

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



Faculty of Letters and Languages
Department of English
Section of English

THE IMPACT OF COVID-19 on EFL TEACHING
(The Case of 3rd Year University Students).

Dissertation submitted to the department of English as a partial fulfilment of the requirements for Master's degree in Didactics of Foreign Languages.

Presented by

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Examiner

2022 - 2023

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Dedication

I would like to dedicate this humble work to myself, my efforts, courage and patience. I am proud of myself for being able to accomplish this work, and came so far in my studies.

My little sister Rania my princess, my heart, I thank her for all her love, sincerity and encouragement, she believed in me when nobody did. She has always been supportive to all my decisions.

My Friend, Fazil who helped me in achieving this thesis. Nesrine, Mehdi and Nabil my beloved friends who were very cooperative and comprehensive through-out this year. Thanks for your emotional and moral support.

To all those who believe in me and pray for me to achieve this work.

Zayneub.

Acknowledgment

I would like to acknowledge and present my warmest thanks to my supervisor Dr. ASSIA BENETTAYEB who made this work possible. Her guidance, patience, motivation, enthusiasm and immense knowledge and advice carried me through all stages of writing my dissertation. I could not have imagined having a better advisor and mentor for my Master work.

I would like also to thank the jury members: Professor ABDELKADER BENSFAFA, and Mrs NADJIA YAHIAOUI, for having accepted to read and evaluate my research paper. Thanks to all of you

Abstract

Many universities and institutions around the world have closed their doors due to COVID-19 pandemic situation. This decision was made two years ago to help prevent and protect students and teachers from infectious COVID-19 disease. In this critical situation, universities around the world have decided to transit to online learning platforms and stop Face to Face (F2F) learning. Something that represents a new teaching/learning environment and a challenge for university teachers/students in general and English Foreign Language (EFL) teachers/students in particular. The aim of this research is to investigate the impact of this sudden shift on higher education. This study is carried out through two chapters; the first one is a literature review that highlights a comprehensive summary of the research main components, and the second one is the case study which was held in the department of English at Abu Bakr Belkaid University of Tlemcen with 4 teachers and 40 students. Two questionnaire and classroom observation were used to collect data which was analysed both qualitatively and quantitatively. The obtained results were interpreted and discussed and at the end of the work a set of useful recommendations and suggestions were presented.

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List of Acronyms and Abbreviations

AF: Absolute Frequency.

COVID-19: Corona Virus Disease N19.

EFL: English a Foreign Language.

ERT: Emergency Remote Teaching

ELT: English language Teaching.

FL: Foreign Language.

F2F: Face to Face

LMD: License Master and Doctorate.

PHD: Philosophy doctor

RF: Relative Frequency.

RQ: Research Questions.

VS: Versus.

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General Introduction

Over the past two years, the world has been facing a severe pandemic situation that has forced most countries to take extreme protective measures. The impact of COVID-19 was widespread, it has come to exterminate lives, dismantle projects and damage economies. The educational system was as well affected by this pandemic. Schools and universities had to close their doors to contribute to the quality of life of people in conditions of isolation and social distancing. One of the effective solutions that helped in these circumstances, was to replace classroom teaching with online teaching, commonly called Emergency Remote Teaching, ERT.

In developed societies, the remote learning method is not a new one. Students there are used to attend some of the online classes, and have not experienced as many challenges and difficulties as the students in developing societies. With the current information technology revolution in the world, learning and teaching are no longer limited to a time and a place. As many people use digital media, online practices have been a part of their lives, and that is why the internet has found its way to education.

Many universities and institutions around the world offer online courses and education programs, which are helping the students complete their courses outside of traditional face-to-face learning environment. After the World Health Organization has declared the new COVID-19 as a global pandemic, critical physical distancing measures have been implemented in many countries in order to prevent the spread of the virus. This decision has had a major impact on the education system, as it led to the closure of many educational institutions. In such critical situations, online learning is the most appropriate solution. F2F classroom teaching was soon replaced with online classes and digital educational materials. In developed societies where e-learning is very common, switching from F2F to online classes was not a big issue to discuss.

However, for the other countries, mainly developing countries, it has posed a major challenge for them. Educational institutions in these countries lack experience in this kind of situations, so the courses they are offering online are different from the well-planned OL courses. Understanding those differences will help them evaluate this ERT

and adapt their practices to the requirements. Adapting to the online environment takes time, energy, patience, and a willingness to try new teaching strategies and new tools.

In this work, we will deal with the impact of COVID-19 pandemic on EFL Teaching methods, for the main objective of showing the huge impact of COVID-19 on Algerian Education. This study also aims to inspect the difference between teaching methods pre, during, and post COVID-19. The current research comes to ask the following research questions:

1- How did teachers teach during/Post pandemic?

2- How was the impact of COVID-19 on the Algerian University?

In the light of these questions, it is hypothesized that:

- COVID-19 forced teachers to use online learning and avoid face-to-face learning due to the quarantine. They shifted back to F2F teaching with the disappearance of the Pandemic.

- The Algerian University was seriously and negatively impacted by COVID-19 mainly in the shift from normal teaching to online teaching.

Our study is divided into two chapters. The first chapter, is a Literature review, devoted to its spread, impact on different sectors mainly economy, society, politics, health and culture. In addition to its impact on Algerian education (Primary, Middle, Secondary schools). As well as University.

The second chapter represents the case study with reference to data collection instruments (two questionnaires used and classroom observation), result analysis, interpretation and discussion. Some useful recommendations and suggestions are addressed to teachers and students at the end of the work.

Chapter One: COVID19 and EFL University Teaching

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1.1. Introduction

The COVID-19 pandemic that has swept the world over the past two years (2019/2021) has become not only a public health challenge, but also the biggest catastrophe since World War II. The impact of the pandemic is multifaceted, affecting all areas of human society around the world. It has wrecked almost every country's educational system, affecting nearly 1.6 billion students worldwide. The Covid-19 pandemic has significantly impacted the field of EFL teaching, causing a shift in teaching methods and approaches. This work explores the effect of Covid-19 on EFL teaching and how educators were adapted to these changes.

1.2. COVID-19: Definition and Spread

Coronavirus disease 2019 (COVID-19) is an infectious disease caused by a virus. The first known case was identified in Wuhan, China in December 2019. The disease quickly spread around the world, leading to the COVID-19 pandemic. Most people who fall sick with COVID-19 will experienced mild to moderate symptoms and recover without special treatment. However, some became seriously ill and require medical attention. Disease and public health expert consider this Coronavirus, as unprecedented due to the speed and ease of spread on one hand, and the broad spectrum of symptoms it causes on the other hand, as the severity of these symptoms ranges from absent to fatal. As a result, many societies have not been able to control it (CSEE, 2021).

Symptoms of COVID-19 can vary, but usually include fever, cough, headache, fatigue, shortness of breath, loss of smell and taste. Symptoms can begin one to fourteen days after exposure to the virus. The virus can be spread from an infected person's mouth or nose as small liquid particles when they cough, sneeze, speak, sing, or breathe. These particles range from larger respiratory droplets to smaller aerosols. They can become infected by inhaling the virus if they are near someone with COVID-19 or by touching a contaminated surface and then touching the eyes, nose, or mouth (World Health Organization). Viruses spread more easily in homes and in crowded environments. COVID-19 is transmitted when people breathe air contaminated by droplets and airborne

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particles that contain the virus. The risk of inhaling them is higher when people are nearby, but they can be inhaled from longer distances, especially indoors. Transmission can also occur by splashing or spraying contaminated liquid into the eyes, nose, or mouth, and rarely through contaminated surfaces. People are contagious for up to 20 days and can spread the virus even if they do not develop symptoms.

Older adults are at higher risk of developing severe symptoms. Some people continue to experience a range of effects (COVID persists) for months after recovery and organ damage has been observed. Multi-year studies are underway to further investigate the long-term effects of the disease (Helfer and Austin, 2011).

Several COVID-19 vaccines have been approved and distributed in various countries (Sirohi, 2021), which have launched mass vaccination campaigns. Other precautions include social or physical distancing, isolation, ventilating indoor spaces, using masks or face coverings in public, covering coughs and sneezes, washing hands and do not let unwashed hands touch your face. While work is underway to develop drugs that block the virus, the mainstay of treatment is supportive. Management includes symptomatic treatment, supportive care, isolation, and experimental measures (Cullet, 2003).

1.3. Impact of COVID-19 on Different Sectors

COVID-19 pandemic has had a significant impact on the world as it affect every aspect of our lives from healthcare to economy. The virus has caused millions of deaths and infections worldwide, leading to lockdowns, travel restrictions, and social distancing measures.

In this chapter, we will explore the impact of COVID-19 in six key areas: economy, society, politics, healthcare, culture and education.

1.3.1. Economy

Pandemics have both short-term and long-term financial consequences for nations around the world. Quarantine is being imposed, health facilities are being prepared,

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infectious cases are being isolated, and contacts are being traced, all of which require public health resources, human resources, and implementation costs. It also includes health-system expenditures for providing health-care services to infectious cases, as well as the procurement of consumables such as antibiotics, medical supplies, and personal protective equipment (Yexiu *et al*; 2021).

Pandemics can also result in decreased tax revenues and increased expenditure, causing financial stress, particularly in Lower-Middle-Income Countries (LMICs), where fiscal constraints are greater and tax systems still require improvement. This economic impact severity was observed during the Corona virus because of an increase in public health expenditure, economic downfall, and revenue decline due to the government's inability to raise revenue due to quarantine and curfews (Shang *et al*, 2021).

Economic shocks are common during pandemics due to a labour shortage caused by illness, an increase in mortality, and fear-induced behaviour. Other reasons for the pandemic's economic slowdown include transportation disruption, workplace closures, restricted trade and travel, and a closed land border.

Millions of businesses are facing extinction. Almost half of the world's 3.3 billion workforce is at risk of losing their jobs. Workers in the informal economy are particularly vulnerable because the majority lack social protection, access to quality health care, and productive assets. Many people are unable to feed themselves and their families during lockdowns because they lack the means to earn a living. For most people, no income means no food, or at best, less food that is less nutritious (Douglas, 2022).

1.3.2. Society and Politics

Pandemics have considerable social and political consequences, including population displacement, national conflicts, and increased social tension and discrimination. Many pre-modern pandemics resulted in significant demographic shifts, moral shocks, and social and political problems. Evidence suggests that pandemics can cause political tensions and disturbance, especially in countries with weak institutions. The 2020 Corona virus caused political and social unrest in the state as the government imposed quarantine and curfews to contain the disease's spread with security forces, which the general public perceived as a conspiracy and a reason to oppose the government. This issue sparked riots and violence in the country, threatening medical

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personnel and destroying healthcare facilities and supplies. Anxiety, social isolation, fear-inducing behaviour, and other subtle social disruptions are common in modern pandemics.

The Covid-19 pandemic has had a significant impact on the social and political side of societies around the world. Here are some ways in which the pandemic has affected these aspects:

1.3.2.1. Social Impact

The impact was serious and here are its main features:

- Social distancing and lockdowns: Governments around the world have implemented social distancing and lockdown measures to curb the spread of the virus. These measures have resulted in the closure of businesses and public spaces, and the implementation of remote work and virtual social gatherings. The effect has been that people have had to change their social behaviours and adapt to new ways of working and socializing. (Ohchr & Who,2008)
- Mental health: The pandemic has had a significant impact on people's mental health. The isolation and uncertainty caused by lockdowns and social distancing measures have increased feelings of loneliness, anxiety, and depression. (Ohchr,2022)

1.3.2.2. Political Impact

This can be summarized as follows:

- Global cooperation: The pandemic has highlighted the importance of global cooperation in tackling global health crises. However, it has also exposed the lack of preparedness of some countries to respond to such crises. (Prime Minister of Vietnam. (2020).
- Government response: The pandemic has been a test of governments' ability to respond to crises. Some governments have been criticized for their slow and inadequate response, while others have been praised for their effective measures.
- Economic impact: The pandemic has had a significant impact on the global economy. Governments have had to implement fiscal policies to mitigate the economic impact of the pandemic, including providing financial support to businesses and individuals (Kumari and Shukla,2020).

