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BELHADJ BOUCHAIB

Ain-Temouchent University

Faculty of Letters, Language & Social science

Department of Letters & English Language

Prospects of Implementing Hybrid Education in Post Pandemic Era: Case of Ain Temouchent University

Thesis Submitted to the Department of Letters & English Language in Fulfillment of the Requirements for a Master's Degree in Didactics & Applied Linguistics

Submitted by:

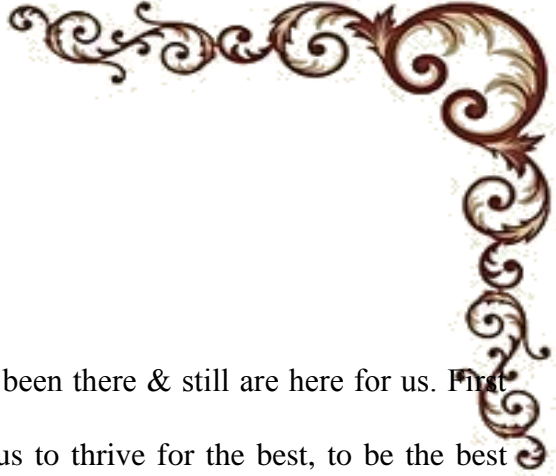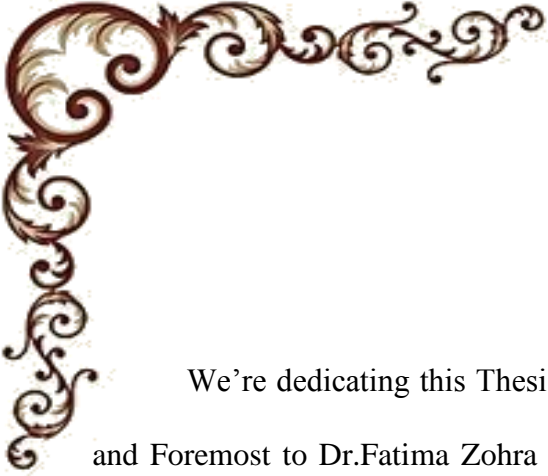Mehdi HAOUES

Younes CHAOUCHI

Supervised by:

Dr.Fatima Zohra ELOUALI

Board of Examiners

President : MAA. KORICH HASIBA

Examiner : MCA.BENGUERFI BOUBKEUR

Supervisor : MCB. Fatima Zohra ELOUALI

<u>Dedication:</u>

We're dedicating this Thesis to some people who've been there & still are here for us. First and Foremost to Dr.Fatima Zohra ELOUALI, who pushed us to thrive for the best, to be the best version of ourselves, her words of encouragement, wisdom & her help throughout this endeavor meant everything to us, words won't suffice to show our deep appreciation for everything she's done for us.

Next, I Mehdi HAOUES, to my Dear parents & Sister, who have been my support both mentally & emotionally.

Last but not Least, I Younes CHAOUCHI, to my Parents whose eyes filled with love invigorated me and kept me going.

List of Acronyms:

EFS: English Faculty Language

LMD: License-Master-Doctorate System

COVID-19: Corona Virus Disease 2019

LMS: Learning Management System

L (1, 2, 3): License Class (1 / 2 / 3)

M (1, 2, 3): Master Class (1 / 2 / 3)

AILC: American Interactive Learning Center

CD-ROM: Compact Disc-Read Only Memory

CD: Compact Disc

Abstract

The Algerian education system has suffered in this couple of years due to the pandemic (Covid-19), in the early stages of the pandemic, the Education system was looking at the possibility of a lockdown due to the disease spreading like wildfire, the fear of its unknown effects and taking drastic measures to avoid being infected or spreading it. Therefore one of these measure was online courses which seemed the only solution to avoid in person contact and control this pandemic, with time as the virus got weaker it was safe to start class courses again, we call it the birth of Hybrid education in Algeria. The purpose of this research is to see if there isafuture for this blended education system (hybrideducation) after the pandemic. We used a questionnaire for the students to learn firsthand their experience with this innovative blended education system and we intervieweda teacher and spoke about her point of view on the experiment of implementing online courses and if it has a future in the Algerian educational system.

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Data Analysis, Suggestion sand Recommandations (Questionnaire, Interview)

General introduction

Over the past decade mankind developed technology to the point where it became an essential part of our everyday lives, ranging from computers and smart phones to medical equipment, and we kept developing it further to reach unprecedented heights. In the end of December 2019 came an event which changed our everyday lives, known as Covid virus disease 19, a pandemic in which humanity haven't experienced in a century. This pandemic raged & spread like wild fire, taking the lives of innocent people, regardless of age, religion or ethnicity, this event served to reinforce the presence of the technology, in where social distancing became a must, to avoid transmitting the disease or getting infected by it, technology kept us close to each other, apps &software's to communicate, drones taking care of delivery, humanity ingenuity kept coming up with technics & methods that would help & relatively make our lives somewhat normal. But while security personnel & medical staff were fighting this disease, the educational system was left without supervision, educators& teachers alike, true to their profession & regardless of their safety, had one thing in mind, & it was to keep teaching, expanding the knowledge & shaping the current & next generation, which lead to resort to the hybrid teaching method, a method resulted from the combination of technology and education that was taking place in the past decade & was reinforced by the pandemic.

The hybrid education method became a buzzword around the world during the pandemic era, teachers driven by their passion & vows & students were eager to test this new method to achieve their quest of teaching & learning. At that time, this was the only method available as the schools & universities alike had to close their doors to abide by the rules of isolations & social distancing, but this method came with its set of challenges for both teachers & students, replacing the traditional face-to-face classroom teaching overnight was

no easy task & people kept wondering if this was going to be the norm & if this method had any future.

Therefore, the present research work endeavors to find answers to the following questions:

- Does hybrid learning enhance students learning ability?

- What is the impact of hybrid learning during and after the pandemic?

- Did hybrid learning retain his effectiveness even after the pandemic?

Accordingly, the following hypotheses are set:

- ✓ Hybrid learning had a huge countercoup on the academic experience, it can provide learners with more opportunities to learn.

- ✓ Hybrid learning was the only effective solution during the pandemic, after that teachers and students start to realize the effectiveness on the teaching and learning process which made it a new innovative learning method.

- ✓ According to the teachers experience and the student's testimony, hybrid learning was essential in the learning process during the pandemic era, it was the only solution, but after the pandemic, hybrid learning was a successful method which proved it efficiency.

For the purpose of confirming or disconfirming the suggested hypotheses, the research methodology comprised both qualitative and quantitative methods to gather, describe, and analyzed data collected through two research tools, a survey for students and an interview for teachers.

A sample of the population consisting of English course students and EFS teachers were chosen to be surveyed, consisting of seventy seven (77) students and nineteen (19) teachers.

In fact, the eagerness to reach the previously set objectives drive the researchers to conduct an exploratory case of study research dealing with l2,l3 and M 1 LMD English students at the University of Ain-Timouchent and several teachers notably English, Spanish, and fresh majors from the same university with several years of experience .

This research paper comprises three chapters, the first chapter which is the theoretical background of hybrid leaning and it shows how it can help students enhance their learning skills, it serves to investigate its impact during and after the pandemic, besides that it deals with the role of hybrid learning in the Algerian educational system. It gives an overview about hybrid learning, its definition, components, history, background, and the role of teachers and students alike in exploring its advantages and disadvantages.

The second chapter is the methodology used in the current research .it deals with the definition of the research methodology, research instruments and the various ethical considerations used in the present study.

The third and final chapter provides an interpretation of the data obtained from the student's survey and the teacher's interviews, it discussed their experience and their point of view.

Chapter One: Theoretical Background And Review Of Literature

1.1. Introduction Of Hybrid Learning

In the era of health crisis, the world opted for an approach that relies on hybrid education. Many educationalists, teachers, and decision-makers recognized the need for a new learning system to accomplish their educational purposes, especially in the absence of face-to-face learning. Actually, the present chapter represent a new method that the world came up with in this era, as a solution to make sure the educational system keeps on going and offer a safe alternative for the population.

1.2. Historical Overview Of Hybrid Education

With the integration of this method, teachers provide the primary education and assign homework and grades. Parents are actively involved because to facilitate learning when the students are at home. Additionally, some students have the option to attend in the classroom while others join remotely from another location via a computer using various software's such as Zoom, Discord, Skype …etc. There are no requirements for students to attend in-person or online classes as the teaching and learning methods are primarily technology-based.

After the advent of correspondence courses, teachers interacted with their students through shorthand texts to gauge students' understanding of subject matter. Even though there was no internet, teachers developed effective assessment and feedback systems that allowed their correspondence students to excel in their studies.

The first use of the method appeared back in the 1960's but the term itself was invented in the late of 1999 when the American interactive learning center began to release software's designed to teach over the internet. (einatgil, 2022)

Blended learninghas evolved spontaneously as a result of multiple attempts to change & improve the already existing teaching methods which lead to difficulties in trying to grasp & analyze this technology as it was perceived volatile

In the 1970s and 1980s, companies started implementing the use of video's or tutorials as a innovative method to train new employees, Instructors & seniors did not have to be present physically to aid or guide the new employees, instead tutorials were provided as they offered an innovative an engaging experience, as they could communicate with their peers and send questions or feedback about the said video program via e-mail.(Alonso, Gómez, & Viñes, 2005)

For example, the Stanford University interactive TV network is a model of a successful hybrid learning implementation. The university developed a complete and well-structured video network between the 1970s and 1980s which enabled professors to partake multiple sessions across San Francisco at once (Drysdaleetal & Shehab, 2013 2007)

This new method is still in the use today, instead of using e-mails to send questions & gain feedback; students started submitting their work online for review. Moreover, educational systems started to use CD-ROMs to deliver their content, ranging

from papers, quiz's, and full course & video which was more suitable for a distant education. Around the 90's, learning management system (LMS) was introduced as mean for organizations to track trainees, check enrollment data, offer an enhanced online training course, participation & completion of the training courses. (einatgil, 2022)

Furthermore, The use of CD-ROM's was quickly switched to a more direct web approach, which led in the creations of websites in the early 2000's, students could be more reactive in finding educational materials online instead of wasting time in he wait of delivery of CD-ROMS, by a fast an easy click, the students could access these materials in mere seconds which tuned their attitude from proactive to reactive learning (Pappas, 2015). According to the author, this method with the use of face-to-face learning led to the birth of blended learning which reinforced the term in the publication of the first handbook of blended learning by Bonk & Graham.

1.3. Definition Of Hybrid Education

Many were wondering what the term blended learning really represented, in which was deduced that there were to definition suggested by Graham(2006), Garrison &Kanuka (2004). As Graham (2006) puts it "Blended learning systems combine face-to-face instruction with computer-mediated instruction" (p. 96), in which Garrison &Kanuka (2004) stated "the thoughtful integration of classroom face-to-face learning experiences with online learning experiences" (p. 96).

Through the inclusion of instructor-led and online learning experiences, the freedom for students to independently select the time, location, and learning trajectory. In fact, "e-learning" and "mobile learning" were brought about by the increase of the variety of computer technology. These go beyond online learning, and the term is formulated differently when offline digital resources are included in blended learning approaches. As a result, blended learning can be seen as a technologically synergistic tool that enables the efficient use of both in-person and online learning. It balances out or mutually compensates for each of their drawbacks.

In addition, hybrid learning is a teaching strategy in which some students participate in class in person while others do so online from home. Using resources like video conferencing technology and software, teachers can impart knowledge to both online and in-person learners at the same time. Asynchronous learning components, such as online activities and pre-recorded video lessons, are sometimes used into hybrid classes to assist in-person classroom sessions. When designed properly, hybrid courses bring together the greatest features of both face-to-face and online education while making education more accessible to many students. Hybrid learning is described as "an educational model where some students attend class in person while others join the class virtually from home" in Boyarsky's article from 2020. Using solutions like video conferencing technology and software, teachers can instruct both in-person and distant students at the same time. (p75).

1.3.1. Online Learning Modes

Each of the two types of online classes—synchronous and asynchronous—aligns with the interests, personalities, and learning preferences of various students. Although they are

also used to describe in-person learning environments, these phrases are now commonly used to describe online learning. When teachers and students come together at the same time and location (physical or virtual), they are said to be engaged in "real-time" interaction. Students that participate in asynchronous learning access resources at their own pace and communicate with one another over longer lengths of time. 2020 (Boukrika M)

As long as they can connect to the internet, synchronous learning enables students to interact with course materials at the same time as their peers. Without the stress and worry of travel, this type offers students a controlled and intensive learning environment. Additionally, synchronous classrooms design learning spaces using web and videoconferencing tools like Google Meet, Google Hangouts, or Zoom. Because the format permits a more conversational approach, teachers may prefer synchronous delivery to asynchronous modes, particularly if the content calls for immediate response and debate.

The second style of learning is "asynchronous," which gives pupils the freedom to learn at their own speed. While the majority of asynchronous courses still need submissions, students can interact with the course materials, their classmates, and the instructors at their own pace, frequently for a considerable amount of time. Although teachers may provide a sequence for using the materials, students frequently have a say in how much or how little time they spend in each area.

Students can actually access their courses on their own schedules in asynchronous online classes. Teachers might record attendance in a variety of ways, such as by keeping track of which students attended lectures or by publishing comprehension tests. More interactive lessons may ask students to respond to surveys or click on buttons, which also lets the teacher know which students are paying attention to the material. Students can spend

more time on difficult material and move quickly through easier material in this class, allowing them to learn the information in a variety of methods. Online engagement is crucial in asynchronous classrooms since teachers are unable to assess students' readiness in-person. Additionally, if a student is struggling with a subject, this form of delivery necessitates a lot of self-motivation and initiative (Kanuka, 2004).

