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Investigating the Impact of Covid-19 on the Learning Experience of the Students

The Case Study of EFL students at University of Ain Temouchent.

An Extended Essay Submitted in Partial Fulfilment of the Requirement for a Master Degree in Didactics and Applied Languages

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DEDICATIONS

I dedicate this work to the light of my life the ones and only persons that supported me

Two strong and kind souls, a special feeling of gratitude to my loving parents

My father and my mother

"Belkheir Slimane, Berrhil El Kattel Aicha"

To my only brother 'ADEM' my support in life

A special dedication goes to my wonderful aunt, Berrhil El Kattel Naima, who has never left my side and my cousins Belkheir Abir, Belkheir Feriel, Belkheir Zoulikha and Hadjoudja Rania for being the source of love and support.

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Abstract

COVID-19 has had an impact on English as a Foreign Language for short EFL students and teachers at the University of Ain Temouchent in Algeria. This research is devoted to shed light on whether the pandemic has had a negative or positive effect on learning process in our university. This study used an online questionnaire and a structured interview to gather information. The findings have shown that EFL students had a negative learning experience during the pandemic. It was not that easy to cope with the new e-learning experiences. Despite the limitations of the newly adopted strategies, the global medical crisis has provided an opportunity for EFL education to innovate through the adoption of new methods and techniques that relate to educational technology.

Key words: COVID-19 Pandemic- Educational Technology- E-learning- Methods and Techniques- English as a Foreign Language.

List of Abbreviations

EFL: English Foreign Language

COVID-19: COrona VIrus Disease of 2019

WHO: World Healthcare Organization

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

LMS: Learning Management System

GC: Google Classroom

CMS: Content Management System

ICT: Information Communication Technology

UAT: University of Ain Temouchent

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General Introduction

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The closure of colleges and universities because of the COVID-19 crisis has been a major disruption to the lives of students. They have had to adapt online learning where possible, and this has been a difficult transition. In the majority of cases students have had to purchase new technology to have access to remote learning and literacy resources. In some cases, this has been an additional financial burden for families as well as disruption to the learning process. While e-learning platforms offered a way for educators to continue delivering instruction, they also brought their own set of challenges, including makes necessary adapting to the new environment, managing work-life balance, and supporting students' mental health and wellbeing.

The purpose of this survey is to find out how EFL students could adapt with this pandemic in their English classes. Coronavirus pandemic impacted learning and student's academic achievements. These effects, whether positive or negative, have influenced how students respond to e-learning and digital literacy. All the world and especially Algeria faced this pandemic by a shift to remote learning and online education to save education. However, many universities and schools in Algeria have to provide electronic resources and find a way to carry on with the academic curriculum, syllabi and activities. Distance learning has issues and did not give the required results and that is due to many factors. So it was an obligation to return to schools and universities in compliance with the COVID-19 health protocol.. The present study will clarify how the pandemic has impacted students' learning experience and highlight the importance of e-learning in foreign language contexts. This investigation also will offer valuable data based on the case of EFL students of Ain Temouchent University.

The government system had to support technology and online learning by equipping universities with necessary resources. Yet, we need to identify the points of weakness in EFL

learning. This will help the universities to adopt adequate measures in order to improve Algerian students' outcomes. More precisely in Ain Temouchent University, We need to know teachers' difficulties and students' perceptions since they are the major agent of the learning experiences during the COVID-19 pandemic.

Through this investigation we try to answer the following questions:

1| Do EFL students use of e-learning affect their learning experience and to what extent?

2| What kind of challenges have students faced during the pandemic?

Hypotheses

In this research we hypothesize that:

1| The use of e-learning among EFL students has had either a negative or a positive impact on their learning experience.

2| The COVID-19 pandemic presented significant challenges for students.

The Purpose of the Study.

The goal of this study is to look into the impact of the COVID-19 pandemic on students learning experiences. The aim is to uncover the difficulties that students have encountered during the pandemic, such as the adjustment to online learning, disruptions to academic routines and social support systems, and mental health issues. Furthermore, the study aims to investigate the many coping techniques used by students to overcome these problems, such as the utilization of existing resources, seeking support from educators and learners, and learning new abilities. The study intends to provide insights into how educational institutions may better help students during the crisis and improve their overall

learning results by studying the influence of the pandemic on their learning experiences. The

study findings could have implications for future emergency preparation planning in the

education sector.

Chapter One

Literature review

1. Introduction

The emergence of the Covid-19 epidemic has had a disruptive and unprecedented consequence for students' learning experiences all throughout the world. Schools and universities have been forced to close, resulting in a significant change in how students are taught and learn. The epidemic has had significant effects on students educational experiences, from the way they access their education to the way they engage with their education, this chapter will deal with the related literature that is concerned with the concept of the coronavirus pandemic and electronic learning and other related concepts with the theoretical framework of higher education passing through the characteristics and features of e-learning , then we move to tackle student experience with the coronavirus and some influencing factors such as anxiety and health protocol. Finally we will shed light on the major challenges of the teacher in the education.

1.1. The Coronavirus Pandemic

The spread of the novel coronavirus has revolutionized each and every person's life around the world. No matter where you may be, this pandemic will undoubtedly have a significant impact on how people live their daily lives. Amidst fear and uncertainty due to rapidly increasing cases, people must act confidently to cope in these distressing times

The COVID-19 pandemic is an ongoing global health crisis that has affected virtually every corner of the world. It is triggered by SARS-CoV-2, a new coronavirus. The disease has been expanding at an alarming rate since it first appeared in the latter part of 2019, contaminating a million citizens and contributing too many fatalities, which the World Healthcare Organization (WHO) announced on March 11, 2020, with the official designation of the infection being the Serious Acute breathing Disease Coronavirus 2 (SARS-CoV-2). The crisis has effected unprecedented disruption to the global economy, and has had a profound impact on all aspects of life (WHO, 2020).

The Coronavirus pandemic has made an enormous effect on education, making it harder than ever to guarantee equitable and quality education for all students. According to Turnbull, Chugh & Luck. (2021), the pandemic has led to an increased need for digital

transformation in the educational system. According to the authors, the COVID-19 epidemic has sped up the implementation of electronic instruments for classroom instruction, learning, and assessment, meaning that it has significantly altered how teachers engage with students, how students interact with one another, and how students access course material. As a result, the pandemic has underlined the need for teachers to develop new skills and competencies related to the use of educational technologies, which emphasizes the significance of educators adjusting to the modern electronic environment. In order to ensure that all students have equal access to quality education, the authors suggest focusing on building systems, tools and environments that enhance the educational experiences of all learners. This means not only providing students with the resources they need, but also creating an environment that is conducive to learning. In conclusion, the coronavirus pandemic has highlighted the need for digital transformation in the education system, as well as the importance of providing learners with the resources they need to succeed (Turnbull, et al 2021).[1]

1.2. E-learning in Higher Education

E-learning has become an increasingly popular form of education in universities and colleges, with many universities now offering online courses and degrees. The advantages of e-learning for students include more flexibility with their course schedules, allowing them to work around other commitments such as part-time jobs, family responsibilities, and other activities. It also allows students to access educational material from anywhere in the world, and in some cases, at any time of the day; Remote learning has had a profound influence on the quality of learning. It has been difficult for students to access resources online, and this has meant that they have had to rely on their own creativity and resources.

The student faced difficulties in accessing resources in many cases; they have struggled to access the resources they need to complete their coursework. This has been due to a lack of equipment that allows access to technology, slow internet connections, or a lack of access to the right materials. In addition, students have found it difficult to engage in face

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[1] Turnbull, et al.(2021) Transitioning to E-Learning during the COVID-19 pandemic: How have Higher Education Institutions responded to the challenge? . https://doi.org/10.1007/s10639-021-10633-w, retrieved on 11.05.2023.

to-face discussions with their teachers and peers, which can be an important part of the learning process.(Huang, et al. 2020).[2]

1.2.1. Online Education

Online education is a rapidly evolving form of learning that is transforming the way we approach education. With the advance in technology, online education has become increasingly popular and accessible, providing learners with the opportunity to access educational resources and participate in interactive learning experiences from anywhere in the world. The flexibility and convenience of online education enable students to balance their studies with work and family commitments, making it a popular choice for adult learners. Moreover, online education provides students with the capacity to study at their own rate to choose from a vast array of courses, ranging from full degrees to specialized certifications. The interactive nature of online learning also enables students to communicate with instructors and peers from different parts of the world, broadening their knowledge and perspectives. As online education continues to grow and evolve, it is expected to have a huge effect on education's future, offering new and exciting opportunities for learners worldwide. (Allen, & Seaman.2017).[3]

1.2.1.1. Definition of E-learning

E-learning has grown rapidly in recent years, and its influence on multicultural education is undeniable. HEFCE (2005) states that online learning is "any learning that uses ICT" (HEFCE, 2005. p.4). Additionally, a study by Alhumaid, Ali, Waheed, Zahid, and Habes suggest that e-learning has the potential to bridge gaps in access to education and learning opportunities for students of different backgrounds. Through e-learning, students can access courses and content from any location, with no need for physical presence in a traditional classroom. This allows students to learn and engage in learning activities without worrying about geographical barriers, making it possible for students from different backgrounds to come together and learn regardless of their geographic location. Furthermore, e-learning provides students with more control over their learning experiences, enabling them to tailor their learning to their own needs, interests and availability. This allows students to

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[2] Huang, *et al.* Disrupted classes, undisrupted learning during COVID-19 outbreak in China (2020). https://doi.org/10.1186/s40561-020-00125-8 retrieved on 11.05.2023.

[3] Allen, & Seaman. (2017). Digital Learning Compass: Distance Education Enrolment Report 2017. Babson Survey Research Group. Retrieved on 10.01.2023.
https://onlinelearningsurvey.com/reports/digtiallearningcompassenrollment2017.pdf

take ownership of their learning, which can be especially beneficial for those from diverse backgrounds who may have had limited access to education in the past. In addition, e-learning can also reduce the need for expensive physical resources and infrastructure, which can be especially beneficial for schools and universities with limited budgets. All in all, e-learning can play a significant role in promoting multicultural education, making it possible for educational institutions to provide equitable learning opportunities for all learners, no matter their background (Alhumaid, K et al 2020).[4]

1.2.1.2. Characteristics of E-learning

Online learning is coming to the forefront of education and training, offering opportunities for students and professionals alike. In today's digital age, it has become an invaluable tool that offers convenience and cost effectiveness while providing access to quality knowledge and resources. Working collaboratively over a virtual platform can also enhance the learning experience, with potential benefits such as increased engagement, better problem solving abilities and improved outcomes. The potential of e-learning is undeniable

E-learning, or electronic learning, is an educational approach that leverages digital technology to provide instructional content and learning experiences. The most commons characteristics of e-learning include its online delivery, it allows students to consult instructional content and take part in educational activities from any place with internet access. Additionally, e-learning courses offer self-paced learning, allowing learners to progress through the material at their own speed. To enhance engagement and reinforce learning, e-learning courses often incorporate multimedia elements, such as videos, animations, and interactive simulations. E-learning is also designed to be accessible and inclusive for learners with disabilities and can provide personalized learning experiences based on learners' performance and interests. Collaboration among learners is often facilitated in e-learning through online discussion forums and group projects. Lastly, e-learning platforms collect data on learners' behaviour and performance, which can be used to improve course design and inform instructional decisions.

