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Learning skills Gained in the Time of Covid-19: The Case of Undergraduate Students in the English Department at Tlemcen University

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Dedications

A special thank to my dearest husband for his encouragement and caring and to my parents for theirmoral and never-ending supportthrough my research

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Abstract

Students faced many difficulties in learning during the Covid-19 pandemic. Indeed, the sudden closure of universities and the cessation of providing face-to-facelearningdrove them to start to develop their learning skills in their studies.The present research work puts into examinationthe learning skills gained in the time of Covid-19 pandemic among the Algerian EFL undergraduate students i.e. the first, second and third year students preparing their "licence" degree in the English Department at Tlemcen University, the sample population in general is 50 students and 7 teachers. In order to achieve this aim,two research tools were used: a questionnaire for students and an interview for EFL teachers. In this research work both qualitative and quantitative data were used to analyse the research instruments, which allow the researcher to find out, the new learning skills developed by the undergraduate students, and if they could adapt themselves to the new learning method i.e. distance learning. Finally, the results of the present dissertation shows that the Algerian EFL students at Tlemcen University effectively developed new skills of learning such as self-learning, communication, adaptability, and they could efficiently adapt themselves to learnvia distance learning.

Acronyms

COVID-19:   CorOnaVirus Disease 2019

EFL: English Foreign Languages

ICT: Information and Communication Technology

INEE: International Networkfor Educationin Emergencies

SARS: SevereAcute Respiratory Syndrome

WHO: World Health Organization

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General Introduction

Coronaviruses (CoV) are a large family of viruses causing illnesses ranging from the common cold to pneumonia (a more severe lung infection). COVID-19 is the infectious disease caused by a strain of coronavirus, SARS-CoV-2. It was declared a pandemic by the World Health Organization in March 2020 and has spread globally.it has caused an unprecedented crisis in all over the world, Especially in the field of education.(Networks of experts and interventions for surveillance and response, No name of author)

This emergency led to the massive closure of face to face learning in more than 190 countries in order to prevent the spread of the virus. In this case teachers were obliged to assume virtual teaching where they had to use digital technologies, sometimes for the first time for some teachers. Only to facilitate their students learning, it was a critical global incident. Despite the current difficulties of learning students were obliged to rely more on themselves not only on their teachers, because there was huge pressure on them. (The economic commission for Latin America, United Nations, 2020, No name of author)

Algeria as any country in the worldhad trouble during the spread of this dangerous virus in all domains such as education. Teachers around the globe seek to face the most pressing challenges of education due to the pandemic outbreak, and they direct their efforts towards online teaching, although reshaping teaching and learning is very challenging , and many teachers and students face problems in shifting to the new method of teaching but they almost managed to face those problems.(ChelghoumAhlem, Hanene, 31.12.2020)

This research work takes place in the English Department atTlemcen University, taking the undergraduate students as a sample to shed light on the learning skills gained in the time of COVID-19 pandemic.

This research work tackled 2 research questions:

1. What are the learning skills gained in the time of COVID-19 pandemic by the undergraduate students at the English department at Tlemcen University?

2. What are the students' perspectives of distance learning compared to classroom learning among the undergraduate students at the English department at TlemcenUniversity?

In attempt to answer these research questions, the following hypotheses were elaborated:

1. Through distance learning and despite many challenges students have developed a range of skills such as: self-learning, use of digital resources, communication and adaptability.

2. The undergraduate students at the English Department at Tlemcen University agree on better efficiency experienced in distance learning then in classroom learning and despite some challenges they could adapt to the new learning method of distance learning.

The form of this research work is structured as follows:

The first chapter provides at first a review about COVID-19 pandemic in general then it begins to tackle some specific points, such as speaking about teaching and learning in the time of the pandemic which talks about teaching activities whether it is reproductive or constructive, and about learning outcomes assessment. On the other hand it speaks about learning skills gained in the time of COVID-19 speaking specifically about the acquired skills. One more title also speaks about students' perspective of distance learning to see their opinion about it, and also tackles COVID-19 and its implications for skills development.

Moving to the second chapter, it is concerned with the practical part of this research work. It deals with investigating the students' opinion about e-learning during COVID-19 pandemic. It provide a detailed description of the methods used in this study, the research methodology, the sampling, and it deals also with the data analysis for both the questionnaire and the interview to reach answers to research questions and to validate the hypotheses. This chapter ends with providing some suggestions and recommendations for both teachers and students.

Chapter one

Theoretical aspects of teaching and learning during the Covid-19 pandemic

Chapter One: Theoretical Aspects of Teaching and Learning in COVID-19 Pandemic

1.1. Introduction

In the present chapter, we will deal with the theoretical part regarding teaching and learning during COVID-119 pandemic. We will mention some titles that may provide a great background concerning the present study. First it is worth shedding light on teaching and learning in the period mentioned, then we will talk about learning skills gained by the undergraduate student, also mentioning teachers capacity to deliver remote learning during the pandemic in the future. In addition to this we will introduce students perspective of distance learning and finally we will speak about COVID-19 and its implications for skills development.

1.2. COVID-19 Pandemic

COVID-19 pandemic also known as the coronavirus pandemic, it is an on going global pandemic of coronavirus disease 2019 caused by severe acute respiratory syndrome coronavirus 2. This virus was first identified in "WUHAN",CHINA in December 2019 attempts to contain it there failed, allowing the virus to spread world wide. The world health organization (WHO) declared a public health emergency of international concern on 30 January 2020 and a pandemic on 11 march 2020.(WHO-convened global study of origins of SARS-COV.31 March 2021)

 COVID-19 has reached to more than 150 nations, including china, by the time od second week of April 2020 this virus was exceeded 18,738,58 although more than 1,160,45 deaths were recorded world wide and united states of America because the global epicenter of corona virus..(Kimberly Chriscaden, WHO, 13 October2020)

The covid-19 pandemic has led to a dramatic loss of human life worldwide and presents an unprecedented challenge to public health, food systems and the world of work. The economic and social disruption caused by the pandemic is devastating: tens of millions of people are at risk of falling into extreme poverty, while the number of under nourished people, currently estimated at nearly 690 millions, could increase by up to 132 million by the end of the year. Millions of companies face existential threats. Nearly half of the worlds' 3.3 billion workers are at risk of losing their livelihoods. Workers in the informal economy are particularly vulnerable, as most lack social protection, access to quality health care, and access to productive resources. Unable to earn an income during

the lockdown, many were unable to support themselves and their families. For most people, no income means no food, or at best less food and less nutritious food.(Kimberly Chriscaden, WHO, 13 October2020)

Due to the global COVID-19 pandemic schools closure has created a rapid shift to alternative modes of educational primarily online learning and teacher supported home-schooling while the extraordinary circumstances surrounding the pandemic have been challenging , they have prompted students to develop and gain skills in new areas, such as self-learning independence, resilience, patience, flexibility, adaptability and time management. The skills obtained during these exceptional times have proven to be vital and will continue to rise in importance to serve students in their future careers.(The world bank, UNESCO and UNECEF 2021)

For example, like many other countries, Algeria temporarily closed all educational institutions (schools and universities). Therefore, using technology to support teaching and learning has become an essential skill. So, all educational institutions, educators and learners must adopt technology and improve their digital skills to mitigate the impact of the coronavirus on education.

1.3.Teaching and learning in the time of COVID-19

Corona virus disease 2019 (COVID-19) pandemic has severely disrupted every aspect of modern life. Education systems at all levels had to shift to online education due to lockdowns and social distancing rules aimed at limiting the spreadof the (SARS-COV-2) that causes COVID-19. This severely affects communities with limited technological infrastructure, high-speed internet access, and proliferation of smart devices. .(OECD Policy Responses to COVID-19,19 November2020)

Even so, educational institutions in all over the world from pre-primary to higher education have had to rapidly adopt online and distance learning models enabled by information and communication technology (ICT). Although the rationale and validity of many basic models, such as online learning, distance learning, distributed learning, blended learning, mobile learning,etc….tools and platforms have been explored to some extent in the past, and the scale and scope of this adoption is unprecedented and staggering.(See the same previous Reference)

There are still many raised issues, including the lack of interaction and communication between the teacher and the learner. Which affects students' involvement in learning the language.

As an example, Algeria like many other countries, responded to the pandemic situation and planned some strategies to save teaching and learning situation. "The pandemic forced the Algerian policymakers to provide instructions during the lockdown. Education was the first domain where institutions and universities shifted to online learning".Chelghoum and Chelghoum (2020).

Teaching and learning process the Algerian context is not different from the other countries, especially in Africa. Most countries conflict to imply online learning and change face-to-face learning because of the circumstances of the virus

1.3.1.Teaching activities Reproductive or Constructive

To explore the priorities of what teachers should teach during the COVID-19 lockdown, a research has been tackled on a Spanish primary and secondary school teachers to select and describe activities they liked by many scholars such as "Trujillo-Sàez et al.2020. Bautista et al..2009;Lopez-iniguez et al..2014"; Among activities to do with their students during the pandemic move. The interest behind the research was to examine what is really happening in the classroom, the type of learning (reproductive vs constructive) that practice supports, and the fit between teacher goals and teaching, and the results showed that the majority of teachers suggested content-focused activities that focused primarily on verbal learning. There is a clear difference between the proposed goals (partly student-centered) and those actually taught (mostly content-centered). (Maria-Puy Pèrez Echeverria, Juan-Ignacio Pozo, Beatriz Cabellos, 11 April 2022)

It isfound that over 60% of the teachers surveyed were more concerned about developing the competencies of their students, managing their motivation and their emotional re sponse to the crisis, compared with the 42% who considered it a priority to ensure content acquisition in keeping with educational and developmental Stages. In other words these activities were essentially aimed at the content taught by teachers. Therefore, in the few available studies on teaching there is a discrepancy between the

goals or objectives proposed by the teachers and the activities, which really took place.(Trujillo-Sàezet al.2020)

 Content-focused teacher who are interested in imparting specific knowledge also tend to maintain more reproductive conceptions and practices of learning , where knowledge is measured by the degree of closeness between what the learner achieves and what is taught (Bautista et al.2009;Lopez-iniguez et al.2014), however student-centered teachers tend to advocate more constructive positions according to which learning outcomes are a complex and interactive construction between the conditions of the learner, the context, and the modes of teaching.

1.3.2.Learning Outcomes Assessment

In education, Assessment is an important tool for tracking the academic performance and learning progress of students. The assessment also helps determine the effectiveness of teaching and the various needs of an education system. Learning assessments provide schools and teachers with an understanding of what the students are learning, and how to adopt measures that promote effective teaching.

Learning outcomes describe measurable knowledge, skills,and behaviors that students should be able to demonstrate because of completing the program. Student's test or paper is how the results are analyzed and used. The unit of analysis in learning outcomes assessment is the program, not individual students.

