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Department of letters & Foreign Languages  
English Section



**COVID'S Effect On THE EDUCATIONAL PROCESS**  
(The Case Study Of Master's Students & Teachers At The English Department Of Ibn Khaldoun University)

Dissertation submitted in partial fulfillment for the requirements of Master's Degree in  
Didactics

**Submitted by**

Ms. Belkessa Nedel Bouchra

Ms. Zitouni Imene Aicha.

**Under the Supervision of**

Mrs. Rafika Marhoum

*Dissertation submitted in fulfillment of the requirements of Master's Degree in Didactics.*

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<b>Supervisor</b>	<i>Mrs. Rafika Marhoum</i>	<b>MAA</b>	<b>Ibn Khaldoun Tiaret</b>

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# Dedication

This work is dedicated to my beloved parents Said & Soraya, who always pushed me to go on adventures, especially this one; they had endless love and faith in me.

I hope this achievement will fulfill the dreams they imagined for me as well as my Sisters and brother Khadija, Yasmine and Ahmed and our Little Princess Wafaà

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Last but not least my soulmate Habib, & my baby daughters Fiona and Elsa.

***Imene Zitouni.***

# DEDICATION

I dedicate my work to my parents for their unwavering love, support and encouragement throughout my educational path. I hope this achievement will allow me to realize the dream

they had to me

Belkessa Nedel Bouchra

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# Abstract

The purpose of this study is to examine both learning and teaching process for teachers and students during the COVID19 period. It focuses on the factors that had an impact on the students. The main reason behind this research is to look into the psychological health of EFL students and to look into the issues and challenges they face while learning during the confinement. This research aims to discover their mental health problems, as well as their learning and teaching process; challenges. It also seeks to investigate teachers' perspectives on the impact of COVID-19 on master one degree students in the English department Ibn Khaldoun Tiaret. In order to collect data for this study, we administered a questionnaire to 40 students and 5 teachers. The results reveal that COVID19 had negatively impacted their mental health, academic performance and process teaching.

**KEYWORDS:** COVID-19, Mental-Health, EFL, Teaching, Learning, Process.

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## APPENDICES

# LIST OF ACCRONYMES

**EFL:** English as a Foreign Language

**COV:** Coronavirus

**COV-2:** Coronavirus 2

**SARS** Severe Acute Respiratory Syndrome

**SARS-COV-2:** Severe Acute Respiratory Syndrome Coronavirus 2

**HCOV-229E:** Human Coronavirus 229E

**URU:** Upper Respiratory Illness

**TL:** Traditional Learning

**OL:** Online Learning

**AMU:** Astana Medical University

**AWAL:** Arabic World Language

**USA:** The United States of America

**SNS:** Social Networking Sites

# **General Introduction**

## General introduction

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Coronavirus has evolved into a pandemic that swept and swamped the whole humane race, impacting on lives at different levels. this virus poses a threat on multiple levels, including all aspects of life, education, cultural activities, social life, and it weakens all pivotal activities .The pandemic wreaked havoc on the educational system in a way that had that had never been seen before . COVID-19 had tremendous impact on educational systems all across the world, resulting in the shutdown of schools universities, colleges. Its eruption creates dangerous concern to universal educational systems. to prevent the virus from spreading in schools, most countries opted to temporarily close educational institutions; as a result, the World Health Organization has encouraged the use of online learning applications .Online learning or virtual classrooms are used to support distance learning for both students, and instructors, where they supply teaching tools in the form of digital content that can be approached, stored, and shared through internet at any time and from any location.

The most obvious features of online learning is that it provides ease and flexibility for instructors and students, particularly when it comes to setting online learning schedules without regard to time or location (Brown, et. , 2015) .It also allows instructors to post instructional materials that students in the class can download instantly . Technology as an application for teaching and learning can create more exciting and innovative activities, thereby, motivating students to participate in them (Dharmawati, 2017) .Moreover Roida and Yuni (2020) allege that information technology is very useful in the online learning process or online during COVID-19 pandemic eruption, and that the entire teaching process and learning tasks can be completed successfully . It also prevents the learning tasks from becoming tedious. This research seeks to explore the effect of COVID-19 on the educational process for English learning and teaching in the Ibn Khaldoun University English Department

## General introduction

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and how learning is transferred to learning online. The research methodology used in this work is a questionnaire distributed to both students and teachers. This study supplies primary data about COVID-19's effect, teaching and learning via internet, and data collection analysis.

### **1. The purpose of the study**

The aim of this study is to survey the exact effect of COVID-19 pandemic on the educational process, teachers, students' mental health, and e-learning.

### **2. Research questions**

The current study addresses the following questions:

- 1- How did COVID19 lockdown impacted on students' mental health?
- 2- How did COVID19 effect the educational process both teaching and learning?
- 3- How do students' perceive learning on online platforms?

### **3. Research hypotheses**

- 1- We think that COVID19 impacted negatively student's psychological health.
- 2- Covid19 must have affected negatively educational process.
- 3- Students should be at ease with using E-learning.

## General introduction

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### **4. Structure of the dissertation**

The present study is divided into three chapters the first chapter assigned to the theoretical background, this later provides a general introduction about COVID-19 and its impact, the second chapter devoted to a literature review of relevant studies regarding the impact of coronavirus on education and students' mental health, the third chapter discusses the impact of online learning, e-learning platforms on student's academic performance, through students' questionnaire, teachers' questionnaire, collected and analysis data .

**Chapter one:  
Overview  
of pandemic and  
Education**

**Introduction :**

To bridge the educational gap created by covid-19 pandemic teachers shifted to Educational technology, in which e-learning is a part of it . They utilized the technological tools in order to simplify learning and accomplish their learners requirements.

This chapter concerns a brief historical background about covid-19 pandemic, it's first emergence, then covid-19 outbreak in China, Wuhan including to it's spread in the world, and Algeria we are also going to supply covid-19 definition . It provide definition of educational technology, it sheds the light on the history of educational technology . At the end of this chapter it discusses EFL teaching and how it relates to the use of technology by explaining some technological tools . It illuminates some learning theories and teaching methods and their relation to the use of technology.

**1-1 Historical Background of COVID-19**

Beginning with the tobacco mosaic virus (1892), foot- mouth disease virus, (1898), yellow fever virus (1901), and then mortal virus caused an influenza virus through the First World War 1 and killed nearly 50 million people. It is the highest point in second history of humankind, and this virus is most likely one kind of influenza virus.

The first case of coronavirus pandemic (COVID19) was recorded in 1931, and the first coronavirus (HCOV-229E) secluded from individuals in 1965.

This affects a wide range of birds, animals, and mammals. As well as individual's, discussion of the prototype murine coronavirus strain of coronavirus was reported in 1949. Since 1970, researchers have elaborated the pathogenesis and replication processes of numerous coronavirus in great depth.



Coronaviruses in humans (HCOVS) were originally recognized in 1960 and it resulted in a serious upper respiratory infection (URI).

Coronavirus affected humans all over the world and are virus agents for both mammals and birds reformulated. These infective agents can affect people, that avian, rates, and some creatures' respiratory, hepatic central nervous and gastrointestinal systems. These viruses are extremely dangerous to people. Before, in 2002-2003, COV created SARS pandemic in people, and infecting thousands of humans in China's Gang dong province, afterward Mero in Saudi Arabia in 2012. ?

### **1-2 COVID19 outbreaks in China, Wuhan and the global spread**

Coronavirus disease is the world's most serious health crisis of our era. The new decade of 21<sup>st</sup> century (2020) begin with the outbreak of novel coronavirus recognized as SARS-COV2 that led to pandemic of deadly disease COVID-19 IN Wuhan? China.

This later extended later all over the world, wreaked havoc on humans health, it took many people's lives strongly as well as many asserted and reported cases every day. Nonetheless, nonetheless its consequences go beyond health concerns.

### **1-3 COVID-19 definition**

COVID-19 is a contagious virus rooted in severe acute respiratory syndrome coronavirus (SARS-COV-2), is regarding a speedy rise in contaminated patients widespread the odd invulnerable reactions to S.A.R.S coronavirus have a key role in pandemic pathogenesis and clinical manifestation. S.A.R.S coronavirus 2 stimulates the antivirus agent, and can also be a reason for acute inflammation affect featured by remarkable Cytokine that causes inflammation freeing in patients that suffer from the acute disease, resulting in Lymphonia,

Lymphocyte, dysfunction, granulocyte, monocyte, and abnormalities. S.A.R.S coronavirus2 resulted immune disorder may cause infections by microorganisms, septic shock, and acute several organ debility.

#### **1-4 In Algeria**

On February 25, 2020 the first case of coronavirus disease 2019 COVID-19 in Algeria was recorded. Afterward, it accelerated, with the number of cases increasing at an exceptional rate every day.

At the beginning of the pandemic, Algeria decided to isolate the Blida region that was the most affected, Blida region was highlighted overdue and aided in the propagation of the virus. Other decisions that the government took, for instance; in the situation of social isolation through layoff 50% employees, shutdown schools, universities, colleges Etc. Accordingly, learning alerted enormously with the emergence of digital learning, in which education has done separately and online.

#### **1-1 Educational Technology**

The term "educational technology" describes a variety of tools intended to enhance learning and make instruction more entertaining. By utilizing the proper technology procedures and resources, it facilitates learning. As said by Ely (1972) a "field concerned in the promotion of human learning" (p36) is educational technology . relates to the improvement, arrangement, and use of learning resources (Robinson , 2008). E-learning is a term associated with educational technology, and it refers to the utilization of electronic tools like digital technologies and computers (Asta, 2010) . The learners' aural and visual senses are satisfied by technology. Three factors are taken into account by educational

technology: the academic level of the students, the teacher's enthusiasm and preparation, and the objectives of the institute. With this innovative method of instruction, schools are linked to the internet. Additionally, tools like video conferencing allow for the globalization of the classroom ( Nomass,2013)

### **1-2 History of Educational Technology**

The advent of educational films in the 20th century marked the beginning of the use of technology for education. By the start of 1920, the idea of visual training was well founded . The University of Pennsylvania first utilized an electronic computer in 1946. In 1960, computer-based learning spread around the globe. In this time, the students had access to the University of resources via connected computer terminals Illinois started off in class. While attending the presentation, this was completed: via a connected device, such as a television or audio device, was recorded (Grace & Kenny,2003). Engelbart invented the mouse, hypertext, and groupware in 1970. He also invented the hypermedia, multiple-window screens, and the electronic mail system. Microprocessors and electronic books have been advanced significantly during the 1970s and 1980s. . CD-Rom, video cassette recorders, and personal computers were obtainable (Grace & Kenny, 2003).

After afterwards, technology advanced; today, schools use multimedia tools and audio-visual aids. Later, communication in schools began to be digitalized. Institutions started to create distant learning courses using computer networking. In 2005 saw the introduction of textbooks on networks and laptop computers. Internet usage is accessed via wifi and mobile devices. Later, numerous technological innovations were accessible in schools and higher education (Grace & Kenny, 2003).

### **1-3 Educational Technological Tools**

Technology is becoming a part of every aspect of our lives, notably education. Due to its significance as a tool for EFL teaching and learning, It offers a variety of technology resources, including audio visual aids, language laboratories, information and communication technologies, and computer assisted language learning (CALL).

#### **3-1 Computer Assisted Language Learning**

The term "computer assisted language learning," or "CALL," describes how both teachers and students use computers in language classes. The use of computers in teaching and studying languages is what is meant by this term. According to Nunan (1999), "computers provided interactive visual media that seem to have a particular educational capability for themes that include social interactions or problem-solving."(p 66) like interpersonal problem-solving , learning a second language or a foreign language. Due to its many benefits, CALL is a method utilized in EFL teaching and learning.

#### **3-2 Information and Communication Technologies**

Information and communication technologies (ICT) include digital technology like computers and the internet in addition to audio-visual aids that can be employed as motivating factors during the educational process. ICT offers technical tools that enable students to learn more and advance their level. It increases the students' motivation and allows them to communicate with one another. Additionally, it enables the students to develop their communication abilities. Students have the chance to actively participate thanks to ICT (Grace & Kenny, 2003).

### **3-3 Language Laboratories**

Language learning benefits greatly from the use of a language laboratory. It's a classroom with technological tools for speaking and listening drills that will help students become fluent in the target language (Singhal, 1997). The audio-visual equipment in the language laboratory includes computers, videos, projectors, and audio recorders.

### **3-4 Audio-visual aids**

A useful tool for teaching and studying EFL is audio-visual aids . Because it inspires students and makes learning interesting , many students prefer taking language lessons that have audio-visual resources (Abdullah, 2014). A variety of audio-visual tools are available for use. There are images, music, videos, projectors, and Powerpoint presentations among them. Visual or printed images are called pictures. Thousands of images are available online today that can be used in the classroom. A photograph can be shown in a variety of ways, such as on a computer screen as a slide show or on a display board using a projector. The lesson may become more engaging with the usage of images (Abdullah, 2014).

### **1-4 Teaching Methods and the Use of Technology**

There are various teaching methods that concentrate on the fundamentals of how to teach a foreign language. Each method introduced a distinct technique of instruction. The grammar translation method popular in the eighteenth and nineteenth centuries concentrates on vocabulary translation between the target language and the native tongue as well as grammar. Because speaking was undervalued, this approach aims to teach students how to read and write. The direct technique was developed in the 1960s as an answer to the grammar translation method. The direct method ignores the use of the target

language and emphasizes listening comprehension because teachers place more emphasis on speaking than on reading and writing. (Zainuddin ,2011)

Another teaching method that emerged in opposition to the direct approach is the audio-lingual method. The usage of language laboratories is an original aspect of this methodology . Its aim is to instruct in listening comprehension. Because students must repeat the statement as soon as they hear it, the audio-lingual approach was built on repetition. As a result, students will be able to speak the target language and comprehend the lessons rapidly. ( Zainuddin ,2011)

Communication was given increased importance following the emergence of communicative language teaching and learning methods . This method is predicated on the notion that when learners participate in communication, their natural techniques will be employed, enabling them to acquire the language. The communicative language teaching, or CLT, is efficient when the activities are interesting the students assimilate more , if the input is genuine (Ansarey, 2012). Technology, such the usage of videos and data shows, can be a crucial tool in CLT because it is centered on the interaction and communication between students, students, and teachers. In order to provide "a strong engagement between the learner, learner/instructor, and the content as well as other learners," it is necessary to engage students in "a distinct interaction with high technology apparatus " (Desai et al., 1998) (p328)

Another teaching approach was established following the development of CLT. The competency-based approach, often known as CBA, is a novel strategy that emphasizes the use of language in relation to the social context in which it is utilized as a medium of communication to achieve particular aims and purposes (Chelli & Khouni, 2013).The idea

behind competency-based language instruction is that the language form may be deduced from the language function, and by integrating educational technology into competency-based language instruction, real-world language situations can be offered . For instance, the usage of multimedia in the classroom enables students to practice their English, which helps them to meet specific demands. Since CBA aims to improve learners' communication skills, technology can significantly improve learner abilities (Chelli & Khouni, 2013).

**1-5 Conclusion**

In This Chapter we have presented covid-19 historical background briefly in which we have recognized that its first emergence was the tobacco mosaic virus (1892), moving to the first known infections from SARS-COV-2 were reported in Wuhan, china, then how covid-19 was continuing to spread around the world with many asserted cases every day. We have defined covid-19, as well as we explored the first case of coronavirus that was recorded in Algeria and how the Algerian Government managed that and reacted. we have concentrated on supplying a definition of educational technology as well as we have explained the history of educational technology , at the end of this chapter we have described some technological tools briefly, followed by illustrating some learning theories and teaching methods and their relation to the use of technology.



# **Chapter two:**

# **Literature Review**

**Introduction :**

In chapter two we are going to make a comparison between traditional learning and e learning we are also going to define both traditional learning and e-learning and to mention some eLearning platforms such as; Facebook, google classroom, Moodle, google meet, flip grid – We are going to discuss e-learning consequences on students mental Health, moving to indicate e-learning pros and cons and to explore Teaching EFL in Algeria as well as Teaching EFL in Algeria during the pandemic period

**2-1 Traditional learning VS E-Learning**

There is a case to be made that traditional learning is the greatest approach to keep a learning process going. Other models are constantly thought to be less effective or inferior. Whereby, there is no evidence to back up a claim, and the research demonstrates that technology –assisted learning is at least as effective as traditional learning.

E-learning involves elements that are recognizable from traditional learning, like students 'presentation of ideas, group debates, arguments, and a variety of other forms of transmitting information and acquiring knowledge.

E-learning also offers benefits which are not seen in traditional learning, like:

- Time to assimilate information and react and improved communication between learners, both in terms of quality and urgency,
- Knowledge being obtained and transmitted between learners themselves, the capacity to lead an accessible discussion in which each learner has a more similar standing comparing to face to face debate,

- Approach to information and to debate ability, responses are possibly happen at any time with no limits,
- An elevated stimulation and participation in the process on the side of the learners.