1.4. Importance Of Hybrid Learning

Online and in-person learning each have strengths and disadvantages. The basic goal of hybrid learning is to mix two forms (traditional and online) to produce a single, comprehensive learning experience that is free of any gaps. As a result, this method of teaching and learning has a number of benefits, which are covered in more detail in this section.

a) Flexibility

Due to its flexibility, hybrid learning was chosen by many schools. In fact, students can choose how they interact with their learning materials, learning schedules can be flexible, and peer and instructor collaboration and communication can be helpful (Valentina, A. 2014, p. 252).The hybrid learning environment enables students who are unable to attend class to learn remotely from home.

b) Synchronous Communication Opportunities

Few educational experiences can compare to the intimacy and immediate nature of face-to-face intellectual interactions. The chance for peer interaction in real-time enhances the face-

to-face component of hybrid learning. Deep talks, presentations with a question-and-answer section, and synchronous group work are all done during this period. Utilize the time spent together in person to develop deep, scholarly relationships before extending those relationships online. (RajabiKhader hybrid education 2021)

c)   The Freedom Of Independent Academic Exploration.

Many liberties are available with online education. The flexibility to study from any location, the freedom to review information as many times as necessary at any speed, and the freedom to create an in-depth understanding of a subject will be most beneficial to those students who are the best at self-management and independent learning.

d)   Efficient Use Of Resources.

Teachers made it clear that every student needs a special attention and especially in the young ages, with the rise of the number of students and the lack of resources, teachers found themselves overwhelmed to maintain it. In the modern world, it is difficult to maintain all the attendees and face-to-face meetings, it has become difficult to balance between all the students. Although it is difficult to keep all the attendees and face-to-face interactions in the modern world, hybrid education allows for the utilization of rich resources. When selecting which sessions will be online and which will be in-person, teachers should arrange their instructional day correctly, taking into account the materials they will require for each lesson.

e)   Personalized Learning Experience

By mixing offline and online instruction, hybrid learning can provide students with a more tailored learning experience that meets their specific needs. Others who prefer a more independent learning style might benefit from the flexibility and autonomy that online learning

affords. For example, students who learn best in a typical classroom setting can benefit from face-to-face interaction with their classmates and teachers. By providing a learning environment that is customized to each student's specific needs, hybrid learning can ultimately be advantageous to all students.

f)   Providing Additional Opportunities To Practice Skills

A hybrid learning environment, as previously said, enables students to work at their own pace and receive rapid feedback. They are able to concentrate on the areas that require the most improvement as a result. Additionally, individuals can complete tasks and tests online whenever it is convenient for them. Additionally, hybrid learning gives students more chances to work together with their peers. They can collaborate and learn from one another in ways that are impractical in a regular classroom environment. Overall, it is a successful method for pupils to acquire the abilities required to succeed in the twenty-first century.

g)   Develop Time-Management And Organizational Skills

This method of teaching mixes online and traditional classroom instruction. As a result, the kind of instructions might aid pupils in acquiring crucial organizational and time management abilities. For instance, participants in hybrid courses can be expected to complete both online and offline assignments. As they must be able to keep track of their learning progress and deadlines, this can help students learn how to manage their time effectively and organize their work in a way that satisfies the needs of both the online and offline components of the course.

Additionally, it aids pupils in acquiring critical cooperation and communication skills. As an example, students taking a hybrid course might need to interact with their professors and peers both online and offline. This can assist students in developing excellent communication and teamwork skills as they work together to finish their homework.

h)   Promoting Collaboration And Communication

Students can gain crucial cooperation and communication skills through hybrid learning. For instance, students taking a hybrid course might need to interact with their teachers and peers both online and off. This can assist students in developing excellent communication and teamwork skills so they can finish their homework. Students who study well in both settings may find it advantageous because it gives them the chance to benefit from the best of both worlds. Some students may find this method of learning more convenient because they may work at their own pace and on their own time.

Practically speaking, hybrid education has the potential for constant interactive interaction, the ability to receive feedback at anytime and anywhere, and a high level of student involvement in the educational process. It also has the potential for spontaneity of reaction, everything that occurs in the present moment, and the possibility of a more flexible and immediate reaction of the teacher to the student's actions. It also has the potential to increase the degree of individualization due to a variety of redundancy, flexibility, and adaptation.

Using the hybrid learning strategy demands vigilance despite its benefits. It is possible to lose sight of the objective and become mired in the approach itself because it allows for the integration of highly changeable settings and tasks. Additionally, precautions should be taken to avoid any additional distractions, as social media and other online

resources may cause the student to lose concentration without being aware of it. When creating and implementing online environments for hybrid learning, we should take this into consideration. As a result, even if hybrid learning can have a significant positive impact on the skills taught to students, it is necessary to take some measures, which makes us consider its drawbacks.In fact, hybrid education results in little individualization, the same educational path for every student, and it restricts communication opportunities (contact with a small group of classmates who are similar in age, geography, and social position).

1.5.   Traditional Teaching-Learning Approach

Due to the post-Covid period and the need to get things back on track, we will discuss the well-known traditional teaching-learning approach in this part. Teaching is viewed as the close, ongoing interaction between a teacher and students or learners who have a common interest in education. According to Morrison, Dewey, and Brubacher (1939), teachers are expected to manage, arrange, fill in any gaps or obstacles, and aid the learning process. Gage (1963) described education as "a form of interpersonal influence aimed at changing the behavior potential of another person" (page n°88) in light of this. Smith (1963) went on to broaden the definition of teaching to include a set of actions involving an agent, a goal, and a situation with two sets of factors: those over which the agent has no control (class size, pupil characteristics, physical facilities, etc.) and those over which he can modify (such as teaching techniques and strategies).

1.5.1. Traditional Classroom Teaching

A teacher controls and supervises the flow of knowledge and information in a traditional classroom. Through homework assignments, students frequently continue to

deepen their understanding of a subject outside of the classroom. As a result, the instructor, who only lectures in person, serves as the students' primary resource. In a regular classroom, a teacher instructs students using a set curriculum. To assess pupils' comprehension, standardized examinations are given often. With this approach, the speed, location, and time of the students' learning stay constant. (Cortier Claude 2022 P58)

In fact, a typical classroom is a physical space where a teacher physically instructs students. The most typical way for kids to receive an education appears to be in a classroom setting. Additionally, traditional classrooms frequently have interactive activities that let students engage in discussions and ask questions in order to learn new information. Teachers use standardized curricula as the basis for their classes, and they use examinations to determine how well their students are learning.

1.5.2. Traditional Classroom Advantages

Traditional classroom learning is still a strong competitor despite the popularity of online learning in the internet era. Despite its benefits, traditional classroom instruction cannot entirely be replaced by online learning. Benefits from it are certain and essential..

a) Active learning

The ability to interact with professors and instructors is one of the main benefits of traditional learning over online learning, which has few of these alternatives. In more conventional settings, students can schedule in-person appointments with their lecturers to go over the course material, their work, or a project..

b) Maintaining Interpersonal Relationships

Students interact with a variety of people while they are in school. Making lasting connections is one advantage of traditional education that will likely persist for years. The majority of a student's time in school is spent working on numerous group and individual projects that need them to interact with other students. One can sustain interpersonal interactions through joining various groups, gathering to prepare for examinations, and sharing study notes, among other things. On campus, maintaining those ties is rather simple, but doing so online will undoubtedly be challenging..

c) Not All Majors Can Be Taught Online

Online courses can only take a student so far if they are thinking about majoring in nursing, agriculture, biology, music, or theater. While it is simple to complete part of the required coursework for these degrees online, classes with labs, clinical practice, or performances must be taken on a traditional campus. For these majors, attending classes on a traditional campus will give them access to resources and tools that they wouldn't typically have in an online setting.

d) Access To Libraries and Research Materials

Students frequently gather at libraries, whether they are in high schools or universities, to study, collaborate, and do research for papers and projects. A student may not always be able to fully realize their potential with in-depth study in a particular topic without simple access to research materials owned by the institution and everything the library has to offer.

e) Learning Is Scheduled

The courses are set up by university officials so that all students can take them. Being present at class requires arriving on time. Students will develop a routine of their own in this fashion, which will ultimately make them punctual and obedient. They will develop good habits of punctuality as they practice it throughout their academic careers and carry those practices into adulthood.

f) Extra-Curricular Activities

There are some educational opportunities that are exclusive to school. Field trips, extracurricular activities, and groups in which you might participate are just a few examples of such experiences. You'll learn valuable life lessons from each of those experiences that you can apply to your future.

1.5.3. Traditional Classroom Teaching Drawbacks

We cannot ignore the fact that traditional classrooms and traditional teaching-learning methodologies have some disadvantages that need to be carefully evaluated despite their many benefit. (NarainenStelene 2021 higher learning)

a) Being Passive Listeners

In conventional classrooms, pupils are expected to pay attention to their teachers. Students occasionally don't try to pay attention to what their teachers are saying. They don't pay attention to the lectures and adopt a passive attitude.(NarainenStelene 2021 higher learning)

b) Lack Of Flexibility

Traditional education has a strict schedule that makes it difficult to acquire information. The students find it challenging to handle.

c) Expensiveness

Due to the school's provision of certain amenities and the cost of the instructors' wages, etc., it is highly expensive. Everyone ends up borrowing because they can't afford it..

d) Teacher-Centered Learning

The primary sources of information are the teacher and literature. The knowledge of the pupils is limited to that which is offered by the books and lecturers because they are unable to learn new things.

1.6 Covid-19 Pandemic

In 2020, a contagious disease swept over the globe. The best method to stop this virus's spread was to impose a global quarantine, which put an end to academic learning and the traditional, face-to-face attendance-based learning system.

Since it was impossible to predict whether the epidemic would be long-lasting or only occur occasionally, the world required a new mechanism to ensure that the educational system would not suffer, which gave rise to the E-learning system.

This new approach to learning was the only one available when addressing our nation, to prevent the students from falling behind. What was once face-to-face instruction has now been replaced by Google meetings, Telegram groups, and social media platforms.

Following the epidemic, people understood that it was impossible to return to the old, traditional educational system; instead, they needed both e-learning and the traditional approach, which led them to discover the advantages of e-learning.

In the pandemic period, when the globe needed a way to maintain some semblance of regular life so that the students may continue living and practicing activities, e-learning has become a generational savior. The best source of this educational consistency was e-learning.

1.7 Online education in Algeria

The corona-virus outbreak, also known as covid-19, has significantly altered people's lives all across the world. Since the situation first surfaced in December 2019, namely in Wuhan, China, the world has worked to find a solution. People had many questions about the pandemic, the virus, and how to stop it from spreading. However, educators are more focused on finding ways to help their kids continue studying despite the current situation.

With the spread of the pandemic, people found themselves trapped in their homes for a long time, avoiding the risk of going outside to study or to engage in any daily activity that will increase their risk of contracting the disease. The ideal solution was to switch to the E-

learning education. Online education was used in Algeria prior to the pandemic, but only in a small segment of the society, such as private schools or something similar.

First they began with the online courses, scheduling full courses to ensure that the educational system continued even after the pandemic started, as well as to require students to attend schools but in separate groups to avoid overcrowding classrooms and adhere to the social distancing. The educational system blended between the e-learning and the classroom learning, with some classes being required to attend and the others being achieved at a distance by e-learning.

Due to the various advantages of e-learning, the Algerian system managed to keep up with it even after the pandemic.

Second, online courses boosted students' enthusiasm in learning, gave them chances to enhance their work, and allowed them to combine their online learning with that of other participants. E-learning also helps teachers acquire new techniques and promotes student growth by enhancing interactive student-to-student activities like debates, discussions, small group projects, and higher-level conversations.

E-learning gives every student the option to choose the time and place that are most convenient for them, giving them a great degree of flexibility when it comes to where and when they learn.

Furthermore, by utilizing discussion forums, e-learning helps students build relationships with one another. Therefore, by doing this, e-learning helps to eliminate participation barriers like a participant's fear of speaking with their peers. due to the fact that students can now email their questions to teachers.

In contrast to being confined to his office, e-learning has made it possible to contact the teacher as soon as possible outside of regular working hours, which is more advantageous and appropriate for the teacher. Every student may express themselves openly and without embarrassment at any time thanks to e-learning, a trait that is especially useful for introverted or anxious pupils.

Due to innovative technologies, we were able to integrate face-to-face instruction and online learning after the pandemic made us aware of the need to update our educational system.

As we previously indicated, hybrid learning allowed our pupils to benefit from the best of both worlds.

1.8 Conclusion

We may argue that the advancement of digital and multimedia technologies as well as the usage of the internet as a new learning tool have caused significant changes in the traditional teaching method and the educational system.
In universities, e-learning is gaining importance.
E-learning has been acknowledged as having the potential to improve people's knowledge in the agendas of schools and educational institutions.

With that in mind, we can argue that hybrid learning is the ideal option for a

successful educational system since it promotes students to engage with one another while also trading and appreciating other points of view. However, we cannot discount the significance of face-to-face interaction. and having more free time to express one's creativity.

Chapter II

Research Methodology and Procedures

2.1 Introduction

The approach used in the current study, the techniques employed, and the findings of the investigation are highlighted in this chapter. In order to better understand how hybrid learning is used and how it affects students' ability to study, this chapter includes a survey and an interview that were created for the purpose of gathering data. The university in question is BelhadjBouchaib University in AinTemouchent. It is divided into two categories. The first one is about research design, which includes the kind of study, the methodology, the research tool, and the sample size. The results of the questionnaire and interview are analyzed and discussed in the second section. In order to address the research questions, it concludes with an overall analysis of the findings that is presented in the form of graphs and statistical data.