It is important to remember that we cannot assume that children will learn just because they have access to a program or resource. As stated in the INEE minimum standards, " Education is meaningful only when educational programs provide quality teaching and learning. "The INEE minimum standards require educational programs to measure what skills learners acquire through the program in terms of knowledge, attitudes, and acquisitions. Through these assessments, practitioners can ensure that learners are making progress toward established program goals, such as specific learning outcomes.(Diego Luna-Bazaldua, Vitoria Livin& Julia, November 2020)

    Also shift to a more qualitative approach in which program facilitators and teachers determine learner's academic outcomes based on the learner's ability to communicate

or express what they have been learning. As well gathering data through user analytics stored in education or programs that are being used to implement the program.(Diego Luna-Bazaldua, Vitoria Livin& Julia, November 2020)

1.4.Learning skills gained in COVID-19 pandemic

When asking which skills would prepare studentsEducators in both categories agree on their futures,The most necessary skills are critical thinking andproblem solving (45%of teachers and principals frompublic schools and 32% from private schools). this is a striking Find out when you think more than half of respondents (51%) Disagreeing with distance learning during the pandemic,these skills are developed in learners. Hard to sayIf it is because of online teaching react to what is about to happenThere aren't many events planned ahead, or becauseThis type of student work is not conducive to development of this skill. It is not clear whetherRespondents made it clear that this is related topandemic, because the development of these skills oftenConsidered a challenge in face-to-face teaching.

For teachers in public (29%) and private (24%) schools The second most important skill, vital to a student's futureBe effective in oral and written communicationPublic school teachers look at using technology more prominent (39%). Interestingly, this is alsoCustomer views from the public (56% of customers selected this answer) and private schools (22%). it may bePrivate school students are more accustomed to technology in learning, so this skill is more embeddedalready, while communication allows students to access it content and effective learning.

Teachers and principals from private schools identified flexible mindset as the third most important skill with 23% and 4% respectively. Considering that principals from public schools pointed to adaptability (9% of all answers), having the flexibility to adapt to circumstances is a skill considered by all as third most important.

While the pandemic has challenged us, it has also given us an opportunity to refocus and recalibrate. It enables schools, teachers and universities that train teachers of the future to look at what we have done in the past and how we can improve and adapt our future teaching and learning.

As a result education has changed dramatically with the distinctive rise of e-learning, while teaching is undertaken remotely and on digital platforms. Also research suggests that online learning has been shown to increase retention of information, and take less time, meaning the changes COVID-19 have caused might be here to stay.

Accordingto the emergency situationsof the whole world students were obliged to study online with limited access to facilities and with less contact with peers and teachers, while at the same time they had to be exposed to more autonomy.

 In the other hand students were obliged to depend on themselves not just on what the teacher do at the classroom, that's why they develop their own learning skills to facilitate studying on themselves. Students first skill of learning was the ability to record lessons and videos content to be able to watch again in case a student who may not grasp a concept at the first time could go and listen again and stop it when he needs to do.This method was also really important for students with certain needs. Also one of the most effective ways that students can stay focused and motivated to study is planning a timetable in which highlights the activities and schedule time, to help the student to avoid engaging in random learning activities.

The timetable should contain all the necessary things as the specific topic to be learned, the needed sources, textbooks, revision papers…..and the exact time needed for the learning activity. Another thing, technology provides students with easy to access information, accelerated learning, and fun opportunities to practice what they learn. It enables students to explore new subjects. That's why students learn to depend more on technology while sitting at home during the pandemic. Students also worked on their oral and written communication, because communication facilitate many things for students, a good communication enables students to adapt more from the learning process by empowering them to ask relevant questions and discuss doubts with everyone.(The whole passage "A survey of Educators' responses, December 2021", No author)

1.5.Students perspective of distance learning

COVID-19 has resulted in schools shut all across the world. Globally, over 1.2 billion children are out of the classroom. As a result, education has changed dramatically, with

the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms. Research suggests that online learning has been shown to increase retention of information, and take less time, meaning the changes coronavirus have caused might be here to stay.

Online learning is when teachers or students use educational tools, which are accessible on the internet. Online learning tools are often used to create blended learning environments in the classroom. This helps keep students engaged in the class and in the material.(Gonzalez, Calarco& Lynch, 5. 2018).

The benefits and challenges of distance learning have been discussed time and time again in the past. Recently, the topic of distance learning has become more relevant and hot due to the COVID-19 pandemic. COVID-19 has forced most higher education institutions to switch to distance learning and/or some form of hybrid teaching model (Smalley, 02_august 2020).This disrupts the natural ecosystem of traditional learning environments where students live and study in close proximity. Challenges identified in previous distance learning research include disparities in the quality of teaching, unequal access to key distance learning technologies for students, and technology readiness of students (Ratliff, 2009).For example, one study found that 20% of students do not have access to key distance learning technologies such as laptops and high-speed internet (Gonzalez, Calarco& Lynch, 5. 2018). It was also found that students who were already underachieving in face-to-face courses were more likely to achieve lower grades in distance learning. (Wassna Al-Mawee, Tasnim Gharaibeh,2021)

Many works and research were made to study the students' perceptions of distance learning. In one of them, especially related to students' perceived impacts of the COVID-19 pandemic, (Aristovnik,and Umek 12.2020) introduced a comprehensive and large-scale study of students' perceived impacts of the COVID-19 pandemic on different aspects of their lives on a global level. Their study sample contains 30,383 students enrolled in higher education institutions, who were at least 18 years old from 62 countries, where a multi-lingual web-based comprehensive questionnaire composed of 39 predominantly closed-ended questions was used to collect the data.

The questionnaire addressed socio-demographic, geographic, and other characteristics, in addition to the various features and elements of higher education student life, such as online academic work and life, emotional life, social life, personal situations, changing habits, responsibilities, as well as personal thoughts on COVID-19.According to their theoretical framework suggestion, the students are more abstract and understandingly observing their academic experiences. In some situations, students appeared to miss the physical markers and signals that make social interactions easier to discuss. (Wassna Al-Mawee, Tasnim Gharaibeh,2021).

 In other situations, some students seemed to succeed in the new environment. Although the student must be responsible, the teacher also has a significant role to do to generate creative online environments that facilitate the delivery and use of new intellectual skills.

Another research conducted a descriptive study to explore students' perception on the execution of the learning process during CPVID-19 pandemic at the graduate program of English education of the University of Bengkulu. The study involved two classes comprising 34 students each, The data were collected by using a 5-point Likert questionnaire and semi structured interview.The findings of this research revealed that the students had a positive perception of the application of the learning process during the pandemic. They also showed that the majority of students' responses in the interview gave positive responses to online learning conducted at the program.Yunita and Maisarah (2020)

Results of the study indicated that the duration of study affected student preference. Higher number of first-year students preferred distance learning over classroom learning, and The results also indicated that students preferred classroom learning for group discussion. In addition, the results revealed that only 44.2% of the students preferred distance learning over classroom learning, although they confessed that distance learning used a more effective learning method (52.6%).

An extra research too(Unger and Meiran2020) explored 82 undergraduate students' attitudes towards the quick shift from in-class learning to online learning during the current epidemic crisis. The researchers examined the students' position on inaccurate

information in media, concern towards distance learning, knowledge of the sudden start of the disease, and level of readiness for this disease. The findings showed that the majority of students (91.5%) indicated that online learning would not be similar to in-class learning. They also showed that 98.8% of the students had viewed some inaccurate information on COVID-19 in media. In addition, 75.6% of the students responded that they had somewhat anxiety towards the rapid shift of the disease towards online learning.(Lisa R. Amir, Ira Tanti, article N 392, 2020)

1.6.COVID-19 and its implications for skills development

As the world gets closer, so do the risks we face. The COVID-19 pandemic has not stopped at national borders. It has affected people no matter what Nationality, education, income or gender. but the same The consequences that have been taken are incorrect The weakest and the hardest. Education is no exception. privileged student background, support from parents, desire and ability to do so Learning can find alternatives through closed school gates Learning opportunities. people from disadvantaged backgrounds They are often locked out when their schools are closed. The crisis has exposed many inadequacies and injustices in our education system - from access to broadband and Computers and supporting computers required for online education Requires a focused learning environment, all the way to Resources do not match needs.(The impact of COVID-19 on education-Insights from education at a glance 2020 @ OECD 2020).

The COVID-19 pandemic has also had a severe impact On higher education as universities close their premises Countries are closing borders in response to lockdowns aspect. Although the university soon Replacing in-person events with online learning School closures affect study and exams and Safety and legal status of international students host country. Perhaps most importantly, the crisis is deepening Questions about the added value of higher education This also includes networking and social opportunities educational content. To remain relevant, universities must Reshape their learning environment to go digital Extend and complement student teachers and others relation.(See the same previous reference).

Going to school is the best political tool for improving skills. While school can be fun and promote social skills and social awareness, from an economic point of view, the

main purpose of school is to empower children. Even a relatively short schooling does this; even a relatively short academic failure can have an impact on skill development. (Simon Burgess 01 April 2020)

1.7. Conclusion

To conclude, as viewed in the previous information mentioned in the chapter COVID-19 ha changed education for learners of all ages and levels, and the transition to an online education during coronavirus disease pandemic may bring about adverse educational changes and adverse health consequences especially for adult students. That is why students tried to work hard and study by themselves and to develop learning skills that help them to study well during the pandemic and this was the aim of this chapter

Chapter Two
Research Methodology and Data Analysis

Chapter Two: Research methodology and data analysis

2.1. Introduction

This chapter is more concerned with the practical part of this research paper. It aims at investigating to identify students thinking about distance learning after attending on-line classes these last 2 years. The research is concerns with the first, second, third year students preparing their BA degree at the English department at Tlemcen University.

In addition, it presents the theoretical framework of research methodology that is followed to conduct the present study. The following chapter covers the Research design, the sample population that has beenchosen in the study. Then it sheds light on data collection. After it seeks to confirm or disconfirm the research hypotheses by analysing the data. As it also will debate the main results. At the end, it will present some of suggestions and recommendations.

2.2. Research methodology

" The research methodology is the systematic, theoretical analysis procedures applied to a field of study" (Kothari, 2004.p20).Research methodology simply refers to the actual "how" of a particular research paper. More specifically, it is about how researchers systematically design studies to ensure valid and reliable results consistent with research goals and objectives. The purpose of the research is to discover answers to questions through the application of scientific procedures, and the main aim is to find out the real fact.(Derek Jansen, MBA, June 2020)

2.2.1. Research design

In order to conduct a research, a researcher should choose an important step, the research method. Further, the research design that is related to the present research work is a "case study".

(Yin,2003,p13):"A case study is an empirical inquiry that investigates a contemporary phenomenon within its rea-life context".

"a case study is a problem to be studied, which will reveal an in-depth understanding of a *case* or bounded system, which involves understanding an event"(Creswell,2002,p61).

