



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
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**The Integration Of ICT And E-learning And Its Impact On
Teaching And Learning English During And After The COVID-
19 Pandemic .The Case Of First Year Master Students at Naama.**

*Dissertation Submitted to the Department of English as a Partial Fulfilment of the
requirement for the degree of Master in Linguistics.*

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Academic Year: 2022/2023

Dedications :

We gladly dedicate this work to :

The most precious people to our heart, the ones who gave us birth and brought meaning to our lives and to people who gave us strength and hope.

May Allah bless them

o the person who helped us completing some details , our dearest friend Djamila MASOUD .

To my best friend and companion for all those years Souhila TEIBI.

To all people who took our hands after the fall and stumbling, those who supported us with their prayers and their trust.

To every person who inspired us that we can.

And to ourselves above all.

This work is dedicated too to our promotion colleges and to our kind, cooperate and beloved teachers of English. In memory of our beloved supervisor Dr. Nabila EL HADJ SAID.

Acknowledgements :

This work could not be achieved without the support of our supervisor Dr. Nabila ELHADJSAID

Who guided us throughout this research journey and provided us with her help.

We would also like to thank the member of the committee, Dr Bekhta BELAID and Dr Karima BENHEDDI who had

Given their time for us through all the five years

Likewise, we are profoundly grateful to Dr. Meriem KOURICHI and Dr. Faycal FATMI who inspired us and

Encouraged us to create this work.

Last but not least, we would like to express our regards and blessings to all of those who

Provided us with support during the completion of this research work.

Abstract :

The use of ICT tools becomes a necessity in all the domains of life, especially in education because of the worldwide pandemic of COVID-19, the ministry of education and scientific research are obliged to resort to those technological tools in order to maintain the progress of education.

To this end, the purpose of this study is threefold : to know how is the process of learning and teaching a foreign language controlled and managed by Algerian universities during the pandemic of COVID ,to know whether teachers and learners were ready for online learning and what was their perception towards it and to determine what the hardships and difficulties that faced students and educators during the pandemic are.

The researcher has opted to a mixed method research that is exemplified by a questionnaire with learners of Naama university centre and interviews with teachers, findings reveal that the learners have a good attitude concerning the use of ICT devices in the learning process, the findings also show that the conventional method of teaching cannot be replaced by technology and that the teacher remains the head of the classroom.

Furthermore, such technologies can only support and help learners in their studies, they cannot completely boost learning process, especially giving certain students unfamiliarity with their use to fix some problems related to the subject matter.

E-learning platform has become a significant tool for professors and learners especially in the last three years because E-learning is a new approach embraced by universities in the COVID-19 period. It is built in a modern and contemporary learning method which all learners have in common so through an organized research instruments, this study intends to investigate EFL learners view about ICT and E-learning.

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List of abbreviations and acronyms :

ICT: information and communication technology.

E-learning: electronic learning.

CAI: computer assisted instruction

Acronyms:

CALL: computer assisted language learning.

EFL: English as a foreign language.

ERL : Emergency remote learning

General introduction:

General Introduction

The COVID-19 pandemic leads to an emergent closure of schools and universities around the world. Therefore, the ministry of education is obliged to shift from the traditional method of learning to E-learning. The widespread perception of E-learning or distant learning is that technology has drastically altered how people learn. This study sheds light on learners' and teachers' perceptions of ICT platform by highlighting the link between their attitudes about E-learning and their educational accomplishments. This dissertation is divided into two chapters: the first chapter presents a theoretical framework about ICT. It aims to distinguish between teaching English as a foreign language and learning English as a foreign language. It also tends to present speaking difficulties in the classroom environment, the importance of the four skills improvement for EFL learners and finally the integration of ICT and E-learning during and after the pandemic. Methodology and research instruments are discussed in the second chapter. It describes the mixed method approach from students questionnaire and the researcher observation to the teachers interview. This study was designed to address the following main questions: Question 1: How is the process of learning and teaching English as a foreign language defined, encountered and implemented during the pandemic of Covid and how was the process managed after the pandemic? Hypothesis 1: maybe it is claimed that the learning process differed and shifted and many learning and teaching strategies have been added that students developed positive and negative attitudes towards education. Question 2: were educators and tutors ready for online learning and what was their perception towards it? Hypothesis 2: maybe it is indicated that educators and teachers found some difficulties in the sudden shift due to the lack of mastering high-techno platforms while others may accept and find a necessity in including online teaching in education. And that students have been not able to connect productively (gainfully). In Which the prescribed procedures for online self-teaching are yet to be investigated. Question 3: what are the hardships and difficulties that confronted the educators and students during the pandemic? Hypothesis 3: maybe it is said that due to the sudden shift that occurred as a result of the corona virus, teachers had a changeover in their learning pedagogy in which they moved from face to face learning into online learning, and what's more, needed to adjust another learning environment to become suitable and familiar to this new climate. As for college students they have to endure mental stress and anxiety because of school closure as a piece of distancing strategy, which led to cancel all campus events including conferences and other programmes changing everything into online courses.

Chapter One

Literature Review

1. 1 Introduction

Technology has a significant impact on all human activities , applying technology in the learning/teaching process becomes so important along with the COVID-19 Pandemic ,communities adopted distance Learning not only to facilitate the teaching/ learning process, but also to protect people according to the protocol that has been applied, to support the educational system and to deliver the lessons in an effective way. Teaching-Learning processes are not easy to carry out. However, with the implementation of some ICT tools, these two processes can be facilitated and without questioning the use of ICT ,teachers and policy makers cannot apply technology in their classrooms, a large number of conditions is needed to be met in order to integrate ICT in a classroom environment .

This chapter aims to explain teaching and learning as a foreign language then, speaking difficulties in the classroom environment among learners and the importance of the for skills improvement are going to be discussed .foreign language teaching and learning during and after the pandemic is also included in this chapter. besides defining ICT ,its history, its evolution and its scope in English language teaching ,and a comparison between traditional methodology and modern methodology using ICT .In addition to pointing out the history of E-learning and its types .

1.2 Teaching English as a Foreign language

English is determined to be an important language to learn worldwide and as a result English as a foreign language curriculum and teaching methods emphasizes the importance of communicative strategies and functional language use, the goal of teaching English is to enable effective communication.

While English is widely taught as a foreign language in schools, it does not necessarily play a crucial role in national or social life outside of English speaking countries. Therefore, the purpose of teaching English as a foreign language is to provide students with the ability to communicate using English in schools, this encourages students to speak extensively in class and express their ideas not just repeat what the teacher tells them to say, ultimately students are expected to acquire knowledge of English that can be used for communication.

English teachers have started to adopt a method of teaching foreign languages that resembles the way first language is acquired. To achieve this, teachers need to prepare the teaching materials, instructions, media and techniques carefully.

Teaching is defined as the process of helping someone to learn something by providing instructions, guidance, knowledge and understanding based on the teacher's experience and preparation.

It is suggested that teaching is influenced by ideas about language and learning conditions which can effect the selection of teaching materials and methods therefore language teaching aims to help learners acquire the language they want to learn or master, thus the ultimate goal of teaching English is to enable students to use the language for communication, as English is considered as an international language and one of the most important school subjects, principally due to the skills (reading, writing, listening and speaking) needed to a larger or lesser degree in other school subjects.*(Broughton /Brumfit/Pincas /Dwilde,2002).*

The chronological development of language teaching is presented in order to make it easy to trace its evolution over time, some ways of foreign language teaching

are not necessarily formal methods but rather collections of teaching experiences and lessons.

It is divided into several eras including : the before the nineteenth century era : where the origins of foreign language instruction can be traced back to the time of the Romans, they studied Greek as a second language, this was accomplished through the presence of Greek tutors or having Greek speaking individuals in their households. Eventually, people throughout Europe began to learn them.

The after the nineteenth century era : in which the approach of teaching English that grammar and translation received criticism and a new method was introduced.

Claude Marcel proposed a new approach in 1867 which involved abandoning the use of translation and grammar rules, and instead teaching language by first comprehending texts.

He suggested an approach that involves a lot of listening, followed by reading simple and familiar material, and then practicing speaking and writing.

And then the new era where teaching techniques are practical implementations of theoretical discoveries, this techniques are generally derived from theories and then implemented in the later half of the 20th century.

New approaches to language instruction emerged and the audio-lingual method is a widely recognized and internationally used teaching method that is among these techniques, it appears to be the most extensively developed method, similarly speaking, in language teaching, the terms approach, method and technique are often used interchangeably even though they have different meanings. Some people mistakenly use the term method to refer to all «three» , However ; according to Anthony 2001 :«there is a hierarchical relationship between the three, approach refers to the underlying theories, method refers to the plan of teaching that is consistent with those theories and technique refers to the specific actions taken to implement the method, in other words the three terms can be seen as having a hierarchical structure

when approach is foundational, method is procedural and technique is the practical application of the method.(*Satiyadi, 2020*).

1.3 Learning English as a Foreign Language

There are two ways to define learning : functionally: which refers to changes in behaviors resulting from experience and mechanistically which refers to changes in the organism resulting from, however ; both these definitions present issues.

The study of learning has been an important subject in psychological research since the inception of psychology as an independent science. And in fact it was the most extensive research topic in psychology for most of the last century

Nowadays, learning-related inquires are present in every era in psychology, however ; it is remarkable that researchers rarely give a clear definition of what they mean by learning.(*Hower, 2013*).

ESL also known as English as a foreign language, involves the learning of language by individuals who are not native speakers and reside in a country where English is not the official or second language.

Non-native speakers choose to study English as a foreign language due to its status as a global lingua franca which allows them to take advantages of its benefits. ESL on the other hand refers to the study of English in a country where it is the official or dominant language , although it may not be the first language of the majority of population.

Even though EFL and ESL are sometimes used interchangeably, they differ in terms of the country in which English is being studied.

Acquiring fluency in a new language cannot be an easy task, yet it can also present challenges. In particular, learners of English commonly encounter difficulties which vary depending on their native tongue : beginning with **pronunciation** in which English encompasses various phonetic sounds that are absent in other languages, leading for challenges for students who are learning English as a foreign language.

For example some Koreans, Japanese and Chinese dialects may find it difficult to distinguish between the «L» and «R» sounds, a phenomenon known as «lallations».

And in terms of **grammar** too in which English learners may encounter difficulties with English grammar and sentence structure, which can include various aspects such as functions and auxiliaries :

do, does and did and modal verbs : can, have to. And idiomatic usage : make and do. Moreover ; **vocabulary**, poses a significant challenge as there are over 170,000 words in English language making it the language with the most words and according to the world atlas, learners may find it challenging to understand when and how to use vocabulary in different tenses contexts and social settings. Learning to read in any specific language can be difficult but learning to read in a foreign language can be so hard, in fact there are two types of **literacy** : first language literacy which refers to learning how to read in your native language before learning to read in a second language. Second language literacy which includes being proficient in speaking a language but not in reading or writing it.

Class placement and drop out rates is one of the challenges facing EFL learners where EFL students studying in English speaking countries often struggles with the appropriate class placement as their level of English proficiency may determine their academic abilities and place them in lower-performance group (*university of the people, 2022*).

Stephen Krashen a linguistics specialist from the university of southern California ,has a large expertise in the area of language acquisition and development theories ,his current research focuses mainly on the study of language acquisition in bilingual and non-english speakers throughout his carrier , he had published more than 100 articles and books and has given over 300 lectures in the U.S and Canada universities .

Krashen theory of second language acquisition is comprised of five key hypothesis namely:

The acquisition learning hypothesis which is the most important and widely recognized among linguists and language teachers .Krashen posts that there are two separate systems for foreign language performance : the acquired system which is the result of a subconscious process that is similar to how children acquire their first language .It requires meaningful interaction in the target language .where speakers are focused on communication rather than the structure of their speech .However; the term learned system or learning refers to the outcome of formal instruction that involves a conscious process leading to conscious knowledge about language such as understanding grammar rules .Learning is achieved through a deductive approach in a teacher-centered environment .In addition to the monitor hypothesis , the input hypothesis , the effective filter hypothesis and the natural order hypothesis that Krashen addressed.(*Ricardo,1998*).

1.4 Speaking Difficulties in the Classroom Environment

Language is the essential tool for communication since the beginning of humans. People have been satisfying this need in different ways through ages, however the simplest and best way has forever been speaking. The main goal of all languages is to help humans to communicate with each other through speaking to express their thoughts, to transmit information, and to create understanding with audience's need as well as to read and to write. It means that the speaker should strive his/her ideas clearly so those thoughts accepted and acknowledge well understanding with what is needed by the listener.

Speaking is one of the four skills in learning a foreign language along with listening, reading, and writing. The educators find teaching English as a hard subject to be handled especially in the non_english speaking countries ,where teaching of speaking skill is taken into account as the most important skill to be mastered by any EFL learner in order to prepare and train students to be able to communicate in the target language well in their own lives or in their social communication. However; it is difficult for EFL learners to communicate in English especially in the classroom environment where speaking in the target language is regarded as an incredible issue

because they need to think more while communicating in English, they need to deliver the right sentences and proper words as well as to know the mechanics of the language(vocabulary, grammar, pronunciation) function of language (permission, greeting, requesting etc) and the socio_cultural norms (taking, rate of speech, length and pause). EFL learners are expected to speak fluently in English and the success is measured in terms of the capacity to complete a conversation in the target language (Chand ,2021).

