helps them determine how urgent the tasks are. When managing time correctly, students will develop and maintain work, schedules and meet deadlines, and develop a plan for producing of a robotics project. This brief highlights how leaders in education offer critical products and services to support health of students during times of crisis, and how healthy students and teachers will build resilience against future pandemics.



**CHAPTER THREE:
THE PRACTICAL
ISSUES**

Introduction

After introducing the two theoretical frameworks of the impact of COVID-19 on ELT, The chapter at hand deals with the practical issues. The aim thus, is identifying the extent to which COVID-19 influences both teachers and learners. We started by the methodology in which we present the aim and the problematic followed by the hypotheses than we move to data collection tool in which we use two instruments, the online questionnaire for students and the structured interview for teachers as we present the case of study master students, than we move to the procedures in which we explain how we analyse our collected data. After that we have data collection here we give the answers we got through the online questionnaire and the teachers interview, than we analyse the data by comparing our feedback with the correspondence sent by the Ministry of Higher Education and Scientific Research, we discuss the findings and we give some recommendations.

I. METHODOLOGY AND PROCEDURES

1. Research Methodology

This study attempts to describe and explain how covid-19 affected ELT and time management, moreover this investigation aims to discover how did teachers manage their time and what strategies they used to plan their lectures in order to meet the learners' needs during that pandemic. Finally, the purpose of conducting this study is to know how teachers coped with teaching in classroom and via social platforms. This part is almost going to be surrounding by what the work covers and it mainly connected to the statement of the problem that is about in which extent does covid-19 affected English language teaching. Hence, we hypothesise that maybe all teachers and students faced difficulties during this pandemic; hence they were obliged to choose different approaches for learning such as social platforms.

2. Data collection tool

This study is conducted by the use of an online questionnaire, and a structured interview designed to EFL teachers and learners 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, in order to get solid information.

3. Case of Study

In order to collect a reliable data we delivered the online questionnaire to EFL learners, and the interview to teachers of English in the Department of English at Ibn Khaldoun. University

4. Procedures

Based on the conducted method of this current research which is the mixed method approach, we have selected two data collection instruments; an online questionnaire and a structured qualitative interview. In the online questionnaire we have 14 questions distributed among 50 participants. We divided all the answers of the questionnaire into quantitative and qualitative answers. For the quantitative ones we do statistics using the SPSS; however for the qualitative answers we class them into categories. After that in order to start the analysis we compare the collecting data with the correspondence and the legal procedures sent by the Ministry of Higher Education and Scientific Research to all the universities. In the other hand we have the interview. We have written ten questions delivered to thirteen teachers at the department of English language at Ibn Khaldoun university of Tiaret. Furthermore, concerning the structure of our interview, and as a part of the data collection procedures, we have divided each question into a number of categories. Moreover, these categories provided us with an evident view of the analysis of our interviewee's responses, as we shall analyse the teacher's answers in comparison with the protocol's rules that were delivered to the university by the receptive Ministry of Higher Education. At last, we shall view the influence of the teaching styles adapted on the students' learning process.

II. DATA COLLECTION

This paradigm shift generated changes in both students and teachers perceptions of the new form of teaching and learning in the era of the pandemic as we collected in our data.

1. Questionnaire

Q1: How was your experience as a student with the pandemic?

In this question we categorise the answers into 9 categories according to the answers of each participant; we have the first category entitled **Positive** we found 10 participants, the second category is **Negative** here we found 23 participants. The third category is **hard** we found 6 participants. The category number four is **Tiring** it had one participant, the fifth category is **Stressing** it had three participants. The category number six is **Psychological** it had 2 participants. Category number 7 is **Educational** we found 6 participants. Category number 8 is **Physical** it had no answers. The last Category is **Not affected** we had 3 participants.

Participant 1 said: " *Good*".

Participant 3 said: " *Terrible*".

Participant 19 said: " *Terrific*".

Participant number 32, s/he said: " *Last year I was a little bit hard to get used with the situation, as I made kind of stressful. The current year is much better as we studied only for one semester. Overall it was a little bit tiring*".

Participant 24 said: " *Stressful*".

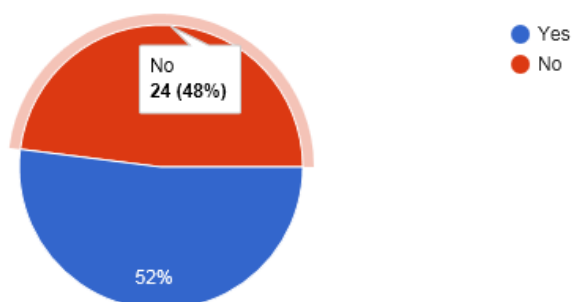
Participant number 34 said: " *It was full of fairness in addition to trying to monitor ourselves with this new life*"

Participant 18 said: " *It's kind of helpful better than the first year, the system is better*"

Participant 22 said " *Normal*".

Q2: Did you get affected by Covid-19

1. Figure 02: Students Health



Here in this question the answers was between yes and no as shown in the figure above, 52% were affected by COVID-19 and 48% didn't affected .

•If yes, how did that affected you as a student?

Here in this question we categories the answers with the same categories in the first question; Positive, Negative, Hard, Tiring, Stressing, Psychological, Educational, Physical, and Not affected for example;

Participant 2 said: "*Badly*"

Participant 15 said: "*Condensed learning was too hard for me to absorb information*".

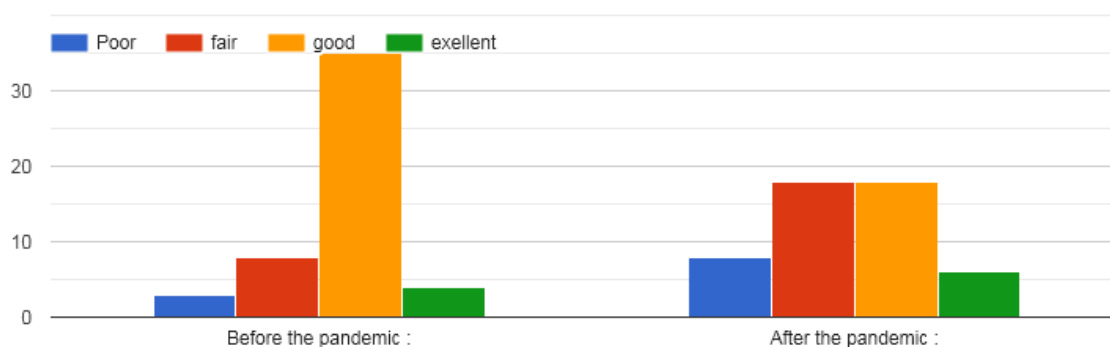
Participant 29 said: "*I got so tired and sick that I didn't pass a methodology exam*"

Participant 7 said: "*Psychologically speaking I was not comfortable...I used to be afraid from contamination..*"

Participant 3 said: "*I was effected during the vacation so it didn't distract my studies* "

Q3: How was your level of both semesters before and during the pandemic period?

2. Figure 03: Learners Level



In this question the participants were between choosing what level they were before and during the pandemic, the answers was like the figure above, before the pandemic the levels were good but during this pandemic the levels get less than the period before COVID-19.

Q4: How do you explain the change of your level?

The same thing with the first question we categorise the answers into 9 categories (the same categories) ; Positive , Negative, Hard, Tiring, Stressing, Psychological, Educational, Physical, Not affected. Some examples are given:

Participant 3 said: "*It didn't really changed I just learnt some new vocabulary*"

Participant 4 said: "*the class courses are more effective which you have the chance to adopt the info directly from teacher to student*"

Participant 10 said: "*We aren't studying well*"

When we study all the semester we fell imagine 15 days so we studied 3 years in one year"

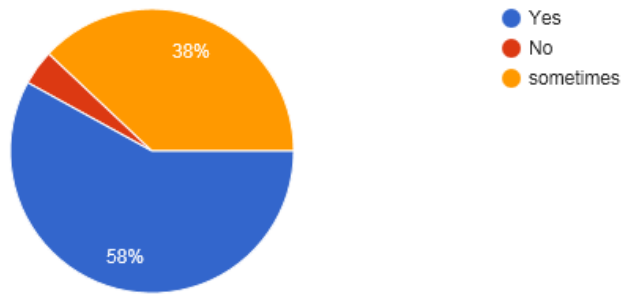
Participant 12 said: "*Less attendees in classrooms*"

Participant 40 said: "*I think the reason related to covid-19*"

Participant 27 said: "*The lack of oral classes and practice the language with our classmates*"

Q5: Did you interact with your teacher before covid-19?