Usually, a case study is considered equivalent to a qualitative researchmethod. It can be considered qualitative in the sense that it studies a smaller sample of something, but in some ways the case study can also be considered a quantitative or mixed-methods study (Sandelowski, 2011).For instance, the quantitative aspect of a case study could be if the researcher investigates the consequence of repeating phenomena. Hence, the most suitable method of data collection for each case study depends uponthe aim of the case .also ascertains that data collection in a case study can be performed in a number of ways.In this research work case study had been used because it capture a range of perspectives, as opposed to the single view of an individual you get with a survey response or interview. This gives the opportunity to gain a greater understanding of the subject in hand and reduces the potential for any bias, by diluting the agenda of a particular individual.

2.2.2. Sample population

The sample of population is an important element in the process of data collection. According to(Babbie, 2009:199): "Population is the theoretically specified aggregation of study elements…A study population is that aggregation of element from which the sample is actually selected".

The participants involved in this research were a combination of EFL teachers and students at the University of Tlemcen.

2.2.2.1. Student's profile

The participants of this research work are first, second and third year students of the English departments at Tlemcen University. They are selected following a stratified sample, which is obtained, by selecting a separate random sample from each level. The sample is made up of 50 student 30 males and 20 are females, 68% are LMD1, 20% are LMD3, and 12% are LMD2, aged from 18 to 29 years old. They studied English from their first year of middle school.

2.2.2.2. Teacher's profile

Teachers that participated in this research work are all from the English department of Tlemcen University they are 7 teachers selected randomly from the department, they are (6) female and (1) male teachers, it represented (10%) from the whole population. 6 teachers has doctorate degree and only one teacher is an associate professor.

2.2.3. Data collection

Data collection is a necessary process of gathering information that researchers use for their research work. Further data collection refer to the methods for instance: questionnaire, interview and observation, they are selected according to the type of study. (Emily McLayghlin, 02 Feb 2022). Moreover, concerning the present study a student's questionnaire and a teacher's interview are used, and their results were analysed.

2.2.3.1. Students' questionnaire

A questionnaire is a research instrument consisting of a series of questions for gathering information from respondents. Questionnaire can be thought of as a kind of written interview. They can be carried out face to face, by telephone, computer or post. It provide a relatively cheap, quick and efficient way of obtaining large amounts of information from a large sample of population.(Saul Mcleod, 2018)

(Fraley, Waller& Brennan, 2000):"Questionnaire can be an effective way of measuring behaviors, attitudes, opinions and intensions of relatively large numbers of subjects more cheaply and quickly than the other methods. "

It may include three types of questions, and each type of questions provides a specific kind of data. Close-ended questions, which requires yes/no questions, and multiple-choice questions, which permit the participants to select their answers from the choices. Those two types of questionnaire are easy to analyse, however open-ended questions needs long answers, and it take a long time to answer and they are difficult to analyse..(Saul Mcleod, 2018)

In this research paper, the researcher used a student questionnaire for the aim of collecting facts and opinions of the undergraduate students. It aims at gathering

information about students' thinking about distance learning and if they prefer classroom learning or e-learning. It does not take too much time, easy to answer and easy to analyse.

2.2.3.2. Students' questionnaire design

Questionnaire is commonly the most often used as data device in statistics works.it has been given to 50 students from the three LMD levels of EFL students at Tlemcen University; it includes both males and females. It tried to collect data about student's thinking toward distance learning.

The questionnaire contains three types of questions as set below and it consists into three rubrics. The first rubric seeks to gather information about the participants, and the two others are related to the research questions of the study. According to the questionnaire I personally was present I delivered the questionnaire to students, it took around two weeks to finish recovering the answers.

The questionnaire consists of 16 questions. The student's questionnaire is summarized as follows:

Rubric one:it aimed to know more about the informants, it contains (3) questions:

*Question one: their age

*Question two: their gender

*Question three: their year of study

Rubric two:it tried to know if students attend their e-learning classes and if their courses have been affected by the closure of the university during the pandemic. It contain (6) questions:

*Question one:sought if students attend their face-to-face classes or not

*Question two:explored if students attend their e-learning classes or not

*Question three:asked if the university closed during COVID-19 pandemic or not

*Question four:investigated if the delivery of courses were been affected by the closure of the institution

*Question five: asked if online courses was used before the outbreak of the pandemic or not

*Question six: how is teaching being provided during the pandemic.

Rubric three:attempted to know student's opinion toward e-learning and if they prefer this method of learning, it contains (7) questions:

*Question one:attempted to know aboutstudents' opinion if e-learning is a valuable method of teaching or not

*Question two: students' preference between classroom learning or distance learning

*Question four: students' opinion about the benefits of e-learning

 *Question four: the advantages of e-learning

*Question five: the disadvantages of e-learning

*Question six: students' evaluation of skills developed from e-learning or face-to-face learning

*Question seven:asked if the students enjoyed e-learning classes during the pandemic or not.

2.2.3.3. Teachers' interview

Interview is typically a conversation between a researcher and a participant in order to gathering a set of opinions and information for a study.

 Cohen et al (2000, p267) define it as follows:"Interviews – be interviews or interview to discuss their interpretations of the world in which they live in, and to express how they regard situations from their own point of view."

There are three types of interview "structured interview,semi-structured interview and unstructured interview". In structured interview, the interviewer lists the questions and acceptable responses in advance and may even rate and score possible answers for appropriateness. A semi-structured interview is a meeting in which the interviewer does not strictly follow a formalized list of questions. The unstructured interview is an unplanned interview, where the interview questionnaire is not prepared. Here the

effectiveness of the interview is very less and there is a tremendous waste of time and effort of both the interviewer and the interviewee.

Bryman(1988 ; p 110) defines structured interview as follow:

> ➢ "A structured interview, sometimes called a standardized interview, entails the administration of an interview schedule by an interviewer. The aim is for all interviewees to be given exactly the same context of questioning. This means that each respondent received exactly the same interview stimulus as any other. The goal of this style of interviewing is to ensure that interviewees' replies can be aggregated and this can be achieved reliably only if those replies are in response to identical cues".

In this research work, the researcher used structured and semi-structured interview with teachers to collect the data, because they allow for the objective comparison of candidates, while also providing an opportunity to explore topics relevant to that particular candidate.

2.2.3.4. Teachers' interview design

The interview is a structured conversation where one participants asked questions and the 7other provide answers.(Rogers, Carl R, 1945; p 105.112). In this work the interview is addressed to 7 teachers from the English department in Tlemcen University.it represents 10% from the whole population and include both males and females.

The interview in this research work consisted into two rubrics. The first rubric seeks to gather information about the teacher, and one other rubric related to the study, the interview was delivered by teams app to teachers, two teachers were recorded and the remain ones respond via teams.

The interview contain 15 question, the teachers' interview is summarized as follows:

Rubric one:it aimed to know more about the teacher, it contains (3) questions:

*Question One:asked about the qualification

* Question two:investigated about how many years the teacher have been teaching

*Question three:asked about how many classes the teachers have

Rubric Two: it aimed to know information related to the study work, it contains(12) question:

*Question one:sought about how the teacher evaluate students proficiency level

*Question two:asked about if the content of learning is relevant to their needs

*Question three: explored if the teacher organize e-learning classes

*Question four:investigated if students attend their on-line classes

*Question five:asked if on-line classes are beneficial

*Question six:aimed to know if the on-line classes affect students behavior

*Question seven:sought about the advantages of on-line classes

*Question eight:asked about learning skills that the student gained during the pandemic

*Question nine:aimed if there were any changes in teaching due to COVID-19 pandemic

*Question ten:investigated if students used on-line classes before the pandemic

*Question eleven: the aim of this question is to know the benefits of this pandemic on teaching and learning

*Question twelve: this question seeks to know if distance learning is a valuable method of teaching.

2.3. Data analysis

Data analysis is an important stage of the research process. It is the process of inspecting, cleaning, transforming, and modeling data with the goal of highlighting useful information, suggesting conclusions, and supporting decision-making. This process is usually concerned by theorists as (if not more) important as the process of data collection since data in and of itself will not provide any meaning unless it can be delivered in a proper way**.**(Data analysis techniques for physical scientists, Cambridge University, p: 526-576,2017) In this sense Cohen et al (2007: 19) claims:"Data analysis is a body of

methods that help to describe facts, detect patterns, develop explanations, and test hypotheses. It is used in all of the sciences."

This means that the Data analysis process is not restricted to a single method but rather has multiple facets and approaches, encompassing diverse techniques under a variety of names, of which the most known and highlighted approaches are the qualitative and the quantitative ones which the researcher adopted in her study in order to draw plausible and coherent conclusions well supported by evidence, because much educational research combines qualitative and quantitative methods in various ways and to varying degrees. "Combination of qualitative and quantitative constructs which are often regarded as a matter of continuum rather than a clear-cut dichotomy" (Newman and Benz, 1998 quoted in Djebbari 2009: 95).

The qualitative approach is the process of interpreting data collected during the course of qualitative research. Qualitative data is a categorical measurement expressed not in terms of numbers, but rather by means of verbal accounts in a natural language description. Such data cannot be subjected to counting or measurement and therefore are not susceptible to quantitative analysis. This type of analysis describes items in terms of some quality or categorization that in some cases may be 'informal' or 'subjective'. Such 'subjective' data are sometimes of less value to scientific research than quantitative data; however, it can include well-defined concepts such as gender, attitude, nationality, motivation and the like. (Pritha Bhandari, june 19, 2020)

" it can be added that qualitative research is an inductive activity in the sense that the researcher can develop a theory based on results that are made up of multiple realities or pieces of truth" (Creswell 1994).

On the other hand, there is the quantitative approach, this type of analysis is the process of presenting and interpreting numerical data that is measured or identified on a numerical scale. Items are described and expressed not by means of natural language description, but in terms of quantity, and a range of numerical values is used without implying that a particular numerical value refers to a particular distinct category. This quantitative data can be analyzed using statistical methods, and results can be displayed using tables, charts, histograms and graphs. It is defined as

"A formal, objective, systematic process in which numerical data are utilized to obtain information about the world". (Burns and Grove cited by Cormack 1991:140).

Though while analysing this research work the researcher used both qualitative and quantitative data to analyse, and to collect data.

2.3.1. Analysis of the students' questionnaire

This part concerns with answers of the students' questionnaire, each question is analysed separately. As mentioned before, the students' questionnaire is divided into three rubrics, the first one is related to participants' information and the two others are related to the research work.

Rubric one:

In this rubric, the students asked to mention their age, gender and their level of study.