	<b>Traditional learning</b>	<b>E-learning</b>
<b>Classroom discussions</b>	Typically, the teacher speaks more than the student	The student speaks at a minimum as or more than the teacher
<b>Learning process</b>	The learning is carried out with the participation of the entire class: there is nearly no group or individual study	Mostly learning is conducted in groups or by the individual students
<b>Subject matter</b>	The teacher led the lesson in accordance with the study schedule and the existing curriculum	The student participates in the selection of the subject matter: the studying is based on different sources of information, containing web data banks and internet experts that the student found
<b>Emphases in the learning process</b>	Students learn what rather than how, and both students and teachers are preoccupied with finishing the needed subject matter quota ; the students are not included in inquiry-based	Students learn how to do rather than what to do.  This includes research study that joins searching for and gathering data from web data banks and authorities on the communications network; learning is

	learning and problem resolution, but rather in teacher-directed assignments	more tied to the actual world, the subject matter is more diverse, contains material in various formats
<b>Motivation</b>	The students' stimulation is poor, and the subject matter is unfamiliar to them	The students are highly stimulated as a result of their participation in matters that are closer to them, as well as to the usage of technology
<b>Teachers' role</b>	Traditional learning The teacher is the leader	E-learning The student is guided by the instructor to the information
<b>Location of learning</b>	The learning is carried out in the classroom and the school	There is no particular location where the learning is carried out
<b>Lesson structure</b>	The structure of the lesson and the time division are determined by the instructor	The group dynamics have an impact on the structure of the lesson

Proctor, C, (2002) Proportion, Pedagogy and Processes

### **2-2 Definition of learning**

Learning is a concept that denotes achievement, it is a layout that guides students toward acquiring information and it is regarded as one of the most important pillars of the society changes (Abdulraheem & Abdulrahim,2019) .

Traditional learning, on the other side, is focused on teacher and student, which means that the teacher and the learner are in a direct contact (face to face), in the classroom. (Titthasiri ,2013).The typical classroom is a setting in which the students and the teachers learn together (Sadeghi, 2019). Titthasiri (2013) stated that traditional classrooms had a black board, books, teachers, and students. (p 6-7) .

### **2-3 Definition of E-Learning**

Sadeghi (2019) clarifies e-learning or online education as a style of education in which students are not required to attend school every day. Namely, students can study even if they don't attend the class or university campus .Whereby;Sadeghi (2019) contends that distance learning may not be the best option for every student pursuing a College degree or University program. While, Traxler (2018) believes that online education can help to widen access to higher education. Furthermore, distance education can broaden the student population because modern technology allows people to study from anybody, anywhere, at any time. It implies that students from different countries can virtually attend certain colleges' online classes. According to Rassi (2009), distance learning as a term encompasses a range of applications learning methods, and processes.

In online learning, the use of applications, new multimedia technologies, and the internet is critical since it facilitates the accomplishment of e-learning by allowing students to readily

access the material provided or attend virtual meeting (Oblinger & Hawkins, 2005; the European Commission, 2001; Arkorful & Abaidoo, 2014) . In its fullest definition, Abbad (2009), sees e-learning as any learning that is made possible via the use of technology.

Profoundly, Algahtani (2011) suggests two fundamental forms of e-learning; computer-based and internet-based e-learning.

### **2-4 E-Learning Applications**

Technology has transformed the entire world into a small town where individuals can easily cheaply and quickly share information and run business. Technology has become a necessary component in every aspect of life, including economic, political, social, and there is no exception in the case of education. In fact, Technology has transformed into the only wheel that accelerates learning by supplying a large number of platforms and applications to facilitate learning and teaching.

#### **2.4.1 Facebook**

Is one of the most popular social platforms among learners it is largely, recognized as the first utilized tool or form of SNS. The application was greeted for educational goals. While it becomes a tools of social interaction amongst speakers at a global level.

Researchers focused their attention on finding the use of SNS in education, namely the teaching and learning of languages, as interest in e-learning and the integration of SNS grew in the classroom. The subsequent researchers, such as; those by Schroeder and Green Bowe (2009), asserted the earlier view point. They emphasized that EFL students had favorable sentiments toward the usage of Facebook in English language Learning (Deng & Tavares, 2013). Furthermore, Facebook supplies a platform for students to meet indirectly by forming

a learning community, which is an important component of student education Baker (1999) (p 22).

#### **2.4.2 Google classroom**

The academic community accepts Google classroom as an application that can teach self-learning and support students and teachers to stay associated. Google classroom is better than other platforms, according to Halverson, Spring, Huyett, Henrie, and Graham (2017), since it fosters face to face interaction.

Online Learning applications like Google classroom allow flexibility in scheduling, exclude travel expenses, and can reach out to everyone who has entrance to it, According to Albashtqui, and Al Batnaineh (2020). (p.79).

#### **2.4.3 Moodle**

In contrast SNS, using platforms like Moodle allows teachers and students to communicate and exchange information in a secure environment. Jong (2017) says that "Moodle unifies all educational all instructional strategies and tools in one area "(pp. 4846-4847). He went on to say that Moodle provides a free area where teachers and learners can have entry to the application. Thus, "Moodle has the potential to promote learner self-reliance also facilitating cooperation a learner-centered learning environment" (Jeon, 2017) . ( p.4847).

#### **2.4.4 Google meet**

Google meet is one of the platforms that can be used in the English teaching and learning process. The use of Google meet as a media in English teaching and learning is critical for

improving student's four language skills; speaking, reading, listening, and writing (Fakhruddin, 2018) .

#### **2.4.5 Flip-grid**

Flip-grid was evolved by Professor Charles Miller in 2014 at the University of Minnesota, which creates the video discussion platform a comparatively new language teaching tool (Young, 2018).

The most noteworthy research related to this study is Mango (2021) who carried out a research utilizing flip-grid with 30 students joined in Arabic like a world language (AWL) class in the USA:

The aim of Mango's research was to examine his students' attitudes and perceptions of using flip-grid, as well as its benefits and drawbacks.

According to Mango, 53% of respondents agreed or hardly agreed that flip-grid aided them improve their speaking and listening skills as well as their public speaking confidence. Mango also carried out qualitative study utilizing an open-ended questionnaire to determine what students thought were the pros and cons of utilizing flip-grid for speaking exercises, and discovered that respondents thought flip-grid was beneficial because it :

1- Created a stress-free space for both speaking and listening

2- Enabled for language growth to be tracked

These two themes accounted for around 75% of responses; while the use of flip-grid accounted for approximately 25% of responses:



3- Increased self-assurance in speaking and listening skills in addition, fourteen respondents mentioned the following drawbacks of utilizing flip-grid:

1- Lack of prompt feedback (27%)

2- People are uncomfortable speaking in public (14%)

3- Had not completed the tasks or are experiencing technical difficulties (14%)

4- Tasks were boring (9%)

### **2-5 Pros and cons of the traditional learning versus E-learning**

E-Learning is a sort of digital Learning that uses electronic media, most commonly the internet. It can be approached through most electronic devices, such as; computer, laptop, smart phones, tablet, creating it convenient and versatile for students to learn wherever they are.

While Traditional learning takes place in a classroom, with an instructor directing and regulating the flux of information and Knowledge

### **2-6 Pros of the traditional learning**

#### **2.6.1 The teacher provides feedback instantly**

**For example;** he provides a positive feedback first the polite and collaborative feedback immediately

**2.6.2 Social community building**

The instructor is seen as a facilitator who guides and enriches students' learning tasks and activities, in which both of the instructor and the students were taught to form a learning community that engages in social discourse and generates common assimilation.

**2.6.3 Builds a positive relationship between a teacher and student**

The first step in building a solid and positive relationship is for the teacher to express his feelings in a way that students can assimilate and that shows he cares about them

**2.6.4 Students feel comfortable receiving instant help from their teacher**

Teacher's immediate supports are beneficial in catching students' attention

Teaching supports saves both time and energy

It supports healthy classroom interaction

It helps the Teacher to provide chances to beginners to learn

**2-7 Cons of the traditional learning****2.7.1 Teacher-centered**

The teacher is the dominant agent in the class . that refers to learning circumstances when he assures control over the subject matter his students study, as well as when, where, how, and at what pace they learn it. for example ;

1- establishing standards-based curriculum and instruction

2- assisting students with ongoing practice and revision of their performance on a single assessment form

3- providing a rubric or scoring guide to students

4- Worksheets, essays

5- allowing time for slow readers a few extra minutes to read

6- establishing expectations and a goal before class

7- providing an on-demand task despite having just finished a writing assignment or unit

8- relating education to letter grades, accomplishments, and certificates

9- recording grades for each assignment and grading them (which makes everything a student does a matter of their permanent record)

### **2.7.2 Restrained by time and space**

It identifies various factors that set limits for time and location

Traditional education entails students to attend classes physically on campus . while they engage in numerous hands-on projects and face-to-face interactions with their classmates. Students also attend two or three classes per week, either during the day or in the evening, depending on the class schedule

### **2.7.3 It is highly-priced in terms of transition**

Traditional learning tends to be costly than e-learning for different reasons

It entails a specific type of experience a quad filled with students, dorms, dining halls, large brick academic buildings with faculty offices and classrooms to support

## **2-8 Pros of E-learning**

### **2.8.1 Flexibility of time and space**

Flexibility of time and space is crucial for example; students may enroll in instant programs or participate in part-time learning to guarantee, they have to work on the side. Learning can occur in different settings, online, in the classroom, while travelling, or as a part of a work study program.

### **2.8.2 Obtainable to a universal audience**

E-Learning tends to be more group-oriented comparing to traditional classroom settings.

Students and teachers can connect in a more inclusive and comprehensive way online, fostering individual participation and team learning

### **2.8.3 Focus on the student rather than the instructor**

Online learning can be just as efficient as or even better than learning in a traditional classroom settings, it is logically that the finest online learning mixes components where students go on their own time and devote to think deeply and critically about the subject matter with elements of being online at the same time and interacting with other students, their Teacher and content

**2.8.4 The student can also learn in his own time and schedule**

In online degree program, there are no established class times, the student has the flexibility to decide about his own timetable, it depends on him to run to instructors, accomplish assignments on time and plan a head

**2.8.5 It is a good deal for students**

. Scalability is supplied via e-learning, which aids in the provision of training

- a. Through e-learning all students can obtain the same type of syllabus, study materials and training
- b. Learning via internet helps students to save time, money, and minimized travelling cost. So, when compared to traditional learning e-learning is more cost-effective

**2-9 Cons of e-learning:****2.9.1 Tiring preparation for the teacher**

The more the teacher thinks and plans, the more his energy is used. So it is stressful

**2.9.2 More annoyance, anxiety and perplexing are possible outcomes**

Learning via Internet has given rise to annoyance, anxiety, perplexing among students.

**2.9.3 The instant feedback is needed**

Online student's feedback is limited.

**2-10 Traditional learning and e-learning similarities****2.10.1 Encouraging students**

. They provide a positive feedback

- a. They demonstrate sympathy
- b. They use positive gestures
- c. They make students feel as they play a part

- d. They set a reasonable expectation
- e. They offer rewarding
- f. Students perceive a teacher who is enthusiastic about their success. So it is available in both e-learning and traditional learning.

### **2.10.2 Technology is used in both transmission methods to improve the learning process**

Technology allows students to have fast access to information, speed their learning, and have good opportunities to practice what they learn, and it exists in both e-learning and traditional learning.

### **2-11 E-learning consequences on**

#### **2.11.1 Mental Health**

One of the universal services severely impacted by the corona-virus disease COVID-19 pandemic is the medical sector the virus's propagation has had far-reaching consequences, the shutdown of universities has resulted in the rise of novel educational approach that ensure students' ongoing study. The implication of these modifications on medical students 'growth and mental health are still being assessed. According to one comprehensive study of the influence of the COVID -19 pandemic on people's mental health, it might be inferred that many parts of the population had a negative impact on their mental health.

According to a study conducted among the Iranian population, medical students had a great deal of stress, anxiety, and depression scores than medical professionals and the general population. Fear of new virus, social isolation, job loss, and heightened media attention, in combination with a lack of information and expertise about the pandemic, has

compounded emotions of insecurity, sadness, and anxiety. In COVID -19, a moderate to high level of anxiety shows a substantial relationship with general somatic symptoms, including fatigue and gastrointestinal problems. Furthermore, the pandemic's persistent stress has resulted in a variety of medical complaints, including headaches, sleeplessness, digestive issues, hormone abnormalities, exhaustion. Training was converted to online learning (OL) on march 16, 2020, by order of the Rector of Astana Medical University (AMU) (no.30dated 03/13/2020).

OL refers to the use of Electronic Technology and Media to promote and improve both learning and teaching, and it entails contact between students and teachers through the use of online content. The OL process at AMU was structured utilizing the Modular Object-Oriented Dynamic Learning Environment. (Moodle), an Online Learning Management System, and various video conferencing platforms such as; Zoom, Skype, and WebEx. Depending on the subject and profile of the training, multiple written and oral methods were used.

In cross-sectional research of Saudi Arabian Medical Students, (Rejab, 2013) Identified problems in online learning in the context of pandemic related anxiety and stress . During COVID-19 pandemic, Daraku and Hoxha (2020) reported a lack of attention and focus, as well as a lack of willingness to attend lessons and study. The transition to online systems was linked to lower motivation, self-efficacy and cognitive engagement. In a study of more than 30,000 students in isolation and the transition to OL from 62 countries, the authors found that students were generally concerned about problems related to their future professional vocations and studies, as well as boredom, worry, and frustration. Isolation occurs as a result of the transition from medical school to home. OL students are more likely than Regular

Education Students to drop out of school to home, according to Schacffer and Konetes (2007) Traditional Education (TL). Furthermore, during OL, Social Isolation was the most significant factor impacting students 'capacity to study. Students Learning Remotely, according to Karl and Cropley (2020) ,were more alienated than TL students and had a lower level of self-confidence. Anxiety and depression can result from social isolation when compared to students who took a course in a class, Lazarevic and Bentz (2020) found that students in an online group had a significantly lower perception of stress connected with learning. Whereas in Hendrix's study, there was no significant difference in the level of reported stress between students learning online and students study TLE. After analyzing a data set of 775 Jordanian University students, Haider and AL-Salman discovered that after COVID-19, sleep compliance dropped by more than 50%; more than 80% of respondents said that prolonged use of digital tools for learning affected their sleeping habits, and more than 90% of students said that continuous exposure to electronic screens in OL is tiring and exhausting; 89% of students agreed that using e-learning tools often cause boredom, nervousness, tension; 73% of students do not suggest continuing with the online learning model since it is socially and psychologically undesirable.

## **2-12 Pros and cons of E-Learning**

### **2.12.1 Advantages of E-Learning**

Flexible in time and place, provides opportunities for relationships between learners through the use of discussion forums, helps remove obstacles to participation, such as the fear of speaking to others, stimulates students to interact with one another, cost effective, takes into account individual learner differences, allows each student to study at his or her own pace and spread whether slow or quick.



Meantime, West bery (2009) outlines several advantages of online learning, including enabling greater levels of student cognition, encouraging learner reflection and information processing, and leveling the playing field between participants. Furthermore, Aithal and Shubhrajyostna (2016) say that from the learner's perspective, convenience, time savings, and lower cost are lauded as important positive features that drive them to adopt and continue using e-learning .

Anderson (2008) also emphasizes the following benefits of online learning for learning: there are no time zones, locations, or distance barriers in asynchronous online learning, which allows students and teachers to interact in real time. Students can use the internet to access up to date and relevant learning materials, as well as communication with experts in the field they are studying. Another advantage of online learning for teachers: tutoring can be accomplished at any time, from anywhere, online materials can be updated, and learners can see the modifications instantly; when learners can access materials on the internet, it is facile for teachers to direct them to suitable information based on their needs; online learning systems can be used to define learners needs and allocate appropriate materials for learners to select from, to fulfill their learning objectives.

Two months after the outbreak of COVID-19 pandemic, Giovannella (2020) did a survey on the Italian School System to capture how instructors view and experience online education .

It was found that teachers had a good attitude toward employing technology. Teachers-digital abilities must be developed as part of their professional development in order to prepare for future instructional activities. Klapproth (2020) indicates that instructors improve their digital skills. As a result, schools should provide students with the required computer hardware and software to encourage them to use online instructional methods.

### 2.12.2 Disadvantages of e-learning

There are various drawbacks of teaching online, according to Ahnosa (2020), the learners experience contemplation, remoteness, and a lack of interaction or relation, making it less effective than traditional methods of learning due to the lack of explanations and interpretations . while the learners may have excellent academic knowledge, they may lack the necessary skills to deliver their obtained knowledge to others, it is challenging to control or regulate sinful activities such as; cheating on tests for assignment, being misled into piracy and plagiarism, and deteriorating the function of the teacher . Purely scientific areas that require practical cannot be adequately studied through e-learning and heavy use of some websites results in unanticipated time and financial costs.

In the journal of Distance Education, Aras Bozkur (2020) published a universal outlook on the suspension of education because of the COVID-09 pandemic: navigating in a time of suspicion and crisis, Asian stated that online learning during a pandemic is a form of emergency remote education, and that this practice is distinct from planned practices such as; distant education, online learning or other derivations.