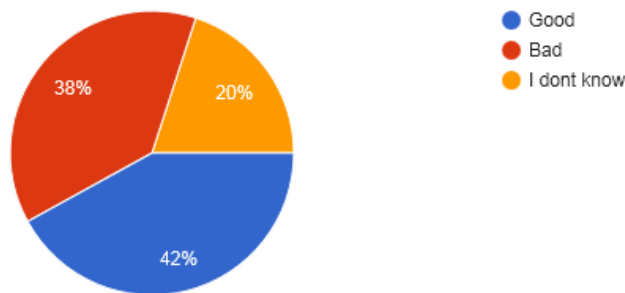
3. Figure 05: Students interactions during COVID-19



This question gives to our participant the opportunity to answer with yes, no, sometimes. The answers were as follows; 58% said yes, 38% said sometimes, and the rest said no.

Q6: Did you interact with your teacher during the pandemic via social platforms?

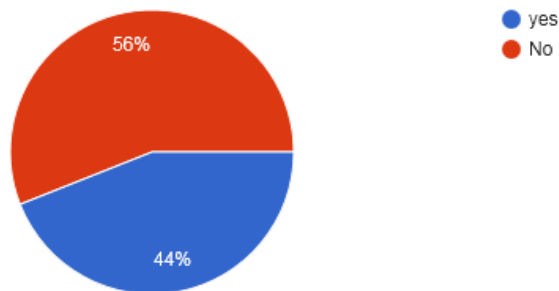
4. Figure 06: Students Interactions via social platforms



The interaction of participants during the pandemic via social platforms was as follows; 42% were good, 38% were bad, and 20% was unknown.

Q7: Was the alternative method of teaching through e-learning and studying through waves helpful for you?

5. Figure 07.1: Between e-learning and waves



The answers of this question was between yes and no, 56% of the participants said No it means they didn't think that studying via e-learning platforms and through waves are helpful for them however the 44% said yes it means the methods of teaching were helpful for them.

•What was your impression about this change?

6. Figure 07.2: Learners impression



The answers of participants were different every one gives his or her impression in diffret ways as it is shown in the figure above . Some of the answers; e-learning was helpful, Bad, Good, not all were able to cope with, it was not a good experience, It was difficult to get accustomed to the new way of learning.

Q8: What are the e-learning platforms that you are familiar with ?

In this question we categories the answers into 10 categories according to the question above ; we have the first category is Moodle we found 23 participants , the second category was Google classroom it had 20 participants, category number 3 was Zoom it had 10 participants, the fourth category was Google meet it was about 9 participants, the category number 5 was Facebook it had just two participants, The category number six was Mooc it has one participant . The seventh category was Microsoft platform it had also one participant. The category number eight was Google scholar it had one participant , the next category was all of them we found 4 answers for example participant 29 and the last category was None of them it had 6 participants among them participant 5.

Participant 1 he said:" *Moodle*"

Participant 2 he said "*Google classroom*"

Participant 9 said" *zoom and Moodle*"

Participant 43 he said: "Model. Google meet. Google classroom"

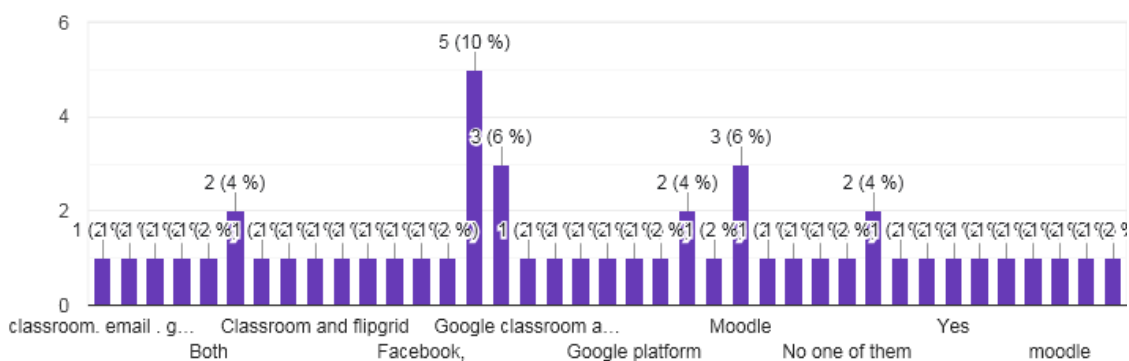
Participant 13 he said:" Zoom, Skype, Facebook rooms... "

Participant 29; he said: "MOODLE, MOOC, Google Classroom, Google Zoom, Google Meet, Flip grid, Padlet"

Participant 14 he said:" Microsoft platform".

•Which of the aforementioned platforms have you used during your studies?

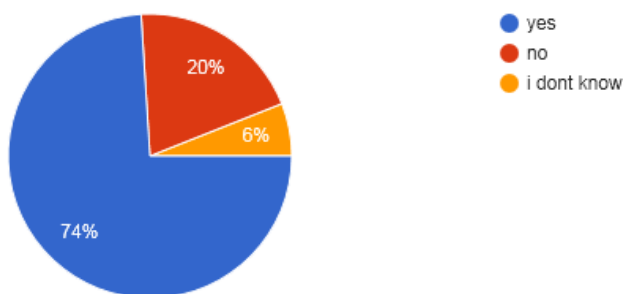
7. Figure 08: Social Platforms



This answer shows which of the platforms used a lot during the pandemic; Google classroom and Moodle were used a lot in the pandemic.

Q9: Do you have an account on Moodle?

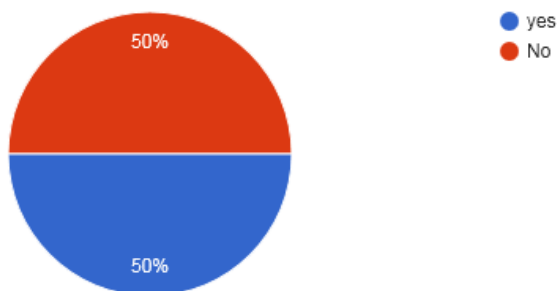
8. Figure 09: Moodle platform



This question is about how many learners had an account on Moodle ; the answers was as follows 74% had an account, 20% don't have an account, and the rest 6% don't know if they have or not.

Q10: Have you ever used it as a learning management system?

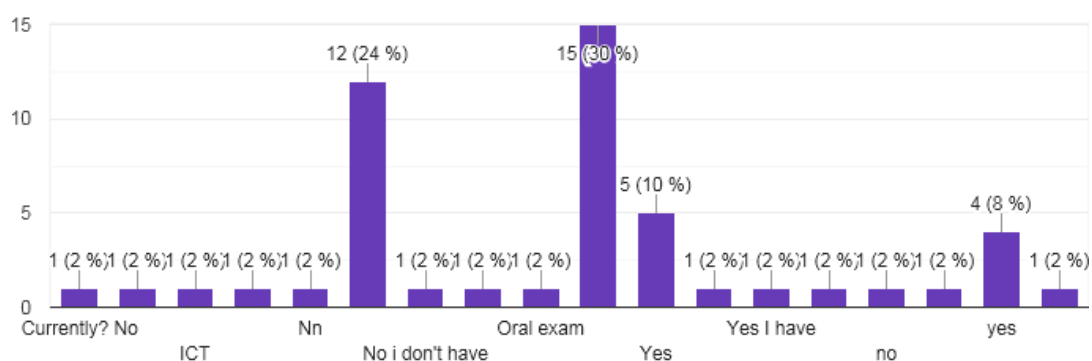
9. Figure 10: The use of Moodle



The answers here were the fair 50% they used Moodle as a learning management system and the other 50% don't use it.

Q11: Do you have online modules?

10. Figure 11: Online Modules



This question is to know if there were online modules or No, the answers were as the figure shown.

Q12: How did you interact with your teacher through that module?

Students interacted differently for example;

Participant1 said: " No"

Participant2 said: " As we do face to face"

Participant9 said: "I just read the assignment or listen to him"

Participant12 said: " *Rarely through Moodle. Most time through emails*"

Participant20 said: "*PDF and messages*"

Participant45 said: "*Good*"

2. Interview

This section is devoted to the second tool of this present research which is the Qualitative structured interview as part of the mixed method approach.

Q1: how did COVID-19 period affect your teaching in general?