*Question (1):what is your age?
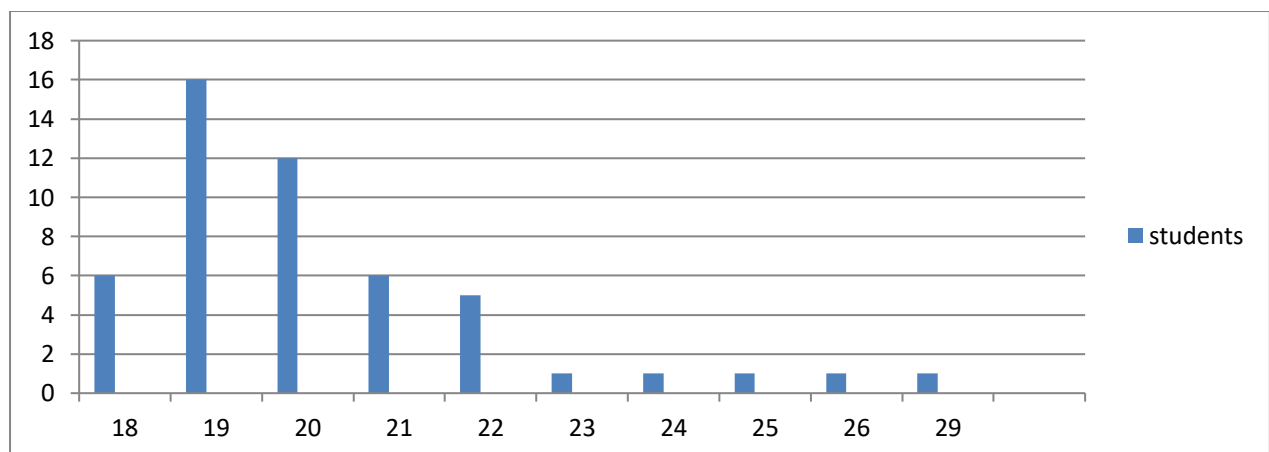
Figure 2.1. Students' age

This question was asked to know the age of the participants in this work. Therefore, from the above figure it is seen that the participants' age is ranges between 18 until 29 years old.

*Question (2):what is your gender?
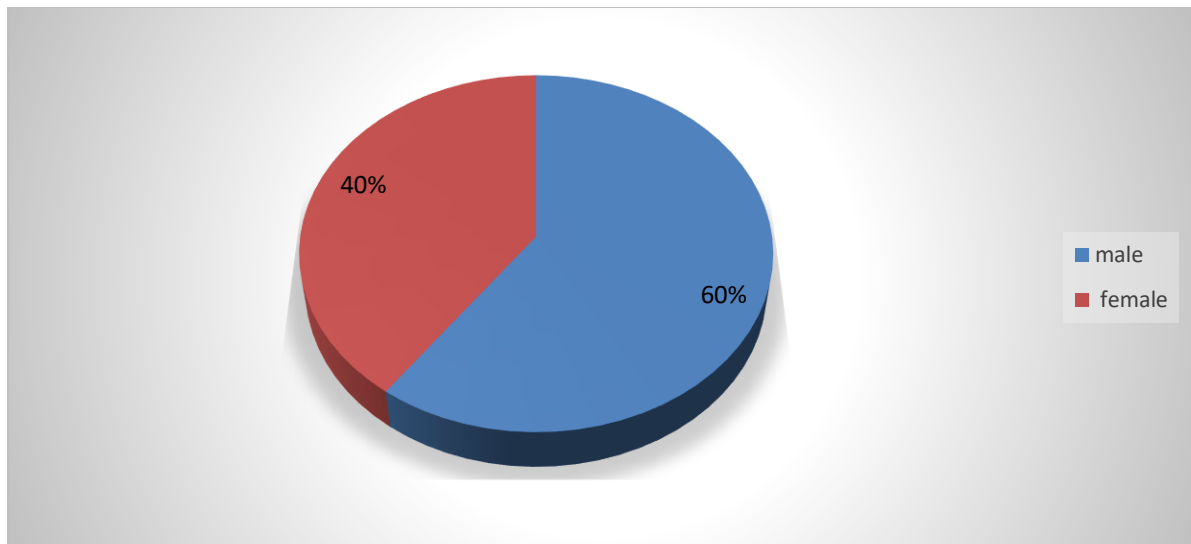
Figure 2.2. Students' gender

This question was asked to know the genderof the participants in this work.Therefore, from the above figure it is seen that the majority of the sample are female. The result of this question showed that 60% are male and 40% are females.

*Question (3):which year of studies are you in?
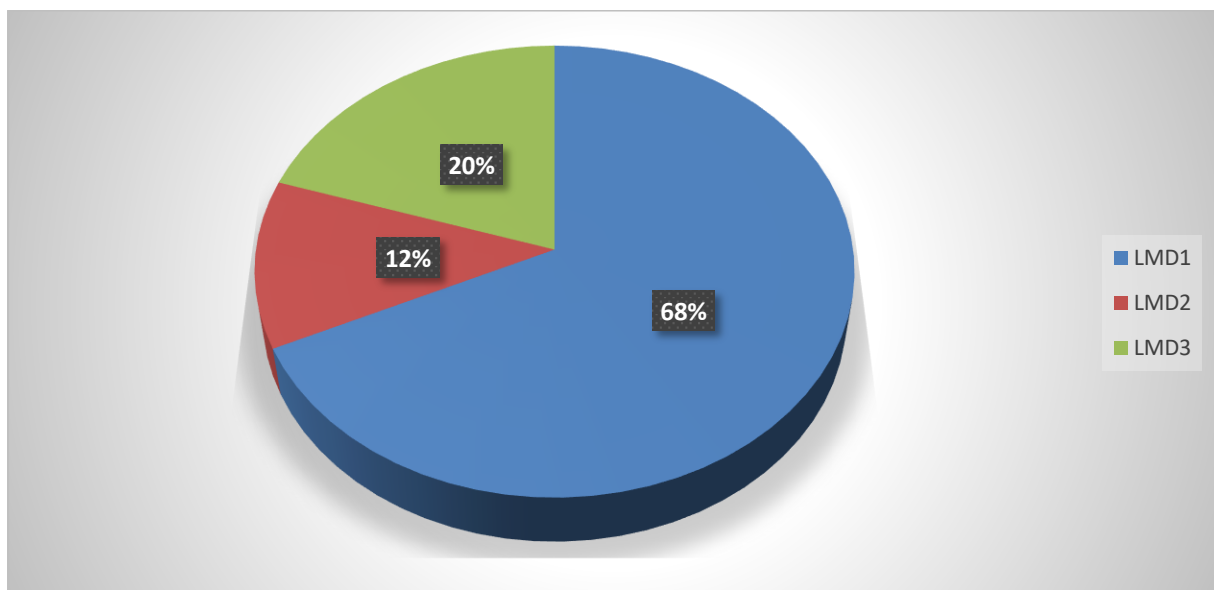
Figure.2.3 Students' level of studying

This question was asked to know the level of studies of the informants. It is shown that the majority of the sample are LMD1 students by 68% and LMD3 by 20% and LMD2 by 12%.

Rubric two:

*Question (1):Do you regularly attend your face-to-face classes?
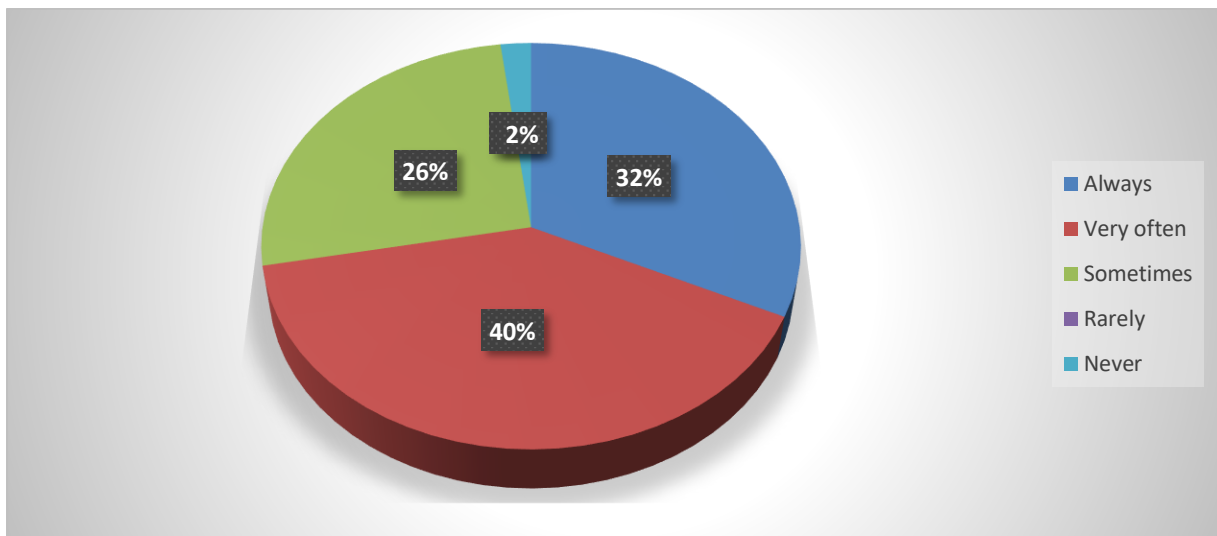
Figure.2.4 Attendance of students to face-to-face classes

This question was asked to know if students attend their face-to-face classes or not. The informants 40% attend very often, 32% attend always, 26% attend their classes sometimes, and 2% never attend their face-to-face classes.

*Question (2):Do you regularly attend your online classes?
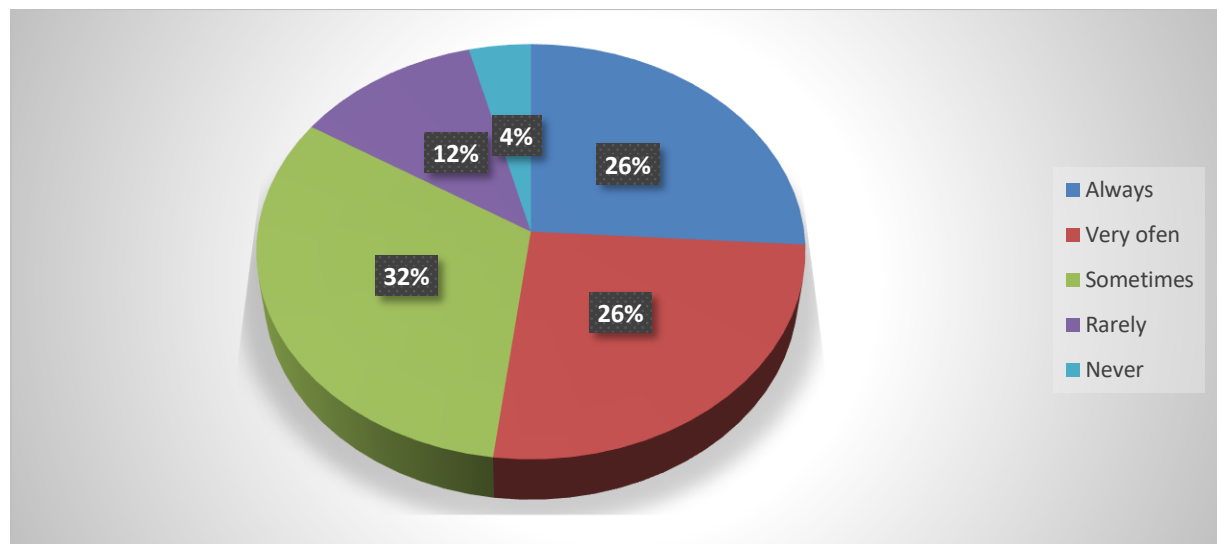
Figure.2.5 Attendance of students to online classes

This question was asked to see if students attend their online classes or not. The participants 32% of the participants attend sometimes, 28% attend always, 26% attend very often, 12% attend rarely, and 2% never attend their online classes.