In addition, this study gave a worldwide prospective picture; yet some countries survived the COVID-19 pandemic by continuing to teach and learn. Technology readiness defined the success of online learning in practically every country.

Rasmitadila (2020) went into great detailed about Indonesiasia's Technological readiness during COVID-19. It should be in line with the National Humanist Syllabus, and all stakeholders, including the government, schools, teachers, parents, and the community, should support and collaborate on it. Technology readiness necessitated a competent teaching technique as well.

Indonesian teachers used three teaching methods, according to Lestyanawati and Widyantoro (2020): utilizing simple online chat, using video conference, and integrating both online chat and video conference in the online teaching and learning process.

In the meantime, they discovered various roadblocks to e-learning, such as ; a lack of technical skills, infrastructure, and facilities, teachers' teaching strategies, and financial issues, teachers' hurdles during online learning in a pandemic era in Bangladesh included a lack of technical infrastructure, high internet costs, and family financial crises, as reported by Ramij and Sultana (2020) .

One of the most important aspects of teachers and student satisfaction with online categories, According to Numbiar (2020) and Orthan and Beyhan (2020), is interaction between them in order for teachers to be satisfied, scholars' engagement was important, because of full communication and interaction, formal education was more successful for teachers than online education.

Online Learning is still a novel technique of teaching for Junior High School instructors in Bangdong, Indonesia. Teachers' early perceptions of online learning are therefore; critical in facilitating an effective online learning environment, the advantages and disadvantages to implementation must be addressed.

**2-13 The Educational System in Algeria**

In Algerian society, English has benefited greatly from a majority of users and non-users favorable attitudes (Miliani, 2001).

The improvement of the Algerian educational system composed of three major stages (Benrabah, 2007).

The first stage began with the domination of the French language through the French colonialism, as a result, the Algerian Government placed a greater emphasis on studying foreign language and keeping up with the European contents (Nadia, R, 2020) .The second stage began in the late of 1960, and continued into the 1990s, when the Arabic language forced on the Algerian academic system (Benrabah, 2007). The final stage, which started in the early 2000s, resulted in the transition or shift to a free market economy (Benrabah,2007) Algeria initiated a series of reforms in the year 2000 with the purpose of enhancing the Educational System's structure (Mami, 2013) .

**EFL in the Algerian Higher Education**

Students in the Algerian Educational System, particularly in higher education, are asked to select their favorite foreign language, and English is regarded as one of the most vital and significant specialties;in recent years, it has become a language utilized in lifelong learning. The Algerian Ministry of Education has assigned particular commissions with evaluating license and masters' offers at the higher educational level,a number of changes must be made at the level of curriculum design and integration to make the LMD Architecture more helpful.

A range of elements, including an assessment of the student's needs, encouragement of mobility enhancement, and the establishment of listening cells to record their recommendations, would all contribute to their success (Mami, 2013).

#### **2.14.4 Teaching in Algeria during COVID-19 pandemic**

It is clear that the COVID-19 pandemic resulted in significant societal consequences. Algeria for example, implemented a partial lock down in response to the outbreak. Story, mosques, and a variety of organizations, including as a schools, and universities, were all ordered to close. Algeria's Ministry of Religious Affairs decided to close mosques to limit people's intimate contact in order to prevent the virus from spreading among the country's residents (Nach, 2020)

Within the context of Algeria's current situation, this decision was deemed correct, particularly because mosques were places where close contact between people is unavoidable during prayer. The scenario is similar when it comes to closing schools and universities, as a result of the rising demand for e-learning, where teaching must be giving on digital platforms, education has transformed. Many benefits of online teaching have been demonstrated, including increased information retention and time savings (Lil & Lalani, 2020). Due to COVID-19, online learning is poised to make a significant shift in education, displacing the traditional system. As a result of the pandemic, Schools and Universities have been forced to close, which has increased the usage of technology and the creation of online teaching plans utilizing various tools and platforms (Dignan, 2020).

Radcliffe outlines various elements and tips of online teaching during the pandemic based on his experience. He claims that hosting live classes has value, and that is critical to

record these classes for subsequent use. He suggests using breakout rooms to increase involvement and finding alternative ways to provide feedback (Radcliffe, 2020).

In Suring digital quality, practice, providing clear explanations to parents, taking time to plan and establish daily schedules, providing robust learning and designing independent learning, and most significantly, choosing the right tools are some of the efficient strategies of online teaching within the universal crisis. (snelling & Fingal ,2020).

In terms of the pandemic impact and government response, it makes sense to prioritize the health sector in order to control the virus's spread nonetheless, it is critical to evaluate its effect on other sectors in order to be prepared for any consequences and to retrieve after the crisis (Upoalkpajor & Upoalkpajor ,2020)

Jena holds a similar view point, claiming that the pandemic hundrededucations, which is critical for any country's economic progress. COVID -19 has spread instruction in the digital era, which is a positive aspect of the pandemic. Teachers can create and deliver courses using a variety of tools, including zoom, Facebook, YouTube, Skype, and others. For improved guidance, contact can be established between teachers, students and even parents (Jena, 2020) it is not a new method of teaching to use a range of educational platforms such as Google classroom or the zoom program for video conferencing. However, many educators have been hesitant to incorporate this technology into the classroom. This makes educational reforms difficult, especially when the situation is dire, as it is now with the current pandemic. This view point is shared by Nantwi and Boateng, who assent that transitioning to entirely online teaching and learning will necessitate a significant considerable effort from both instructors and learners NantwiBoateng (2020). In turn, Erkut (2020) emphasizes the massive influence of COVID-19 on higher education,

stating that over 2 billion students throughout the world were forced to switch to online education.

He claims that due to the crisis in effective online teaching, the Turkish educational system was not prepared for a fast overhaul (Erkut, 2020). Algeria's condition is similar to that of the precedent stated countries, such as Ghana, Turkey, and India.

**2-15 Conclusion**

Throughout this chapter, we made a comparison between traditional learning and e learning in which we discovered the differences and between them, the pros and cons of each one of them as well as the similarities. We defined learning in general then we moved to define both traditional learning and e-learning, we indicated: Facebook, Google classroom, Moodle, Google meet, flip grid as an e-learning platforms defining the benefits of each one of them and how they were well accepted by students and teachers.

We argued students mental health whereas most students were anxious, stressed, depressed they had a lower level of self-confidence.

We provided the e-learning pros and cos and we investigated teaching EFL in Algeria in higher Education including teaching EFL in Algeria during covid-19 pandemic



**Chapter three:**  
**Research Methodology and**  
**Data Analysis**

### **3. Introduction**

The goal of this chapter is to use questionnaires to verify the preset hypothesis and to learn about students' mental health, ICT use, and challenges they may have faced during the coronavirus outbreak in both the teaching and learning process. It is divided into two parts; the first one describes the approach and the research methodology whereas the second represents the findings and results of the questionnaires where both teachers and students are the targeted audience as well as some recommendations and suggestions will be given at the end of the chapter.

#### **3.1 Research methodology**

For the sole purpose of finding out master one student's and teachers point of view concerning the difficulties they have experienced and investigating the student's mental health and online learning issues during the period of COVID-19. This study used a data triangulation research design in accomplishing so an online questionnaire has been sent to a complete of 40members and 5 teachers via email addresses, Facebook groups and messenger.

#### **3.2 Definition of the research**

A study that aims to contribute to generalizable knowledge in order to improve public health practice and provides new information that is relevant beyond the community from which data are collected is called research. We used triangulation, it is an effective and increasingly common method of analysis but it is not a single method; there are a variety of methods.

## Chapter three: Research methodology and Data analysis

The laws of trigonometry indicate that if one side and two angles are known the other sides and angles of the triangle may be determined. Triangulation has been widely regarded as a method of improving the analysis and interpretation of findings from numerous sorts of studies since 1970. It had proven to be an excellent strategy for analyzing and correlating survey, assessments, and other findings.

Denzin identified four methods of triangulation in 1970 that are still effective today: Data triangulation (1); Investigator triangulation (2); Theory triangulation (3); Methodological triangulation (4).

In our research data triangulation was used it is the most commonly used type of triangulation in pandemics A questionnaire. Whether the triangulation is routine, the underlying technique remains the same

The triangulation target must first be agreed upon. Second, information must be gathered, before being examined. Finally, the details are investigated, and conclusions are reached

It is the utilization of many data sources in a study, encompassing time, place and people. Any flaws in the data can be compensated for by the strengths of the other data sources, increasing the validity and reliability of the results.

This approach has been used in many sectors to strengthen conclusions about findings and reduce the risk of incorrect interpretations.

Triangulation can help us better comprehend a condition or event, but it also has negatives, such as the extra time required for triangulation activities and the difficulties associated with dealing with large amounts of data.

One of the key advantages of the type of triangulation we employed is the ability to evaluate and analyze existing data.

Data triangulation studies a situation using numerous data sources rather than deriving conclusions from a single study.

The defects, on the other hand, are frequently related to the amount and quality of data we have. This process is unlikely to yield useful information, and insufficient data can render triangulation useless.

### **3.3 Research setting**

The participants of this study are teachers and students of master one in the university of English Ibn Khaldoun Tiaret, (didactics, and linguistics) they were randomly chosen through an online questionnaire. The total number was 5 teachers and 40 students.

### **3.4 Sample**

The current study focuses on master one student and English language teachers at Ibn Khaldoun Tiaret University, from which our sample was drawn. The questionnaire was distributed via email, messenger, and Facebook groups, and both teachers and students generously donated their time to assist us.

- **Teachers:** The presence of involved participants who can give a clear image of what is happening during the pandemic is required when the goal of the study is to find out the impact of coronavirus on the teaching process. The five teachers at Ibn Khaldoun University were randomly chosen for their experience, viewpoint, and tactics they used to teach or evaluate.

- **Students:** The 40 students' of master one English at the University of Ibn Khaldoun were chosen randomly, their cooperation was regardless their age, and gender they agreed to be part of the study and to answer honestly.

### **3.5 Data collection tools (Questionnaire)**

Researchers utilize data collection tools to gather data, and it is one of the most crucial steps in conducting a study in order to confirm whether the hypothesis were right or wrong. We can have the best research design in the world, but if we can't collect the required data, we won't be able to finish our work. There are numerous data gathering methods available; however, for our study, we picked a questionnaire for both teachers and students. Sir Francis Galton (1822-1911), devised the questionnaire, which is a research tool that consists of a series of questions. Questionnaires have several advantages over other methods of data collection: they are inexpensive, they do not need as much effort from the respondent as verbal or telephone interviews and they frequently have standardized responses that make data compilation straightforward. Because of its drawbacks, such as the inability to determine how truthful a respondent is or how much consideration the respondent has put in, questionnaires are not among the most popular approaches. Yet, it provides us with a vast amount of data that can be collected from a big number of individuals in a short period of time, and the results can usually be rapidly and effectively quantified. Once data has been quantified, it can be compared to previous research and used to analyze change. Positivists believe that quantitative data can be used to develop new hypotheses or examine old ones.

### **3.6 Aim of the questionnaire**

A questionnaire is a research tool that consists of a series of questions both open-ended and closed-ended designed to collect data from respondents during COVID19. It collects data

in order to search for student's difficulties and focuses on a specific goal: collecting the right type of information and ensuring that each question is specific, objective, and understanding.

In this study the aim is to obtain an overall situation in both teaching and learning process at the English department specifically in master one student's classes during coronavirus outbreak. Identify the impact COVID-19 had on their mental health and the difficulties they faced when using e-learning

### **3.6 Questionnaire design**

- **The student's questionnaire:** is divided into two sections that included 15 closed-ended questions and one open-ended question. 40 students joined us and completed the questionnaire.
- **The teacher's questionnaire:** is also divided into two sections that contain 11 closed-ended questions and 2 open-ended questions in which teachers participated. This study is used to collect data, and the responses are analyzed and discussed.

### **3.7 Difference between an online questionnaire and a paper questionnaire**

A traditional paper questionnaire can cost more money and consume a lot of time by distributing them one by one, however; an online questionnaire collect more data at a lower cost and the participants can answer anytime they want from their houses or anywhere else they want.

### **3.8 Conclusion**

In order to have a better knowledge of the impact of COVID19 on English learning and teaching, we established the approach we will use and the methodologies that will be used

to answer our research questions in this chapter. This strategy will help us gain a more precise understanding of the challenges that both teachers and students experience in terms of academic achievement and mental health.

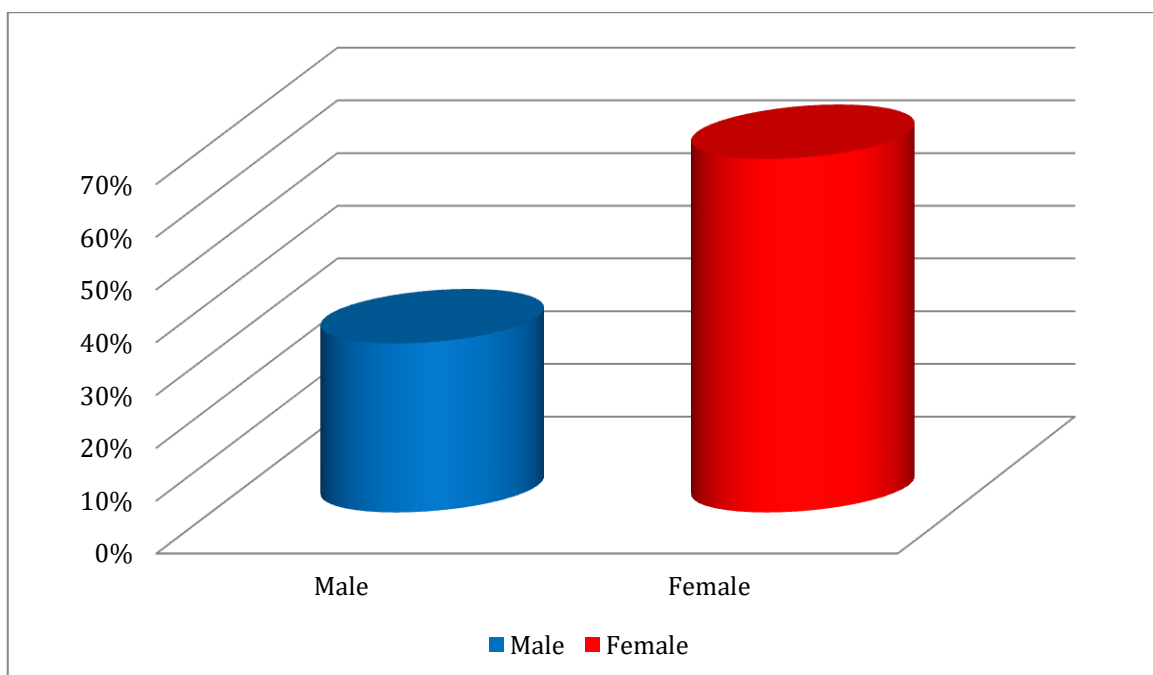
## Students' questionnaire

### 1. Findings and analysis of students' questionnaire

Section one: personnel information.

**Question 01:** Are you a male or female?

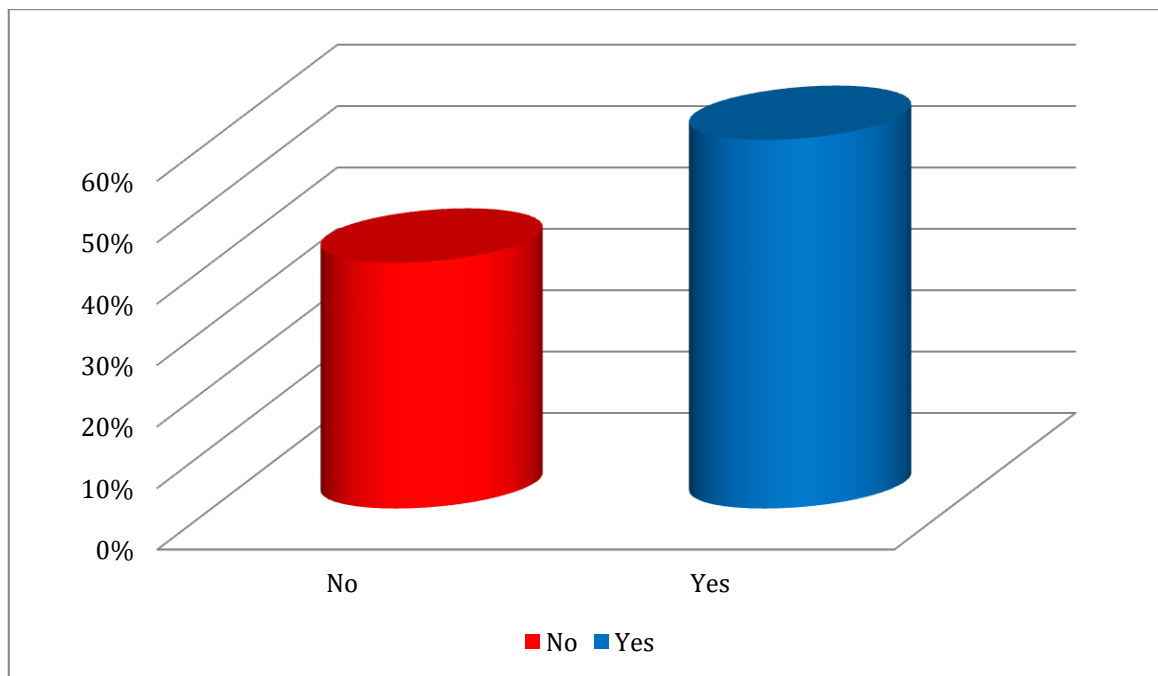
**Analysis:** The complete number of the students who participated are 40 students, only thirty two (32%) are males, while the rest sixty seven (67%) are all females. The number of females is higher than males. We can say that maybe the females are more collaborative than males.