2.2. Research design

According to Mouton(1996, p. 175), the research design is used to plan, organize, and carry out the research in order to maximize the validity of the results. A case study that is currently being investigated is exploratory.

It is the outline of the many and unique phases that will be provided in a research process in order to achieve a specific goal. It starts with the creation of the hypotheses and finishes with the research's conclusion. The procedures for doing research vary depending on the sort of study being conducted; for example, the

procedures to be followed in a survey design are distinct from those in an experimental design. Therefore, determining the right research processes will be aided by having a general understanding of the type of research, such as exploratory, experimental, or descriptive (Sahu, 2013).

The best technique for a research design can be chosen with a comprehensive understanding of the various research designs. The two main types of research design are quantitative and qualitative.

Finding the answers to who, what, where, how, and when through the course of research is the goal of quantitative research design. Additionally, the results of the quantitative analysis are simple to depict using statistics, graphs, charts, and numbers. Additionally, the goal of qualitative research design is to uncover the why and how. It makes use of open-ended inquiries and aids the individuals in clearly expressing their opinions. For firms that want to comprehend client behavior and needs, qualitative research is essential.

In this study, the method selected is the quantitative and qualitative. Because it describes a given problem and it attempts to answer the question of 'how? 'What? And why? Our research delves into the experience that the teachers and students went through during and after the pandemic with the hybrid learning. It has been noticed that the teachers and students of the University of Ain-Temouchent had a large experience with the hybrid learning during the pandemic, but did it last after it?

This is the reason that attracted us to conduct this study using a different setting. This study explores students 'educational practices, their attitudes towards hybrid learning, and the main motives and reasons behind using both e-learning and classic ones.

2.3 Sample population

This research investigates the use of hybrid learning on student's autonomy during and after the pandemic, and the difficulties that they faced. As part of this research, a questionnaire was developed for students and an interview for teacher's .This investigation required the contribution of the English teachers at the University Ain-Temouchent and the students from different levels, the sample includes 19 teachers from Ain-Temouchent specialties, notably in English, Spanish and French .and 77 English course students divided between (L2.L3.M1)

2.3.1 Teacher Profiles

They were chosen mainly because they had experience with the education system during the pandemic and witnessed first-hand the start of the online education system. We wanted to know their feedback on the whole general idea about the online education system and see how they adapted to the blended educational system, what was their thoughts about it, what they noticed about it and if they think it was beneficial or bad for students; Finally we also wanted to know their personal point of view in which they think if the hybrid education has a future within the Algerian educational system or if it will fade with the pandemic.

2.3.2 Students Population

As stated before, we asked 77 student from the English department from the levels of L2, L3, and M1 we didn't ask L1 because they didn't have courses in the pandemic and we couldn't reach M2 because they were busy. The other levels studied during the pandemic, as we wanted to know their experience on online courses, what do they think

about it? How and if they like it or not? We studied every question given to them really carefully by making them giving us examples and ideas about blended learning , if they saw that the experience was successful ?And if there is use to it even after the pandemic?

2.3.3 Settings

In this study we opted to ask even students and teachers from other departments like French because we wanted to have a variations of answers to compare between and didn't want to be exclusive to English department since we felt like this research was like an experiment to how the educational system would be impacted when you add online courses to a system that use only classic education and see if the students and teachers think that blended education will have a future in the Algerian educational system.

2.4. Research tools

Data collection or research tools refer to the devices or instruments used to collect data, such as a paper questionnaire or computer-assisted interviewing system. They are used to measure a variable, or to collect the information needed to answer a research question. A research instrument can include interviews, tests, surveys, checklists or questionnaire. .

In this research we used two Types of research methods, questionnaire method with the students, we asked some questions to the students from different levels to know the contribution of the hybrid learning in their academic learning process, when it came to the teachers we interviewed them about the existence of hybrid learning.

Questionnaire or surveys, ask the same questions to a large group of individuals. These questions are typically used to measure quantitative data. Researchers translate the survey answers into numerical data so they can look for patterns. They can be a good way to

quickly secure a high number of participants. People who do not have time for longer interview sessions can easily take a questionnaire on-site or return it in the mail later. In another hand interviews.Takona(2002,p.70)

During interviews, researchers ask their respondents a written list of questions, which creates a fairly organized study environment. The subject could be given the opportunity to talk and elaborate on the subject when the researcher asks just one question. Interviews can be conducted over the phone, by text messaging, or in person. In both qualitative and quantitative research initiatives, analysts might use interviews.Takona(2002,p.73)

2.4.1 Mixed research tools

Creswell,WandCreswell,J.(2019)stated, mixed methods research is an approach to inquiry,involvingcollectingbothquantitativeandqualitativedata,integrating the two forms of data, and using distinct designs that may involve theoretical frameworks".Therefore, many researchers prefer to employ mixed method research since it allows them to apply both quantitative and qualitative approaches at the same time and provides a better knowledge of their study difficulties. In the latter, both qualitative and quantitative data are collected, analyzed, and interpreted in one study or across several studies (Roslyn, 2014).

Moreover, in order to utilize the mixed method effectively, the researcher must have a clear idea about the quantitative and the qualitative research approaches, and he/she must understand what these approaches are.

Therefore, to achieve this aim, the current study used a mixed method research approaching order to explore the effectiveness of E-language learning & classic teaching during Covid-19, and in order to explore teacher's points of view about the use of hybrid learning in their teaching method to develop and enhance students'learning.

2.5. Data Analysis

Data analysis, also known as statistical analysis, explains the results of the current investigation, which are carefully examined both statistically and qualitatively in order to get a thorough understanding of the study. In the former, descriptive statistics like percentages, frequencies, tabulations, and graphic representations are typically used. Selinger and Shohany state that "quantitative data analysis techniques deal with non-numerical data usually linguistics units in oral and written form," adding that "in quantitative analysis: the data is in numerical form, or some form which can be converted into numbers and the analysis almost always utilizes statistics."(1989; Selinger and Shohany).

On the other hand, qualitative data refers to a realistic setting for each required response and the information it contains. The two are typically associated in the methodology used in any particular research because "using more than one Type of analysis is believed to provide more reliable research findings since the latter are not compressed in to a single dimension of measurement," according to reason. (Hamzaoui,2006).Miles and Hubertman (1994) claim that "the analysis consists of three activities that occur simultaneously: data reduction, data display, and conclusions drawing/verification"(p. 10).Additionally, according to Creswell (2014), analysis is the exploration of participant data, data organization, data construction, and data information, all of which are components of data analysis that are classified based on the findings. As a result, the goal of data analysis is to draw out relevant information from data and make decisions on that analysis.

In our research we applied many steps for the sake of having a clear effective

and strong results data from the interviews and the questionnaire.

First we selected our category for the research the English and Spanish teachers for the interview and the (L2, L3, M1) students for the questionnaire then we, organizing the research data, we classified questions starting from the demographic questions like age, gender then moving on the frequencies, a quick overview of the results to familiarize with the info and looked for the most common answers. Finally, we summarized and described each one of the responses of each question and interpreting the questionnaire results.

In the current study, a descriptive analysis was used for the qualitative data where data were written to generate the research problem and formulate the research questions. The quantitative data of a questionnaire and an interview were analyzed using statistical pack gender forms of charts and statistic figures with percentages followed by their interpretations. After that, they had been analyzed and discussed.

2.6. Research Procedures

Polit and Beck (2004) describe 5 phases to the research process: the conceptual phase, the design and planning phase, the empirical phase, the analytic phase, and the dissemination phase.

As with any research projects, we faced obstacles and took precautions to ensure the accuracy of our findings. While it may seem like a straightforward task, clearly articulating the research problem or opportunity is essential to the success of any research project. Ours were interviews and a questionnaire. It can be challenging to choose research methods and how to interpret the findings without a clear concept. The next step after defining the study problem was to review the existing literature. This aids in laying the groundwork for the investigation and identifying prior research in the field.

It assisted us in defining the issue and identifying relevant prior research. This procedure need to be impartial and unbiased. It ought to point out gaps in the literature and offer ideas for additional studies. The objective is to locate pertinent literature and combine the data into a coherent summary. It's crucial to create precise study objectives after doing the literature review. This will ensure that all actions are in line with the study's objectives and assist direct the next phases of the research process. Whatever strategy you decide on, it's critical to write your study objectives clearly and succinctly. Following that, we developed a number of questions based on our research methodology and presented them to various teachers and students. With a busy schedule and the teacher applying for an interview, it was challenging to keep track of the students. In order to keep track of the numbers of different replies, we had to research and create them after we had gathered all the data.

We had to make sure that the data was authentic, accurate, and trustworthy. We are all aware that the validity of your research conclusions depends on the quality of the data.

After gathering all the information, we examined it and made sure to separate each response so that we could examine it separately. Finally, we examined our findings and put our theories to the test before moving on to make judgments. This entails Reviewing the study's results and figuring out what they indicate for the research problem or opportunity, interpret data and test hypotheses. After analyzing and interpreting the data, it was time to write the report. This included a detailed description of the research process, findings, and conclusions of the study.

2.7 Ethical considerations

Reliability and validity are terms used to gauge the caliber of study (Fiona Middleton, July 3, 2019). They show how effective a methodology, method, or test is at measuring something. Validity is concerned with a measure's correctness, whereas reliability is concerned with its consistency.

Particularly in quantitative research, reliability and validity should be taken into account while developing your study design, selecting your methodology, and summarizing your findings. Failure to do so may result in many forms of research bias and negatively impact your work.

Reliability is important because it also evaluates the standard of the research. According to Drost (2011), reliability is the extent to which measurements are repeated when multiple people carry out the measurement at various times, under

varied circumstances, and supposedly with alternative equipment that measures the constructors' expertise.

Making ensuring that the data is accurate, reliable, and reproducible as well as that the conclusions are true is the core goal of establishing reliability and validity in research. Evidence of validity and reliability must be provided for a measurement instrument in order to guarantee its integrity and quality (Kimberlin&Winterstein, 2008).

We had to take some significant procedures in order to ensure the accuracy and dependability of our study.

The students were given the option to refuse to participate, to drop out at any level or to answer as many questions as they wanted, and their responses were kept anonymous. First, we carefully planned our method to ensure that the same steps were carried out in the same way for each measurement.

We gave them all the information they required regarding our subject, took into account each student's educational background, ensured that the data submitted was used solely for research purposes, and developed insightful and pertinent questions pertaining to the study's subject.

Students and teachers were given a consent form before answering the online questionnaire.

2.8. Conclusion

The practical part attempts to identify the methodology utilized in conducting this study in the aim of gathering data, a questionnaire and interview were directed to (L2,L3,M1) year English students and their teachers of the university of Ain-Temouchent, the instruments used in this study allow the researcher to gather the necessary data and determine the use and the effect of hybrid learning.

While also exploring the sample population, his chapter demonstrated the research work's objectives and research instruments (questionnaire and interview)that took place in AinTemouchent University. After that, we provided a clear interpretation of the validity and reliability and analysis of the collected data.

Chapter III

Data Analysis, Suggestion and Recommendations (Questionnaire, Interview)

3.1 Introduction

In this chapter we present the data analysis process in the form of two research instruments, questionnaire and face to face interview. The purpose is to illustrate and show the result of the tools that we used, the method of research that is used is quantitative and the results are illustrated in forms and figures.

The aim of this research is to put the lights on student intake about the transition from classes' courses into online courses during the pandemic, to see if they are open to work with blended education method after the pandemic and we also wanted to know the teachers point of view about blended education before and after the pandemic.

3.2 Survey Results

3.2.1 Results Related To Students' Questionnaire

. The procedure was done at the University of AinTmouchent the questionnaire composed of 18 questions which are logically organized and reported in tabulations and figures.

The research accumulated 77 valid questionnaire answers, the first section seeks demographic data about the participants (English students from L2 to M1), their motivation and point of view based on their previous experience with online education and classic learning table 1 and figure 1 1illustrate that 59 (15 from L2-26

from L3-18 from M1) out of 77 were female a number that represents percentage of 76.62 % while the male students represent the remaining part 23.37 % 18 English male students (9 from L2- 8 from L3 -1 from M1).

Table 1: Gender Distribution

MALE PARTICIPANTS		FEMALE PARTICIPANTS	
N	P	N	P
18	23%	59	77%
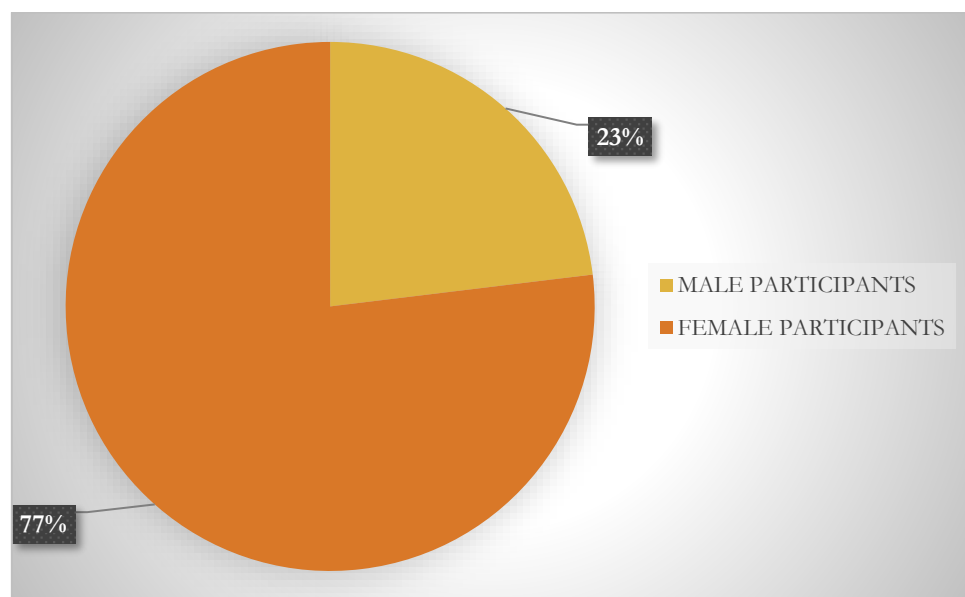
Figure 1: Gender Distribution

As the distribution of students taking into account their level of study. We had 24 students from L2. 34 students from L3 and the rest were masters M1 19 out of 77 (Table 2) (Figure 2) these frequencies are clearly illustrated below.