- Political polarization: The pandemic has also led to increased political polarization. In some countries, there has been a sharp divide between those who support government-imposed measures and those who oppose them, which has led to protests and political tension. Overall, the pandemic has had a profound impact on societies around the world, and it will take time to fully understand the long-term social and political consequences of the crisis. (Vodden, *et all*, 2021).

1.3.3. Health

The COVID-19 coronavirus pandemic has caused 52,869 deaths and 10, 10,066 confirmed cases (World Health Organisation, 2020). It has four stages of transmission: imported cases, local transmission, community transmission, and transmission out of control. Transmission refers to the transmission of microorganisms from one infected individual to another uninfected person, either through direct contact, through droplets, or through indirect contact such as surface contamination (Chapman, 2015). The pandemic has had a profound impact on the global health sector. The impact was clear in:

- Increased demand for health services: The COVID-19 pandemic has put a significant strain on health systems around the world. Hospitals have been overwhelmed with patients, and there has been an increased demand for medical supplies and equipment (Kumar, *et all*, 2022).
- Changes in healthcare delivery: The pandemic has resulted in significant changes in the way healthcare services are delivered. Many healthcare facilities have shifted to virtual consultations and telemedicine to reduce the risk of infection.
- Disruption of routine healthcare services: The pandemic has also led to the disruption of routine healthcare services such as elective surgeries, preventive care, and non-urgent medical appointments.
- Increased mental health needs: The pandemic has had a significant impact on mental health, with many people experiencing anxiety, depression, and other mental health issues (United Nations, 2015).
- Shortage of healthcare workers: The pandemic has resulted in a shortage of healthcare workers, with many healthcare professionals becoming infected with COVID-19 or having to quarantine due to exposure (Kinney and Clark, 2004).

- Financial impact on healthcare facilities: The pandemic has had a significant financial impact on healthcare facilities, with many experiencing a reduction in revenue due to the disruption of routine healthcare services.

Overall, the COVID-19 pandemic has had a profound impact on the health sector, with healthcare systems around the world facing significant challenges in responding to the crisis.

1.3.4. Culture

The COVID-19 pandemic has had a profound impact on culture, affecting everything from how we consume art and entertainment to the way we celebrate holidays and engage with one another (World Health Organisation,2020). Here are some of the ways in which COVID-19 has impacted culture:

- Closure of cultural institutions: The pandemic has forced the closure of museums, art galleries, theatres, cinemas, and other cultural institutions around the world, disrupting the lifestyle of artists and cultural workers (UNESCO, 2021).
- Rise of online culture: With people staying at home, the internet has become the primary means of accessing culture. Many cultural institutions have adapted by creating virtual exhibitions, performances, and events. Online streaming services have also experienced a surge in demand as people turn to them for entertainment (Claude pepper center,2019)
- Cancellation of events: Many cultural events, festivals, and concerts have been cancelled or postponed due to the pandemic, causing significant losses for the cultural sector and disappointing fans (Prakash,2020).
- Change in the nature of cultural expression: The pandemic has inspired new forms of artistic expression, such as virtual performances, online art exhibitions, and socially distanced public art. It has also led to a surge in pandemic-themed art and literature. (UNESCO, 2021).
- Impact on cultural tourism: The pandemic has had a severe impact on cultural tourism, with many destinations closed or inaccessible due to travel restrictions. This has had a significant impact on local economies that rely on tourism (Digital culture, 2020).

- Impact on traditional celebrations: Many traditional celebrations, such as weddings, funerals, and religious festivals, have been impacted by the pandemic, with restrictions on the number of people who can attend and the way in which these events are held. Migrants are particularly vulnerable to the epidemic's effects on their cultural traditions and access to public resources (ILO *et all*, 2020)

In short, The COVID-19 crisis is having a major impact on the moral culture of the world(Policy and Evidence (Centre Digital Culture, 2020), which has been contested throughout history, disrupting traditional forms of expression and inspiring new ones, but also highlighting the resilience of cultural workers and their ability to adapt to changing circumstances.

1.4. COVID-19 and Education

COVID 19 is a pandemic that spreads across the globe, affecting numerous nations and a sizable population. It has had a negative impact on not just the world's healthcare system but also the global economy, socio-political climate, cultural environment, and educational sector (Harris and Larsen, 2019). The impact of the pandemic on the field of education was significant. Here are some of the ways in which COVID-19 has affected education:

Furthermore, the COVID-19 pandemic has had a significant impact on education systems around the world. Here are some of the ways in which COVID-19 has affected education:

- School closures: In an effort to contain the spread of the virus, many countries have temporarily closed schools and universities, disrupting the education of millions of students (Kuhfeld *et all*,2020).
- Shift to online learning: To continue education during school closures, many schools and universities have shifted to online learning. This has presented challenges for students who do not have access to reliable internet or digital devices (Arora and Dhull,2017).
- Increased education inequality: The shift to online learning has highlighted existing inequalities in access to education. Students from lower-income families or remote areas may not have access to the same resources as those from more affluent areas.

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- Mental health concerns: The pandemic has caused stress and anxiety for many students and educators, as they navigate changes in their education and personal lives. (Singh *et al*,2020).
- Delayed or cancelled exams: Many exams, including university entrance exams, have been delayed or cancelled due to the pandemic, causing uncertainty for students. (Marcotte and Helmelt,2008).
- Reduced enrolment: The economic impact of the pandemic has led to reduced enrolment in schools and universities, as families struggle to pay tuition fees (Yunfeg *et al*, 2009).
- Changes in teaching practices: The pandemic has forced educators to adapt their teaching practices, with some embracing new technologies and others finding new ways to engage with students in a remote learning environment (Keegan,1995).

1.4.1. COVID-19 AND ALGERIAN SCHOOLS

The COVID-19 pandemic has caused significant disruption to education systems around the world, with long-term consequences for students and educators (UNESCO 2020). In Algerian schools. The situation was similar to what invaded the globe, in education, the pandemic caused serious challenges.

1.4.1.1 Primary Schools

Primary education, otherwise known as elementary education is a critical stage in the education process. It is the education given to children in primary schools. It lays the foundation that ensures the success of other levels of education .Its importance in the educational process never exaggerated. Children deprived of this are clearly at a disadvantage. When the World Health Organization declared COVID-19 a pandemic on March 11, 2020, few could have predicted the devastating impact the virus would have on the education of children around the world.

COVID-19 had huge impact on the education of Algerian children.

The outbreak of COVID-19 has had a significant impact on the education sector in Algeria, with schools and universities closing their doors to prevent the spread of the virus. As a result, primary education in Algeria has been disrupted, students will miss more than half of their individual schooling between 2020 and 2022, being forced to adapt

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to new ways of learning. One of the biggest challenges faced by primary education in Algeria during COVID-19 was the lack of access to technology and internet connectivity for many students, this has made it difficult for students to participate in online classes and access educational resources, putting them at a disadvantage compared to their peers who have better access to technology (UNESCO,2020).

The Algerian government has taken several measures to mitigate the impact of COVID-19 on primary education, for example, they have launched a distance learning program that provides students with educational materials via television, radio, and the internet. Despite the challenges, many teachers in Algeria have come up with innovative solutions to ensure their students continue to learn during the pandemic, some have created WhatsApp groups to communicate with their students and provide them with assignments, while others have recorded video lessons and shared them via social media (Ghounane, 2022).

The disruption to primary education in Algeria has also had a negative impact on students' mental health. Many students are struggling with feelings of isolation and anxiety, as well as the stress of keeping up with their studies in a challenging environment (Ilo, *et al*,2020).

Even when children were in school, the amount of learning time they have lost due to the pandemic exacerbates what UNICEF calls “desperately poor performance” For example in Primary education, schools reopened progressively, and in groups, in a class that contains 40 students, 20 among them study the Morning shift, from 08 am to 12 am and the other half study the afternoon from 01.30 pm to 4.30 pm. (About Algeria, 2020).

Lastly, primary education in Algeria has been significantly impacted by COVID-19, with students facing numerous challenges and disruptions to their learning. However, the efforts made by the Algerian government and teachers to adapt to the situation have helped to mitigate some of these challenges, and it is hoped that students will be able to return to normal schooling soon.

1.4.1.2 Middle Schools

The COVID-19 pandemic has significantly impacted the education system in Algeria, particularly middle schools. The sudden closure of schools and implementation of remote learning has posed numerous challenges for students, teachers, and parents

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alike. Middle school students in Algeria have faced numerous challenges due to the COVID-19 pandemic (Zhang, *et al*,2020).

Many students do not have access to reliable internet or technology, making it difficult to participate in remote learning, the lack of face-to-face interaction with teachers and peers has resulted in decreased motivation and engagement in learning. Furthermore, the closure of schools has disrupted the routine and structure that many students rely on, leading to increased stress and anxiety. Some students may also be experiencing financial difficulties or family issues as a result of the pandemic, moreover impacting their ability to focus on their studies. Teachers in middle schools have also faced significant challenges due to the COVID-19 pandemic, the sudden shift to remote learning has required teachers to adapt quickly to new technology and teaching methods, which can be overwhelming and stressful.

Teachers must find ways to engage and motivate students who may be struggling with the transition to remote learning. The lack of Face-to-Face interaction with students also makes it difficult for teachers to provide individualized support and feedback, which can impact student learning outcomes. Remote learning has been implemented in middle schools across Algeria as a way to continue education during the pandemic. While this approach has allowed for some continuity in learning, it has also presented numerous challenges. (Ghounane, 2022)

It is important for policymakers and educators to consider the potential long-term effects of the pandemic on education, and develop strategies to mitigate any negative impacts. With continued effort and investment, it is possible to overcome the challenges posed by COVID-19 and ensure that students in Algeria receive a quality education.

1.4.1.3 Secondary Schools

Secondary school students of Algeria are more likely to drop out, and high school seniors, especially those from low-income families, are less likely to pursue secondary education. The crisis is impacting not only academic performance, but students' overall health and well-being, with more than 35% of their parents being very concerned about their child's mental health. The consequences of the pandemic threaten to affect the future prospects of this generation, limiting their options into adulthood. It can affect their chances of attending college and eventually finding a fulfilling job that will allow them

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to support their family. The COVID-19 pandemic has impacted school calendars and reduced student literacy where students experienced anxiety and sudden disruption to the Trimester and its activities, research projects and internships, delays in graduating for example the Baccalaureate exam has been postponed to September instead of June (Ellen,2021).

Those final exams classes depended mainly on Private tuition, which took different forms depending on the student's household income. Under COVID-19, all forms of private tutoring stopped except one-to-one and small groups of up to three students per group. These continued because teachers were secretly conducting them at their own or their student's homes. This was very expensive in both cases. This situation created a further disparity of distribution among students based on their household socioeconomic background (Jacob, 2020).

1.5. COVID-19 and Algerian Universities

One of the most significant impacts of COVID-19 on EFL teaching in Algeria has been the shift to online instruction. While online teaching has its advantages, such as increased flexibility and accessibility, it also presents challenges such as technological issues and difficulties in maintaining student engagement

1.5.1. Pre-COVID Teaching

Education in Algeria is free and compulsory for children aged between 6 and 15. The primary, secondary, and university levels of education make up the educational system. Five years are spent in primary school, followed by four years in lower secondary school and three years in upper secondary school (Grandguillaume, 2004). With a focus on expanding access to education and raising educational standards, the Algerian government has made considerable investments in the field. The educational system nevertheless faces obstacles, such as a lack of funding, packed classrooms, and a lack of skilled teachers.

The shortage of resources is one of the biggest issues the Algerian educational system is now facing. Basic resources like textbooks, computers, and lab supplies are often lacking in classrooms. This may make it challenging for both students and teachers

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to successfully teach, the issue of packed classrooms is another one (Benmati,2008). Many schools must fit a large number of kids in one classroom due to a big population and little resources. This may result in a lack of individualized care and assistance for pupils, which may have an effect on their academic success.

Despite these difficulties, the Algerian government has taken action to raise the country's educational standards. For instance, they have put policies in place to enhance the number of trained teachers and to give current teachers chances for professional growth.

Algeria's higher education market is expanding, and the country is home to a number of universities and schools. The oldest and most prestigious institution in the nation is the institution of Algiers, which was established in 1909. Although there are few openings, higher education is free for Algerian nationals. As a result, there can be intense rivalry for spots, and many students decide to study overseas if they are unable to get a spot at a local university (E-platform, 2022).