*Question (3):Has your institution (Tlemcen University-English Department) closed as a measure to counter the COVID-19 pandemic?
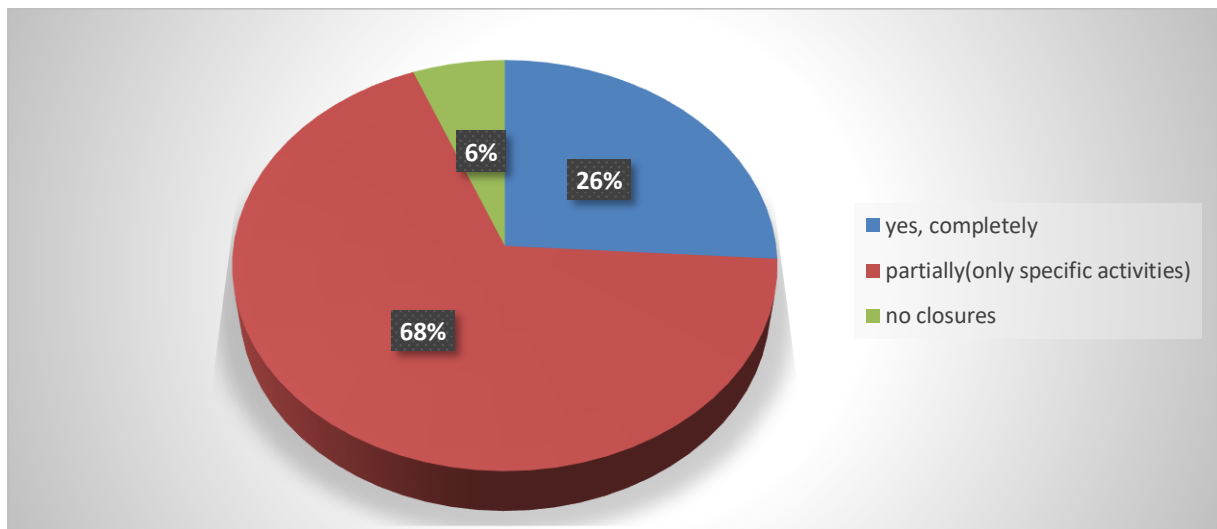
Figure. 2.6. Tlemcen university closure or opening during the pandemic

This question was asked in order to know if the participants' institution has been closed during the pandemic. 68% of the Informants said it closed partially (which means only for specific activities), 26% said it closed completely, and 6% said it never closed.

*Question (4):Has the delivery of courses and lectures been affected by the closure of your institution (Tlemcen University)?
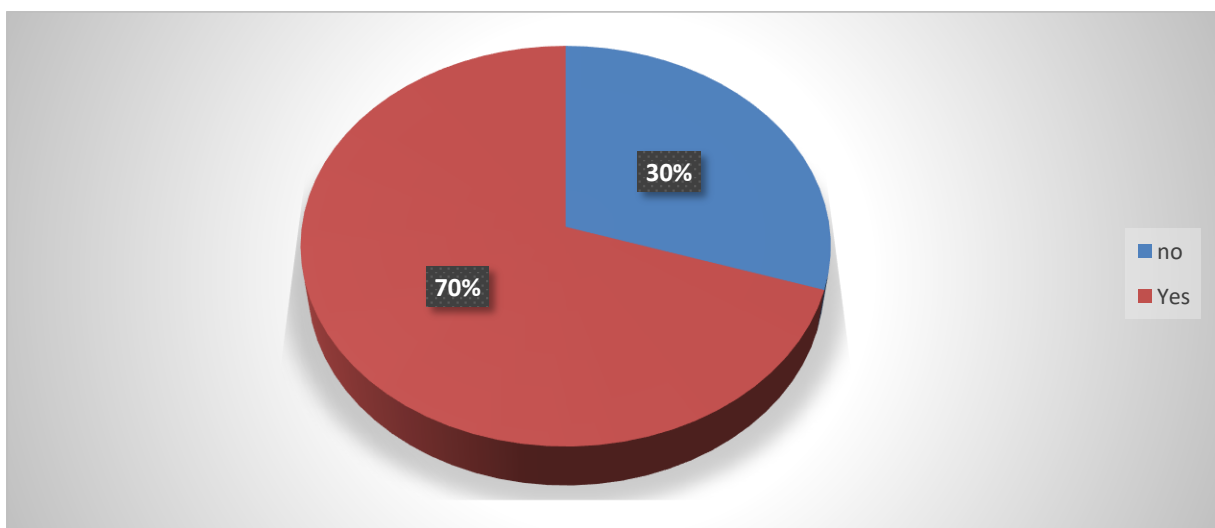
Figure.2.7. Influence of the closure of Tlemcen University on the delivery of courses

This question has been asked to know if courses have been affected by institutions closures, so 70% of the informants said yes it has been affected, and 30% said no, it has not been affected by the closures.

*Question (5):How often online (distance learning) was used for courses before the outbreak of the COVID-19 in the scope of your university?
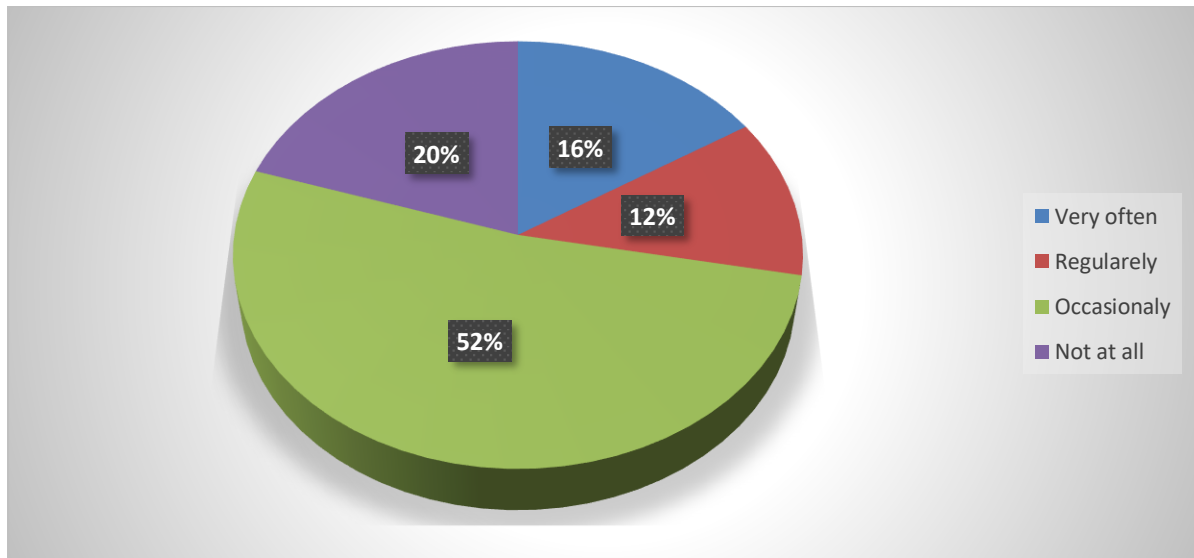
Figure.2.8. Uses of online classes before the pandemic

This question was asked to know if e-learning was really used before the pandemic or not. So 52% said it was used occasionally, 20% said it was not used at all, 16% said it was used very often, and 12% said that it was used regularly.

*Question (6):How is teaching being provided in this period of COVID-19 pandemic?
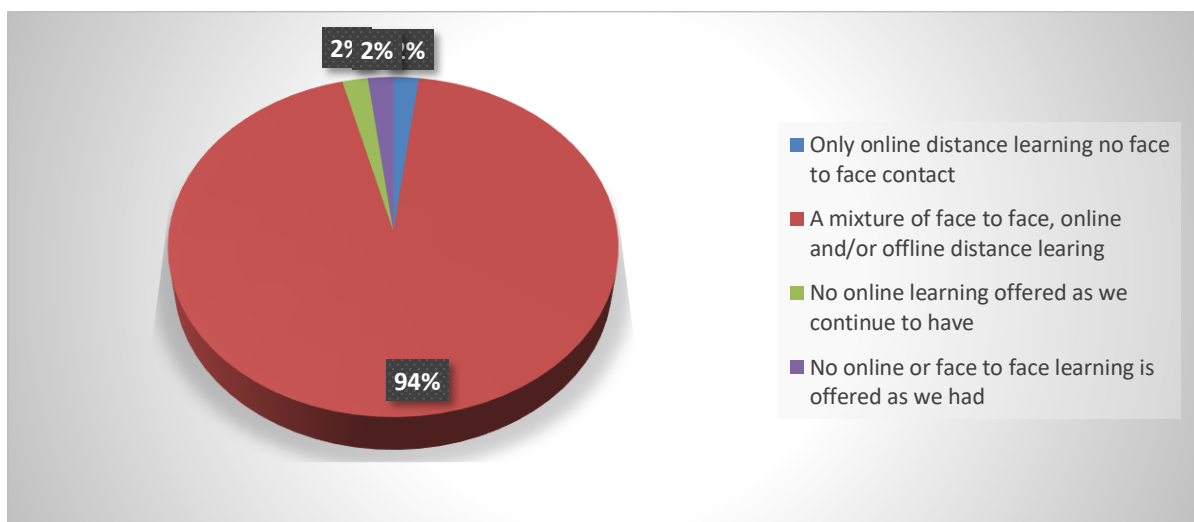
Figure.2.9. Method of teaching during the pandemic

This question was asked to know how teachers teach in the COVID-19 pandemic. So 94% of the informants said that it was a mixture of face-to-face, online and/r offline distance learning, and 2% said it was only online distance learning, no face to face contact, also 2% said there was no online learning offered as we continue to have face to face training, and as well 2% said there was no online or face to face learning is offered as we had to cancel all the lectures due to the COVID-19.