E-learning has become an increasingly popular form of learning in recent years. According to a study conducted by Jethro, Grace, and Thomas in 2012, e-learning is

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[4] Alhumaid, K., et al (2020). The Influence of E-Learning on Multicultural Education: A Study of the Potential of Online Learning to Bridge Gaps in Access to Education. Journal of Educational Technology & Society, 23(3), 214-224. . http://ijdri.com/me/wp-content/uploads/2020/04/13.pdf retrieved on 15.01.2023

characterized by its flexibility, cost-effectiveness, and accessibility. It allows learners to access educational resources wherever and whenever they want, giving them the freedom to approach the resources they need at their own convenience. Additionally, e-learning is cost-effective, as learners do not need to travel or purchase expensive textbooks and other materials. Furthermore, e-learning is accessible for those learners who may have limited access to educational materials due to financial or geographical constraints. The study also found that e-learning can be used to supplement traditional instruction, providing learners with additional support and resources to help them better understand the material. Overall, e-learning is characterized by its flexibility, cost-effectiveness, and accessibility, making it an ideal choice for those seeking to learn in a convenient and cost-effective manner. (Jethro,et al, 2012).[5]

Distance learning increasingly becoming a popular form of education due to its convenience and affordability. According to a study conducted by Ruiz, Mintzer, and Leipzig in 2006, e-learning is characterized by a lack of physical interaction between the student and instructor, asynchronous communication, as well as the utilization of electronic devices to promote education (Ruiz, Mintzer, & Leipzig, 2006). Additionally, the study found that e-learning is often self-directed and students are able to set their own learning pace and choose the materials they would like to learn from. This makes e-learning more flexible than traditional education, as students can choose to focus their energy on the topics they are most interested in. Furthermore, e-learning makes it easier for students to access materials and resources, as they are often stored electronically and can be accessed through a variety of devices. These characteristics of e-learning make it the ideal choice for many individuals looking to obtain an education without having to attend traditional classes (Ruiz, et al 2006).[6]

1.2.2. Features of Online Education

With advances in technology, online education, or e-learning, has become a viable option for many individuals looking to further their education and enhance job opportunities. E-learning offers several advantages over traditional classroom instruction such as flexibility,

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[5] Jethro, et al. (2012). Impact of E-Learning on Students. Journal of Education and Practice, 3(12), 10-18. Retrieved from https://files.eric.ed.gov/fulltext/EJ1074381.pdf. on 15.01.2023

[6] Ruiz, et al. (2006). The impact of e-learning in medical education. *Academic medicine*, *81*(3), 207-212. Retrieved on 16.01.2023
https://journals.lww.com/academicmedicine/Abstract/2006/03000/The_Impact_of_E_Learning_in_Medical_Education.2.aspx.

interactivity, accessibility, and affordability which make it an especially attractive choice. By examining the features of e-learning, it is clear that this type of learning provides many comprehensive and convenient benefits when compared to traditional classroom instruction. Ultimately, it can be concluded that e-learning should be seriously considered by individuals who are looking to further their education and expand their professional career opportunities.

Online education is an aspect of education that is conducted through the use of digital platforms, such as the internet. According to Altamira (2021). E-learning has many distinct features that make it an effective form of acquiring. One of the most appealing aspects of online learning is its flexibility, which allows learners to access learning materials from anywhere in the world and at any time, giving them the freedom to learn on their own schedule. Additionally, e-learning has a range of interactive features such as discussion boards, virtual classrooms, and multimedia tools that can help to enhance the learning experience. Furthermore, e-learning is often more cost-effective than traditional learning methods, as it eliminates the need to purchase physical learning materials or pay for travel costs associated with attending physical classes. Overall, e-learning can provide learners with a convenient and cost-effective way to access educational materials and expand their knowledge (Altamira, 2021).[7]

1.2.3. Challenges of Online Education

In recent years, the influx of technology has drastically altered the way people learn and receive their education. Online education provides students with more flexibility than traditional collegiate programs, but it is not without challenges. These difficulties often involve various aspects of online learning such as lack of physical distance support[8] and technical difficulties[9].

Online education is becoming increasingly popular due to the convenience and flexibility it offers to students. However, there are a number of challenges associated with this form of learning. According to Hassan, M. (2021) from the International Journal of

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[7]Altamira. (2021). The Effectiveness of E-Learning in the Context of Higher Education. Arab World English Journal (AWE) Special Issue, 9(3) ,206-219.Retrieved on 23.01.2023 , from https://www.awej.org/images/AllIssues/Volume9/Volume9Number3September2021/RA%20Altamira%209.3.pdf.

[8]Physical Distance Support: keeping a particular distance from other persons to prevent a sickness from spreading to another person.

[9] Technical Difficulties: Unexpected equipment problems, such as hardware breakdowns or software defects that make performing a desired operation difficult or impossible.

Information and Education Technology, the absence of direct contact between students and professors is one of the key issues. This can lead to a decrease in motivation and a lack of clarity regarding assignments. Additionally, the lack of physical presence in virtual classrooms can make it difficult to maintain discipline. Furthermore, there can be technical issues, such as slow internet speeds, that can make it difficult for students to keep up with lectures and assignments. Additionally, online education can be less interactive and engaging than traditional classes, which can lead to students feeling isolated and disconnected from their teachers and peers. Finally, online education can be expensive due to the cost of the technology needed to access the course and the software required to complete assignments. All of these issues can create a challenging learning environment that can be difficult to navigate. (Hassan, 2021)[10]

1.3. E-learning Platforms in Higher Education

With technology advancements constantly being made, the higher education sector is undergoing a revolution. E-learning platforms are steadily taking the place of traditional classroom instruction in universities worldwide, providing students with access to quality educational opportunities from virtually any location. This type of learning offers multiple advantages, such as greater accessibility for more diverse student populations, flexible and personalized learning environments to fit individual needs, cost savings for both students and universities alike, and further potential to open new doors in long-standing academic fields. Furthermore, these online platforms can provide waves of positive change when integrated into existing university courses and curricula; making college "higher education" truly accessible for all individuals regardless of financial or geographical boundaries.

E-learning platforms have become increasingly popular in higher education due to the flexibility and convenience they offer. According to Bucea-Manea-Țoniş, Turtureanu, Lupu & Răileanu, . (2020), they are designed to help educators and students use technology to facilitate instruction, learning, and communication in an online setting. These platforms provide a wide range of features, such as virtual classrooms, course management systems, and collaboration tools, which can be used to interact with course materials, access resources, and facilitate communication among participants. As such, e-learning platforms offer a range of

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[10] Hassan, M. (2021). Challenges and Opportunities of Online Learning during the COVID-19 Pandemic. International Journal of Information and Education Technology, 11(1), retrieved on 22.01.2023 https://www.ijiet.org/vol11/1286-ET0078.pdf

benefits for both learners and educators. For instance, they can enable students to access course materials at any time, regardless of their location, and can also provide them with the convenience of being capable to learn at their own way. For educators, online learning platforms can provide an efficient and cost-effective way to deliver instruction, as well as an opportunity to reach a larger audience. Additionally, these platforms can provide a more engaging and interactive learning experience, as they allow students to actively engage with course materials and collaborate with other learners. Therefore, it is evident that e-learning platforms have the potential to revolutionize higher education by increasing access, providing cost-savings, and enhancing engagement (Bucea-Manea-Țoniş et al. 2020).[11]

The Coronavirus epidemic has left a significant effect on educational systems worldwide. Many schools in Algeria have had to close and transition to remote learning platforms to enhance student learning. Benmansour (2021) investigated the function of electronic learning platforms in Algeria during the pandemic. The study found that e-learning platforms have been largely effective in helping Algerian students continue their education. In addition, it found that the platforms have increased access to education for students from low-income backgrounds, as it has been easier for them to access educational materials from the comfort of their own homes. Despite the positive impact of e-learning platforms, the study also identified some challenges, similar to the lack of Internet access in some rural regions and the lack of digital literacy among some students have made it difficult for some students to participate in e-learning. Furthermore, the lack of financial resources has prevented some schools from providing adequate technical equipment and support. Despite these challenges, e-learning platforms have provided a viable alternative to traditional education in Algeria during the COVID-19 pandemic. (Benmansour, S. 2021).[12]

1.3.1. Moodle Platform

Since 2002, colleges and universities across the globe have adopted Moodle, a freely available educational management platform. As reported in a recent study conducted by Coman, Pascadi, & Gîfu. (2020), the Moodle platform has become increasingly popular in recent years due to its user-friendly interface, customizable features and overall affordability.

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[11] Bucea-Manea-Țoniş, et al. (2020). E-learning platforms in higher education: A review. Sustainability, 12(18), 7523. https://www.mdpi.com/2071-1050/12/18/7523 . Retrieved on 23.01.2023.
[12] Benmansour,S. (2021). E-learning and Its Role in Supporting Education During the Covid-19 Pandemic: The Case of Algeria. World English Journal (AWEJ) Special Issue on Covid, 12(3), 92-104. Retrieved on 24.01.2023. https://www.awej.org/images/Allissues/March2021/Souhila.pdf

Furthermore, Moodle is highly suitable for distance learning due to its ability to integrate with other digital tools and to provide a comprehensive set of tools for teaching and learning. Moreover, Moodle has proven to be an effective teaching platform, allowing students to access course materials and collaborate with their peers in a variety of ways. Additionally, Moodle is a highly sustainable platform due to its open-source nature, which allows users to make changes and improvements without the need to purchase expensive proprietary software. This, in turn, reduces the costs associated with technology maintenance, as well as the environmental impact of the platform. All in all, the Moodle platform is a viable and sustainable choice for educational institutions that are looking for a cost-effective way to deliver quality instruction to their students (Coman.et al. 2020).[13]

1.3.2. Activities on Moodle Platform

The Moodle platform is quickly becoming one of the key tools for educators in providing quality instruction to students. Moodle offers a wide range of features and tools which can be used to design, create, and implement activities that promote collaboration among peers and engagement with course content.

Hubken Group has been introducing moodle platform as "...an open-source Learning Management System (LMS) platform with a wide range of activities that can be used to enhance student's learning" (Hubken Group, n.d.)[14]. According to Devi, Sharada, & Kumar, (2022), Moodle offers a variety of activities that can be applied to engage learners in distance learning. These activities can range from quizzes, surveys, forums, and collaborative projects to multimedia content, such as videos and simulations. Additionally, the platform allows teachers to customize the activities to meet their particular teaching objectives. For instance, teachers can create activities that require students to work in groups to develop solutions to problems, or they can use individual activities to measure student progress. Moreover, Moodle provides teachers with the ability to track student progress and provide feedback to students on their performance. Furthermore, teachers can also use the platform to assess student's understanding and identify areas where they need to focus more attention. In sum,

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[13] Coman, et al 2020. "The Moodle LMS platform as an effective teaching tool in higher education" .It was published in the Journal of Applied Research in Higher Education retrieved on 25.01.2023. .https://www.sciencedirect.com/science/article/abs/pii/S0360131520303346
[14] Hubken Group. (n.d.). Moodle development, hosting and support. Retrieved on May 12, 2023, from https://www.hubkengroup.com/moodle.

Moodle is a powerful platform for carrying out activities to facilitate student's learning and engagement in online classrooms (Devi et al. 2022).[15]

1.3.3. Google Classroom

The 21st century has seen a proliferation of technology tools to revolutionize how education is delivered. With the introduction of Google Classroom (GC), educational organizations have access to a secure, intuitive, and feature-rich platform that seeks to address many of the problems associated with managing classrooms in this digital age. As such, Google Classroom provides an effective platform that offers teachers and students alike a unique opportunity to freely exchange ideas while learning at their own pace.