The Algerian government has established challenging goals for the field of education, including raising enrolment rates and raising standards of instruction. In order to achieve these objectives, they have also promised to make investments in new technology and infrastructure. However, accomplishing these goals will require ongoing funding and attention to the problems facing the educational system. Educators, decision-makers, and communities can work together to make sure that all children in Algeria have access to a top-notch education and the chance to realize their full potential (Boutkhil and salima,2020).

1.5.2. Post-COVID Teaching

Another approach that has emerged due to COVID-19 is hybrid teaching, which combines both online and in-person instruction. This method allows for greater flexibility while still providing the benefits of face-to-face interaction and personalized feedback. (Arora and Dhull, 2017).

This is a new approche that emerged in the educational system in Algeria. Since The COVID-19 outbreak, Education have been developed, teachers have been thrown from the Virtual classroom teaching to physical classroom teaching transition, but didn't

CHAPTER ONE: COVID19 AND EFL UNIVERSITY TEACHING

drop the online use of education. The dialogue between Technology and pedagogy must extend (Aslam *et al*, 2021).

The digital revolution has impacted the Algerian Society, students and teachers are the benefits of the information explosion and communication tools that teachers and students can use to share and disseminate knowledge (D. Keegan, 1995). Many Algerian pupils have access to cell phones, which could be used as a learning tool. A podcast, which can include student-produced talk shows or audio files of books, articles, emails, and poems, is another effective instrument for collaboration. Especially in Algeria, educational institutions are creating their own websites to facilitate communication between parents, teachers, and students. The 'technological revolution' that emerged as the Algeria reinvented herself is one of the elements that has fuelled the growth of digital learning. Presently, providing online lessons may be a more effective and practical educational tool than a full conventional academic course. A whole young generation's mentality has been shaped by the technological trend.

1.6. University Teachers

University teachers are professionals who work in higher education institutions, such as universities, colleges, and research institutions. “Teaching is more than imparting knowledge; it is inspiring change.” (William, 2005). Teachers are responsible for teaching and mentoring students, conducting research, and publishing scholarly articles in academic journals. University teachers typically hold advanced degrees, such as a Magister or Doctoral degree, in their field of study. They are experts in their subject matter and are expected to keep up-to-date with the latest developments and research in their field.

“Teaching” taken altogether comprises three general activities. First, there are skills to be inculcated. Second, there is a view of things — a theory — which undergirds that practice. Finally, there is a critique which weighs that theory against other possible theories. Teaching is rigid by nature. Students believe that teachers’ are making a claim that certain viewpoints, they offer are universally true. A wide variety of specific cases are included under those general viewpoints, which are argued to serve and illustrate the general viewpoint and provide support for it. In this manner, teachers’ provide justification for a wide range of practices and their results.

1.6.1. Roles and Responsibilities

University teachers are essential contributors to the education system, playing a critical role in the development of the next generation of professionals and researchers

“The Duties of a Teacher are Neither Few Nor Small, But They Elevate The Mind And Give Energy To The Character “(Dorothea; 2003). Their responsibilities encompass teaching, mentoring, research, and community outreach, among other things. University teachers have a deep understanding of the subject matter and are expected to remain up-to-date with the latest developments in their field.

Their primary responsibility is to teach students, facilitating learning by creating a stimulating and supportive learning environment. Effective university teachers use a range of teaching methods, including lectures, discussions, and practical exercises, to engage students and promote their understanding of the subject matter. Apart from teaching, university teachers also have a responsibility to mentor students, guiding and supporting them as they progress through their academic programs. They provide academic and career advice, assisting students in setting goals and developing the necessary skills to achieve them (Boe and Gilford, 1992).

University teachers also have a responsibility to supervise graduate students, supporting their research projects and helping them develop the necessary skills to succeed in their chosen profession. Research is another vital aspect of the work of university teachers. They engage in research activities to advance knowledge and understanding in their field, publishing scholarly articles in academic journals, and presenting their findings at conferences. Research also helps to inform their teaching practices, ensuring that they provide students with the most up-to-date and relevant information (Stephen Per Foundation, 2016).

Community outreach is another responsibility of university teachers. They engage in activities that contribute to the betterment of the local community and society as a whole. They participate in public lectures, seminars, and workshops, sharing their knowledge and expertise with the wider community. Effective university teachers possess a range of qualities that enable them to perform their responsibilities effectively. They are passionate about their subject matter, dedicated to their students' success, and committed

to their own professional development. They are excellent communicators, capable of delivering complex information in a way that is easily understood by students. They also have a keen eye for detail, ensuring that their teaching and research activities are of the highest quality.

1.6.2. University Teachers as Agents of Change

As agents of peace, teachers are expected to impart values that espouse peace including tolerance, recognition and respect, and a range of skills such as critical thinking, negotiation, compromise and collaboration as well as model interpersonal relationships among learners (Horner *et al.*2015)

Teachers are often seen as agents of change within society. They have a significant impact on the students they teach, and can influence their thinking and behaviour. Teachers can help students develop critical thinking, creativity, and problem-solving skills. They can also help students understand the importance of education and set goals for their future. Teachers can also be agents of change within their community. They can use their expertise to help address local issues such as poverty, crime, or social injustice. Teachers can also help promote tolerance and inclusion by encouraging students to respect differences and work together towards common goals (Sharma, 2009).

However, teachers can be agents of change within their profession. They can contribute to improving teaching practices by sharing their knowledge and experience with other teachers. They can also help shape education policies by participating in think tanks and making recommendations to improve the education system. In summary, teachers are important agents of change in our society. They have a significant impact on students, communities, and the teaching profession.

Finally, teachers have had to create new lesson plans that are optimized for online learning environments. They have had to use new technologies such as Zoom, Google Meet, and other video conferencing tools to deliver their lessons. Additionally, they have had to provide additional support to students who may be struggling to adapt to this new format.

1.7. Conclusion

The aim of this chapter was to give a general overview about COVID-19 impact on the world's different sectors in general and the Algerian Education in particular higher education and the emergency to the online teaching / learning. The COVID-19 pandemic-related school closures resulted in an unintended transition from traditional to online schooling. The transmission of information and skills at all levels of school has been strongly impacted by the COVID-19 epidemic. Although many students, both young and old, might compensate for the disruption of conventional educational offerings and adapt to new approaches. Last and not least, after reviewing the different terms and aspects that relate to our research, we will present the research design and methodology then analyse the data collected in the practical second chapter.

CHAPTER TWO: THE CASE STUDY.

- 2.1. Introduction.**
- 2.2. The Case Study Defined.**
- 2.3. Sample Population.**
 - 2.3.1. Students' Profile.**
 - 2.3.2. Teachers' Profile.**
- 2.4. Data Collection Instruments.**
 - 2.4.1. The Questionnaire Defined.**
 - 2.4.1.1. Students' Questionnaire.**
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 - 2.4.1.3. Observation Defined**
- 2.5. Results' Analysis and Interpretation.**
 - 2.5.1. Students' Questionnaire Results.**
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 - 2.5.3. Classroom Observation Results**
- 2.6. Discussion of Findings.**
- 2.7. Recommendations and Suggestions.**
- 2.8. Conclusion.**

2.1. Introduction

This practical chapter aims to present the empirical part of the study. It attempts to define the case study and illustrate the research instruments used for data collection. The researcher uses two questionnaires; the first one is administrated to 3rd year EFL students and the second one to their teachers at the same department of English in Tlemcen University. A classroom observation is also used. Besides, the chapter presents the analysis of both students and teachers questionnaire, classroom observation and results' interpretation. Some practical suggestions for the aim of helping students and their teachers cope with the changes that the covid-19 have made are presented.

2.2. Definition of the Case Study

The utilization of the case study method in research aids the investigator to gather, analyse and report information collected from several sources as; questionnaire, documents, interviews, etc. For instance, data can be taken from single unit, groups or company, the case study can be of different part: collective, descriptive, subjective, explanatory, exploratory, instrumental and intrinsic. Besides, there are various methods that can be used to proceed a case study containing prospective that single unit or group of people are used to define results and retrospective that seeks at historical knowledge. The case study can help the researcher investigate, comprehend and analyse particular problem. It should contain:

- Selecting the research problem.
- Determining the research approach and aims.
- Selecting sample population.
- Planning the research procedures.
- Gathering data.
- Analysing data.
- Presenting results and interpretation.

Madani (2016).

CHAPTER TWO: THE CASE STUDY

The case study supplies reports, data, and knowledge about a research subject. It has many benefits:

- It allows the researcher to employ several research methods and approaches and aids him to evaluate and experience these approaches and methods in several domains
- It helps to gather a great amount of data.
- It offers the investigator the opportunity to gather data on unusual cases.

Cherry (2011).

The present research took place at Abu-Bakr Belkaid university of Tlemcen, particularly at the department of English. It was intended for 3rd year EFL students and their teachers. This study is based on the questionnaire and observation as the main research instruments to gather data. The results of the collected data are analysed quantitatively and qualitatively

2.3. Sample Population

The Participants are considered as the main part of any investigation. For gender population is a group of people that have joined features. The sample population in our research are 3rd year EFL students and teachers from the department of English at Abu Bakr Belkaid, University of Tlemcen (Algeria). Their Profile is detailed as follows:

2.3.1. Students' Profile

The informants in this study are 3rd year EFL students from the department of English, faculty of letters and foreign languages at Abu-Bakr Belkaid university of Tlemcen, during the academic year 2022/2023. They are aged between 20 and 22 years old. The overall number of the sample in this investigation is forty (40) students. They are selected randomly (males/ females) from the total population to answer the questionnaire and participate in the classroom observation that was intended to collect data in a valid, reliable and objective way.

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2.3.2. Teachers' Profile

The questionnaire was given to four (04) teachers from the same department at Tlemcen University. They are selected randomly (males/ females). All participants have Doctorate degree (PHD) in English. Their experiences enrolled between three to fourteen years of English teaching. The selection of the informants was done carefully taking into consideration the module they teach (Didactics) in order to know the impact of COVID-19 on the Algerian Education.

2.4. Data Collection Instruments

For the aim of gathering data, various tools as questionnaire, interview and classroom observation can be used. As put by Parahoo (1997:52- 325); a research procedure is "a tool used to collect data. An Instrument is a tool designed to measure knowledge attitude and skills". In the current study, the researcher used the questionnaire for both EFL teachers and students that is considered as less-time consuming and easy to prepare for the purpose of collecting data and testing the hypotheses of the study. Classroom observation was also used for the same purpose.

2.4.1. The questionnaire Defined

Questionnaire does not require conversations but only printed answers. It is a method of acquiring data in written form. It contains closed ended, open ended and multiple choice questions (See Appendices A and B). It is unique, quantifiable and objective. It aids to collect reliable and valid data from a great number of informants that answer differently the same question. In this respect, Dornye (2007:101) says that:

- The popularity of questionnaires is due to the fact that they are relatively easy to construct, extremely versatile and uniquely capable of gathering a large amount of information quickly in a form that is readily accessible.
- Questionnaire is a useful instrument that can be used in collecting data from several sources in various domains and for various objectives.

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2.4.2. Students' Questionnaire

This instrument was addressed to forty students' of third year EFL student at the department of English (Tlemcen University) to test the hypotheses. According to Richterich and Chancerel (1980:59):"Questionnaires: structured instruments for the collection of data which translate research hypotheses into questions". The questionnaire is designed for the sake of collecting data about students' views towards the shift to online education, and the COVID-19's impact on the educational system. The questionnaire consists of thirteen (13) questions written in an organized way. It is composed of three types of questions; closed questions that require answers with "Yes" or "NO with justifications. Multiple choice questions where they are required to select the suitable answer from a number of choices and also open questions where they have to give their opinions. These items present the content of students' questionnaire

- **Question One** : It is concerned about students' feelings during COVID-19
- **Question Two** : It enquires about catching the virus
- **Question Three** : This is about students' concern about EFL university studies during the pandemic
- **Question Four** : It aims at exploring the teachers cooperation with their students' during COVID
- **Question Five** : It was designed to know if the student have concentration problems post COVID19
- **Question Six** : It seeks to know if things got back to the way they were before COVID-19
- **Question Seven** : It intends to ask if it was easy for the student to come back to university after COVID
- **Question Eight** : It intends to know if it was easy to use distance learning technology
- **Question nine** : It aims at knowing the difficulty or easiness of following the COVID-19 safety measures
- **Question Ten** : It intends to elicit information about the teacher/ Learner communication during COVID-19
- **Question eleven** : It tends to pile up information about students' satisfaction of EFL learning model

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- **Question Twelve:** It is concerned about the changes a students' would want to be made in EFL learning right now.
- **Question Thirteen :** It is concerned about students' opinion about EFL teaching during and post COVID-19

2.4.1.2. Teachers' Questionnaire

The questionnaire was designed to EFL teachers in the department of English at Tlemcen University. It consists of thirteen (13) questions involving closed, multiple choice and open-ended questions. Teachers' questionnaire enquires about how EFL Teachers' teaching methods change because of COVID-19. IT intends to pick up the problems that face teachers' pre, during, and post COVID-19. Furthermore, it seeks to know teachers' concerns and problems because of the pandemic and whether they are interested in improving their EFL Teaching process or no. It aims also to collect data about the activities that teachers and students should practise in order to develop the learners' learning after COVID-19.