In the question above, we have divided the respondents' answers into seven categories Starting with the initial category entitled 'mode of teaching', in which three participants referred to this category, where they have altered their mode of teaching from the traditional Method of face to face teaching to the online method via educational platforms. The second Category named 'pressure/ time management', in which two participants expressed a time Pressure they faced during their teaching process in general. Furthermore, two of our Participants stated that COVID-19 did 'not affect' their teaching approach which is Characterized in the third category. Moreover, four participants declared that they teaching Style was 'negatively' affected by the pandemic in the fourth category. In addition, the fifth Category under the title of 'motivation' in which only one of our participants proclaimed that Students were not enthusiastic to learn in such conditions. Besides, we selected another Category named 'challengeable' where only one participant expressed a challengeable Situation in which there was a kind of unbalance between the method of teaching and the way Learners receive the information. Last but not the least, the final category entitled 'Profitability' where two participants stated that they were obliged to reduce the quantity and The quality of their lectures.

Our participants provided us with several responses that are selected as follows:

P1: "In fact; COVID-19 Pandemic affected all teachers and students no exception, the

Problem is that we were obliged to undertake or to choose a different approach to learning

Which is distant learning"?

P3: "when it comes to teaching in general, teaching process you will find yourself like you are

Kind of very pressed, you are impression."

P4: “(thinking ...) frankly, it did not affect my way of teaching at all.”

P7: “Okay, so the pandemic did affect our teaching negatively.”

P6: Here at university (thinking...) it was not much an effect, except it affected that a lot of Students do not take it as seriously, because they have just two weeks and then they have two Weeks more as rest, yes that is it.”

P8: “It caused many unbalance between the way we teach and the way learners go through Learning or their studies.”

P10: “Sometimes you find yourself obliged to diminish; I mean the quantity and even the Quality okay.”

Q2: What is your impression about your way of teaching before and during the pandemic?

In this question we have split six categories. To begin with, the first category entitled as ‘Positively’, only one participant expressed a positive attitude towards the online teaching as She stated that she enhanced her skills of teaching via electronic platforms. The second Category classified as ‘Negatively’, seven participants expressed a negative attitude toward The teaching and learning styles during this period. Moreover, the third category named ‘Stressing’, only one participant stated that he experienced a massive stress condition during This period as she faced difficulties in presenting her lectures in a short time. Furthermore, two participants claimed that they experienced difficulties while teaching especially in adapting to these new teaching methods, which is characterized in the fourth category as ‘Difficult’. In addition, the fifth category under the name of ‘No Change’, where two participants stated that there were no large differences in their teaching styles. The last category entitled as ‘Tiring’, one participant claimed that it was a tiring period for him as he experienced a lack of time to deliver his lectures.

Our participants kindly provided us with several answers that are listed as follows

P1: “all these facilities, online technological facilities helped me in develop my skills of Teaching, not only as a teacher as a student too, so it has a positive side.”

P2 “since of course grouping the students in two groups and of course vague every single Week, this is not a very effective solution”.

P3 “you have to go very quick, sometimes you over ox some points, sometimes you forget things, so it is very stressing”.

P5 “we are experiencing something new yes, so we find it difficult to adapt ourselves to this teaching methodologies”.

P6 “(thinking...) there is not much different okay”.

P10 “(thinking...) it was a bit tiring some okay, tiring you cannot cope with all your courses in a (a a) limited time”.

Q3: how did health protocol affect your way of teaching in terms of time management and planning?

In this question, we categorized the answers of our participants into four different Categories. The first one named ‘negative’, six participants claimed that it affected them Negatively in which they could not finish their teaching program. The second category entitled ‘Exhausting’, where two participants experienced exhausting conditions during the period of the protocol. In addition, the third category is named as ‘no affect’, in which one of our participants claimed that it did not affect his planning and time management. Last but not the as ‘adapt’.

Our participants provided us with several answers, which are listed as follows;

P4 “yes it did affect my way (thinking...) and especially as you said time management, I could not finish the program at all”.

P2 “I think that this protocol was very hack tick, it was very exhausting for the teachers and for the students as well”.

P3 “I do not think that it really affected me when it comes to time management, also what? Planning, (emm) not really, not really”.

P8 “we got to (thinking...) design our teaching according to the time available and which is, which has been divided into two”.

Q4: Did you manage to cope with teaching in classroom and teaching via platforms?

In the question above, we divided the participants' answers into five categories. Starting with the first category named 'yes, I did', in which eleven of our participants manage to cope with both teaching methods. The second entitled 'no, I did not', in which two of our participants used to teach only with the traditional method. Furthermore, five of our participants find it 'difficult' to cope with both methods. Moreover, five of our participants claimed that they 'adapt' to provide the lectures for their students in both classroom and platforms. The last category named 'need of train', in which two participants claimed that they need a sort of training to deal with the online platforms.

Our participants kindly provided us with some answers which are listed as follows;

P3 "(thinking...) so when you are teaching in the classroom and you find yourself that you have not finish the lesson yet, than you can depend on another tool".

P6 "no, I usually just teach in classroom".

P1 "I said we take time, at the beginning it was so difficult".

P8 "I used to post my lessons through the MOODLE platform, so both of teaching methods were provided for".

P2 "there must be a sort of what we call training".

Q5: how did you manage to plan a lecture during this period in order to meet the needs of your students?

In this question the responses of our participants were categorized into six different categories. The first one is 'using both methods', where three of our participants used both teaching methods, the traditional method and the online one to meet the needs of their students.

The second category named 'adapt', in which three of our participants faced no problems and everything were done smoothly. The third one is 'no change', here three of our participants claimed that the needs of their students still the same. The fourth category named 'using more practices', in which one of the participants used to do more practices with her students to meet their needs. The fifth entitled 'being specific/ health measures' in this category six participants said that they used to give their students a summary of the lectures in general. The last one,

named 'not satisfied', where two of our participants was not satisfied with this new teaching process.

Some of our participants' responses are as follows;

P5 "I teach the lesson today, and I organize this lesson in their online platform".

P12 "I had no problem with this issue, everything was done smoothly".

P8 "(thinking...) the needs of my students are the same as they used to be before the pandemic era".

P8 "(thinking...) the needs of my students are the same as they used to be before the pandemic era".

P4 "yes, (thinking...) I used to just give them a summary of the lecture in general".

P13 "it was even harder because, less contact with students, less knowing students, less contact with students, less interaction with students and less knowing what they want, what they need exactly".

Q6: according to you, which teaching method is more effective, teaching in classroom or via social platforms? And how do you evaluate students via assignments/ tests via the platform?

In the question above, the answers of our students were different from one to another. Hence, we categorized their responses into five categories. The first named 'both', where five of our participants said that both methods are effective. The second one entitled 'via social platforms', in which only one participant supported teaching via the platforms. The third category is 'in classroom', here in this category eight of our participants said that teaching in classroom is more effective. The fourth one named 'evaluate with tests/assessments', four of our participants said that they make tests and assessments. The last category is entitled 'do not evaluate via platforms', in which seven of our participants claimed that they did not evaluate their students via the social platforms and they just use the traditional method.

The responses of our participants were as follows;

P4 “in fact both methods are effective”.

P4 “I think that today especially since we are in the era of globalization and technological development, I think that teaching via technology is more effective than the traditional method”.

P6 “(thinking...) teaching in classroom is more effective”.

P3 “how can I assess students yes, with tests for my modules I make tests also I evaluate them through their participation”.

P6 “I do not evaluate them because, I do not use platforms”.

Q7: which teaching method consumes more time in preparation, the physical one or e- learning?

In this question, we categorized the answers of the participants into four categories named as follows; the first one, ‘physical’, where two participants said that the physical method consumes more time in preparation. The second category is ‘e-learning’, in which four participants claimed that e-learning is more time consuming in preparation. The third one entitled ‘both’, here five of the participants said that both of them consume the same time in preparation. The last but not the least, named ‘depends on the lesson’, where three of the participants said that the preparation depends on the lecture itself.

Here are some of our participants’ responses;

P5 “I think the physical one is (thinking...) takes more time compare to online teaching, yes”.

P9 “e-learning, e-learning why because, using.. you know that using this (thinking...) ICT is time consuming”.

P8 “both, both, both they need the same period of time”.

P10 “(thinking...) well, here it depends on the difficulty, it depends on the complexity for example of the course”.

Q8: during the provided learning and teaching protocol, how did you manage to deliver your lectures in a short time? Knowing that you were teaching through waves?

