

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Tlemcen



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**Re-defining EFL Teacher Education Needs in the Post
COVID-19 Era at Tlemcen University**

Dissertation Submitted to the Department of English as a Partial Fulfilment of
the Requirements for Master's Degree in Didactics of Foreign Languages

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2022 –2023

Statement of Originality

I, Samia Farah BENKHOUANE, declare that this research project entitled Re-defining EFL Teacher Education Needs in The Post COVID - 19 Era is my original work .This research was carried out under the supervision of Dr Youcef MESSAOUDI and was not completed with the assistance of any other individual or entity. The sources of all information used in this research have been acknowledged and referenced properly the bibliography. I guarantee that the work submitted is an original achievement and contains no content that would count as plagiarism or copyright infringement.

Date: 25 /06 /2023

Signature:

Dedications

In the name of **Allah**, the Most Gracious, Most Merciful, all the praise is due to
Him alone

I would like to take a moment to dedicate my work to my dearest mother, Khadidja, who has been a constant source of love, support and encouragement throughout my life. Her prayers have been a guiding light, illuminating my path and giving me the strength and courage to face life challenges with determination and resilience.

I am truly grateful for the countless sacrifices she has made for me and for the selfless love she has always shown. I hope that this small gesture of dedication will serve as a reflection of the depth of my love and appreciation for her.

I would like also to express my heartfelt dedication to my uncle from my mother's side Abdelkader, who has been a father figure in my life. Whenever I faced any problem or hurdle, he was always there to lend a helping hand, offering his support and advice. His presence in my life has been invaluable, and I feel incredibly grateful to have him as an uncle.

Acknowledgements

First and Foremost, I would like to thank **Allah** for giving me the strength, courage and patience to accomplish this work.

I would like to express my sincerest gratitude to my supervisor Dr. Youcef MESSAOUDI for his invaluable support and direction throughout my work. His expertise and guidance helped me to stay on track and make meaningful progress towards my goals. Whenever questions or issues arose, he was always available to lend a helping hand and offer his insights. I am truly grateful for his mentorship and leadership throughout this research, and I could not have completed this work without his guidance and support.

I would like to take this opportunity to express my heartfelt gratitude to the distinguished members of the jury namely Dr. Abderrahmane BASSOU and Dr. Maliha ABI - AYAD for taking the time to evaluate my work. Your interest in my research and your insightful comments and feedback are deeply appreciated.

I would like to express my heartfelt gratitude to all the teachers who participated in the interviews and generously shared their views, experiences and thoughts. I am indebted to all of you for your valuable time, patience and willingness to contribute to my research. Your insights and perspectives have been tremendously helpful and enlightening for the successful completion of my study.

Lastly, special thanks go to L3 and Master's students for their contribution in this research by filling out the questionnaire.

May Allah bless you all.

Abstract

Yesterday's teacher is not today's teacher and is not the one of tomorrow due to the spreading of technology that leverages the teaching and learning process. The COVID-19 pandemic has transformed the world in unprecedented way, including the way we teach and learn. The sector of English as a Foreign Language education has been particularly affected by the pandemic as English as Foreign Language teachers have had to transverse their classes online and adapting to new technology and instructional methods. The current research investigated the challenges that English as a Foreign Language teachers faced during the pandemic and how these experiences may have influenced their teaching practises and education needs. To reach ends, a mixed method approach was employed to collect data from various sources. Two research instruments were used including a questionnaire devoted to students at the Department of English at Tlemcen University and a semi- structured interview to teachers in the same department. The study revealed that English as a Foreign Language teachers lacked Information Communication Technology skills, which has affected their motivation to teach online as a result there is a great need to develop training programmes on Information Communication Technologies to improve their skills in this area respectively. Overall, the study highlights the crucial role that technology plays in transforming the teaching and learning processes, especially in the context of English as a foreign language teaching during the COVID-19 pandemic. Additionally, the findings point towards the importance of providing English teachers with training programs to enhance their Information Communication Technology skills and motivation to teach online.

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Key to Acronyms

| | |
|------------|---|
| EFL | English as a Foreign language |
| ICT | Information and Communication Technologies |
| DigCompEdu | Digital Competence of Educators |
| DL | Digital Literacy |
| TPACK | Technological Pedagogical Content Knowledge |
| SAMR | Substitution Augmentation Modification Redefinition |
| SMS | Simple Random Sampling |
| RAT | Replacement Amplification Transformation |
| NCTE | National Council for Teacher Education |
| IST | Information Sciences and Technology |

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General Introduction

Teachers play a critical role in the society. They are the backbone of educational institutions by creating a meaningful learning environment and imparting knowledge to students of different ages and backgrounds. The COVID-19 pandemic caused a sudden shift in the educational sector, requiring teachers to a swift transition from classroom-based instruction to online teaching, from pedagogy to ‘panicgogy’ (Bhalla, 2021). These novel circumstances resulted in the utilization of new approaches and technologies which initially raised concerns about their efficiency.

The COVID-19 pandemic has disrupted traditional classroom instruction across the world, with English as a Foreign Language (EFL) teachers being particularly affected. In this new era where e-learning has become the norm, the training needs of EFL teachers have changed, and there is a pressing need to reconceptualise the design and delivery of EFL teacher education programs. Therefore, there is a crucial need to investigate and redefine the EFL teacher education needs in the post-pandemic era to ensure that EFL teachers are adequately prepared to deliver effective instruction in the new digital learning environment.

The current literature has predominantly focused on exploring the challenges and opportunities of the pandemic on EFL teaching and learning in current times. However, little research has been conducted on the long-term impact on teacher education beyond the pandemic, particularly as the pandemic is only one type of many different crises the world may face in the future. Thus, this study aims to address the gaps in the existing literature by exploring the long-term impact of the COVID-19 pandemic on EFL teacher education and preparing teachers to deal with other crises that may emerge in the future. By investigating EFL teachers’ needs in a rapidly changing educational landscape, this study will contribute to enhancing the quality of education by informing policies and strategies that better meet the needs and challenges of the post-pandemic era. The potential significance of this research lies in its ability to provide valuable insights that can help EFL teachers and policymakers better understand how to prepare for and navigate future crises effectively.

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Consequently, the researcher strives to answer the following research questions:

- Q1:** What are the main professional barriers that were faced by Algerian EFL teachers during the COVID-19 pandemic?

- Q2:** What are the newly-emerging needs closely relating to EFL teacher education after the COVID-19 pandemic experience?

The hypotheses suggested for the above mentioned questions are as follows:

- H1:** Algerian EFL teachers lacked the necessary digital skills; and thus, this fact affected negatively their motivation to deal with new technologies during the COVID-19 pandemic.

- H2:** The post COVID-19 era has revealed the need to develop a new teacher training paradigm on ICTs in online teaching.

To ensure reliable data collection and triangulation, two research instruments were employed to test the hypotheses of this research and answer the research questions. These instruments consist of a questionnaire and an interview. The questionnaire primarily targets Master's and third-year students, while the interview is designated for EFL teachers at Tlemcen University. In order to effectively extract insights from the multiple data sources and instruments, a mixed-method approach was adopted for the data analysis process. Specifically, questionnaire items were subjected to a number of statistical analyses, which provided useful numerical summaries to allow for better examination of the patterns and relationships in the data. On the other hand, thematic analysis was used to analyse the qualitative data obtained from the forum discussions.

As for the structure, the work will be divided into two chapters. The first chapter constitutes the theoretical background, which delves into the competencies of the

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twenty-first century's proficient teacher, with a particular emphasis on digital literacy. This chapter also analyses the concept of a digitally competent teacher by exploring various training models related to Information and Communication Technologies (ICTs). The second chapter is focused on the methodology utilized in the research, including the results analysis and the discussion of findings. This chapter concludes with a comprehensive general conclusion that summarizes the research key findings and their implication

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1.1. Introduction

In recent times, teacher education has become a topic of great interest for researchers in the field of education due to its impact on the quality of education. With the advent of technologies, the field of English as a Foreign Language (EFL) has been constantly evolving, highlighting the need for teachers to continuously develop themselves. This literature review aims to shed light on the importance of EFL teacher development, identify the requirements and qualities of an ideal EFL teacher, examine the challenges and barriers of integrating ICTs in education, and explore the experiences of EFL teachers in the realm of online teaching. In addition, this review will also explore some models and perspectives for teacher training in ICTs that can be adopted by educators to improve their teaching practices.

1.2. Teacher Education Defined

It is well known that teachers' competence play a key role in determining the level and quality of students' accomplishment. The development of teachers' proficiency and competency is the focus of a program called teacher education. This programme is designed to equip prospective teachers with knowledge, skills and dispositions necessary for successful teaching. The National Council for Teacher Education (NCTE) (1998) defines teacher education as "a programme of education, research and training of persons to teach for pre-primary to higher education"(p.2) . In addition to this, " all formal and non-formal activities and experiences that help qualify a person to assume responsibilities of a member of the educational profession or to distinguish his responsibilities more effectively" are considered to be part of teacher education. (Good, 1973, p.586). According to the International Encyclopaedia of Teaching and Teacher Education (1987), teacher education is typically divided into three distinct phases: pre-service, induction (often called on the job), and in-service.

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1.2.1 Components of Teacher Education

There are three components that should be taken into consideration in any teacher education programme.

Teacher Education = Teaching Skills + Pedagogical Theory+ Professional skills (Pradhan 2016).

- *Teaching Skills*: involve equipping teachers with variety techniques suitable for planning and delivering effective instructions in the classroom. These skills should provide teachers with the necessary reinforcement to evaluate instruction in a positive and productive manner. Effective classroom management, preparation and use of instructional materials, and communication skills are also a fundamental part of teaching skills.
- *Pedagogical Theory*: it is based on state-of-the-art specific theory, or needs and requirements of students, and it provides fundamental knowledge such as philosophical, sociological, and psychological topics that will give them the basic knowledge to practice teaching skills inside the classroom.
- *Professional Skills*: After getting the fundamental skills, techniques and strategies in an effective way, professional skills will help the teachers to go step further and uplift themselves in this world. As a result. Their professional growth will also expand and increase, including skills like interpersonal communication. Literacy skills Information literacy, media literacy, technology literacy and all the lifelong learning skills that contribute in their developments and bring the change in themselves.

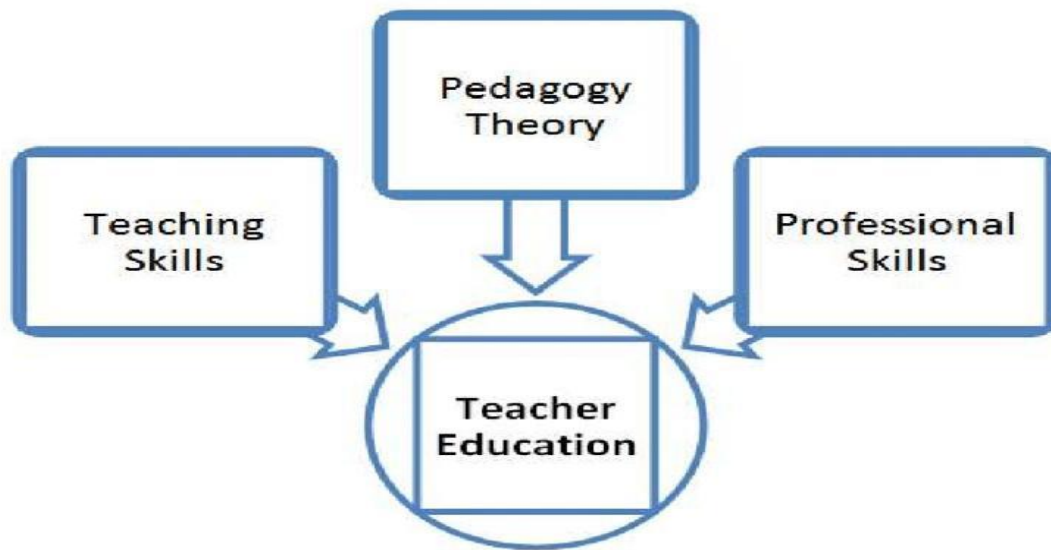


Figure 1.1. Components of Teacher Education

1.3. The Importance of EFL Teacher Education Development

The word ‘development’ is frequently used to describe a particular stage of progress. Generally it describes a good change. In the field of education, development means “the empowerment of the teacher, in the sense of endowing him with the status of an autonomous professional” (Benmoussat 2003, p.258). This implies that the concept of teacher education development is not static, but rather continues throughout teachers’ career.

Professional development plays a crucial role in any career, and teachers are no exception. In this regard, teachers need to be familiar and knowledgeable about anything that impacts the process of development. Fullan (1991: p 326-327) defines professional development as “the sum total of formal and informal learning experiences throughout one’s career from pre-service teacher education to retirement”.

Following the same line of thoughts, Gusky and Huberman (1995, p.133) view professional development as “a dynamic process that spans one's entire career in the profession, from preparation and induction to completion and retirement”. The fact

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that teachers continue to learn throughout their careers is undeniable, and both professional development and growth are interlined and depend on one another for success. This was further emphasized by Mevarech (1995), who states that “professional development opportunities are assumed to be important stimuli for teachers’ professional growth” (p.92).

Professional development is important for teachers. Gnawali (2008) emphasizes on the fact that teachers should continually update themselves as a part of their professional growth in order to adapt to the new issues and challenges that arise, as well as the new ideas and concepts that are emerging in their respective fields. They also have to act in accordance with the changing needs and preferences of the students as well as changes in the economy, society and technology. Furthermore, he added that the profession will become boring, and uninspired without teacher development. In the same vein, Alfaki (2014) points out:

“ In today’s changing world, on-going professional development is very crucial, teachers become highly confident with their positive beliefs in what they are doing , for professional development both experience and reflective teaching are required, sharing experience and ideas between colleagues gives teachers a feeling of community and belonging”(p.32).

In nutshell, earning an academic degree does not mark the end of development. Rather, it serves as the beginning of the true start for an individual's teaching career.

1.4. An Ideal EFL Teacher in the 21ST Century

In the 21st century, the role of EFL teachers has become increasingly important due to the global demand for English proficiency. As such, an ideal EFL teacher in this century needs to possess certain fundamental qualities and competencies to meet the evolving needs of language learners.

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1.4.1. The Attributes of a Qualified Teacher

Teaching English as a foreign language EFL is a challenging and rewarding profession that requires a set of essential skills and qualities to be effective. Widdowson, (1990), attempts to make a definition or an explanation of who is a qualified teacher? According to him, a qualified teacher is the one who can match between the units of theory (the core of the profession) and the units of practise. The latter refers to classroom techniques or specific strategies that an EFL teacher might use in the classroom to achieve learning objectives. In the same way, Wallace (1991, p.15) differentiates between two kinds of knowledge relevant to the teaching of English as a foreign language. The first is received knowledge, which requires the teacher to gain familiarity of the subject matter, theory and skills inherent to the profession. Meanwhile, experiential knowledge is developed through guided observation and teaching practise. (as cited in Messaoudi, 2017, p.16). The correlation between theory and practise is considered vital for teacher development and is widely recognised within the field of teaching English. According to several sources, including Wright (2002), Ferguson (2002), and Education Commission of the State (2003) agree on the fact that an effective EFL teacher should firstly have a strong grasp of the subject matter and possess the necessary teaching skills, additionally the teacher should have access to pedagogical methods to effectively transfer this knowledge in the classroom and improve the learning process. Indeed, it is important for novice teachers to recognise the significance of subject matter expertise, English as a foreign language and understand the importance of exposure to practical experience in different environments.