Table 2: Level Of Education.

LEVEL	N	P
Master 1	19	25%
License 3	34	44 %
License 2	24	31%
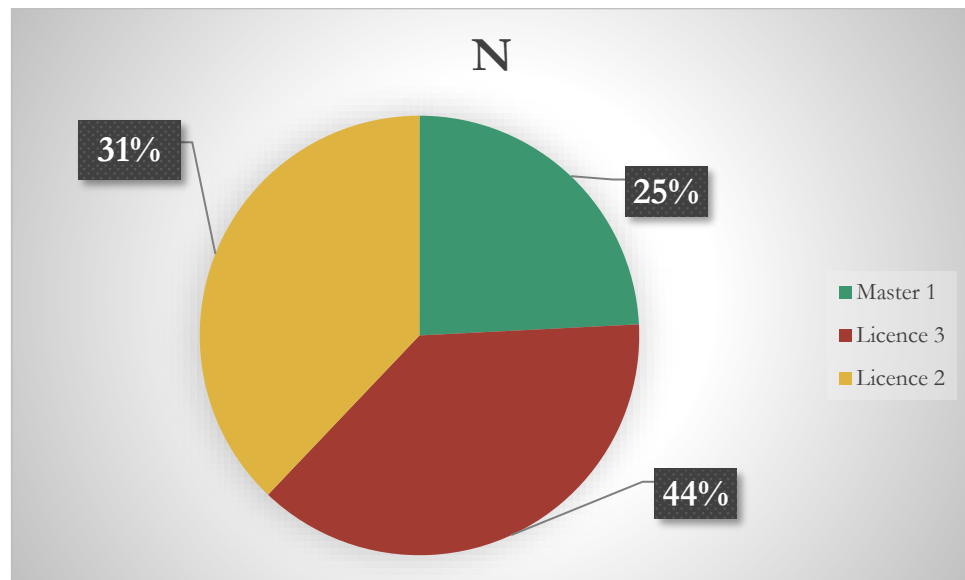
Figure 2: Level of Education

In the following question, we asked for the student's point of view on which of the following method of education do you prefer:

Table 3: Learning Environment choices.

learning environment	N	P
Online learning	10	12,98%
Traditional classroom	18	23,37%
Mixture of online and traditional	49	63,63%
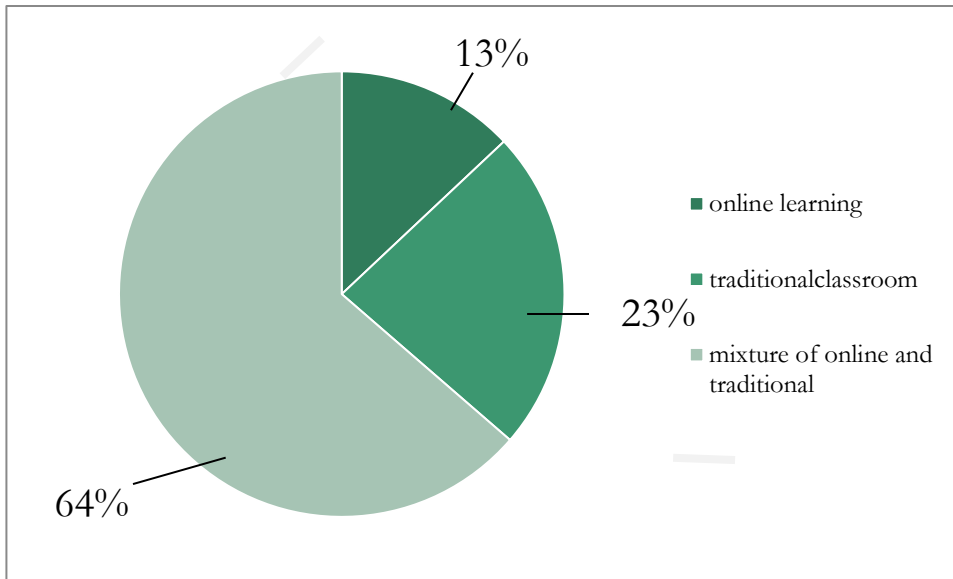
Figure 3: Learning Environment Choices

After that, students were asked about the difficulty to transit from classes lecture to online lecture .77 students answered, they were divided between yes and no (Table 4) (Figure 4)

Table 4: Difficulty To Transition From Class To Online Distribution

Question	Answers	N	P
The transition from classroom to online was difficult	Yes	40	52%
	No	37	48%
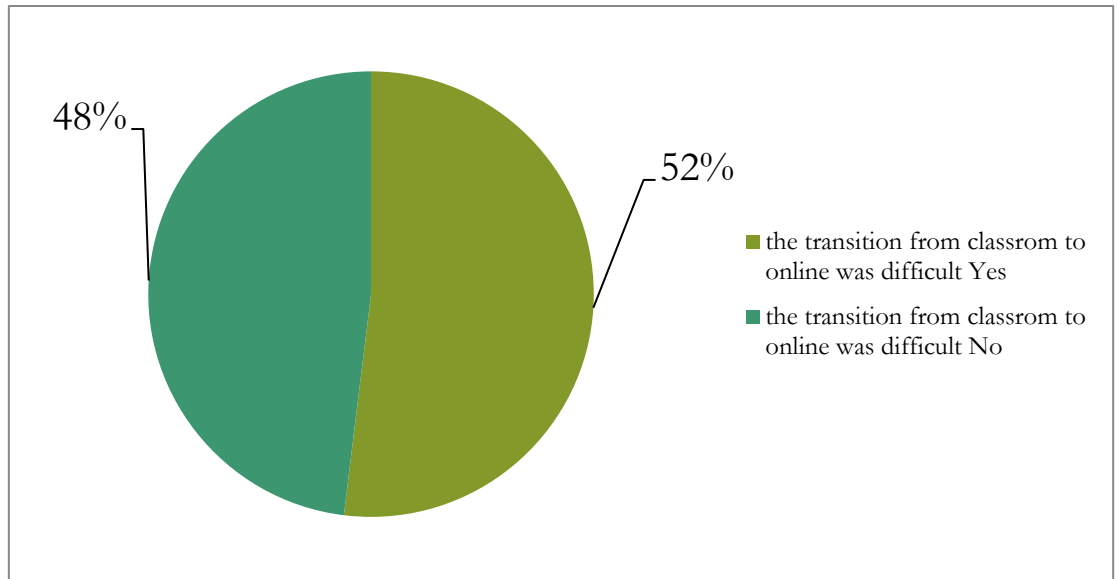
Figure 4: Difficulty To Transition From Class To Online Distribution

As mentioned (table 4), majority of students (52%) answered with yes, they believed that it was difficult to transit from classroom lecture, face to face learning, to online learning and that is due to a lot of factors. The rest (48%) said no and didn't find any difficulty in this transition.

Next we wanted to know if they previously had any experience with online courses, even before the pandemic, so we provided them with two choices: (yes and no)

Table 5: Online Courses Before The Pandemic

Question	Answers	N	P
Did you have experience with online courses even before the pandemic?	Yes	31	40%
	No	46	60%
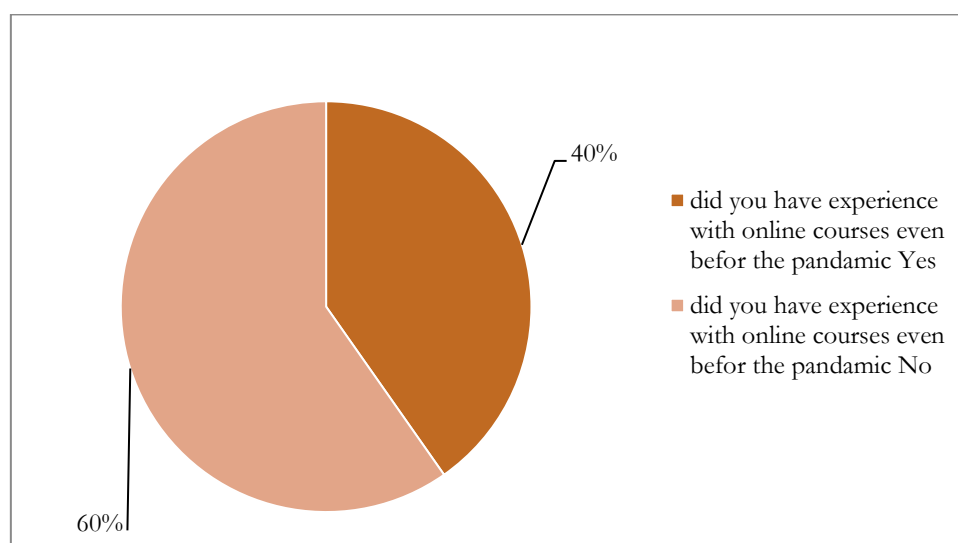
Figure 5: Online Courses Before The Pandemic

Next students were asked if they faced any challenges while using online learning (Table 6) we received 77 answers from different levels of English students, they were divided between yes and no questions. (Figure 6)

Table 6: Did they find challenges with online learning.

Answeres	N	P
YES	41	53,24%
NO	36	46,75%
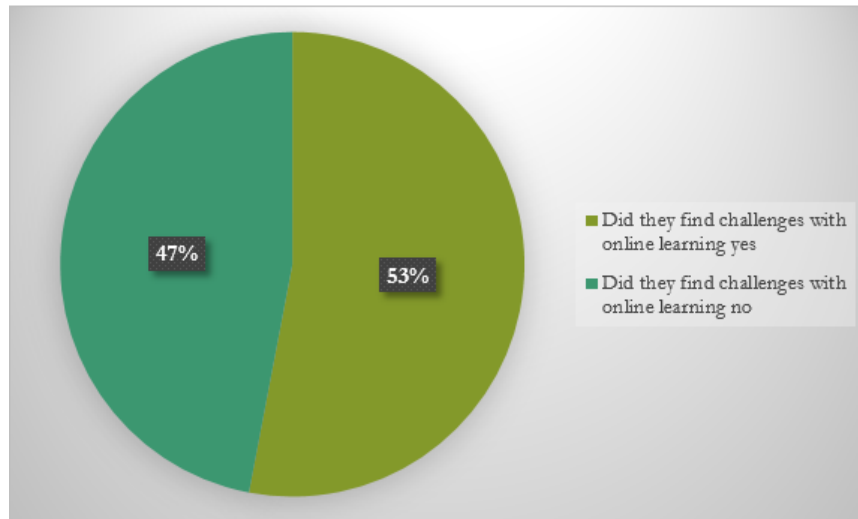
Figure 6: Did They Find Challenges With Online Learning.

As already mentioned in the previous table and as showed in the figure 41 out of 77 of students answered with a yes (53 %) they did found some challenges dealing with the online learning, the rest said no, with a percentage of (47%), the interesting part is that the students whom answered positively, their examples were almost identical, some of them are:

Bad internet and network issue's, some even said that the Algerian internet network is not suited for online learning, students found that online lectures are complex & were served in random timelines.

The platform of the meeting crashed randomly and the teachers were limited by it.

In the third question we used a more direct approach, we asked the students to give justification on the success of applying online learning during and after the pandemic:

-Enhance the four skills (hearing, speaking, reading, and writing)

-Motivate and encourage students to learn new technologies application that serves their educational purposes.

-Students found the online oral courses so motivating and exciting, therefor students were asking their teachers for more courses.

After that, our question was about the students experience with online learning and if they enjoyed the experience:

Table 7: The Online Experience

Question	Answers	N	P
Did you enjoy the online experience	Yes	56	73%
	No	21	27%
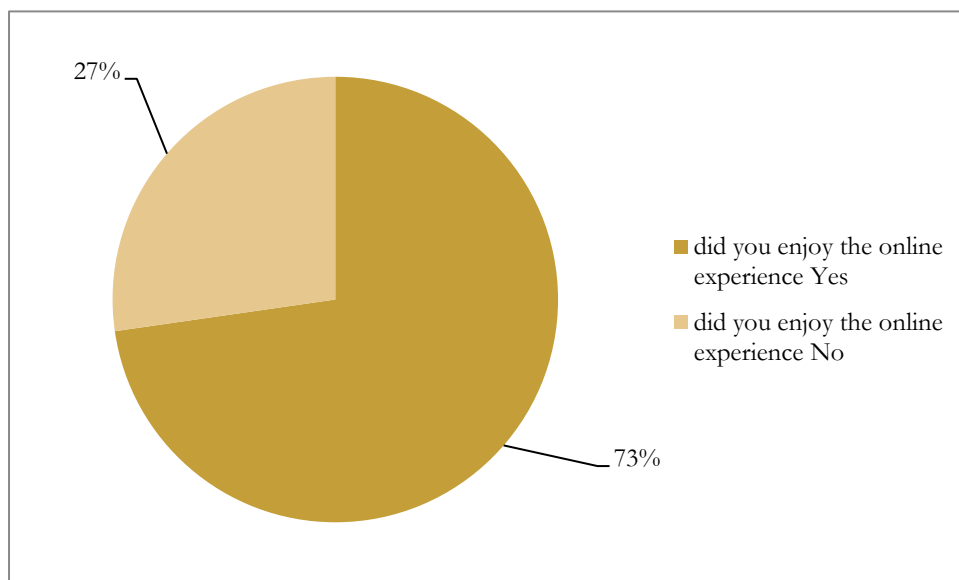
Figure 7: The Online Experience

The majority of students answered yes (73%) they did enjoy the online experience, in contrast of (27%) which denied.