In the above question, the categories were as follows; the first category named ‘through over teaching’, where only one of the participants said that she used to deliver her lecture in a short time through over teaching. The second one entitled ‘no change’, in which three of our participants claimed that there was no change in delivering their lectures. In the third category which is named ‘summarizing’, seven of our participants used to summarize the lectures of course to deliver them in a short time. The fourth entitled ‘using both teaching methods’, in this category only one participant used both teaching methods, he explained at classroom and then upload the lecture via the platforms. The last one is ‘difficult’, one of our participants find it difficult to deliver his lectures in a short time.

Our participants kindly provided us with the following answers;

P1 “it was through over teaching as I said”.

P2 “I have told that it was on normal place like I used to do in traditional manner”.

P6 “I have tried to summarize things okay, I have tried to stick on the fundamentals”.

P5 “I sometimes, I put or upload lessons, sometimes I upload even videos yes, about the lecture provided in the classroom”.

P11 “yes, it was very difficult you know (thinking...) for me it was very difficult”.

Q9: how was your students’ reaction toward e-learning? any feedback?

In this question, we asked our participants about their students’ reaction toward this new approach, the categories were divided into five as follows; the first one named ‘adapt’, four of our kind participants claimed that students adapt to use this new approach. The second category entitled ‘bothered’, where two of the participants said that the students were not motivated to learn with this new method. One participant said that there were ‘no reaction’.

The fourth category is ‘negative reaction’, in which five of our participants said that the students’ experience was totally negative. The last but not the least, entitled ‘some benefit, others did not’, here one of our participants said that some students benefit from it and others did not.

The responses of our kind participants are as follows;

P12 “more, I presented and explained my lectures in the classroom, so they did not have any negative reactions”.

P3 “they were bothered”.

P4 “they did not react so much”.

P7 “the feedback was negative, totally negative”.

P8 “some of them did a benefit from it, others have not”.

Q10: according to your experience, do you think that the students’ grades increased or decreased during the pandemic? Why?

In this question the categories were divided into seven, the first named ‘increased’, only one participant said that their grades have increased during this period of the pandemic.

The second category entitled ‘decreased’, the majority of the participants claimed that the grades have decreased, where eleven participants said it. The third one is ‘because they could not manage’, two of our participants said that the students’ grades decreased because they could not manage to understand everything. The fourth category named ‘studying through waves/ time mismanagement’, in which four participants observed that students did not take it seriously because of the time. The fifth one is ‘stress’, here two participants said that the students’ grades decreased because of the stress. The sixth category is ‘lack of interest and motivation’, here three participants claimed that learners were not motivated to study via e- learning platforms.

The last one entitled ‘I do not know’, one of our participants said that he cannot give us a certain answer because he did not make any research about it.

Here are some of our participants’ responses;

P9 “normally, normally it increased”.

P10 “I think it is logic and automatic you get down”.

P7 “even those who could log in or get in to the platforms, could not manage to understand everything because, it was not an easy task for them”.

P6 “I think they are not taking it as seriously because, of the time, the time management”.

P3 “why, because of the stress”.

P4 “for two reasons, I think absentees and the lack of interest and motivation to study via e-learning platforms”.

P8 “wallah, I did not make any research on that to answer”.

III. DATA ANALYSIS

The COVID-19 pandemic affected educational systems around the world, leading to the Almost complete closure of schools and universities. Most of the world’s governments have Decided to temporarily shut down educational institutions to curb the spread of the virus.

Internet-based learning is generally regarded as an alternative to traditional learning. During This pandemic, it has become an integral part of maintaining school and university activities. Thus, this led to changes in the teaching-learning process at the university, affecting the Interaction between teachers and students. As a result of the pandemic, the university was Forced to work exclusively with students online. In the era of pandemics, this paradigm shift Can change students’ perceptions of new forms of education and learning. a structured face to Face interview was conducted with thirteen English teachers to capture both teachers and Student’s awareness, preparation, and full motivation to deal with this unexpected situation.

To analyse the collected data we are going to compare each question with the correspondence and the legal procedures send by the Ministry of Higher Education and Scientific Research to all the universities.

Q1: How was your experience as a student with the pandemic?

In categorising the answers we saw that the big category was "Negative", there were who said that is negative and hard and they were right because they promised to provide all the possibilities, but they did nothing of what they said. Some of them like that because they don't want to study and they are not motivated to study, and some of them; they were scared of disease because they have old people at home they were afraid of affecting them.

Q2: Did you get affected by Covid-19?

The answers were yes 52% more than no 48% , a big possibility because our university didn't provide nothing , no spacing as an example we 50 students in the class and the classes are not

enough to make spacing even if we think to divide them into groups the teacher cannot work the whole day , he can't teach beyond his time. Not providing masks; normally the university provide each teacher with a quantity of masks and who doesn't have the teacher gives him a mask, even the toilets are not sterile, and these are major causes that make everyone affected by this virus.

(•إعادة تهيئة دورات المياه مع ضرورة توفير مواد التنظيف و التعقيم ..)

(• Restoration of toilets, with the need to provide cleaning and sterilization materials...)

(•السهر على احترام الاجراءات الصحية من تباعد في حجرات الدرس و استعمال الكمادات)

(•Ensure that health procedures are respected, such as distance in classrooms and the use of masks).

Q3: How was your level of both semesters before and during the pandemic period?

Here we see that the student's levels before and during the pandemic were not the same, before they were good but during that pandemic they experienced a significant decrease, for example last year when the administration posted that there will be an examination no one want to come, and they were right because they were thinking in their health more than in their studies, they found it very difficult because the law says something and the reality in something else.

Q4: How do you explain the change of your level?

There were a significant deterioration in the level because the university did not provide the possible means, they told them to study online and they didn't provide the internet, even the net is not possible in our department, they were able to provide every students with internet or a CD that contain all the lessons because not all people have phones, internet, laptop. We have the internet room in the department but it is just a name you cannot even use the computers there, these are the few examples that may contribute in decreasing in the level.

(•التحضير للعودة لمقاعد الدراسة المستلزمات و الوسائل التي يجب توفيرها و مراقبة جهوزيته قبل 23/08/2020)

(• Preparation for the return to study and supplies the means must be provided and monitoring readiness before 23/08/2020)

Q5: Did you interact with your teacher before covid-19?

The most of learners said yes of course because there was not any pressure before the pandemic everything were normal.

Q6: Did you interact with your teacher during the pandemic via social platforms?

During that pandemic everyone was obliged to study via social platforms , there were who saw it as good for him especially the workers but also there were some students didn't interact with them because as I said in the precedent question not everyone has all the means to study especially who live outside the country.

Q7: Was the alternative method of teaching through e-learning and studying through waves helpful for you?

The answers were clear most of them said no 56% as I said for the workers it is normal so that they can balance between the study and the work but for the students it was not helpful , at least normally the university give the opportunity to each student to work with the computer in Internet room for one hour, or they give them CD with all the lessons, there were a lot of thing but the university did nothing, last thing we don't have even the water , Instructions say :

(• وضع تحت تصرف الطلبة حسب امكانيات الجامعة فضاءات للأنترنيت و وسائل الاعلام الالي مع الإخذ بعين الاعتبار الاجراءات الصحية).

(•Putting at the disposal of students, according to the capabilities of the university, internet spaces and automated media, taking into account health measures.)

And this we have in our university.

•What was your impression about this change?

The impression of students were between different and difficult in fact it was a reality of course from good to low from up to bottom before and during the pandemic are not the same in fact this experience was very difficult for everyone, everything contribute in decreasing the level.

Q8: What are the e-learning platforms that you are familiar with?

According to students answers Moodle and Google classroom were the most used by students, because all teachers post lessons on Google classroom and the Moodle platform was

decided by the Ministry, but the access to Moodle were a bit difficult not all students could join it.

•Which of the aforementioned platforms have you used during your studies?

Here we see that the most of students use Google classroom because it is easy to inter however Moodle platform most of students found it difficult to access maybe it was an internet problem, the university didn't provide the students with enough internet.

Q9: Do you have an account on Moodle?

The majority of learners said yes 74%, it means they have an account on Moodle Here we see that the pandemic force everyone to study online and avoid face to face teaching , and this is what we called distance learning.

Q10: Have you ever used it as a learning management system?

The answers were fair 50% said yes, and 50% said no, and here we have to care about the 50% who don't use Moodle, that why the level changed from better to worse because they don't have the means to study maybe they don't have phones or internet what if the university provided all students with the lessons it would be better.

Q11: Do you have online modules?

The majority have online modules but it is a pity not all students could study online, the same problem the university didn't provide the possible means.