Nevertheless; speaking can be a significant problem to effective foreign language learning and communication. EFL students no matter of the amount they know about the English language actually face various difficulties in classrooms such as: low motivation in learning, lack of concentration, lack of confidence, teacher's attitudes, learning facilities also the teaching methods adopted by the teacher it means that speaking ability isn't just impacted by individuals factors however it tends to be impacted by social and cultural factors of students. many examinations have shown that oral language enhancement has to a great extent neglected in the classroom and more often spoken language is used by the teachers more than the students, among these various problems Ur (1996) has mentioned many factors that cause difficulty in speaking English in classroom such as:

- 1_ Restrain or inhibition, students are regularly forced to express and communicate things in a foreign language in classroom, stressed over committing mistakes, afraid of been criticized or just shy.
- 2_ nothing to say, students have no intention to express themselves.
- 3_low participation, talkative or brilliant students may dominate in the classroom which makes other students speak a little or not at all.
- 4_the utilization of mother tongue, students feel easy and safe including their mother tongue in the class to share or discuss about on topic to avoid mis-understanding and criticism from their peers. Subsequently, they like to use native language which abstract learning to speaking in English.

In addition, there are many factors that cause difficulties in speaking English among EFL students.some of these factors are related to the learners themselves, the

teachers, the teaching techniques the educational program, and the environment. For instance, many learners lack the necessary vocabulary to get their meaning across, and consequently they cannot keep the interaction going. Also some learners have the absence of motivation to speak English they do not see a real need to learn or speak English. Actually, motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he preserves" (Littlewood,1984,p.53) the improvement of communication skills can happen assuming students have inspiration and potential chance to express their own personality and relate with people around them.

The inappropriate attitude of the teacher like ignorance, indifference, disrespect, and mocking determines the development of a negative self-esteem which can lead to a consequence such as lack of communication, that directly become speaking anxiety (Ur,1996)

As well as some teachers use the native language in class, in any case, this can be another factor that contributes speaking difficulties. This is because using L1 means sacrificing significant opportunities for well-motivated English language.

Teaching strategy likewise add to this issue as they are inadequate and they do not focus on speaking. which brings about a small improvement of this expertise.

Speaking skill appears to be associated and related with the classroom environment it seems to be an important motivating element of the teaching learning process. Classrooms are small communities, groups of individuals acquiring knowledge and developing functional relationships and a series of elements shared between all individuals like objectives, thoughts, values and knowledge. The appropriate learning environment is the key of successful learning and improvement which cultivate a sense of having a place, enhance the joy of learning and caring relationship among students. Therefore, classroom environment has a powerful impact on how students will achieve a wide range of academic results because classroom environment is where communication takes place for students, improves and cultivated. teachers must be capable in possessing the communication skills and also

to be able to train and develop information and communication skills as a necessity in students learning effectiveness.

Therefore, teaching of speaking today is directed to ameliorate the learner's communicative skill that can express English appropriately. Then, teaching speaking must be focused tutoring English language rather than tutoring about English language. The significant part of language teaching is to guide and address class activity for creating, improving, expanding student's speaking expertise. The goal of teaching speaking is to communicate effectively. Learners should be suitable to make themselves understood, utilizing their current capability to the best. (*Chand/2021*).

1.5 The Importance of the Four Skills Improvement for EFL Learners

English language has turned into the most spoken language around the world. It became the significant language of science, medication, trading, media, tourism all over the planet, hence, in education, English is equally important which made an essential language to be learned by all non_english countries. In the field of education, the governments across the globe have incorporated a syllabus of English as a foreign language, sometimes as a second language to be taught to their schools and universities. However; mastering English would require the mastering of four necessary skills, commonly known as, reading, writing, listening, and speaking. Those skills play a crucial role in learning English as a language.

The four abilities of language learning are a set of four capacities that permit a learner to comprehend and produce spoken language for useful and suitable interpersonal communication. These four abilities are most frequently obtained in the order of listening first, then speaking, then reading and finally writing. For this reason, these abilities are often called LSRW skills. These four skills give students potentials to create context in which to use language for exchange of real information as well as ideas and proof of their own learning ability and most important confidence. It is more important to highlight that these four skills are divided into two categories: the receptive skills, and the productive skills, listening and reading are the receptive ones because learners do not need to create and produce language, they receive and understand it. These abilities are in some cases known as passive abilities. The

productive skills are speaking and writing because learners are applying these skills in a need to produce and to deliver language . They are also know as active skills.

One need to know them as well as their function in order to use English language properly, and they are explained as follows :

Listening: it is what is known as a receptive skill or a passive skill, it requires from learners to use their ears and brains to comprehend language.It is typically find the most difficult skill. This often is because they feel under unnecessary pressure to understand each word.The audience is additionally expected to be attentive and concentrate on understanding the message. This skill could be enhanced by focusing on making the students listen to the sounds of that specific language, This would assist them with the right pronunciation of words.The intensive listening will ultimately help a student to understand more on the accent to be used in the exact pronunciation of words.

Speaking: it is a productive skill or known as an active skill, it requires the usage of the vocal tract and brain to correctly produce language through sound.language is a device for communication, to speak with others and to communicate thoughts and to know others' thoughts as well. The educators should consider that the degree of language input should be higher than the language production.

Reading: It is a receptive or a passive skill as it requires the learners to utilize their eyes and minds to comprehend the written equivalent of spoken language, Reading is a learning skill, it help to improve all parts of English language vocabulary, spelling, grammar and writing. reading skills help students to understand the content and draw conclusion, the students should also make reading a habit in order to be familiarize themselves with the jargons and new words by reading books, newspapers, articles...ect.

Writing: recognized as a productive or active skill it requires the use of hands in order to produce the written symbols that represent the spoken language. Writing provides a learner with an actual evidence of his accomplishment and he can measure

his improvement, it assists with solidifying their comprehension of vocabulary and structure and complements the other language abilities, it helps to understand the text and compose pieces it can cultivate the student's capacity to sum up and to use language freely, To compose perfect language one should succeed in the writing abilities with the assistance of different strategies.

Moreover, at the moment of assessing, teachers of EFL classrooms should put in consideration that students learn in different and unique way which therefore students receive and process a different learning style and material have to be included such as visual aids, group work, discussion, writing stories, role_playing.etc. The educators must create the important conditions for students to learn effectively and reach the ideal results and to improve the speaker's four skills of language learning, therefore the process of evaluation of each one should also be different in order to fulfill the right evaluation process of each skill. For the instruction of English to be successful, the educators should not separate language skills and focus only on one skill at a time. The four skills reading, writing, listening, and speaking should be integrated in a useful way, these abilities should be addressed in a way that assists the students with satisfying the rules that have been set by the teacher for the learners and cultivate their communicative performance progressively.(*sadiku,2015*)

As a result, this four skills of language learning play a vital link between learning and processing, which means they work as a chain, one can not teach or learn without these abilities they are inseparable from one another. With these four skills addressed equally while learning English, the learners can be assured of having good communication abilities, an extraordinary need in today's reality.

1.6 English as a Foreign Language Teaching and Learning during the Pandemic of COVID

Corona virus disease, otherwise called covid_19, is a medical condition that affected profoundly several areas like daily life, working life and the system of education in the world. It first showed up in Wuhan City, China in December 2019, World Health Organization (WHO,2021) declared Covid-19 is a worldwide highly sensitive situation on 30 January 2020 and a global pandemic on 11 March 2020. In order to reduce the spread of this life-threatening virus, specific restrictions and rules have been forced, including travel restrictions and closure of restaurants, amusement sciences, theater and cinemas. One of these restrictions is the prohibition of face_to_face education implementations of distance learning have been utilized to eliminate contact and to proceed with education. Through this method, distance learning has begun to be used in pre-school through higher education institutions. By this way distance education has begun to be carried out from pre-school to higher education institutions.

The covid -19 caused the necessity of distant learning, education has been interrupted around the world, and countries have been trying to continue by choosing and implementing its system of how education proceeds and to seek new types of learning new methods, and tools .institutions, administrators, teachers, students and even parents have found themselves unexpectedly involved in the distance education process. Schools have been forced into a learning flow that is complex, confused, and constrained as a result of the sudden shift from traditional face-to-face teaching methods to more indirect ones. (*urğodüzÖ lüG2021*)

Foreign language teachers, and students have all been significantly impacted by this approach. Students have been impacted mentally by school closures, absence of materials to participate in courses, being unable to get to online materials from

home and being unable to leave out from home for a long periods of time which reported feeling stressed, anxious, lonely, and isolation. At this stage, School district authorities urged teachers to swiftly switch from traditional education to remote learning.

Foreign language teachers were forced to complete at least many days, or even weeks, of professional development learning how to teach remotely online. Research demonstrates that, in comparison to conventional face-to-face learning, teachers derudne numerous obstacles while teaching online such as selecting the right online technology material, evaluating students' performance, demotivation and carelessness, and in discipline behaviors of students, problems in assessing the internet, and mostly assessing students' four skills of language learning. .
(*Maarten van der velde ,florian sense, august 2021*).

Students preferred traditional learning since they can receive direct information and understand better, plus they get printed materials which makes it more suitable for taking notes and retaining new words and phrases, especially when students can highlight them, but due to the pandemic.(*Muhammed &Majed,2023*).

Teachers of foreign languages are required to continue their work remotely online, they frequently lacked the pedagogical expertise and technical resources to fulfill the demands of educational enhancement since this happened with no advance notice, technical planning, or training. teachers experienced stress and turbulence as a result of the sudden shift in teaching methods, the uncertainty of how long the lockdowns would persist, and the lack of familiarity with remote teaching (UNESCO, 2020). Some teachers' challenging personal situations and conflicting obligations, such as health problems, or teaching small children at home, added to their stress. Most teachers believed that distant language assessment was a more difficult assignment than educating them. writing was found to be the most challenging language skill to remotely teach and assess, where as reading was the least challenging. The educators claimed to have used a variety of strategies to get beyond

difficulties to language teaching and learning. They were satisfied with their remote teaching experiences, although they acknowledged that they needed more instruction in managing classroom interactions, using various teaching platforms and technical tools, leveled down the educational process, by using Zoom, Microsoft Teams, Google forms, and the flexibility to access resources at any time and the utilization of familiar tools like powerpoint slides, were considered effective teaching tools, as well as the use of live lessons, online tasks and tests for a better assessment techniques.

Any type of online instruction needs to be properly planned and structured, and teachers must be explicit about communication practices, to be accessible and present for the students, create learning communities, provide timely feedback, and to teach students on how to study online.

In addition, some teachers find the use of online objective examinations is seen as necessary to reduce plagiarism, although other professors think these assessments are inappropriate for evaluating students' comprehension and knowledge of literature.

As a consequence of the pandemic There is no question that these modifications to educational settings had an impact on online language teaching and learning. Along with the other classes, English courses at universities have been delivered online. Students in English preparation classes are accustomed to learning mostly in a face-to-face setting; but, because to the pandemic, they are required to do all of their course work online. Teachers had to create a realm of digital environment in order to achieve the learners four skills of language learning. This has opened a new horizon in the field of education for the sake of becoming more familiar and better understood with this new teaching method combined with technology in today's new-age learning.

1.7 English as a Foreign Language Teaching and Learning after the Pandemic of COVID

The COVID-19 pandemic has created a new crisis for the educational system. As per UNESCO's 2020 report, school closures in 165 countries have affected 87% of students. In response to this, there has been an increased emphasis on digitalization in

education. This crisis has given stakeholders in education an opportunity to reconsider traditional teaching methods .As a result, countries are now recognizing the value of innovative approaches like emergency remote teaching (ERT) and virtual learning (VL) platforms during the recovery phase. English educational institutions are employing ERT and VL to help teachers deliver content, facilitate online instruction, and distribute course material. This adoption of ERT and VL has enabled teaching and learning to continue even in the face of school closures.

Hence, the current pandemic presents a fresh opportunity for institutions to initiate collaboration. Stronger cooperation among international public-private companies, governmental bodies, and institutions could facilitate a more focused approach and offer solutions . Thus, it is necessary to encourage collaboration between international organizations, such as UNESCO and WHO, educational institutions, civil society, the private sector, and other stakeholders, to promote high-quality digital learning for present and future generations, To achieve this, schools should ensure that students receive proper training to maintain flexibility in using virtual learning platforms, Additionally, teachers of English should receive faculty-wide online support .Similarly, online training should be provided to support knowledge dissemination.

In order to improve the use of emergency remote teaching for online courses, it is suggested that educational experts be brought in to train teachers on specific platforms, class management, and scheduling. Additionally, open educational platforms should be developed to provide access to high-quality learning resources. Governments should also create policies to enhance the effectiveness of emergency remote teaching and virtual learning, ensuring that the course content meets educational standards. It is important to maintain the quality of academic content and keep educational costs under control, taking advantage of opportunities after the pandemic.

Due to the COVID-19 crisis, educational institutions have rapidly shifted all academic activities to the internet. Consequently, schools are implementing emergency remote teaching and virtual learning platforms as a response to the pandemic. It is

crucial for institutions to learn from this experience and develop policies for the adoption of ERT and VL platforms during the ongoing crisis. Although some studies have exclusively focused on digital learning and COVID-19, few have explored the adoption of emergency remote teaching and virtual learning after the pandemic .(*Anthony /Noel ,2021*).