-We continue with our question about the students experience with online learning if did they enjoyed the experience (Table 8)

Table8: Interaction With Teachers Using Online Courses

Question	Answers	N	P
Was it easy to interact with teachers using online courses	Yes	40	52%
	No	37	48%
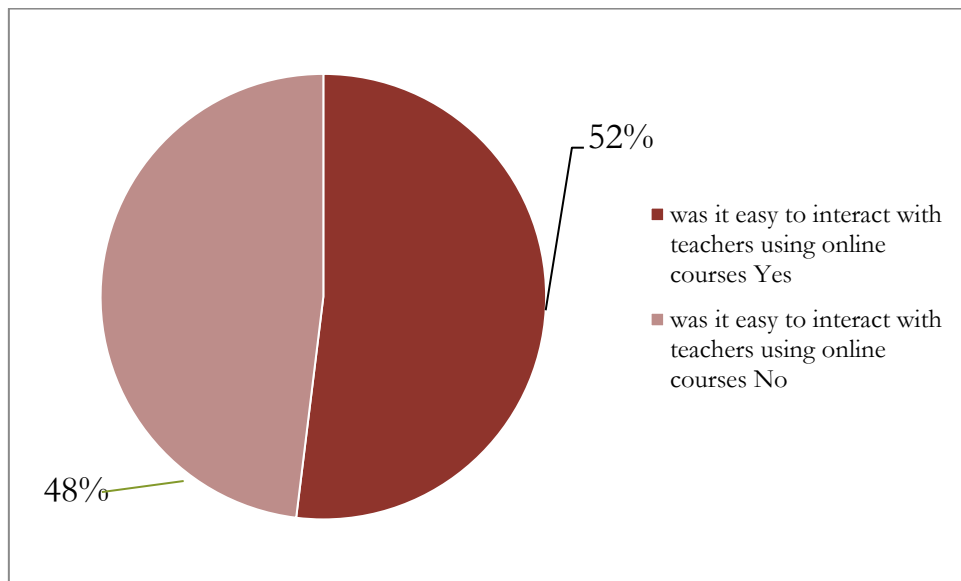
Figure 8: Interaction With Teachers Using Online Courses

As the survey results showed that (52%)(Figure 8) of students found it easy to interact with teachers in the online courses, where the rest (48%) found it hard comparing to the face to face learning.

Next we asked if students felt that the online courses helped them in their learning progress: (Table 9)

Table 9: Progress Aid

Question	Answers	N	P
You felt that online courses helped your learning progress	Yes	39	50.65%
	No	38	49.35%

■ You felt that online courses helped your learning progress Yes
■ You felt that online courses helped your learning progress No
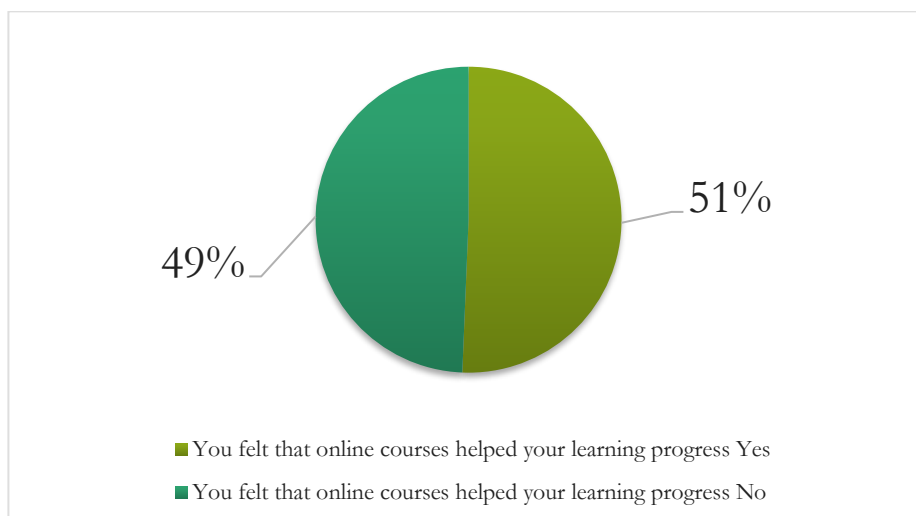
Figure 9: Progress Aid

For our next question we asked the students if they found online courses motivational, here are a few example of their answers:

-"No, as an introvert, it wasn't motivational".

-"Very true, it lets the students speak freely without being afraid of mistakes".

-"Yes, as they enhance the sense of self responsibility and motivate you to rely on your skills".

-"No, to be honest I just spent my time scrolling on social media platforms more".

-"I'm neutral on this, but it depends on the method of the teacher".

-"Yes, it's a lot of fun plus it's a new learning method & I love trying out new things".

Then we went to ask if they taught about the interaction with teachers was made easier on an individual level: (Table 10)

Table 10: Easier Teacher Interaction

Question	Answers	N	P
online education made it easier to interact with teachers and	yes	20	26%
made them focus on each student apart	no	57	74%
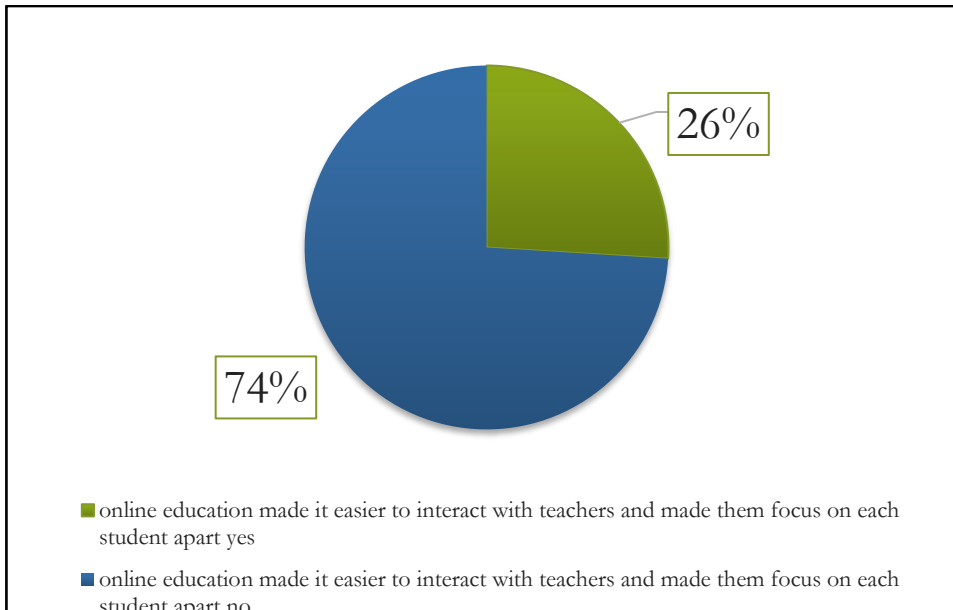
Figure 10: Easier Teacher Interaction

As we can see here (Figure 10) the majority disagreed with a 74% in which we deduce it was harder to interact on an individual level

Next we wanted to know if it was hard to keep up with all the work, the online classic ones, the answers were as follows: (Table 11)

Table 11: Face To Face Classes And Online Ones

Question	Answers	N	P
Was it hard to keep up with all the work and homework of both face to face classes and online ones	Yes	60	78%
	No	17	22%
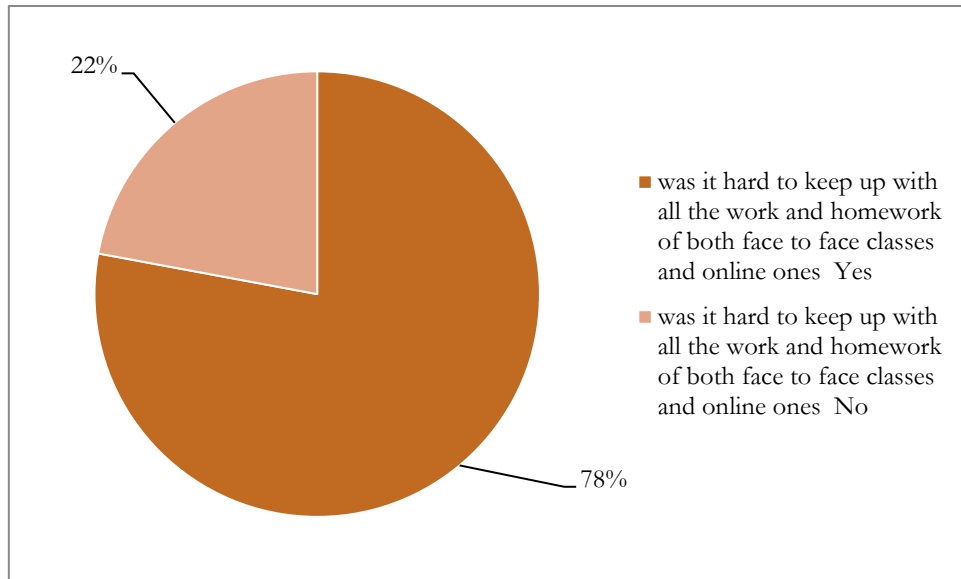
Figure 11: Face To Face Classes And Online Ones

This result showed us that students found it hard to balance between all the double work, they're used to one educational system, for them online education and classic one is a double work, so they found it hard to keep up with all the extra work that comes with it.

After that we wanted to know the impact of online education on students and if it was negative, so we asked them if online learning made them less social and less productive their answers were as following: (Table 12)

Table 12: Impact Of Online Education On Students

Question	Answers	N	P
Online education made us as student less social and less productive	Yes	48	62%
	No	29	38%
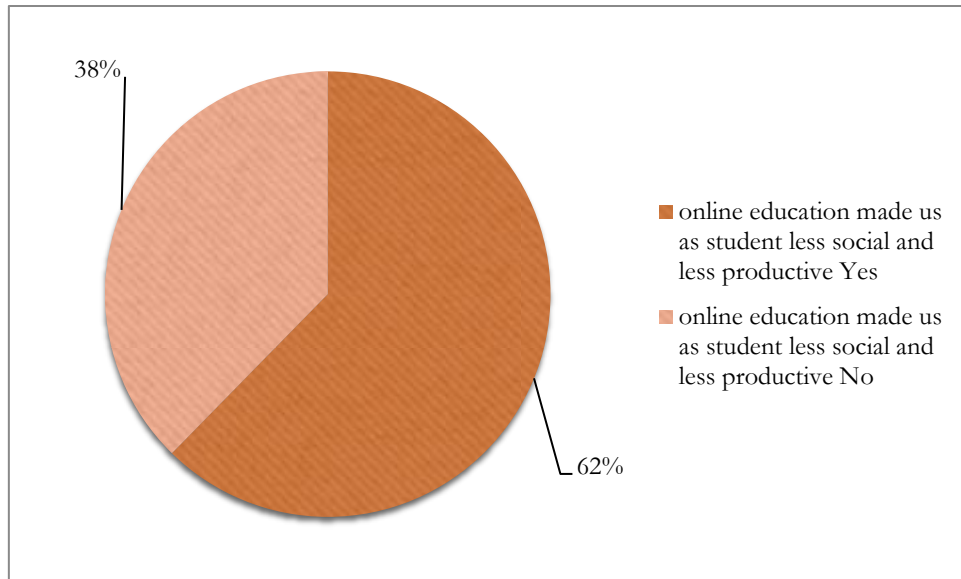
Figure 12: Impact Of Online Education On Students

Classic learning was based on the face to face method of education, online
education is based on the distance work so students confirms to us through the data
that they found it less social and less productive comparing to the classic educational
system.

As we continue, our next question revolves around whether online learning was
a more fun & accessible than the traditional one: (Table 13)

Table 13: Enjoyment And Accessibility

Question	Answers	N	P
Online learning environment in more fun and	yes	34	44%
accessible than the traditional one	no	43	56%
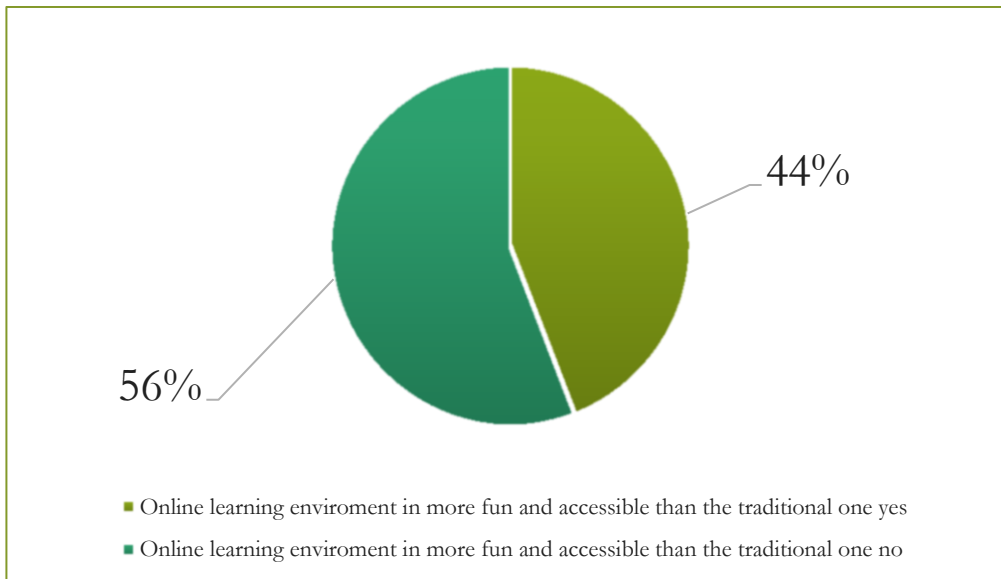
Figure 13: Enjoyment And Accessibility

With a vote of 56% (Figure 13), most of the students declined & found it rather boring & less accessible.