1.4.2. Key Competencies of a Modern Teacher

In the 21st century, a competent teacher is more than just someone who has mastery over their subject area. While content knowledge is still essential to effective teaching, there are additional skills and competencies that teachers must possess. According to Peklaj (2015), teachers require several competencies in the 21st century. However, Hepp, Parts, and Holgado (2015) identify some essential competencies that teachers should possess, which include subject and teaching skills, the ability to connect theory with practice, collaboration with colleagues, self-confidence, leadership and

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digital literacy.

The European Parliament and Council (2006), as well as the institute Cervantes (2012), view digital literacy as a crucial skill within the realm of lifelong learning and the teaching of a second or a foreign language. Now there are two questions that should be asked; what is meant by digital literacy? And who is a digitally competent teacher?

1.4.2. Digital Literacy Defined

In recent times, digital competence has become increasingly important in the educational context due to the fact that the use of technology has become a common occurrence, and the professional growth of many individuals now relies on an effective use of digital tools and technologies. This has led to an increased emphasis on the need for efficient and appropriate use of ICTs (Tejada & Pozos, 2018). In this context, Cabero et al (2020) state that digital competence is one of the fundamental competencies that citizens in general, and teachers in particular, must master in the future society. In November 2013 editorial with the telegraph, Mark Surman, the executive director of the Mozilla foundation argues:

“Becoming literate in how the technical world works is equivalent to reading, writing and maths. We need to look at this fourth literacy as mainstream”.

During the time of the internet revolution in 1990s, the concept of digital literacy emerged as a new skill set. Prior to this, computer literacy was the more commonly used term. Paul Glistter (1997) an educator and historian introduced the term ‘digital literacy’ , arguing that it went beyond just using technology and instead focused on comprehending concepts. He (1997) claims that it is about “mastering ideas not (computer) keystrokes”(p.1).

According to Glistter (1997), digital literacy pertains to the ability to comprehend and apply information provided in many different formats from multiple sources

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through computers. This ability includes evaluating information critically presented in various formats and making deliberate decisions on its application access diverse real-life situation.

The European Parliament and the Council (2006) describe digital competence as confident and critical utilization of information society technology (IST) in work, leisure and communication. It is anchored in basic ICT skills like use of computers to retrieve, store, produce, present and exchange information.

Barrete (2001) propose that digital literacy consists of two essential elements, namely: (1) basic computer operation control; and (2) utilizing computer knowledge to solve problems and exercise critical thinking skills. This notion was also supported by Corbel and Gruba (2004). More recently, digital competence refers to the capacity to apply digital skills (knowledge and attitude) in a specific critical, and responsible setting such as education (Walter& Pyzalski 2022, p.7).

1.4.3. Characteristics of a Digitally Competent Teacher

Redecker (2017), as cited in Walter and Pyzalski (2022), attempts to define the characteristics of a digitally competent teacher. A digitally competent teacher is someone who possesses the knowledge and skills required to use digital technologies effectively. He outlined six areas in which a digitally competent teacher should have expertise.

The first is focused on the professional environment, which involves using digital tools to enhance communication, collaboration, and professional development between teachers. The second area related to the acquisition, creation, and sharing of digital resources, meaning teachers should be able to source and use digital content to enrich their teaching practice. The third area relates to the management and coordination of the use of different digital tools in teaching and learning, ranging from learning management systems to digital platforms. The fourth area goes around the use of digital tools and practice to improve assessment which means that teacher should be skilled in using

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technology to measure students' learning outcomes. The fifth category entails the use of digital tools to empower learners, which means that the instructor should guarantee that students have access to materials and are prepared with digital skills to learn on their own. Finally, the sixth category is concerned with developing learners' digital competencies, which entails providing students with digital abilities that will allow them to succeed in a digital world.

The digital Competence Framework (digCompEdu) was introduced by the European Commission in 2017, with the objective of creating a shared comprehensive of digital skills among teachers. The proficiency levels of the framework comprise of six stages that define the digital competencies of teachers at each level these are as below:

- 1) Newcomers (A1): teachers with limited experience with digital tools who need guidance and assistance to develop their skills.
- 2) Explorers (A2): teachers who have started using digital tools but lack a through and consistent approach. They require inspiration and insight to enhance their abilities.
- 3) Integrators (B1): teachers who employ and test out various digital tools for different purposes and try understand the best digital strategies for different scenarios.
- 4) Experts (B2): teaches who confidently, creatively, and critically use a range of digital tools to improve their professional practices and continuously develop their skills.
- 5) Leaders (C1): teachers who rely on a wide range of flexible, efficient and comprehensive digital strategies, and become a source of inspiration for other teachers.
- 6) Pioneers (C2): teachers who question modern digital and pedagogical practices and lead innovation. They set an example for inexperienced teachers (European Commission, 2017 p.2).

The Table below outlines the variable associated with each level, including professional engagement, digital resources, teaching and learning,

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assessment empowering learners, and facilitating learners' digital competence.

Table 1.1 Levels and Variables of Digital Competence Self-evaluation

| levels | A1 new comer | A2 explorer | B1 integrator | B2 expert | C1 expert |
|---|---------------------------------------|--|--|--|---|
| professional engagement | awereness uncertainty basic use | expolring digital options | expanding professional practice | enhancing professional practice | discussing and renewing professional practice |
| digital resources | awereness uncertainty basic use | expolring digital resources | fitting digital resources to the learning context | strategically using interactive resources | comprehensively using advanced strategies & resources |
| teaching and learning | awereness uncertainty basic use | expolring digital teaching & learning strategies | meaningfully integration digital technologies | enhancing teaching and learning activities | strategically purposefully renewing teaching practice |
| assessment | awereness uncertainty basic use | expolring digital assessment strategies | enhancing traditional assessment approaches | strategic and effective use digital assessment | critically reflecting on digital assessment strategies |
| empowerment learning | awereness uncertainty basic use | expolring digital centred strategies | addressing learners empowerment | strategically using a range of tools to empower | holistecly empowering learners |
| facilitating learners' digital competence | awereness uncertainty basic use | expolring digital use digital technologies | implementing activities to foster leanres digital competence | strategically frostering learners digital competence | comprehensive & critically fostering learners' digital competence |

Another important model formulated by Krumsivk (2009) in attempt to outline the process that teachers must go through in order to become digitally competent. The model combines significant aspects "basic digital skills, didactic ICT competence, learning strategies, and digital building" .

The first aspect (figure 1.2) is acquiring basic digital skills, often through initial levels of teacher training. This includes skills like accessing, managing, evaluating, creating, and communicating using ICTs. These skills are becoming easier to acquire as technology continues to develop. The second aspect refers to didactic ICT competence

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, incorporating ICT into educational practice and developing pedagogical knowledge that includes technological, pedagogical, and content or disciplinary knowledge. This requires “mental literacy trip” or “digital competence journey” (Krumsvik, 2009, p. 178) which leads him from a state of being “digitally inconsistent and incompetent” to achieving a level of “extensive awareness and digital proficiency” . He (2009) points out that “the main challenge of today’s teachers is, first of all the application and development of didactics competence on ICTs”(p.179). Alternatively, the teacher conducts “the practical Competence journey”. Which involves progressing through a sequence of stages: adoption, adaptation, appropriation and innovation

The third aspect of this model(see figure 1.2) focuses on learning strategies and continuous learning in order to transfer this knowledge to students so they can continue learning through ICT. This stage is achieved through professional practice and immersion in educational situations.

The fourth and final stage is construction or digital building. At this stage, the teacher has a reflective and critical view of ICT including its role in human development and society. They have a deep understanding of the social consequences of being in a society and in a digital educational institution

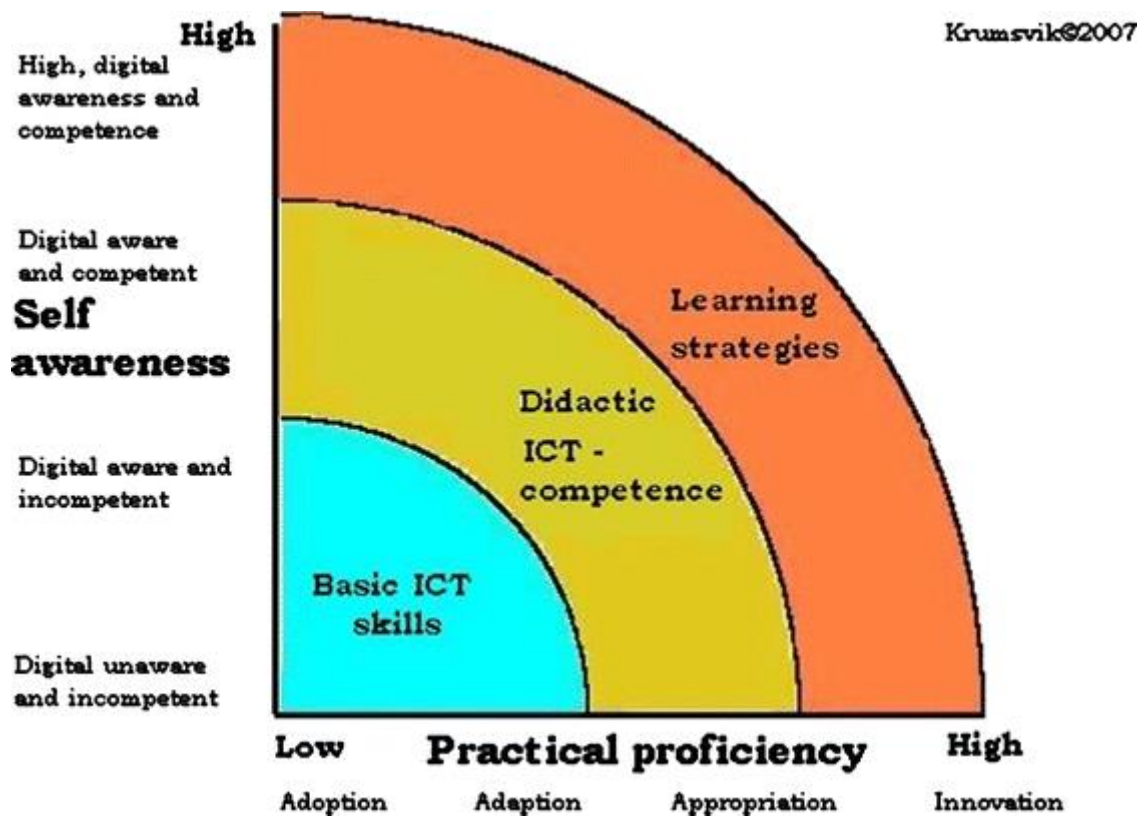


Figure 1.2. Teachers' digital competence model (Kurmsvik, 2011, 2012)

All in all, a digitally competent teacher is someone who is knowledgeable in all these areas and can effectively integrate digital technologies into their teaching practice. Digital competence for teachers entails more than just having an understanding of technology. It involves having a comprehensive knowledge of various digital tools, the ability to integrate these tools into their teaching practice, and ensuring that their students' safety is a top priority while accessing technology.

1.5. Emergency Remote Teaching Versus Online Teaching

Online teaching and emergency remote teaching (ERT) are two concepts that are sometimes used interchangeably, although there are fundamental distinctions between them.

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According to Dvorakova et al. (2021), emergency remote teaching is a specific method of teaching provided during emergency situations, which is distinct from high-quality and well planned online education. ERT is now common parlance among education practitioners and researchers to differentiate it from conventional online education. The term ERT is used to describe a quick and temporary change from in-person instruction to online instruction in response to a crisis or emergency, whereas online learning is characterized by intentional design and implementation of virtual instruction. In other words, ERT is an immediate response mode, while online learning is deliberate and well planned mode of instruction.

Broadly speaking, emergency remote teaching encompasses wide range of technologies (as mentioned by Hodges et al in 2020) that includes synchronous communication tools such as e-learning platforms and social media, as well as asynchronous collaboration platforms and online educational resources (see figure 1.4), Mohammed et al. (2020) suggest that once the disaster or catastrophic situation comes to an end, the instructional deliver will return to its original format. Therefore, emergency remote teaching is specifically designed to respond quickly to the on-going worldwide crisis. It is crucial to acknowledge that the main purpose of ERT is not to recreate a comprehensive educational environment, but to offer immediate access to instruction and instructional assistance that it is readily available during times of emergency or crisis, as stated by Hodges et al. (2020, p.6).



Figure1.3. Technologies Encompassed in Emergency Remote Teaching

“Online learning” is defined as a form of education that employs the internet and other relevant technologies to create educational materials, deliver instruction, and manage educational programmes. Hrastinki (2008) classifies online learning into two types, asynchronous and synchronous, which are frequently compared. However, in order for online learning to be effective and efficient, educators, institutions, and organizations must have a comprehensive understanding of the advantages and limitations of each type of online learning.

Drawing from the preceding discussions, it is apparent that emergency remote teaching is distinct from online learning. ERT primarily aims to provide short-term access via dependable platforms or media during emergency situations (Cahyadi, Hendryadi, Widyastuti & Suryani, 2021). On the other hand, online learning holds more hybrids with adequate exploration of the challenges that arose during the pandemic, which can also be converted into opportunities. Hence the ERT approach is a prompt resolution and should be differentiated from the concept of “online learning”.

1.6. Challenges and Barriers to integrating ICT in Education

Nowadays, ICT have become a crucial by most organizations and businesses (Zhang & Aikman, 2007). In the early 1989, computers began to be introduced in school, and several scholars suggest that ICT will remain essential part of education for the

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upcoming generations too (Bransford, Brown & Cocking 2000; Grimus, 2000, Yelland, 2000). The modern Technology provides several ways to enhance teaching and learning in the classroom (Lefebvre, Dewudelin & Loiselle, 2006). Incorporating ICT into the education system is a complicated task that might face various challenges also known as ‘barriers’ (Schoepp, 2005). The concept barrier, here, is defined as any obstacle that hampers progress or inhibits the achievement of a goal (WordNet, 1997, as cited in Schoepp, 2005, p 2). A number of barriers and challenges may hinder the integration of ICT in education.

1.6.1. Student -related:

In education, the use of ICT can be limited by student behaviour when students use computers and internet correctly; it can have a significant positive impact on their attitude and learning outcomes. However, it is common to encounter limitations due to improper student behaviour. Students frequently utilize technology for amusement, devoting less time to learning and studying as a result. This usage encompasses online gaming, social media, chat rooms and other communication channels, is considered as detriment to ICT inclusion in education. This is because when they switch to these sites, students can easily get distracted and detract from learning. Additionally, internet access at home can be problematic due to chat rooms and online games that can decrease the time available for assignments and learning (Dogan, 2010). Therefore, the way in which ICT is used by students has a significant impact on their learning outcomes and the level of accessibility is crucial factor in determining this effect.