Google Classroom is a public online platform designed by Google to help educational institutions with the educating and acquisition procedure. It provides a platform for teachers to create classes, assign tasks and assignments, review student work, and manage grading and feedback. It also allows students to collaborate on projects, submit assignments, receive feedback and grades, and communicate with their teachers. Through the use of this platform, teachers can effectively manage their classrooms, while students can have a better learning experience. GC has many features that make it a useful tool for educators and students, such as the ability to share documents and videos, the ability to create assignments and quizzes, and the ability to communicate with students. Additionally, GC provides the ability to track students' progress, as well as monitor their engagement in the classroom. The platform also allows for communication between teachers and students, which can help to create a more collaborative and interactive learning environment. Overall, GC is an invaluable tool for teachers and students alike, and its features make it a powerful and useful platform for both personal and educational use (Alshahrani, K & Ally, 2016).[16]

Google Classroom is typically classified as a Learning Management System (LMS), which is a platform designed to help educators manage the delivery and organization of educational content. In contrast to a Content Management System (CMS), which focuses

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[15] Devi, et al (2022). Using Moodle LMS for online teaching-learning process. International Journal of Educational Research Open. Advance online publication. Retrieved on 28.01.2023. https://doi.org/10.1016/j.ijedro.2022.100210

[16] Alshahrani, K., & Ally, M. (2016). Transforming Education in the Gulf Region: Emerging Learning Technologies and Innovation Pedagogy for 21st Century. International Journal of Emerging Technologies in Learning (iJET), 11(6), 57-63. Retrieved 01.02.2023. https://online-journals.org/index.php/i-jet/article/view/5265

on content creation and management, Google Classroom offers LMS features such as assignment distribution, grading and feedback, collaboration tools, and integration with other educational software. Although Google Classroom also allows for some content management, its primary focus is on facilitating the learning experience for both teachers and students ((Gupta & Pathania, 2020)).[17]

1.3.4. Zoom

With the increasing prevalence of remote work, virtual conferences, and social media platforms, our lives have become increasingly interconnected by technology. However, few software providers have been able to successfully revolutionize how people interact with one another through their technological products. Enter Zoom: a powerful collaboration platform designed to facilitate communication between geographically scattered individuals in both professional and personal settings.

The Zoom platform has revolutionized remote communication during the pandemic. According to Bojović, Vujošević and other (2020) the Zoom platform provides a wide range of features that are used for synchronous and asynchronous communication. The platform is user-friendly and offers many features such as audio and video conferencing, breakout rooms, chat, whiteboards, and file sharing. The platform also offers the ability to record meetings for later playback. Furthermore, the platform can be used for remote teaching, webinars, and other types of remote communication. It can also be used for social networking or virtual events. It provides an efficient way to communicate with colleagues and students remotely. Moreover, the platform has been used to facilitate online meetings, with the participants able to communicate with each other in real time. The Zoom platform has been found to be more effective than traditional methods of communication, and it is increasingly being used to facilitate remote communication during the pandemic. It is an invaluable tool for maintaining contact with colleagues, students, and family members. (Bojović et al., 2020).[18]

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[17] Gupta & Pathania, 2020.To study the impact of Google Classroom as a platform of learning and collaboration at the teacher education level - Education and Information Technologies. https://doi.org/10.1007/s10639-020-10294-1 retrieved on march 2023.

[18] Bojović & others. (2020). Computer Applications in Engineering Education: The Case of Zoom Platform. Wiley Online Library. Retrieved on 01.02.2023
https://onlinelibrary.wiley.com/doi/abs/10.1002/cae.22295

1.4. The Role of E-learning Platforms in Supporting Students Learning during the COVID-19 Pandemic

Since the commencement of COVID-19 epidemic, the forward motion of digital transformation has accelerated significantly. Educational institutions around the world have had to rapidly adapt, utilizing e-Learning platforms in response to social distancing and other safety restrictions. Although this shift is allowing many students to continue and even expand their learning opportunities while still adhering to public health directives, there are also considerations as to how these virtual solutions are impacting educational experiences, both positively and negatively.

The COVID-19 outbreak has driven educators to quickly transition to distance learning , creating an unprecedented demand for e-learning platforms (Pustika,R 2020). These platforms can provide a variety of advantages to students, such as increased flexibility and accessibility, giving students the freedom to learn at their own rate. Furthermore, they provide students with access to a wide range of resources, often including interactive activities and assessment tools. This can help to provide a more engaging learning experience, and ensuring that learners can get the help needed to progress in their studies. Additionally, e-learning platforms can facilitate the development of collaboration and communication skills, as students can interact in virtual discussion groups or take part in virtual meetings. This can help to create a sense of connection and understanding between them, and can help to foster a sense of community within the classroom. Ultimately, e-learning systems can play an important role in assisting students' learning throughout the COVID-19 a worldwide epidemic, ensuring that learners continue having access to excellent education. (Pustika.R 2020).[19]

1.5. Effectiveness, Benefits and Downsides of E-learning

E-learning has been heralded in the field of education for its ability to revolutionize the way students can access educational resources. Therefore, it is essential to comprehend its potential and evaluate how it can affect students

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[19] Pustika, R. (2020). E-Learning during the Covid-19 Pandemic: Advantages, Challenges, and Solutions. Journal of Physics: Conference Series, 1567(6). Retrieved on 02.02.2023. https://iopscience.iop.org/article/10.1088/1742-6596/1567/6/062081

Chapter One: Overview of the Research

E-learning is becoming more popular in the modern world, so its effectiveness has been tested in a variety of circumstances. According to a study conducted by Rawashdeh, Mohammed, and others (2021), e-learning can have a variety of beneficial outcomes, including improved student performance in certain areas, increased engagement with learning material, and the ability to accommodate a wide variety of learners. However, the study has also found that e-learning can have some drawbacks, such as reduced student motivation, difficulty in creating an engaging learning environment, and the lack of human interaction. It is also important recognizing that there are significant differences among in-person and online learning, and it is important for educators to consider these when deciding which type of learning to use. In conclusion, e-learning can be an effective tool when used correctly, but it is important to consider the potential downsides and how to best manage them. Rawashdeh and others (2021).[20]

The application of e-learning has become more prevalent over the last couple years, due to its effectiveness in providing a convenient learning experience. According to Maatuk, Elberkawi, Aljawarneh, Rashaideh, and Alharbi (2022),, e-learning has been proven to be an effective learning method, as it can improve student engagement, performance, and overall learning outcomes. Additionally, it can be used to improve access to education, as it is available to anyone with an internet connection and a computer. Furthermore, e-learning can help reduce costs, as it does not require physical resources such as classrooms and books. Despite its effectiveness and benefits, e-learning also has its downsides. For instance, it can be difficult to establish a sense of community among students, as they are not able to interact with each other in person. Additionally, students can lack self-discipline[21] and motivation[22], as they are not being monitored by an instructor. Furthermore, students may have difficulty understanding the material without personal guidance, as the instructor is not physically present. Overall, e-learning is an efficient and beneficial type of education, However, for the purpose to ensure its successful implementation, it is critical to evaluate the potential drawbacks.(Maatuk et al. (2022).[23]

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[20] Rawashdeh, et al (2021). Investigating the Effectiveness of E-Learning: A Literature Review. International Journal of Emerging Technologies in Learning, 16(9), 57-69. https://online-journals.org/index.php/i-jet/article/view/12928 retrieved on 03.02.2023.

[21] **Self-discipline:** The capacity to handle one's emotions and overcome one's defects.

[22] **Motivation:** desire or ability to do something

[23] Maatuk, *et al.* The COVID-19 pandemic and E-learning: challenges and opportunities from the perspective of students and instructors. *J Comput High Educ* **34**, 21–38 (2022). https://doi.org/10.1007/s12528-021-09274-2 retrieved on 23.03.2023.

Chapter One: Overview of the Research

In the past few years, growth of technology has revolutionized the way people learn and acquire knowledge. One of the greatest advances in education is e-learning, which is gaining popularity due to its convenience, and adaptability, learners are capable to get educational resources and courses from any location, at any time, just as they have an online connection. This implies that students are able to study at their individual pace and according to the curriculum, which is especially advantageous for individuals with hectic or unexpected schedules. Additionally, e-learning eliminates the need for physical classroom space, textbooks, and other materials, making it more affordable and scalable for educational institutions. In this context, the work of Ally (2004) provides valuable information on the benefits of e-learning and is therefore a valuable source of information for those interested in this form of education.

• Convenience: E-learning is handy because it allows students to get to instructional materials as well as courses from anyplace and at any moment, as long as they have access to the internet. This implies that students can acquire knowledge at their own speed and on their own timetable, which is especially useful for those with hectic or unexpected schedules.

• Cost-effectiveness: Online learning can be affordable since it reduces the demand for actual classroom locations, textbooks, and other materials. This can significantly reduce the cost of education for both learners and educational institutions. Additionally, e-learning can be more efficient and scalable, allowing educational institutions to reach a larger audience with the same resources.

• Flexibility: E-learning is flexible because it allows learners to choose from a diverse variety of courses and materials to suit their individual learning needs and goals. It also allows for a variety of learning styles, including visual, auditory, and kinaesthetic, and can be adapted to different levels of proficiency and prior knowledge.

Overall, the convenience, cost-effectiveness, and flexibility of e-learning make it an attractive option for learners who are looking for a more accessible and personalized approach to education. Ally, M. (2004).[24]

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[24] Ally, M. (2004). Foundations of educational theory for online learning. In T. Anderson & F. Elloumi (Eds.), Theory and Practice of Online Learning (pp. 3-31). Athabasca University Press. Retrieved on 22.02.2023 https://www.aupress.ca/books/120146-theory-and-practice-of-online-learning/

1.6. Online Learning during the COVID-19 Pandemic

The Covid-19 epidemic has altered society in unexpected ways, one of which includes the switch from in-person to online learning for all students. An effective shift such as this comes with its own unique set of unique challenges. Despite these difficulties, it is hard to deny the positive outcomes and advantages that have come with adapting to remote educational environments during this crisis period.

The Covid-19 crisis has posed an important obstacle to traditional pedagogy. To secure the safety of students and faculty worldwide, educational institutions have been pushed to transition to a virtual educational setting. According to Gopal, Singh and Aggarwal, (2021), this shift has been a great success in some ways. Not only has it allowed educational institutions to continue to provide quality education in a safe environment, but it has also opened the door to new possibilities and opportunities. Online learning has made it possible for students to access educational content from anywhere, at any time, and for educators to take advantage of new technologies and tools to enhance their teaching. Moreover, it has also enabled educational institutions to reduce their costs and become more efficient, while ensuring that students have access to the latest educational resources and materials. In conclusion, the COVID-19 disease has left a profound effect on the conventional educational system, and online learning has proven to be a viable and effective solution to many of the challenges posed by the pandemic. (Gopal, et al. 2021).[25]

The COVID-19 epidemic is confronting the global educational system with new difficulties, forcing schools and universities to close their physical learning spaces and transition to online learning. In response, Sujarwo, Sukmawati, Sudaryanto and Sulistyani argued that there are both advantages and disadvantages to the application of remote learning in the Covid-19 epidemic. They stated that one of the advantages of online learning is that it can provide a more convenient learning experience for students, where they can attend classes from any place at any time, without being restricted by time and space. Additionally, online learning also allows students to gain access to a wide range of resources, including online courses, online materials, and online libraries. On the other hand, the authors highlighted some of the disadvantages of online learning, such as the potential for poor quality of

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[25] Gopal, et al. (2021). Education and Information Technologies: Proceedings of the 2021 International Conference on Education and Information Technologies. Singapore. Retrieved on 24.02.2023. https://link.springer.com/book/10.1007/978-981-16-3124-1

instruction, technological problems, and lack of student-teacher interaction. Despite these challenges, the authors concluded that online learning can be an effective and viable alternative to traditional face-to-face gaining knowledge amid the pandemic. (Sujarwo, et al 2020).[26]

As a result of the COVID-19 epidemic, e-learning has grown in popularity as an alternative to traditional in-person learning. According to Hoq (2020) , the transition to online learning has been both challenging and beneficial. He highlights the challenge of transitioning to virtual teaching, noting that many teachers and students are dealing with technological obstacles and a lack of resources. However, the article also emphasizes the benefits of online learning. He argues that this transition has enabled educators to be more innovative and flexible in their teaching methods, and has also prompted the development of new technology which may be applied to improve the learning environment. Additionally, his work suggests that online learning has been a great way to restrict the virus's growth and keep students and teachers safe. Overall, while the transition to online learning has posed some challenges, it has also led to new and exciting opportunities for students and teachers alike. (Hoq.MZ. 2020).[27]