Although technology has been integrated into the Algerian educational system for some time , there is currently a lack of readiness for a quick transition to online teaching .while many teachers face challenges in adapting to this new mode of teaching , these obstacles can be overcome with experience, familiarity and motivation. Despite this, it is now necessary for both teachers and students to incorporate online or blended learning into their classroom practices ,a sit is no longer optional ,although the current crises have negatively impacted various sectors in Algeria , it is important to view it from a different perspective in order to prepare for any future outbreaks .This has something to do with using online platforms or resources with or without COVID-19.

The education sector has been impacted by the COVID-19 Pandemic resulting in a rapid shift from traditional teaching methods to online teaching .For most teachers this sudden change has presented many difficulties and obstacles .As a result , it is important to acknowledge the need to reform the teaching process after the pandemic and address the issues that have arisen .This involves mandatory integration of technology and online resources , which needs teachers to invest in their self-development to adapt to the new teaching methods that combine online and face to face classroom learning and although the pandemic has had a significant global impact it has also provide an opportunity to improve online education .

Therefore significant changes are necessary to cope with the pandemic and prepare for the post-crisis period .In Algeria , education reform will require collaboration and connectively between teachers, students ,syllabi designers and government authorities to enable better implementation of distance learning , the Algerian government must provide schools and universities with the necessary

resources and materials .Thus it is important for them to take into account both social and economic assistance in order to enhance the quality of education.(*Chelghoum,2020*).

1.8The Integration of ICT in Education

1.8.1 The History of ICT

Understanding the effects and processes of the Internet as a globalizing technology requires considering its historical development, the general transfer process of technology, and the unique local cultural dynamics of different regions. The diffusion and use of the Internet will vary across regions and sectors, as historical and cultural factors influence their adoption patterns. For instance, Chile is likely to demonstrate a different use pattern than India or Kenya due to these factors. This poses challenges for the development of a global scientific community that is symmetrical and driven by new information and communication technologies (ICTs). However, such a perspective is often simplified and fails to acknowledge the complexities involved in resolving social, political, economic, and scientific inequalities. The review of the following session emphasizes the intricate factors that affect Internet diffusion, including post-war history, technological culture, case studies from developing countries, and advancements in technology research and development.

One of the major business endeavors of the 1990s was the establishment of a global wireless phone system that connected technology, politics, and the concept of the world. This was accomplished by utilizing 66 satellites in low-Earth orbit, and the initiative was spearheaded by Motorola in the late 1980s through a startup company called Iridium. This project was the most significant private capital investment and

space technology venture of the past

few decades. (Duque/Colins/Abbate/Azambuja/Snaprud, 2007).

1.8.2 Evolution of Technology Use in Language Learning

Different technologies and practices have undergone various changes over time. Some have become more commonly used, while others have been modified, discontinued, or have not been adopted as much as expected. As a result, new possibilities have emerged for how, when, and where students can learn languages.

By 2011, certain technologies such as typing homework, reading texts on computers, searching for information online, listening to web-based media broadcasts, creating PowerPoint presentations, and even sending text messages had become normalized for most students. These activities, along with the underlying programs such as email, web browsers, word processors, and search engines, meet Bax's criteria for normalization as they are easily accessible, accepted by administrators, reliable, supported, and considered normal practice both inside and outside of CALL classrooms. For younger language learners, these activities have always been a part of their lives, and thus they are not particularly noticeable.

In contrast, some traditional language tools have been upgraded and transformed to incorporate new technologies, which has enhanced their functionality. For example, language dictionaries, verb conjugators, and electronic translators have converged with new technologies to offer additional features. These tools remain popular and well-regarded by students across different age groups. They have also evolved from their print format to electronic versions, which include practice drills, games, and exercises with automated feedback. Consequently, language tutors and tools are becoming more integrated, such as through online sites like nciku.com, which offer Chinese language learners access to daily conversations (written and audio), short videos demonstrating words in context, and a range of learning exercises with automated feedback, including vocabulary tests, fill in the blanks, theme word quizzes, and flashcards. As a result, language tools and tutors are becoming more integrated into a single learning environment, accessible even on small, portable devices such as mobile technologies.

Several technologies belonging to group A, have had a significant impact on our lives in a relatively short period. For instance, YouTube was launched in late 2005 and had over two billion daily views by 2012, making it the third most popular technology among our students. It was highly beneficial for almost 150 students, both inside and outside the classroom. Another technology that has witnessed an unparalleled adoption rate is social networking sites (SNS) like Facebook. In April 2008, Facebook's translation app was made available in every major language on earth.(*Steel/Levy,2013*).

1.8.3 The Integration of ICT and CALL during the Pandemic

The implementation of computer-assisted language learning (CALL) in educational settings is directly influenced by teachers' attitudes towards it. The importance of CALL and ICT in education has been emphasized in recent years, especially during the COVID-19 pandemic, which has increased the need for technological tools in education. Teachers are expected to make correct decisions about available platforms, devices, and software, and to enhance skills to conduct distance teaching. Studies have proved that English language tutors generally have good attitudes towards using CALL in their classroom, realizing the important role of technology in achieving instruction good quality. The use of CALL has proven to be valuable in promoting learning outcomes in English as a foreign language context TEFL teachers also have good attitudes towards implementing CALL in their courses. These attitudes are necessary for holding online lectures and having the technological demands of the current COVID-19 pandemic. The scope of teachers in providing high-quality distant education is significant, and technology fields are now inevitable. Thus integrating emerging CALL tools can have a tremendous impact on TEFL courses.(*Saidi/Afshari,2021*).

1.8.4 Traditional VS Modern way of Teaching

1.84.1 Traditional Way of Teaching

the goal of any foreign language teaching methodology is to improve students' language ability, traditional methodology breaks down language use into discrete skills

and areas of knowledge, emphasizing isolated functional procedures. This approach is often associated with teaching language specific to a particular field, known as English for Special or Specific Purposes (ESP), which has led to the proliferation of courses and materials for various fields such as science, medicine, and engineering. However, these courses typically only cover the vocabulary and grammar of the chosen field, excluding phrases and sentences from other contexts. According to Geoffrey Broughton book "Teaching English as a foreign language," a common feature of traditional methodology is "teacher-dominated interaction," where teaching is heavily centered around the teacher”.

The method of teaching a foreign language with a focus on grammatical competence as the primary objective is known as the Grammar-Translation Method. Broughton characterizes this approach as one that “chooses the most significant grammar rules and teaches them in a specific sequence” . According to Richards, this technique relies on the belief that grammar can be learned through direct instruction and extensive repetitive practice and drilling . Broughton further identifies the key features of the Grammar-Translation Method as "its rules, examples, paradigms, and corresponding exercises" which White agrees with by asserting that this method involves learning and applying rules for translating one language to another ,Richards explains that this approach is deductive, meaning that students are first presented with grammar rules and then given opportunities to practice them . These statements demonstrate that in language teaching, the primary objectives have traditionally been focused on grammar, grammatical rules, and translation from the target language to the student's native language and vice versa.

The objective of any strategy used to instruct a foreign language is to improve the learner's proficiency in that language. However, the traditional technique involves dividing the comprehensive process of language usage into discrete skills and areas of knowledge. This technique is mainly functional and concentrates on individual skills and areas of knowledge. Moreover, traditional methods of teaching a language are typically intended for specific purposes that are relevant to the student's personal or professional life. As Geoffrey Broughton stated in his book "(Teaching English as a

Foreign Language), the demand for English in specific practical contexts has led to the creation of ESP, or English for Special or specific purposes”.

The traditional method of language instruction relies on a conventional view of the language being taught. It considers the language to be a collection of grammatical rules and a vast array of words that are used in accordance with those rules. As a result, this conventional approach emphasizes the study of grammatical structures and individual vocabulary words.(*Boumova,2008*).

1.8.4.2 Modern Way of Teaching

Modern methodology, in contrast to traditional methodology, places a greater focus on the student, with the teacher's role being to facilitate learning rather than explain it. According to Jim Scrivener, the goal of modern language learning is focused on communication of meaning rather than simply grammatical competence. To achieve this goal, modern methodology emphasizes the development of communicative competence, with an emphasis on speech, connected text, and oral methodology in the classroom. Instead of memorization.

An essential aspect of contemporary education is teaching proficiency, which encompasses listening, speaking, reading, and writing. These skills can be categorized into two groups: receptive (listening and reading) and productive (speaking and writing), and are comprised of various sub-skills. For instance, reading involves skimming (getting the general idea), scanning (finding specific information), intensive reading, and extensive reading. When listening, students may listen for the overall message or specific details such as numbers, addresses, and directions. To be effective, the tasks given to students should enhance their skills rather than simply test their memory. Jim Scrivener recommends “assigning one task at a time, providing feedback, and then assigning another task to improve receptive skills is important . Additionally, the tasks should be gradually more challenging and the students should be aware of the assignments before beginning the reading or listening activity. If

students struggle to complete the task, the teacher can replay the listening activity or allow more time for reading”.

At Masaryk University, Zemenová suggested “ students should be encouraged to communicate in a language, even if they make mistakes, as long as the intended message is conveyed.and modern teaching methods strive to find a balance between practicing fluency and accuracy. Context and purpose are also essential in speaking activities. activities that imitate real-life situations and have specific goals, such as finding a rule, are more captivating and motivating for learners. In summary, it is important to teach skills in a real-life context that is relevant to students, engaging, and has a clear objective. This approach helps students stay motivated and interested in the subject matter”.

Teaching grammar in a modern approach is crucial, and it involves students more compared to the traditional method. To achieve a good grammar presentation, students should feel safe, perceive tasks as achievable, show understanding, and actively participate in listening, speaking, reading, and writing the new language. Meaning should be taught before form, and it's essential to keep explanations concise to avoid confusion and boredom. Students' participation and interaction are crucial, and two useful tools for involving them in grammar presentation are elicitation and personalization. Personalization allows students to be interested in the teacher's personal affairs, while elicitation encourages active participation and sharing of knowledge and ideas.

According to Jim Scrivener,"the most commonly used methods in modern teaching include several techniques, such as matching words with pictures, checking definitions in a dictionary, brainstorming words on a given topic, labeling items in a picture, completing sentences with words from a list, discussing a topic, and predicting which words may appear in a text". Additionally, other ideas, including miming, drawing, or using flashcards to convey word meanings, using timelines or percentages to compare similar words, eliciting words for a short, amusing, or personal dialogue or story, deriving meaning from context, and using synonyms and opposites, as well as crosswords and riddles.*(Boumova,2008)*.

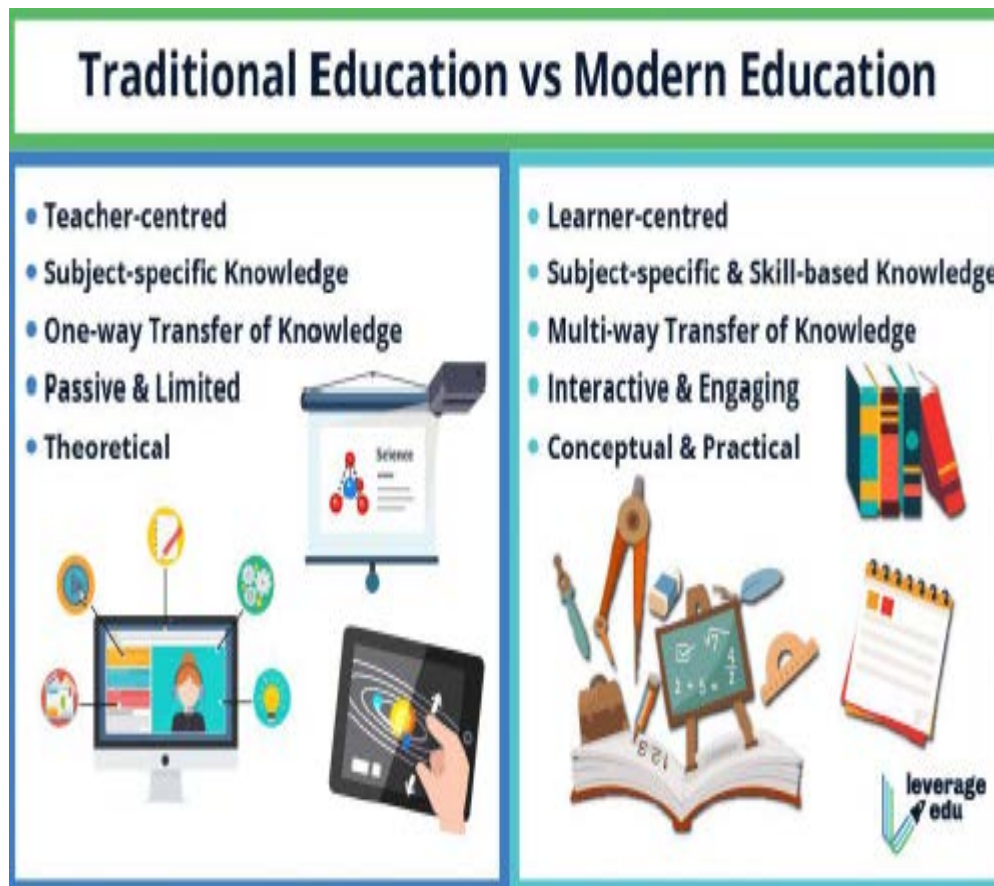


Figure 1: a comparison between traditional education and modern education .