When ICT is not utilized appropriately, the disadvantages outweigh the advantages. For example, students may be overwhelmed by the vast amount of information on the internet, leading teachers spend more time monitoring their activities and re-directing them towards relevant educational content. Therefore, it is important to acknowledge the significant limitations of ICT in education, especially regarding students’ attitudes. Various research studies have identified that computers can hinder students’ creativity, and excessive reliance on ICT can impede critical thinking and analytical skills. Typically, students have a superficial understanding of The information

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they access and have fewer opportunities to enhance their oral and written expression skills (Dogan, 2010 as cited in Benmansour 2019).

1.6.2. Teacher-related:

The factors responsible for persistent school-based barriers are related to the challenges faced by teachers. These teacher level barriers can be categorized into four aspects, including the absence of teacher confidence, inadequate teacher training, reluctance to adopt new methods, and unfavourable attitudes towards ICT.

A) Lack of Teacher Confidence:

According to several studies, a significant obstacle that hinders teachers from incorporating ICT in their teaching is the absence of self-assurance. As Dawes (2001) suggests, this contextual element could pose a challenge to the adoption of ICT. As reported by Becta (2004), a substantial body of research identifies the lack of confidence as one of the primary barriers to ICT integration in the classroom. In Bectas' study with teachers (2004), the matter of insufficient confidence received the majority of feedback from participants.

Several studies have explored why some teachers lack confidence in their use of ICT. For instance, according to Beggs (2000), teachers' fear of not succeeding resulted in their lack of confidence. Meanwhile, Balanskat et al (2006) discovered that teachers' limited knowledge of ICT made them apprehensive about incorporating it in their teachings. Consequently, teachers felt unsure about their competence. Likewise, Becta (2004) concluded their research by stating that many teachers who lacked skills in ICT felt anxious to use it in front their students, who were probably more knowledgeable. In the latter study, several teachers, who identified the lack of confidence as a hurdle, reported being afraid to use ICT in classes because they lack proficiency. The researchers argued that teachers' level of confidence and technological knowledge influenced their motivation to use ICT in their lessons (Cox , Preston , and Cox , 1999b ; Osborne & Hennessy , 2003 ; Balanskat et al . , 2006).

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B) Lack of Teachers' Competence:

It refers to the competencies or skills possessed by teachers. Various teachers are unaware of the beneficial ICT programmes available to them. Research indicates that many teachers lack the necessary knowledge and skills to use computers and were not enthusiastic about incorporating ICT into their teaching (Bingimlas, 2009). The level of proficiency in using technology is a significant indicator of teachers' incorporation of ICT in their teaching. Teachers who lack skills using computers may avoid them altogether (Towndrow, P.A.2007).

C) Resistance to Change :

Resistance to change is a significant obstacle that hinders the integration of ICT, according to several researchers. This obstacle impacts other barriers as well. Many teachers who are currently using ICT in their teaching believe it is either too complicated and time-consuming or unnecessary. Some teachers also fear that integrating ICT will disrupt the classroom structure and that they will struggle to manage all the aspects of the learning process (Benmansour 2019).

Triggs and John (2004) explain that the incorporation of ICT in the classroom is often hindered by reluctance towards change. This impediment can take the form teachers being hesitant to alter their instructional methods and of schools being unable or finding it challenging to reorganize themselves in ways that foster the integration of innovative practices that incorporate ICT. As a result, the complete implementation of ICT in classrooms is constrained by this resistance to change.

D) Lack of Effective Training:

One of the primary hurdles to integrating ICT in the teaching and learning process is the lack of training opportunities for teachers to integrate ICT in educational settings. Although there has been significant progress in training teachers to utilize ICT, inappropriate training techniques result in low levels of ICT usage by teachers. Programmes that do not have pedagogical conditions are likely to be ineffective (Al-Alwani, 2005). A lack of time prevents certain teachers from effectively utilizing technology in their teaching, as they need

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sufficient time to gather and organize resources for their courses, and to acquire knowledge about technology and techniques for integrating it into their instruction as well (Ajayi, 2009).

1.6.3. Technology-related

The cost of technology, susceptibility to computer viruses and software issues, interruptions in internet connectivity, and inadequate access to reliable electricity are some of the obstacles that limit the use of ICT in education. Additionally, limited access to resources is a crucial hindrance to the adoption of ICT in education, as emphasized in various studies (Benmansour, 2019). Barriers related to technology include inadequate hardware, poorly organized resources, substandard hardware and, unsuitable software.

- Lack of Hardware

In an international investigation of the barriers to the integration of ICT in education revealed that the most often stated problem when teachers were asked about barriers when integrating ICT was the inadequate number of computers accessible to them (Pelgrum, 2001). Study came up with comparable results, with several surveyed educators mentioning that the number of computers in their classrooms was inadequate, and that if educators were to keep integrating ICT into their instruction then they called for the suitable hardware and software to train them first, and then pilot their students appropriately (Guha, 2000).

The study also found that a dearth of resources hindered teachers from using computers in their classroom instruction. This suggests that the shortage of hardware not only impedes educators' initial exploration of ICT but also obstructs the advancement of ICT in innovative and creative ways.

Despite efforts to improve ICT resources in UK educational institutions, the Becta (2008) survey revealed that a significant number of respondents still perceived a lack of hardware as a hindrance to ICT integration . This corroborates Pelgrum's (2001) findings that even in countries with moderate computer usage

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rates; teachers expressed concerns about insufficient computer availability. This issue may be attributed to ineffective resource management, rather than an actual scarcity of computers in institutions. As a result, it underscores the importance of considering poor resource organization as a secondary barrier to ICT implementation.

- Poor Organisation of Resources

According to Alhawiti (2013), in institutions with low computer usage rates, teachers' complaints about insufficient computer availability may indicate a need to evaluate the teachers' and administrators' support of available resources. It is possible that inadequate resource management, rather than an actual shortage of computers, is hindering teachers' ability to effectively integrate ICT. Furthermore, having an abundant amount of computers alone does not necessarily ensure adequate access, as it is crucial to identify the appropriate number and types of technology necessary for successful ICT implementation by teachers and students (Plair, 2008).

Moving towards a more computerized classroom in educational institutions may pose a significant problem that exacerbates the issue. Becta (2008) suggests that it is assumed that an institution's hardware is maintained and utilized properly for ICT purposes, which becomes problematic when the learning context is distinct from typical computer lab settings. While computer labs allow educators to incorporate computers into lessons for the entire class, it can be challenging for teachers to incorporate computer technology into other learning activities when the class is not in the lab. A more practical approach would be to have computers available in both the lab and classroom settings. While the availability of computers is crucial in developing learners' ICT skills, it is equally important to manage ICT equipment based on the specific necessities and requirements of the teaching and learning process in a given educational context (Sang, et al., 2010).

- Inappropriate Software

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Although there is a range of software available to use in classrooms, Schoep (2005) argues that much of it might not be appropriate or effective in enhancing lessons. Some of the inadequate software addresses too many topics, rather than focusing on developing students' skills. Additionally, poorly designed software and the lack of time to prepare their own software often lead educators to abandon the use of ICT altogether (Schoep, 2004).

The Centre for Guidance Studies conducted a study that revealed the negative impact of inappropriate software on learning (Bosley & Moon, 2003). Although the focus of Bosley and Moon's research was primarily on careers in education and leadership, their findings are relevant in addressing wider barriers to ICT implementation in education. Their study revealed that unsuitable software can demotivate students and hinder the projected learning outcomes, ultimately creating obstacles in the use of ICT.

To conclude, the lack of teachers' confidence and competence, resistance to change, and the need for more effective training were identified as key obstacles. Addressing these barriers is critical for successful technology integration by overcoming these obstacles; teachers and students alike may fully reap the benefits of technology integration and improve learning outcomes.

1.7. The Experience of EFL Teachers with Online Teaching

The COVID-19 pandemic has greatly impacted the teaching process, making it crucial to transition from traditional classroom learning to online learning. However, this shift is not immediate and is hindered by several factors that lead to various difficulties. "Transitioning seamlessly from traditional education to distance and virtual learning cannot occur overnight. The swift conversion is associated with several hindrances and challenges at this phase." (Anwar & Adnan, (2020, p. 46), as noted by Crawford, Butler-Henderson, Rudolph, and Glowatz (2020). Numerous research studies conducted in various countries have investigated how educators experienced emergency remote teaching during the COVID-19 lockdown (Erlam et al., 2021; Fhloinn & Fitzmaurice, 2021; Jimoyiannis, Koukis, & Tsiotakis, 2021; Juárez-Díaz & Perales, 2021; Sulistyani, Utomo, & Kristanto, 2021; Valsaraj, More, Biju, Payini, & Pallath,

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2021). Numerous research studies conducted in different countries have examined how educators experienced emergency remote teaching during the Covid-19 lockdown period.

An exploratory qualitative research delves into the experiences of EFL teachers from the Department of English at Hassiba Benbouali University of Chlef in response to the sudden shift to emergency remote teaching during the COVID-19 pandemic (Makhoulf & Bensafi, 2022). The study identifies two main themes of opportunities and challenges, revealing that the shift to online teaching fostered innovation and a supportive teaching environment, while also exposing issues related to technology access, lack of digital competence and training, and difficulty with online assessment. The implications of this study extend to the broader field of education and research.

Another study by Sundarwati and Pahlevi, (2021) explores the challenges and opportunities encountered by EFL teachers in Indonesia during emergency remote teaching in response to the Covid-19 pandemic. Qualitative data were collected through narrative inquiry methods, including interviews and document analysis. The study found that EFL teachers faced various technical and pedagogical challenges when Transitioning from face-to-face teaching to online platforms, including limited ICT support and internet access. Despite these challenges, some opportunities emerged for teacher professional development and the acquisition of digital skills. Overall, the study highlights the need for future research and policy development to address the challenges faced by teachers during emergency remote teaching and to support their professional development.

Another study aimed to investigate the difficulties encountered by English language teachers at secondary and higher secondary levels in Bangladesh while delivering online classes during the COVID-19 pandemic (Rouf and Rashid,2021). These teachers were obliged to shift from face-to-face to online teaching unexpectedly, which was a common dilemma experienced by educators in several countries worldwide. The research method used was a qualitative multiple case study approach that followed the constructivist research paradigm. Interviews were conducted with four teachers each from secondary and higher secondary levels to gather detailed information on the issues they faced. The study results revealed that teachers had to deal with

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challenges like limited device access, waning student interest, poor attendance, inadequate interactions, insufficient technical skills and training, economic difficulties, unstable internet connections, language skills practice disparities, the lack of online testing systems, negative physical and mental effects, and the overall inefficiency of virtual EL instruction.

1.8. Training Models on ICTs

With the growth of technology, there is a greater demand than ever before for new teaching strategies. Teachers all around the world are continuously looking for new methods to incorporate technology into their classrooms in order to improve the academic experience of their pupils. ICTs offer a variety of teaching and learning options that can assist educators in meeting the needs of the digital age. However, incorporating ICTs into the curriculum effectively requires specific teacher training and development.

1.8.1. TPACK Model

The "Technological Pedagogical Content Knowledge" (TPACK), developed by Mishra & Koehler (2006), has gained significance in recent years. The TPCK framework was modified into TPACK (pronounced "tee-pack") in order to improve its memorability and to create a more unified structure for addressing the three main areas of knowledge: technology, pedagogy, and content, according to Thompson & Mishra (2007-2008). The TPACK framework expands on Shulman's idea of Pedagogical Content Knowledge (PCK) by integrating technology knowledge with content-based and pedagogical knowledge. The model proposes that teacher training in ICT should involve the acquisition of three fundamental types of knowledge: technological (TK), pedagogical (PK), and disciplinary or content-based (CK). The model emphasizes that it is important to train teachers in a combination of these areas rather than in isolation.

The TPACK model consists of seven components, as represented in Figure 1. These components are defined as: Technology knowledge (TK), which

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involves knowledge about different technologies ranging from low-tech to digital technologies; Content knowledge (CK), which refers to knowledge about the subject matter to be taught; Pedagogical knowledge (PK), which includes knowledge about teaching methods, classroom management, assessment, and student learning; Pedagogical content knowledge (PCK), which combines content and pedagogy knowledge to inform better teaching practices; Technological content knowledge (TCK), which includes knowledge about how technology can create new representations of specific content; Technological pedagogical knowledge (TPK), which involves knowledge about how to use technology in teaching practices; and Technological pedagogical content knowledge (TPACK), which refers to the comprehensive knowledge required for teachers to effectively integrate technology into teaching practices across all subject areas. Teachers are expected to have a deep understanding of the complex interaction between the three basic components of knowledge (CK, PK, TK), and use appropriate pedagogical methods and technology to teach content.

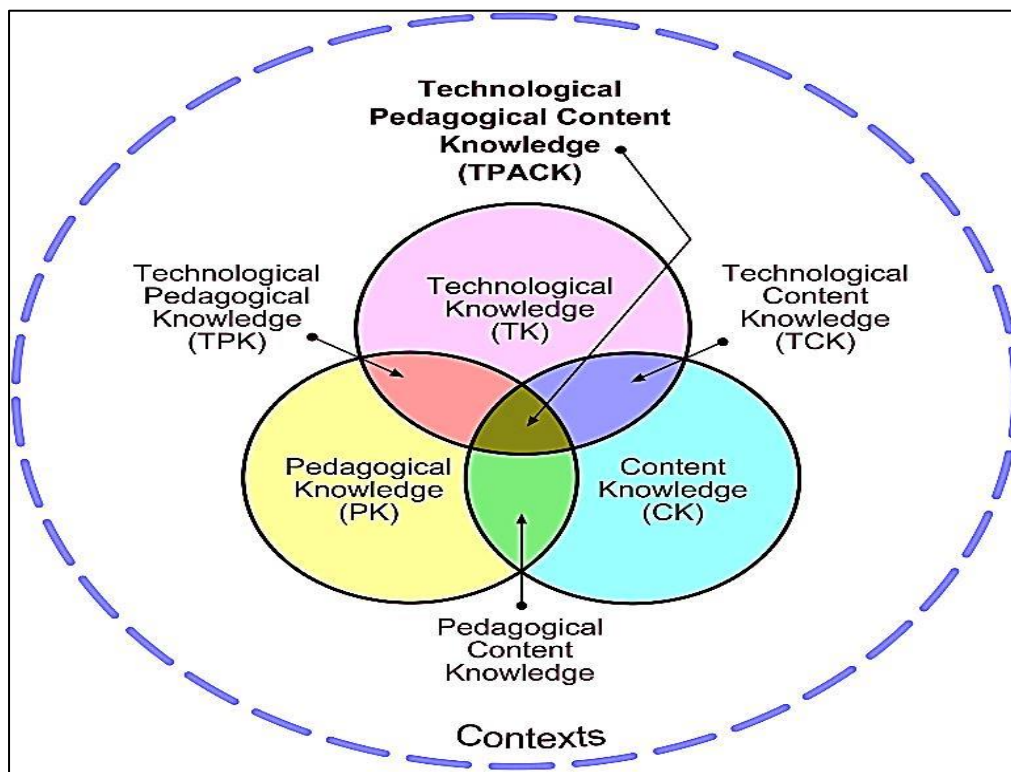


Figure 1.4. TPACK Framework (Mishra & Koehler, 2006)

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1.8.2. SAMR Model

Puentedura (2014) introduced the SAMR model (Substitution, Amplification, Modification and Redefinition) to illustrate the stages that teachers go through as they integrate ICT into their teaching practices. The utilization of technology in educational settings can be viewed as a form of art, whereby teachers can incorporate digital resources into their classroom activities to meet class objectives. This is effectively captured by the SAMR model which provides a framework for technology integration, as noted by Tunjera and Chigona (2020). According to the SAMR model, teachers progress through four stages when using ICT: substitution, amplification, modification, and redefinition. The first two stages focus on using technology to enhance traditional teaching methods, while the latter two stages involve transforming teaching practices through the application of ICT. Similarly, García-Utrera, Figueroa-Rodríguez & Esquivel-Gómez (2014, p. 207-208) describe the different stages in similar terms.