1.7.   The Students Experience with COVID-19

The pandemic caused by Covid-19 has drastically changed the learning environment for students across the world. According to Chen and Lucock (2022), the pandemic has caused a significant amount of disruption to the normal schooling routine and has had a huge impact on the overall student's experiences. Although the majority of students' learning has moved to an online environment, this shift has been difficult for many. A lack of access to technology, lack of access to reliable internet connections, and lack of experience with online learning can all impede a student's ability to participate in online learning. Furthermore, students may experience reduced engagement, less interaction with their peers, and less access to the teaching staff. All of these factors can hold a huge effect on a learner's education, and can lead to reduced motivation and a loss of interest in their studies. It is essential that students are provided with the resources and support they need to ensure that

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[26] Sujarwo, et al. (2020). Advantages and Disadvantages of Online Learning during the Covid-19 Pandemic: A Case Study in Indonesia. Journal Pendelikon Dakar, 11(2), 143-151. Retrieved on 24.02.2023. https://jurnal.uns.ac.id/jpd/article/view/36621/20522

[27] Hoq, M. Z. (2020). Challenges and Opportunities of Online Learning During the COVID-19 Pandemic. American Journal of Educational Research, 8(11), 787-789. Retrieved on 24.03.2023. https://doi.org/10.12691/education-8-11-14

their educational experience is not negatively impacted by the pandemic.(Chen and Lucock 2022).[28]

The global pandemic of Covid-19 has disrupted the traditional educational system across the world. In a study conducted by Sarmiento, Ponce, and others (2021), the authors observed the students' experience with the pandemic. The study revealed that the students experienced considerable psychological and emotional impact due to the sudden change in the educational system. The students reported feeling overwhelmed and frustrated due to the overload of online classes and lack of physical interaction with their peers. Additionally, the study found that the lack of motivation and focus were among the most commonly reported issues. Furthermore, the students were found to be struggling to adapt with the stress and anxiety impacted by the epidemic, which had a negative impact on their academic performance. The outcomes of the study suggest that the learners experienced a lot of distress due to the pandemic and that the educational institutions should have taken steps to provide them with the necessary psychological and emotional support. (Sarmiento, and others 2021).[29]

The epidemic of COVID-19 has had a profound effect on students, with studies showing increased levels of stress, anxiety, and depression related to academic performance, social isolation, and uncertainty about the future. Remote learning has posed challenges for many students, and disruptions to academic and social activities have left many feeling disconnected. However, despite the challenges, many students have shown resilience and adaptability in navigating the pandemic. Ongoing study is required in order to clarify the pandemic's effects on students and to establish effective measures to support their well-being and academic success. (Price & McCrory, 2020).[30]

The study found that university students had moderate to severe psychological suffering throughout the COVID-19 outbreak. The main sources of distress for students were changes in their daily routines and academic activities, as well as concerns about their health and the future. These findings suggest that the pandemic caused significant disruption to

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[28] Chen and Lucock. (2022). The Impact of COVID-19 on Student Learning and Wellbeing. PLoS ONE, 17(1), e0262498. Retrieved on 11.03.2023.
https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0262498
[29] Sarmiento et al. (2021). Students' experiences during the COVID-19 pandemic: Online learning and beyond. Sustainability, 13(4), 2004. https://doi.org/10.3390/su13042004 retrieved on 11.03.2023.
[30] Price & McCrory, B. (2020). COVID-19 and College Student Mental Health and Wellness: A Review of the Literature. Journal of American College Health, xx(x), xx-xx. https://doi.org/10.1080/07448481.2020.1800149 retrieved on 19.04.2023.

regular routines and academic activities, resulting in increased stress and uncertainty among students.

The study also revealed that female learners reported higher degrees of psychological distress than male learners, and that students with pre-existing mental health conditions experienced greater distress than those without such conditions. This highlights the need for targeted support and resources for students who are vulnerable during times of crisis.

Overall, the study suggests that the epidemic has had a significant influence on university students' psychological well-being. The findings may have implications for universities and policymakers in other countries facing similar challenges related to the pandemic.(Karasar ., & Canli,. 2020)[31]

1.7.1. The Impact of Health Protocol on Students' Achievements

The Ministry of Education and Higher Education worked to develop a plan for students' attendance to actual attendance at institutions at various intervals with the beginning of the new academic year and the completion of the study for a number of days remotely in order to finish the school year after the Ministry of Education and Higher Education was forced to stop studying and switch to remote education to finish the year, and they achieved a tiny improvement at the end-of-term exams, but the issue continues.

Many of instructional experts attribute the causes for the decrease in students' average grades to two main factors: the presence of students for a restricted number of days in the educational institution and the reliance on remote instruction, highlighting that actual attendance to the school, and the student's interaction with their instructor, is more significant and helpful than attending courses through the internet and its impact on the level of learning for the students, with dependency on the teacher Professionals in handling assignments and electronic Assessments, demanding the necessity for the parent to collaborate with the educational institutions, and strictly operate the absence and attendance regulation.

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[31] Karasar, & Canli, (2020). Psychological Distress and Coping Strategies During COVID-19 Pandemic Among University Students in Turkey. Journal of Loss and Trauma: International Perspectives on Stress & Coping, 25(8), 635-642. Retrieved on 18.04.2023. https://doi.org/10.1080/15325024.2020.1800880

1.7.2. Anxiety

The coronavirus has upended many aspects of daily life, resulting in a high level of uncertainty felt even by the youngest members of society. In the midst of a worldwide epidemic, student worry over coronavirus has become a major issue, as the young population has had to deal with distant learning, increased academic demands, and a variety of other growing stressors. Despite their age, this group is not without distress; rather, they are disproportionately affected by these tremendous changes in their life. Unfortunately, student concerns are sometimes overlooked as other serious issues dominate debate; yet, it is critical that we pay attention to such issues now more than ever before. We must establish techniques and equip them with resources to assist them in dealing with fears caused by our unique circumstances. Only by respecting student experiences and acting quickly can we make headway toward a safe and effective return to pre-pandemic life for all people.

Student anxiety during the coronavirus pandemic has been widespread, according to Kauffman and Badar (2021). With social distancing and stay-at-home orders, students have had to adjust to remote learning, which has been difficult for some. For some, being unable to connect with teachers and peers has been a source of anxiety. Additionally, the lack of physical interactions and resources has made it harder for some students to focus on their studies. Furthermore, the pandemic has created a great deal of uncertainty, which can lead to feelings of distress and anxiety. The disruption to daily routines and the inability to participate in activities that they had previously enjoyed can also be a source of stress and anxiety. In order to help students cope with their anxiety, it is important for educators to provide support and resources. This can include providing virtual learning opportunities, offering guidance and support, and creating a safe and supportive learning environment. By providing these resources, educators can help reduce student anxiety during this difficult time. (Kauffman and Badar 2021).[32]

1.7.3. Social Isolation

The global health disaster caused by the COVID-19 epidemic has been unparalleled. It has introduced unparalleled levels of uncertainty and change into our daily lives, some more challenging than others. One of these is social isolation for students; as much of academia

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[32] Kauffman & Badar, (Eds.). (2021). the Impact of the Coronavirus on Students' Mental Health. Retrieved on 11.03.2023.https://www.springer.com/gp/book/9783030718443

migrates online and temporary closure of physical universities, college and university students find themselves restricted by their homes or residence. This can be daunting, especially during adolescence when strong relationships are so important in building sense of security and identity. Yet, there are simple steps that one can take to overcome this struggle of loneliness and depression brought about by social isolation during the pandemic.

The current crisis has ended many students to become socially isolated. According to Fegert, Vitiello, Plener, and Clemens (2020) , the lack of social interaction can result in enhanced mental health issues. The authors point out that the lack of contact with peers has the potential to lead to feelings of depression and anxiety. In addition, students may also experience a lack of self-confidence, which can lead to further isolation. Furthermore, students without access to technology may have difficulty connecting with peers, creating an even greater sense of social isolation. The authors note that it is important for students to have access to social outlets, such as online support groups, in order to help alleviate the effects of social isolation. Additionally, parents and educators should look for signs of mental health issues in students and provide support and resources to help them cope with their feelings. It is clear that social isolation can have a detrimental effect on students' mental health and that it is important to provide them with the necessary resources and support to help them through this difficult time. (Fegert,et al ,2020).[33]

The pandemic has taken a significant toll on the well-being of the learners, particularly in the form of social isolation. According to a study published in the Canadian Medical Association Journal Open Access in 2021, the results of which were led by Ferguson, Coen , Tobin, Martin, Seabrook,& Gilliland,(2021), social isolation has been found to be connected with increased levels of anxiety, hopelessness, and suicidal ideation among students. This is attributed to the lack of social connections that are a factor of physical distancing measures, as well as the increased reliance on digital communication in lieu of in-person contact. This is further compounded by the fact that, in many cases, students are living alone and lack the support of family and friends. In order to help students' better cope with social isolation, it is important to provide mental health services that are accessible, while also creating opportunities for students to engage in meaningful social activities. This can include virtual support groups, online clubs, or even engaging in simple activities such as virtual

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[33] Fegert,et al .(2020). Challenges and Burdens of the COVID-19 Pandemic for Child and Adolescent Mental Health: A Narrative Review to Highlight Clinical and Research Needs in the Acute Phase and the Long Return to Normality. Child and Adolescent Psychiatry and Mental Health, 14(1), 20. https://doi.org/10.1186/s13034-020-00329-3

game nights. Furthermore, it is important for students to make an effort to stay connected with their friends and family through digital mediums, as this can help to reduce feelings of loneliness and isolation. Ultimately, it is essential to recognize the severe mental health impact of social isolation and take steps to mitigate it in order to confirm that students are capable to thrive during these difficult times. (Ferguson et al., 2021)[34]

1.8. COVID-19 and Student's Mental Health

Psychological wellness is a crucial aspect of overall well-being.(Naz, lqbal, and Mahmood, 2016)[35]. It is a condition of well-being in which people recognize their own ability to deal with everyday life obstacles and act constructively to benefit their own community (World Health Organization, 2005)[36]. The Public Health Agency of Canada (2006)[37] described psychological wellness as everyone's the capacity to experience, express, and behave in ways that progress our capability to enjoy everyday life and deal with problems. It is a state of psychological and mental health that acknowledges the importance of lifestyle, fairness, equitable connections, and respect for others.

Our social, emotional, and psychological well-being all have an impact on our mental health. It impacts our opinions, emotions, and behaviours. It also influences how we handle anxiety, interact with other people, and come to conclusions. Mental wellness is essential at all stages of life, from childhood through teenager to adulthood (Mental-Health.gov, 2020)[38]. So, for the time being, the twenty-first century is experiencing one of the most destructive catastrophes in terms of diseased and dead human beings brought on by the virus. The severe disease, now known as COVID-19, has not only raised the worldwide disease stress, but it additionally negatively impacted numerous social institutions, including higher education

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[34] Ferguson et al. (2021). The Mental Health Implications of Social Isolation among University Students During the COVID-19 Pandemic. Canadian Medical Association Journal Open Access, 9(1), E30-E33. Retrieved on 11.03.2023. https://doi.org/10.9778/cmajo.20200186

[35] Naz, N., Iqbal, S. A. B. A., & Mahmood, A. (2017). Stress, anxiety and depression among the dental students of university college of medicine and dentistry Lahore; Pakistan. Pak J Med Health Sci, 11(4), 1277-81. Retrieved on 24.04.23

[36] World Health Organization. (2005). Promoting Mental Health: Concepts, Emerging Evidence, Practice. Geneva: World Health Organization. Retrieved on 23.04.23

[37] Public Health Agency of Canada. (2006). What Determines Health? Retrieved on 23.04.23from https://www.canada.ca/en/public-health/services/health-promotion/population-health/what-determines-health.html

[38] MentalHealth.gov. (2020). What is Mental Health? Retrieved on 24.04.23from https://www.mentalhealth.gov/basics/what-is-mental-health

(Baloch et al. 2021)[39]. For instance, in December 2019. In Wuhan, Hubei Province, China, an unidentified respiratory disease epidemic has been detected. Epidemiology linked the bulk of these cases to the Huanan Seafood Wholesale Market (Yasmin, Khalil, and Mazhar, 2020)[40]. More than 4.5 million people have been harmed by Covid-19 (WHO, 2020)[41]. The COVlD-19 epidemic has touched every element of life, including sociological, psychological, biological, and economic aspects (Baloch et al., 2020)[42].