Q12: How did you interact with your teacher through that module?

Here the answers were different from student to another the ones who can access to that online modules interact differently, there are who were adapted with the pandemic and there were who still see it as a difficult experience.

For the sake of validity of the findings, a structured interview was opted for as a second Research tool. Among the key advantages of the structured interview are effectiveness, Consistency, validity, etc. The main objective behind the use of the face to face interview is to Corroborate the current study with an insightful understanding of teachers' perception on how Did this pandemic affected their teaching in general and how the health protocol affected their

Planning, time management, and coping with both teaching methods, face to face and online Teaching. Moreover, the main aim is to observe the teachers' perceptions on the students' Reactions and readiness to embrace e-learning in this pandemic.

Q1: how did COVID-19 pandemic affect your teaching in general?

The above question is asked to depict the interviewees' initial perception bearing toward the swift shift from face to face teaching and learning to an online one. All the interviewees claimed that such change was urgent, unprepared, and stressing for them as teachers and for students also. In addition only two of them claimed that this period did not affect their teaching programs and practices at all. Moreover, the majority of them state that they tried to respond different ways to teaching, all possibly accessible platforms to post their lectures.

The majority of interviewees have been affected negatively, because of time mismanagement and the shift swift from the traditional method face to face to a new mode of teaching, e-learning. The correspondence and the legal procedures sent by The Ministry of Highe Education and Scientific Research to all the universities agreed that: "the heads of departments are tasked in coordination with the deputy mayors of pedagogical and field officials to prepare the use of time in which the quota is estimated at one hour and the basic classes are programmed while continuing to put lessons online mixed with attendance education." While our interviewees faced the problem of time pressure, where they found that one hour is not enough to deliver the whole lecture with all its concerned parts.

Q2: what is your impression about your way of teaching before and during the pan demic?

In this question the majority of our interviewees have a negative impression about their way of teaching before and during this pandemic, some of them find it difficult to adapt this new way of teaching and others find it tiring, only one of the interviewees found that it has a positive side. The Correspondence and the Legal Procedures sent by the Ministry of Higher Education and Scientific Research to all universities stated that: "care should also be taken to regroup students in line with the standards mentioned in the protocol." In this question the most of our interviewees' impression was negative because they found that grouping students was not a very effective solution and this caused them difficulties.

Q3: how did health protocol affect your way of teaching in terms of time management

and planning?

According to answers, most of our interviewees were affected negatively by the health protocol in terms of time management and planning. Some of them find it very exhausting a difficult to adapt, while others adapt. The Correspondence and the Legal Procedures sent by the Ministry of Higher Education and Scientific Research to all universities claimed that: “the courier size and how it is distributed to the week are announced to teachers and advertised to students through all available media and means of communication.” While our interviewees, could not manage to finish the provided learning program.

Q4: did you manage to cope with teaching in classroom and teaching via platforms?

According to the answers, most of the teachers managed to cope with teaching in classroom and teaching via platforms. Only few affirm that they did not for they preferred face to face mode of teaching and learning, others adapt to cope with the two methods and two of them claimed that they need a sort of training to deal with this new educational platforms.

According to The Correspondence and the Legal Procedures sent by the Ministry of Higher Education and Scientific Research to all universities: “continue to put lessons online mixed with the attendance education, and applied work classes that cannot be presented in the form of simulation or performed by teachers in the form of video displayed online.” Here most of our interviewees followed this instruction.

Q5: how did you manage to plan a lecture during this period in order to meet the needs of your students?

The responses to this question differ from one to another, some of our interview used both methods of teaching and learning in order to meet the needs of their students, some others summarized and focused on only the main points of the lecture because of the health measures and time limits, while others faced no changes when it comes to the needs of their students.

The interviewees in this case followed the instructions sent by The Ministry of Higher Education and Scientific Research to all universities, in which they respect the health measures and time limits.

Q6: according to you, which teaching method is more effective, teaching in

classroom or via social platform? And how do you evaluate students via assignment/tests via the platform?

The responses are shared between teaching in classroom, via social platforms, and both. While the majority of the interviewees claimed that teaching in classroom is more effective, others said that both of them are effective, and only one interviewee said that teaching via platforms is more effective.

When it comes to the evaluation, the Ministry of Higher Education and Scientific Research claimed that: “in coordination with pedagogical training teams, the method of evaluation adopted is determined with the introduction of flexibility in the forms of evaluation, taking into account health conditions and preventive measures.” While the majority of the interviewees did not used to evaluate students via platforms, some of them because they do not use them and others because they prefer the traditional method. In addition, some of them evaluate students using assignments and tests.

Q7: which teaching method consumes more time in preparation, the physical one or e-learning?

In the question above, the responses of our interviewees differ from to another. Where only few teachers said that the physical one consumes more time, others said that both of them consume the same time in preparation, and of course others found that the electronic one is more time consuming, in addition, many teachers said that the preparation depends on the lecture itself.

In this question we observed that our interviewees followed the instructions sent by The Ministry of the Higher Education and Scientific Research by using these online platforms.

Q8: during the provided teaching and learning protocol how did you manage to Deliver your lectures in a short time? Knowing that you were teaching through waves?

The majority of the interviewees used to summarize the lectures in order to deliver in a Short time, some did not change their way of planning and everything was done smoothly, Others could manage through over teaching and using both teaching tools, while one of our Interviewees find it difficult.

Most of the interviewees claimed that they were obliged to summarize the lectures and Focus only on the fundamentals in order to deliver them in this very short time, in conclusion We observed that interviewees respect the instructions given by The Ministry of Higher Education and Scientific Research to universities.

Q9: how was your students' reaction toward e-learning? Any feedback?

In the question above, the responses of the interviewees were different from one to Another. The majority of teachers observed that the students' reaction toward e-learning was Negative because they could not access to platforms, and some students do not have access to The internet while in The Correspondence and the Legal Procedures sent by the Ministry of Higher Education and Scientific Research to all universities claimed that: "put at the disposal Of students, according to the university's capabilities, internet spaces and automated media Taking into account health procedures." While teachers said that students did not use to access On the platforms because they do not have access to the internet and others do not have even Smart phone. In this case we found that universities did not provide students with such things As the above.

Contrary, some interviewees said that students adapt with such situation because they Have no other solutions, only one interviewee said that students were bothered from this new Tool of learning.

Q10: according to your experience, do you think that students' grades increased or Decreased during the pandemic? Why?

All teachers agreed that the students' grades decreased, unlike only two of them. Our Interviewees said that the majority of the students' grades decreased because they could not Manage to understand everything through both teaching tools, and because they were stressed And afraid of being affected with the virus, in which the university did not respect the health Measures even the smallest details such as providing teachers and students with masks as it is Mentioned in The Correspondence and the Legal Procedures sent by the Ministry of Higher Education and Scientific Research to universities: "maintaining the distance between the Students and avoiding tangible things such as the distribution of papers, like while constantly Disinfecting and ventilating the place."

IV. DISCUSSION OF FINDINGS

The findings gleaned from the questionnaire are that the pandemic has been one of the most difficult experiences that students have had. Most of them got ill, which led to their level dropping from good to worse, and that was also because of the other reasons that occurred due to Covid-19. According to the results obtained, the educational aspect was the most affected by the pandemic. Before, the students' interactions was good with teachers, until the arrival of the pandemic, which changed the course of their lives, which led to a change in the educational situation from the normal situation to studying remotely through electronic platforms, including the Moodle platform, the reaction of most students was negative because It was available only to some of them due to the lack of possibilities and lack of knowledge of working with it. As in the interview, it demonstrate that the pandemic affected teachers negatively, because of the time mismanagement and the shift swift from the traditional method to the new mode of teaching, also grouping students was not an effective solution. Teachers in the English Language Department claimed that the health protocol affected them negatively, in which they could not finish the teaching-learning program.

We also observed that teachers in the English Language Department, cope with both teaching in classroom and teaching via platforms. We found that teachers of English respect the time limits and health measures with the technique of summarizing lectures and focusing on only the fundamentals. Moreover, we observed that the majority of teachers in the English Language Department prefer teaching in classroom and saw it more effective than teaching via platforms. In addition, the teachers of English claimed that their students' reaction toward e-learning was totally negative, because they could not access to platforms and they were unprepared for such situation as such their grades decreased.

Conclusion

The online questionnaire and the structured Interview in this study were designed for EFL learners and teachers. The main goal was to know the teachers opinions about their teaching experience and also students learning experience during this pandemic, as well as to inquire about what effect COVID-19 pandemic had on them as teachers and learners.