- **Question One :** It is concerned with the teachers' feelings during COVID-19
- **Question Two :** It is concerned with the teachers feelings towards their EFL teaching
- **Question Three:** It aims at exploring the teachers cooperation with their students' during COVID-19
- **Question Four :** it is designed to know if teachers noticed any problems in their students learning process
- **Question Five :** It was designed to know the teachers Alternatives during university close down
- **Question Six :** It seeks to know if things got back to the way they were before COVID-19
- **Question Seven :** It intends to ask if it was easy to come back to in-class teaching after the pandemic
- **Question Eight :** : It intends to know if it was easy to use distance learning technology

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- **Question Nine** : It aims at knowing the teachers concern about students' learning after COVID-19
- **Question Ten** : it tends to know teachers' satisfaction with the current EFL teaching at their department
- **Question Eleven**: It is concerned about the changes a teacher would want to be made in EFL Teaching right now
- **Question Twelve**: It tends to know teachers preferences and dislikes in university right now
- **Question Thirteen**: It tends to pile up information about teachers' recommendations as far as university teaching id concerned

2.4.1.3. Observation Defined

Natural observation is a way to comprehend people's typical routines and behaviours and to prevent any uncomfortable sentiments that can arise in a therapeutic setting, it entails monitoring people in settings that are familiar to them, such as their homes, workplaces, or places they love visiting. For example, coping mechanisms, communication skills, decision-making abilities, problem-solving skills, and common behavioural patterns are among the behaviours and patterns that researchers look for. Natural observation in a classroom is a method of data collection that involves observing students in their normal classroom environment. This method can provide valuable information about how students behave, interact with one another, and respond to various teaching strategies. Among the benefits of a natural observation:

- Offers a more reliable research.
- Gives insights into normal social behaviour.
- Has a higher validity than other research methods.

Many items were observed in a natural environment mainly :

- Teachers- Students interaction
- Teachers' methods in teaching
- Teachers direct evaluation

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2.5. Results' Analysis and Interpretation

After data collection, this stage presents the analysis of both students and teachers questionnaires and the interpretation of the obtained results both qualitatively and quantitatively.

2.5.1. Students' Questionnaire Results

The analysis of learners' questionnaire and the interpretation of results are presented as follows:

- **Question 01:** How do you assess COVID-19 era of university studying?

The objective of this question is to know learners' feelings towards the COVID-19 era of university studying. It enquires to seek out the degree of difficulty of that period of time. Results are illustrated in the table.

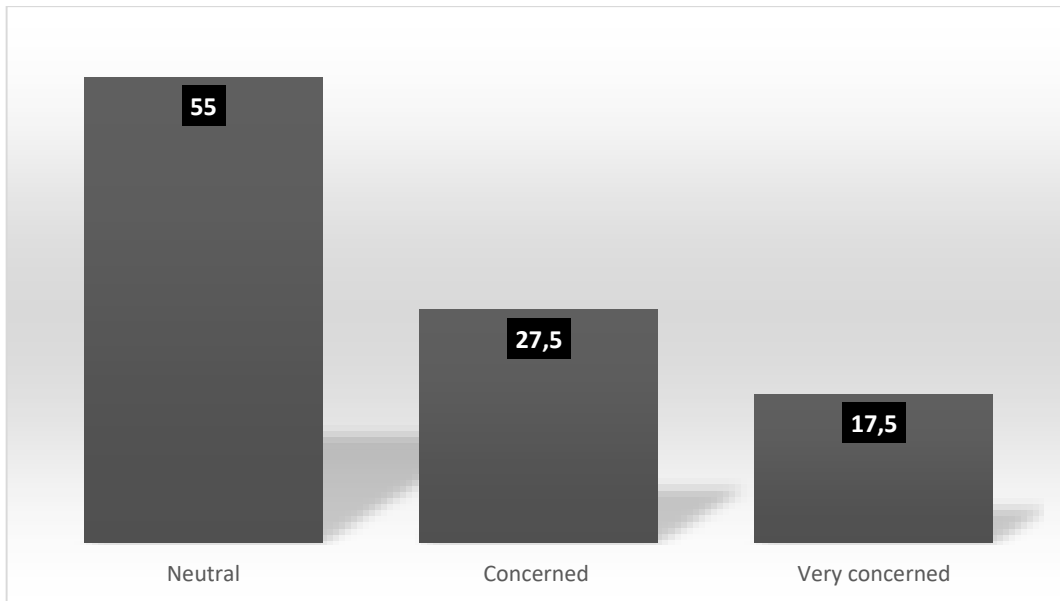
Table 2.1 Student's Feeling Towards COVID-19 era

COVID-19 era	A.F	R.F
Difficult	25	62.5%
Very Difficult	7	17.5%
Scary	8	20%
Total Number	40	100%

These statistics show that the majority of students (62.5%) found the COVID-19 era of university studying difficult, (20%) scary and the minority (17.5%) very difficult. We notice that the two last percentages are approximately the same.

- **Question 02:** How concerned were you about catching the virus?

The objective of this question is to know students' concern about the virus that show in another words their interest in their studies, and classroom assessment.

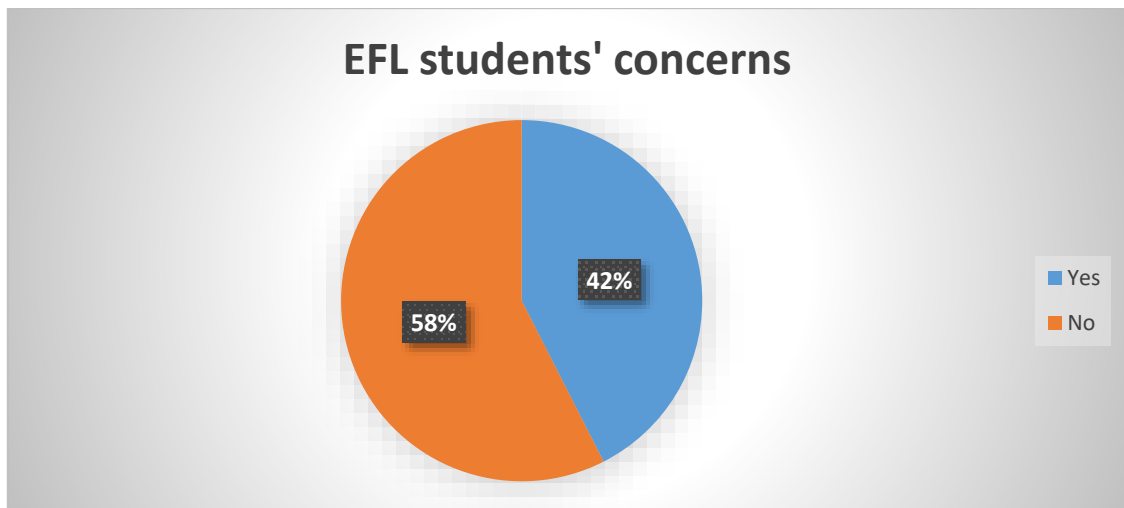


Graph 2.2 Students' concern about catching the virus.

Concerning this question more than half of the students' (55%) responded "Neutral" Justifying their answer by stating that they took the Vaccine for example, or that they stayed home during the quarantine, and took all the safety related measures . (27.5%) were concerned, which is normal since it was a worldwide pandemic easily transferred. And last (17.5%) were very concerned which is logical due to the freighting conditions of that period, and the quick spread of the virus. Some were not COVID vaccinated and others lost their family members.

- **Question 03:** Did the Covid-19 pandemic make you more concerned about your EFL university studies?

The objective of this question is to know students' concern about his EFL studies during the pandemic.



Pie-chart 2.3. EFL students' concern during COVID-19

According to students' responses, most of them, or we can say more than a half of them (57.5%) stated that they were not concerned about their EFL studies, because they took the shift to online education or E-Learning as a new experience since they did not stop at all and continued their lectures online, some of them stated that it is approximately the same thing as the face-to-face study, others said that it's because they have a good English level. The rest of them that stated "yes" means they were more concerned about their EFL studies during the pandemic is because they lost their motivation.

- **Question 04:** Were your teachers cooperative during the pandemic?

Table 2.4. Teachers' cooperation with students during COVID-19

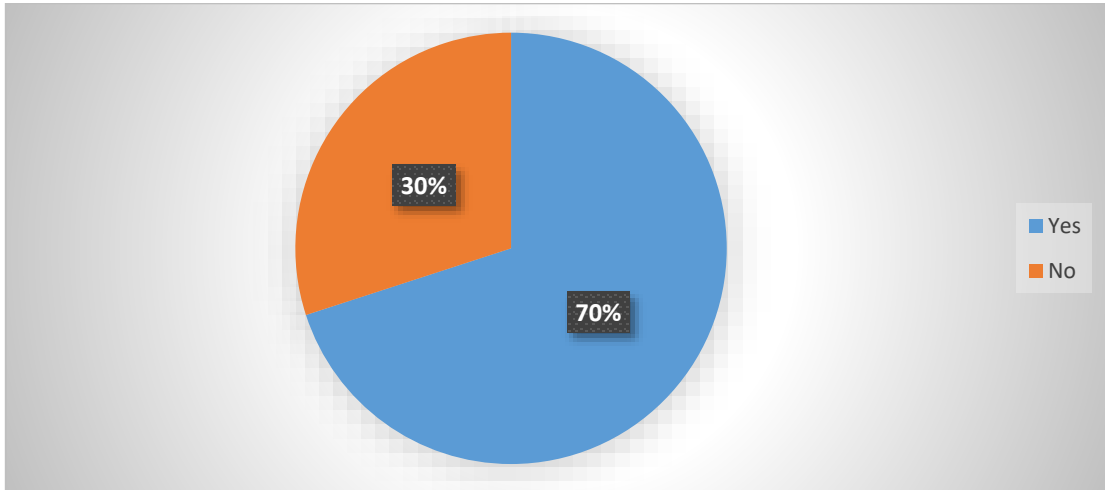
Teachers' Cooperation	A.F	R.F
Yes	17	42.5%
No	5	12.5%
A little bit	18	45%
Total number	40	100%

Learners' answers reveal that teachers' were partly cooperative "A little bit" (45%) stating that the online courses were not enough! Other (42.5%) said that teachers' were completely cooperative during the pandemic, helped as they could and made the learning process in progress. They tried to make things easier, by not being strict, helped in TD marks, corrections, gave online courses, responded to students' concerns anytime

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in emails and made sure of delivering the information. The minority stated that teachers were not helpful at all (12.5%)

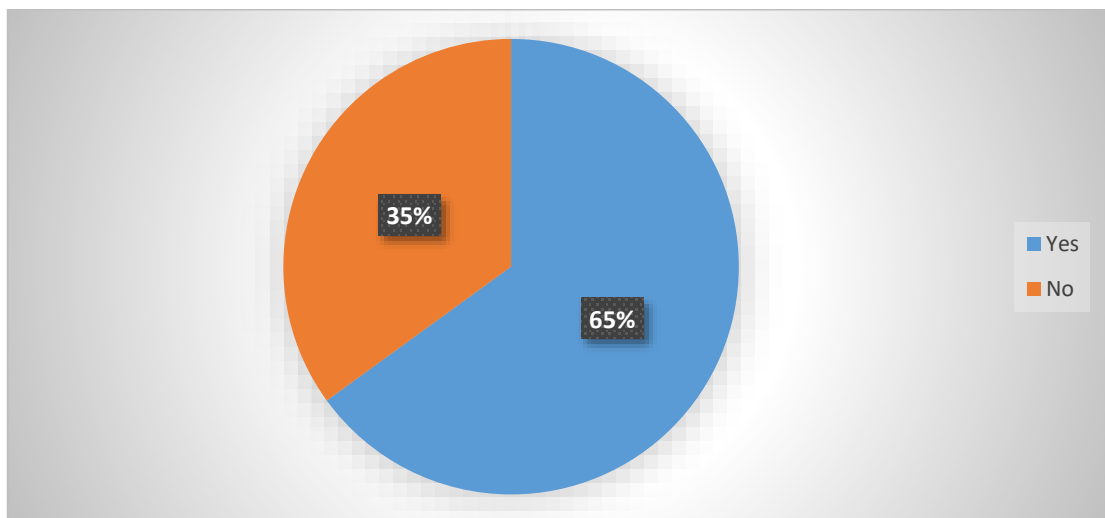
- **Question 05:** Have you had problems with your concentration post COVID-19?