Many students have been facing psychological challenges during the epidemic, which has affected their educational achievement and general well-being (WHO, 2020). Lockdowns have been established in a number of nations to avoid the propagation of COVID-19. Another strategy is quarantine, which includes isolating as well as restrict the mobility of those who were treated to an infectious disease to be observed if they get ill (CDC, Report, 2020)[43]. This method has been used to halt the expansion of COVID-19.

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[39] Baloch et al. 2021 The impact of the COVID-19 pandemic on mental health and psychological well-being of students in higher education institutions. Retrieved on 20.04.2023 from 10.7717/peerj.10612.

[40] Yasmin, et al. (2020). Covid 19: Stress Management among Students and its Impact on Their Effective Learning . International Technology and Education Journal , 4 (2) , 65-74 . Retrieved on 20.04.23, from https://dergipark.org.tr/en/pub/itej/issue/60167/872468.

[41] World Health Organization. (2020). *Mental health and psychosocial considerations during the COVID-19 outbreak, 18 March 2020* (No. WHO/2019-nCoV/Mental Health/2020.1). World Health Organization. Retrieved on 22.04.2023 https://apps.who.int/iris/bitstream/handle/10665/331490/WHO-2019-nCoV-MentalHealth-2020.1-eng.pdf

[42] Baloch et al., 2020. Psychological Impact of COVID-19 and Lockdown among University Students in Malaysia: Implications and Policy Recommendations retrieved on 22.04.2023. https://doi.org/10.3390/ijerph17176206

[43] CDC, Report, 2020. Quarantine and Isolation. Retrieved on 22.04.2023 from https://www.cdc.gov/quarantine/index.html

1.9. Major Challenges Teachers in Education

• Meeting the Needs of Diverse Learners: Teachers must be able to create lesson plans and activities that engage and challenge students with a wide range of abilities, learning styles, and cultural backgrounds (Darling-Hammond, 2017)[44].

• Managing Classroom Behaviour: Maintaining order and discipline in a classroom is a constant challenge for teachers, particularly when dealing with students who may be disruptive or have special needs (Wong and Wong, 2018)[45].

• Keeping Up with New Technologies: Teachers must be able to keep up with advances in educational technology, including software, hardware, and online tools, to help students learn more effectively (Hobbs, 2017; ISTE Standards for Teachers, 2017)[46].

• Meeting Standards and Expectations: Teachers are expected to help students achieve specific academic goals and meet standards set by government agencies and school districts, which can put pressure on them to perform at a high level (National Education Association, 2021)[47].

• Dealing with Limited Resources: Teachers often have limited resources, including funding, technology, and classroom supplies, which can make it difficult to provide the best possible education for their students (McEwan, et al.2018)[48].

• Addressing Social and Emotional Issues: Teachers may need to deal with social and emotional issues that affect students, such as bullying, peer pressure, and mental health concerns, which can be challenging to navigate (Durlak et al., 2011)[49].

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[44] Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice?. *European journal of teacher education*, *40*(3), 291-309. Retrieved on 25.04.23 from https://doi.org/10.1080/02619768.2017.1315399

[45] Wong, K., & Wong, T. (2018). *The First Days of School: How to Be an Effective Teacher*. Retrieved on 25.04.23 Link to the book

[46] Cited in ISTE Standards for Teachers. (2017).

[47] Cited by Zolkoski et al (2021). Teacher perceptions of skills, knowledge, and resources needed to promote social and emotional learning in rural classrooms. *The Rural Educator*, *41*(3), 1-11.

[48] McEwan, et al. (2018). Changing approaches to classroom assessment: An empirical study across teacher career stages. *Teaching and Teacher Education*, *71*, 134-144. Retrieved on 28.04.23 from https://doi.org/10.1016/j.tate.2017.12.010

[49] Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child development*, *82*(1), 405-432. Retrieved on april 2023 from **https://doi.org/10.1111/j.1467-8624.2010.01564.x**

1.10. Conclusion

The COVID-19 epidemic has caused an extensive impact on learnerrs' education experiences in university, with a shift to online learning being a significant solution to the issue. While e-learning platforms offered a way for educators to continue delivering instruction, they also brought their own set of challenges, including adapting to the new environment, managing work-life balance, and supporting students' mental health and wellbeing. However, despite these challenges, online learning during the pandemic also brought some benefits, such as flexibility, access to a wider range of resources, and opportunities for innovative teaching methodologies. This investment leads to a turning point that is the world continued to grapple with the pandemic, it is clear that the impact on education will continue to be felt for some time. Understanding the difficulties and advantages of virtual education during the epidemic, we can better prepare for future crises and create more resilient and adaptable educational systems. This requires a collaborative effort between educators, policymakers, and technology providers to address the digital divide, improve teacher training, and support students' academic and social-emotional needs. Ultimately, by prioritizing the needs of students and educators, we can ensure that learning remains a vital and enriching experience, even in the face of unprecedented challenges.

Chapter Two

Questionnaire Description and Findings

Analysis

2.1.   Introduction

This study examines students' learning experiences during the pandemic and its consequences at Ain Temouchent University. The study looks specifically at the nature of the relationship between students and online education, and how students are responding to the challenge of the coronavirus pandemic. The present chapter is devoted to the methodological part of the study. Firstly, it describes the population and the sample that have been chosen for this research. A questionnaire has been addressed to EFL students of Ain Temouchent University. The second instrument of research is a structured interview addressed to some of the teachers of UAT. Furthermore, Data collection procedures will be described and the results will be discussed. This will enable us to link the main results with previously formulated hypotheses.

2.2.   Research Motivation

Research has been commonly described as information gathering, analysis and interpretation. Wherein, Specific professional fields and academic disciplines establish appropriate methods for processing the data. Our main goal is to answer questions or solve some problems that relate to Hancock and Algozzine (2006) who state that the essence of research is "...about answering questions'' and that it "...involves systematic actions that help the researcher add credibility to the questions and answers in his or her research" Hancock and Algozzine (2006) (p. 3). This shows that research is a systematic process in which researchers seek to answer unanswered questions.

The motivation behind conducting this research is to examine the impact of covid-19 on the learning experience of the students. After years of suffering, it's time to get started on the reappraisal of our learning journey. Being a person who can be affected by different aspects of life creates a lot of challenges. These challenges include learning achievement and self-

development. Most students experience difficulties during their learning process, which affects their performance. To uncover and examine the impact of such difficulties on students' psychology, the idea of this study came to light.

This research study aims to shed light on the impact of online learning on the student's academic performance during the pandemic. Search with hope improves the learning process from the learner's perspective and helps strive for those who engage with better performance and successful learning.

2.3.   Research Design

The present study aims to investigate the impact of covid19 on students' learning experience. To this end, a case study was conducted with EFL students in Belhadj Bouchaib University, Ain Temouchent. The students' sample is randomly selected from all learners with different levels (L1,L2,L3,M1,M2). The questionnaire has been distributed during Spring holidays. The interview has been dealt with EFL teachers of UAT, the teachers sample are unsystematically chosen from all EFL teachers. The interview has been done during the second semester. The research tools have been given the form of a questionnaire and an interview which aims at finding students' difficulties when adapting and to distance learning and how they managed to improve their learning strategies.

2.4.   Research Approaches

Research approaches include the development and implementation of defined research strategies and procedures. There are various research approaches, such as; the quantitative

approach[1], qualitative approach[2] and mixed-method approach[3]. Both qualitative and qualitative research approaches are conducted in this study to form the research instruments used in this survey.

2.5. Sample Population

This survey questionnaire was presented both virtually and physically. It was submitted online trough email and Facebook groups and some participation during classes. In order to examine the question raised in this study, a population sample was addressed to request a fair amount of valuable data. The informants are EFL students who study at Belhadj Bouchaib University, Ain Temouchent. Forty-six (46) is the number of participants from one hundred (100) participants who were requested to answer the questionnaire.

The survey interview was submitted both online and face to face, trough the formal emails of teachers and via interrogating teachers during classes, and the interviewees are all EFL teachers in Belhadj Bouchaib University, Ain Temouchent. Fifteen (15) is the number of informants involved in this investigating from twenty-five (25) teachers who were invited to answer the questions of the interview.

2.6. Data Collection Procedure

The aims of this questionnaire are to shed light on the barriers that students have experienced with online education, the impact of the Covid-19 pandemic on them, and their educational level. It was given at the University of Ain Temouchent to EFL students. In order to

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[1] Quantitative:" explaining phenomena by collecting numerical data" (Daniel Mujis, 2004, p1)

[2] Qualitative:"a form of systematic empirical inquiry into meaning "(Shank 2002,p5)

[3] Mixed Method: The mix of qualitative and quantitative data in a single study or series of studies Creswell, Clark(2007).

achieve this study, the questionnaire has been selected as the first tool to collect information for both quantitative and qualitative data.

The interview shed light on the teachers' experience with online teaching. It was distributed at UAT teachers in order to answer this survey. The interview has been selected as the second instrument to gather some qualitative data.

2.6.1. Students Questionnaire

The questionnaire consists of eleven questions:

1. Question one aim is to gather data about the participant's gender.

2. Question two aim is to collect information about whether the informants has been attending university during the COVID-19 pandemic.

3. Question three aim is to collect data about the participant's current level of study (undergraduate, graduate, or doctoral).

4. Question four aim is to obtain information about the informant's field of study, which can provide insights into how different academic disciplines have been impacted by the COVID-19 pandemic.

5. Question five aim is to gather information about the ways in which the COVID-19 pandemic has affected the respondent's learning experience, including difficulties with online learning, lack of motivation, and disruptions to their daily routine.

6. Question six aim is to gather information about the impact of the COVID-19 pandemic on the respondent's mental health in relation to school, including increased stress and anxiety, difficulty concentrating, and feeling overwhelmed with coursework.

7. Question seven aim is to gather information about whether the respondent has experienced any challenges related to access to technology and/or internet connectivity during the pandemic.

8. Question eight aim is to provide an opportunity for respondents who answered yes to question 6 to share more details about the challenges they have faced related to technology and/or internet access.

9. Question nine aim is to gather information about the ways in which universities have supported students during the pandemic, including providing technology or internet access, offering mental health support services, and extending assignment deadlines.

10. Question ten aim is to gauge the respondent's overall satisfaction with the quality of online learning at their university.

11. Question eleven aim is to provide an open-ended opportunity for respondents to share any additional information or experiences they may have had during the pandemic.

2.6.2.   Teachers Interview

In addition to the questionnaire, a structured interview has been applied as the second research tool to go deeper in this research. The interview was achieved with fifteen EFL teachers at Ain Temouchent University for a better understanding of the study. The interview includes seven questions. These are as follows:

-Q1 aimed to understand how the pandemic has impacted teaching methods and how educators have had to adapt to accommodate with online learning.

-Q2 aimed to explore the challenges that students have faced during online learning and to identify what educators consider to be the biggest obstacles.

-Q3 aimed to compare academic performance during the pandemic to previous years, with the goal of identifying any notable differences.

-Q4 aimed to identify any positive or negative changes that educators have observed as a result of online learning during the pandemic.

-Q5 aimed to understand how educators prioritize and balance the mental health of their students with academic success during a challenging time.

-Q6 aimed to determine how educators have adjusted their grading and assessment methods to accommodate online learning.

-Q7 aimed to gather the perspective of an EFL teacher on potential changes on the educational system in response to the pandemic.