1.8.5 The Scope of ICT in English Language Teaching

Teachers hold crucial roles in every society, particularly in the education process where they are central to basic education. The development and innovation in education are determined, to a large extent, by the teachers. Technology itself does not have an educational value, but it becomes important when teachers incorporate it into their learning and teaching processes. However, one of the challenges that the education system faces is a shortage of competent teachers who are proficient in using information technology. ICT proficiency is the ability to use technology tools and networks to access, manage, integrate, and evaluate information, and it is important that teachers have this proficiency. Despite the quality and quantity of technology available in classrooms, it is the teachers who determine how ICTs are used.

Therefore, it is crucial that teachers have the right attitude towards technology and possess the necessary competence.

Language instructors need to have a thorough understanding of computer skills in order to effectively incorporate technology into their teaching. Carol (1998) argues “ combining research on the source language with the practice of ICT is crucial for achieving successful language learning outcomes”. Krashen (2007) emphasizes “ ICT serves as a catalyst for teaching, promoting active communication and ultimately helping students to develop second language proficiency.

Utilizing ICT can improve the professional knowledge of teachers, making teaching preparation more efficient and expanding curriculum activities. With exposure to ICT, teachers can enhance the quality of teaching, decrease the number of student failures, and strengthen students' communication skills. In the context of teaching English in secondary schools, using ICT can aid teachers and students in adapting to new teaching methods in the 21st century, ultimately transforming the attitudes, values, and aspirations of language teachers. Thus, English teachers should welcome ICT-mediated language teaching as an innovation to improve students' understanding and classroom engagement. To effectively incorporate ICT tools into the teaching of English language in secondary schools, teachers must acquire the necessary computer skills and other ICT accessories.*(Akpabio/Ogiriki,2017).*

1.9E-learning

1.9.1the History of E-learning

Nowadays, instead of searching in books or asking someone, individuals seek up their questions online, which has increased the value of e-learning in the educational system. There are interactive classes and courses available on a variety of subjects, programs, and degrees.

The term E-learning has only been recognized as a concept since 1999. When the phrase initially appeared, other terminology, including «online learning» and «virtual learning,» also started to emerge in an effort to accurately describe what exactly was e-learning. But the underlying concepts of e-learning have a long history,

and there is even evidence that implies the first versions of e-learning existed as early as the 19th century.

Long before the internet was invented, distance learning programs were available to students to teach them certain subjects or skills. Isaac Pitman taught his students shorthand by mail in the 1840s. This method of symbolic writing, which was popular among secretaries, journalists, and other people who took extensive notes or wrote a lot, was created to increase writing speed. Pitman, received completed tasks from his pupils via the mail system before sending them further work to do. In 1924, the first testing device was created. It was possible for pupils to test themselves using this equipment. After that, BF Skinner, a Harvard Professor, created the « teaching machine » in 1954, allowing schools to provide pupils pre-recorded lessons. The first computer-based training program, however, it was not made available to the public until 1960.

Then in the 1980s The development of computers and the internet in the latter half of the 20th century led to an increase in e-learning resources and delivery strategies. People were able to have computers in their homes because to the invention of the first MAC in the 1980s, which made it simpler for people to learn about specific topics and hone particular talents. Then, in the decade that followed, virtual learning environments started to flourish as individuals had access to an abundance of online resources and e-learning possibilities. Earliest 1990s By the early 1990s, a number of institutions had been established to provide courses online, making the most of the internet and providing education to those who couldn't attend a college owing to distance or scheduling issues. As a result of technological developments, educational institutions were able to lower the cost of distance learning, which they could subsequently pass on to the students and therefore reach a larger audience. The 1990s, The learning management systems (LMS) became widely used around the end of the 1990s. While most educational institutions prefer to construct and develop their own systems, certain universities began using systems that were already on the market. When the LMS first emerged, students and teachers could :

Change educational resources and make tests .

Message one another in a variety of methods and follow and evaluate their development.

As a result ,E-learning systems enable students from different geographic regions to access the same educational information by removing the limitations posed by physical distance. By reaching a larger audience with a variety of backgrounds and learning requirements, this expands educational options and encourages diversity. By providing tailored learning routes and material recommendations, e-learning systems may adjust to the demands of each student. Students can move through the material at their own speed, concentrating on topics that interest them or where further assistance is needed. This tailored strategy improves the educational process and raises student satisfaction.

1.9.2 Distance Education

Humanity has always put a high value on learning. They has utilized a variety of methods over the history to share information from one generation to the next. As the prevalent method was oral tradition.The development of the printing press was an important turning point in education.

The capacity to print books made it simple and easy to spread knowledge extensively and among bigger audiences.

Distance education also known as distance learning, It is an old method of teaching and learning known before the invention of technology. This refers to the instruction of pupils who might not always be present in person at school or in situations where the learner and the instructor are separated by both time and distance. This typically featured correspondence classes, where the student correspond with the school via mail to communicate.

Now, thanks to the technological development, distance education has become more advanced. It is a technology-mediated modality, and has developed alongside other technologies like video conferencing, television, and the internet.Today, it often incorporates online learning, with some sorts of technology mediating the learning process. A distant learning program may be entirely online or may include both online learning and conventional offline classroom instruction

(hybrid or blended learning). Other approaches consist of The use of virtual environments for teaching or distant learning with supporting virtual environments are further modalities .Massive open online courses (MOOCs), which provide open access and large-scale interactive participation via the World Wide Web or other network technologies, are more contemporary forms of distant learning. Distance education is referred to by a variety of different names, including dispersed learning, e-learning, mobile learning, online learning, virtual classrooms, etc. E-learning has shown to be an effective teaching tool. E-learning should be a collaborative process with a variety of learning modalities for all students at different learning levels. The context of distant learning offers a stimulating setting for acquiring new knowledge, working with others, and maintaining self-discipline

1.9.3 Online Teaching and Learning during the Pandemic of Covid_19

Online learning, a particular type of distant learning or remote learning, is the process of learning using some or all of the instructional materials given via the Internet, with the instructor guiding the process by designing and sequencing the online activities (Cook & Steinert, 2013). Websites, programs, or computer-assisted activities that specifically target and support online learning are referred to as online learning aids (Saadé et al., 2007).according to Vivolo (2019), There are many online learning

formats :

(1) technology assisted, where in in-person learning occurs and technology is used in the classroom to enhance learning.

(2) blended, hybrid, or flipped, wherein a portion of the learning that would typically involve in-person interaction occurs online.

(3) fully online, where all lectures, conversations, and activities take place online without any in-person interaction.

However ; due to the pandemic of COVID-19 which had a significant impact not only the normal working of many aspects of life but also the educational system,

they had a changeover in the traditional classroom teaching and learning methodologies. Which they switch from face_to_face learning into online learning. The governments has to suddenly adapt to a distinctive online-based e-learning approach over digital platforms. Following the first «emergency remote teaching» which has become an established part of the educational world. Hodges et al. (2020) introduced the term ERL and defined it as “a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances” (p.

And because of the closure of many schools in early 2020, student of all ages from all over the world were forced into distance learning. Where technology was undoubtedly an indispensable tool to enable access to remote learning during the pandemic such as the use of computers, smart phones, and PCs, social media.as well as Zoom, a video conferencing program, benefited immensely from this breakthrough. Which became one of the most popular services of its kind, and one of the most downloaded software programs globally, and a household name. This has shift of The way that people educate and interact with their students which has fundamentally changed.

Due to the unique circumstances of online teaching during the pandemic, Hodges et al. (2020) maintain that the conditions for effective online learning include careful instructional design, planning, and development, as well as an investment in the support systems. These conditions may be lacking in emergency situations such as the COVID-19 pandemic, which would reduce the quality of online teaching.

1.9.4Types of E_learning

Thanks to the rapid development of technology It is possible nowadays to learn at any part of the world while sitting at home, and E_learning is one of the area that is continuously evolving to meet consumer wants. Currently, several e-learning platforms dominate the internet, and does indeed get attention. Some educational scientists have decided to concentrate on criteria like synchronization and learning content, others have chosen to define different forms of e-learning according to learning technologies. Additionally ,The choice of an e-learning platform might be difficult for learners when they first start their e-learning journey. They need to check the course duration, the degree of practicality, and the level of expertise of the

instructors. Also taking account the practical course possibilities.

All of these results will be condensed into 10 e-learning types along with definitions.

1_ Fixed learning

One of the most established types of online learning is fixed learning. Each student receives the same knowledge that has been predetermined by the teachers fixed e-learning lacks learner subject choice since instructors create the course materials. In addition, the course's material hasn't changed since it was created. Fixed online learning is suitable for students that have similar schedules and ability levels.

2_ Computer Managed Learning (CML)

Computer-managed instruction, also known as computer-managed learning, manages and evaluates learning processes. This system performs a variety of tasks, including developing tests, evaluating the results of the exams, and keeping track of the learners' progress. Additionally, it uses data banks of information to operate. These databases include the informational suggests that learners must acquire together with the rating criteria to establish preferences for the teaching process. It is simple to determine if you achieved the learning target adequately or not since the computer and the learner are in constant communication. Repeat the steps accordingly until the learning objectives are met. Additionally, educational institutions use computer-managed learning systems to store and retrieve important data for educational management, including training materials, curriculum information, lecture information, enrollment information, and grades.

3_ Computer Assisted Instruction (CAI)

Computer-assisted learning, often known as CAI or CAL, is a new type of e-learning that combines computers with traditional teaching methods. It is an educational software that is interactive. To make learning enjoyable, computer-assisted training procedures use a variety of multimedia, including graphics, text, video, and sound. Interactivity is the major goal of CAL since it encourages active learning rather than passive learning. It uses techniques like tests and computer-assisted instruction

and examination techniques. Computer-assisted learning is now widely used in both traditional and online education to improve students' knowledge and abilities.

4_Synchronous Online Learning

Synchronous means «at the same time,» which suggests that a group of students is communicating with the mentor in real time through the Web. For instance, virtual classrooms are just real classrooms that exist online. Through chat, video, and audio conferencing, the students communicate with their mentors and one another. The mentors can also answer questions the students have right away. It's interesting that the students may record the session and replay it. The rapid development of online learning tools has made this kind of community-driven online learning viable. Synchronous online learning is advantageous nowadays because it eliminates e-learning's drawbacks, such as poor student-to-student and teacher-to-student interactions and social isolation. As a result, it is a well-known kind of e-learning platform.

5_Asynchronous Online Learning

Asynchronous means «not at the same time,» allowing students to access the online instruction at their convenience without having to connect with the mentor in person. As a result, the students study independently at various times and places without any communication. As students may study at their own leisure, these e-learning approaches are more student-focused than synchronous online learning. Due of its flexible scheduling, this kind of e-learning is preferred by students. They do not have to study at certain times with other students ; they can study whenever they choose. Through discussion forums, message boards, and bulletin boards, it enables student interaction. The computer-based training, Web-based training accessed through intranets (WBTs), modules on CD-Rom, E-books, discussion forums, and articles are all used in this e-learning platform. Prior to the PLATO computer system's introduction, all online learning was asynchronous. Prior to the PLATO breakthrough, there was no synchronous means of computer networking.

6_Adaptive e-Learning

Alternative kind of online learning called adaptive e-learning modifies course contents to meet the needs of each individual student. To create student-driven

instructional techniques, this e-learning examines variables including skills, student performance, and goals. Knowledge management greatly benefits from artificial intelligence, which also serves as the foundation of adaptive learning systems. Additionally, AI enables teaching tools to pinpoint and highlight areas where students need to develop. For the mathematical sequencing of learner data, laboratory-oriented adaptive educational methodologies can also be used. Adaptive learning is appropriate for students who want flexible learning schedules.

7_Linear E-Learning

Linear communication, which is based on human-computer interaction, reflects the information conveyed from sender to receiver. The sequence, timing, and rate of information receipt are determined by the sender. Additionally, the recipient does not reply to the sender. As a result, this e-learning does not allow for instructor and student interaction. For instance, linear e-learning involves distributing learning information to students via radio and television shows.

8_Interactive Online Learning

With interactive e-learning, senders may also be recipients and vice versa, enabling two-way communication. Based on the signals given and received, the teachers and students can alter their teaching and learning procedures. Because it enables teachers and students to connect with one another, interactive e-learning is more well-known than linear e-learning. Examples include message boards, forums, and instant messaging.

9_Individual Online Learning

Individual learning is the proportion of students who succeed in achieving their objectives. For many years, this kind of e-learning has been used in traditional classrooms. Individual learners study the course contents independently, not with the assistance of peers or instructors. As it only promotes solo learning, it is not suited for developing learners' cooperation and communication abilities.

10_Collaborative Online Learning

A modern learning strategy called collaborative e-learning allows several students to study together and achieve their learning objectives. How? As groups are formed, each learner must take into account the positives and negatives of the other

learners. The communication, critical thinking, and collaborative skills of the students are developed through this component. The idea behind collaborative online learning is that interaction between learners enhances knowledge.