The data indicates that neither teachers nor learners found the new system of studying helpful they were highly influenced by the new health measures In which they faced too many difficulties in accessing to the new electronic platforms because of the need of training, as they found problems in time management.



General conclusion

General Conclusion

This study aims at knowing the aftermath of the pandemic on time management in Algerian Higher Education between reality and the Ministry's suggested protocols. Educational institutions were surprised by the new situation, without any prior preparation, a complete shutdown of universities and distance learning was announced. This new mode made it difficult for both teachers and students to advance in the learning process. Training both teachers and students in digital literacy is highly recommended, in order to make this shift effective in the future of education and to keep up with development.

This research aims to shed light on the several effects and aftermath that COVID-19 pandemic has on ELT and time management. Furthermore, the challenges that Ibn Khaldoun University teachers and students encountered during this pandemic and how did they cope with it.

This investigation was divided into three chapters. The first and the second chapters were devoted to the theoretical part which are purely descriptive, reviewing related literature. The third chapter was concerned with the methodology used and the practical part via administering an online questionnaire to students and a structured interview with teachers at the English Department in Ibn Khaldoun University. The first chapter presents English language teaching, whereas in the second chapter we shed light on the time management and the effect of COVID-19, as well as e-learning. Chapter three meanwhile, deals with the research methodology and practice. It is worthy to mention that this study is correlational in nature, employing mixed-methods research. Moreover, it is constant to tackle the practice of this study. Online questionnaire and structured interview have been conducted to answer our questions. To either confirm or deny the research hypothesis.

The findings of the pilot research conducted with EFL students via the online questionnaire and to teachers via the structured interview are interesting. Many of the results assert that EFL students and teachers in the Algerian higher education sector have been deeply affected by the pandemic in a negative way, in which they faced a serious time mismanagement. After the analyses, the findings show that the correlation between ELT and time management have been affected negatively during the COVID-19 pandemic, in which English language teaching is a process that demands a specific and organized time management whereas teachers of English claimed that the provided time is not enough to deliver their lectures with all its concerned parts. It is worthy to mention that teachers were highly influenced by the new time

General Conclusion

frame that was offered by the administration, where they rely on providing their lessons on platforms as another teaching approach.

Based on the findings of this study, hence, believes that initial training should focus on bridging the digital divide among teachers and students. this study can pave the way for further studies to be conducted on the significance of time management and substantial of English language teaching (ELT) via the electronic platforms as a modern method. Besides, it is quite important to mention that educators nowadays are not fully aware of the countless advantages of E-learning as they are still in favour of the traditional methods. Therefore, the presented study might clear the path in a way or another for the future researchers to emphasize on the E-learning and teaching via online substances as an advanced step toward the civilized and technological development



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Appendices

Appendices

Appendix 1; Questionnaire

Dear student,

We would be very grateful if you could answer the present Questionnaire intended to collect data for our Master research entitled ‘ The Aftermath Of The Pandemic On Time Management In Algerian Higher Education; Between Reality And The Ministry’s Suggested Prtocols’. Your answers will be of great help to accomplish this study.

Questions:

Q1 : How was your experience, as a student, with the pendamic?

.....
.....

Q2 : Did you get affected by ?

Yes

No

If yes, how did that affected you as a student?

.....
.....

Q3 : How was your level of both semesters before and during the pandemic periode?

Before the pandemic : Poor Fair

 Good Exellent

A fter the pandemic : Poor Fair

 Good Exellent

Q4 :How do you explain the change of your level?

.....
.....

Q5 : Did you interact with your teacher before covid-19 ?

Appendices

Yes No Sometimes

Q6 : Did you interact with your teacher during the pandemic via social platforms?

Good Bad I don't know

Q7 : Was the alternative method of teaching through e-learning and studying through waves helpful for you ?

Yes No

What was your impression about this change?

.....
.....

Q8: What are the e-learning platforms that you are familiar with ?

.....
.....

Which of the aforementioned platforms have you used during your studies

.....

Q9 : Do you have an account on Moodle ?

Yes No I don't know

Q10 : Have you ever used it as a learning management system?

Yes

No

Q11 :Do you have online modules?

.....

Q12 : How did you interact with your teacher through that module?

.....

Q13 : What about your assessment, how did your teacher evaluate you ?

Online Homework's

Appendices

Online Presentation

Q14 : What do you think of being evaluated through online platforms ?

Fairly

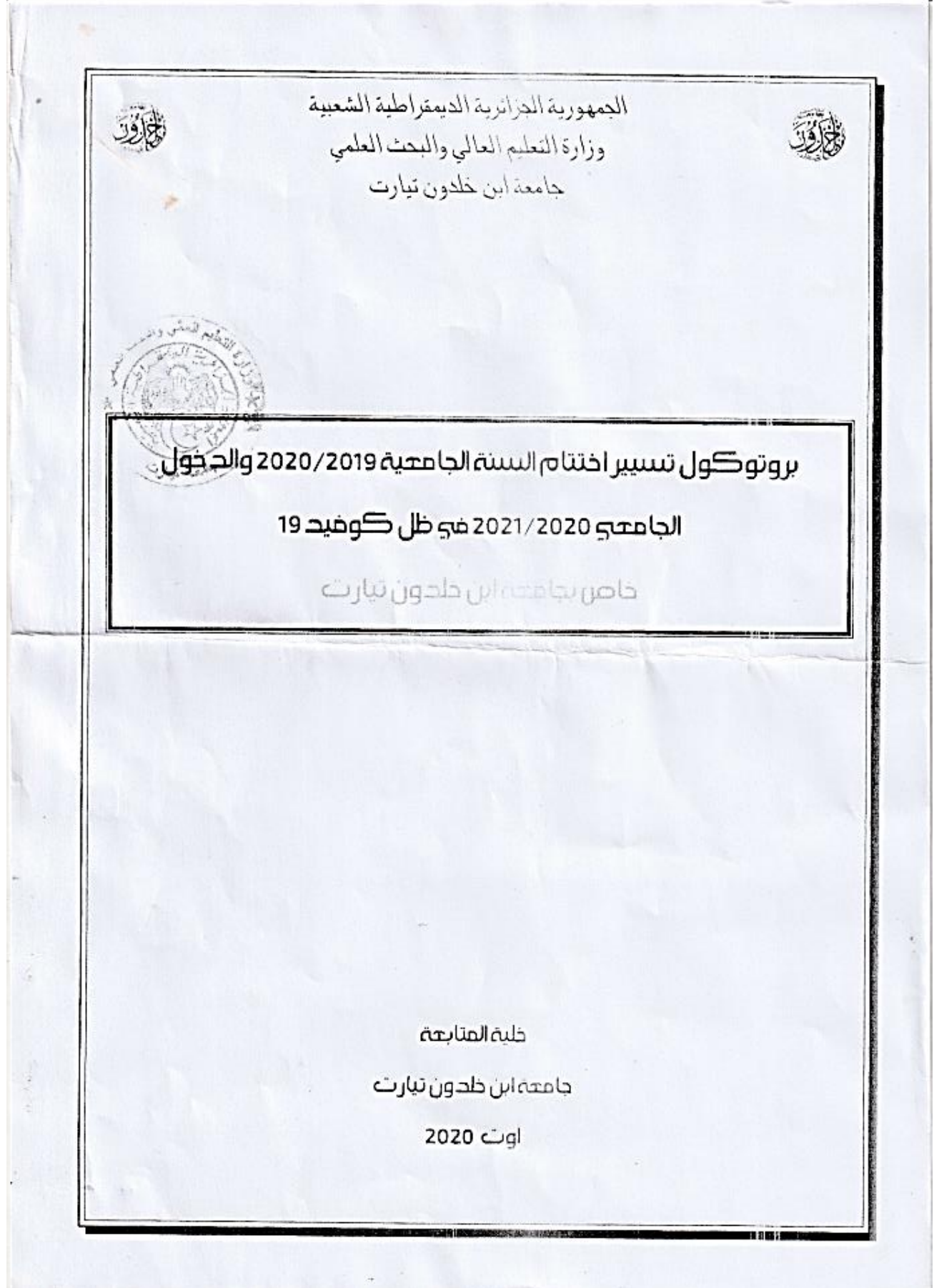
Unfairly

Appendices

Appendix2: INTERVIEW

- How did COVID-19 period affect your teaching in general?
- What is your impression about your way of teaching before and during the pandemic?
- How did health protocol affect your way of teaching in terms of time management and planning?
- Did you manage to cope between teaching in classroom and teaching via platforms?
- How did you manage to plan a lecture during this period in order to meet the needs of your students?
- According to you, which teaching method is more effective, teaching in classroom or via social platforms? And how do you evaluate students via assignment/ tests via the platform
- Which teaching method consumes more time in preparation, the physical one or e-learning?
- During the provided learning and teaching protocol how did you manage to deliver your lectures in a short time? Knowing that you were teaching through waves
- how was your students' reaction toward e-learning? Any feedback?
- According to your experience do you think that the student's grades increased or decreased during the pandemic? Why?
- Any other comments or recommendations concerning **the issue at hand**.