2.7. Data Analysis

After collecting the necessary data from the participants through research tools, the questionnaires and the interview was designed and filled into a Google Form, we will analyze and discuss the data collected in this section. We shall start first with the analysis of the questionnaire, then we will move on to the interview.

2.7.1. Analysis of the Questionnaire

Question one: What is your gender?

Table01. Participants Gender.

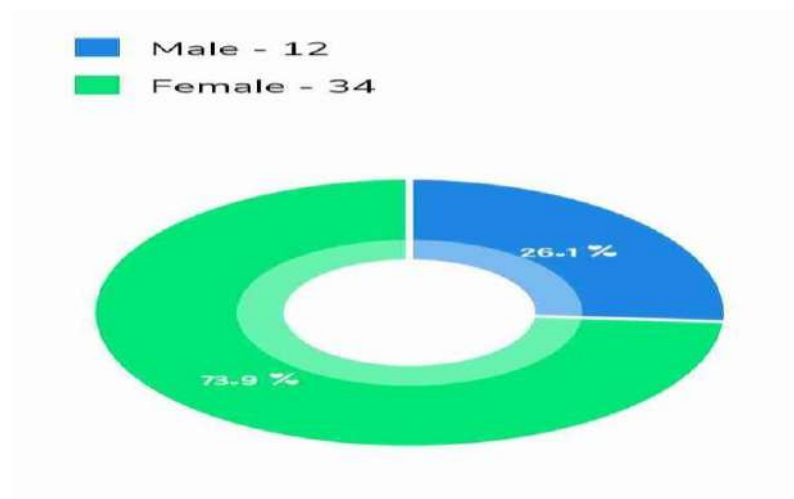| Options	Frequency	Percentage
Male	12	26.09%
Female	34	73.91%

Figure01. Participants Gender.

The data from this chart shows that the number of female participants who answered this questionnaire were (34) female students with a percentage of 73.91%. On the other hand, the data revealed that (12) male students answered this questionnaire with a percentage of 26.09%. The results of these data show that the majority of the participants who answered this questionnaire are female students, which is the case of foreign language students in general. This domain seems to be more appealing for girls than for boys.

Question two: What is your current level of study?

Table2. The Participants Current Level of Study.

Options	Percentage	frequency
Undergraduate	54.35%	25
Graduate	41.30%	19
Doctoral	4.35%	2

Figure02. The Participants Current Level of Study.

As we can see in the pie chart above the participants of this questionnaire were divided into (25) undergraduate students with a percentage of 54.3%,and (19) graduate participants with a percentage of 41.3% ,while (2) doctoral participants with a percentage of 4.35%.

Question three: What is your field of study?

Table3. Participants Field of Study.

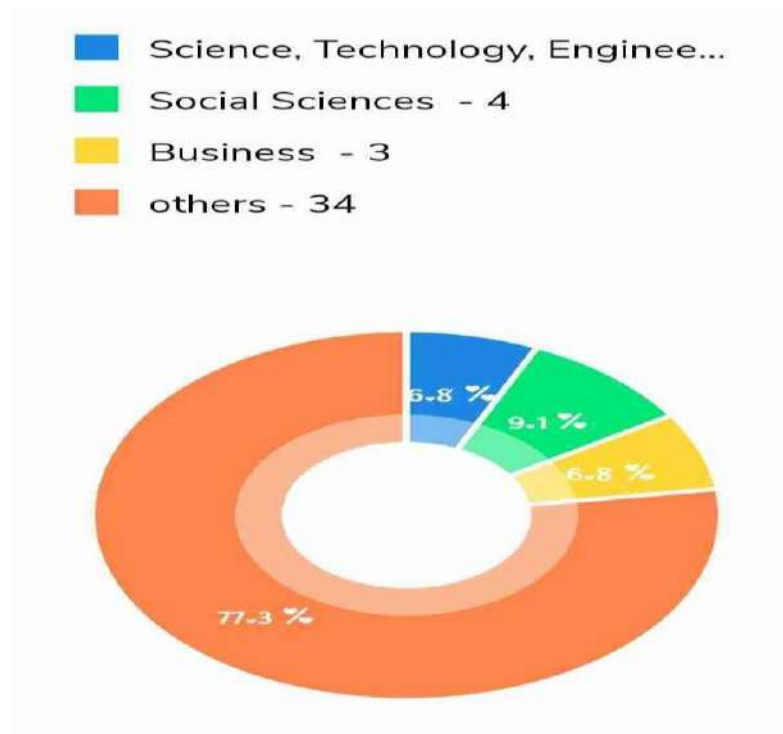| Options	Percentage	Frequency
Science, Technology, etc...	6.82%	3
Social Sciences	9.09%	4
Business	6.82%	3
Other	77.27%	34

Figure03. Participants Field of Study.

This question was asked to figure out which field the participants belong to. Most of the participants belong to English Foreign Language with a percentage of 77.3%,and 9.09% of the participants are part of the department of Social Sciences, while 6.82% are from the departments of sciences, technology and that of economics.

Question four: Have you been attending university courses during the Covid19 pandemic?

Table4. Participants Attendance during the Covid19 Pandemic.

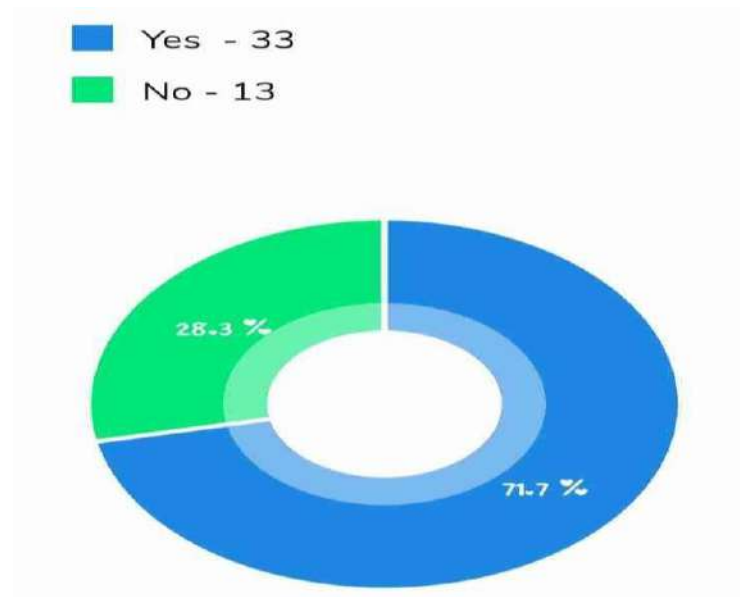| Options	Percentage	Frequency
Yes	71.74%	33
No	28.26%	13

Figure04. Participants Attendance during the Covid19 Pandemic.

As shown in the chart above 71.7% of the participants were attending university courses during the pandemic; however, 28.3% of the participants did not attend university classes during the coronavirus crisis.

Question five: How has the covid19 pandemic impacted your learning experience?

Table5. The Impact of Covid19 Pandemic on Participant's Learning Experience.

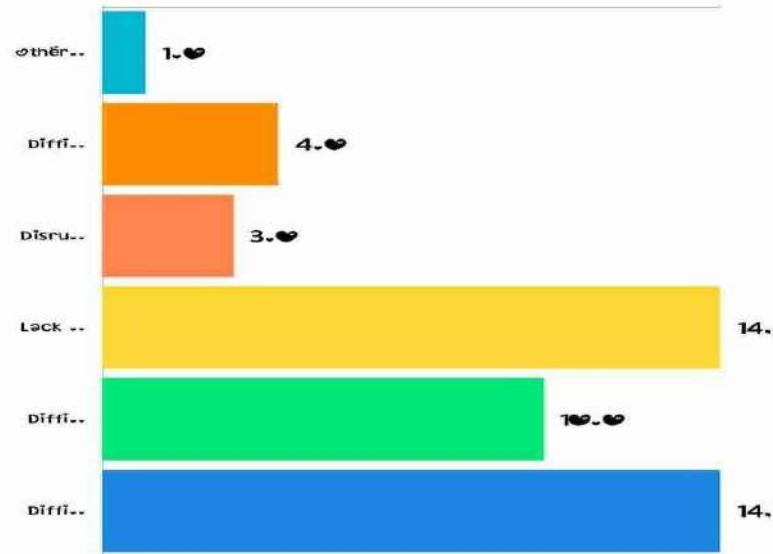| Options	Percentage	Frequency
Difficulty adapting to online learning	30.43%	14
Difficulty with online assignment	21.74%	10
Lack of motivation to attend classes	30.43%	14
Disruptions to my daily routine	6.52%	3
Difficulty with technology	8.70%	4
Others	2.17%	1

Figure05. The Impact of Covid19 Pandemic on Participant's Learning Experience.

Despite the fact that the covid19 pandemic has an effect on our lives and academic performance, it is noticed in the graph above that 30.43% of the responses goes for both options difficulty in adapting to online learning and lack of motivation to attend classes. Furthermore, 21.74% is the percentage of the second option, difficulty with online assignment, while the lowest percentage 6.52% is for the option of disruptions to their daily routines.

Question six: How has the covid19 pandemic affected your mental health in relation to the university?

Table6. The Effect of Covid19 on Respondent's Mental Health.

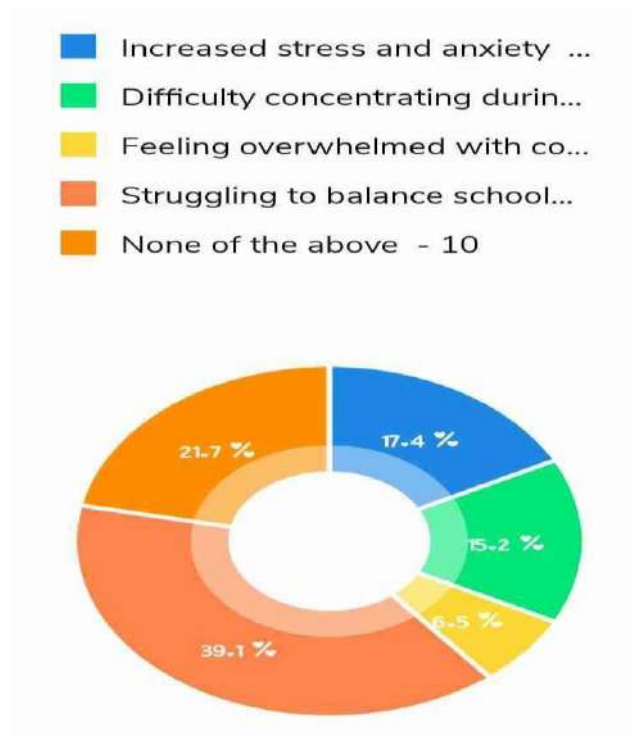| Options	Percentage	Frequency
Increased stress and anxiety	17.39%	8
Difficulty concentrating during online classes	15.22%	7
Feeling overwhelmed with coursework	6.52%	3
Struggling to balance schoolwork and personal responsibilities	39.13%	18
None of the above	21.74%	10

Figure06. The Effect of Covid19 on Respondent's Mental Health.

In this question, participants were asked about the effect on their mental health during the pandemic, as results of this chart 39.1% of the participants were struggling to balance schoolwork and personal responsibilities, in addition 17.39% of the participants said that the pandemic increased stress and anxiety, 15.22% of the informants choose the option of difficulty to concentrate during online classes, and the remaining respondents selected ' none of the above options'.

Question seven: Have you experienced any challenges related to access to technology and/or internet connectivity during the pandemic?

Table7. The Faced Challenges.