Additionally, there are many benefits to using e-learning platforms, including lower costs, greater openness in education, inclusion of access to full degree programs, quick delivery, and improved integration for part-time students, particularly in ongoing education. Giving students the means to address challenges and improving interactions between students and teachers. Developing technological abilities through practice with tools and computers, and lastly, no age restrictions on the degree of difficulty, allowing students to study at their own speed.

Therefore, this E-learning platforms has played an important role in the teaching-learning process which facilitates the completion of lessons for students wherever they were and to continue to develop their language skills.

1.9.5 Academic Achievements

The degree to which a student, instructor, or institution has reached their short- or long-term educational goals is known as academic accomplishment or academic performance. Academic accomplishment is the completion of educational milestones such secondary school diplomas and bachelor's degrees. Academic success is frequently assessed through exams or ongoing evaluations, but there is no consensus on the optimum method of assessment or whether components—declarative information like facts or procedural knowledge like skills—are most crucial. Aspects like exam anxiety, surroundings, motivation, and emotions need to be taken into account when building models of academic accomplishment because there are conflicting data regarding whether individual components correctly predict academic performance. Schools are now paid primarily on the academic success of their students. A school with greater academic success would be given The degree to which a student, instructor, or institution has reached their short- or long-term educational goals is known as academic accomplishment or academic performance. Achievement of educational benchmarks earns a school more money than one with lower accomplishments. The Academic Performance Index is used in various nations to measure school performance.

Student achievement is at the forefront when considering any effective inclusionary program, with much of the research in the field examining whether students meet their academic goals. In another related study on inclusive education measures . Anderson and Boyle (2015) acknowledged that there are limited guidelines to evaluate inclusive education, leading to varying levels of success with regard to student achievement. Introducing indicators of success acts as a means of evaluating inclusionary programs, especially as they align to student achievement (Anderson and Boyle, 2015). However, research is divided about the effects of inclusive education in relation to student achievement (Dell'Anna et al., 2019 ; Krammer et al., 2019). Some studies, utilizing a more philosophical and social justice framework, consider interaction, the participation of students with disabilities into mainstream education, and equal access, as markers of achievement (Haug, 2017). In a paper which highlights the growing achievement gaps for students with disabilities in regular class settings, Gilmour et al. (2019) expressed some reservations about whether student needs were being met appropriately. However, their meta-analysis conceded that more research into the area is warranted. Reading and literacy gaps were of marked concern. Other studies link student achievement with teacher practice, highlighting the need for more research-based pedagogies, curriculum differentiation and staff development with regard to accommodating students with disabilities, as triggers to enhance student achievement

As a result, academic performance should be viewed as a complex concept that includes several learning areas. The definition of academic performance relies on the indicators used to quantify it since the field of academic achievement is quite broad and encompasses a wide range of educational outcomes. There are a number of indicators of academic performance, however some are quite generic indicators include procedural and declarative information gained via school, more curriculum-based standards like grades or success on a test of educational accomplishment, and cumulative academic achievement indicators like degrees and certificates. The fact that each criterion represents intellectual activities makes them all roughly reflective of an individual's intellectual ability. Academic success is significant to everyone's life in modern cultures. If a student will have the chance to continue their education (for

example, to attend a university) is determined by their academic performance as evaluated by their grade point average (GPA) or by standardized tests created for selection purposes like the SAT (Scholastic Assessment Test). Therefore, participation is determined by academic success. One's post-secondary occupational job is influenced by one's higher education and the academic degrees one earns. Academic success is crucial for a nation's wealth and development, in addition to its value for the individual. One justification for conducting international studies on academic achievement, like the PISA (Program for International Student Assessment) run by the OECD (Organization for Economic Co-operation and Development), is the strong correlation between a society's level of academic achievement and favorable socioeconomic development.

Conclusion

This chapter has reviewed the main theoretical points relating to the main concepts of our research. First of all, it has provided an overview about English teaching and learning . Then the chapter spots light on an overview about the concept of what face students during speaking in the classroom, it included also the process of education during and after the Pandemic . On another note, it has provided a definition for ICT into education which is the main core stone if the study. and stated its Different points in addition to establishing an overview of Willingness to benefit from it. Thus the researcher highlighted on a definition. f E-learning The theoretical frameworks to be adopted in order to analyze and discuss the research findings.

Chapter Two :

Data Analysis.

2.1 Introduction

The previous chapter dealt with the theoretical side of this study. In other words, it dealt with what previous studies said about ICT into teaching and learning English .however; this chapter is meant to deal with the practical and methodological side of this dissertation ,it aims to define methodology first and then , it will tackle the aim of the whole study ,it is also going to present the research approach based in this study ,it aims also to restate the research questions and hypothesis ,moreover ; it introduces research instruments used in this study when collecting data which is a research tool is employed to gather, evaluate, and interpret information concerning a specific topic. Such tools may include exams, questionnaire , , surveys, or lists. To ensure the reliability of the research, it is crucial to use validated instruments that have been used successfully in previous studies. The Research Instrument is normally defined by researcher and is tied to the study methodology. So the current chapter is devoted to the description of the study. It aims to give a thorough description of the research methodology used to analyze the investigation of using ICT in the educational setting .

2.2 The aim of the study

➤ The purpose of the present study is to gain understanding and investigate whether the use of E_learning and ICT tools were effective on student's mental development, and to compare between two teaching techniques for improving the foreign language teaching_learning process during the pandemic of COVID_19 and after it. furthermore, it intends to test the best method for educating English as a foreign language for EFL learners. Its aims is to define :

_Foreign language teaching and learning .

_Speaking difficulties in the classroom environment.

_The importance of the four skills improvement for EFL learners.

This is definitely one of the most important issues that touched this current decade, especially considering the devastating pandemic that shook all spheres of life in the whole world specifically in education. In conclusion, this research is inspired by

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the objective to integrate technology into the educational field of both learners and educators to ameliorate the learning development.

2.3 Methodology

Research methodology is a systematic approach to solving research problems, which involves studying the various steps taken by a researcher and the reasoning behind them. It is important for researchers to not only be familiar with research techniques, but also understand the methodology behind them. This includes knowing which methods are relevant and which are not, understanding the assumptions underlying various techniques, and being able to decide which techniques and procedures are applicable to specific problems. Researchers must design their methodology for each problem, and evaluate their decisions before implementing them. Research methodology has many dimensions, and includes the logic behind the methods used in a study. This includes explaining why certain methods or techniques are chosen over others, so that research results can be evaluated by the researcher and others. The scope of research methodology is wider than that of research methods, and includes questions such as why a study was undertaken, how the research problem was defined, how hypotheses were formulated, what data were collected, and what methods of analysis were used.

To understand what is meant by research, it is important to have a clear understanding of the scientific method, as these two concepts are closely linked. Research involves investigating the nature, causes, and consequences of particular circumstances, whether they are controlled experiments or naturally occurring situations. The goal of research is not just to produce specific results, but also to ensure that those results can be repeated and extended to more complex and general situations. The scientific method is the philosophy shared by all research methods and techniques across different sciences. It is the pursuit of truth through logical considerations, with the aim of achieving a systematic understanding of the interrelation of facts. The scientific method involves experimentation, observation, and logical arguments based on accepted postulates. Logical reasoning is used to formulate explicit and accurate propositions, develop their consequences, and compare them with observable phenomena. The results of experimentation and survey

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investigations are used to test hypotheses and discover new relationships, but they must be interpreted with caution and only probable inferences should be made. Survey investigations can also provide scientifically gathered information that serves as a basis for researchers' conclusions. (*Kothari, 2004*).

2.3.1 Research Approaches

2.3.1.1 Qualitative Research

The term 'qualitative methods' encompasses a wide range of research approaches with varying theoretical roots in fields like anthropology, sociology, philosophy, social psychology, and linguistics. While there is considerable diversity in the types of studies that can be classified as 'qualitative', there are some fundamental characteristics that can be identified. These include aiming to gain a comprehensive and interpreted understanding of the social world of the research participants, their experiences, perspectives, and histories, by learning about their social and material circumstances. Qualitative studies typically involve small-scale and purposive sample selection based on relevant criteria. Data collection methods usually entail close interaction between the researcher and participants, which are often iterative and allow for the exploration of emerging issues. The data generated by qualitative research is typically extensive, information-rich, and highly detailed. The qualitative approach to analysis allows for the emergence of new concepts and ideas, which can result in detailed descriptions and classifications, identification of patterns of association, and the development of typologies and explanations. The resulting outputs of this method tend to concentrate on the interpretation of social meaning by mapping and presenting the social world of the participants in a new light.

The second point hinges on the differences that arise from the distinct epistemologies, or knowledge theories, used in qualitative research. Essentially, when research inquiries are not based on the presumption of a singular reality but rather seek to uncover a "multiplicity of truths," qualitative methods may be more suitable for explaining causal relationships. By tracking the processes that have contributed to the various experiences of participants and by gathering their own accounts of what has occurred, it becomes possible to comprehend why people act in certain ways in specific situations or in response to specific stimuli or interventions. This strategy is

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particularly advantageous when assessing the effectiveness of social care services where commissioners are involved.

Scholars have observed that qualitative research methods became increasingly common in the early years of social sciences from the mid-19th century to the mid-20th century. However, the rise of survey research, statistical techniques, and computer technology in the 1920s onwards led to the predominance of quantitative methods by the 1970s. Nevertheless, some scholars have questioned the sharp distinction between the two types of research, . In response to the dominance of quantitative methods, *The Discovery of Grounded Theory* and *The Research Act* book sought to establish the rigour of qualitative data and counter the flaws of positivist quantitative methods. This sparked the qualitative versus quantitative 'paradigm wars', a period of debates and attacks on positivism and quantification in various fields. The growing popularity of qualitative research also influenced other practice-based disciplines, such as social work, nursing, and education, leading to the development of their own qualitative literature. The rise of qualitative research can be observed in many other areas, including geography, market research, health and social care research, cultural studies, medicine, and psychology.

The impact of interpretivism and constructivism on qualitative studies has been significant, as they both reject the positivist and post-positivist viewpoints that knowledge is based on observable and measurable observations of an objective reality that exists independently. Interpretivism focuses on understanding the interpretations of reality by others, while constructivism emphasizes that human phenomena are socially constructed rather than objectively real. Constructivism's impact is particularly noticeable in challenging dominant perceptions of gender, ethnicity, and mental illness. While these approaches are distinct, they both highlight the significance of language and interpretation, and they are not necessarily contradictory.

In recent times, the impact of critical theory, particularly the ideas of Michel Foucault, has become increasingly evident. This is exemplified in the approach of critical discourse analysis, which examines how social inequality is expressed, established and legitimized through language or discourse. Activism has also played a significant role in the development of qualitative research, with emancipatory research

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among people with disabilities serving as an example of how activist theories can affect both the topics studied and the methods employed. Emancipatory research aims to shift power to those being studied by challenging traditional notions of "researcher" and "researched." Other theoretical influences on qualitative research include feminism and Marxism.

More recently, there has been a shift towards a more pragmatic approach to theory and qualitative methods, particularly in the US and UK. This approach prioritizes utility over ideology or philosophy and distinguishes between aspects of research that are socially constructed and those that can be accepted as reality. The goal of this approach is to avoid the "metaphysical excesses" of the previous paradigm that pitted quantitative research against qualitative research.

Qualitative research primarily relies on interviews as a data collection method, which is a well-known and adaptable way to inquire about people's perspectives and encounters. Researchers find it appealing because a substantial amount of information can be obtained in just one or two hours, despite the fact that setting up and analyzing an interview takes a significant amount of time.

Observation involves collecting data from real-life situations to obtain direct insights into social processes, unlike interviews or focus groups. By using observational methods, we can overcome the challenge that what people express verbally may not always go with their actions. Additionally, these methods enable us to examine nonverbal communication as well. (*Moriarty, 2011*).

2.3.1.2 Quantitative Research

Put simply, quantitative research techniques involve gathering and scrutinizing structured data that can be expressed numerically. A primary objective is to create precise and dependable metrics that facilitate statistical analysis. This method is particularly adept at addressing the "what" or "how" aspects of a particular scenario, as the inquiries are straightforward, measurable, and often include phrases such as "what percentage?" "what proportion?" "to what extent?" "how many?" and "how much?"

Librarians can gain valuable information about the demographics of a population, the usage of products or services, and attitudes and behaviors through

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quantitative research. This type of research allows for the documentation of trends and provides measurements such as frequencies, percentages, proportions, and relationships to quantify and provide evidence for these variables. The findings generated from quantitative research can reveal behaviors and trends, but it should be noted that they do not explain the reasons behind people's thoughts, feelings, or actions. Therefore, to gain insight into these motivations, qualitative studies like focus groups, interviews, or open-ended survey questions are more effective. Quantitative research highlights trends across data sets or study groups, but not the motivation behind observed behaviors.

There are six main attributes that define quantitative research. Firstly, it involves utilizing numerical data to analyze information. Secondly, the data collected can be measured and quantified. Thirdly, the primary objective is to maintain objectivity in the research process. Fourthly, statistical analysis can be used to assess the findings. Fifthly, complex issues are represented through variables. Finally, the results obtained can be summarized, compared, or generalized.