Rubric three:

*Question (1):Do you think that distance learning is a valuable method of Teaching?
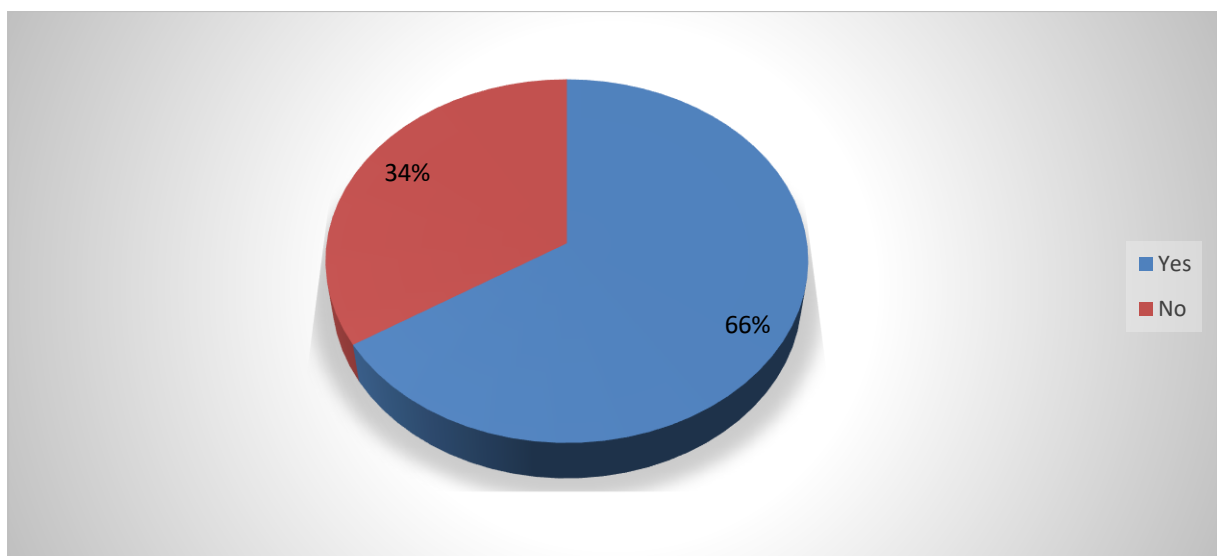
Figure.2.10. Value of distance learning according to students

This question was asked to know informants thinking and opinion about e-learning if it is a good way of teaching or not, so 66% of the participants said yes it is, and 34% said no it is not a valuable method of teaching.

*Question (2):what do you prefer classroom learning or distance learning? Why?
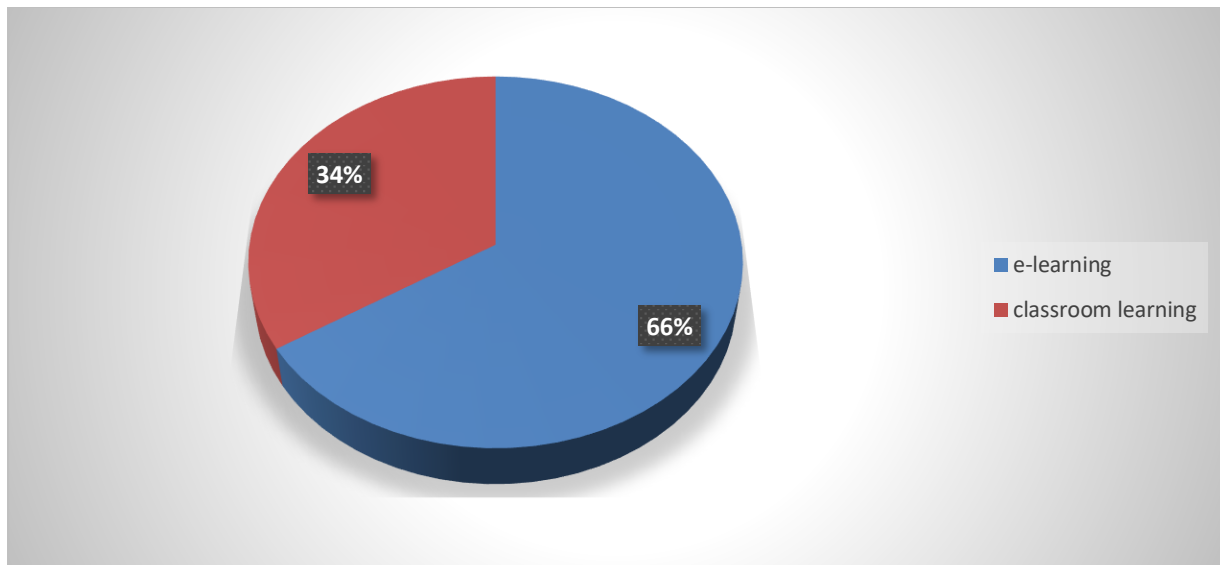
Figure.2.11. Students' desires between e-learning and classroom learning

this question students sked if they prefer distance learning or classroom learning, and the figure shows that (66%) of the participants said they prefer e-learning, and (34%) of them said they prefer classroom learning.

2.1-In table 2.1 we will show causes that makes students prefer either classroom learning or distance learning:

Table 2.1. Students' preference betweene-learning or classroom learning

	Number of students	Reason why they prefer each method
E-learning	10	A professional way of learning
	13	A good experience with technology
	7	Record meetings of lectures
Classroom learning	8	Contact with teacher And classmates
	9	Understand better And ask questions

*Question (3): In your opinion, do students benefit from e-learning?
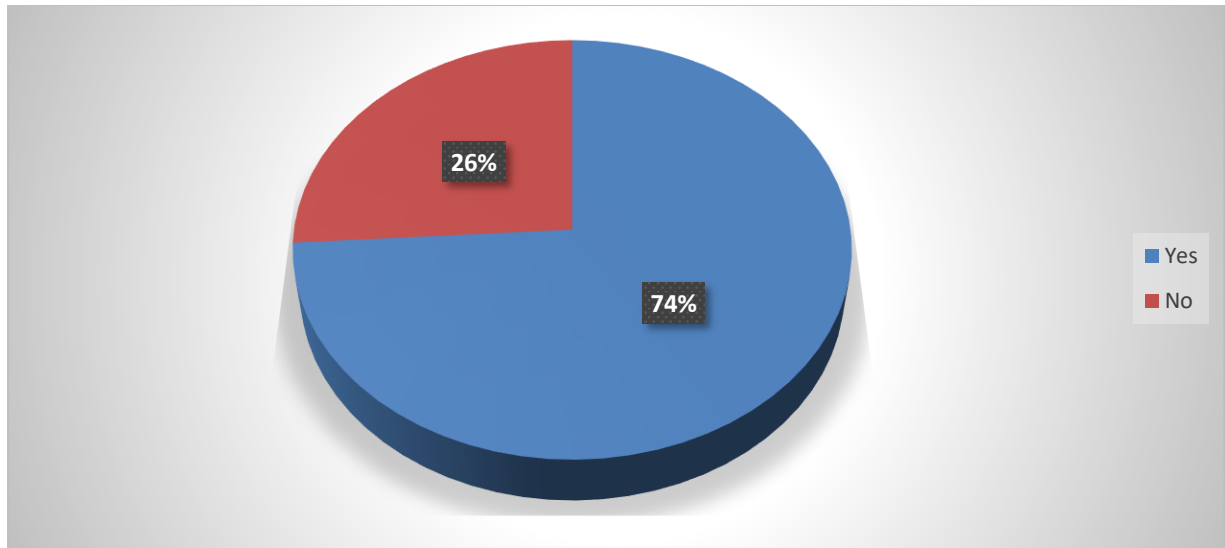
Figure.2.12. Benefits of e-learning

This question was asked about the participants' opinion about e-learning and if it is a beneficial for students. Therefore, 74% of them said yes it is beneficial, and 26% said it is not beneficial.

*Question (4):What are the advantages of e-learning? Pick all that you consider true.
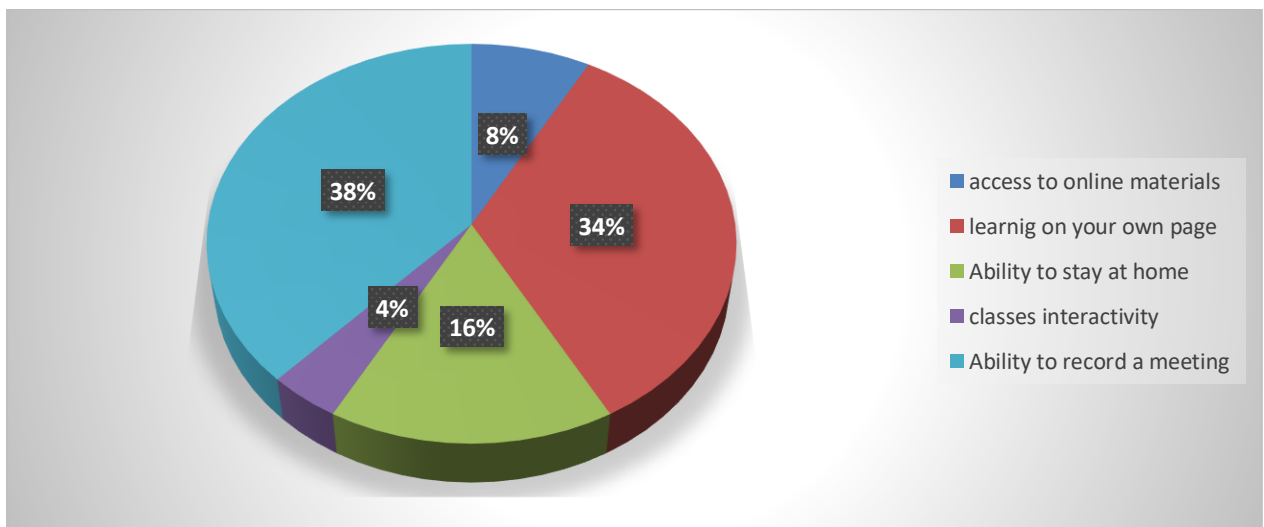
Figure.2.13. Advantages of e-learning

This question was asked to know the advantages of distance learning according to the participants. Therefore, 38% agreed with the advantage of the ability to record a meeting, 34% agreed with learning on your own pace, 16% of course with the ability to stay at home, 8% with the access to online materials, and 4% agreed with classes' interactivity.