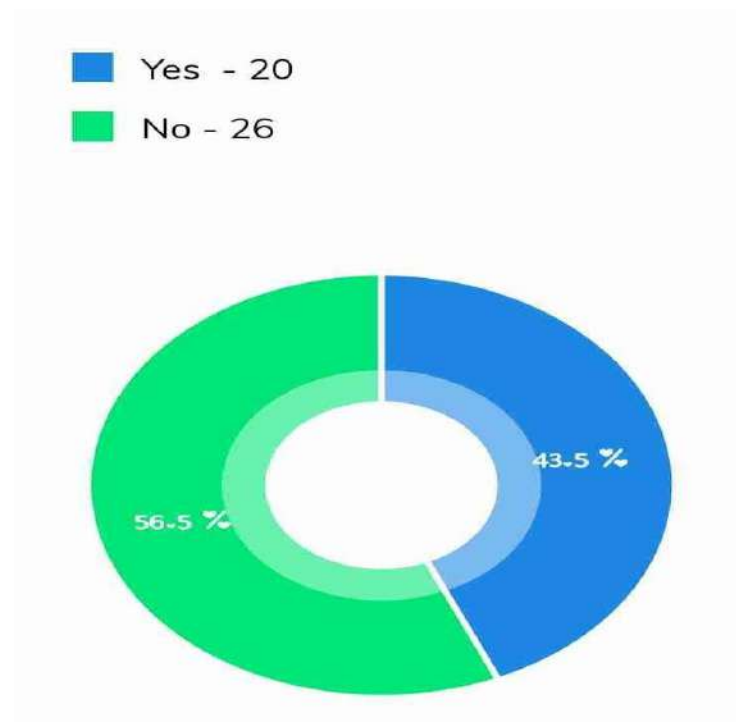| Option	Percentage	Frequency
Yes	43.48%	20
No	56.52%	26

Figure07. The Faced Challenges

According to the findings results, the respondents were questioned about the facing challenges, as we can see in this chart that 56.5% of the participants answered by "NO", 43.5% of the participants said "YES" They have problems of connection and with internet access during the pandemic. According to results we can understand that the internet network differs from one place to another.

Question eight: If your answer is yes ,please, specify the challenges you have faced?

As we can see in the seventh question, many students faced some challenges. Most of these challenges are about lack of adequate internet connections and unstable platforms, and lack of online learning experience.

Question nine: How has your university supported you during the pandemic?

Table8. The University Support during the Pandemic.

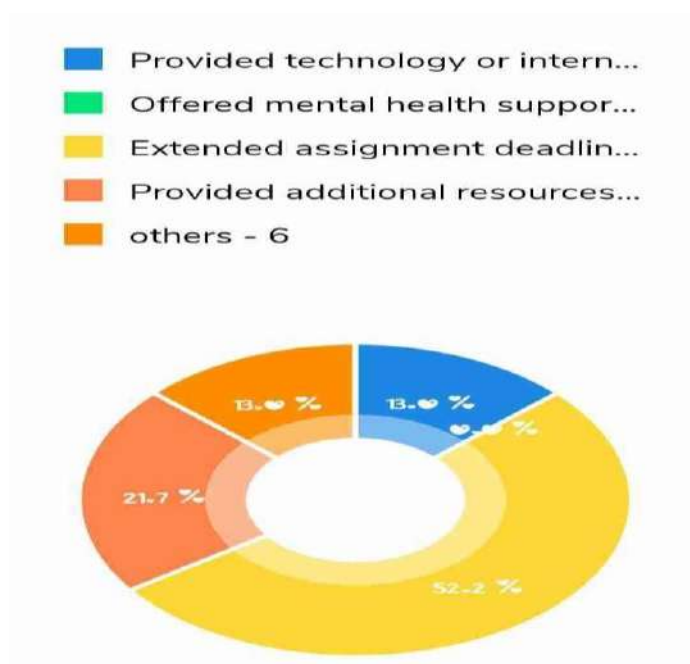| Options	Percentage	Frequency
Provided technology or internet access	13.04%	6
Offered mental health support	0%	0
Extended assignment deadlines	52.1%7	24
Provided additional resources for remote learning	21.74%	10
Others	13.04%	6

Figure08. The University Support during the Pandemic.

From the table and the pie chart above, the results show clearly that university helps

students during the pandemic by providing them with a lot of options to achieve their learning

skills. The option 'extended assignment deadlines' comes first with a percentage of 52.17%.

What is noticeable is that branches, other than English Department provide their students with

additional resources for remote learning. The percentage of these learners is about 21.74%. In

addition, others have chosen the first option which is 'provide technology or internet access'

with a percentage of 13.04%. While the remaining participants were not very satisfied with the

measures taken by the university.

Question ten: How satisfied are you with the quality of online learning at your university?

Table09. The Satisfaction of the Participants with the Quality of Remote Learning.

Options	Percentage	Frequency
Very satisfied	2.17%	1
Somewhat satisfied	13.04%	6
Neutral	26.09%	12
Somewhat dissatisfied	34.78%	16
Very dissatisfied	23.91%	11
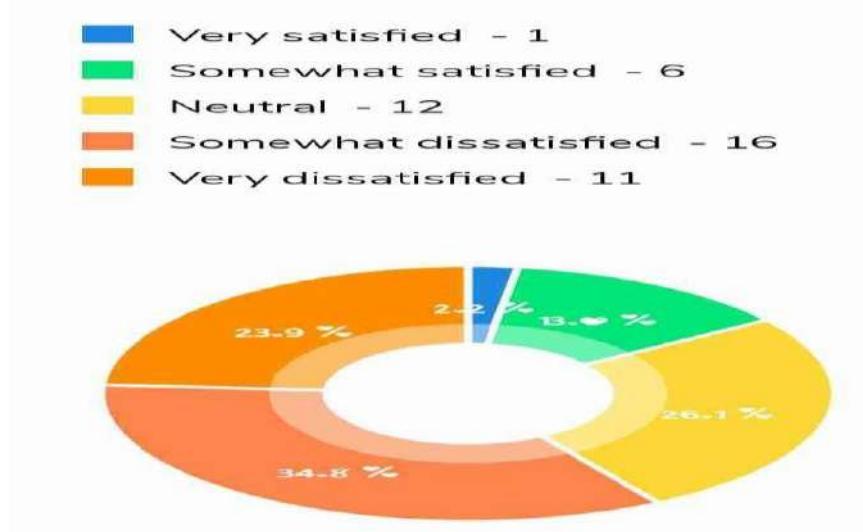
Figure09. The Satisfaction of the Participants with the Quality of Remote Learning.

The above data reveal that students 34.78% tend to be somewhat dissatisfied with the quality of online learning provided by the UAT. 26.09% of the participants felt neutral with the remote learning quality.23.91% of the respondents were very dissatisfied. In this question we have noticed that the lowest percentage of informants was that of the students who were satisfied with that quality.

Question eleven: Is there anything else you would like to share about your experience with learning during the covid19 pandemic?

The majority of the students' answers were negative experiences. It was a hard and an anxious period in their lives. On the other hand, some students found satisfaction in the free time brought about by the pandemic.

2.7.2. Analysis of Teachers' Interview

Question one: In what ways have you had to adapt your teaching methods to accommodate online learning during the pandemic?

The answers reveal that most teachers used to work with moodle platforms and emails. They were also using Facebook groups to post the lessons and homework. They view that it was suitable for all their students because it was difficult to teach in such conditions.

Question two: In your opinion, what has been the biggest challenge of online learning for students?

The data obtained from the interview show a personal opinion about what challenges face the students the answers were somewhat similar and it is all about lack of digital literacy. Other challenges include lack of time and motivation.

Question three: Have you seen any notable differences in the academic performance of students during the pandemic?

After analyzing all the teacher's answers, the findings reveals that the students failed to achieve their academic performance. Most of the teachers' answers were about the absences of the students during online courses and that makes them lazier to tackle this situation.

Question four: Have you seen any positive or negative changes as a result of online learning during the pandemic?

In answering this particular question, the majority of the teachers' notices some negative changes as a result of this pandemic. Some other teachers said that they noticed some positive changes from the students who tried to challenge a lot of hindrances and relied more on themselves.

Question five: How do you prioritize and balance student's mental health with academic success during this challenging time?

This question was asked to verify the teachers' fears about their students' mental health; most answers were about providing a piece of advice and to find safe solutions suitable for both mental health and academic success.

Question six: Have you adjusted your grading and assessment methods to accommodate to online learning. How?

This question seeks to verify whether the teachers were comprehensive and fair with their students by following some assessment methods to evaluate their students during online classes. Some of them considered only courses done in class, while, others choose to do some easy tests (by going direct and tolerable questions) and some online assessment. It was somehow difficult to test students online because of the plagiarism, cheating and violation of academic honesty.

Question seven: As an EFL teacher, do you suggest any changes in the educational system to face such a pandemic?

All the teachers agreed on one point which is giving more importance to online learning and digital literacy. They suggest providing the teachers with more training and availability of tools and materials so that the teacher can develop himself\herself.

2.8. Conclusion

The chapter was devoted to describe the findings of this investigation. Two research tools were addressed to English Foreign Language students of Ain Temouchent University, and others from the finding demonstrate generally a 'negative' impact of covid19 on the learning experience of UAT students. Moreover, the results prove that the covid19 pandemic has shown to be somehow effective on students' perceptions. The findings also examined how teachers faced this pandemic and how they could handle this situation.

Chapter Three

Practical Considerations & Recommendations

Chapter Three: Practical Consideration & Recommendations

3.1.   Introduction

This chapter will discuss the findings of both research instruments the questionnaire and the interview data to evaluate the reliability of this study's hypotheses. This investigation examines the different barriers found in this dissertation. It also highlights the importance of technical support and teachers' training. Finally, this section will end up with the limitations that we have faced in the study, suggestions, recommendations and perspectives.

3.2.   Results and Interpretation

The results obtained from the investigating tools used revealed that EFL students have different experiences with the educational system during the pandemic. The results indicate that most of the students were not satisfied with their academic achievement. However, E-learning impacted the students' achievements critically. According to the questionnaire results students faced some huge responsibilities to pass the challenges affected by the pandemic. These results are similar to the study undertaken by Ceesay (2021). COVID-19 has a negative effect on the African educational system, leading in work from home, online classrooms, and distance learning programs. Because of educational disparities and resource differences, online training has an impact on the quality of education. Comparing the results of Marinoni, Land & Jensen, (2020) found that several respondents mentioned that distance teaching and learning demand a different pedagogy, and that it is difficult for teachers to easily transition from physically to online learning and teaching. The degree to which educators are ready or prepared to take on this obstacle varies significantly. However, continuing education to the greatest possible extent may not ensure the same level of quality as face-to-face instruction intended for the semesters. It is claimed that that was better than offering no education. Related to that study results and the previous results founded by posting an interview to EFL

teachers, the respondents' state that remote learning reflect unfavourably the students' achievements and behaviours. Teachers seemed also disappointed by some students' irresponsibility. In other words, the lack of digital recourses in Algerian Universities especially in UAT was the major factor of some of the failure of the previous academic years.

3.3. Barriers that Prevent Students from Integrating Online Learning

Several obstacles can prohibit students from effectively integrating e-learning. These impediments can be divided into four categories according to UAT: technological, social, psychological, and logistical.

Focusing on the major barriers of technology and a lack of digital literacy, the lack of internet resources has been a subject of complaint among students, who expressed disappointment with some of the solutions provided by the university. While the university corps was trying to find the perfect way to help students overcome failure during the COVID-19 pandemic such as fair assessment and easier examination questions in comparing with preceding years. Yet all this did not prevent some students from failing.

The psychological side is the main factor of the students' failure. The COVID-19 pandemic has had severe psychological impact on some learners. Many of them were enduring anxiety, stress, social isolation, educational difficulties, grief and loss. It is essential that educators, parents, and mental health specialists are aware of these problems and provide support to help students accommodate during this difficult stage.

3.4. Lack of Students' Training and Technological Support

Lack of students' training is the primary reason why students do not adapt to technology in their learning process. According to the findings of the study, some participants do not have access to internet resources and electronic materials, implying that they have received no instruction on how to incorporate online classes and how to cope with the e-learning procedures EFL contexts.