Pie-chart 2.5. Concentration problems due to COVID

Regarding this question, the majority stated that they actually had concentration problems due to COVID-19, and few of them (30%) stated that they did not have any learning problems and returned to learning easily.

- **Question 06:** Do you think things got back to the way it was pre-COVID?

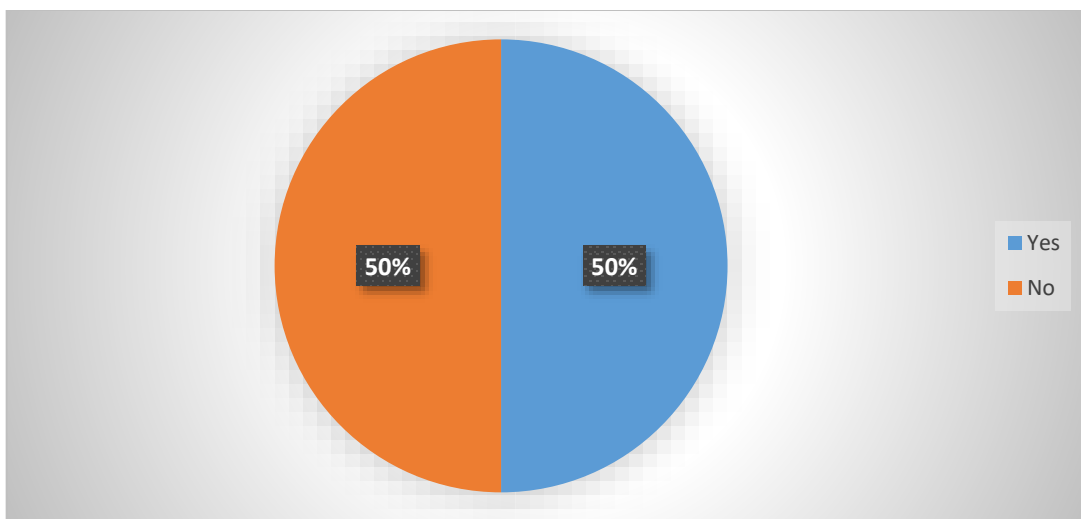


Pre-chart 2.6. Students' Opinion about things getting back to normal after COVID.

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It is obvious that the majority of students' (65%) share the same idea that things came back to normal (the way they were pre-covid), because of the return of the in-site learning , and everyday classes, normal learning(1h30) . They noticed the disappearance of the masks, their ability to sit next to each other which was an impossible thing back then, just few of the students' (35%) said that things did not come back to the way they were before Covid, that studying was still massy, and the system of learning changed in general .

- **Question 07:** Was it easy to return to university for studies post the pandemic?



Pre-chart.7. Students' Experience in Getting Back to University Post-COVID.

We noticed that the percentages were equal: (50%) “Yes” means it was easy for them to return to university studies after the pandemic, the other half (50%) “No” found it very difficult to get back to university and return to studies after COVID.

- **Question 08:** How difficult or easy is it to use the distance learning technology during COVID-19 (Computer, tablet, video calls, learning applications, etc. ...)

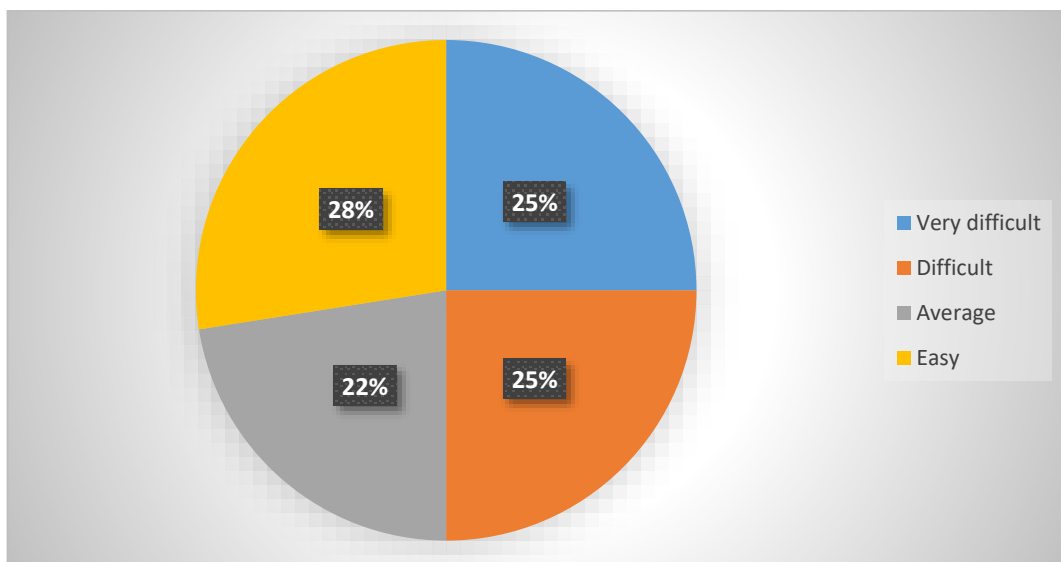
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Graph2.8. Utility of distance learning technology.

When asked about the distance learning technologies, most of students (27.5%) found distance learning technology during COVID-19 very difficult. Other learners’(25%) answers “Difficult” and (25%) also for “Easy”. Although they are two different opinions, still there are learners’ who are used to technology before covid ever existed so it was easy for them to reuse it for educational purposes. and last we have the students’ who voted for “average” (22.5) which is the lowest percentage among other options.

- **Question 09:** How difficult or easy has it been for you to follow the COVID-19 related safety measures and protocols at your university?



Pie-chart 2.9. Following the Covid-19 safety measures

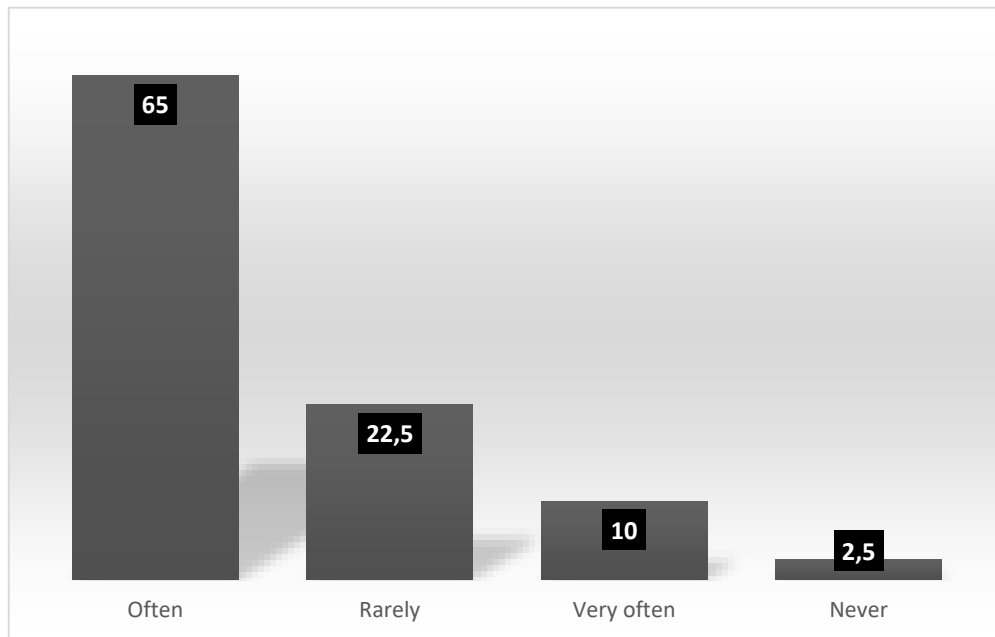
We asked about safety measures, the majority (27.5%) finds it easy to follow the Covid-19 related safety measures and protocols at their university. Whereas (25%) found

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it difficult. (25%) of the informants finds it very difficult which can be understood because the new circumstances. Finally (22.5%) stated that following those safety protocol was average for them.

- **Question 10:** When participating in distance learning, how often did you hear from your teachers individually?

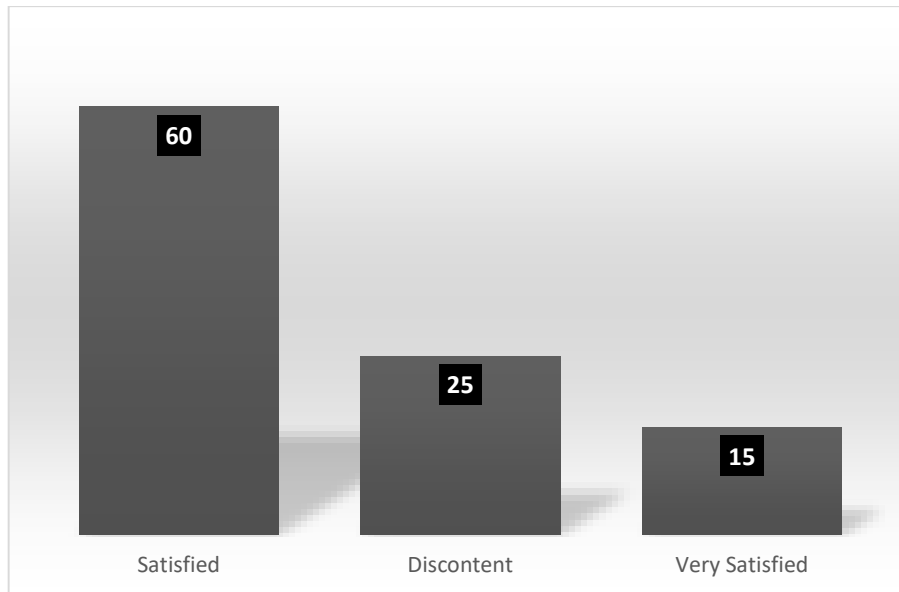
This Question is intended to elicit information about teachers' efforts towards learners. Results are as follows:



Graph 2.10. Teachers' Individual Distance Communication with Learners'

Learners' answer reveal that most of them 65% often heard from their teachers individually, which show the strength and the insistence of teachers' to motivate their students' and make sure they receive the lessons and lectures properly. (22.5%) Rarely heard from their teachers, (10%) voted for very often. Whereas very few (2.5%) stated that they never heard from their teachers individually.

- **Question 11:** How satisfied are you with the current EFL learning model at your university?



Graph 2.11. Students' satisfaction of the current EFL Learning models at university.

Reading this question, (60%) of students show satisfaction by the current EFL learning model at their university, (25%) are discontented and (15%) are very satisfied of the current EFL Learning models the university of Tlemcen.

- **Question 12:** How would you like EFL Learning to be right now?