Also we asked students, according to them what are the advantages of joining both traditional & online learning, here are a few examples:

-"To stay aware about everything we're studying, to get more information's even if there are modules that are taught online".

-"More free time and guidance".

-"One of the advantages is extending knowledge and experience".

-"Online helps with stress relief and it is more comfortable, but from time to time traditional is more effective and realistic".

-"Because in the traditional method we as students get lot of informations while in online method we are independent and more motivated".

-"Learn more and information are more accessible".

-"Its more beneficial and full of information".

Furthermore, we wanted to confirm if the online education allows students to get freer time to be independent and creative, their answers were as following: (Table 14)

Table14: Advantages Of Online Education

Question	Answers	N	P
Online education allows student to get more free time be independent and creative	Yes	66	86%
	No	11	14%
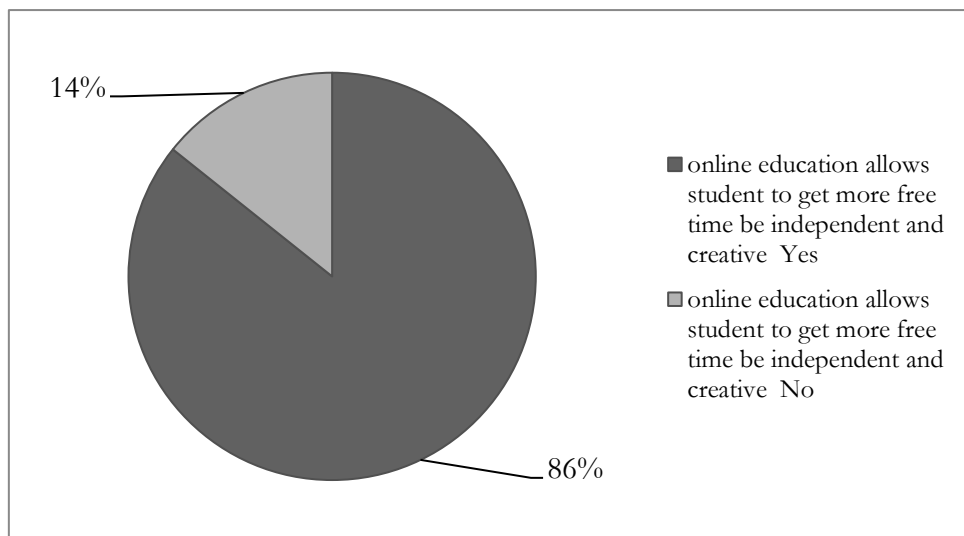
Figure 14: Advantages Of Online Education

Students find that online education (Figure 14) gives them more freedom, allows them to be independent and creative, they don't have to be held in a classroom all day and that it was a productive way to nurture their creativity.

Also we compared the online education with the classic one, so we inquired about it, and the answers received are as follows:

Table 15: Comparing Between The Online And Traditional

Question	Answers	N	P
Does online learning facilitate the progress of learning comparing to the traditional one	Yes	52	32%
	No	25	68%
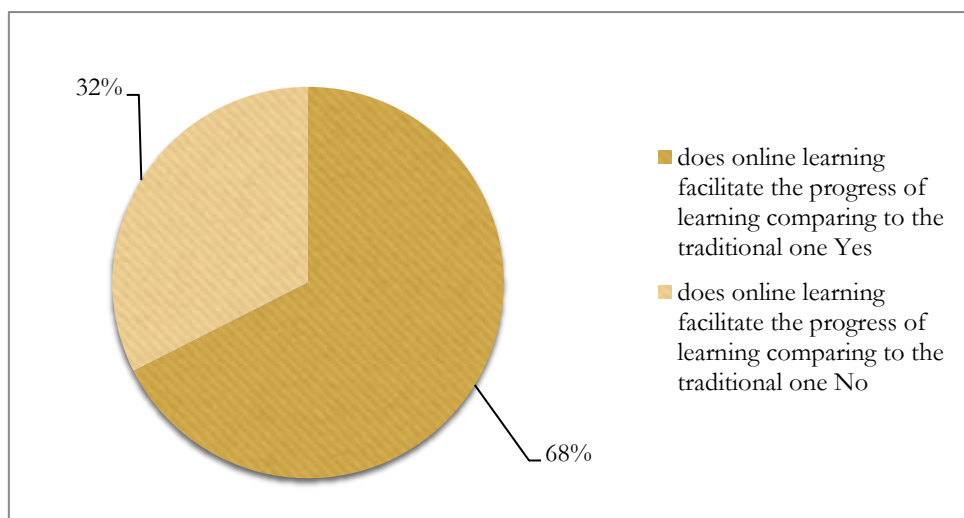
Figure 15: Comparing Between The Online And Traditional

For this question the result of the survey (Table 15) showed us that online learning facilitate the procedure of learning, compared to the classic one 68% of them (Figure 15) agreed with that, the rest were against that theory.

The upcoming question was about the application of online learning and if it was successful during and after the pandemic. (Table 16)

Table 16: The Application Of Online Learning During And After The Pandemic.

Question	Answers	N	P
The application of online learning was successful during and after the pandemic	Yes	47	61%
	No	30	39%
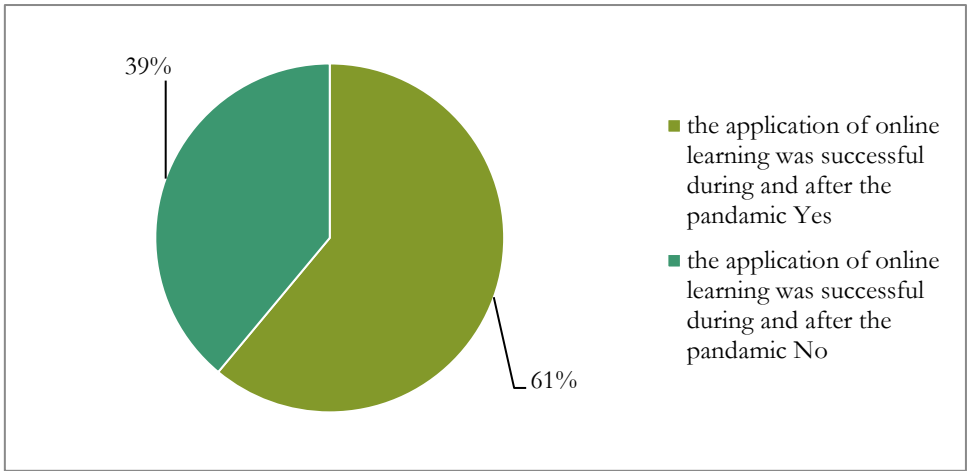
Figure 16: The Application Of Online Learning During And After The Pandemic.

The figure (Fig 16) showed that 61% of students think that the application of online learning was successful during and after the pandemic, and the good impact it had on their academic curriculum.

Moving on with our next question, we wanted to inquire about the student's interactivity between themselves: (Table 17)

Table 17: Student Interactivity

Question	Answers	N	P
Does online education make you more interactive with students	Yes	30	39%
	No	47	61%
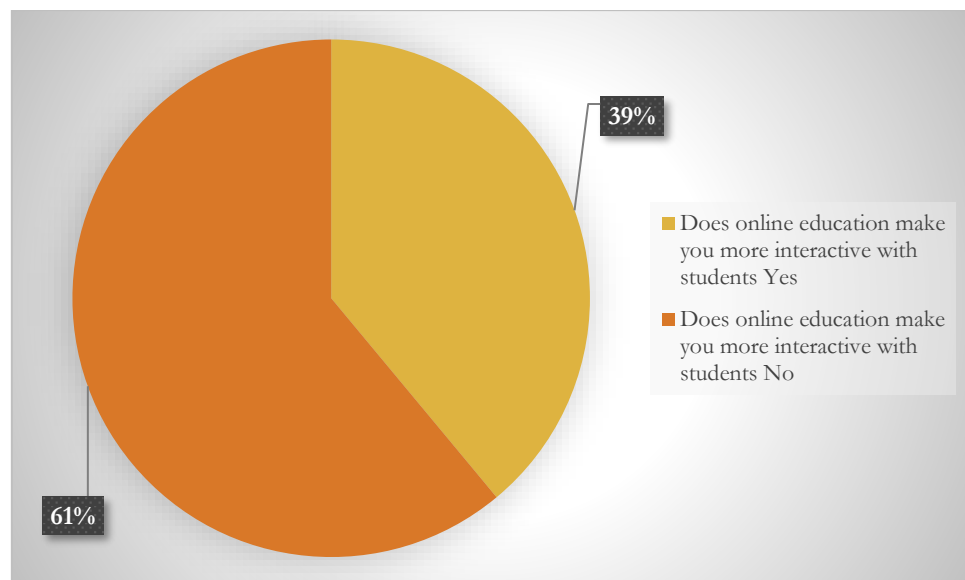
Figure 17: Student Interactivity

This result was quite predictable, 61% (Figure 17) disagreed on the matter, indeed the only interaction that takes place is the chatting or the occasional file sharing, besides that, no physical contact whatsoever.

The last question we provided students with 3 learning environment and asked about their point of view, according to their experience which of the following learning environment that is more fun and accessible? :

Table 18: Learning Environment

Question	Answers	N	P
Which one of the following learning environment was more fun and accessible	Online learning	10	13%
	Traditional classroom	18	23%
	Mixture of online and traditional	49	64%
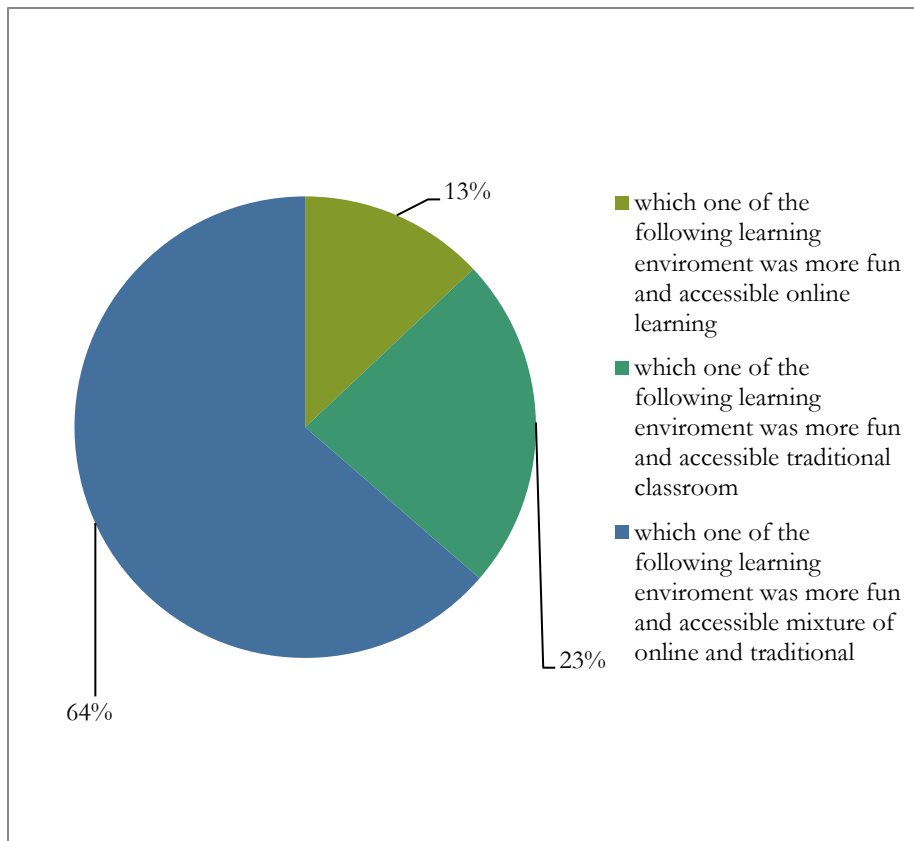
Figure 18: Learning Environment

As it is shown(Figure 18) above 64% prefer the mixture of online and traditional learning environment as it is more fun and accessible, 23% prefer the traditional classroom, the rest went for the online learning the 64% that choose the mixture said that it is best to have of both worlds than the classic learning and online one altogether.

The students found that online education was more fun and easy and provided them with more free time to be creative in their life, they see that hybrid education is the next step for the academic system in Algeria and it has a big future ahead of it.

3.2.2 Results related to teacher's questionnaire.

In this research we took 19 teachers in which we handed over questionnaires & interviewed 2 of them, they were majors in English, Spanish & French from the University of Ain-Temouchent from different genders with different teaching experience. These interview were conducted face to face, In which we transformed them in the form of tables and figures we asked them about their honest opinion about hybrid education their answers were as following.