**Figure 01:** Personnel information (Gender).

**Question 02:** Before COVID19, did you usually feel stressed while studying?

**Analysis:** We can see that the majority of 60% were already stressed even before COVID19 when 40% were not. The COVID19 may have caused stress for many people but university students' already showed a high level of stress.

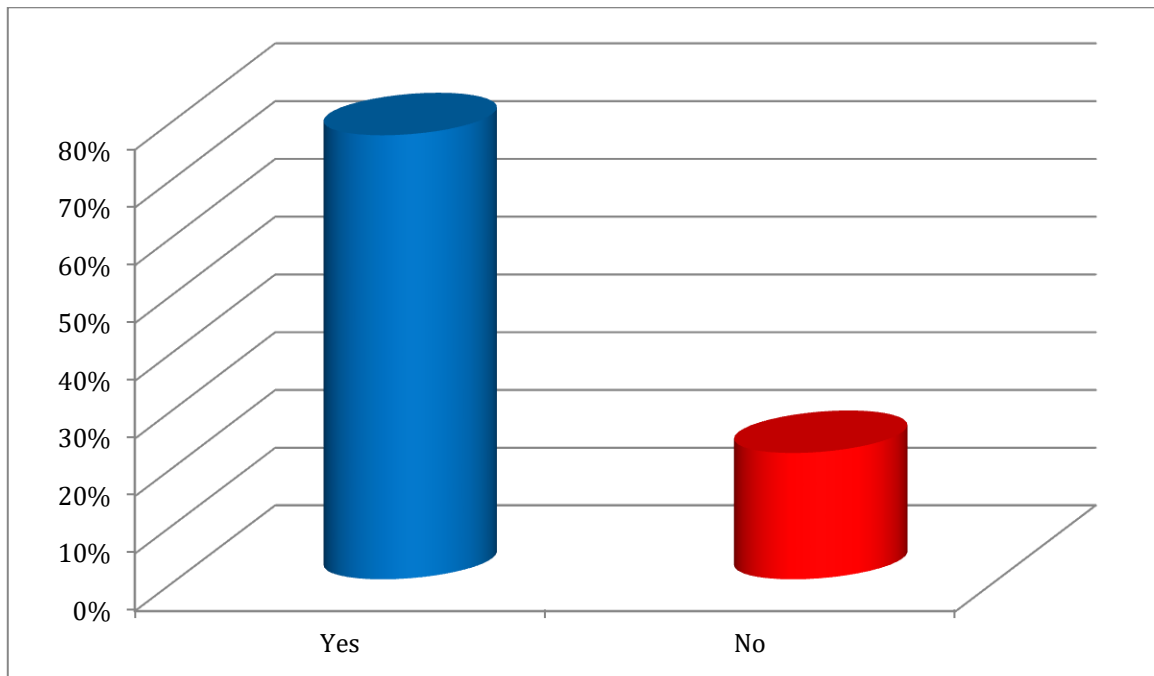


**Figure02:** Stress and anxiety.

**Question 03:** Are you at ease with the computer tools?

**Analysis:** We can see from the responses to this question that 77% (seventy seven) felt comfortable using computer tools, whereas 22 % (twenty two) were not. Some students don't even have access to devices due to poverty also probably it is because of lack of interest; sometimes bad internet in some areas makes it hard to practice. The ones at ease maybe it's because practically everyone nowadays has access to the internet and devices. The majority of people are already using them, making it easy for them to learn.

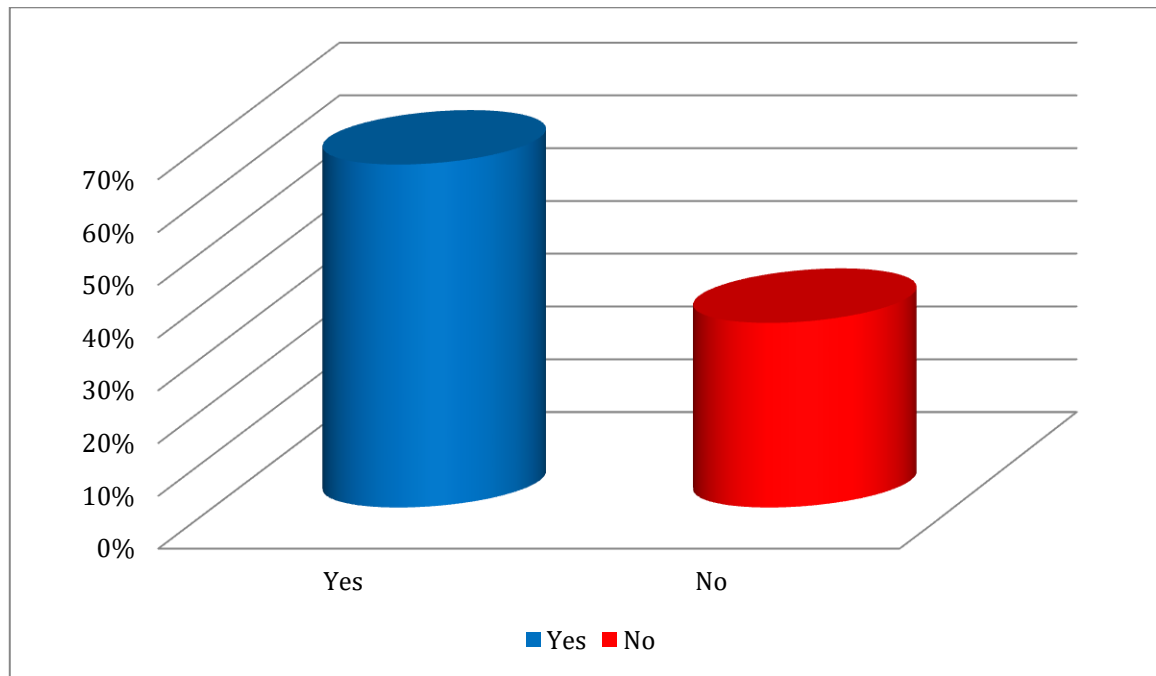




**Figure03:** Computer tools.

**Question 04:** Do you think that learning from home during the COVID19 is easier?

**Analysis:** The reason this question was asked was to identify if learning from home was easier for students and since the majority agreed we think it's because they don't have to shift to study it is easier to stay at home especially those who live far from the university 72% (seventy two) find it easier, 23% (twenty three) don't think it's easier because having issues with devices or in some cases not having devices at all can be really challenging for everyday and some find it even harder than going to University every day.

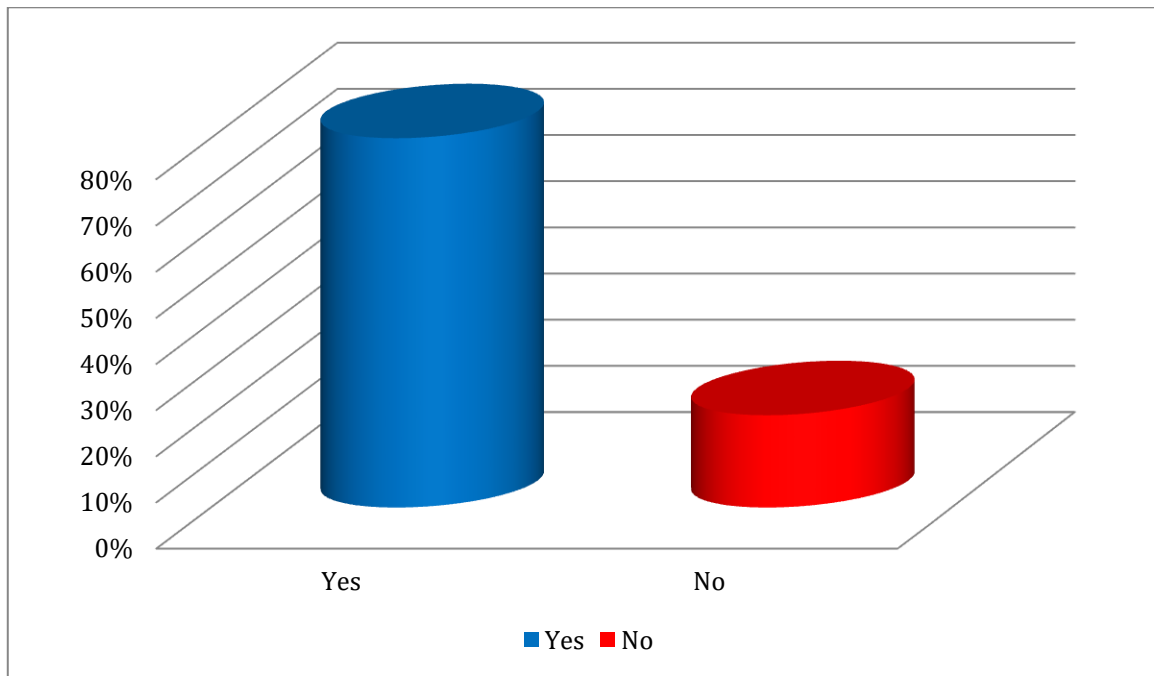


**Figure04:** Learning from home

Section two: COVID19 and mental health

**Question 01:** Did COVID19 affect your mental health?

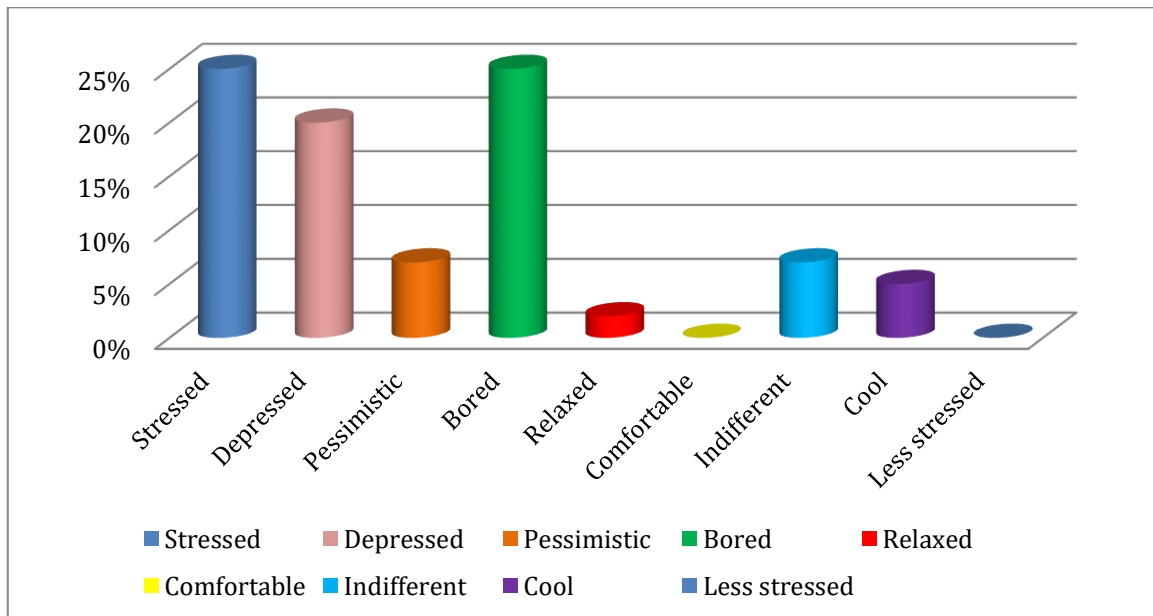
**Analysis:** The graph display that the majority of students 80% (eighty) answered by YES which means COVID19 did have an impact on student's mental health they were also asked to answer in what way as we can see in the next graph. However 20% (twenty) weren't affected by the COVID19, perhaps students got used to it or it differ from how student deal with the situation.



**Figure05: Mental health**

**Question 02:** If yes in what way?

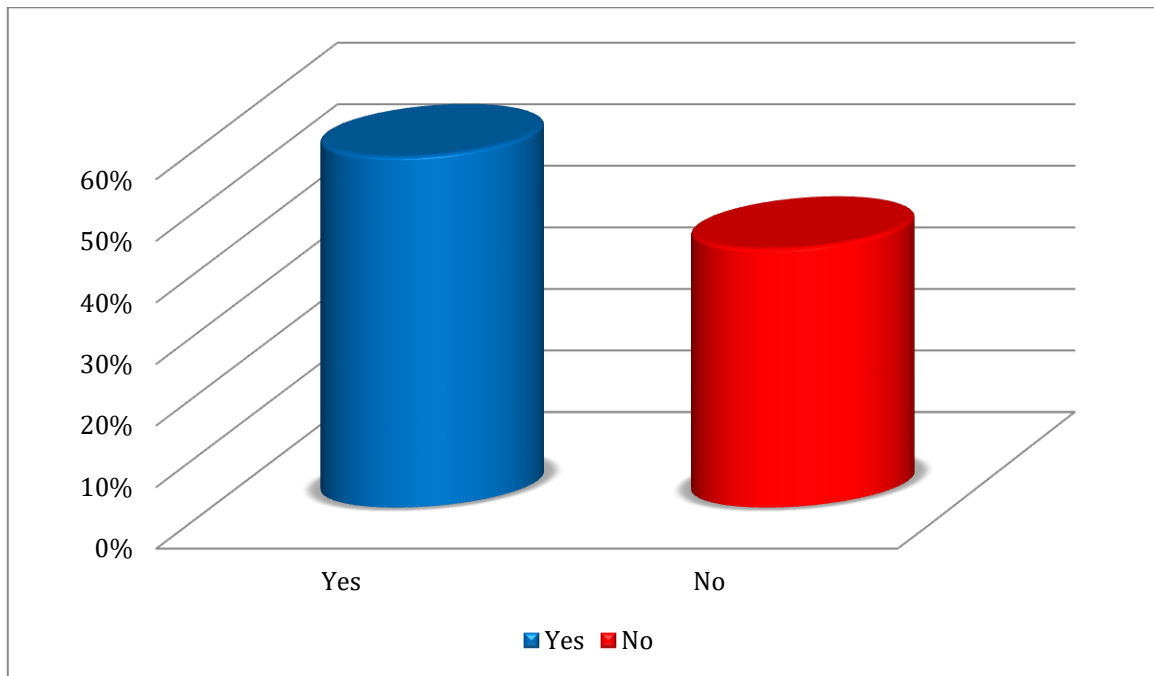
**Analysis:** The purpose of this question is to have a detailed image of how students were impacted by this pandemic 25% (twenty five) were stressed, 25% (twenty five) were bored, 20% (twenty) were depressed, 7% (seven) were pessimistic, 7% (seven) were indifferent, 5% (five) were cool, 5% (five) were sad, 2% (two) were relaxed, none were comfortable, & none were less stressed.



**Figure06:** Emotional impact of COVID19

**Question 03:** Are you following the given precautions during this pandemic?

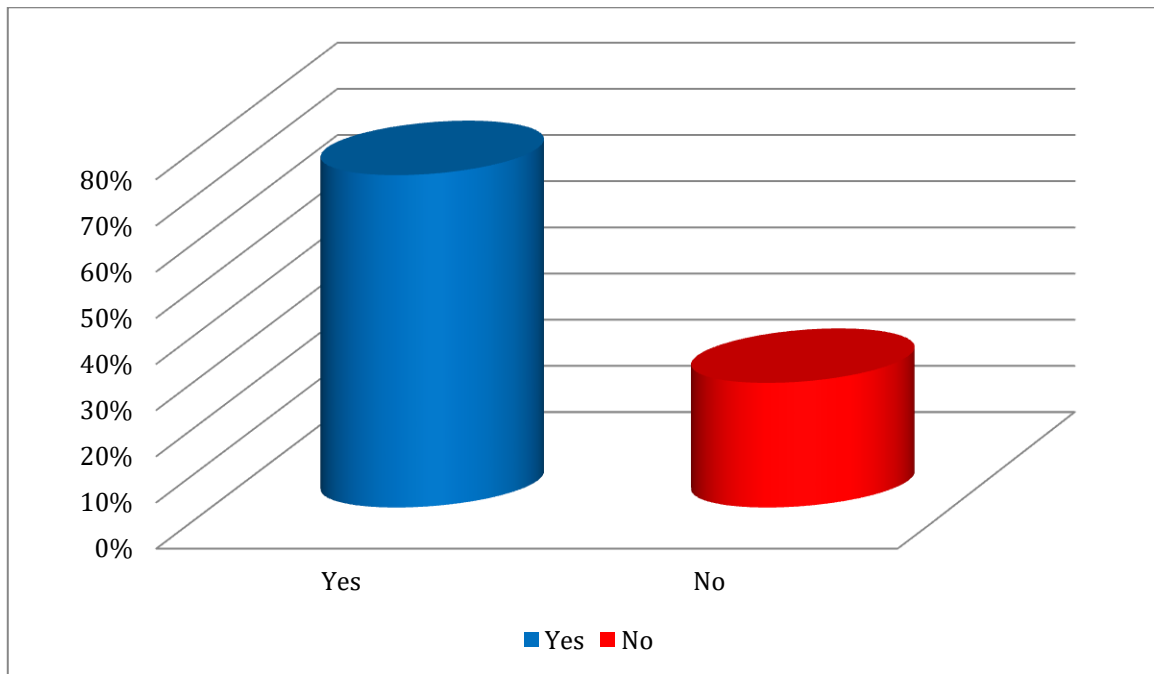
**Analysis:** We think that students are still fearful about COVID19 and have fear of getting contaminated: this implies that the COVID19 health protocol standards are being followed at this university, and the education system is imposing the guidelines and are being strict with students. 57% are following the guidelines however 43% were not.