Quantitative results have the ability to offer proof or solutions in various aspects such as:

- Illustrating the extent to which services and collections are utilized and accessed.
- Substantiating assertions regarding usage and impact.
- Supplying proof on how the budget is utilized and whether changes should be implemented.
- Verifying return on investment when presenting financial figures.
- Guiding decisions on which packages and subscriptions are worthwhile pursuing.
- Providing evidence of trends and either confirming or disproving anecdotal knowledge.
- Offering a means to present information in a comprehensible way to different audiences.

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- Providing evidence of success and highlighting areas where information needs are not being met.

The primary benefits of quantitative research are as follows:

- Results can be applied to a particular group.
- Information collected is extensive, and the outcomes are typical of a population.
- Information on the research design and methodology can be shared and reproduced.
- Consistent methods allow for the research to be repeated in the future.(*Geortzen,2017*).

2.3.1.3 Mixed Method Research

The general consensus is that quantitative research involves gathering and analyzing numerical data, while qualitative research deals with narrative or experiential data to gain a better understanding of the range of quantitative and qualitative research, it is suggested that the reader deals deeper into the positivistic (quantitative) and naturalistic (qualitative) paradigms. Mixed methods research refers to research that incorporates both qualitative and quantitative data into a single study. A crucial element of mixed methods research is the "mixing" of qualitative and quantitative components within the study to create a more comprehensive account of the research problem. This integration can occur at any stage of the research process, but it is necessary for the rigor of mixed methods research. There is still some debate over the definitions and distinctions between mixed and multi-method research, but it is generally agreed that mixed methods research combines qualitative and quantitative research, while multi-method research involves using two methods from the same paradigm. By combining qualitative and quantitative data collection, mixed methods research maximizes the strengths of each method while minimizing their weaknesses, resulting in a more integrated and comprehensive understanding of the topic being studied. Unlike multi-method research, which only collects data using multiple methods, mixed methods research has the potential to incorporate qualitative and quantitative characteristics throughout the entire research process, from the

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philosophical foundations to the data collection, analysis, and interpretation stages. (*Halcomb/ Hickman,2015*).

Thus the method which the researcher used in this dissertation is a mixed method research combining the two research approach to result in a both qualitative and quantitative findings.

2.4 Research Questions and Hypothesis

This study was designed to address the following main questions :

Question 1 : How is the process of learning and teaching English as a foreign language defined , encountered and implemented during the pandemic of Covid and how was the process managed after the pandemic ?

Hypothesis 1 : it may be claimed that the learning process differed and shifted and many learning and teaching strategies have been added that students developed positive and negative attitudes towards education.

Question 2 : were educators and tutors ready for online learning and what was their perception towards it ?

Hypothesis 2 : it could be indicated that educators and teachers found some difficulties in the sudden shift due to the lack of mastering high-techno platforms while others may accept and find a necessity in including online teaching in education. And that students have been not able to connect productively (gainfully). In Which the prescribed procedures for online self_teaching are yet to be investigated..

Question 3 : what are the hardships and difficulties that confronted the educators and students during the pandemic ?

Hypothesis 3:it can be said that due to the sudden shift that occurred as a result of the corona virus, teachers had a changeover in their learning pedagogy in which they moved from face to face learning into online learning, and what's more, needed to adjust another learning environment to become suitable and familiar to this new climate .As for college students they have to endure mental stress and anxiety because of school closure as a piece of distancing strategy, which led to cancel all campus events including conferences and other programes changing everything into online courses.

2.5 Research Instruments

2.5.1 The Questionnaire

The use of questionnaires for data collection is a popular method, particularly for large-scale surveys. It is utilized by private individuals, research workers, public and private organizations, and governments alike. This approach involves sending a set of questions in a specific order, usually via post, to the individuals concerned. The respondents are expected to read and understand the questions and provide their answers in the designated space on the questionnaire. This self-administered method of data collection is commonly used in economic and business surveys. The key advantage of this method is its low cost, even when the target population is large and geographically dispersed. The interviewer's bias is eliminated and the responses are given in the respondents' own language. The respondents have sufficient time to provide well-considered responses. Even those who are not easily accessible can be conveniently reached. By using large samples, the results can be more reliable and trustworthy. It is recommended to conduct a « pilot study » or « pilot survey » before using a particular method, especially in a large inquiry. This survey is like a practice run for the main survey, and it helps experts identify any weaknesses in the questionnaires and survey techniques. By gaining experience through this process, improvements can be made.

The questionnaire is a crucial component of a survey operation, and it must be carefully constructed to avoid failure. Researchers should consider the general form, question sequence, and question formulation and wording. There are two types of questionnaires : structured and unstructured. Structured questionnaires have predetermined questions presented in the same wording and order to all respondents, ensuring standardization. The form of the question can be either closed or open, but it should be stated in advance. Unstructured questionnaires, on the other hand, provide a general guide for the interviewer to obtain information, but the exact question formulation is largely up to the interviewer, and responses are taken down in the respondent's own words. (*Kothari, 2004*).

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Questionnaire is a quantitative research instrument, and the most common type of primary data collection, that can be conducted online, by phone, on paper, or face to face.

This tool is designed for statistical analysis, it means that it focuses on numeric , logical and unchanging data. Adopted by the researcher to identify a target audience. It consists a series of specific and well structured questions, where each question is planned to obtain a specific piece of information from respondents about their experiences, assumptions, expectations ,and opinions to understand a certain topic from respondent's point of view.(*Pahwa,2023*)

The researcher presents to the participants a written questionnaire that he/she already expressed them in a way that respondents will understand the objective of the inquiries , starting with a request to answer the given questions (*kothari,2004*).

Including different types of questions such as: open_ended questions or close_ended questions and sometimes can be a mixture of both. along these lines ,these types are defined as follow:

close_ended questions :

provide choices to the respondent and expect them to pick at least one item, from the list. The different kinds of close_ended questions are as follow:

1_dichotomous questions: this type of questions offers just two options which can be either yes or no , fair or unfair, also true or false.

2_multiple choice question: respondents are permitted to select at least one choices from a list of predefined answers.

3_rating scale questions: the investigator offers a size of numbers for the answer to choose from, and the respondent can pick a number from the given scale that most precisely addresses his response.

Open_ended questions:

allows the respondents to express their opinions openly and freely with their own words, and they are not restricted by choices. (*Mcleod,2023*)

In addition to what has been said, the collection of data is the fundamental connection in the research procedure between asking the research question and planning the research study and finding the answers. However; if the gathered data is

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unreliable, inaccurate or does not measure them, at that point, at best case, the outcomes will be significant, and at worse could be misdirecting or wrong. The key to gather a good data is in presenting suitable measures, good research planning guarantees in a way that does not bias the results and does not respond the questions.

In a consequence, This method gives an extraordinary assistance to any research, because it accelerates the procedure of gathering a large amount of information from sizable example of individuals rapidly, efficiently, and financially inexpensive in order to generalize results to the population.

2.5.1.1 Description of the Questionnaire

While making a survey, the researcher must use some materials to accomplish his findings in order to solve a problem and learn something new in a certain field of study.

These materials are manifested in the questionnaire. questionnaire is a research tool that consists of a set of specific questions designed by the researcher for the purpose of collecting more information from a specific group of people for the sake of investigating the truth about a phenomena, or an issue and find solutions for it.

In the current study, the questionnaire is directed to forty four (44) of EFL students from first year master students at Naama university center. The students are 22 and 23 years old. The researchers applied factual questions and open_ended questions. composed of 08 questions that the researcher arranged earlier and then delivered personally to the participants, which they gladly welcomed the questionnaire as they contributed positively to the research. The questions that are designed in this questionnaire attempt to gather students' answers, experiences, worries, also view on the subject explored.

This section introduces the data collection, analysis and discoveries from the questionnaire for this review. The questionnaire is segmented into two parts. Each part has its own objective.

The first section is related with individual foundations.

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1- **At first** ,there are three questions that aim to collect information in which the researcher noticed that 29.45 % are male and 70.45 % are female .

females	31
males	13

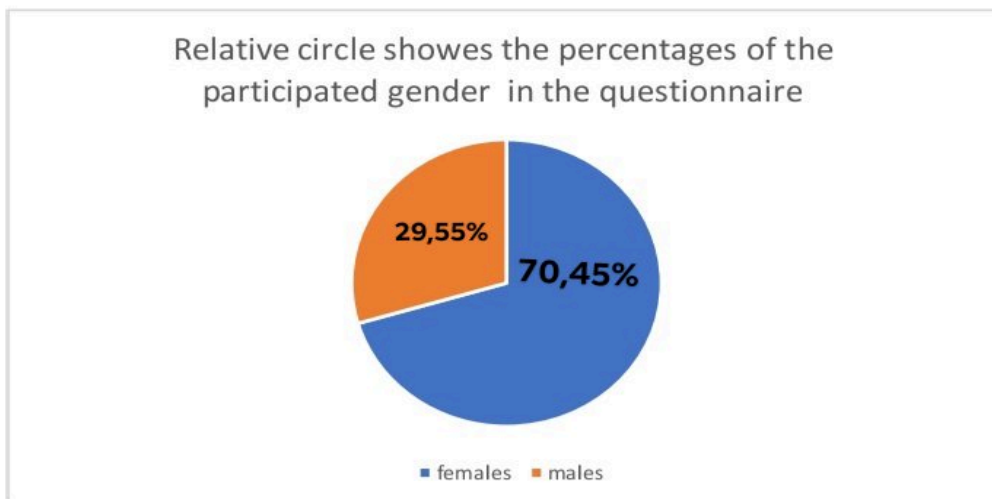


Figure 2.1 relative circle of the questionnaire explains the percentage of the participants' gender.

The second section contains 4 questions

2- The first question attempt to know which learning method do they prefer face_to_face or online learning and for what reason, and the following results were raised :

The first result showed that the majority of students prefer face to_face learning by 70.45% which give us the conclusion that students (the reason is that) feel comfortable and can understand better as well as obtaining and explaining more

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information directly, among which they can express themselves and interact well with the teacher. In addition to that learning face_to_face in classroom seems more realistic environment to them.

_ The second outcome exposed an estimated percentage of approximately 20.45% which some students choose online learning because it's easier for long distance students, also some students prefer to study alone at home as well as they like the modern education with the use of technological devices and have the access to the internet.

_ The last finding revealed a minority of students by 9.10% who does not favor between face to face or online, they enjoy both the learning methods. Which can be concluded that they can catch and learn from different sources both traditional and modern learning process as well as it is more flexible to engage all the time.

facetoface	31
online	9
both	4

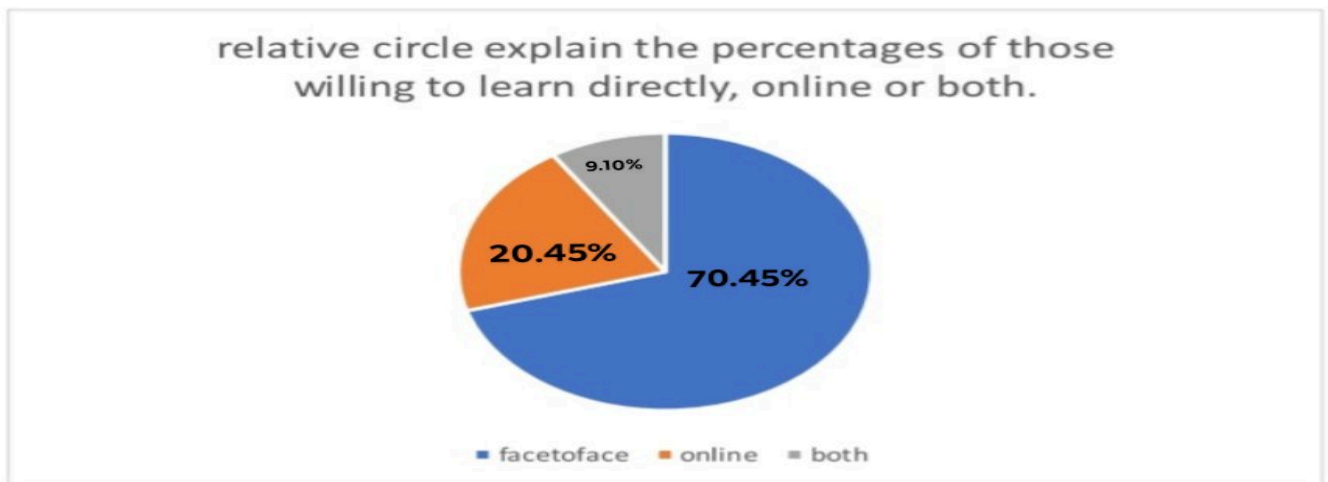


Figure 2.2 relative circle of the questionnaire explains the percentages of those willing to learn directly ,online or both.