The demographic (Table 19) illustrate that 13 out of 19 teachers were females, a number that represents percentage of 68% (Figure 19) while the male teachers represent the remaining part (32%).

Table 19: Gender Distribution (Teachers)

MALE PARTICIPANTS		FEMALE PARTICIPANTS	
N	P	N	P
6	32%	13	68 %
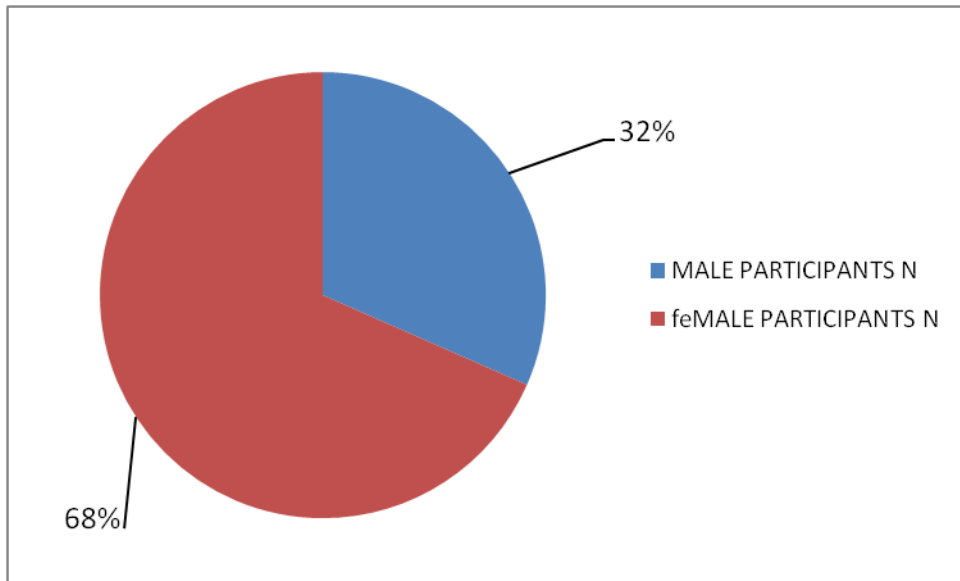
Figure 19: Gender Distribution (Teachers)

As to the distribution of the teachers age and their teaching experience. Majority of teachers were born in the 70s while the rest were divided between the 80s and 90,s and only one was born in the 60s. (Table 20).

Table 20: Age Distribution

Teachers age	N	P
1960s	1	5,26%
1970s	8	42,10%
1980s	7	36,84%
1990s	3	15,78%
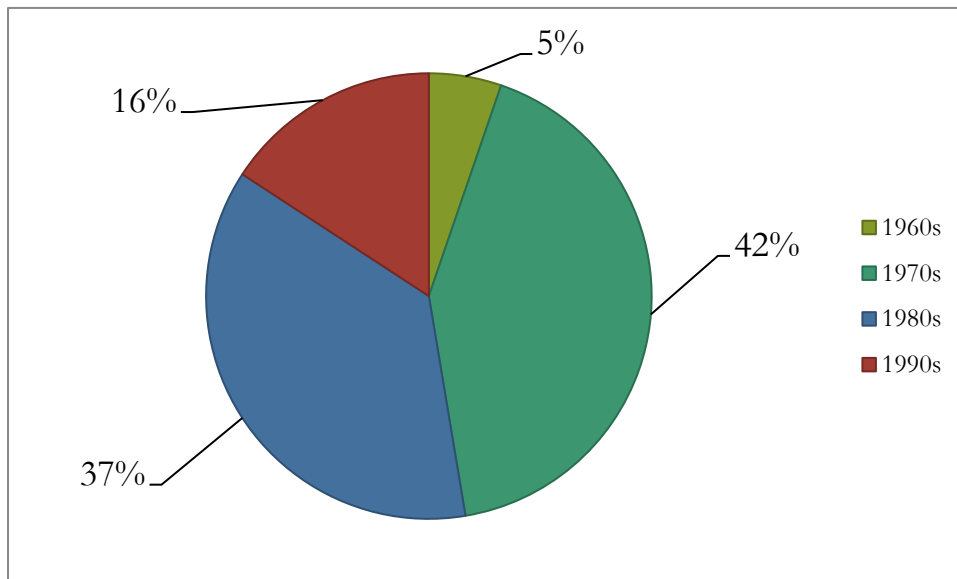
Figure 20: Age Distribution

We conclude that age distribution was divided into 4 categories (Figure 20) the majority were born in the 1970s with the percentage of 42.10% after that the next selected category was 1980s with the percentage of 36.84% the rest were divided between the 1960s and 1990s with the percentage of 5.26% and 15.78%.

After determining age distribution our next question to ask was about the teaching experience, we received 19 answers. We provided the teachers with 3 choices (less than 3 years-5 to 10 years-more than 10 years) the answers were as following 3 out of 19 had less than 3 years' experience, 4 teachers had 5 to 10 years' experience the rest of the teachers had more than 10 years of experience. (Table 21)

Table 21: Experience Distribution

Experience distribution	N	P
Less than 3 years	3	15,7894737
From 5 to 10 years	4	21,0526316
More than 10 years	12	63,1578947
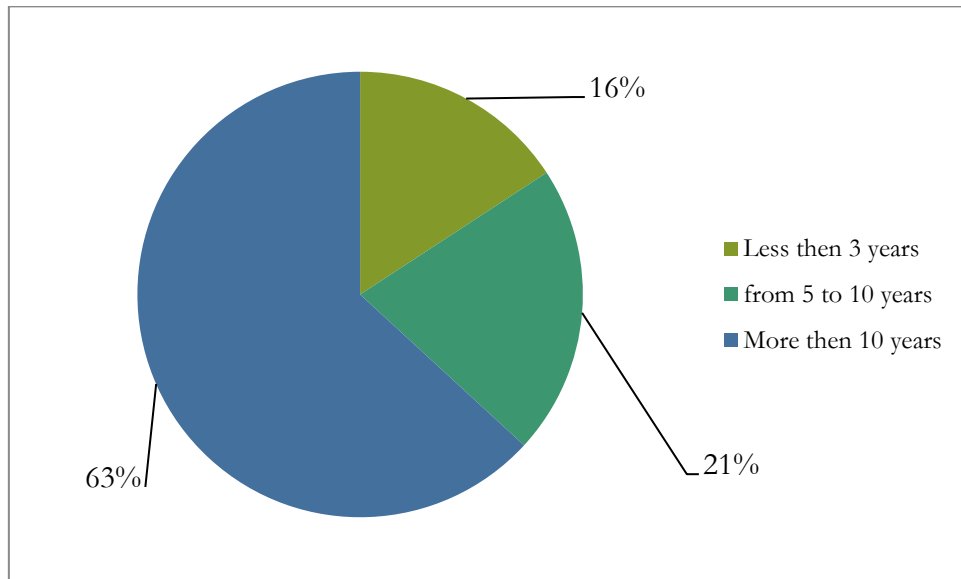
Figure 21: Experience Distribution

We conclude that most of the teachers had more than 10 years' experience with the percentage of 63.15% (Figure 21) the rest were divided between 5 to 10 years' experience with the percentage of 21.05% and less the 3 years with the percentage of 15.78%.

After determining the level of experience for each teacher, we moved to knowledge of the term hybrid learning for the teachers, we asked 19 teacher if they are familiar with the concept of hybrid learning, the answers were as following: (Table 22)

Table 22: Knowledge Of The Concept Hybrid Learning Distribution

Knowledge of the concept hybrid learning distribution	N	P
YES	4	25%
NO	12	75%
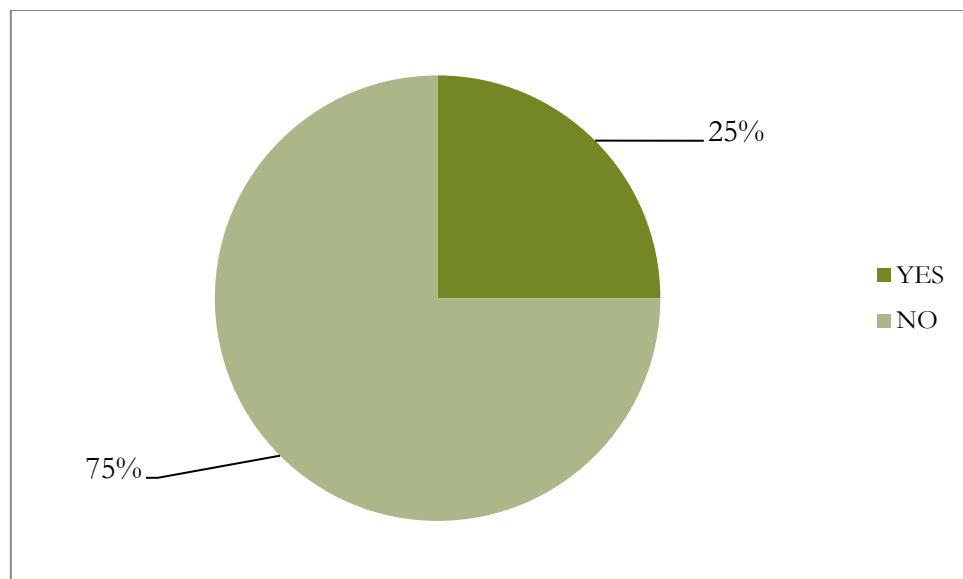
Figure 22: Knowledge Of The Concept Hybrid Learning Distribution

4 out of 19 said yes the remaining had a negative response. (Figure 22)

Next we asked 19 teachers about the continuity of using online learning, along with classroom learning even after the pandemic phase, we issued them with 4 choices.

Variation: (never-sometimes-often-always) their answers were as following (Table 23)

Table 23: The Use Of Traditional Classroom Learning

ANSWERS	N	P
Never	4	23,52
Sometimes	10	58,82
Often	1	5,88
Always	2	11,76
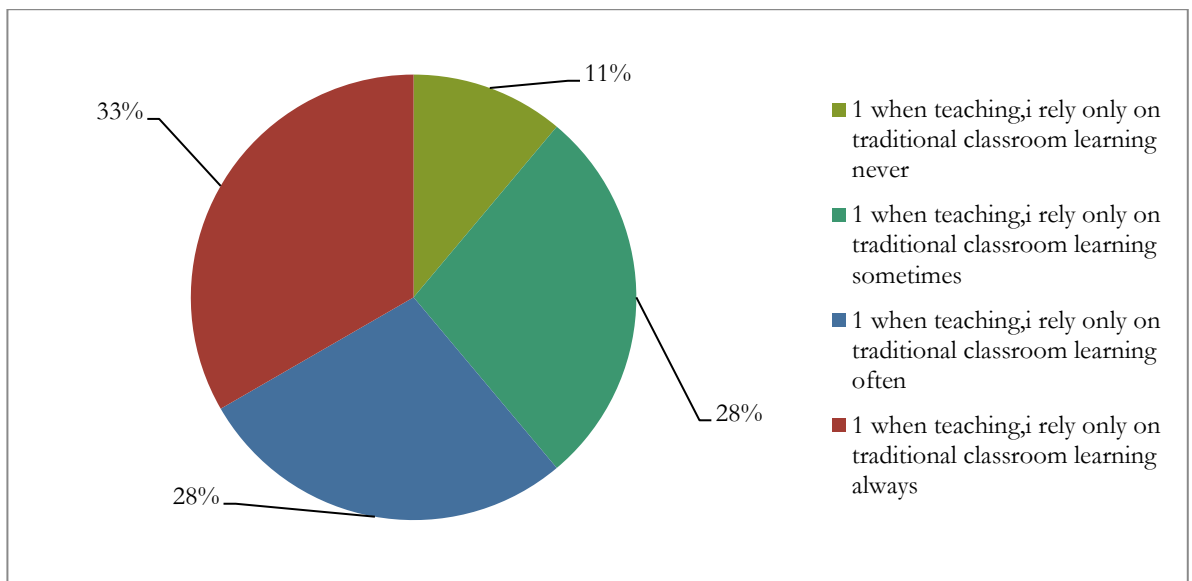
Figure 23: The Use Of Traditional Classroom Learning

The continuity of using online learning along with classroom learning even after the pandemic phase (Figure 23).