The first two stages, substitution and augmentation, involve using technology to improve existing actions in education. In substitution, technology is used to replace traditional tools and methods. For example, instead of using a chalkboard, a teacher may use a digital whiteboard to present material. This may improve how the material is conveyed, but it does not change the teaching method. In augmentation, technology is used to enhance traditional methods. For instance, instead of a physical flashcard, a teacher may use a digital flashcard that has audio and images to help learners better understand the material. The last two stages, modification and redefinition, suggest the transformation of learning through the application of technology. In modification, technology is used to significantly change how lessons are developed. For example, instead of simply listening to a lecture, the learners might interact with the material by creating multimedia presentations on a given topic. In the redefinition stage, technology enables new learning experiences that were previously impossible. For instance, in foreign language learning, a teacher can use virtual reality to immerse learners in a different language environment, enabling them to practice speaking with virtual characters. Overall, the SAMR model helps teachers approach technology integration in

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a thoughtful way, allowing them to leverage technology to create authentic learning experiences that go beyond what was previously possible.

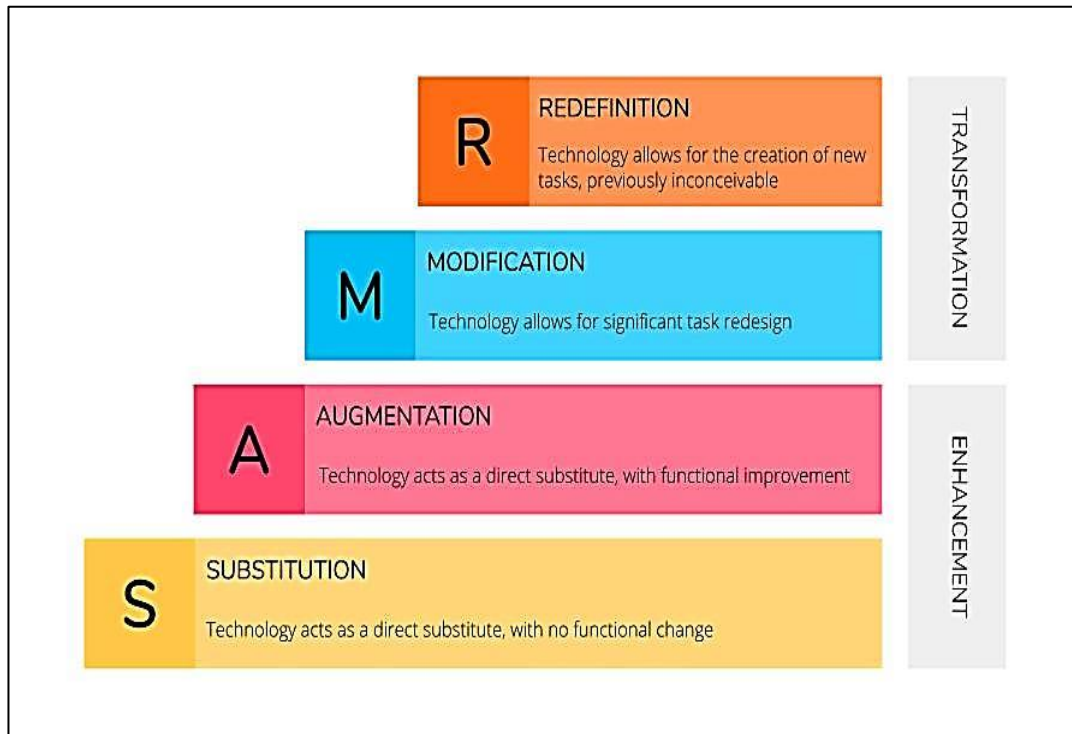


Figure 1.5. The SAMR model by Dr. Puentedura.

1.8.2 RAT Model

Hughes, Thomas, and Scharber (2006) have suggested that RAT (Replacement, Amplification, and Transformation) framework can be used for evaluating the influence of technology in education and to examine how teachers incorporate technology in their teaching practices. The RAT framework comprises of three categories, namely Replacement, Amplification, and Transformation. Figure 4.5 depicts how the RAT model, proposed by Hughes, Thomas, and Scharber (2006), evaluates the impact of digital technology on teaching and learning practices. The model categorizes the influence of technology into three groups: Replacement (R) where technology substitutes previous practices, Amplification (A) where technology enhances current practices, and Transformation (T) where technology creates new teaching and learning practices.

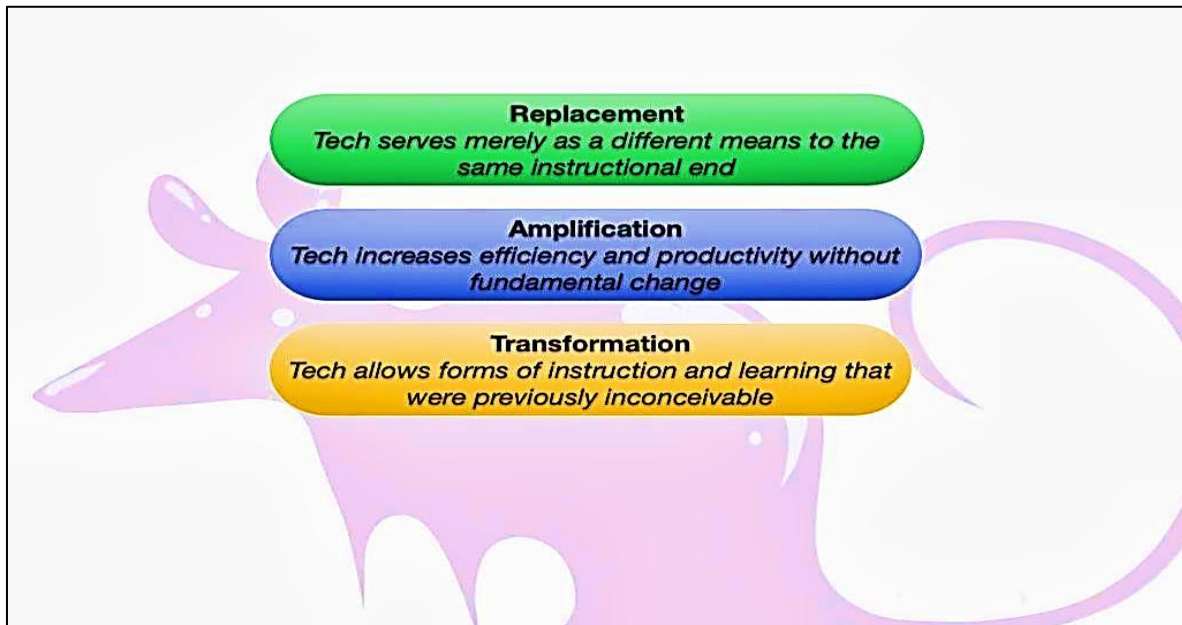


Figure 1.6. The RAT model (adopted from Hughes, Thomas & Scharber, 2006)

There are three distinct categories that have been established, which specifically address the utilization of technology in various instructional contexts. The first category, known as *Replacement*, focuses on replacing traditional teaching methods with technology without any changes being made to existing instructional practices, student learning strategies or the desired learning outcomes. Essentially, the technology is utilized as a mere replication of existing teaching methods, with the only noticeable deviation being in the medium through which the objectives are achieved.

The second category called Technology as *Amplification* deals with the use of technology to enhance and expand existing instructional practices, student learning strategies, or learning objectives. This category is based on Pea's (1985) concept that technology can be used to amplify the effectiveness of teaching methods that are already in use. By using technology as a means of amplification, the efficiency and productivity of instruction, student learning, or curricula can be greatly increased. The final category, Technology as Transformation, is centered on revolutionizing instructional practices, student learning processes, and/or course content. This category

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is also based on Pea's (1985) work, and the authors have additionally incorporated the ideas of Cuban (1988) who believes that digital technology should be used to improve upon existing methods without disrupting fundamental aspects of the organization. Technology as Transformation is utilized to boost the efficiency and productivity of teaching, student learning, or course material (Hughes, Thomas & Scharber, 2006).

1.9. Conclusion

In conclusion, this literature review has highlighted the significance of teacher education and development in the field of EFL. It has identified the comprehensive requirements and essential qualities of an ideal EFL teacher, along with the challenges and barriers that they may face in adopting ICT in their teaching practices. The experiences of EFL teachers in emergency remote teaching and online learning have also been explored. Additionally, some models and perspectives for teacher training in ICTs have been presented.

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2.1. Introduction

This section is dedicated to outlining the practical aspects of the study, which focused on investigating the challenges faced by Algerian EFL (English as a Foreign Language) teachers during the Covid-19 pandemic and identifying areas for teacher education improvement following the pandemic. The first part of this chapter covers the research design, including the type of research, research approach, research instruments, and sample population. The second part analyses and discusses the results gathered from the questionnaires and interviews. Finally, a comprehensive analysis of the findings is presented, addressing the research questions and examining the proposed hypotheses.

2.2. Research Design

Research design is a crucial component of any research project as it helps to ensure that the study is structured and conducted in a way that will meet its objectives and achieve valid and reliable findings. Kumar (2010) defines research design as a systematic blueprint that researchers should adhere in order to effectively address the research questions.

The research design specifies how the sample is selected, data is gathered, analysed, and interpreted. Furthermore, it supports the judgments made throughout the study while also assuring that the results are reliable and correct.

The current research, embraced a mixed method approach, which is a methodology that blends both quantitative and qualitative data within the same research. Using this kind of approach will help the researcher to better understand the obstacles that EFL teachers encountered when teaching online. In addition, it will help identify the newly arising needs after the COVID-19 pandemic in order to effectively address them. By cross-checking data from diverse sources, a mixed method approach can help confirm the findings, increase the credibility and reliability of the results.

2.3. Sample Population

Sampling is well known as the process of selecting a specific number of individuals or groups from a large population, in order to study and draw conclusions about the population as a whole. Sampling is critical in research since the accuracy of

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the sample determines the quality of data collected (Fink, 2016). The current research requires the contribution of three main groups: Masters' students, third year students and EFL teachers at the University of Tlemcen. This selection was made because these students had good experience with online teaching for a period of two to three years. Indeed, they are the ones who were highly attuned to the difficulties that teachers encountered when teaching online.

A poorly designed sample can lead to biased or inaccurate results that do not reflect the true characteristics of the population (EDC, 2018, p.4). Therefore, the researcher employed two different sampling techniques for selecting participants in this study. For the teachers' group, non-probability sampling was used in combination with random sampling. Specifically, purposive sampling was used to select a subset of teachers who had undergone training in the MOODLE platform, and the remaining teachers were randomly selected. This approach allowed the researcher to capture a range of viewpoints from teachers who had different levels of experience and training with the MOODLE platform. In contrast, for the student group, simple random sampling was used to select participants randomly from a larger pool of potential participants. This method involves randomly selecting participants purely by chance from a given population.

2.3.1 Students' Profile

The seventy-six participants were a combination of Masters' students and third year EFL students at the Department of English from university of Tlemcen. As it was mentioned previously they were selected randomly, which means that each student has an equal chance of being chosen. This mainly refers to simple random sampling (SMS).

2.3.2 Teachers' Profile

Seven teachers, six females and a male, from the department of English were involved in this study and selected differently. The impact of Covid-19 pandemic on language education has been profound and teachers had to adapt rapidly to new teaching and learning formats. Therefore, it is crucial to understand their experiences and perception of the impact of the pandemic, and their views on the future direction of EFL

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teacher education. It is important to note that their teaching experience ranges from five to more than fifteen years.

2.4. Data Collection

According to Kabir (2016), data collection involves the systematic gathering and measuring of information related to variables of interest. This information is collected in such a way that enables researchers to answer specific research questions, test hypotheses, and evaluate the outcomes of their study.

The current research relies on two research instruments, which are questionnaire and interview. The ability to collect both quantitative and qualitative data is a significant benefit for the researcher as it provides a more comprehensive understanding of the research problems, allows for triangulation, and enables the researcher to reach more valid and reliable conclusions. The researcher attempts to ensure the presence of three forms of triangulation as initially proposed by Denzin (1989) (as cited in Messaoudi, 2017, p. 65).

a. *Method Triangulation*

The most familiar aspect of triangulation involves employing multiple research instruments to address the limitations of one tool with the strengths of another. For example, in our research, we utilized both a questionnaire and an interview. Utilizing multiple methods within a single investigation enables the researcher to develop a comprehensive perspective on the topic that would not be achievable with a single research instrument. In addition to complementing each other, method triangulation also facilitates the validation and cross-verification of data collected through each tool.

b. *Data Triangulation*

The second form of triangulation is centered around gathering information from a range of diverse samples. This involves collecting data on the same topic from various contexts. The purpose of this form of triangulation is not only to validate the data collected by comparing it with the responses of other

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populations, but also to increase the researcher's confidence in the accuracy and dependability of the data obtained if it aligns with different samples and contexts.