**Figure07:** Precautions in pandemic.

**Question 04:** Did COVID19 affect your academic performance?

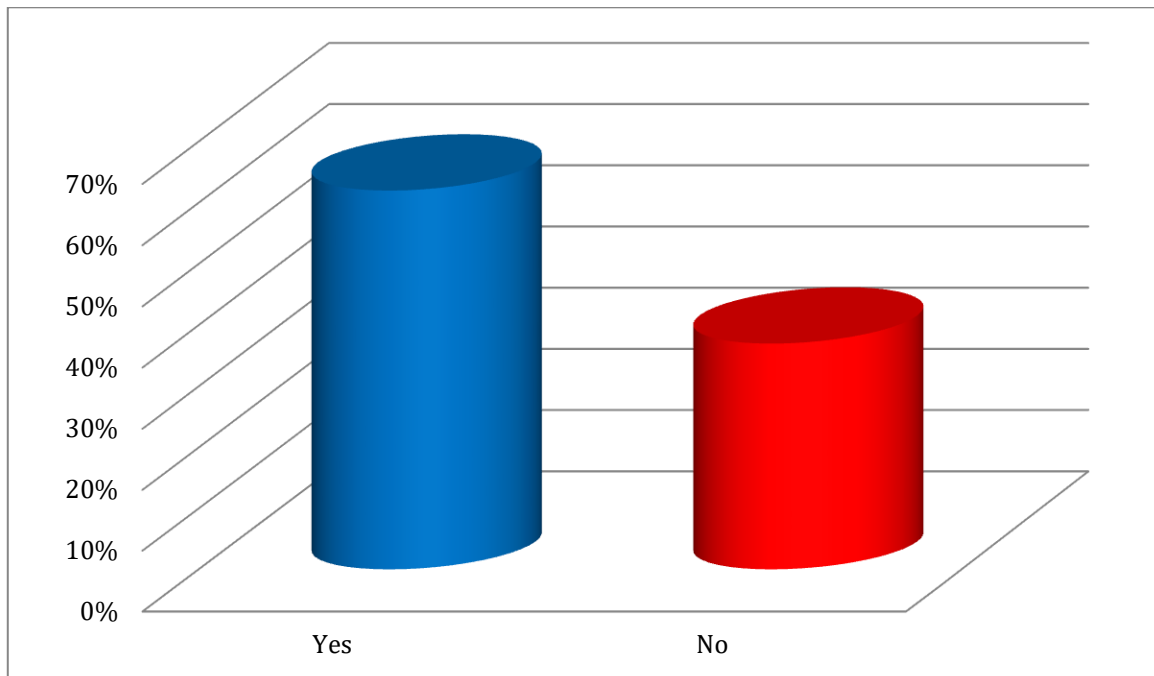
**Analysis:** The question was asked for the only reason to identify if the changes that came with COVID19 such as using ICT had an impact on their grades and the majority 72% (seventy two) saw a difference in their academic performance because of the protocol, when 23% (twenty three) didn't see any difference.



**Figure08:** Academic performance.

**Question 05:** Do you find difficulties to focus on online classes?

**Analysis:** The purpose behind this question is to know if it was easy for students to focus online and in fact it was for the majority 62% (sixty two) didn't have any problems focusing when 37% (thirty seven) couldn't focus online maybe it's because they need teacher-student interaction or sometimes having bad internet can cause difficulties to learn.

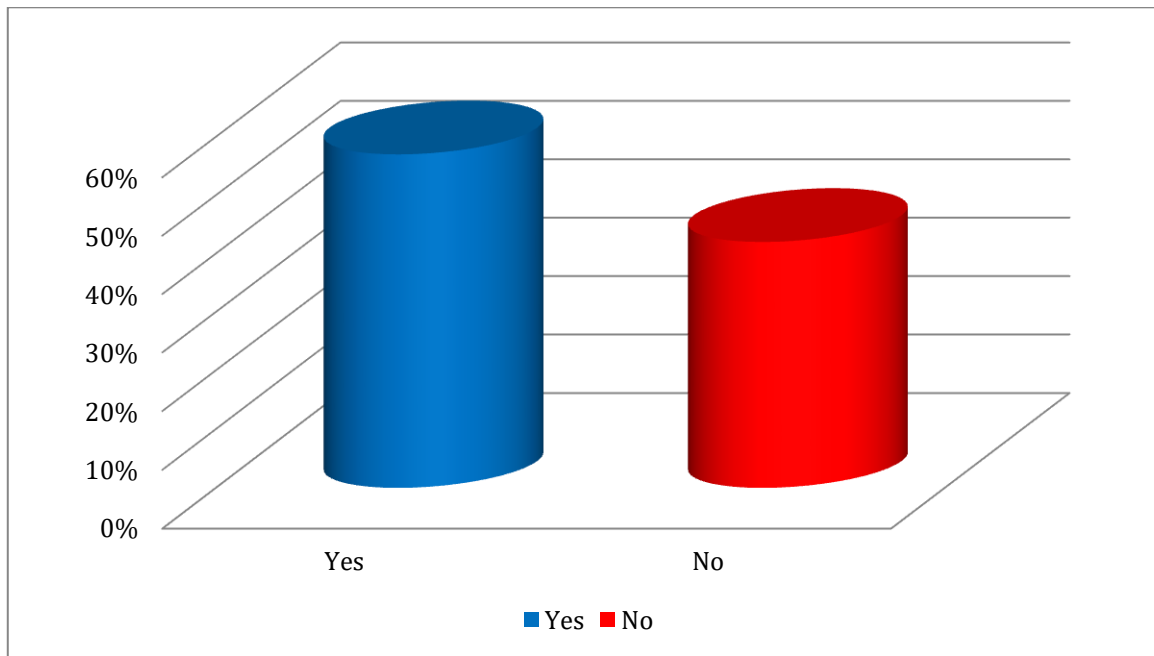


**Figure09:** Difficulties on online classes.

### Section three: COVID19 and the use of E-learning

**Question 01:** Do you believe that improving knowledge through e-learning is better than traditional teaching?

**Analysis:** 57% (fifty seven) of the participants want to improve knowledge via E-learning maybe they think that we need to be advanced like in some places in the rest of the world when 42% (forty two) chose traditional teaching maybe because they are not a ease with using technology to learn or it depend on their learning style which has a big impact on their preferences.

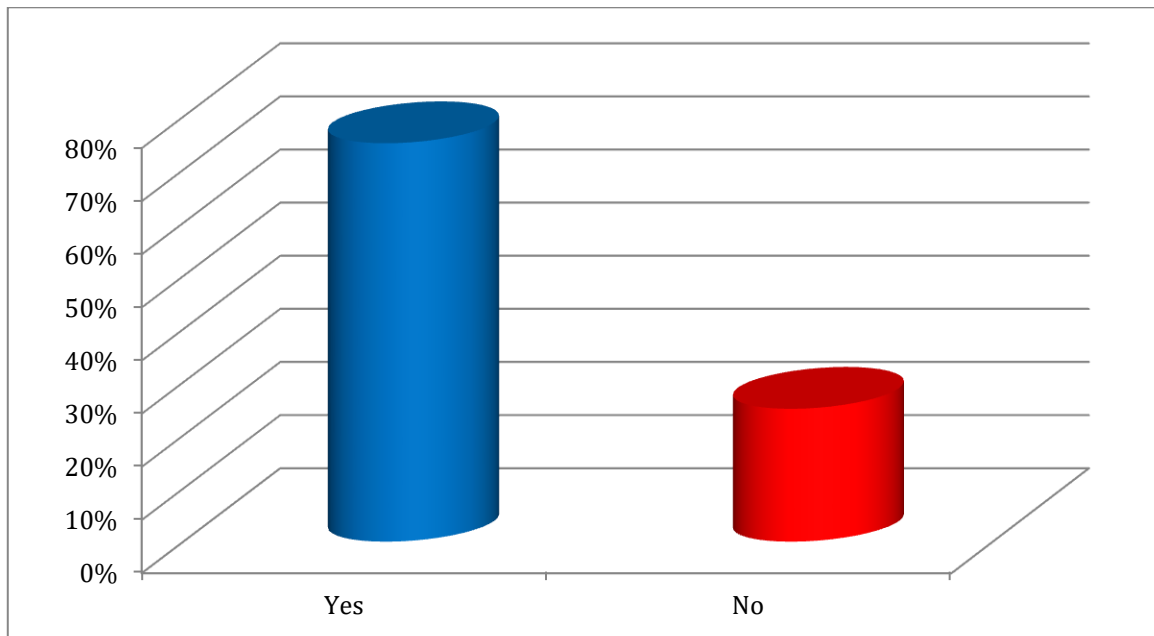


**Figure10:** Improvement of E-learning.

**Question 02:** Do you think face to face learning is crucial for practical teaching?

**Analysis:** The aim of this question is to know if learners would rather learn online or in classes most respondents showed that the lack of teacher contact is the problem that they faced during distance learning 57% ( fifty seven) of the participants would rather learn face to face when 25% ( twenty five) don't think it's necessary.





**Figure11:** E-learning VS traditional teaching.

**Question 03:** Did you face any issues during E-learning?

**Analysis:** The aim behind this question is to understand what kind of problems they faced while learning online and this graph shows us 37% (thirty seven) was comprehension issues maybe it is due to the learning style some students need face to face interaction, 40% (forty) technical issues because not everyone has access to smartphone and good internet especially the ones living in rural areas, 17% (seventy) health issues some students got physically affected by COVID19 and 5% (five) financial issues.

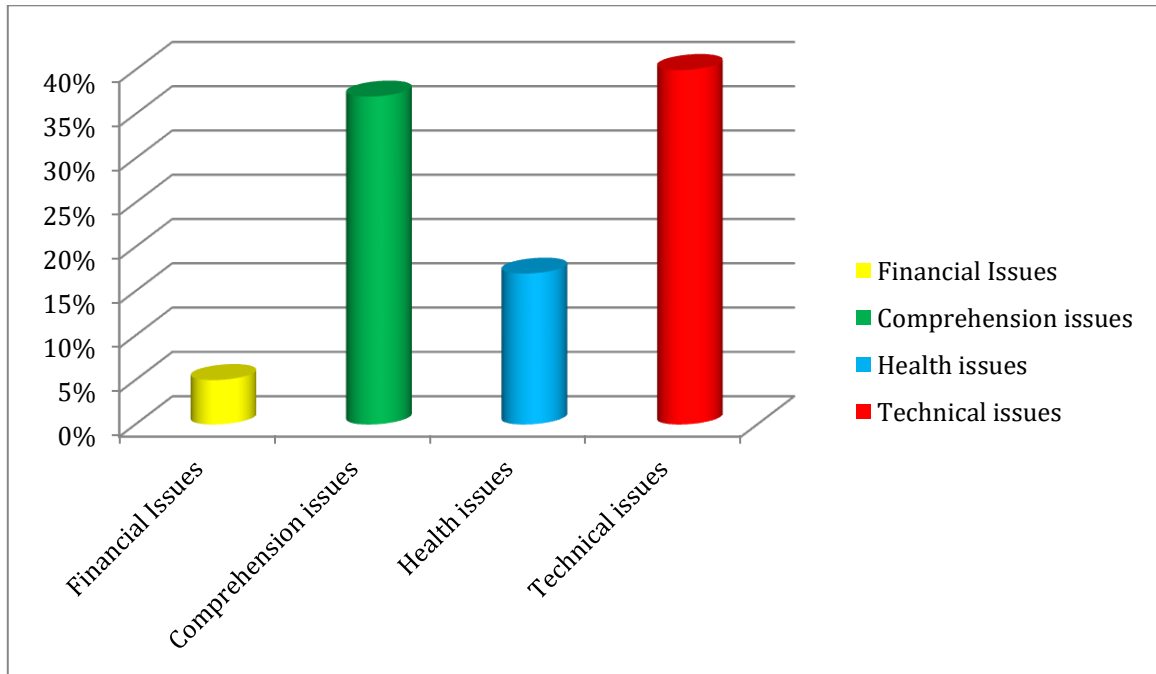


Figure12: Types of issues.

Question 04: The device you use the most?

Analysis: When asking what device is used the most we got the answer we predicted in fact their favorite device to use was 62% (sixty two) mobile, 37% (thirty seven) laptop, and 0% desktop.

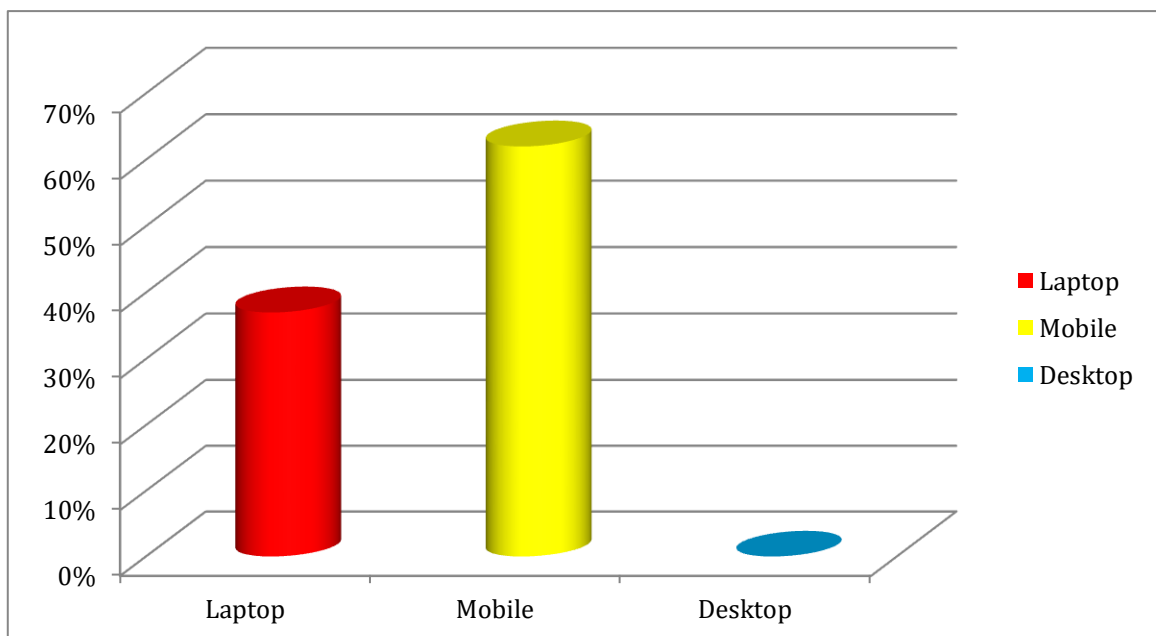
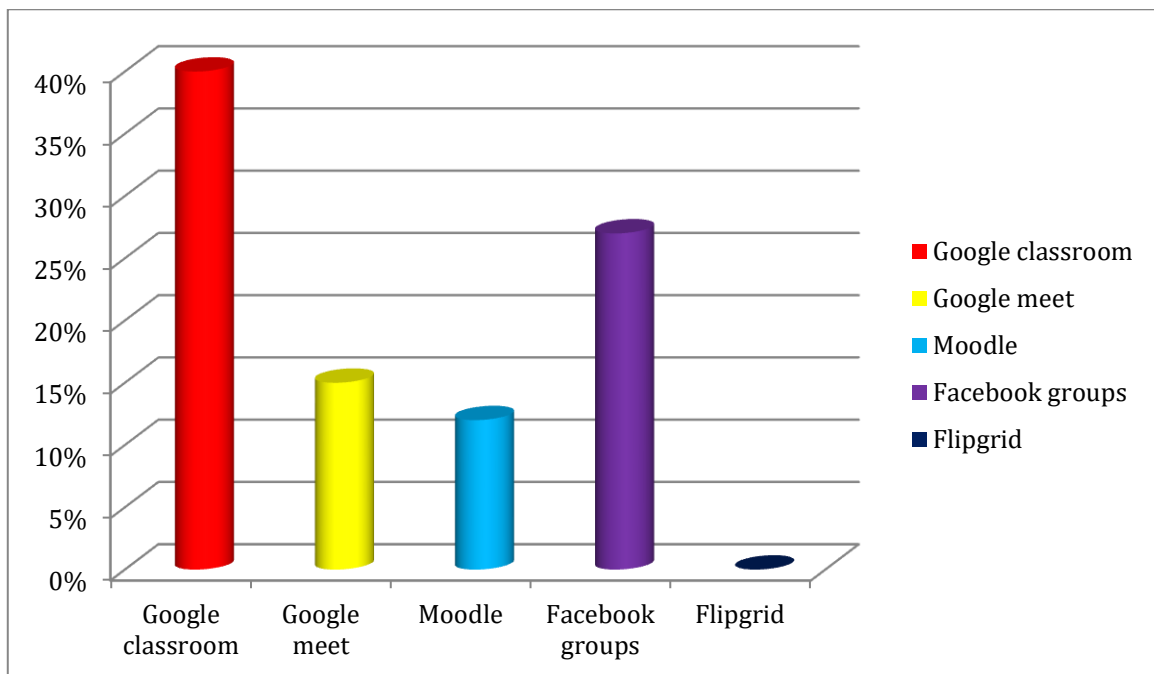


Figure13: Devices used.