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3-The second question is about the difficulties that they faced while using online learning during the pandemic. and its analysis was discovered as follows :

75% of students who had difficulties while using online learning claiming that they found the online educational system is not a good way to deliver the information but 25 % of students who said that they did face any of the hardships .

defficulties	33
no defficulties	11

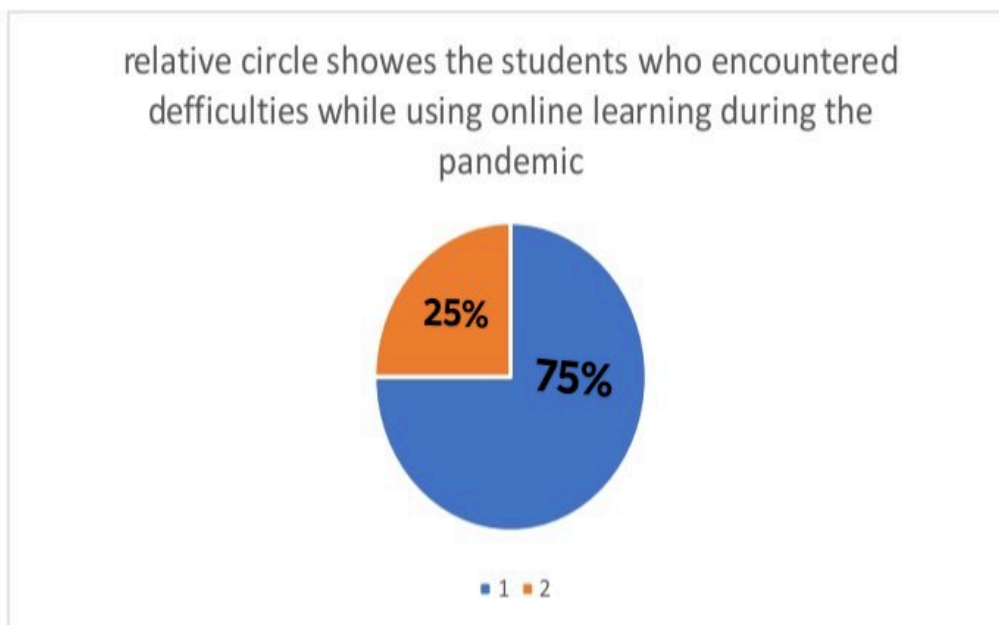


Figure 2.3 relative circle of the questionnaire explains the percentage of students who faced difficulties.

4- The third one related to the use of technological devices and how it affected on their grades.and the following findings were introduced :

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34.09 % of students did notice a difference in their grades and they declares that they were involving in their tasks

65.90 % of students did not notice that much difference in their grades because sometimes they are not even doing their assignments and activities .

unchanged	29
changed	15

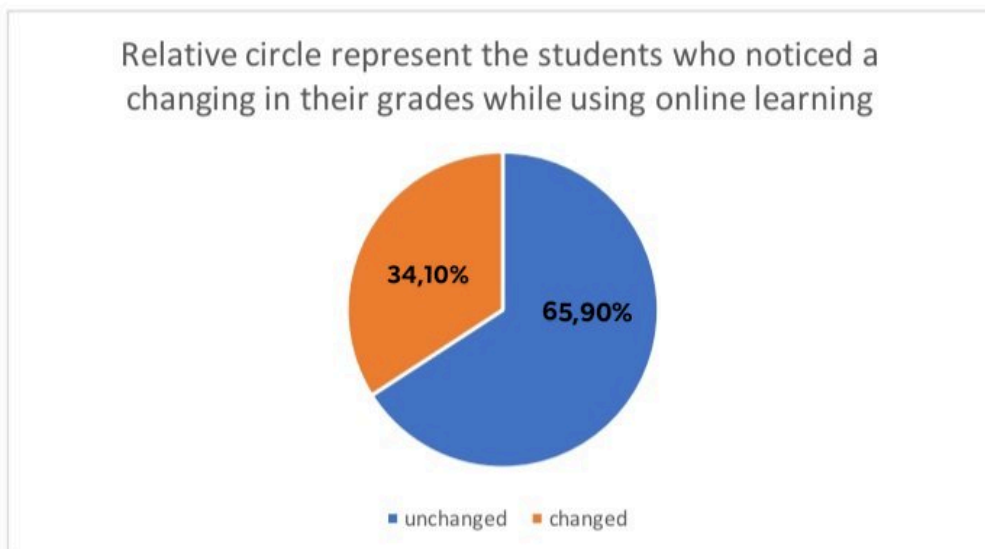


Figure 2.4relative circle represents the percentage of those who noticed difference in grade.

5_ The last one seeks to recommend some solutions from learners to improve online learning as follows :

- Creat new and easy applications to access.
- _Increase the speed of internet connection.
- _Adding zoom .
- _open media classes.

 _Teachers need to explain the lessons and record it on a video.

This was the purpose of using open-ended questions in order to have a free response from respondents and to provide a true, insightful and unexpected suggestions. This type of questions make the research more valuable and original.

2.5.2 The Interview

The technique of gathering information through interviews requires verbal communication where the interviewer presents questions orally, and the interviewee responds with verbal answers. This method can be employed in face-to-face interviews or, where applicable, through phone interviews.

The structured interview follows a strict and predetermined set of questions in a specific order, while unstructured interviews are more flexible and adaptable to the situation. In an unstructured interview, the interviewer can ask additional questions and omit others as needed, and can even change the order of the questions. They also have more freedom to include or exclude certain aspects of the response when recording information. However, this flexibility makes it difficult to compare responses between interviews, and analyzing unstructured responses takes more time and skill than structured responses. Unstructured interviews are useful in exploratory or formulative research studies, but structured interviews are often used in descriptive studies because they are more economical, provide a basis for generalization, and require less interviewer skill.

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To conduct successful interviews, interviewers must be carefully chosen, trained, and briefed. They should possess technical competence, practical experience, honesty, sincerity, and be hardworking and impartial. It's important to periodically check in on interviewers to ensure they are following instructions and not cheating. Preparations should be made in advance to address uncooperative respondents

Conducting an interview is a scientific art that requires creating a friendly atmosphere of trust and confidence, while asking questions intelligently and recording responses accurately. Interviewers should be courteous, unbiased, and maintain control of the direction of the interview.

They should answer any question from the respondent and keep them on topic. It's important to discourage irrelevant conversation and maintain a conversational tone without showing disapproval of responses. (*Kothari, 2004*).

2.5.2.1 Description of the Teachers' Interview

The interviews are research tools used to help the researcher to understand and explore the researcher behaviors and phenomenon and indeed there are three well-know types of the interview namely: structured, semi structured and unstructured interview.

The type of the interview used by the researchers in this dissertation is a structured interview since it entails the use of a 10 questions that the researchers prepared in advance and then directed them to teachers in the same order and format .

Though teachers appreciated and welcomed the interview as they contribute positively to the research , the interview comprises 10 questions that vary between WH questions and dichotomous questions (yes / no) these questions attempt to cover all aspects related to the subject matter that would help the researchers to reach

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satisfactory results concerning his investigation as well as to check the validity of the hypothesis that have been raised and to get the needed knowledge to fulfill the investigation launched by the researchers .

Before starting , the researcher took the permission of the teachers then he opened the meeting with a concise introduction in which he defined the topic and identified the major points to be discussed.

Furthermore each researcher needs to verify that the participants in his inquiry are not subject to any discomfort, injury or danger and this is the most important thing.

2.5.2.2 Teachers' Interview

The structured interview was conducted face to face in date 20/03/2023 where the researcher met teachers after sessions and followed questions and answers were conducted:

A) Interview Number 1 :

1) To what at extent do you find online teaching effective and how ?

Answer 1 :

Through the COVID -19 period I confirmed that online teaching is effective since students' outcome was not bad .

2) How could students benefit from ICTs and E-learning ?

Answer 2 :

They can use their devices to learn without time and place limits .

3) What was your perception towards the pandemic study system ?

Answer 3 :

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It was effective in a way ,however ; there were obstacles among students in terms of material (PC) and internet.

4) Did you face any difficulties in teaching during the pandemic of COVID -19

?**Answer 4:**Yes, not all students visited the platform , we couldn't control students.

5) are students regularly involving in their presentations using technology tools?

Answer 5 :

No, not all students were involved .

6) Did E-learning help students to exceed in their average ?

Answer 6 :

for me there was a big difference in the students outcomes

7) Is it crucial to include ICTs as a key which gives low average students the opportunity to enhance in academic tasks ? if yes, how ?

Answer 7 :

Yes , it is and we have to adhere in this era of technology in general .

8) Can these tools replace traditional way of teaching and reduce burdens on the teachers' shoulders ?

Answer 8 :

No, I don't think so .I think not totally .they can combine both of them .

9) Do you allow learners to use any of technological tools in the classroom to do their tasks ?

Answer 9 :

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Yes, usually , mainly their smart phones (apps , platform and etc).

10) How was your experience with the use of Moodle ?

Answer 10:

It was a successful experience , we moved to innovated techniques and strategies in teaching .

B) Interview Number 2 :

1) To what extent do you find online teaching effective and how ?

Answer 1 :

It can't be that effective provided it is lectured under the presence of the trainer because it is very important in shaping the learning process

2) How could students benefit from ICTs and E- learning ?

Answer 2 :

It is thanks to the effective online teaching and virtual presence of the teacher .

3) What was your perception towards the pandemic study system ?

Answer 3 :

It lacks a lot of commitment ,organization and the major actors fail to their mission and the whole process was not well-directed and did not obey academic rules as the teacher does

4) Did you face any difficulties in teaching during the pandemic of COVID -19 ?

Answer 4

Yes, difficulties as the availability of pedagogical tools and the presence of the teacher

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5) Are students regularly involving in their presentations using technology tools ?

Answer 5 :

No , they have never been ready .

6) Did E-learning help students to exceed in their average ?

Answer 6 :

Yes , it helped somehow and it proved to be beneficial .

7) Is it crucial to include ICTs as a key which gives low average students the opportunity to enhance in academic tasks ? if yes, how ?

Answer 7 :

Yes ,they are complementary if we know how to use it .

8) Can these tools replace traditional way of teaching and reduce burdens on the teachers' shoulders ?

Answer 8 :

No, it cannot .

9) Do you allow learners to use technological tools in the classroom to do their tasks ?

Answer 9 :

Yes , I do

10) How was your experience with the use of Moodle ?

Answer 10:

It was just a limited minimal knowledge

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C) Interview Number 3:

1) To what extent do you find online teaching effective and how ?

Answer 1 :

It is very effective but depending on the availability of tools

2) How could students benefit from ICTs and E- learning ?

Answer 2 :

It helps them raise their level of autonomy and motivation and it also makes them engaged in learning .

3) What was your perception towards the pandemic study system ?

Answer 3 :

It was negative due to some factors among them being :lack of material and training .

4) Did you face any difficulties in teaching during the pandemic of COVID -19 ?

Answer 4 :

Yes,I did.

5)Are students regularly involving in their presentations using technology tools ?

Answer 5 :

No,they are not .

6) Did E-learning help students to exceed in their average ?

Answer 6 :

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No , not really .

7) Is it crucial to include ICTs as a key which gives low average students the opportunity to enhance in academic tasks ? if yes, how ?

Answer 7 :

This always depends on learners' self-autonomy and hard work

8) Can these tools replace traditional way of teaching and reduce burdens on the teachers' shoulders ?

Answer 8 :

Technology tools can never replace a well-trained an experienced teacher.

9) Do you allow learners to use any of technological tools in the classroom to do their tasks ?

Answer 9 :

Yes,of course especially in oral sessions.

10) How was your experience with the use of Moodle ?

Answer 10:

I am not experienced in using Moodle because I used to be a student .

D) Interview Number 4:

1) To what extent do you find online teaching effective and how ?

Answer 1 :

In deed , I do find the online teaching quite useful due to the availability of online resources ,getting in touch with students easily at your finger tips .

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2) How could students benefit from ICTs and E- learning ?

Answer 2 :

Students can benefit from ICTs in a great deal especially in the learning process, they can access the online platforms from home and share the learning materials easily and in a short period of time .

3) What was your perception towards the pandemic study system ?

Answer 3 :

The teaching and learning program during the pandemic was interestingly good to some extent , it helps running out the instructions even though the worldwide lockdown .

4) Did you face any difficulties in teaching during the pandemic of COVID -19 ?

Answer 4

Internet access i.e weak web connection and the availability of students digital devices

5) Are students regularly involving in their presentations using technology tools ?

Answer 5 :

Not always ,sometimes students are not even doing their assignments ,activities and homework.

6) Did E-learning help students to exceed in their average ?

Answer 6 :

Again ,not always, for some it helps and for other it does not.

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7) Is it crucial to include ICTs as a key which gives low average students the opportunity to enhance in academic tasks ? if yes, how ?

Answer 7 :

Not always , for those under-achievers , it is recommended to use the traditional way of teaching instead of E-learning or relying on it due to the fact that it effects them negatively.

8) Can these tools replace traditional way of teaching and reduce burdens on the teachers' shoulders ?

Answer 8 :

Nothing could replace the traditional way of teaching ,E-learning may help indeed but never to relay in it 100 %.

9) Do you allow learners to use any of technological tools in the classroom to do their tasks ?

Answer 9 :

Yes, sometimes they are asked to use their E-dictionaries to look up words they do not know their significances or even sometimes to take pictures of the blackboard when they cannot see it clearly.

10) How was your experience with the use of Moodle ?

Answer 10:

I did use google classroom ,Zoom and not that much Moodle and it was an interesting experience for me and my students , it was beneficial for them to some extent , but still but still I do focus on the use of the traditional way of teaching.

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E) Interview Number 5:

1) To what extent do you find online teaching effective and how ?

Answer 1 :

I believe it is effective if: the lessons are well planned. The teachers is proficient. The students is well receptive of the course

2) How could students benefit from ICTs and E- learning ?

Answer 2 :

such types of learning promote autonomy, creativity and flexibility

3) What was your perception towards the pandemic study system ?