C. Design Triangulation

The dimension referred to as theoretical triangulation, or methodological pluralism, involves utilizing both quantitative and qualitative research methods. Employing both types of research instruments yields a wider range of results than anticipated, allowing for respondent introspection and retrospection in the same study. These methods are also known to produce unexpected results for the researcher. (Muijs, 2004)

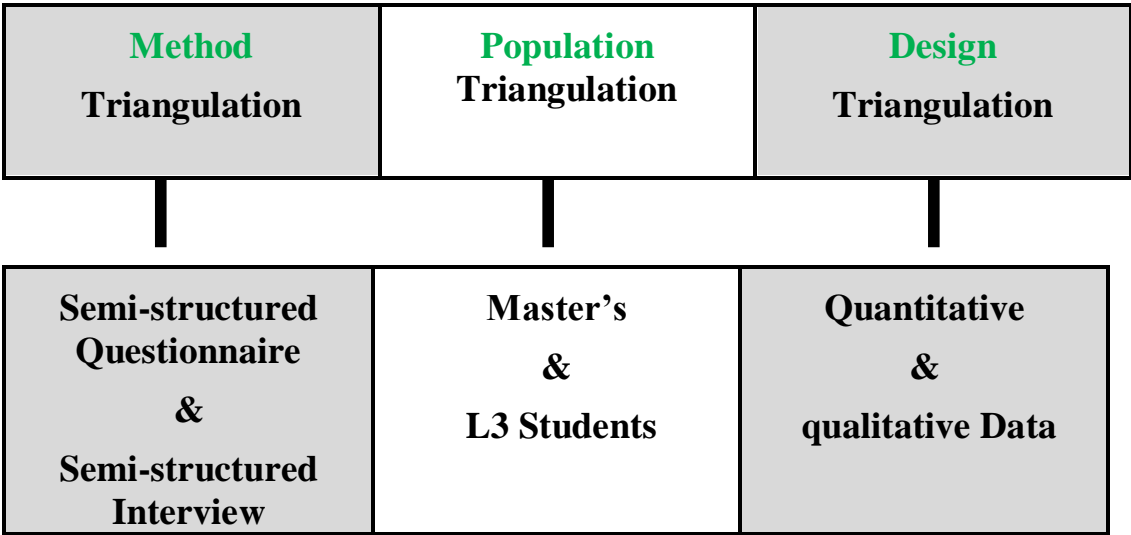


Figure 2.1 : Types of Triangulation Followed in the Current Research

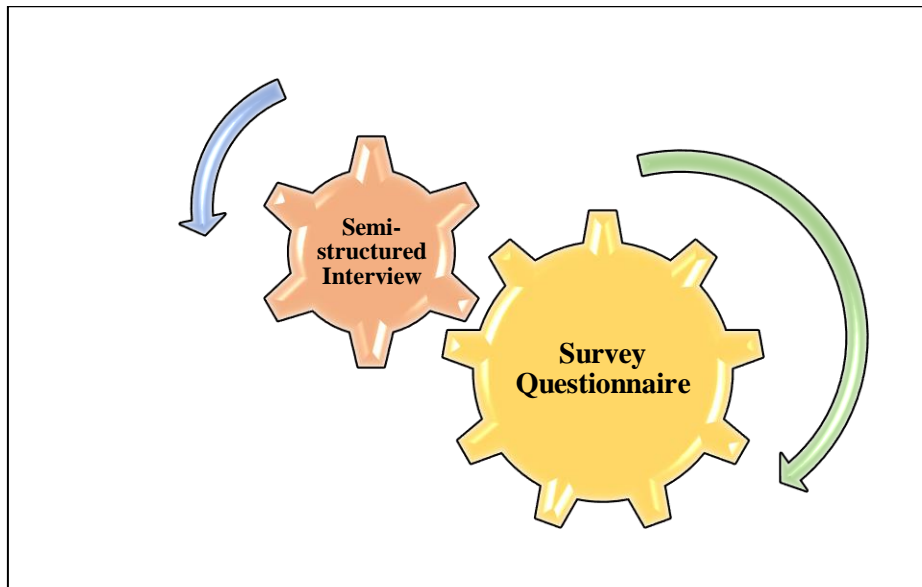


Figure 2.2: Data Collection Process

2.4.1. Students' Questionnaire

Questionnaires are considered as the most frequently used research instrument in any research attempt. A questionnaire may consist of three types of questions: close-ended questions, open-ended questions and multiple-choice items. As a matter of fact, close-ended and multiple choice questions provide quantitative or numerical data, while open-ended questions are useful for collecting qualitative data, as they allow participants to provide detailed responses. However, when designing a questionnaire the researcher should bear in mind that it “valid, reliable and unambiguous” (Richard& Schmidt, 2002, p. 438).

The questionnaire is distributed to EFL Masters' and third year students in Abou Baker Belkaid University of Tlemcen.

2.4.1.1. Piloting the Questionnaire

Piloting the questionnaire refers to testing the questionnaire with a small group of participants before distributing it to a large group or applying it in the real research project or study. A pilot test helps in identifying and addressing potential faults with the questionnaire, such as unclear questions or confusing instructions. It also helps to ensure that the questionnaire is effective in collecting accurate and relevant data (Wadood et al., 2021).

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The researcher selected three students to respond to the piloting version in order to identify any issues in the questionnaire and ensure its effectiveness in collecting accurate and relevant data, bearing in mind that those three students were excluded in the final distribution of the questionnaire. The participants provided valuable feedback, indicating that the questionnaire was clear and comprehensive with no need for any modifications.

2.4.1.2. Description

In the present study, the researcher conducted a semi-structured questionnaire where both close-ended and open-ended questions were combined. The questionnaire is divided into three sections focusing on students' background information, teachers' motivation, and teachers' e-competencies. The questionnaire begins with a brief introduction to the research project and a reminder of confidentiality.

Section one aims to gather students' background information, specifically their access to the internet, experience with online lectures during the pandemic, their motivation to study online and competence in using different platforms. Section two explores students' perception of their teachers' motivation in an online learning environment, factors that affected their motivation in the previous online teaching experience. Section three assesses teachers' e-competencies, their ability to design e-courses, manage online classes, deliver lectures successfully and assess students' learning online. This section also includes questions about the effectiveness of assessment and suggestions for a better online learning.

It is worth noting, that the questionnaire was designed using Google Forms, and distributed online on April 15th, 2023 via website of GoogleDocs in order to make the data collection process easier (see appendix A).

2.4.1.3 Analysis and Interpretation

To derive clear and definitive conclusions, computation graphs and tables are utilized to analyse the retrieved responses alongside in depth explanations. This is done to ensure accuracy and precisions in the interpretation of the analysed data.

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Section One: Students' Background Information

Q1: Indicate your level

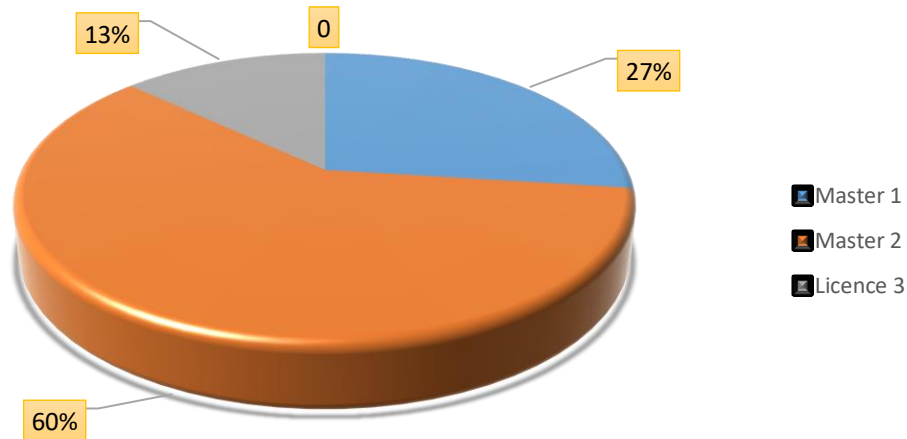


Figure 2.3: Students' Academic Level

The purpose of asking the first question in the questionnaire about participants' level of education was to get a clearer picture of who the participants are (figure 2.1). By knowing the educational background of the participants, the researcher can gain insights into their experience with online teaching since the outbreak of COVID-19. The findings suggest that the majority of the respondents are Master two students (60%) followed by Master one students (27%), and third year bachelors' students with 13%.

Q2: Do you have access to the Internet at home?

Table 2.1: Internet Access in Students' Houses

| Options | Number of Students | percentage |
|---------|--------------------|------------|
| Yes | 65 | 98.4% |
| No | 2 | 1.6% |

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The data presented indicate that the vast majority of students , comprising a percentage of 98.4%, possess the ability to connect to the internet from their homes. Conversely, only a small proportion, totalling 2%, stated that they currently lack access to an internet connection. This implies that the majority of students can easily access to digital tools and study online.

Q3: Did you have online lectures during the pandemic?

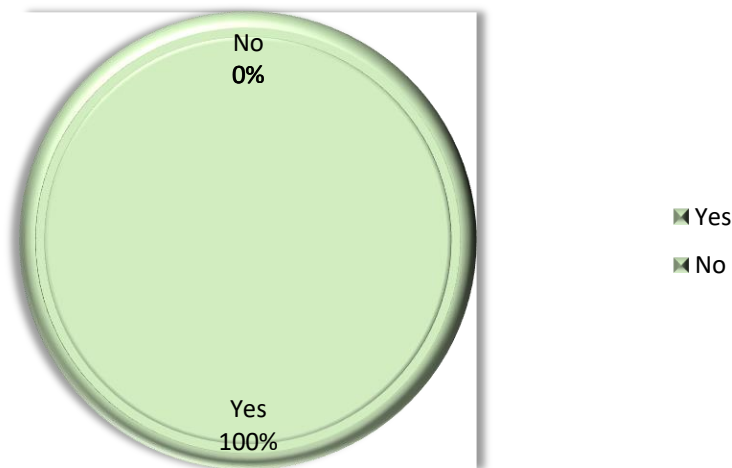


Figure 2.4: online lectures participation during the pandemic

The figure above clearly shows that all the participants have attended online lectures during the pandemic. There have been no respondents who have not attended any online lectures. This suggest that online learning has become a prevalent and widely adopted mode of delivering education as a result of the pandemic disruption of the traditional learning systems.

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Q4: To what extent are you satisfied with the online courses you had during the pandemic

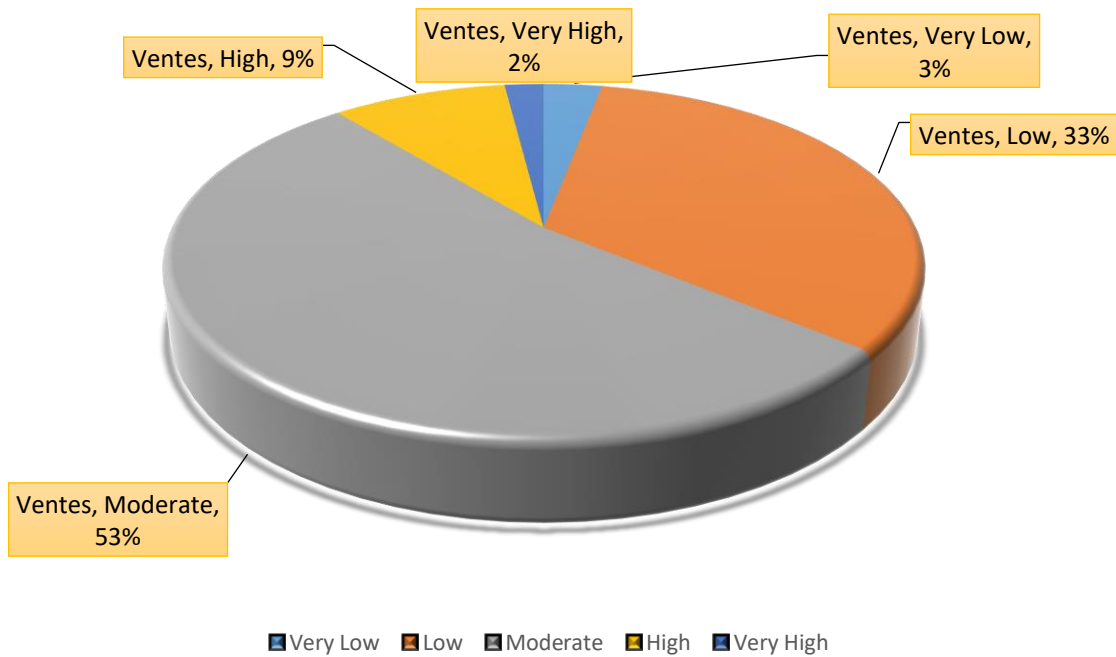


Figure 2.5: student satisfaction with online courses.

The above figure provides information on the levels of satisfaction among respondents regarding the online lectures they had. The percentages show that out of all the respondents 12.7% expressed very low levels of satisfaction, 30.2% of respondents were not satisfied, 47.6% showed moderate levels of satisfaction, 7.9% were highly satisfied, and only 1.6% exhibited very high satisfaction. Therefore, we can come with the conclusion that satisfaction level of students tends to be moderate or low.

Q5: To what extent you were motivated to study online?

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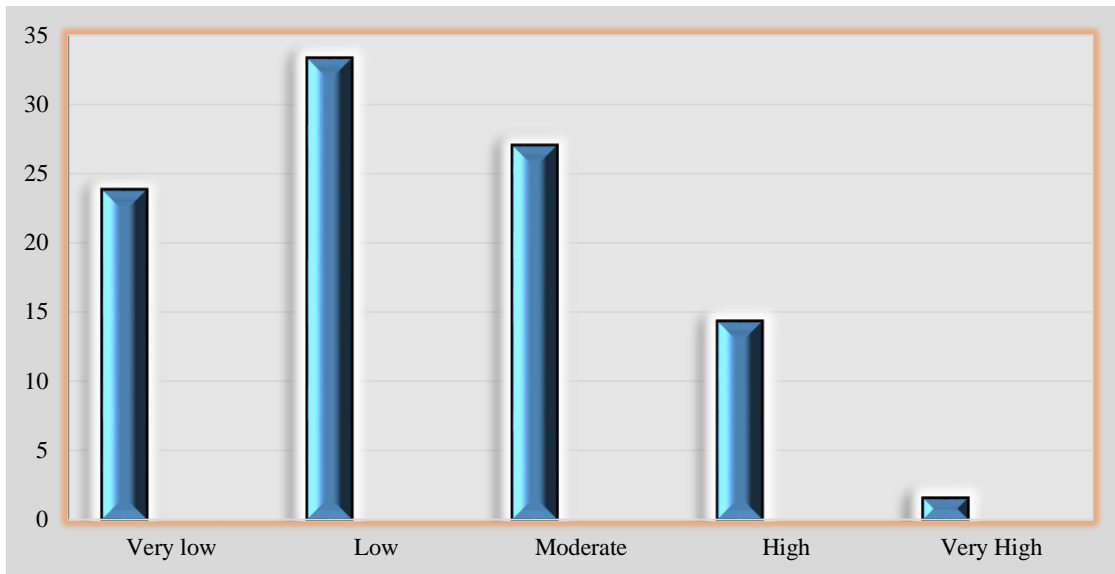


Figure 2.6: Students' motivation level during online teaching

The results reflect the distribution of motivation levels among the respondents towards studying online. The majority of the respondents (around 57%) reported low or very low motivation levels towards studying online during the pandemic. About 27% of the respondents reported moderate motivation levels, while only a few respondents (14.3% with high motivation and 1.6% with very high motivation) reported high motivation levels towards online studying. This indicates that the majority of the respondents had low motivation levels towards studying online during the pandemic.

Q6: How do you assess your competence in using different platforms such as Microsoft Teams/ Zoom?