**Question 05:** Which application tool do you prefer?

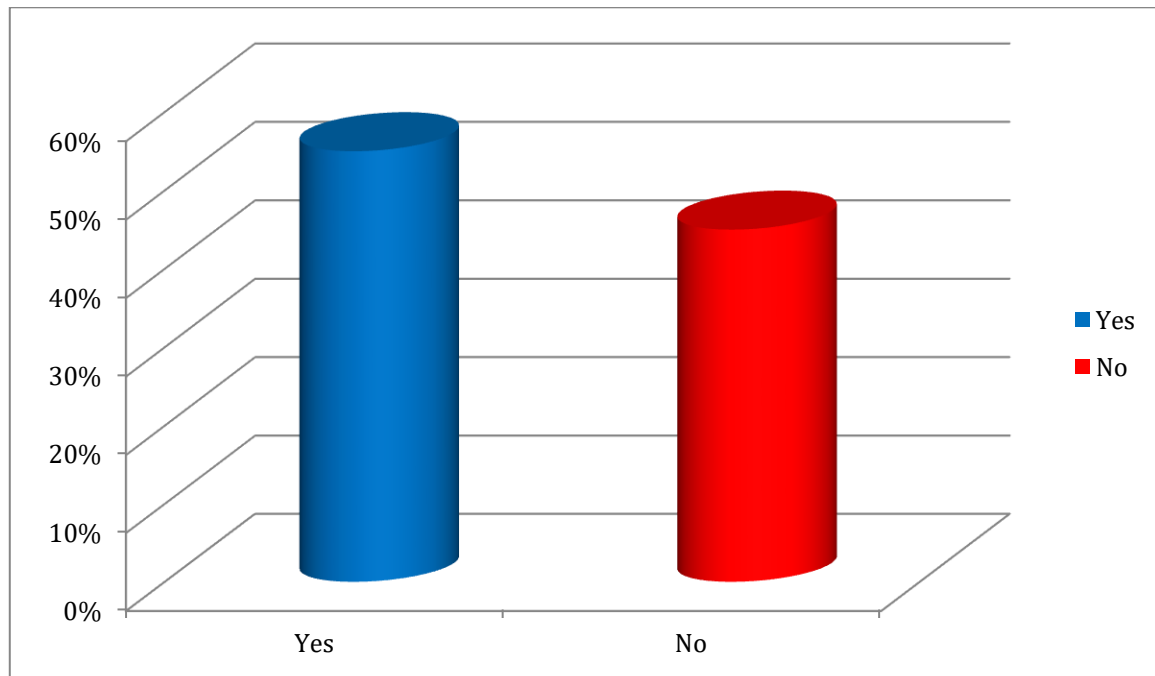
**Analysis:** We wanted to know which way of learning online was used the most. In this graph we can see the application tools used the most by the participants: Google classroom 40% (forty), Facebook groups 27% (twenty seven), Moodle 12% (twelve), and Google meet 15% (fifteen).



**Figure14:** Application tools.

**Question 06:** Do you think that you are correctly assessed via E-learning?

**Analysis:** When asking this question we wanted to know the students' perception on their grades and whether or not teachers were assessing them and evaluating them correctly as they would in class. In fact, the majority, which is 55% (fifty five) of the participants, think they're assessed correctly, while 45% (forty five) disagree.



**Figure15:** Online assessment.

### **Conclusion:**

The findings obtained were analyzed in order to get a credible conclusions in this study and to provide a clear understanding about the impact of COVID19 on the educational process as well as their mental health and the changes in the study protocol. In addition, the practical portion of our study established students' emotions during the pandemic. Students revealed that they experienced some psychological symptoms when studying during their COVID19 confinement, with stress and depression being the leading causes of the students' mental health issues.

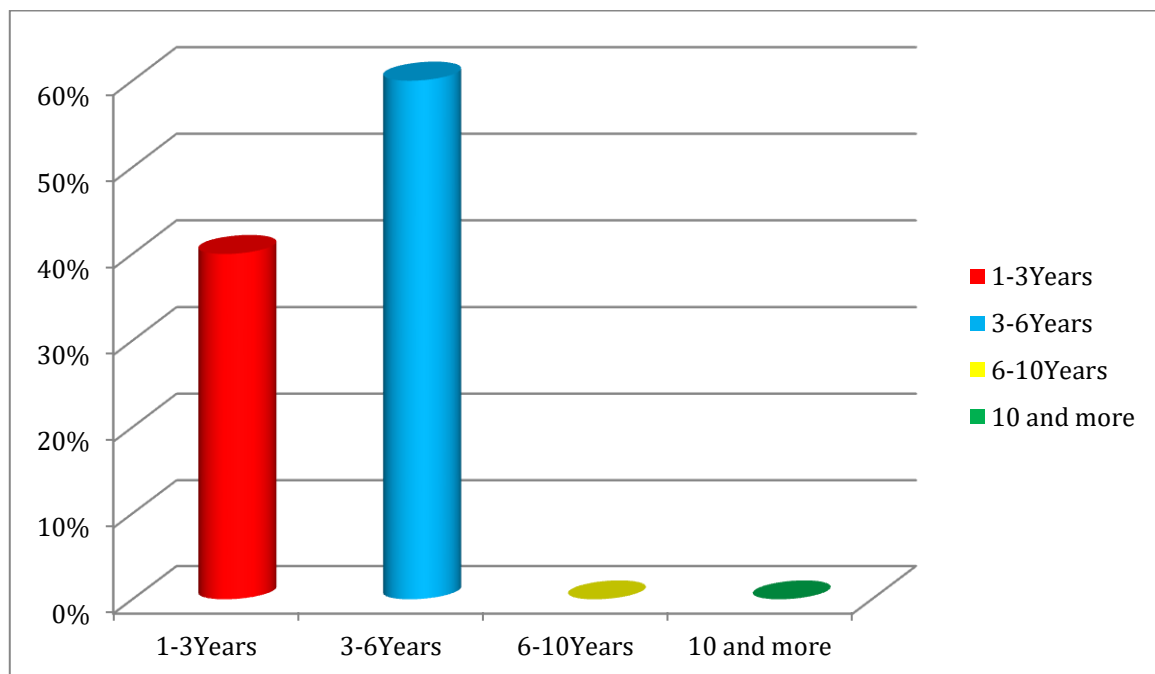
## Teachers' Questionnaire

### 1-Findings and analysis (discussion)

#### Section one: Personnel background.

**Question 01:** How many years have you been teaching?

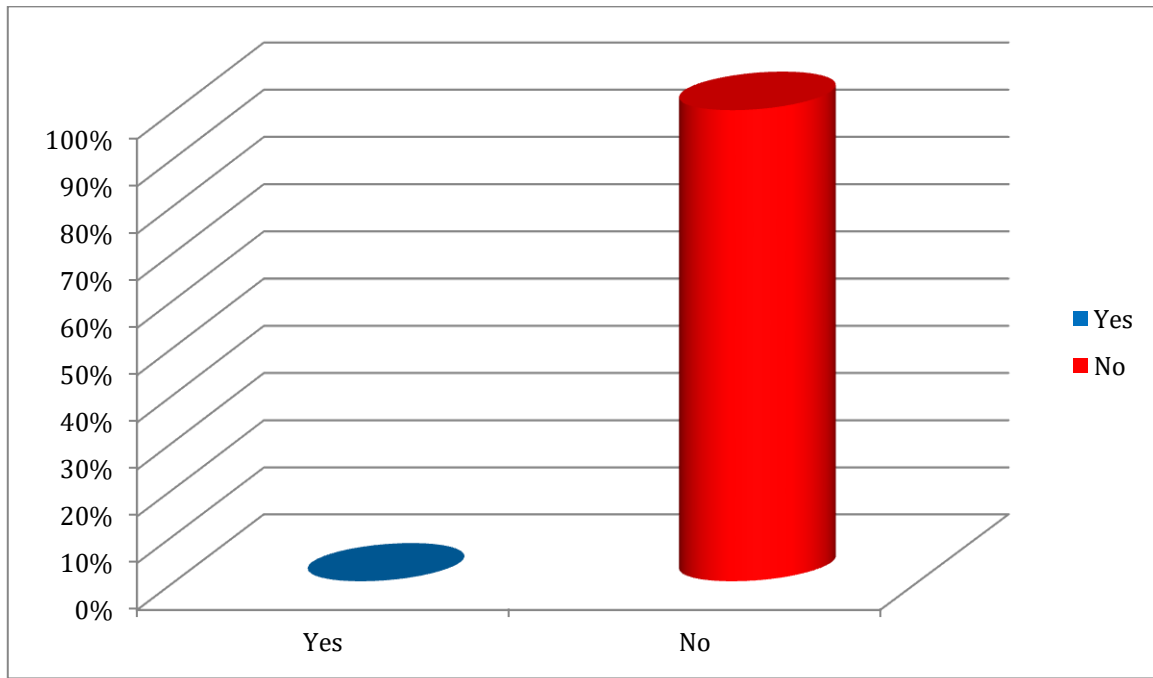
**Analysis:** We wanted to know the years of experiences teachers have when answering this questionnaire We can see that the majority 60% (sixty) are teaching from 3-6 years, 40% (forty) are new 1-3 years, 0% (zero) 6-10 years, and 0% (zero) 10-and more.



**Figure01:** Years of experience.

**Question 02:** Did you receive any formal/academic ICT training when you were recruited?

**Analysis:** The aim behind this question is to know whether teachers were trained before using ICT in their lectures or it was something new to them to use none of them received ICT training 100% (hundred) .



**Figure02:** Academic ICT training.

**Question 03:** Do you think that the ICT training is?

**Analysis:** This question aimed to have a better understanding of the teacher's perception on ICT training 2% (two) think that ICT is an optional training, 1% (one) think is important but doesn't get at the root of cause, 1% (one) is a key assess to a better mastery of ICT and one added his response 1% (one) is crucial but our government isn't willing to upgrade and keep us with the world advancement.

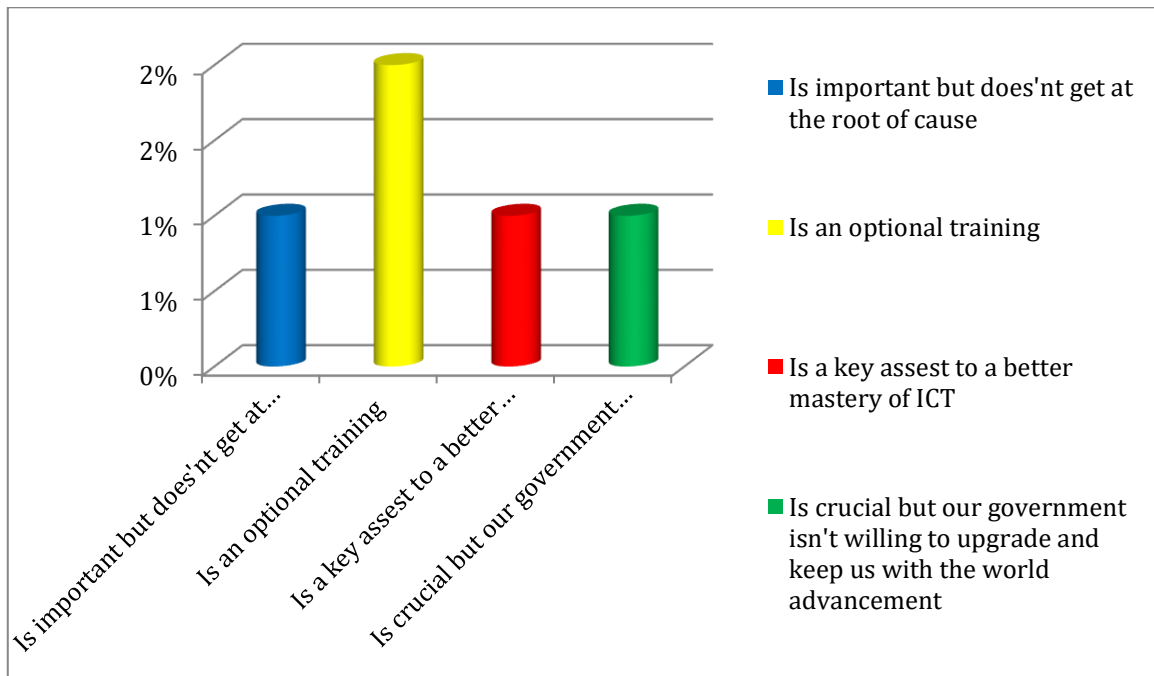


Figure03: ICT training.

**Section two: Teachers perception of the use of ICT**

**Question 01:** Did you use ICT before COVID19?

**Analysis:** The purpose behind this question is to know whether teachers used ICT before COVID19 or only when it was imposed to them; luckily 80% (eighty) which is the majority used ICT even before COVID19. However, 20% (twenty) didn't.

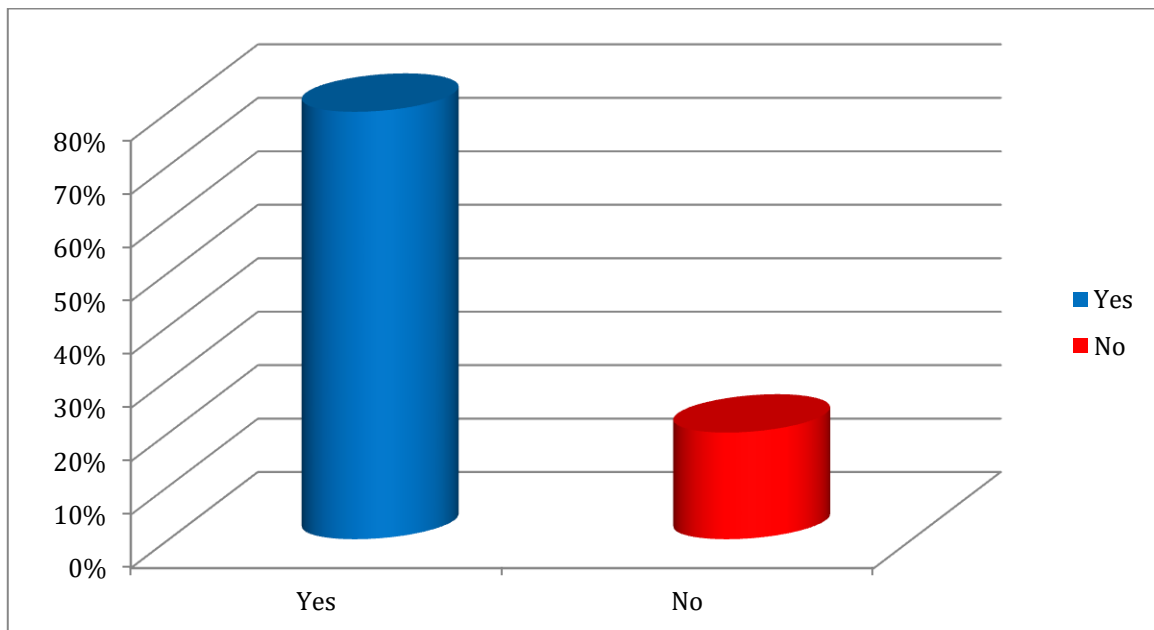
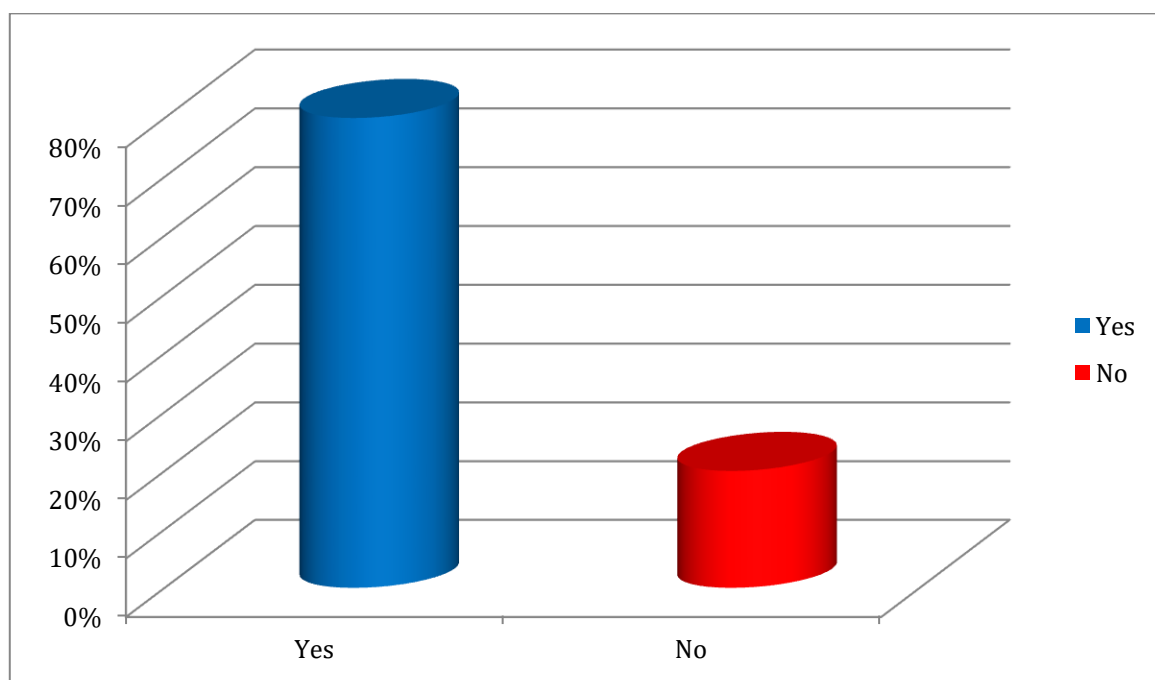


Figure04: ICT use before COVID19

**Question02:** Does the use of ICT make it easier to run courses in pandemic?

**Analysis:** According to this graph that show that 80% (eighty) of the teachers participants think that ICT makes it easier to run courses in the pandemic, maybe it's because they don't have to present to same course twice when the educational system decided to divided the class in two which makes it hard for teachers however using ICT can take less time and effort while keeping up with the rest of the world in advancement, however, 20% (twenty) don't agree maybe because their students had issues using devices or internet.