Answer 3 :

I have no idea because i was not involved.

4) Did you face any difficulties in teaching during the pandemic of COVID -19 ?

Answer 4

No, because i was not teaching then.

5) Are students regularly involving in their presentations using technology tools ?

Answer 5 :

Not in my short experience unless we count reading from the phone as technology use.

6) Did E-learning help students to exceed in their average ?

Answer 6 :

I'm not sure.

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7) Is it crucial to include ICTs as a key which gives low average students the opportunity to enhance in academic tasks ? if yes, how ?

Answer 7 :

Of course, as stated above such tools promote autonomy hence helping students learn on their own pace.

8) Can these tools replace traditional way of teaching and reduce burdens on the teachers' shoulders ?

Answer 8 :

Hopefully

9) Do you allow learners to use any of technological tools in the classroom to do their tasks ?

Answer 9 :

yes, they are free to use their phones, tablets or laptops.

10) How was your experience with the use of Moodle ?

Answer 10:

no idea, i have not used it.

The researcher here noticed that almost all teachers said yes online teaching is effective and students can benefit from technology tools and devices to a good extent and technology helps them to raise autonomy . according to teachers ,the pandemic study system was a good experience but it lacks commitment and organization .

Then The researcher recognized that all teachers faced some difficulties in teaching online in terms of weak access to the connection , the majority of teachers that the researcher interviewed declared that not all students involved in their average

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using technology tools , then almost all teaches agreed on the idea that technology tools can help achieving in academic tasks .

Finally it is noticed that technology tools can never replace the traditional way of teaching ,all teachers said that they do allow their students to do their tasks .most teachers argued that te application of Moodle needs an experience to be done .

2.5.3The Observation

The observation method is frequently utilized in behavioral science research. While we all observe the world around us, this type of observation is not scientific. Observation becomes a scientific tool when it serves a specific research purpose, is planned and recorded systematically, and is subject to validity and reliability checks. In the observation method, the researcher gathers information through their own direct observation without involving the respondent. For example, in a study on consumer behavior, the investigator might observe the brand of wristwatch worn by the respondent instead of asking them directly. This approach has several benefits. Firstly, it removes personal biases as long as observations are accurate. Secondly, the data collected using this method is purely focused on current events and is not influenced by past behaviors or future intentions or attitudes. Thirdly, it does not require active cooperation from respondents, unlike other methods such as interviews or questionnaires. Therefore, it is a suitable option for studying subjects who cannot verbally express their feelings. While using this method, the researcher should keep in mind things like: What should be observed ?How the observations should be recorded? Or how the accuracy of observation can be ensured? In case the observation is characterised by a careful definition of the units to be observed, the style of recording the observed information, standardised conditions of observation and the selection of data of observation, then the observation is called as *structured observation*. But when observation is to take place without these characteristics to be thought of in advance, the same is termed as *unstructured observation*. Structured observation is considered appropriate in descriptive studies, whereas in an exploratory study the observational procedure is most likely to be relatively unstructured. In the context of social science studies, we often discuss two types of observation: participant and non-participant. This distinction is based on whether the observer is fully involved in the group being

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observed or remains detached. If the observer becomes a part of the group and tries to experience what they experience, it is known as participant observation. On the other hand, if the observer remains separate from the group and does not try to experience their feelings, it is called non-participant observation. (If the observer's presence is unknown to the group, this type of observation is called disguised observation).*(Kothari,2004)*.

2.5.3.1 The Analysis of the Classroom Observation

During the class observation which lasted for four sessions the following points have been noticed:

2.5.3.2 The Classroom Environment

The observer arrived before teachers come to class so he would be able to notice more things and his step was very useful because he was there with students while they were waiting for their teachers , the researcher noticed that students were sitting on chairs using their mobile phones and communicating with each other using English words.

2.5.3.3 Students' Participation in the Classroom

ICT session was the most appropriate session to attend for the observation because teacher was proposing each time a different question to be discussed ,when students started discussion about how they define ICT ,CALL and E-learning including their good background about technology tools .

The researcher here observed that students accent differs from :weak, advanced to fluent due to the effect of their early and daily use of ICT , Youtube and social technological tools when communicating comparing with adult learners whose accent was not really that advanced due to the lack of using social technological tools .

The researcher recognized that young learners do not face a lot of psychological barriers to speak and they were familiar with ICT using computers and data-show during presentation .

2.5.3.4 Students' Use of Smart Phones

The observation here obtains qualitative data , the analysis were conducted qualitatively in terms of observing students' strategies of using their smart phones

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,some were chatting on social media without giving much attention to the teacher explaining , resulting in not comprehending the lecture they were attending , Thus using smart phones during the lecture may prohibit learners to concentrate with their teacher and this maybe determined as a shortcoming of using mobile phone during the lecture , this figured out to what extent technology devices can impact negatively learners' attention

2.5.3.5 Students' Communication and Sharing Lectures

The way of communicating among learners is very significant to be observed, the observers here noticed that a great majority and almost of the students had an access to the promotion group on social media where lectures and all information about study system, department and timetable were shared and published. The researchers realized that if it is counted with percentage, it will be said that 90 % of students have an access to the promotion shared social media groups regarding their access to the Zoom program during the pandemic of COVID-19, 2 or 3 students preferred to just revise from shared lecture instead of attending sessions and 10 % only did not have a regular access to the group.

2.5.3.6 Students' Reaction and Attitude Towards the Usual and Regular Study System

This is done qualitatively by observing students' reaction towards everyday sessions instead of the system during the pandemic . The researchers recognized that teachers have more time to explain and provide students with better understanding of everyday session and students receive enough information as well as they participate better and they are given more chances to collaborate and to do research.

Conclusion

To put it all together, this part of the dissertation has outlined the research methodology employed in this work. First it has described the methodology . Further, it has presented and justified the aim of the study which consist mainly of the goal and objective based in the research , incidentally. It comes with the 3 research questions and and their 3 hypothesis. Then it contains the data collection instruments

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that are shaped of questionnaire as a quantitative data collection method and the interview and the observation as qualitative data collection methods. So , it has laid out the techniques used for the analysis of the collected data. First, it included the rule of three which is used to analyze the quantitative data obtained from the questionnaire, and the qualitative data obtained from the interview and the observation.

General Conclusion.

General Conclusion

Under the disaster of the Corona virus pandemic, the world turns upset down with regards to business, economy, schooling... And so on. The only possible option for this is to employ technological tools to turn to online learning. Policymakers and even educators find themselves in a difficult situation when they have to preserve the development of learning by all means. Due to their up bringing in a technologically advanced environment, the majority of pupils like utilizing technology. Though they have used technology to learn in other fields, some students despise it because they are used to having a teacher—who is the major source of knowledge in front of them. As a result, things were not as easy as they seemed. This study is completed to explore the use of technology tools in the teaching_ learning process for both EFL teachers and learners during the pandemic, and to determine whether the use of technological devices can take the place of the instructors in the classroom. Essentially, the review attempts to investigate their usefulness in increasing the learners' mental development of language learning during the pandemic age. One of the key topics that must be taken into account for a subject to be studied properly is the usage of technology in education. In light of the fact that some academic staff members dislike studying electronically, this research is motivated by a desire to include technology into the educational careers of both students and teachers. The results of the data that is gathered as research material are the solutions that the researcher has discovered. These are the responses that the students have provided. good attitudes towards the use of technology, the current teaching method cannot replace the traditional teaching method, and the use of ICTs only helps teachers and students however it no longer expands the advancement of learning. To answer those inquiries, The researcher chooses to interview the teachers and provide a questionnaire to the students to get the answers to those questions. Both of these research tools assist the students with deriving the outcomes they are requesting.

The interview, in which it was revealed that the learners are stimulated once such tools are there, supported the questionnaire's claim that the students have a good attitude about utilizing ICTs and E_learning. The interview helped to provide the answers to the questions, its findings demonstrated that the current method of instruction cannot replace the conventional method of instruction and that the use of ICTs and E_learning can only facilitate learning rather than accelerate it. These two

General Conclusion

resources were crucial in helping the researchers verify his theory and collecting findings that were believable. The outcomes supported the posed hypothesis. Thus, they were established. The researchers offered a number of recommendations to aid in resolving the issue at hand at the conclusion of the study. They encourage the policymakers to create additional training sessions for the later so they are more acquainted with the usage of technology which were addressed to the policymakers, instructors, and students alike, given that the world is becoming increasingly digital .they ask the teachers to be more flexible in their way of conduction sessions as to involve their students in these ways. Finally, they ask the learners to be more self-directed as to use technology not only for entertainment but also for their own benefits in studying. For sure, This study has undoubtedly encountered significant challenges, including the absence of the full reference of e-learning element especially the name of the writer and the date of publication (in terms of the in -text citation),the target population's lack of cooperation and the working environment for the researchers. However, These challenges did not stop the researcher from finishing his research, nevertheless. This study can open the door to future research projects, like "The Use of ICTs in Improving Learners' Productive Skills" and "Adopting A Flipped Classroom in An EFL Atmosphere.

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Summary.

There is no doubt that the tongue is a sign from Almighty God, as Almighty God has said in his holy Book « One of his Signs also is the creation of the heavens and the earth, the diversity of your tongues and your colors. Surely there are Signs there for those who know. »

Language is the primary means of communication, and it is a thought and behavior, not just verbal symbols. It represents one of the most important elements of culture and human sciences, and it is related to thought, because any spoken word is only thoughts, because it translates our thoughts, our desires, our feelings and our actions, especially when there are speakers of several languages, they have the ability to define their religion, culture and identity, as well as they have the ability to express themselves in different languages. This choice depends on the situation they find themselves in and what they have to talk about. This fact has drawn recognition of the difficulties and challenges faced by teachers and students of foreign languages in teaching and learning English with the integration of technological means during and after the Corona virus pandemic. Where Algeria was among the many countries affected by the Covid-19 virus pandemic, and it affected many areas of life, including the school system. Thus the whole world shifted to a brand new system of education and the only possible option was integrating technological devices .

Résumé.

Il ne fait aucun doute que la langue est un signe de Dieu Tout-Puissant, comme Dieu Tout-Puissant l'a dit dans son Livre saint « Un de ses Signes aussi est la création des cieux et de la terre, la diversité de vos langues et de vos couleurs. Il y a sûrement des signes là-bas pour ceux qui savent. »

Le langage est le principal moyen de communication, et c'est une pensée et un comportement, pas seulement des symboles verbaux. Il représente l'un des éléments les plus importants de la culture et des sciences humaines, et il est lié à la pensée, car toute parole prononcée n'est que des pensées, car elle traduit nos pensées, nos désirs, nos sentiments et nos actions, surtout lorsqu'il y a des locuteurs de plusieurs langues, ils ont la capacité de définir leur religion, leur culture et leur identité, ainsi que la capacité de s'exprimer dans différentes langues. Ce choix dépend de la situation dans laquelle ils se trouvent et de ce dont ils ont à parler. Ce fait a attiré la reconnaissance des difficultés et des défis auxquels sont confrontés les enseignants et les étudiants de langues étrangères dans l'enseignement et l'apprentissage de l'anglais avec l'intégration de moyens technologiques pendant et après la pandémie du virus Corona. Là où l'Algérie était parmi les nombreux pays touchés par la pandémie du virus Covid-19, et elle a touché de nombreux domaines de la vie, y compris le système scolaire. Ainsi, le monde entier est passé à un tout nouveau système d'éducation et la seule option possible était d'intégrer des dispositifs technologiques.

لا شك ان اللسان اية من ايات الله . حيث قال الله تعالى في كتابه الكريم أعوذ بالله من الشيطان الرجيم
بسم الله رحمان الرحيم:" ومن آياته خلق السموات والأرض و اختلف ألسنتكم و ألوانكم إن في ذلك لآيات للعالمين
" سورة الروم، الآية 22

اللغة هي الوسيلة الأساسية للتواصل ، وهي فكرة وسلوك ، وليست مجرد رموز لفظية. إنها تمثل أحد
أهم عناصر الثقافة والعلوم الإنسانية ، وهي مرتبطة بالفكر ، لأن أي كلمة منطوقة ما هي إلا أفكار ، لأنها تترجم
أفكارنا ورغباتنا ومشاعرنا وأفعالنا ، خاصة عند وجود متحدثين بها. عدة لغات ، لديهم القدرة على تحديد دينهم
وثقافتهم وهويتهم ، وكذلك لديهم القدرة على التعبير عن أنفسهم بلغات مختلفة. يعتمد هذا الاختيار على الموقف
الذي يجدون أنفسهم فيه وما يجب عليهم التحدث عنه. وأثارت هذه الحقيقة الاعتراف بالصعوبات والتحديات التي
يواجهها مدرسو وطلاب اللغات الأجنبية في تدريس وتعلم اللغة الإنجليزية مع تكامل الوسائل التكنولوجية أثناء
وبعد جائحة فيروس كورونا. حيث كانت الجزائر من بين العديد من البلدان المتضررة من جائحة فيروس كوفيد -
19 ، وأثر على العديد من مجالات الحياة ، بما في ذلك النظام المدرسي ، وبالتالي تحول العالم كله إلى نظام
تعليمي جديد تمامًا وكان الخيار الوحيد الممكن هو دمج الأجهزة التكنولوجية