These are the Learners' Suggestions about EFL Learning:

- Face-to face learning and no more E-Learning
- Omit unnecessary modules
- Focus on Academic Skills
- Implementing the online courses in the system
- Online and on site teaching
- More interaction and engagement
- To be easier and more beneficial
- Omit the repeated lessons, replace them by activities that would focus on the students' academic skills.
- To do practical sessions more than theoretical ones.
- studying secondary modules online

These are the learners' suggestions concerning EFL learning, how would they like EFL Learning to be right now and what is needed to be improved. In fact, all the

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informants want unnecessary modules to be omitted. Furthermore, the face-to-face learning is obviously preferred then the E-learning. Students think that on site education is beneficial, practical study is needed more than theoretical one. In addition, to shorten lectures and reduce their difficulty helps them learn better and obtain good grades.

- **Question 13:** What do you like/ not like about EFL Teaching during COVID and Post-COVID ?

Table 2.13. Students' Suggestions about EFL Teaching during COVID and Post COVID.

Students' Preferences	Student's Dislikes
<ul style="list-style-type: none">- Traditional System- During Covid things seemed very easy	<ul style="list-style-type: none">- Online sessions- EFL learning in teams- Some modules are not well chosen to improve the students' competence- Lots of lectures, and hard revisions.- Absence of supervision- Syllabus and modules are not well chosen to improve the students' competence- Teachers' random timing

Regarding students' suggestions concerning EFL Teaching during and post COVID, several opinions were collected. Some of them liked the traditional system but were comfortable during covid because things were easy. Other informants reported that online sessions made them lazy, modules were not well chosen to improve the students' competence, lectures were long and hard which makes it difficult to revise them, absence of supervising, . And finally the shift from easy to difficult studies, during and after COVID-19.

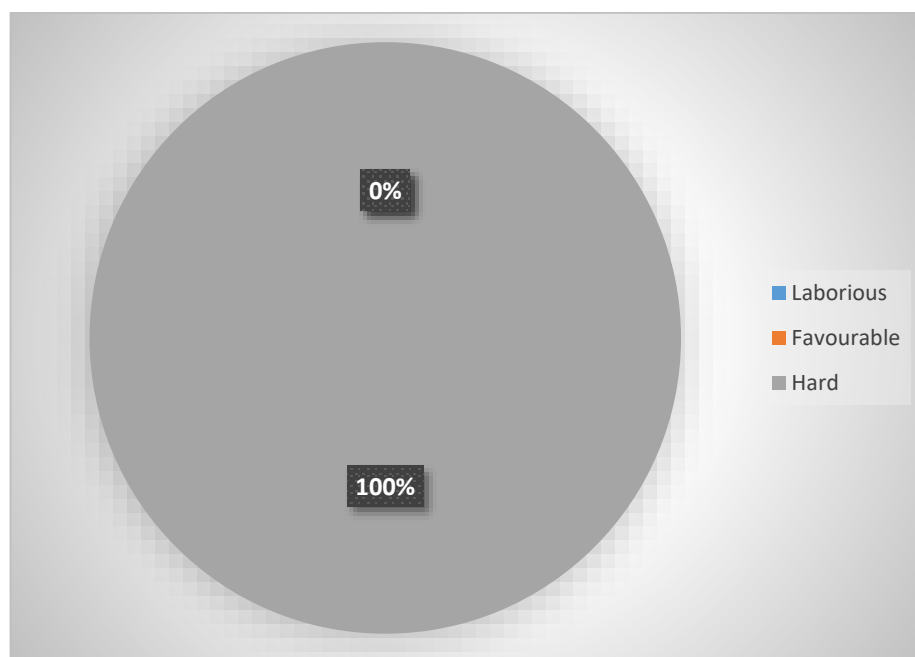
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2.5.2. Teachers' Questionnaire Results

After collecting data, this part is concerned with analysis of teachers' questionnaire.

- **Question 01:** How do you assess Covid-19 era of university teaching?

The first question seeks at knowing the teachers' experience and feelings at University of Tlemcen. All of the teachers asked have thirteen to fourteen years of experience as teachers.



Pre-chart2.1. Teachers' Experience during Covid-19

All teachers Voted for Hard (100%), they all assessed Covid-19 era of university teaching as a hard era. Not Laborious nor Favourable.

- **Question 02:** Did the covid-19 Pandemic make you more concerned about your EFL university teaching?

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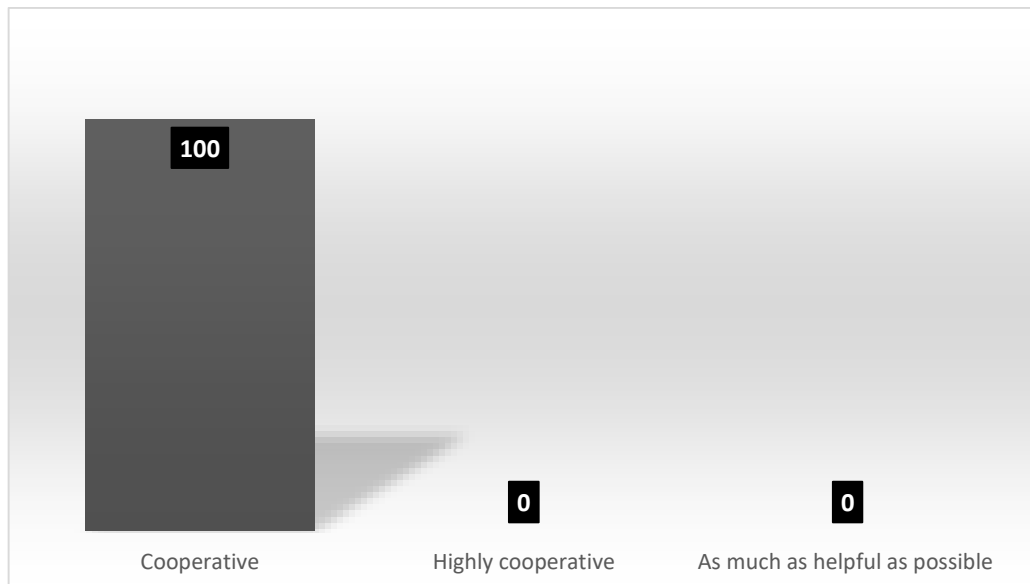
The results show that all teachers were either concerned (50%) or profoundly concerned (50%), none of them was unworried which shows their serious attitude towards teaching and their honest conscience.

Table2.2. Teachers' Concerns

Teachers' Concerns	AF	KF
Profoundly Concerned	2	50%
Concerned	2	50%
Unworried	0	0%
Total Result	4	100%

- **Question 03:** As a Teacher, were you cooperative with your students during the pandemic?

The answers of the informants in this question were all the same, they were all cooperative (100%) in the sense of sharing their knowledge through distance learning to fulfil the specific objectives of abroad methodology and outcome of pedagogical dealing.

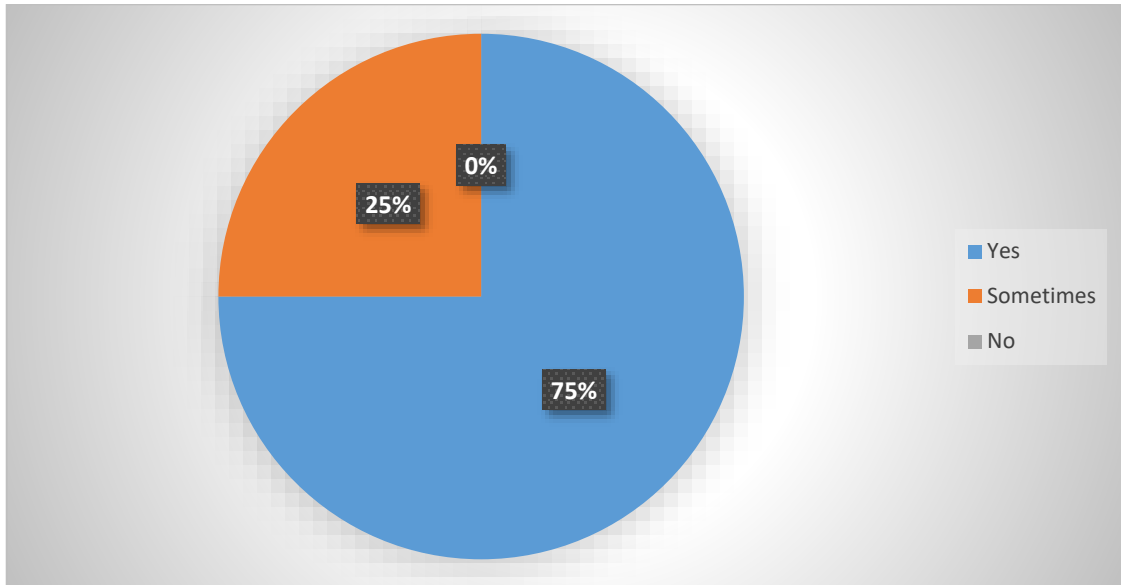


Graph2.3. Teachers' Cooperation with student's during COVID-19

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- **Question 04:** Have you noticed any learning problems in your students' learning process?

We noticed that most teachers (three of them 75%) answered with “Yes”, teachers' noticed problems in their students' learning process such as the mastery of technological tools and making into action those with pedagogical planification, lack of concentration, students' felt lost and relucttant.



Pie-chart2.4. Noticeable Problems in Students' Learning Process

- **Question 05:** What were your teaching alternatives during university close down?

The questioned teachers chose different answers. The first teacher picked (Moodle and Teams), the second teacher chose Teams, justifying his choice with the fact that it was not a choice, that Teams has been the only way established technologically by university plan in that era. The third teacher chose Zoom, Gmail, Lectures simplifies, and added Online lecture with the same justification as the previous teacher; it was not a choice, but added that it was practical and useful more or less to have a way to exchange lectures with his learners. The fourth teacher have not chosen neither of the suggestion and explained his answer by saying that it was not practical to use these alternatives.

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- **Question 06:** Do you think things went back to the way they were before COVID-19 pandemic?

Most of the teachers' answered by somehow (75%), because this gap of developing an invental way of learning under consistent circumstances learners used to adapt other ways of dealing with information instead of improving the collective aspects .In another hand it is always difficult to have a new start; stated another teacher, students were very afraid and worried about the situation.

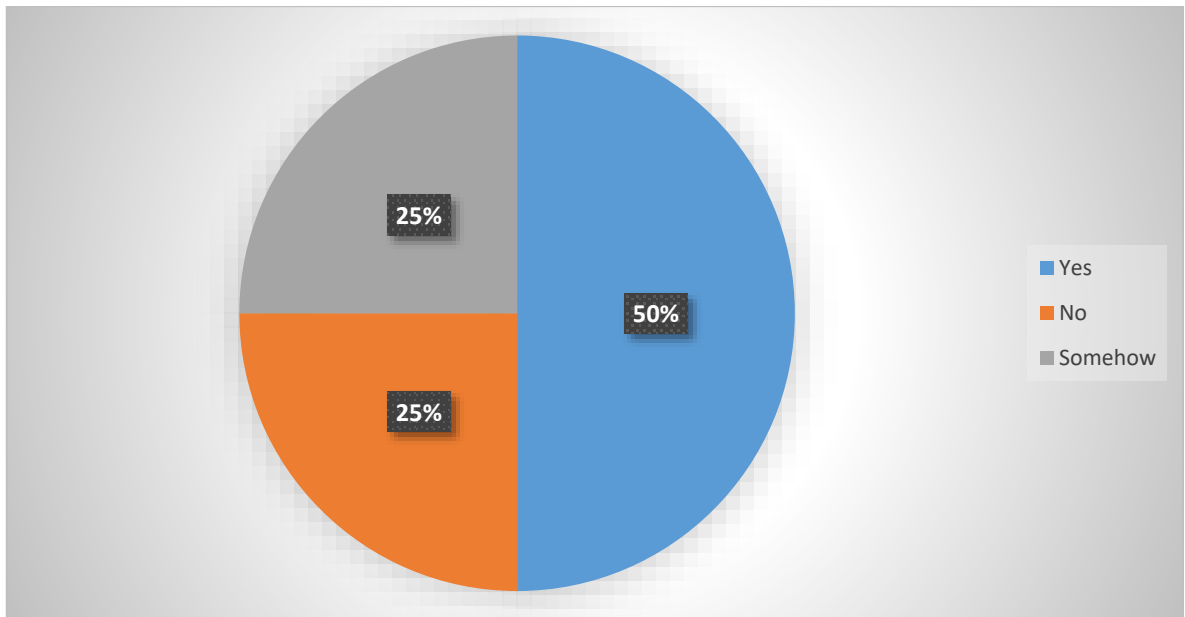
Table2.6. Things return to the way they were before COVID-19

Things return to the way they were before COVID-19	AF	RF
Yes	1	25%
No	0	0%
Somehow	3	75%
Total Result	4	100%

- **Question 07:** Was it easy to come back to in-class teaching after the pandemic?