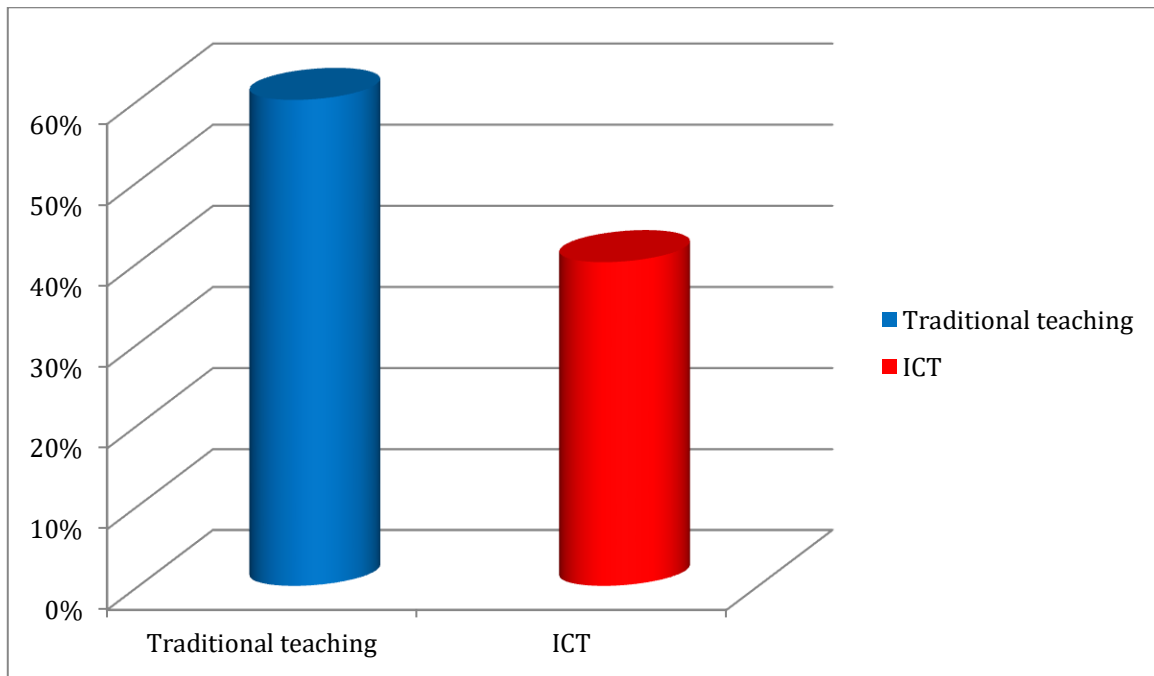


**Figure05:** Importance of using ICT.

**Question 03:** Which one of the traditional teaching or ICT is more efficient?

**Analysis:** Through the answers we note that the majority of teachers 60% (sixty) agrees that traditional teaching is for now the more efficient way of teaching maybe because the interaction between teacher and students has an important role in the teaching learning process but 20% (twenty) think that ICT is a more efficient way we think that perhaps when students learn from home are more at ease doing the task and using technology can help motivate them.

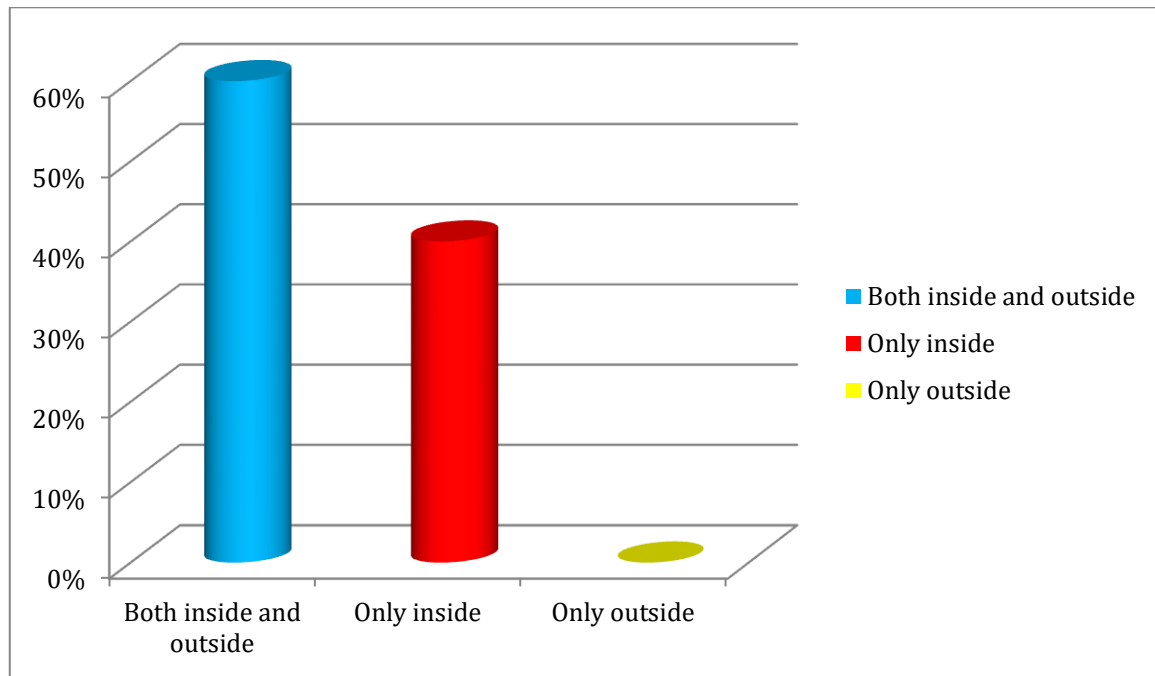




**Figure06:** Traditional teaching VS ICT.

**Question04:** Where do you use ICT the most?

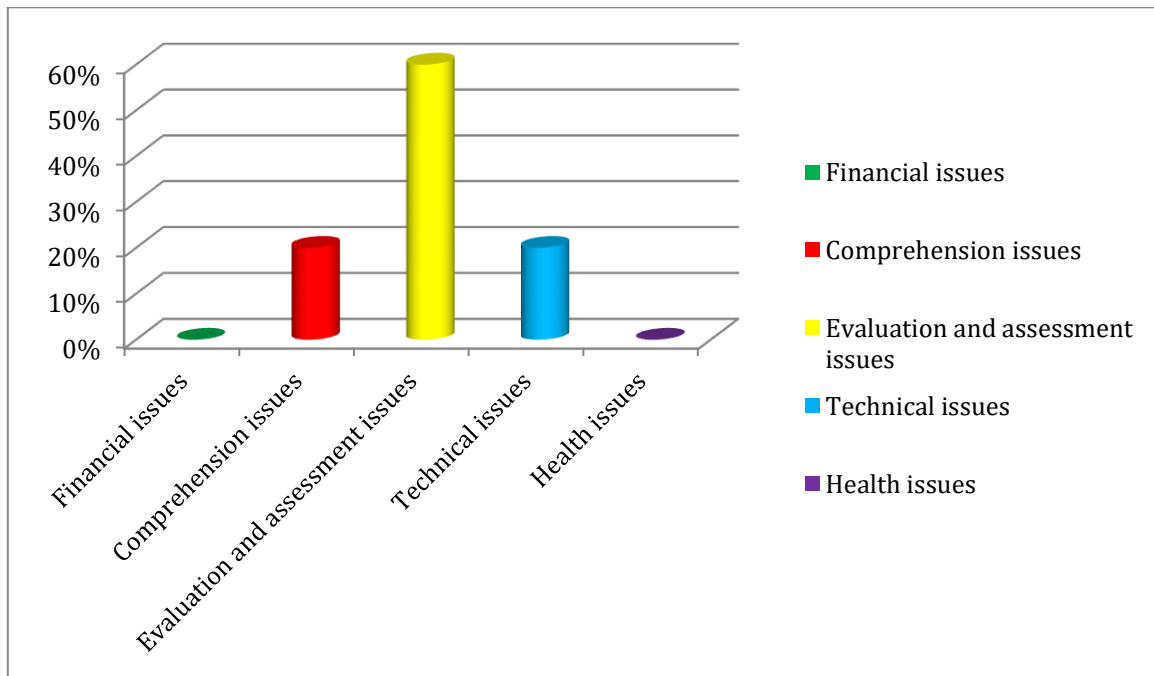
**Analysis:** It is important to have a detailed situation about the use of ICT that's why we asked the teacher participants where they use ICT the most to which we got responses 60% (sixty) use them both inside and outside the classroom probably because they need to explain to them how it works and what they are going to do once outside the classroom, 40% (forty) use it only outside the classroom maybe because it saves time, none use it inside.



**Figure07:** ICT use.

**Question05:** What issues have you faced while using ICT during the pandemic?

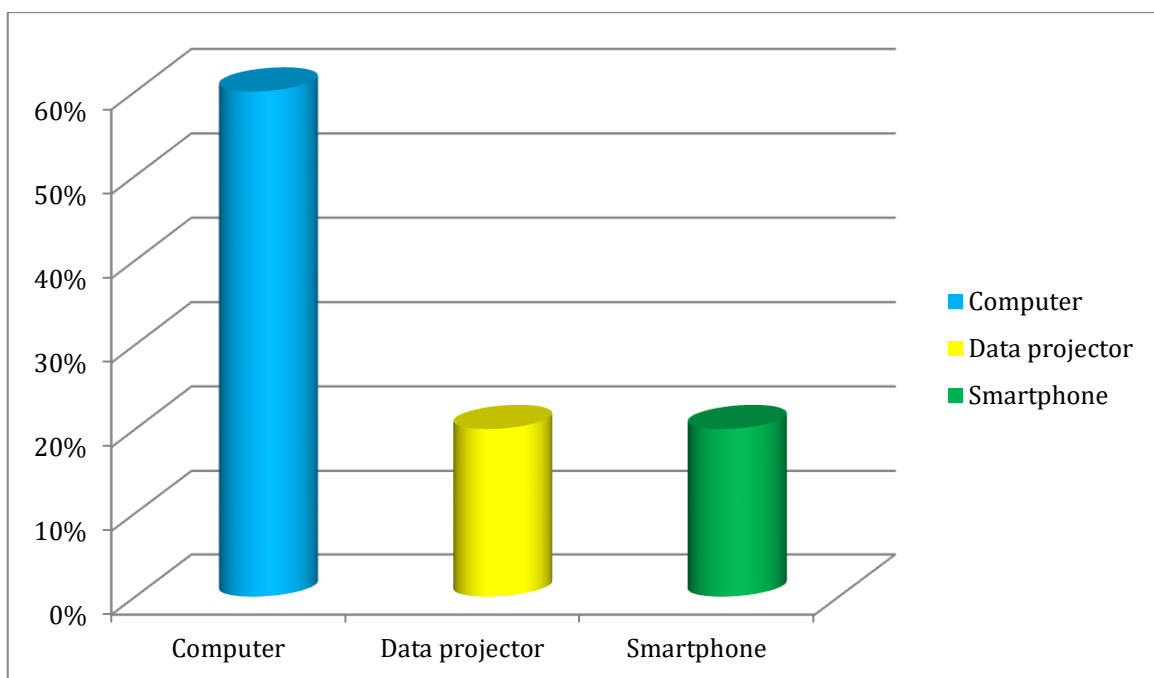
**Analysis:** Using ICT comes with issues you can face during the process that is why we asked this question we wanted to know what problems teachers dealt with, The majority 60% (sixty) agreed that the major difficulty was for them assess and evaluate learners because they can't know for sure whether they did the work by themselves there is no participation therefor they can't know if students understood the lesson which makes it hard to evaluate, 20% (twenty) of teachers think that learning by using ICT has comprehension issues not all learners can comprehend through a mobile or a computer, 20% (twenty) chose technical issues maybe because most students don't have easy access to smartphone, internet and sometimes difficulties with using platforms, 0% (zero) health issues, and 0% (zero) financial issues.



**Figure08:** Issues while using ICT.

**Question06:** What kind of material do you use in the classroom?

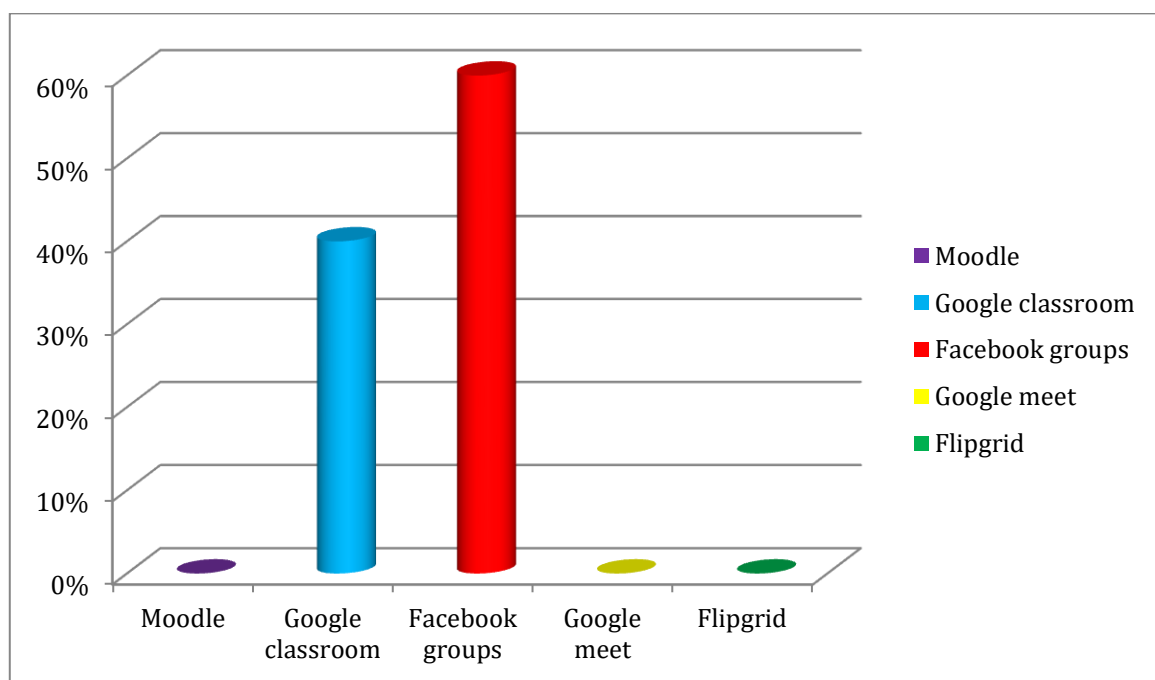
**Analysis:** We can see that the majority of the teachers participants 60% (sixty) use computer in the classroom, some of them 20% (twenty) use computers along with the data show and 20% (twenty) only smartphones.