Appendix 3 : preventive measures.



نظرا للظروف الصحية التي تشهدها بلادنا على غرار كل بلدان العالم جراء تفشي وباء كورونا المستجد، الأمر الذي نجم عنه انقطاع عن الجامعة دام أكثر من خمسة أشهر، خلال هاته الفترة كان لزاما على كل مؤسسات التعليم العالي والبحث العلمي إيجاد بدائل أخرى عن التعليم الحضوري كنشر المحاضرات و الدعائم البيداغوجية عبر مختلف المنصات والمواقع الإلكترونية التابعة لها والمعدة لهذا الغرض، وغيرها من المبادرات والمساعي التي دأبت جامعتنا منذ الأيام الأولى للجائحة من أجل توفير كل الإمكانيات والوسائل المادية والبشرية و التقنية المطلوبة لإنجاح هذا النمط الجديد من التكوين (التكوين عن بعد)، هذه العملية رافقتها بمجهودات جبارة لأغلب الأساتذة وإطارات الجامعة لا يمكن إغفالها، وضمنا لاستمرارية النشاطات البيداغوجية على مستوى المؤسسات الجامعية في ظل الظروف الصحية الحالية مع المحافظة على صحة كل مكونات الأسرة الجامعية من طلبة و أساتذة وعمال، تم بالتنسيق والتشاور مع مكونات الأسرة الجامعية إعداد بروتوكول إطار ينظم ويسير العودة لمقاعد الدراسة بشرط توفير الظروف الملائمة لذلك ضمن مخطط عملي تم نشره وتوزيعه على كل المؤسسات، في هذا الصدد سعت جامعة ابن خلدون- تيارت حسب خصوصياتها وما تشتمل من تكنولوجيات وما تتوفر عليه من إمكانيات مادية وبشرية لصياغة بروتوكول عملي خاص بها مستمد من البروتوكول الإطار المرجع المحدد سابقا من طرف الوزارة الوصية لتسيير اختتام الموسم الحالي و الدخول الجامعي المقبل .

تصنيف: عمومية

لهذا الغرض وبالتشاور مع كل أعضاء الخلية المحلية المنشأة طبقا للقرار رقم 153 المؤرخ في 17 جويلية 2020، تم إعداد مخطط عملي للعودة التدريجية واستئناف ومراجعة وإتمام المتبقي من البرامج لاختتام الموسم الحالي وتحضير الدخول الجامعي في أحسن الظروف، يتوزع هذا المخطط إلى مرحلتين:

- 1- التحضير للعودة لمقاعد الدراسة (المستلزمات والوسائل التي يجب توفيرها ومراقبة جهوزيته قبل (20/06/2020)
 - 2- رزامة العودة للدراسة (رزامة الأنشطة البيداغوجية والخطوات المرافقة لها)
- تم تقسيم هذا المخطط في مرحلته الأولى إلى ثلاثة جوانب:

1- الجانب البيداغوجي

2- جانب الخدمات الجامعية

3- إجراءات الوقاية والمرافقة



المرحلة الأولى: التحضير للعودة لمقاعد الدراسة

الجانب البيداغوجي:

يُكلف رؤساء الأقسام بالتنسيق مع نواب العمداء للبيداغوجية ومسؤولي الميادين بإعداد استعمالات الزمن قبل يوم 2020/08/16 تقدر فيها الحصة بساعة واحدة وتبرج حصص المواد الأساسية (مع مواصلة وضع الدروس عبر الخط ممزوجا بالتعليم الحضوري) وحصص الأعمال التطبيقية التي لا يمكن تقديمها على شكل محاكاة (Simulation) أو تنزيل من قبل الأساتذة على شكل فيديوهات تعرض عبر الخط. يوزع البرنامج خلال أسبوعين لكل مستوى في شكل مرافقة و/أو مراجعة وتبقى الوحدات التعليمية الأخرى حصرها عبر الخط مع العمل على إثراء الدعائم البيداغوجية بكل ما من شأنه مساعدة الطلبة وتمكينهم من التحصيل، كما يجب الحرص على إعادة تفريج الطلبة تماشيا والمعايير المذكورة في البروتوكول الإطار للطلبة / مع الحفاظ على التباعد بين الطلاب ونجيب الأشياء المدبوسة كتوزيع الأوراق أو ما شابه مع الحرص على تطهير وتهوية المكان باستمرار. ترسل نسخ عن استعمالات الزمن للسيد نائب مدير الجامعة للبيداغوجيا قبل يوم 2020/08/16.

يتم تبليغ النجم الساعي وكيفية توزيعه على الأسبوع للأساتذة ويعلم للطلبة عبر كل وسائل ووسائل الاتصال المتاحة خلال الفترة الممتدة من 16 أوت إلى غاية 24 أوت 2020.

يتم بالتنسيق مع فرق التكوين البيداغوجية تحديد طريقة التقييم المعتمدة مع إدخال المرونة في أشكال التقييم مراعى بذلك الظروف الصحية والإجراءات الوقائية. مع العلم أنه عند استئناف الدروس الحضورية لا يحتسب غياب الطلبة.

يجب مراعاة الظروف الحالية أثناء تقييم محتوى مذكرات التخرج.

بما أن معهد البيطرة يضمن تكوينا كلاسيكا نظام الدراسة فيه سنوي، يترك لرؤساء الأقسام بالتنسيق مع السيد المدير المساعد المكلف بالبيداغوجيا بالمعهد إعداد وتوزيع المتبقي من البرنامج موزعا خلال أسبوعين لكل دفعة حسب ما يبينه الجدول 1، والحرص على أن يتم إتمام البرنامج التكميلي (ماستر علوم بيطرية) الخاص بطلبة السنة الخامسة ضمن نفس الفترة.

وضع تحت تصرف الطلبة حسب إمكانيات الجامعة، فضاءات للأترنيت ووسائل الإعلام الآلي مع الأخذ بعين الاعتبار الإجراءات الصحية.

جراءات الوقاية والمراقبة:

- 1- تسيير المرحلة المقبلة يتطلب إمكانيات وتعدادات بشرية معتبرة قد تفوق القدرات الحقيقية للجامعة، وبناء عليه يمكن الاستعانة ضمن العمل التطوعي بكل من يرغب في ذلك من طلبة أو أساتذة أو عمال في عملية التوجيه والإعلام، يتم التنسيق مع نقابات الأساتذة والعمال والتنظيمات الطلابية والنوادي الطلبة لوضع مخطط وجدول زمني لتوزيع المتطوعين (مستثنى أعوان الأمن) عبر الهياكل وخلال كل فترات اليوم.
- 2- تنصيب رؤساء أفراج (فوج الأمن لمراقبة دخول وخروج الطلبة، فوج النظافة لمتابعة التعقيم والتنظيف، فوج تنظيم الحركة داخل المؤسسة).
- 3- إعادة تهيئة دورات المياه، مع ضرورة توفير مواد التنظيف والتعقيم، وإن أمكن وضع منظفة بالقرب من هاته الدورات مع العمل بالتناوب، وفي حالة وجود فضاءات بالقرب من دورات المياه من الممكن وضع نقاط لغسل اليدين، بسهولة ربطها بشبكة المياه.
- 4- وضع مخطط لدخول وخروج الطلبة، من أجل تفادي التقاطعات، والحرص على أن يكون دخول الطالب مباشرة إلى قاعة التدريس (لا بد أن تكون للطلاب المعلومة بالمكان الذي يدرس فيه قبل وصوله للمؤسسة)، إضافة إلى التنسيق مع الجانب البيداغوجي من أجل تفادي اتصال الطالب بالإدارة (أضياكل الإدارية ضيقة) مثلا تعيين ممثلين عن الطلبة أو الإدارة الرقمية.
- 5- توفير أجهزة قياس الحرارة، ونظرا لنقص أعوان الأمن يجب التنسيق مع ممثلي الطلبة من أجل المساعدة في عملية القياس المنتظم لحرارة عند الدخول.
- 6- إجبارية ارتداء الكمامة والحرص على احترام التباعد الجسدي.
- 7- منع دخول الأشخاص الغرباء.
- 8- منع التجمعات.
- 9- تنشأ على مستوى الجامعة لجنة للإصغاء والمراقبة البيكولوجية تضم أطباء الجامعة ومتخصصين في علم النفس، يوضع تحت تصرفها رقما أخضرا.
- 10- وضع مخطط لتسيير الحالات المشتبه فيها بالتنسيق مع مديرية الصحة، ويجب على أعوان أمن الجامعة الاطلاع عليه، مع الحرص على تخصيص قاعات لعزل هاته الحالات.