The questioned teachers choose different answers. Two teachers answered with yes, adding different justification, first teacher said; we missed it ! And the other second stated that it was easy in order to come back to face-to-face sessions. The second teacher had an opposite point of view, he stated “No”; because coming back to normal conditions needs time and full-time adaptation with new evidencies and tasks alternatives in new periodic cases. The third teacher chose “Somehow” because students’ get used to laziness and distance learning.

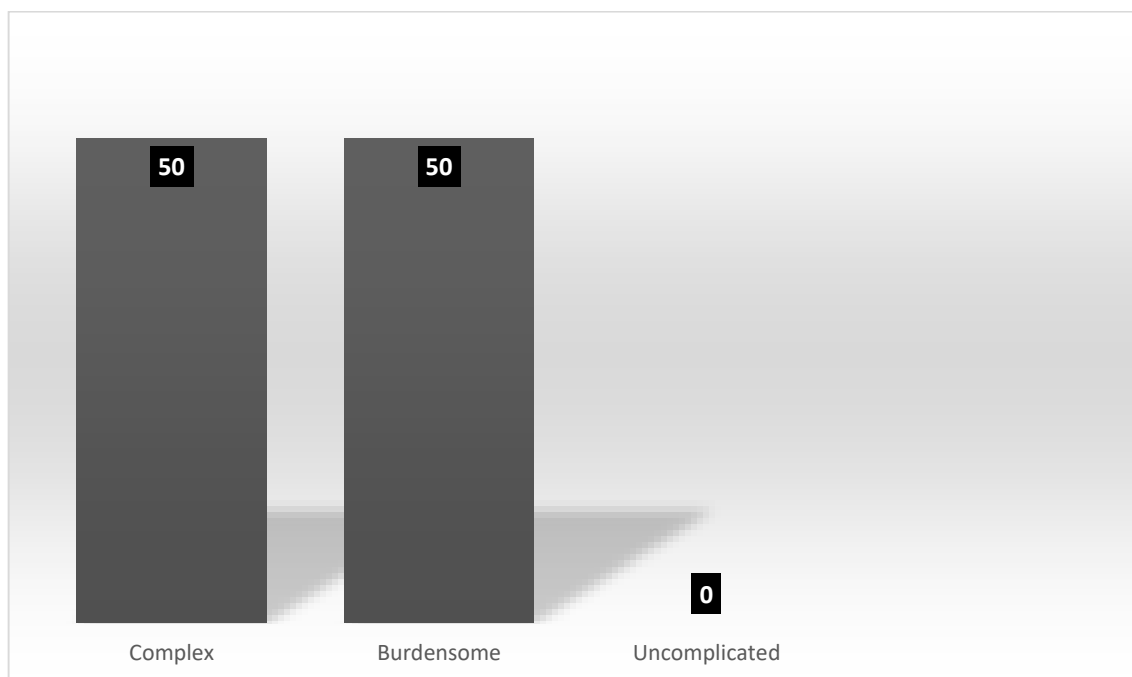
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Pie-chart2.7. Things came back to the way it was pre-COVID.

- **Question 08:** How difficult or easy was it to use the distance learning technology during COVID-19?

The results obtained revealed that two teachers answered with “Burdensome”, and the two others answered with “Complex”.



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Graph2.8. The Use of Distance Learning Technology During COVID-19

- **Question 09:** How concerned were you about students' academic growth after COVID-19?

The results obtained revealed that two teachers have chosen the answer Concerned and two others chose Very concerned, where we notice the teachers' interest in EFL learners' studies.

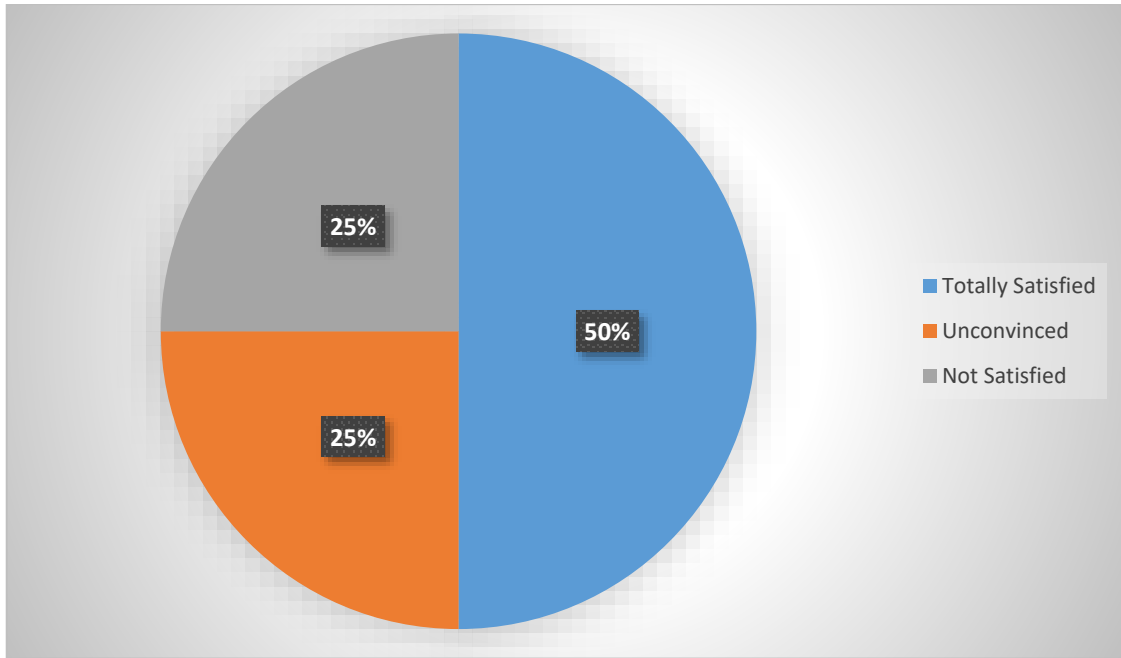
Table2.9. Teachers' Concern about Students' Academic Growth

Teachers' Concern about students' academic growth	AF	RF
Concerned	2	50%
Very Concerned	2	50%
Indifferent	0	0%
Total Result	4	100%

- **Question 10:** How satisfied are you with the current EFL teaching at your department?

In this question two teachers stated that they are totally satisfied with their current EFL teaching at the department of English (University of Tlemcen), because students' are having the amount of knowledge they should have. The third teacher stated that he Is not satisfied justifying his answer by saying that he thinks, and is appallingly convinced that the EFL teaching should depend on a real policy not only use it as a way or items tools because this should satisfy the satisfaction of perspective situation and present analysis. The last teacher was unconvinced with the EFL teaching because of the way administration is managing the post-COVID consequences seem to be very uncertain to reach the objective of a new era.

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Pie-chart2.10. Teachers' Satisfaction with the Current EFL Teaching at their Department

- **Question 11** : How would you like EFL Teaching to be right now ?

For this question, teachers' gave different suggestions about EFL teaching.

- The major and primordial alternative should be given to a real mastery.
- Minmise of tools implementation with pedagogical alternatives to target evident choices in the future in order to fix purpose for future orientations.
- Balanced between class activities and social network use.
- Totally on-site learning
- Blended learning

- **Question 12:** What do you like/ not like about EFL Teaching in university right now

The answers to this question are reported as follow:

- Absence of students.
- EFL teaching in university right now is on the testing and trial experiences.
- Mainly the disciplinary aspect people are handling the situation with no-care and no-importance for their future.
- Nothing.

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- **Question 13:** What do you recommend for EFL Teachers as far as university Teaching is concerned?

Teachers' recommendations for EFL Teachers as far as university teaching is concerned are as follow:

- To share their knowledge with their students'
- Improving different aspects in EFL teaching is a priority such as: Cultural, social, pedagogical content because of this targeted technological and learning technology is linked to all factors and assessments of conditions and cataclysis .
- EFL teachers have to consider seriously their students' needs and preferences in addition to revising continuously their matters and techniques to manage their classes, tasks, and activities; in addition to their disciplinary aspects.
- Keep the face-to-face techniques

2.5.3 Classroom Observation Results

In the present work, natural classroom observation was used with 3rd year EFL students (Department of English) University of Tlemcen for more than one session. The prevailed situation was in-site teaching where no e-learning interferes and communication was the main element of knowledge transfer. The aim of this observation is to gather data about the behaviour of students in a natural setting.

The table summarizes the teaching/learning situation post-COVID-19

Teacher	Students
<ul style="list-style-type: none"> ○ Revising the previous lecture ○ introducing the lecture ○ Explaining ○ Asking questions ○ Giving information with examples for a better explanation ○ Communicating with students' ○ Explaining ○ Sharing information ○ Distribution papers (Practical questions) ○ Reading the text on the piece of paper given earlier. 	<ul style="list-style-type: none"> ○ Listening and participating ○ Listening and focusing on the teacher's requests ○ Interacting with the teacher ○ Responding to her questions ○ Listening attentively ○ Taking notes ○ Communicating with teachers ○ Asking for clarification ○ Receiving and reading intensively ○ Students interacting with each ○ listening to the teacher

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<ul style="list-style-type: none"> ○ Explaining the text given ○ Giving examples for a better understanding to widen their imagination. ○ Giving the chance for students to ask their questions ○ Giving answer with explanations ○ Focusing on Practical questions ○ Giving advice about lessons, ○ Focusing about listening and speaking / teachers and learners giving the right answer: the importance of listening and why it is taught. ○ The teachers gives the time for reflection about the Topic ○ Interacting/ Communicating about the right answer ○ The teacher gives the answer : “The importance of listening and How to teach listening”. ○ Comes back Communication about the subject ○ Giving advice : about the lecture and how to act during the exam ○ Conditioning students with specific aspects for the exam ○ Reminding about an assignment for the students development ○ Sending lectures pdf on email. ○ If you want to take pictures you can ○ Communicating positively and explaining + giving advice 	<ul style="list-style-type: none"> ○ Listening Carefully ○ Focusing ○ Asking and wondering ○ Giving suggestions ○ Interacting ○ Writing down notes ○ Interacting with the teacher by asking question ○ Takes time for reflection and thinking ○ Gives their answers: suggestions ○ Writing down notes ○ Communicating back ○ Taking notes ○ Showing interest ○ Looking for the assignment done to show it to the teacher ○ Students’ show interest and asking to take pictures of the actual lecture on paper in case of not receiving. ○ Students taking pictures of the lecture. ○ Going the teachers office to clear up things
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2.6. Discussion of Findings

The purpose of this investigation was to demonstrate impact of COVID-19 on EFL Teaching methods. Through this research we intended to focus on the impact of COVID-19 on different sectors, especially education in Algeria. For this aim, two

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questionnaires were used to collect data from both EFL Learners and teachers at Abou-bakr belkaid University of Tlemcen to check the reliability and validity of the hypotheses proposed by the investigator. The findings will approve or disapprove the hypotheses.

Concerning the first hypothesis, it assumes that the COVID-19 era was disturbing in terms facing a new phenomenon that forced learners and teachers for a shift from face-to-face learning to distance learning. The collected data from students and teachers' questionnaires revealed that the majority of students agree on the idea that it is difficult to assess covid19 era of university studying. It makes learners concerned about their EFL university studies (Question 01+03 of SQ).

Most of teachers justified that it is hard to assess the COVID-19 era of university teaching because E-learning was not effective, and face-to-face education is necessary (Question 01 of TQ) .

Therefore, the results of the gathered data confirm the first hypotheses. Regarding the second hypotheses, it assumes that COVID19 era was hard, and difficult. The results show that most of Learners find it easy to use distance learning technology during covid19 (Question 08 of SQ) and since they know how to use it, they often participated in distance learning (Question 10of SQ) they offer some suggestions for EFL University learners. (Questions 12.13; SQ).