**Figure08:** Material in the classroom.

**Question07:** What kind of ICT tools do you use the most?

**Analysis:** The main reason this question was asked was to identify the tool that teachers and students used the most during this pandemic and according to our findings 60% (sixty) of the teacher uses Facebook groups with their learners, the second most used tool is 40% (forty) Google Classroom where they can share lecture and exercises (homework), 0% (zero) used Moodle and we think that maybe it is because that platform had many technical issues for many students, none used Flipgrid, and none of the participants used Google Meet.



**Figure09:** ICT tools used the most.

**Question08:** According to you what are the most common difficulties students find when they use ICT?

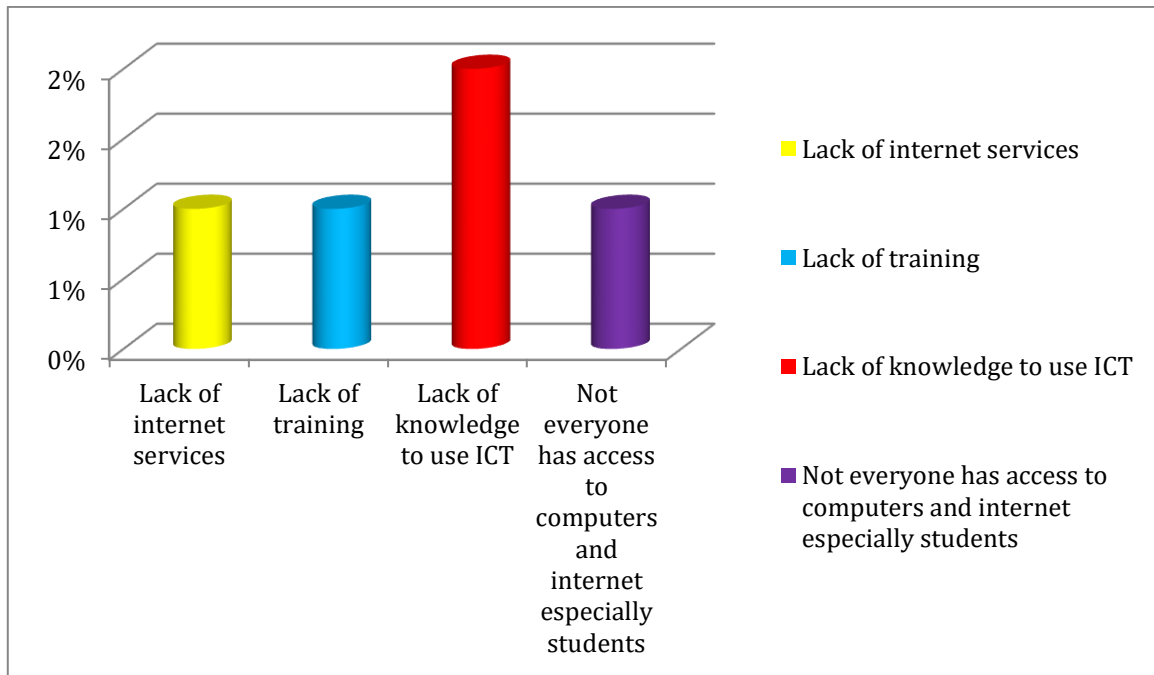
**Analysis:** We wanted to know the issues students face while using ICT according to the teachers perception:

The majority 2% (two) agreed on the lack of knowledge to the use of ICT.

1% (one) thinks its lack of training.

1% (one) assumes it's the lack of internet.

1% (one) said not everyone has access to internet and computers especially students.



**Figure10:** Issues faced according to teachers perception.

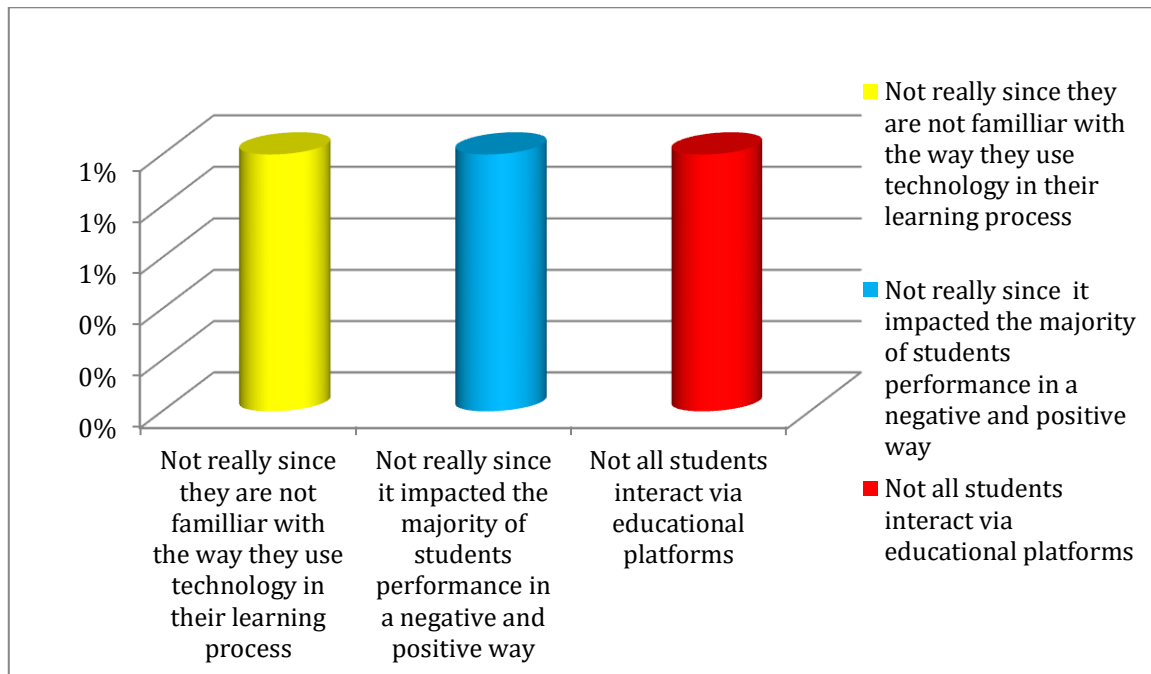
**Question09:** Do you think ICT impacted student’s academic performance? And in which way?

**Analysis:** We think it’s important to have a clear situation on the impact of COVID19 on students’ academic performance according to teacher’s point of view here are some of their responses:

-Not really since they are not familiar with the way they use technology in their learning process.

-Not really since it impacted the majority of student’s performance in a negative and positive way.

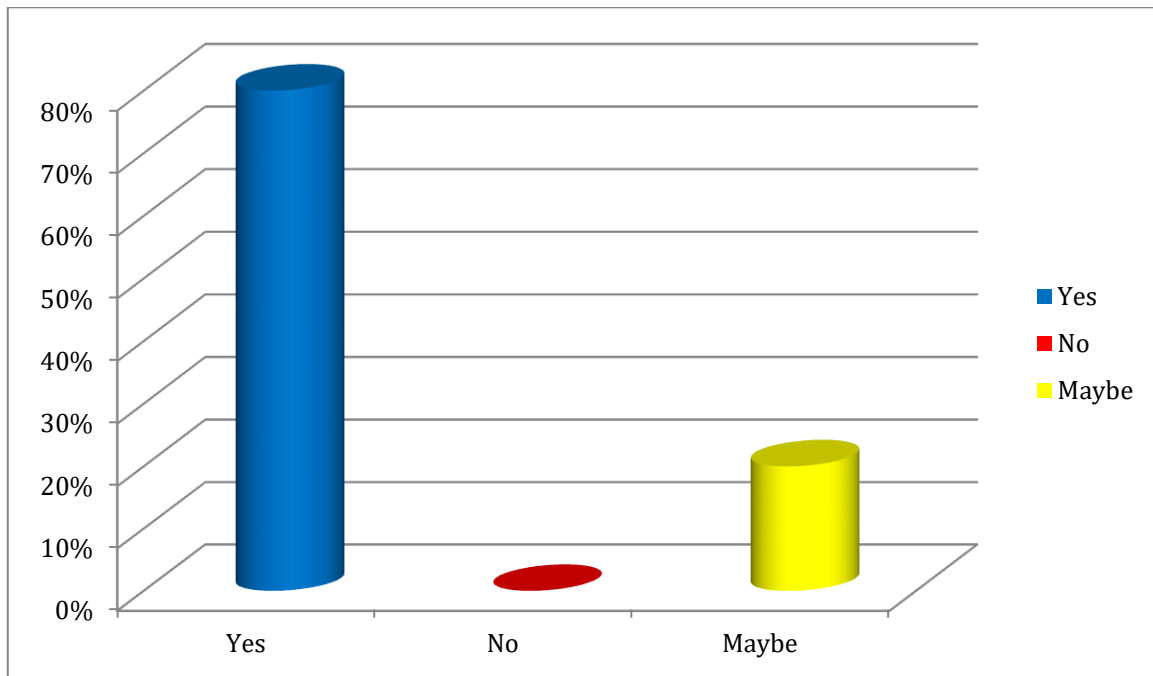
-Not all students interact via educational platforms.



**Figure11:**COVID19 impact on academic performance by teacher's perception.

**Question10:** Do you think you will continue to use ICT after COVID19 and motivate students to use it?

**Analysis:** The main purpose behind this question was to know whether teachers liked using ICT during this pandemic will they motivate students to work via educational platforms, luckily the majority 80% (eighty) of the teachers participants agreed on using ICT even after COVID19, only 20% (twenty) will consider it we think that maybe it's because they had a lot of issues using ICT, and none answered no.



**Figure 12:** use of ICT after COVID19.

### Conclusion:

This chapter was dedicated to a discussion of the questionnaire's results and data analysis, with the goal of confirming the research hypothesis as replies to the study's questions. The analysis of data generated by one main study instrument, the questionnaire sent to students and teachers, used to discuss the findings; the university should consider developing and improving its educational resources and tools based on the results of the questionnaire. Teachers think that online learning play an essential part in the learning and teaching process, and it is crucial to use ICT as a pedagogic instrument to improve educational quality.

# **General Conclusion**



For both teachers and students, studying during the COVID19 pandemic is extremely tough and tiring since they are confronted with a variety of factors that have impaired their learning process and impacted their psychological well-being. The study's intention was to look into the pupils' mental health throughout the pandemic and the challenges they may have faced while using platforms to learn from home in addition to the teachers' instructional methods having changed with the difficulties to assess from home. Three chapters were included in this research study. The first covered the theoretical background, including how COVID 19 negatively impacted the world and the educational sector, as well as the transition from traditional teaching to learning through the use of E-learning.

The second chapter is Literature review it is about E-learning definitions and applications along with platforms, it will discuss the lockdown and use of E-learning as a result to mental health, as well as the pros and cons of e-learning and finally teaching EFL in Algeria and especially, teaching EFL during the pandemic.

The third chapter detailed the research methods and techniques used to collect data for our research questions, along with the investigation of the questionnaire that was send to students and teachers of Master one at the Department of English language at the University of Ibn Khaldoun Tiaret.

The participants stated that the COVID19 had such an impact on their learning and in particular, their mental health. The most common feelings were stress and depression. They believe that learning from home is easier than going to University, despite the fact that they have commonly faced multiple difficulties while using E-learning.

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# **APPENDICES**

**Teachers questionnaire**

Dear teachers,

We are two second-year English master's students. We are currently conducting research at the University of Ibn Khaldoun entitled « Investigating the use of ICT during COVID19 and its role in learning and teaching master one English student .We appreciate your cooperation in answering the following questions that focus on the teachers' perception of ICT use on English language teaching since COVID19 breakout. Your answers will be held confidential.

The information provided will be used solely for the purpose of this research work. We would be grateful if you would complete the questionnaire as soon as you are able.

We will be thankful for your help and contribution to our research in Ibn Khaldoun University.

**SECTION 01: Personnel background.**

**-How many years have you been teaching in Ibn Khaldoun English department?**

a-1-3 years

b-3-6 years

c-6-10 years

d-10 or more

**-Did you receive any formal/academic ICT training when you were recruited?**

- YES

- NO

**-Do you think that the ICT training:**

a-Is important but doesn't get at the root of cause.

b-Is an optional training.

c-Is a key assess to a better mastery of ICT.

**SECTION 02: Teachers perception of the use of ICT.**

**-Did you use ICT before COVID19?**

- YES

-NO

**-Does the use of ICT make it easier to run courses in pandemic?**

-YES

-NO

**-Which one of traditional teaching or ICT is more efficient?**

-Traditional teaching

-ICT

-Do you use ICT both in and outside the classroom?

-YES  -NO

-What issues have you faced while using ICT during the pandemic?

-Financial issues

-Comprehension issues

-Evaluation and assessment issues

-Technical issues

- Health issues

-What kind of material do you use in the classroom?

-Computer  -Data projector  martphone

-What kind of ICT tools do you use the most?

-Moodle  -Google classroom  facebook groups

-Google Meet  - Opale  FlipGrid

-According to you what are the most common difficulties students find when they use ICT?

.....  
.....  
.....

-Do you think ICT impacted student’s academic performance? And in what way?

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.....  
.....  
.....

-Do you think you will continue to use ICT after COVID19 and motivate students to use it?

- Yes  -No

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Students Questionnaire

Dear students,

We are students of master two degree, and we are conducting a research on your mental health's state and the use of E-learning during COVID19.

We will be really grateful if you answer these following questions. Thank you for your cooperation.

Section one: personnel information.

Please tick the right box.

1- Are you a :

- Male
- Female

2-Before COVID19, did you usually feel stressed while studying?

- Yes
- No

3-Are you at ease with the computer tools?

- Yes
- No

4-Do you think that learning from home during the COVID19 is easier?

- Yes
- No

Section two: COVID19 and mental health.

1- Did COVID19 affect your mental health?

- Yes

- No

2- If yes, in what way?

-Stressed.  -Relaxed.

-Depressed.  -Comfortable

-Pessimistic.  -Indifferent

-Bored.  -Cool

-Sad.  -Less Stressed

3- Are you following the given precautions during this pandemic?

- Yes

- No

4- Did COVID19 affect your academic performance?

- Yes

- No

5- Do you find difficulties to focus on online classes?

- Yes

- No

**Section three: COVID19 and the use of E-learning.**

1- Do you believe that improving knowledge through e-learning is better than traditional teaching?

- Yes

- No

2- Do you think face to face learning is crucial for practical teaching?

- Yes

- No

3- Did you face any issues during e-learning?

- Financial issues
- Comprehension issues
- Health issues
- Technical issues

4- The device you use the most?

- Laptop
- Mobile
- Desktop

6- Which application tool do you prefer?

- Google Classroom
- Google Meet
- Moodle
- Facebook groups

7-Do you think that you are correctly assessed via E-learning?

- Yes  No

## ملخص:

الغرض من هذه الدراسة فحص كل من عملية التعلم والتدريس للأساتذة والطلاب خلال فترة كوفيد 19 و التركيز على العوامل التي كان لها تأثير على الطلاب. السبب الرئيسي وراء هذا البحث هو النظر في الصحة النفسية لطلاب اللغة الإنجليزية كلغة أجنبية والنظر في المشكلات والتحديات التي يواجهونها أثناء التعلم في الحجر الصحي. يهدف هذا البحث إلى اكتشاف مشاكل الصحة العقلية ، وكذلك عملية التعلم والتدريس ؛ التحديات. كما يسعى إلى التحقيق في وجهات نظر الأساتذة حول تأثير كوفيد 19 على طلاب درجة الماجستير الأولى في قسم اللغة الإنجليزية ابن خلدون تيارت. من أجل جمع البيانات لهذه الدراسة، قمنا بتوزيع استبيان على 40 طالبًا و 5 مدرسين. كشفت النتائج أن COVID 19 أثر سلبيًا على صحتهم العقلية وأدائهم الأكاديمي وعملية التدريس.

الكلمات المفتاحية: كوفيد19، الصحة النفسية، عملية التعلم والتدريس، طالب EFL.

## Résumé

Le but de cette étude est d'examiner à la fois le processus d'apprentissage et d'enseignement pour les enseignants et les étudiants pendant la période du COVID19. Il se concentre sur les facteurs qui ont eu un impact sur le mental des étudiants. La principale raison de cette recherche est d'examiner la santé psychologique des étudiants EFL et d'examiner les problèmes et les défis auxquels ils sont confrontés lors de l'apprentissage pendant le confinement. Il cherche également à étudier les points de vue des enseignants sur l'impact de COVID-19 sur les étudiants de master un du département d'anglais Ibn Khaldoun Tiarat. Afin de collecter des données pour cette étude, nous avons administré un questionnaire à 40 étudiants et 5 enseignants. Les résultats révèlent que le COVID19 a eu un impact négatif sur leur santé mentale, leurs performances scolaires et leur processus d'enseignement.

**Mot clés :** COVID-19, santé mental, apprentissage, enseignement, EFL, étudiant.