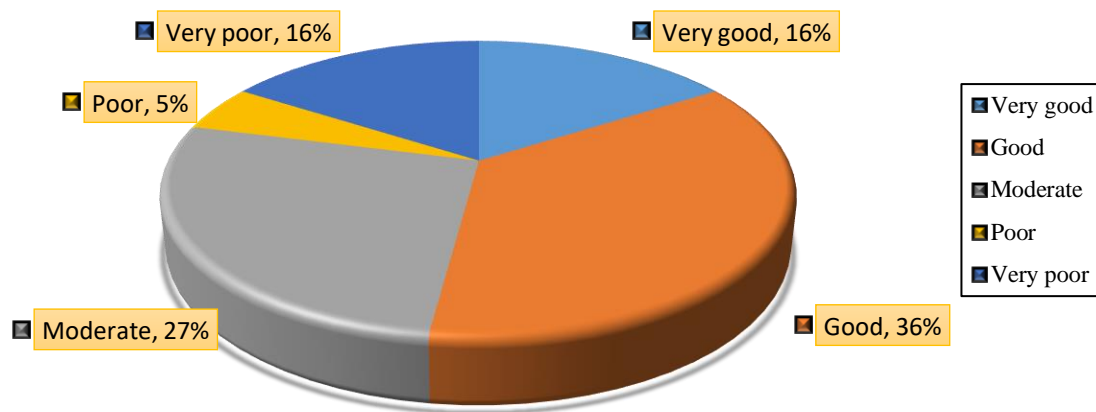


Figure 2.7: Students' self- assessment of competence in using online platforms

The results show that the majority of respondents (62%) rated their competence in using different platforms such as Microsoft Teams/ Zoom as "good" or "very good". 32% of the respondents rated their competence as "moderate". A small percentage 6% rated their competence as "poor". Overall, the results suggest that a substantial number of students may require additional support, such as training sessions or extra resources, to enhance their competencies and ensure that they can fully engage with the online learning environment.

Section two: Teachers' Motivation

Q7: How do you assess your teachers' motivation in an online learning environment?

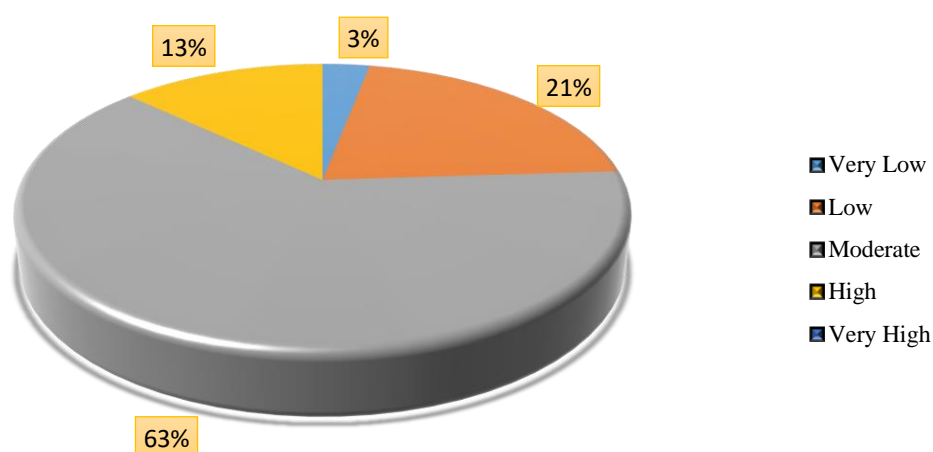


Figure 2.8: Teachers' Motivation in online Teaching

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In section two, the first question was meant to understand how students perceive the level of teachers' motivation during online teaching. According to the findings the majority of students (63%) rated their teachers' motivation as "moderate". Additionally, a significant minority of students assessed their teachers' motivation as "low" (21%). Only a small percentage (23%) of students received their teachers to have high motivation in online teaching, and no respondents rated it as very high. These results suggest that there is room for improvement in the level of motivation demonstrated by teachers in an online learning environment. While the majority of the respondents perceived the level of motivation as moderate, there is still a significant minority who see it as low.

Q8: According to you, what are the factors that affected you teachers' motivation in your previous online teaching experience?

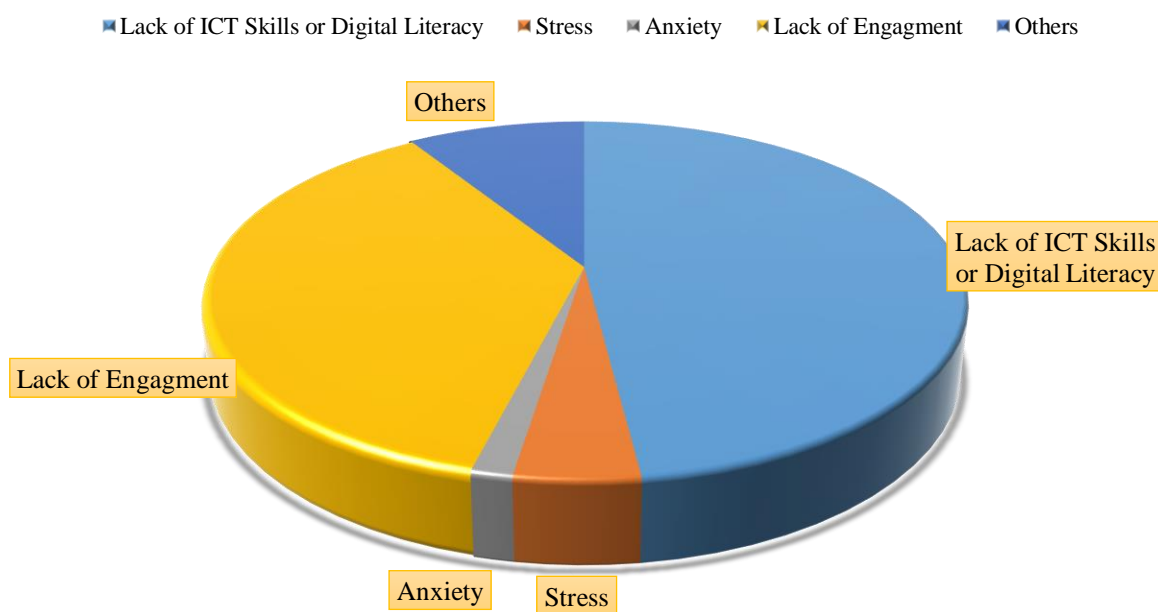


Figure 2.9: Factors affecting teachers' motivation in online teaching

To gain a deeper understanding of the factors that may have influenced teachers' motivation, a multiple choice question was used to represent the factors that affect teachers' motivation during online teaching experiences. The respondents were presented with the following options: lack of engagement, lack of ICT skills or digital

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literacy, stress, anxiety, and an option labelled “others,” which allowed respondents to indicate other factors not previously listed. The highest percentage of respondents (48%) selected the lack of ICT skills or digital literacy as the main factor affecting their teachers’ motivation. The second-highest percentage of respondents (37%) identified a lack of engagement as a factor that affected their teachers’ motivation. The remaining factors, such as stress and anxiety, were selected by 4.5% and 1.5% of the respondents, respectively. The “others” category captured a range of factors, including technical issues, such as poor network connections, lack of interest, and lack of familiarity with the online teaching environment. This indicates that the lack of ICT skills or digital literacy and the lack of engagement are the two main factors that affect teachers' motivation during online teaching experiences, according to the majority of respondents.

Section three: Teachers' E-competencies

Q9: To what extent your teachers succeeded in designing e-courses during the pandemic?

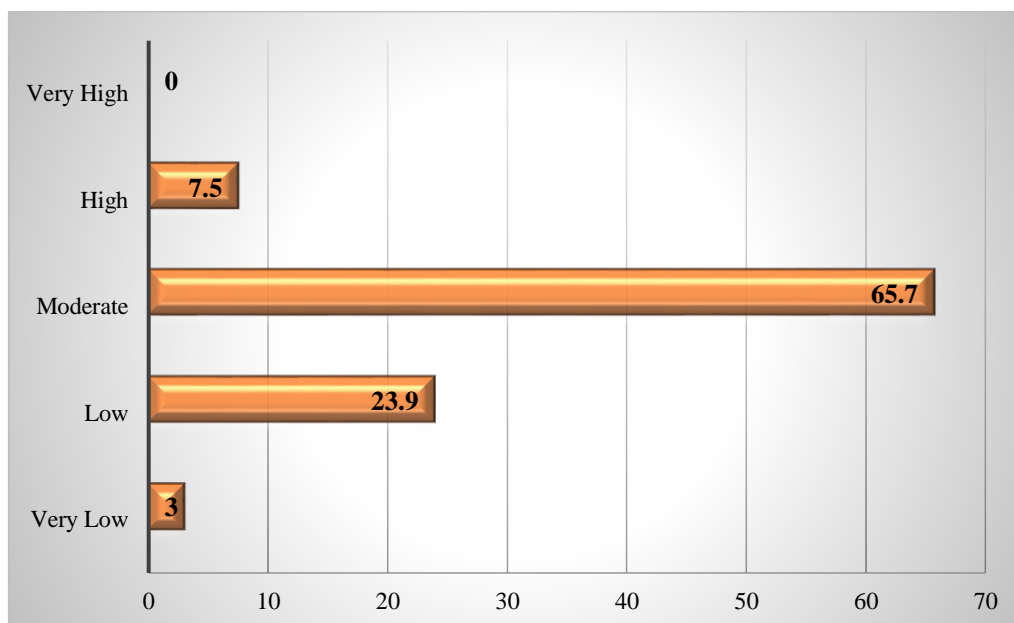


Figure 2.10: Teachers’ success in designing e-courses

The given results indicate the extent to which teachers have been successful in designing e-courses during the pandemic. The responses were divided into five categories: very low, low, moderate, high, and very high. Only 3% of the respondents reported a very low level of success, while 23.9% indicated a low level of success,

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indicating that a significant portion of the students' population may have been dissatisfied with the teaching quality during the pandemic. The largest percentage of respondents, 65.7%, indicated that their success level was moderate. A small group of 7.5% of the respondents reported high levels of success, while none of the respondents reported very high levels of success. Overall, the results suggest that while many teachers have been able to design e-courses during the pandemic, there is still a considerable need for improvement in the utilization of e-courses during the pandemic.

Q10: To what extent your teachers succeeded in managing their classes during the online sessions?

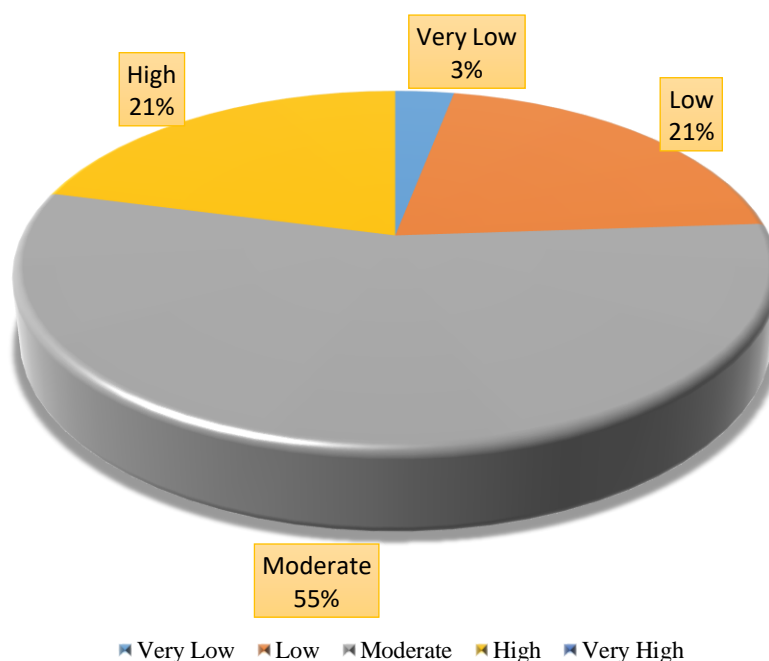


Figure 2.11: Teacher's online classroom management

This question aims to assess the effectiveness of EFL teachers in managing online sessions. The results are presented in the form of percentages, where 3% of the respondents rated their teachers' success as very low, 21% rated it as low, 55% rated it as moderate, 21% rated it as high, and none of the respondents rated it as very high. These results indicate that the majority of the respondents perceived their teachers'

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success in managing online classes to be moderate, while appreciable numbers of respondents rated it as either low or high.

Q11: Were your teachers able to manage their time and deliver the lectures successfully?

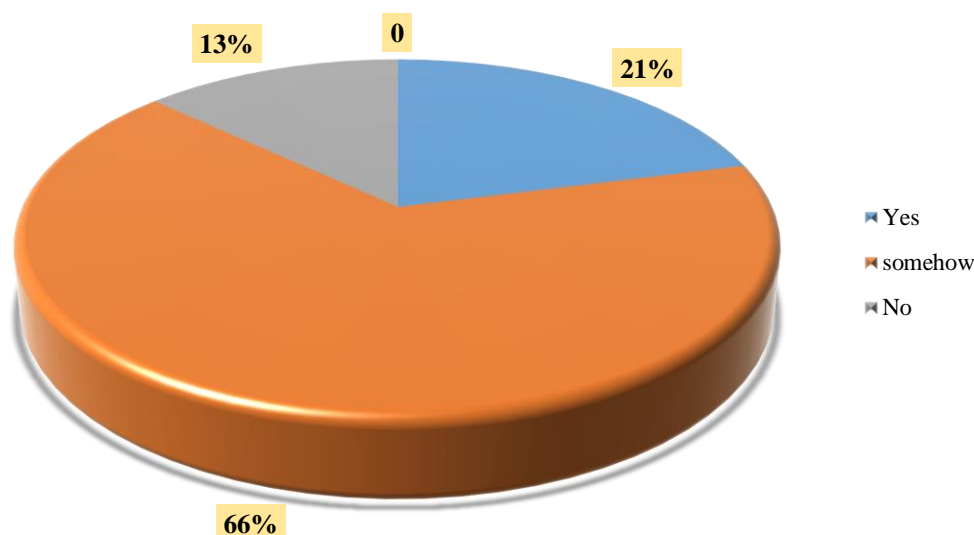


Figure 2.12: Teachers' success in time management and lecture delivery

The analyses of the figure 2.11 display a result towards teachers' success in managing their time during online teaching. The question aims to determine whether the teachers were able to utilize their time efficiently and ensure that they delivered the lectures effectively to their students despite the challenges of online teaching. A significant number (66%) felt that their were able to manage their time and deliver lectures with some level of success during online sessions. On the other side, it is important to note that a smaller group of students (21%) indicate that their teachers were able to manage time and lectures successfully, while another group of students (13%) disagreed with this statement.

However, when they asked to justify their choices there seems to be a variation. Many students reported issues with the quality of network connection, which was a

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struggle for learners to access what was being taught and also for teachers to manage their time. The challenges during the pandemic included some students' lack of interest in online learning, as well as teachers' lack of proficiency with online platforms and experience delivering lectures remotely. On the other side, some students did report that some teachers were hard working and able to deliver online lectures effectively, answering their queries and providing detailed explanation.

Q12: Have you been assessed online during the pandemic?



Figure 2.13: E-assessment during the pandemic

Table 2.2: Types of online assessment during the pandemic

| Options | Number of students | Percentage |
|---|--------------------|------------|
| Online test | 3 | 5.2% |
| Assignments (that should be given back online) | 26 | 44.8% |
| Online Presentations | 21 | 36.2% |
| Others | 15 | 13.8% |

The question aims to gather information on the extent to which EFL teachers have adopted online assessment methods in response to the pandemic. The data show that the majority of the respondents (96%) have been assessed online during the pandemic.

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Among those who were assessed online, they were asked to indicate the types of assessment they received. The most common type of online assessment were assignments that should be given back online at 44.8% and online presentations at 36.2%. Online tests were used by only 5.2% of the respondents. The results suggest that the majority of individuals were assessed online during the pandemic, with assignments and presentations being the most common mode of assessment.