*Question (5):What are the disadvantages of e learning? Pick all that you consider true.
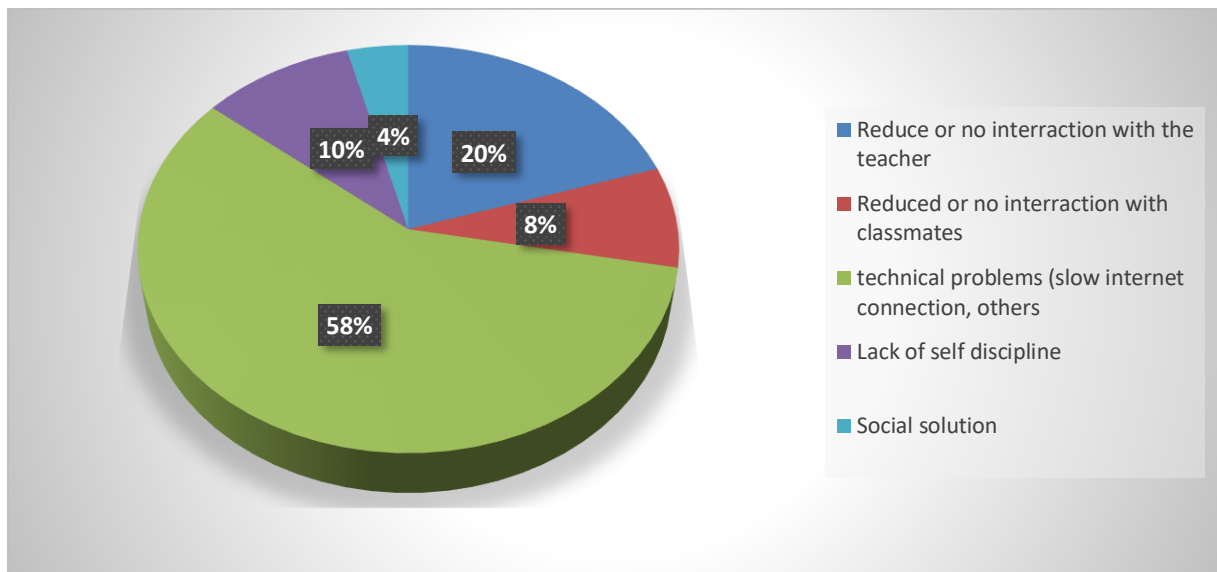
Figure.2.14 disadvantages of e-learning

This question aimed to know informants opinion about the disadvantages of distance learning. 58% of the participants consider Technical problems as slow internet connection as the big inconvenient, 20% of them agreed with reduced or no interaction with the teacher, 10% with lack of self-discipline, 8% with reduced or no interaction with classmates, and 4% agreed with social isolation.

*Question (6):Using a five-point scale from extremely effective, to extremely ineffective) give your opinion as a student according to the skills developed from e-learning or face-to-face learning?
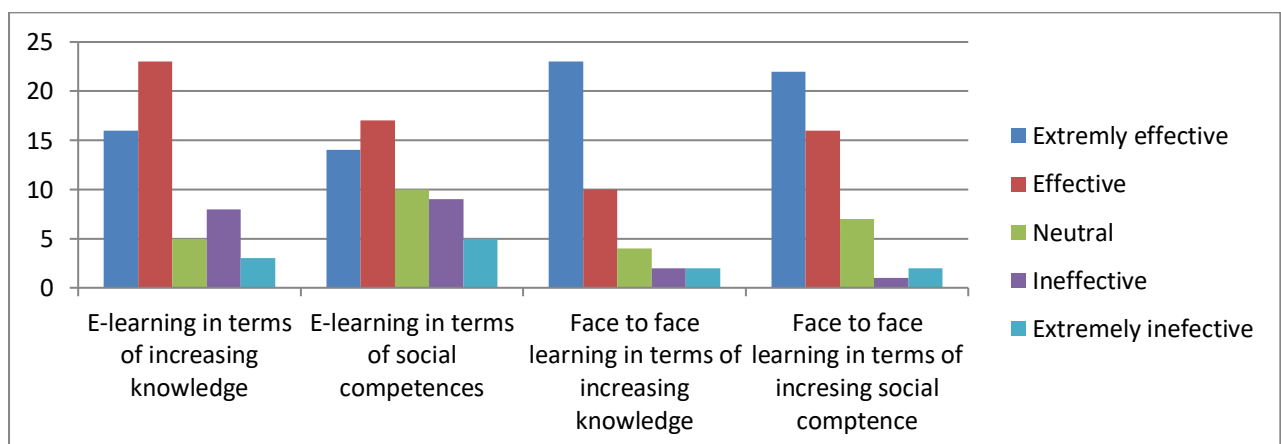
Figure 2.15 Evaluation of e-learning and face to face learning according to the skills developed

This question was asked to the participants to know the evaluation of students for face-to-face learning and e-learning according to the skills developed in terms of increasing knowledge and in terms of increasing social competences. And the results was as shown in the figure, for e-learning in terms of increasing knowledge (16) student evaluate it by extremely effective, and (23) student evaluate it by effective, also (5) students were neutral, and (8) students saw that it is ineffective, and (3) of them saw that it is extremely ineffective. For e-learning in terms of increasing social competences (14) students said it is extremely effective, and (17) said it is effective, also (10) students were neutral, and (9) students said it isineffective, and (5) students said it is extremely ineffective. On the other hand there is face to face learning, so in terms of increasing knowledge (35) student said it is extremely effective, and (10) of them said it is effective, only (4) of them were neutral, and (2) of them saw it ineffective, and also (2) saw it extremely ineffective. In terms of increasing social competences, (22) participant said it is extremely effective, and (16) said it is effective, (7) students were neutral, and only (1) student saw that it is ineffective, and (2) students said that it is extremely ineffective.

*Question 7:how much did you enjoy e-learning classes during the pandemic?

Table 2.2 students'appreciation of using e-learning classes

Number of students:	*Student's opinion:*
26	too much
1	somehow
2	I did not enjoy it at all
11	It was a new experience of studying
5	A lot
4	A good experience with technology
1	It is not a beneficial way of learning

This question was asked to our informants to know how much they enjoyed e-learning classes during COVID-19 pandemic, results as shown in the figure above (26) students said that they enjoy e-learning classes too much, only (1) student said he enjoyed somehow, (2) students said they did not enjoy it at all, also (11) students said that it was a new experience of studying, and (5) students too said they have enjoyed a lot, (4) participants said that it was a good experience with technology, and the last (1) of the informants said that it is not a beneficial way of learning.

2.3.2 Analysis of the teachers' interview

This part concerns with the answers given back by teachers, each question of the interview is analysed separately, and as mentioned before this interview is divided into two rubrics the first one seeks to gather information about the teacher who participated in this research work and the second is related to the Research work. The results of the analysis are summarized as follows:

Rubric one:

*Question (1):

In this question teachers were asked about their qualification, and the results of the analysis said that (6) teachers got the doctorate degree and only (1) teacher is an associate professor.

*Question (2):

In this question, teachers was asked the number of years that they spent in teaching English at the University. The results said that (3) teachers spent 8 years, and one teacher spent (12) year, another teacher spent 26 year, one other teacher spent (10) years, and the last one spent (7) years of teaching English at the university.

*Question (3):

In this question, teachers were asked about the number of classes they teach. Results said that (3) teachers have (4) classes, and (3) teachers have (6) classes, and only one teacher have (3) classes.

Rubric two:

*Question (1):

In this question teachers were asked about their students' level of learning, results said that (4) teachers evaluate their students by the intermediate level, and (3) teachers evaluate them by the advanced level.

*Question (2):

In this question teachers were asked if the content which is offered to the students is suitable with their need of learning, and the results of the analysis said that all the (7) teachers said yes it is relevant and only (1) teacher give an addition by telling it is relevant though for some modules they need revision.

*Question (3):

In this question, teachers were asked if they arrange distance-learning classes with their students, and the results said that all the (7) teachers do organize online sessions for their students.

*Question (4):

In this question teachers were asked about student if they attend the online classes that they plan, the results said that (4) teachers said that not too much of students attend those classes, and (3) teachers said that most of them attend.

*Question (5

In this question, teachers were asked about the e-learning classes if they are beneficial, and statistics show that all the (7)teachers said yes they are beneficial.

*Question (6):

In this question teachers were asked about the influence of on-line classes on their students behavior, and statistics said that (3) teachers answer only by saying yes it is, and (1) teacher did not have an interest he said no means to check it, also another teacher said that on-line classes made them more reluctant to their studies, one more teacher answer by saying it somehow affect them.

*Question (7):

In this question teachers were asked about the advantages of distance learning, and each teacher had his own thinking, so (2) teachers agree with the point of self-relying of students, (1) teacher said it permit record meeting for those students who to revise more and more, (1) teacher agree with consolidating what have been done in the classroom, another teacher said that one of its advantages carry on giving lectures without a break and offer flexibility, the last teacher said it gives more individual attention, and it promote lifelong learning.

*Question (8):

In this question teachers were asked about their learners, if they gained skills of learning during the pandemic, (4) teachers agreed into two points which are: self-relying and autonomy, also (2) teachers agreed in one point which is time management, and (1) teacher said that he is afraid that his students did not get any skill.

*Question (9):

this question teachers were asked if there was changes according to their schedule and approach because of the pandemic, of course all the (7) teachers said yes there was changes in both schedule and approach and only (3) teachers give an addition to their answers, the first teacher said they was able to do lectures in their own pace and rhythm, the second teacher said that they had more time for planning lessons, and the third one said that there was changes in the way of the delivery of courses.

*Question (10):

 This question, they were asked if students used to utilize online courses, so (5) teachers said not all of the students used it, one more teacher answer by saying I do not think so, and one teacher said not so much.

*Question (11):

In this question they were asked if this COVID-19 pandemic was beneficial according to teaching and learning, so (2) teachers shared one point which is trying to use new methods and ways of teaching and learning, and (2) more teachers agreed on that there is no benefits of this pandemic, (1) said that was helping students develop empathy for

others, (1) said it shift to digital technologies, and the last teacher claimed that one of the benefits is that there was a greater connection between home and school.

*Question (12):

In this question teachers were asked about online classes and if this new of teaching is valuable, of course the (7) teachers said yes it is, but each teacher give his answer an addition, so (2) teachers agreed bay saying yes it is but if applied well, another teacher said yes it is, but if combined to face to face learning, one more teacher said yes I think so it is a new and good experience, another teacher said yes for sure but if applied properly, and also (2) teachers shared the same opinion and they said yes it is but only as an extra method added to the traditional way of teaching.

2.4. Summary of the main results

This part of the research work sheds light on the main results summary, trying to link between the main findings and hypothesis of study those previously stated at the beginning of the dissertation and. It seeks to confirm or disconfirm the research hypothesis, for this purpose, the researcher used a student's questionnaire and a teacher's interview, to gather the necessary data.

According to the first hypothesis, it stated that through distance learning and despite many challenges, students have developed a range of skills such as self-learning, use of digital resources, communication, and adaptability. The result revealed that through the questionnaire of students and teachers interview it is seen that the majority of students seeks to develop their learning by themselves and to improve their new skills of studying, so the first hypotheses is confirmed

The second hypotheses suggested that the undergraduate students at the English department at Tlemcen University agree on better efficiency experienced in distance learning than in classroom learning and despite some challenges they could adapt to the new method of distance learning, According to the questionnaire given to the undergraduate students and the teachers interview, the findings argued that (66%) of the students prefer e-learning rather than face to face learning, and (46) students from total of (50) students said that they really enjoyed the experience of trying new methods of

learning like online classes. Also the (7) teachers that have been asked during the interview all of them confirm that e-learning is a beneficial and valuable method of teaching and that it have a lot of advantages, besides they all said that the majority of their students gained a lot of skills due to the pandemic, so the second hypotheses is confirmed.