Furthermore, the majority of teachers agree on the fact that distance learning is considered as a helpful way of information exchange between teachers' and learners' (Question 05;TQ). In addition, the result from questions twelve and thirteen have shown through some suggestions for a better EFL University Teaching. Thus, all these findings approve the second hypotheses.

Finally, the results obtained from the classroom observation have shown that the in-site teaching is better, that communication is the key. The process of giving and receiving information is very helpful in the learning process.

2.7. Recommendations and Suggestions

Most EFL students have had many difficulties during the COVID-19 era because of the lack of security, safety in general, and in-class learning in the educational field. In this context, taking safety measures and training the technological use of distance learning

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is important for students to improve their EFL Learning. This section is dedicated to recommendations and suggestions for both EFL learners and teachers that will helpfully assist students in overcoming break from studies difficulties and also evolve the EFL teaching/ learning process.

➤ For Teachers'

- Keep the face-to-face teaching.
- To share their knowledge with their students'.
- Improving different aspects of EFL Teaching as a priority (cultural, social, pedagogical content).
- Learning the use of technology.
- Being prepared for any upcoming teaching circumstances
- Develop their teaching methods.
- Avoid the no-care attitude.
- Consider seriously their students' needs and preferences.
- Revising continuously their matters and techniques to manage their classes, tasks and activities.
- Having a good discipline.
- Provide easy Curricula.
- Omit unnecessary modules and focus on Academic Skills.
- More interaction and engagement for more benefits
- Teachers' timing should be organised.
- Take into consideration the shift from easy to difficult, during and after covid 19.
- The accommodation of teaching with covid19 should have been established on targeted goals and determined improved strategies.
- Teaching should not be focusing on the heterogeneity of various factors that should be gathered together to deal with different courses.
- Support students' interests to fulfil the specific objectives of abroad methodology and outcome of pedagogical dealing.
- The mastery of those technological tools and making into action with pedagogical planification.
- Reconsider different aspects like weaknesses, Lacunar, and students' references in terms of technology use.
- The post-covid situation should be handled and manages in a way that new era objectives should be reach.

➤ For Students'

- Students should get used to adapt another ways of dealing with information instead of improving the collective aspects.
- Adaptation with new evidences and tasks alternatives in new periodic cases.

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- Avoid missing classes.
- Concentrate more with teachers during classes.
- Keep contact with teachers
- Avoid being reluctant.
- Get used to have a new start.
- Never get acostumed to laziness and non-attending.
- Balance between class activities and social network use.
- Be trained in the use of the age technologies
- Be more self-reliant in learning

2.8. Conclusion

The current chapter represented the case study in the area of the impact of COVID-19 on EFL teaching methods. It attempted to elicit the sample population and describe the research informants. It dealt with quantitative and qualitative data analysis of the main findings. This analysis was implicated by the main research instrument of the questionnaire for both EFL learners and teachers, and classroom observation. The chapter contained the interpretation of the findings followed by a general discussion .It also entailed to give some recommendations and suggestions to overcome the problems faced by learners and teachers in relation to the EFL teaching methods during and post COVID19.

General Conclusion

The objective of the study was to investigate the effects of COVID-19 on higher education in Algeria. The study argued that the COVID-19 has had a huge effect on education and higher education and it forced teachers to use online learning and avoid face-to-face due to the quarantine. The study was carried out using a literature review and data analysis method that covered the objective of our study.

After collecting the data using two investigation methods, a questionnaire and a classroom observation, and to verify the research hypotheses, a qualitative and quantitative analysis was undertaken for the data results given by both the students and the teachers. In response to the first hypothesis of this research, the data analysis has proven F2F teaching was replaced by online teaching.

The second hypothesis was demonstrated in the literature review and proved in the second chapter of our research. Indeed, education is better with F2F learning, while E-learning plays a big role in exchanging information between the teacher and the student.

In the first chapter, the researcher presented COVID19 and this includes a brief background and the definition and spread of this virus. The first chapter also included the impact of the pandemic on education and its effects. In this concern the researcher discussed the COVID impact in different sectors, educational settings closure, the rise of online learning, pedagogy for continuing education through online platforms, student's readiness towards online learning, teachers and students' interaction as well as teacher and students' role in online education. The first chapter dealt with the impact of COVID-19 on the role of teachers in developing E-learning during the pandemic. At the end, it dealt with the teachers' role as agents of change.

Teachers have played a vital role in COVID-19 higher education by adapting to new teaching methods and providing support to their students. Despite the challenges, they have shown resilience and dedication to their profession.

In the practical part, a combination of qualitative and quantitative data was used in order to reach the results assumed from the researchers' hypotheses. This included a

two questionnaires (for teachers and students) and classroom observation which demonstrated that a number of characteristics that can be viewed as the new method's flaws have a negative impact on students' perceptions of online learning. Additionally, COVID-19 forced teachers to use online learning which showed that both faced many problem while dealing with the online approach so they had to learn more about the use of those technological tools. These results demonstrate that the researchers' initial hypotheses were correct. Concerning the second finding, it was revealed from the questionnaires and classroom observation that both teachers and students prefer in-site learning (F2F), but online education plays a big role in exchanging information. and these findings confirm the second hypotheses. The research offered several recommendations based on the study's findings to enhance the use of online learning and lessen the number of issues that students face. Finally, this type of study may pave the way for more investigations that may be done differently, approached from different viewpoints, and could generate fresh ideas for reducing.

Appendices

APPENDICES

Appendix A: Students' Questionnaire

Dear students, you are kindly requested to answer the above questions:

- 1- How do you assess Covid-19 era of university studying?
Difficult very difficult Scary
- 2- How concerned were you about catching the virus
Concerned very concerned neutral
- 3- Did the covid-19 Pandemic made you more concerned about your EFL university studies? Why, Justify please
Yes No
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.....
.....
- 4- Were your teachers' cooperative during the pandemic? How? Justify
Yes No a little bit
.....
.....
.....
- 5- Have you had problems with your concentration post Covid-19?
Yes No
- 6- Do you think things got back to the way it was pre-COVID? Justify
Yes No
.....
.....
.....
- 7- Was it easy to return to University for studies post the pandemic? Justify
Yes No
.....
.....
.....
- 8- How difficult or easy is it to use the distance learning technology during Covid-19 (computer, tablet, video calls, learning applications, etc.)?
Difficult Very Difficult Average Easy
- 9- How difficult or easy has it been for you to follow the COVID related safety measures and protocols at your University?
Difficult Very Difficult Average Easy
- 10- When participating in distance learning, how often did you hear from your teachers individually?

Appendices

Very Often Often Rarely Never

11- How satisfied are you with the current EFL learning model at your university?

Very Satisfied Satisfied Discontented

12- How would you like EFL Learning to be right now?

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13- What do you like/ not like about EFL Teaching in university right now?

Appendices

APPENDIX B: A Sample of Students Answers Questionnaire

Students' Questionnaire

Dear students, You are kindly requested to answer the questions :

- 1- How do you assess Covid-19 era of university studying?
Difficult very difficult Scary
- 2- How concerned were you about catching the virus
Concerned very concerned neutral
- 3- Did the covid-19 Pandemic made you more concerned about your EFL university studies ?
Yes No
Why, Justify please
because even though there was a virus we still studied online and on-site
- 4- Were your teachers cooperative during the pandemic? How ? Justify
Yes No a little bit
they were not that much strict with us whether in deadlines, corrections
- 5- Have you had problems with your concentration post Covid -19 ?
Yes No
- 6- Do you think things got back to the way it was Pre-COVID? Justify
Yes No
we are not wearing masks we are sitting next to each other, and we are studying on-site all the time
- 7- Was it easy to return to University for studies post the pandemic ? Justify
Yes No
we got used to studying from home most of the times and there wasn't a lot of lessons like now
- 8- How difficult or easy is it to use the distance learning technology during Covid-19 (computer, tablet, video calls, learning applications, etc.)
Difficult Very Difficult Average Easy
- 9- How difficult or easy has it been for you to follow the COVID related safety measures and protocols at your University ?
Difficult Very Difficult Average Easy
- 10- When participating in distance learning, how often did you hear from your teachers individually?
Very Often Often Rarely never
- 11- How satisfied are you with the current EFL learning model at your university ?
Very Satisfied Satisfied Discontented
- 12- How would you like EFL Learning to be right now ?
done online and on-site
- 13- What do you like/ not like about EFL Teaching in university during Covid and post Covid ?
there are a lot of lectures, which makes it hard to revise them all.

Thank you for your collaboration

Appendices

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.....

7- Was it easy to come back to in-class teaching after the pandemic? Why? Explain please

Yes

No

Somehow

.....
.....

8- How difficult or easy was it to use the distance learning technology during Covid-19 (computer, tablet, video calls, learning applications, etc.?)

Complex

Burdensome

Uncomplicated

9- How concerned were you about students' academic growth during COVID-19 and POST COVID?

Indifferent

Very Concerned

Concerned

10- How satisfied are you with the current EFL teaching at your department? Explain Please.

Totally satisfied

Unconvinced

Not satisfied

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.....

11- How would you like EFL Teaching to be right now? Justify please

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12- What do you like/ not like about EFL Teaching in university right now?

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Appendices

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13- What do you recommend for EFL Teachers as far as university Teaching is concerned?

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Appendices

APPENDIX D: A Sample of Teachers Answers

Teachers' Questionnaire

Dear teachers, you are kindly requested to answer these questions:

1- How do you assess Covid-19 era of university Teaching?
 Laborious Favourable Hard

Why? Please, explain
 Because of the accommodation of teaching with Covid-19 hasn't been established on targeted goals and detailed determined improved strategies.

2- Did the covid-19 Pandemic make you more concerned about your EFL university teaching ?
 Profoundly Concerned Concerned Unworried

Why? Please, explain
 Because, Today we focus on Heterogeneity of various factors that should be gathered together to deal with different cases.

3- As a Teacher, were you cooperative with your students during the pandemic?
 Highly Cooperative As much helpful as possible Cooperative motivated

How? Explain please.
 It's necessary to go in with students' interests to fulfill the specific objectives of a course methodology and outcome of pedagogical dealing.

4- Have you noticed any problems in your students' learning process? Justify
 Yes No Sometimes

as an academician the most important problem is the mastery of technological tools and making into actions with pedagogical planification.

5- What were your teaching alternatives during university close down?
 Zoom Moodle Teams
 Facebook Gmail Lectures simplified

Why? Explain please
 It was not a choice Teams has been the only way established technically by university plan in the pandemic era only.

6- Do you think things went back to the way they were before Covid pandemic?
 Yes No Somehow

Why? Please, explain
 Because this gap of developing an inverted way of learning under low-stress circumstances used learners to adapt another ways of dealing with information instead of improving the collective aspects.

7- Was it easy to come back to in-class teaching after the pandemic?
 Yes No Somehow

Why? Explain please
 Because of coming back to normal conditions need time and full the adaptation with new exercises and tasks alternatives + new periodic cases.

Appendices

8- How difficult or easy was it to use the distance learning technology during Covid-19 (computer, tablet, video calls, learning applications, etc.?)

Complex Burdensome Uncomplicated

9- How concerned were you about students' learning after COVID-19 ?

Indifferent Very Concerned Concerned

10- How satisfied are you with the current EFL teaching at your department? Explain Please.

Totally satisfied Unconvinced Not satisfied

I think I am totally convinced that the EFL teaching should depend on a real thing not only the use of it as a show of interest of use because this should rely on the satisfaction of perspective and their analysis.

11- How would you like EFL Teaching to be right now? Justify please

I think that the major and the meridian alternative should begin to a great mastery and maintenance of teaching in general with pedagogical alternatives to target student choice in the future in order to fit perfectly here and

12- What do you like/ not like about EFL Teaching in university right now?

in EFL Teaching in university right now is on the testing and trial experiences, so we can not overcome its efficiency or nightmares.

13- What do you recommend for EFL Teachers as far as university Teaching is concerned?

As a practical and researcher, I think that inquiry different aspects in EFL Teaching is a priority such as: cultural, social, pedagogical context. Because of this targeted technological and learning technology is linked to all factors and aspects of conditions and catalysis.

Thank you for your collaboration

6- Do you think things went back to the way they were before Covid pandemic?

Somewhat No Yes

Why? Explain please

7- Was it easy to come back to in-class teaching after the pandemic?

Somewhat No Yes

Why? Explain please

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