Q15: To what extent you have found e-assessment effective for your learning?

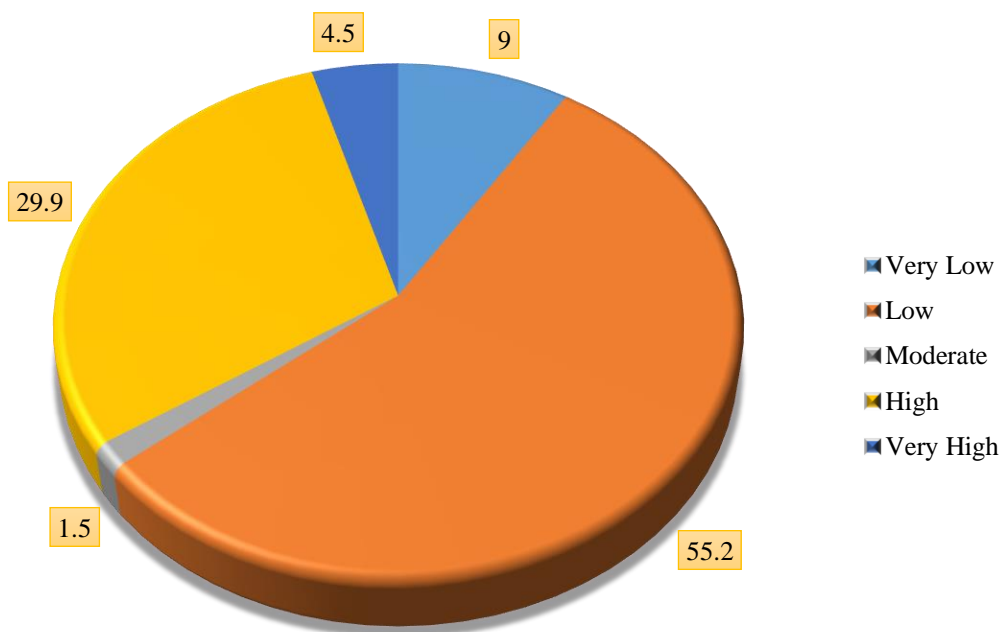


Figure 2.14: E-assessment effectiveness

The above question was asked in order to gain an insight into the effectiveness of e-assessment in supporting individual's experiences who have gone through it. According to the findings, the majority of the respondents (55.2%) found e-assessment to be low in terms of effectiveness for their learning. This indicate that there may be a number of difficulties or challenges associated with E-assessment that could impair their capacity to learn efficiently. Only a small percentage of respondents (1.5%) said the E-assessment was moderately effective, while a slightly larger percentage (28.9%) said it

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was extremely effective. It is also worth noting that a significant proportion of respondents (9% & 4.5%) reported very low and very high levels of effectiveness. Respectively, these results suggest that while some learners may find e-assessment to be highly beneficial, there may be others who struggle to derive any significant benefits from it.

Q16: what do you think are the most important changes that need to be made to make a better online learning experience?

The last question seeks to gain understanding about the extra needs that must be considered for EFL teachers specifically and how online learning can be improved generally. The responses indicate that several essential key changes are required to improve the online learning experience. One common theme that emerged was the necessity for appropriate internet connection, which was mentioned in several comments. Several other important changes were highlighted, such as improving the quality of online context by making it more interactive, emerging and visually appealing, providing training and assistance to both teachers and students in order to maximize the benefits of online learning tools, and integrating traditional learning methods with online education to provide well-rounded education experience using ICTs and online platforms.

2.4.2 Teachers' Interview

Interviews are considered as the second most popular used research instruments after the questionnaire due to its effectiveness in collecting in-depth and detailed information from respondents (Fontana & Frey, 2005). Three main types of interviews exist, structured, semi-structured, and unstructured interviews; each with its own characteristics and purposes.

In this study, a semi-structured interview was adopted to collect in depth data with teachers, for several reasons. First, for their linguistic ability: they have a great deal of knowledge regarding any research topic. Second, they are able to provide more detailed and nuanced responses to the research's questions as teachers may feel more comfortable discussing their experiences and challenges faced during online teaching rather than answering on a sheet of paper. A semi-structured interview allow for flexibility in the

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interview process. While the interviewer has a number of questions prepared, they have the freedom to ask additional questions and follow up the interviewee's responses.

It is worth noting that the interview procedure of this research was subjected to a pilot study conducted by the supervisor. The objective of the pilot study was to identify any shortcomings in the interview questions and subsequently introduce any necessary modifications.

2.4.2.1 Description

The semi-structured interview is designed to gather qualitative data from English as a Foreign language teachers regarding their experiences with online teaching during the Covid-19 pandemic. The interview consists of 10 questions (see Appendix B) covering a range of topics including teacher training, digital literacy, motivation to teach online, challenges encountered during online teaching, their opinion about the recent training on MOODLE platform.

2.3.2.2 Analysis of the Interview

Q1: How old are you?

The purpose of this question is to explore whether there is any correlation between age and motivation to teach online and acquire digital skills. However, the researcher refrained from asking this question out of respect for their privacy recognizing that age can be sensitive and personal topic. Therefore the researcher tried to guess in which age category the interviewee belongs to based on the appearance (grey hair, facial lines...etc.). The interviewees' ages spanned a wide range, from 27 to 60 years old.

Q2: How many years have you been teaching the English language?

The question "how many years have you been teaching the English language" in this research aimed to gather data on the level of experience of EFL teachers and whether this experience may affect their motivation and willingness to teach online. This may be particularly relevant in light of teachers who may be nearing retirement age or who have been teaching for many years. The responses are categorized in the table below.

Table2.3 Teachers' age category

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| Response | Description |
|----------|--------------------|
| 0 | Less Than 1 year |
| 2 | 1-5 years |
| 3 | 10-15 years |
| 2 | More than 15 years |

Q3: According to you, what are the requirements of a competent EFL teacher in today's world?

The goal behind asking this question is to identify the key skills that EFL teachers should possess in order to effectively teach in the present time. Most of the teachers agreed on fact that mastering ICT skills is with no doubts a crucial aspect of modern education, and an essential requirement for effective teaching in today's digital era. A teacher said: "Nowadays generation of learners are acquainted too much with ICTs and teachers themselves should do the same thing". Another teacher pointed out:" after having two modest years of teaching experience, I do see that teachers are in an urgent need to be always updating their teaching skills, this include ICT of course".

Q4: Have you had any in-service or pre-service training on ICTs before the pandemic?

Knowing whether the teacher received any in-service or pre-service training prior to the pandemic can also help understand their preparation and capacity to adjust the pandemic quick transition to online or blended learning. Six out of seven teachers reported that they did not receive any kind of training in ICTs *before* the pandemic. However, among those six teachers five said that the training they got *during* the pandemic was insufficient, leaving them feeling unprepared to teach using online platforms. It is worth mentioning that some of these teachers may have had to train themselves how to utilize new digital tools, which could have been difficult and time consuming. However, one teacher stated that she received a training course on MOODLE platform directed by Constantine University devoted to the newly recruited

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teachers. She stated:” when I was hired to recur, we received an intensive training on MOODLE platform, and it was during the pandemic”. A follow-up question was addressed to her about the content of this training; she mentioned that they were trained to use some software, how to design a course, how to upload a document, and how to prepare a test. The teacher added that it was really sufficient and she was able to leverage her new found knowledge to conduct online lessons effectively, and the training helped her to build her confidence in using digital tools. Whereas, the seventh teacher stated that he did not receive any training on ICTs, neither before nor during the pandemic.

Q5: When switching from traditional face to face teaching to emergency remote teaching, did you feel prepared to teach online?

This question seeks to determine teachers’ readiness to transition from traditional face to face teaching to emergency remote teaching. It inquires whether the transition to online teaching was smooth or if it presented difficulties and necessitated further preparation. Five out of seven teachers claimed that they were not adequately prepared to teach online. Most of them preferred the traditional face to face teaching and found it difficult to handle the new technologies required for online education. A teacher said:” the chalk and talk method is my cup of tea, but since it is something obligatory for the pandemic I was obliged to cope with the other way of teaching”.

The sixth teacher stated that teaching face to face and teaching behind a screen are significantly different, even if one masters technology. The last teacher mentioned that she was ready to teach online and found no difficulty in teaching through this mode.

Q6: what are the main challenges you encountered during online teaching?

In order to probe into the struggles and difficulties that teachers have faced during online teaching, the above question was addressed to them. It is broken down into multiple sub questions which delve into specific aspects of online teaching. The sub questions are designed to elicit information about the teachers’ experience and motivation in online teaching, as well as how they managed their virtual classroom and time, whether they stick to traditional courses or develop new online courses, and their

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experience assessing students online.

The first sub-question addressed to them was about their motivation to teach online. Four out of seven teachers claimed that they were not motivated to teach online, and noted that when teaching in the classroom with the presence of their learners, they were able to gauge if the learners were understood or not by looking at their faces. However, they mentioned that in e-learning there was no sense of mastery of the lecture. Two teachers did not give a clear answer about their motivation and instead stated that they were obliged to teach online even if they were not feeling motivated. Only one teacher reported feeling motivated to teach online. Another follow-up question was addressed to them asking whether the lack of ICT skills may affect their motivation to teach online. Four teachers stated that the lack of these skills or being not a digitally competent teacher can contribute negatively in their motivation. A teacher pointed out: “yes, I more than agree. Because if the teacher themselves feel unsecured about their skills, they would fear not being able to perform their duty properly”. She added: “students nowadays have a certain knowledge on ICTs and this will put the teacher in a very sensitive position”. The three teachers claimed that resistance to change and feeling not comfortable using ICTs can have an effect on the motivation of teachers. A teacher claimed: “when I was asking my colleagues around if they are using teams, most of them they found it difficult so they just kept all the sessions on-site, though it was a decision made from the ministry of higher education; the colleagues I am talking about them are quite older”.

The next two sub-questions are intended to elicit information on the teachers’ difficulties in managing their class during online courses, as well as the success of their time management strategies in a virtual environment. Six out of seven teachers reported that they were successful in managing their time and class. However, a common problem that emerged was the lack of students’ interest and engagement within the sessions, in addition to the absences of students. A teacher said: “What bothered me the most is the fact that I was speaking to a screen, though most of the students were online”. Another teacher stated: one day I found myself delivering to one student, though the lectures on teams were mandatory”. One teacher remarked that organizing a course and integrating

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students into online classes are two separate issues that must be addressed. This is the way she stressed the significance of having a particular level of mastery in online pedagogy, which was lacking at the beginning of the pandemic.

The next sub-question was meant to know whether the courses were altered to an online format or if new courses expressly designed for online teaching were established during the pandemic. Five out of seven teachers reportedly have experience with both traditional courses and e-courses and they adopted their existed course content for e-delivery, which may have involved revision or re- formulation. One teacher on the other hand, did not design e-courses due to the unpreparedness and instead stuck with the traditional courses. She stated: “to design an e-course you need to be well trained”. The last teacher implied that she had a level of training or preparation of teaching online, which made the process easier for her. However, no information was provided as to whether they created new courses devoted only for online teaching.

The last sub-question in the fifth question seeks to examine teachers’ experience and knowledge with online assessment methods, as well as, their capacity to adopt to new technology and teaching methods in response to the pandemic problems. This inquiry also seeks to ascertain whether teachers have been successful in evaluating their students learning results in an online manner. Four out of seven teachers stated that they chose not to administer online assessment due to a lack of trust the validity of such evaluations. Their biggest fear was the possibility of students cheating, which may impair the precision of the evaluation process. A teacher claimed:” I was always trying to organize my teaching materials between what to do online and on sit, among the things I prioritize to be done on site is assessment”. The remaining three teachers on the other hand, used online assessment methods, which required students to submit their works online and online presentations to assess their students’ progress and performance.

Q7: Could you speak about a lesson or part of it that you feel unsuccessful or less successful in terms of ICT?

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This question aims to identify teachers' reflections on their experiences with ICT in online teaching and identify any potential areas for improvement. It was reported by the majority of teachers that they had encountered some difficulties during online teaching. Among the challenges mentioned were issues with the stability of the internet that resulted in the disruption of audio and loss connection. There were also technical problems, background noises and problems with sharing the screen with their students. Furthermore, teachers reported that students were logging into teams, but they were having difficulty joining discussions.

Q8: Do you think that teachers are well trained for online teaching?

With the attention to know whether teachers are well prepared and appropriately trained for online teaching, the above question was addressed to them. The majority of teachers reported that teachers are not well trained for online teaching. They claimed that lack of motivation may serve as a significant factor to this issue. They added that if teachers are aware of how the world is becoming increasingly digitalized, they would give a try and keep up with the latest technology. On the other hand, some teachers are not receptive to the idea of training, particularly those who are approaching retirement. Nonetheless, there is a general consensus among teachers that training is necessary to improve online teaching practices and bridge the gap between traditional and online teaching. Another teacher stated: "it is not easy to convince teachers who are going to retire at a certain age with the idea of training, they have no willingness to this!"

Q9: Recently, university of Tlemcen has launched a training on MOODLE platform. Have you taken a part?

The above question was designed in order to have a clear picture about the recent training launched by university of Tlemcen on MOODLE platform. The majority of teachers reported that the training is focused on transversal units such as French, translation, ICT. However, they were pleased to note that the doors to this training are open for all teachers who want to participate and benefit from the training to have a certain mastery on the MOODLE platform. A follow-up question was made in order to

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provide an overview of the training sessions addressed to teachers. The respondents mentioned that the content was about how to create an account, perform the registration process, and to log in to the platform. In addition to this, teachers were also instructed on how to easily upload document, as well as how to design both a course and test. A follow-up question was addressed to know if this training is sufficient or not, only two teachers claimed that the training is not effective since they are dealing only with theories and there is no space for practice.

Q10: if a similar situation to COVID-19 pandemic will appear again, do you feel more prepared to teach online?

The purpose of this question is to assess the respondents' ability to adapt and use online teaching tools and platforms in the event of a future pandemic or comparable disaster. According to the responses gathered, six out of seven teachers feel confident in their ability to handle a similar situation to the Covid-19 pandemic. However, one teacher expressed a sense of obligation if there will be another scenario similar COVID-19.

2.5. Discussion of the Main Findings

As a researcher, it is critical to collect data from many sources in order to gain a thorough grasp of the research topic. We collected data for this study, "Redefining EFL Teacher Education Needs in the Post Pandemic Era", using a questionnaire and an interview to gain insights from both perspectives. In this research, we did not only examine the findings from the questionnaire and interview data separately, but we also conducted a cross-check analysis to discover and identify any parallels and discrepancies between the two data sets. This method of cross-checking resulted in a more announced and accurate understanding of the impacts of COVID-19 pandemic on EFL teachers and to redefine their needs in the present and post-pandemic era to ensure they adapt to the new normal effectively.