المرحلة الثانية: رزنامة العودة للدراسة

ابتداء من 16 أوت 2020

استئناف العمال الإداريين وعمال الصيانة والنظافة لإعداد النضاءات البيداغوجية وظروف استقبال الطلبة سواء كان ذلك على مستوى الجامعات أو على مستوى الإقامات الجامعية، لا سيما وضع نظام صحي مناسب.

تذكير الأسرة الجامعية بنظام "بروتوكول التسيير" لنهاية الموسم الجامعي 2019-2020 والدخول الجامعي 2020-2021، وذلك باستخدام جميع وسائل الاتصال.

إعلام الطلبة ببرنامج التوقيت الخاص بنهاية السنة الجامعية 2019-2020، والدخول الجامعي لسنة 2020-2021، المعتمد من طرف المؤسسة طبقاً لبروتوكول إطار التسيير.

يوم 23 أوت 2020:

التوقيع على محاضر الاستئناف عبر الخط. مع التزام الأساتذة بمواصلة الأنشطة البيداغوجية التي بدأت شهر مارس 2020، والحرص على تواصل الأساتذة المؤطرين مع طلبتهم.

من 23 إلى 31 أوت 2020 (استئناف طلبة الدكتوراه وطلبة السنة الثانية الماجستير):

- استئناف التكوين بمؤسسات التعليم العالي لطلبة السنة الثانية ماجستير طلبة السنة الخامسة الذين يحضرون البرنامج التكميلي لتبيل شهادة ماجستير في العلوم البيطرية معنيون أيضاً وكذا الطلبة المسجلين في الدكتوراه، واستقبالهم بالإقامات الجامعية للسماح لهم بمواصلة أبحاثهم أو لتحضير مناقشتهم المغلقة.

- الحرص على أن تقوم المكتبة المركزية ومكتبات الكليات، المعهد والمحققين بملائمة طريقة عملها تماشياً وظروف الحالية ليتمكن الطلبة من اقتناء الكتب التي يحتاجونها في ظروف أمنة صحية.

- إتمام امتحانات السداسي الأول للملحقة قصر الشلالة

- إتمام الامتحانات الاستدراكية ل مختلف الأقسام

ابتداء من أول سبتمبر 2020: مواصلة التعليم عن بعد بالمزاوجة بين الدروس والأعمال الموجهة. عندما تكون المحاضرات والأعمال الموجهة مدعجة، يمكن تقديمها حضورياً: العمل على استقبال الطلبة في شكل دفعات لمدة أسبوعين "تدريس مكثف" ما يعادل "أربعة أسابيع":

1-4 الدفعة الأولى من 01 إلى 24 سبتمبر 2020: طلبة السنة الأولى ليسانس / السنة أولى بيطرة

2-4 الدفعة الثانية من 16 إلى 30 سبتمبر 2020: طلبة السنة الثانية ليسانس / السنة الثانية والثالثة بيطرة

3-4 الدفعة الثالثة من 01 إلى 15 أكتوبر 2020، حسب تعداد الطلبة في المؤسسة: طلبة السنة الثالثة ليسانس والسنة الأولى ماستر/السنة الرابعة والخامسة بيطرة

ملحقة قصر الشلالة:

نظراً للتأخر الحاصل في نشاطات السداسي الثاني للبلحفة يتم استغلال كل الأسابيع الستة (06) لكل الدفقات مع استعمال نظام الدوامين وتوزيع الدفقات حسب العدد عبر اليوم وإعادة تفويج الطلبة مراعاة للمعايير المحددة في البروتوكول الإطار.

يتم المزاوجة في التدريس بين الحضورى وعبر الخط بالنسبة للمقاييس الأساسية والتهيئة الأعمال التطبيقية خاصة) وبالنسبة للمقاييس الأخرى يتم استغلال الأرضية الرقمية مودل حصرياً لإتمام البرنامج. كما يتم التنسيق مع الكليات المعنية من أجل إيجاد طريقة لاستغلال الدعائم اليداغوجية الموضوعة لنفس التخصصات.

من الساعة 08 إلى غاية 13: السنة الأولى ليسانس والأولى ماستر

من الساعة 3 إلى غاية 18: السنة الثانية والثالثة ليسانس.

رزمة مناقشات مذكرة التخرج:

- تقديم النسخ الإلكترونية للمذكرات: يقوم الأستاذ المؤطر بإرسال نسخة عن مذكرة التخرج عبر البريد الإلكتروني لرئيس القسم من 23 أوت إلى غاية 20 سبتمبر 2020.
- تم المناقشات ابتداء من تاريخ 01 إلى غاية 30 سبتمبر 2020.

ملخص

يهدف البحث الحالي إلى التحقيق في تأثير جائحة COVID-19 على اللغة الإنجليزية. تدريس اللغة (ELT) وإدارة الوقت في التعليم العالي، وتحديداً في جامعة ابن خلدون تيارت. في هذا البحث، ألقينا الضوء على العديد من التأثيرات و. في أعقاب جائحة COVID-19 التي جلبت تدريس اللغة الإنجليزية والوقت. الإدارة. وتحقيقاً لهذه الغاية، استخدمنا منهجية كمية ونوعية. في وقت لاحق، لقد استخدمنا استبياناً عبر الإنترنت تم توجيهه إلى 50 طالباً في EFL واستبيان منظم. تم إجراء مقابلة مع 13 مدرساً في EFL في جامعة ابن خلدون تيارت. لدينا تحليل بياناتنا المجمعة بالمقارنة مع التدابير الوقائية المتعلقة بالإكليل التي أصدرتها وزارة التعليم العالي التي تسمى "بروتوكول اختتام الجامعة. العام 2020/2019 والدخول الجامعي 2021/2020 تحت " COVID-19 بعد التحليلات، the. وتبين النتائج أنه ينبغي توفير التدريب الأولي للمعلمين على المنصات الإلكترونية. والطلاب أيضاً. قد تكون هذه الدراسة مهمة لكل من معلمي EFL والطلاب، لأن. ويعتزم إبراز استعداد الطالب للتعلم بشكل مستقل وتحديد العقبات. التي واجهتها أثناء الوباء. كما يظهر مشاكل المعلمين أثناء هذا الوباء مثل ضيق الوقت الذي لم يتمكنوا فيه من إنهاء البرنامج بأكمله.

Résumé

La recherche actuelle vise à étudier l'impact de la pandémie de COVID-19 sur l'enseignement de la langue anglaise (ELT) et la gestion du temps dans l'enseignement supérieur, en particulier à l'Université d'Ibn Khaldoun Tiaret. Dans cette recherche, nous jetons un éclairage sur plusieurs effets et conséquences de la pandémie de COVID -19 sur l'enseignement de la langue anglaise et la gestion du temps. À cette fin, nous avons utilisé une méthodologie quantitative et qualitative. Pour ce dernier, nous avons utilisé un questionnaire en ligne adressé à 50 étudiants de l'EFL et une interview structurée a été administrée à 13 enseignants de l'EFL à l'Université Ibn Khaldoun de Tiaret. Nous avons analysé nos données collectées par rapport aux mesures préventives de corona qui ont été publiées par le ministère de l'enseignement supérieur qui nomme « Protocole pour la conclusion de l'année universitaire 2019/2020 et entrée universitaire 2020/2021 sous COVID-19 ». Cette étude peut être importante pour les enseignants et les étudiants d'EFL, car elle vise à mettre en évidence la volonté de l'étudiant d'apprendre de manière autonome et à identifier les obstacles rencontrés pendant la catastrophe. Il montre également les problèmes des enseignants pendant cette période, comme le manque de temps pendant lequel ils n'ont pas pu terminer l'ensemble du programme