2.5. Suggestions and recommendations

This part of the chapter provides some suggestions and recommendation for both students and teachers in order to develop themselves more.

- **Recommendations for teachers**

Teachers are working through different challenges both related to the pandemic and the transition to remote learning, "many educators are searching for balance, and at times, may neglect their self-care" (JeniferWeniger, PHD psychologist).

Look at the problem as steps to a solution and prioritize the most important steps, this can make stressors more manageable, Provide your students with clear information, Reduce the workload for yourself and for your students too, Choose the right learning tools and practice using them, because once you identify which tool will help you achieving your learning goals, focus on it, Try to connect with other teachers, and to exchange ideas with them for a better way of teaching, Practice what you preach to students and be compassionate with yourself too, Ensure rigorous and rich content for all students, all professors must meet basic needs of students and provide extensive virtual support, If the courses are asynchronous, try to post taped lectures online to make it easier for students to take notes, Incorporate interactive elements into your lessons to encourage active learning and a sense of community, Give online assessments to accommodate distractions or difficulties that students might face.

- **Recommendations for students**

The first tip and key to your academic success begins with planning for a routine, Focus more on organizing, you can organize each step and whatever you do for a better study, Manage your time, and break your work into small parts, as if you divide your works during the week, and each day you do something, Focus on the most important things

while you are studying, do not waste time on silly things that does not help you at all, Adapt to use technology; this is necessary during the COVID-19 pandemic because of the use of distance learning, Students should Record meetings of teachers when delivering lectures, it would help when revising.

2.6. Conclusion

The current chapter has tackled the practical part of the present research work. It concerns the research methodology, which the research tackled in this work, and the data collection including the questionnaire given to the undergraduate students of the English department at Tlemcen University as mentioned, besides their teachers' interview and their design. Moreover, there is the data analysis of the questionnaire and the interview in order to collect statistics about the results of the research work, and the summary of the main results. The last title of the chapter is suggestions and recommendations, which tackled some suggestions for both teachers and students.

General

Conclusion

Coronaviruses are a family of virus that include the cold bad SARS-CoV-2, which caused COVID-19 pandemic. This disease caused many effects allover the world in general and on education in particular. The present research work has examined a new popular topic at the present time, which is learning during this pandemic.

The researcher attempt was to collect information about learning skills gained in the time of Covid-19 pandemic, and to reach in-depth results on this subject. Two research tools have been used in this study: a questionnaire which was given to the first, second and third year students preparing their BA degree at the English department at Tlemcen University, and another research tool used is an interview with teachers of the same department.

The research work consists of two chapters: the first chapter is the theoretical part, it is concerned with defining COVID-19 and speaking about teaching bad learning in this period, it deals also with learning skills gained in the time of COVID-19 pandemic. On the other hand, the second chapter is more concerned with the practical steps of the research work affording the different tools employed to analyse the data collected. In addition, it contains some suggestions and recommendations for both students and teachers.

Through Designing an exploratory case study and after the analysis of data gathered from different sources using a set of research tools a questionnaire for students and an interview with teachers, the two hypotheses were confirmed. The first hypothesis said that through distance learning and despite many challenges, students have developed a range of skills such as: self-learning, use of digital resources, communication and adaptability. This hypothesis is confirmed as most of the sample agrees that their learning changed and they have developed some skills to facilitate their learning.

On the other hand, the second hypothesis said that the undergraduate students at the English department at Tlemcen University agree on better efficiency experienced in distance learning than in classroom learning despite some challenges they could adapt to the new method of distance learning. This hypothesis is also confirmed because the results of the data analysis shows that the students could really adapt to the change

happened in both teaching and learning during the Covid-19 pandemic, and to the new way of e-learning.

This dissertation has offered theoretical and practical contributions to the study of learning skills gained in the time of Covid-19 pandemic among the EFL students at Tlemcen University, and it is worth mentioning, that there are some limitations, this investigation is centralized only with the undergraduate students in the department of English because of the time constraint, also another limitation is that some students didn't want to participate in the research work, and some teachers didn't agree to cooperate because they had to finish the program.

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Appendices

Appendix A

Student's Questionnaire

Students' perception of online learning during the covid-19 pandemic

Dear students

I am presently carrying out a research to identify learning skills gained in the time of the COVID-19 pandemic by the undergraduate students at the English department at Tlemcen University, and to discover students thinking about distance learning after attending classes. It would be very kind of you answering this survey.

I: Profile

1. Age: …………………..
2. Gender: ……………….

        - Male   - Female

3. Which year of your studies are you in?
   - ✓ -LMD1
   - ✓ -LMD2
   - ✓ -LMD3

II: Questions

4. Do you regularly attend your face-to-face classes?
   - ✓ Always
   - ✓ Very often
   - ✓ Sometimes
   - ✓ Rarely
   - ✓ Never

5. Do you regularly attend your online classes?
   - ✓ Always
   - ✓ Very often
   - ✓ Sometimes
   - ✓ Rarely

✓ Never

6. Has your institution (Tlemcen University- English Department) closed as a measure to counter the Covid-19 pandemic?

✓ Yes, completely

✓ Partially (only specific activities)

✓ No closures

7. Has the delivery of courses and lectures been affected by the closure of your institution (Tlemcen University)?

✓ Yes

✓ No

8. How often online (distance learning) was used for courses before the outbreak of the COVID-19 in the scope of your University?

✓ Very often

✓ Regularly

✓ Occasionally

✓ Not at all

9. How is teaching being provided in this period of the COVID-19 pandemic?

✓ Only online distance learning, no face to face contact

✓ a mixture of face to face, online and/or offline distance learning

✓ No online learning offered as we continue to have face-to-face training

✓ No online or face to face learning is offered as we had to cancel all the lectures due to the covid-19 pandemic

10. Do you think that distance learning is a valuable method of teaching? Can you explain your choice?

-Yes:

………………………………………………………………………………………

–No

………………………………………………………………………………………

11. What do you prefer classroom learning or distance learning? Why?……………………………………………………………………………… …………………………………………………..

12. In your opinion do students benefit from e-learning ?

-Yes……………   -No…………….

Why?...

13. What are the advantages of e-learning? (Pick all that you consider true)

- Access to online materials

- Learning on your own pace

- Ability to stay at home

- Classes interactivity

- Ability to record a meeting

14. What are the disadvantages of e-learning? (Pick all that you consider true)

- Reduced or no interaction with the teacher

- Reduced or no interaction with the classmates

- Technical problems (slow internet connection, others plz mention them…………….……)

- Lack of self-discipline

- Social isolation

15. Using a five-point scale (form extremely effective, to extremely ineffective) give your opinion as a student according to the skills developed from e-learning or face-to-face learning?

	Extremely effective	effective	neutral	ineffective	Extremely ineffective
e-learning in terms of increasing knowledge					
e-learning in terms of increasing social competences					
face-to-face learning in terms of increasing knowledge					
face-to-face learning in terms of increasing social competences					

16. How much did you enjoy e-learning classes during the pandemic?

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

…………………………………………………………………………..………….

Thanks in Advance

Appendix B

Teachers Interview

Dear Teacher :

I am presently carrying out a research to identify learning skills gained in the time of the COVID-19 pandemic by the undergraduate students at the English department at Tlemcen university, and also to discover students thinking about distance learning after attending classes. I would be very grateful if you answer these questions.

Thank you

Questions :

1-What is your qualification ?

- ………………………………………………………………………….

2-How many years have you been teaching English at the University ?

-………………………………………………………………………….

3-How many classes do you have ?

-……………………………………………………………………………

4-How do you evaluate your students proficiency level ?

*Advanced

*Intermediate

*Beginners

5-Do you think that the content provided to your students is relevant to their needs?

-………………………………………………………………………….

……………………………………………………………………………

6-Do you organize e-learning classes ?

*Yes

 * No

7-Do all your students attend these on-line classes ?

   *All of them

   *Most of them

   *Not too much

   *None of them

8-Do you think that on-line classes are beneficial ?

    *Yes

    *No

    *Somehow

9-Did the online classes affect your students behavior ?

   -………………………………………………………………………………………….

10-What do you think the advantages of the online classes are ?

…………………………………………………………………………………………

…………………………………………………………………………………………

11-What do you think your learner's gained as skills in this time of COVID-19 ?

-……………………………………………………………………………….....

………………………………………………………………………………………..

12-Were theyany changes in your teaching approach and schedule due to the COVID-19 pandemic ?

-…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

13-Did the students use online courses before the pandemic ?

…………………………………………………………………………….………

14-What are according to you the benefits of this pandemic on learning and teaching ?

-…………………………………………………………………………………

…………………………………………………………………………………….

…………………………………………………………………………………

15-Among your experience do you think that distance learning is a valuable method of teaching ?

-…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

Thank you for your co-operation

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ملخص

يسعى هذا العمل إلى دراسة التدريس و التعلم أثناء جائحة كورونا و يعاين مهارات التعلم المكتسبة بين المستويات الاولى الثلاثة لقسم اللغة الانجليزية لدى طلاب جامعة تلمسان. استعمل في هذا العمل آداتي بحث استبيان للطلاب و مقابلة لأساتذة نفس قسم اللغة الانجليزية لدرس الفرضية. تظهر النتائج أن غالبية الطلاب يسعون إلى تطوير تعلمهم بأنفسهم، و تحسين مهاراتهم الجديدة في الدراسة.

الكلمات المفتاحية: التدريس و التعلم، جائحة كورونا، مهارات التعلم المكتسبة، مهاراتهم الجديدة في الدراسة.

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Résumé

Ce travail vise à étudier l'enseignement et l'apprentissage pendant la pandémie de Covid-19, et à examiner les compétences d'apprentissage acquises parmi les étudiants Algériens de première, deuxième et troisième année licence au département d'anglais à l'Université de Tlemcen. Deux instruments de recherche ont été employés dans cette étude ; un questionnaire pour les étudiants et un entretien avec les enseignants du même département afin de répondre aux hypothèses énoncées. Les résultats montrent que la majorité des étudiants chercher à développer leur propre apprentissage et à améliorer leurs nouvelles compétences acquises durant cette pandémie de Covid-19.

Les mots clés : l'enseignement et l'apprentissage, pandémie de COVID-19, les compétences d'apprentissage, nouvelle compétence d'études.

Summary

The present research work deals with teaching and learning during COVID-19 pandemic. It puts into examination learning skills gained in the time of COVID-19 pandemic among the first, second and third year at the English department at Tlemcenuniversity student. Two research tools have been employed a questionnaire for students and an interview for teachers of the same department in order to test the hypotheses. The findings show that the majority of students seeks to develop their learning by themselves and to improve their new skills of studying.

Key words:teaching and learning, COVID-19 pandemic, learning skills, new skills of studying.