The data from both the teachers' interview (question number 5) and students' Questionnaire (question number 7) suggest that there is a lack of motivation among teachers to conduct online teaching. Four out of seven teachers admitted that were not

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motivated to teach online, while only one teacher reported feeling positively motivated. In terms of how students perceive the level of teachers' motivation during online teaching, the data show that the majority of students rated their teachers' motivation as "moderate". This suggests that while some teachers may not be highly motivated to teach online, they are still able to provide an acceptable level of engagement and in structure to their students. However, a majority of students assessed their teachers' motivation as low. 21% of students indicate that there is still room for improvement in terms of how the teachers convey their motivation and enthusiasm during online classes. The majority of the informants who were asked about the difficulties related to emergency remote teaching. Mentioned the absence or the inadequacy of Internet connectivity in certain regions in Algeria, the unavailability of unreliable, reasonably priced and speedy Internet connexion is a significant hurdle, as studies have already pointed out(e.g., Adedoyin & Soykan, 2020; Cahyadi et al., 2021; Mohammed et al., 2020)

There is a correlation between the students' questionnaire findings and the teachers' interview results. Both sources indicate that there is room for improvement in terms of online teaching effectiveness. The students' ratings of their teachers' success in managing their class and time during online teaching were below average, while the teachers recognized the lack of students' interest and engagement as a significant challenge. In terms of e-courses, the majority of students found their teachers' success level to be moderate, while teachers reported varying levels of experience and training. One teacher even expressed the notion that designing e-courses requires extensive training, which may be a significant factor contributing to teachers' lack of success in this area. Moreover, students' low motivation levels and satisfaction with online lectures could also be related to the lack of engagement and interest reported by the teachers.

Based on the findings presented, it is difficult to make a direct correlation between the teachers' decision not to administer online assessments and the students' negative perception of the effectiveness of E-assessment. However, it is possible that the lack of trust in online assessment methods from the teachers' side may have contributed to a lack of confidence from the students in such assessments, hence negatively affecting their perception of e-assessment effectiveness. Moreover, the fact that a significant

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number of students reported low effectiveness of e-assessment could be attributed to other challenges associated with online assessment, such as technical difficulties, lack of clear instructions, insufficient feedback, and limited opportunities for interaction and collaboration. These factors may also contribute to students' negative perception of e-assessment, and ultimately, their learning outcomes.

The students' perception of their teacher's lack of ICT skills or digital literacy is an important factor that emerged from the questionnaire results. In fact, nearly half (48%) of the respondents identified this as the key factor affecting their teacher's motivation in online teaching, which is a considerable percentage. It is possible that teachers' lack of ICT skills could be contributing to the students' negative perception of their performance in managing e-courses and their overall success in online teaching. If teachers are not fully equipped with the right skills and knowledge to effectively use online learning tools and technologies, this could affect the quality of instruction and, in turn, their students' motivation and engagement. Therefore, it is important for teachers to receive training and support to improve their ICT skills and digital literacy, so they can confidently and successfully manage their online courses and meet the needs of their students. By doing so, teachers can increase their effectiveness in online teaching and create a more engaging and motivating learning experience for their students.

Taken altogether, based on the above discussion, it can be concluded that the first hypothesis, which states that Algerian EFL teachers lack the necessary digital skills and motivation to teach online during the Covid-19 pandemic, is confirmed. This finding is consistent with Bensafi and Makhoulf (2022) research that suggest many teachers globally have struggled with shifting to online teaching due to a lack of digital skills. Similarly, the second hypothesis, which highlights the need for developing a new teacher training paradigm on ICTs in online teaching in the post-Covid-19 era, is also confirmed.

2.6. Conclusion

In conclusion, this chapter has provided a detailed description of the practical aspects of the study, which aimed to explore the challenges faced by Algerian EFL teachers during the Covid-19 pandemic and identify areas for teacher education improvement after the pandemic experience. The research design, including the type of research, research approach, research instruments, and sample population, was outlined in the first section. The second section analysed and discussed the results obtained from the questionnaires and interview. Finally, an overall analysis of the findings was presented, addressing the research questions and examining the proposed hypotheses. This study contributes to the understanding of the impact of the Covid-19 pandemic on EFL teaching in Algeria and provides insights into areas for future teacher education development.

General Conclusion

The COVID-19 pandemic has had a significant impact on the field of English as a foreign language teacher education. The sudden shift from in-person to online instruction has necessitated a redefinition of the needs of EFL teacher training in the post pandemic era. The shift to online teaching has demanded the adoption of new technologies and innovative approaches to pedagogy, leading to both opportunities and concerns about the effectiveness of technology in language teaching. Thus, it is imperative to teacher education programmes to prioritise the development of digital competences among teachers to ensure that they are equipped to meet the demands and opportunities of digital teaching and learning. This move in focus ultimately calls for the reimagining of EFL teacher education programmes to better prepare teachers for the evolving landscape of language education in the post pandemic year.

The current work was structured into two main chapters. The first chapter extensively covered the qualities of an effective teacher in the current era, with a focus on digital literacy. In addition to the essential knowledge and skills that all teachers should acquire, the chapter also examined the obstacles and difficulties involved in incorporating Information and Communication Technologies into education at various levels (students related, teacher related and technology related). Finally, various training models for teachers to enhance their ICT competences were assessed in this chapter.

The second chapter entitled ‘Research Methodology and Findings’ focused on the process of gathering information and analysing data both qualitatively and quantitatively. It provided also details about the nature of the research, the participants involved in the study, and the methods used to collect data. The collected data was then analysed to produce results that would help test the research hypotheses and answer the research questions. The researcher utilized two data collection methods: a questionnaire was given to Masters’ and third year English students, and an interview was conducted with seven teachers at Abou-baker Belkaid University’s English department. The data collected through these methods was analysed, interpreted, and then discussed.

The confirmation of two hypotheses were achieved by conducting a mixed methods study, collecting data from multiple sources using several research methods

such as questionnaire for students and interview with teachers and then analysing and triangulating the results. Two hypotheses were generated to be tested: the first hypothesis suggested that Algerian EFL teachers lacked the necessary digital skills, which negatively impacted their motivation to deal with new technologies during the pandemic, while the second hypothesis stated that the post Covid-19 era has raised the need to develop a new teacher training paradigm on ICTs in online teaching. The findings of the study supported both hypotheses, showing that the lack of digital skills and literacy was one of the main professional barriers faced by Algerian EFL teachers during the pandemic and highlighting the need for a new teacher training paradigm that focuses on the integration of ICTs in online teaching and learning. The study suggested that developing effective digital skills, literacy, and online teaching strategies for EFL teachers is crucial to enhance the quality of online education and meet the needs of both teachers and students.

Light was also shed on the current training on MOODLE platform provided by University of Tlemcen. While this training programme is an important and positive step taken by the University, it primary focuses on theoretical knowledge and lacks sufficient practical training, which is essential for ensuring the effectiveness and success of online teaching. Therefore, this research highlights the need to strike a balance between theory and practise in this training. This can be achieved by integrating practical components and encouraging hands on experience for teachers to feel confident in their Ability to use this platform.

Overall, these findings have important implications for researchers, policymakers and educators, as they highlight the need for providing training and support to teachers to improve their digital skills and digital literacy, and for addressing the challenges associated with online teaching and learning. Moreover, these findings call for revising the current teacher training programmes and developing new strategies to enhance the quality of online education and meet the needs of both teachers and students. In addition, these findings suggest that addressing the psychological factors that affect EFL teachers' attitudes and experiences towards online teaching and learning is crucial for effective teacher training and support. Strategies such as providing emotional support and community building opportunities for teachers, addressing anxiety and stress

management, and promoting self-efficacy and motivation could be incorporated into teacher training programmes to improve the quality of online education and enhance teacher well-being.

Even though the current research has provided valuable discoveries, there are various limitations encountered within this research. Firstly, this study aimed to conduct interviews with ten teachers but only seven teachers were available for the interviews. In addition to this the findings cannot be generalised to all universities of Algeria due to the specific context and conditions of the sample selected.

In the future, it would be beneficial for research to explore whether the instructional advancements that were a result of the pandemic will continue, modify, and integrate with technology-based teaching approaches. Developing updated EFL curricula for a post-pandemic world: Given the changes brought about by the pandemic, there may be a need to revise EFL curricula to better prepare teachers for new challenges and opportunities. Future research could explore what topics should be included in an updated EFL curriculum and how it could be delivered effectively. It is crucial for investigations to focus on the student perspective to determine which methods of teaching and learning will be most well-received in the future.

To conclude, the pandemic has raised the standards of a competent teacher and clearly shown that Algerian universities lack the necessary preparation to address urgent situations effectively, since the COVID-19 is just one of many unforeseen occurrence during these times. Algerian universities should adapt and update their education strategies to keep pace with the developed countries in the field of education.

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Appendices

Appendix A: Students' Questionnaire

Dear student,

This questionnaire is a part of a Masters dissertation meant to study EFL teacher education in the post-Covid-19 era. You are kindly invited to fill in this questionnaire. Make sure that your answers will remain confidential and used only for research purposes.

Section one: Students' Background Information

Q1: Indicate your level.

- M1
- M2
- L3

Q1: Do you have access to internet at home?

- Yes
- No

Q2: Have you had online lectures during the pandemic ?

- Yes
- No

Q3: To what extent you are satisfied with the online courses you had during the pandemic?

- Very low
- Low
- Moderate
- High
- Very high

Q4: To what extent you were motivated to study online ?

- Very low
- Low
- Moderate
- High
- Very high

Q5: How do you assess your competence in using different platforms such as Microsoft Teams / Zoom?

- Very good
- Good
- Moderate
- Poor
- Very poor

Section two: Teachers' Motivation

Q1: How would you rate your teachers motivation in an online learning environment ?

- Very low
- Low
- Moderate
- High
- Very high

Q2: According to you ,what are the factors that affected your teachers' motivation in your previous online teaching experience ?

- Lack of ICT skills or digital literacy
- Stress
- Anxiety
- Lack of engagement
- Others....

Section three: Teachers' E-comptencies

Q1: To what extent did your teachers succeeded in designing e-cources during the pandemic?

- Very low
- Low
- Moderate
- High
- Very high

Justify your choice please ?

Q2: To what extent did your teacher succeeded in managing his/her class during online sessions?

- Very low
- Low
- Moderate
- High
- Very high

Q3: Was your teacher able to manage his/her time and deliver the lecture successfully ?

- Yes
- No
- Somehow
- Could you explain how please?

Q4: Have you been assessed online during the pandemic ?

- Yes

- No

If yes, were you assessed through:

- An online test
- Assignments (that should be given back online)
- Online Presentations
- Others

Q5: To what extent have you found e-assessment effective for your learning?

- Very low
- Low
- Moderate
- High
- Very high

Q5: What do you think are the most important changes that need to be made to make a better online learning experience ?

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

Thank you

Appendix B: Teachers' Interview

Dear teacher,

This interview is a part of research entitled **Re-defining EFL Teacher Education Needs in the Post Covid-19 Era**. I would appreciate your collaboration by answering the following questions as they are momentous for the authenticity of this research.

Q1: How old are you ?

Q2: How many years have you been teaching the English language ?

Q3: According to you, what are the requirements of a competent EFL teacher in today's world ?

ICTs/ digital literacy : why? would you like to explain in which way it is important for teachers ?

No ICT : don't you think that ICTs or digital literacy is one of the essential skills that should be mastered by the teacher ? If yes, why? If no, why ?

Q4: Talking about ICTs , have you had any in-service or pre-service training on ICTs before the pandemic ?

If yes? Was it launched by the university at that time or have you taken ICT related courses by yourself? / could you please summarise what was the course about?

Q5: when switching from traditional face to face teaching to emergency remote teaching, did you feel prepared to teach online? Yes, why? Not why not?

Q6: what are the main challenges you encountered during online teaching?

Psychology: were you motivated to teach online?

E-class management: was it difficult for you to manage your class during online courses? If yes, would you like to explain it more please?

Time management: what about time management? Could you manage your time in a virtual environment?

Course design:

- Did you kept the traditional courses or you designed online courses (e-courses) if no, why please?

- Have you tried to design online courses? If no, why please ?

Assessment:

- Have you tried to assess your students online mainly talking about formative assessment?
- If yes, what are the difficulties you have faced when assessing students online?
- If no what prevented you from assessing them?

Q7: Could you speak about a lesson or a part of it that you feel unsuccessful or less successful in terms of ICT?

Q8: Do you think that teachers are well trained for online teaching?

Q9: Recently, university of Tlemcen has launched training on MOODLE platform

- Have you taken a part in this training?
- Are all teachers concerned with this training? If no, specify please for whom is devoted?
- Can you give us an overview about this training? What are the courses you have dealt with?
- What do you think about this training? Is it sufficient?
- Would you please add any suggestions or recommendations for this training?

Q10: if a similar situation to Covid-19 pandemic will appear again, do you feel more prepared to teach online?

- Psychological speaking, are you ready to handle a similar situation to Covid-19 and motivated to teach online?
- In terms of course design, do you have special courses designed for e-learning? If you have anything to add you are more than welcome

Thank you

Summary:

This research investigated how the COVID-19 pandemic affected English as a Foreign Language (EFL) teachers' teaching practices. The study found that many EFL teachers faced challenges with their ICT skills, which impacted their motivation to teach online. It suggests introducing training programs for EFL teachers to improve their ICT capabilities and enhance their motivation for online teaching.

Keywords : pandemic , EFL teachers, training , digital literacy , challenges, online education.

Résumé:

Cette étude examine l'impact de COVID-19 sur les pratiques pédagogiques des enseignants d'anglais en tant que langue étrangère. Les résultats montrent que le manque de compétences en TIC parmi ces enseignants a été un obstacle majeur pendant la pandémie, affectant leur motivation à enseigner en ligne. Il est recommandé d'introduire des programmes de formation pour améliorer leurs compétences en TIC et leur motivation.

Mots-clés : pandémie, professeurs d'anglais langue étrangère, formation, littératie numérique, défis, éducation en ligne.

المخلص

تركز الدراسة على استكشاف أثر فيروس كورونا المستجد على ممارسات تدريس اللغة الإنجليزية كلغة أجنبية من قبل المدرسين. وهدفت هذه الدراسة إلى تحديد التحديات التي يواجهها المدرسون خلال الجائحة، وكيف تؤثر تجربتهم في ممارساتهم التعليمية، وما هو النوع من الدعم التربوي الذي يحتاجونه للتكيف مع الواقع الجديد. وقد أجري البحث باستخدام أسلوب مختلط، حيث تم جمع البيانات من مصادر متعددة. وقد أوضحت الدراسة أن نقص الخبرات والمهارات في تقنيات تكنولوجيا المعلومات والاتصال في صفوف مدرسي اللغة الإنجليزية كلغة أجنبية كان من التحديات الرئيسية خلال الجائحة، والتي أثرت على دافعيتهم للتدريس عبر الإنترنت. ولذلك، تم توصية بإدخال برامج تدريب على تحسين مهارات المدرسين في تقنيات تكنولوجيا المعلومات والإعلام، وتعزيز دافعيتهم للتدريس عبر الإنترنت.

الكلمات المفتاحية: جائحة ، مدرسو اللغة الإنجليزية كلغة أجنبية ، تدريب ، نحو الأمية الرقمية ، تحديات ، تعليم عبر الإنترنت.