As educational resources tighten, career growth is typically one of the first subjects to be questioned, leaving instructors and students with insufficient technical and pedagogical support to fully embrace e-learning and integrate technology into their everyday operations. The outcomes of this study confirm the impact of COVID-19 on e-learning as well as the lack of digital literacy training. Learners are hesitant and unprepared to change their learning skills.

3.5. Teacher's Training

As demonstrated, this component plays a significant role as an environmental barrier (Hardy, 1998). According to Sloman (2000), "training should identify the appropriate wins in their organisation rather than letting the availability of technology to determine their agenda" (Sloman, 2000, p.77). Computers, video equipment, communication software, and other similar devices bring difficulties and frustrations. If institutions want to provide online courses, they need to offer all of these tools and teach students how to utilize them. It is vital to prepare instructors, employees, and learners in order to be effective in the distance learning experience. They need to be given precise instructions on how to integrate technologies in the classroom and build relevant and interesting learning technology courses.

3.6. Limitations of the Research

The study provides students with relevant information on how the educational process took place at Ain Temouchent University during the worldwide epidemic. The survey has met a number of obstacles that should be considered. Starting with the first limitation, which is the lack of time, we were unable to access all EFL students at Ain Temouchent. The questionnaire was distributed during the Spring holidays. This was one of the barriers that delayed the process of collecting information. In addition to that, the questionnaire has been shared with the students via E-mails and Facebook accounts. That had a bad effect on the necessary collection data because not all the students have access to internet 24\24. There were also some technical issues such as spam and full storage of some emails. The questionnaire was not generalized to all the students.

Secondly, the semi-structured interview did not take the required time because teachers were too busy finishing the rest of the syllabus and ending with the tests. This was the major reason that made some teachers unable to cooperate with us.

The last barrier that researchers experienced was a lack of resources because the topic has not been studied extensively in the past, particularly in Algeria, and most e-books or papers relating to our topic are not available in our country or need e-payment to access them. As a result, most of the existing literature was obtained with difficulty.

3.7. Suggestions and Recommendations

This section introduces some useful actions that help both EFL students and teachers in order to decrease the 'dilemma' of online learning experience and its negative effects. First, in order to deal with the students learning experience in general, the problem of online learning and its negative effects must be addressed. Educational institutions must gather information

regarding EFL students' expectations in online learning conditions. Providing students with access to all necessary learning tools may boost their satisfaction with e-learning and with their university. Timely teachers feedback, the availability of structured learning resources, and a manageable number of tasks are all examples of common learning aids, efficient suggestions for delivering assignments on time, as well as online applications that allow more cooperation. Furthermore, individual learners may have varying requirements for learning tools. It is good to provide individual assistance.

Secondly, the educational system should take into consideration teachers' perspectives and instructors' needs to make the right move. The sudden move to online learning has certainly been difficult for teachers as well, particularly those with no previous experience in teaching online. Postsecondary universities should take into account possibilities for professional growth for teachers to acquire skills for efficient distance learning. Such training should cover topics such as online course design, arranging online materials, online student interaction, improving student interest and involvement in online learning through efficient implementation of learning management systems. All of these are important factors in online learning student satisfaction and success. (Kauffman, 2015).

Finally, the institution should encourage students' collaboration and communication by using online tools such as group projects and discussion boards. Students will feel more connected and engaged with their classmates, even if they are not physically present on campus. Algerian universities should also ensure that their students are linked to a stable internet connection in order to avoid interruptions during online sessions. They could also consider offering students technical assistance to assist them in solving any connectivity issues.

3.8. Perspectives

The purpose of this study was to investigate the impact of COVID-19 on the learning experiences of students at Belhadj Bouchaib University in Ain Temouchent, Algeria. The findings of this study encourage us to do further studies on e-learning performance in other universities in Algeria, with a larger sample size, in order to provide credible results and conclusions. In the future, we hope we could involve a larger number of EFL students. Furthermore, a broader range of foreign language students would be studied to provide a better grasp of their attitudes regarding technology-based language learning in various educational contexts. The EFL learning process is somewhat unusual in that it draws a varied spectrum of people who are frequently inspired by innovation and inspiration. Additional study using a larger example of foreign language students is required.

Further discoveries in this field will contribute to the refinement and validation of the theoretical structure presented in our investigation. A review of several contextual aspects such as students' educational level, self-motivation, educational psychology, and students' talents would provide additional insights into the formation of students' opinions and values.

In conclusion, the COVID-19 pandemic has had an enormous effect on students' learning experiences. While the switch to distance learning has generated new obstacles, it also highlighted the need for more equitable access to technology and internet connectivity. To address these difficulties and ensure that students have the assistance and resources they need to succeed in their academic lives. Educators, lawmakers, and families must also collaborate.

3.9. Conclusion

It is apparent that the extremely complex distribution and engagement now possible with remote learning push the online learning process to the top of the list of educational interests. Technology has a major and important part in e-learning and distance education. Because these courses focus on technology, it is critical that computers and cell-phone is used whenever it is the most cost-effective way of completing course requirements. Students must play an important part in claiming their rights from the educational system and advancing their academic careers. Technology allows us to grant or create learning possibilities like never before.

General Conclusion

General Conclusion

In this research we studied EFL students' learning experience during the COVID-19 disease. Digital inadequacies that have left many students without access to an internet connection for successful distance learning, has been one of the most critical problems. Furthermore, the pandemic has worsened existing educational inequities, particularly among students from low-income families, those with impairments, and those from disadvantaged areas. The epidemic additionally had a significant impact on students' psychological well-being and mental health, with many reporting higher levels of stress, anxiety, and loneliness. This has emphasized the need for more support and reliable resources to assist learners in dealing with these difficulties.

In addition, the COVID-19 virus has caused a large and complicated impact on students' learning experiences. While the transition to distance education has increased mobility and simplicity, it has also highlighted the significance of equal access to technology and internet connectivity, as well as the relevance of other interests for the emotional and social growth of learners. The global epidemic additionally demonstrated the value of providing support and tools, helping students cope with the epidemic's mental health difficulties. Furthermore, these difficulties did not stop only on the students but also this has been a difficult and frustrating experience for many teachers. They have had to balance the duties of teaching with the need to adjust to new technologies and teaching approaches. Some teachers may encounter extra problems, such as the need to support students who do not have access to required equipment or internet access, or the necessity of offering extra guidance for students who are suffering from the pandemic's mental health effects. Throughout all of these challenges, the epidemic has emphasized teachers' tenacity and adaptation; as they have

worked relentlessly to ensure that learners carry on to get a kind of high-quality education during the interruption brought by the worldwide outbreak.

In the end, the COVID-19 epidemic has created a huge impact on both learning and teaching. Although the epidemic has created various obstacles, it also underlined the importance of educational adaptation, creativity, and flexibility. Moving forward, it will be critical to continue to help learners and educators to cope with fresh difficulties and possibilities in educational opportunities.

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Appendices

Appendix 01: Students' Questionnaire

Dear Colleagues

You are welcome to participate in this online questionnaire on the learning experience of the students during the pandemic. You are invited to answer the following questions by selecting the appropriate answer and providing your justifications when necessary. The survey will protect the research data's confidentially. Your answers will be in safe hands.

Thank you so much for your collaboration

1/ What is your gender?

ϒ Male

ϒ Female.

2/ What is your current level of study?

ϒ Undergraduate

ϒ Graduate

ϒ Doctoral

3/ What is your field of study?

ϒ Science, Technology and Engineering (ST).

ϒ Social Sciences

ϒ Business

ϒ Other (please specify)

4/ Have you been attending university courses during the COVID-19 pandemic?

ϒ Yes

ϒ No

5/ How has the COVID-19 pandemic impacted your learning experience?

ϒ Difficulty adapting to online learning

ϒ Difficulty with online assignments

ϒ Lack of motivation to attend classes

ϒ Disruptions to my daily routine

ϒ Difficulty with technology

ϒ Other (please specify)

6/ How has the COVID-19 pandemic affected your mental health in relation to university?

ϒ Increased stress and anxiety

ϒ Difficulty concentrating during online classes

ϒ Feeling overwhelmed with coursework

ϒ Struggling to balance schoolwork and personal responsibilities

ϒ None of the above

7/ Have you experienced any challenges related to access to technology and/or internet connectivity during the pandemic?

ϒ Yes

ϒ No

8/ If you answer is yes please specify the challenges.

Justify..

9/ How has your university supported you during the pandemic?

ϒ Provided technology or internet access

ϒ Offered mental health support services

ϒ Extended assignment deadlines

ϒ Provided additional resources for remote learning

☐Other (please specify)

10/ How satisfied are you with the quality of online learning at your university?

ϒ Very satisfied

ϒ Somewhat satisfied

ϒ Neutral

ϒ Somewhat dissatisfied

ϒ Very dissatisfied

11/ Is there anything else you would like to share about your experience with learning during the COVID-19 pandemic?

Thank you.

Appendix 02: Teachers' Interview

Dear teachers.

This interview is created in order to collect information for a master's dissertation. This interview is developed to investigate the impact of COVID-19 on the learning experience of the students. I would be very grateful if you could help me with my research by completing the questions. Thank you

Q1. In what ways have you had to adapt your teaching methods to accommodate online learning during the pandemic?

Q2. In your opinion, what has been the biggest challenge of online learning for students?

Q3. Have you seen any notable differences in the academic performance of students during the pandemic compared to previous years?

Q4. Have you seen any positive or negative changes as a result of online learning during the pandemic?

Q5. How do you prioritize and balance student's mental health with academic success during this challenging time?

Q6. Have you adjusted your grading and assessment methods to accommodate online learning, how?

Q7. As EFL teachers, do you suggest any changes in the educational system to face such a pandemic?

Thank you.

Summary

The temporary closure of higher education institutions as a result of the COVID-19 crisis has caused significant disturbance in students' lives. They had to adapt to online learning whenever possible, which was a difficult move. This study aims to determine whether the pandemic had a harmful or positive impact on the learning process at our university. According to the collected data, EFL students had a bad learning experience during the epidemic. It was difficult to adjust to the new e-learning experience.

Key words: COVID-19 Pandemic- Educational Technology- E-learning- Methods and Techniques- English as a Foreign Language.

الملخص:

تسبب الإغلاق المؤقت لمؤسسات التعليم العالي نتيجة لأزمة COVID-19 في اضطراب كبير في حياة الطلاب. كان عليهم التكيف مع التعلم عبر الإنترنت كلما أمكن ذلك ، وكانت هذه خطوة صعبة. تهدف هذه الدراسة إلى تحديد ما إذا كان للوباء تأثير ضار أو إيجابي على عملية التعلم في جامعتنا. وفقًا للبيانات التي تم جمعها، كان لطلاب اللغة الإنجليزية كلغة أجنبية تجربة تعليمية سيئة أثناء الوباء. كان من الصعب التكيف مع تجربة التعلم الإلكتروني الجديد

الكلمات المفتاحية: وباء كوفيد -19- تكنولوجيا التعليم- التعلم الإلكتروني- الأساليب والتقنيات- اللغة الإنجليزية كلغة أجنبية.

Résumé :

La fermeture temporaire des établissements d'enseignement supérieur à la suite de la crise COVID-19 a provoqué des perturbations importantes dans la vie des étudiants. Ils ont dû s'adapter à l'apprentissage en ligne chaque fois que cela était possible, ce qui a été un pas difficile. Cette étude vise à déterminer si la pandémie a eu un impact néfaste ou positif sur le processus d'apprentissage à notre université. Selon les données recueillies, les étudiants de l'EFL ont eu une mauvaise expérience d'apprentissage pendant l'épidémie. Il a été difficile de s'adapter à la nouvelle expérience d'apprentissage en ligne.

Mots clés : Pandémie COVID-19 - Technologie éducative - Apprentissage en ligne - Méthodes et techniques - Anglais comme langue étrangère.