Next we asked them about the use of blended learning as a teaching technique, the answers were as following: (Table 24)

Table 24: Blended Learning As A Teaching Technique

Question	Answers	N	P
I use blended learning as a teaching technique	Never	3	17%
	Sometimes	6	33%
	Often	6	33%
	Always	3	17%
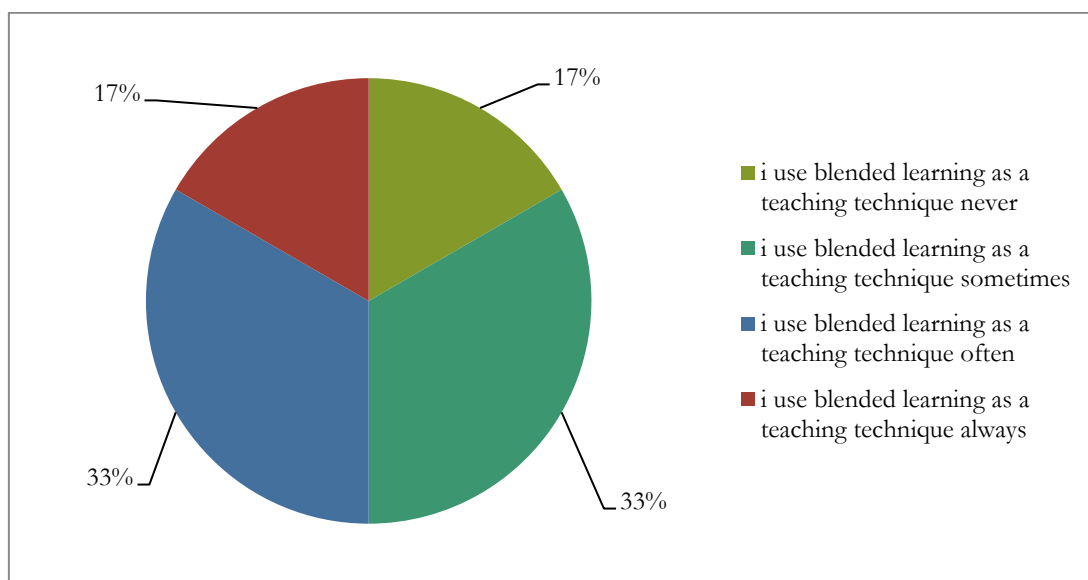
Figure 24: Blended Learning As A Teaching Technique

From this data results (Figure 24) we conclude that teachers of Ain-Temouchent University, often use blended learning as a teaching technique

Moving on with our next question, aimed at knowing if the teachers used online resources only while teaching: (Table 25)

Table 25: Online Resources Only While Teaching

Question	Answers	N	P
I use online resources only when teaching	Never	6	32%
	Sometimes	5	26%
	Often	5	26%
	Always	3	16%
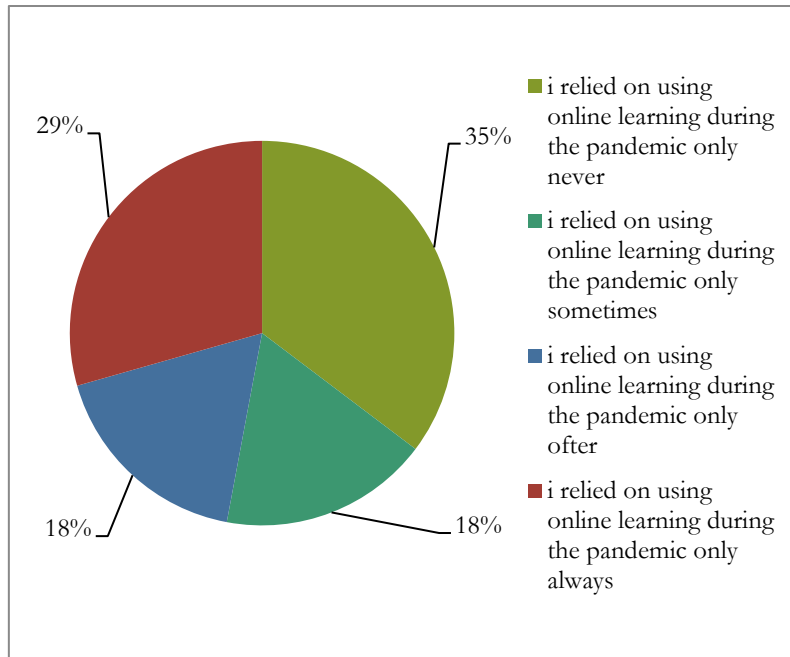
Figure 25: Online Resources While Teaching

Even if only 16% always used online resources, it was a pretty obvious tie between "often" & "sometimes" with 26 % (Figure 25) while still the majority answered never with a 32%.

After that we asked the teachers if they faced some challenges when they use technology in teaching. (Table 26)

Table 26: Challenges Using Technology In Teaching

Question	Answers	N	P
I face some challenges when i used technology in teaching	Never	1	6%
	Sometimes	9	56%
	Often	1	6%
	Always	5	31%
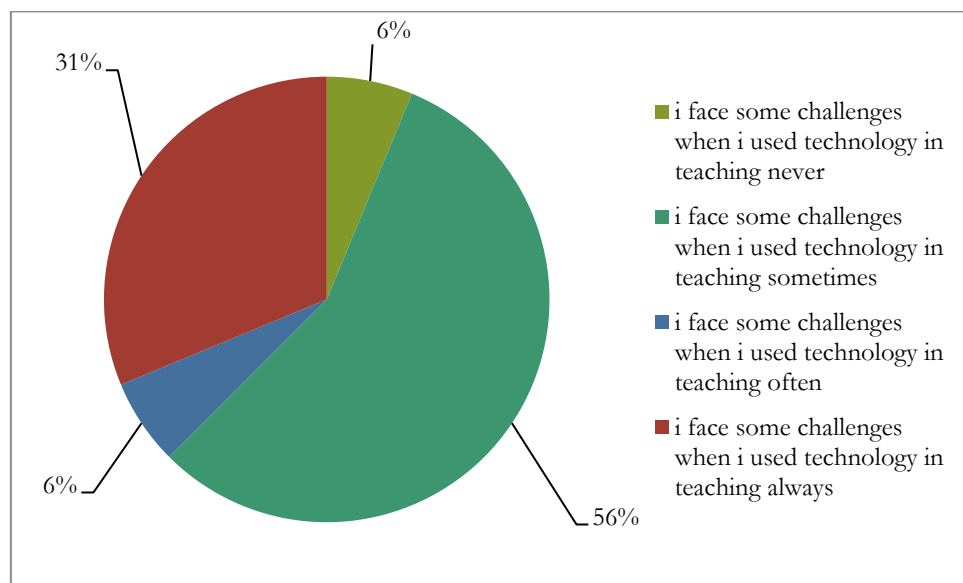
Figure 26: Challenges Using Technology In Teaching

The majority of teachers (Figure 26) said that they faced some challenges using the online learning and they find it difficult to deal with it all the time, compared to the classic learning.

Furthermore, we asked teachers about their teaching methods and if they use Moodle to enhance classroom learning and to boost hybrid education (Table 27).

Table 27: Teaching Methods

Question	Answers	Quantity	P
I use Moodle to enhance classroom learning and to boost hybrid education	Never	5	31%
	Sometimes	5	31%
	Often	5	31%
	Always	1	6%
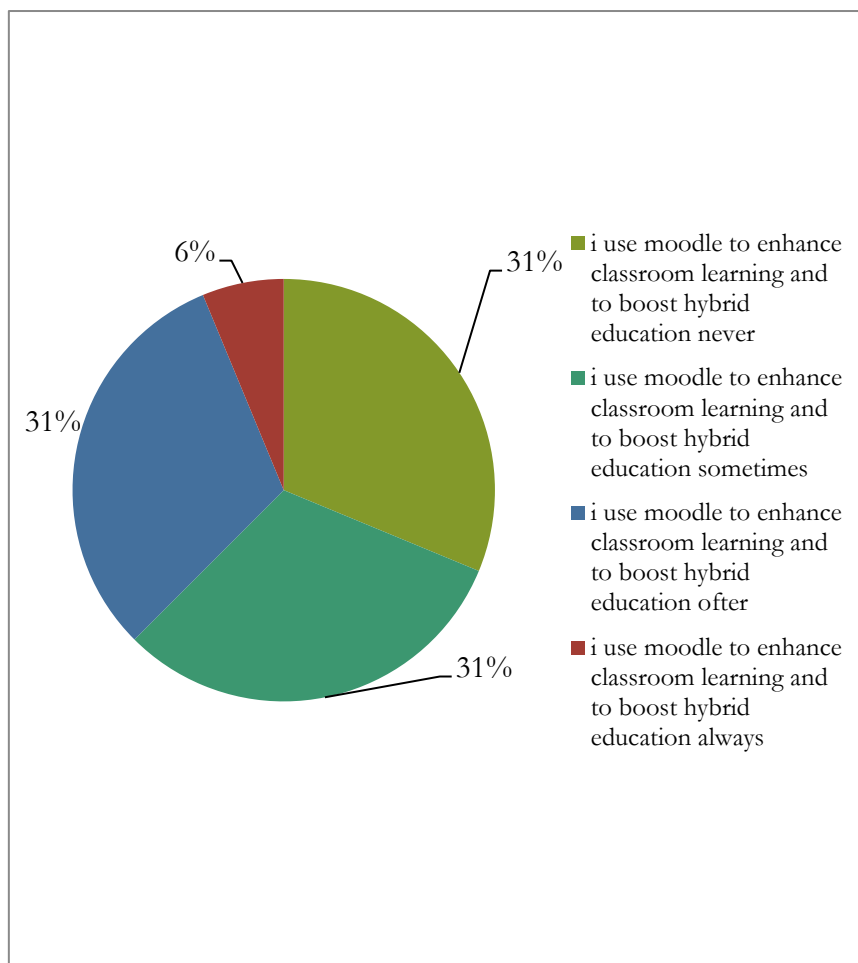
Figure 27: Teaching Methods

From this survey we can say that the majority of teachers in Ain-Temouchent never use Moodles to enhance classroom learning (Figure 27)

Next we wanted to know if the teachers of Ain-Temouchent only used online learning during the pandemic or they kept using it even after.

Table 28: The Use Of Online Education Only In The Pandemic

Question	Answers	N	P
	Never	6	35%
I relied on using online learning during the pandemic only	Sometimes	3	18%
	Often	3	18%
	Always	5	29%
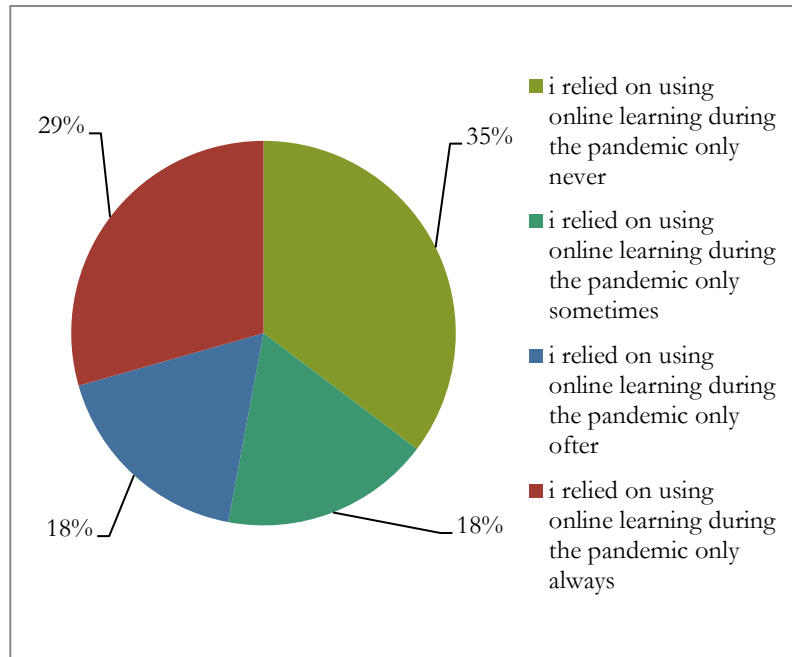
Figure 28: The Use Of Online Education Only In The Pandemic

The answers were divided (Figure 28) some said that they only relied on the online education during the pandemic, some said that they keep using it but the majority said that they relied on online education during and after pandemic

Next question was about if they continue using online learning along with classroom learning, even after the pandemic phase, the results were as following (Table 29)

Table 29: Online Learning And Classroom Learning After The Pandemic.

Question	Answers	N	P
I continue using online learning along with classroom learning even after the pandemic phase	Never	4	23%
	Sometimes	10	59%
	Often	1	6%
	Always	2	12%
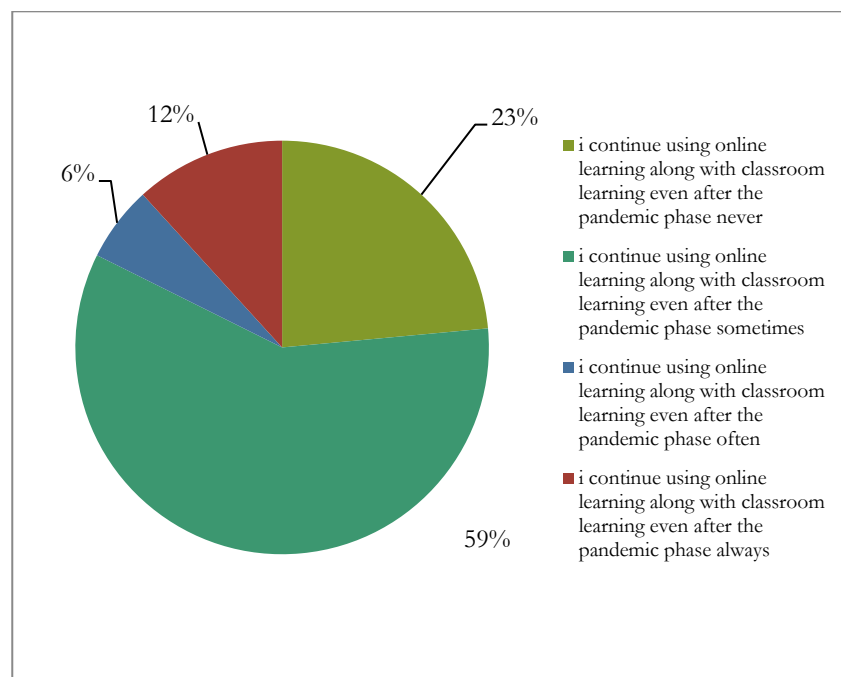
Figure 29: Online Learning And Classroom Learning After The Pandemic.

On our next question, it revolved around whether the teachers were comfortable in using the hybrid learning: (Table 30)

Table 30: Comfort In Using Hybrid Learning

Question	Answers	N	P
I am comfortable using hybrid education as innovative method in the educational system	Strongly disagree	1	5%
	Disagree		
	Neutral	3	16%
	Agree	13	68%
	Strongly agree	2	11%
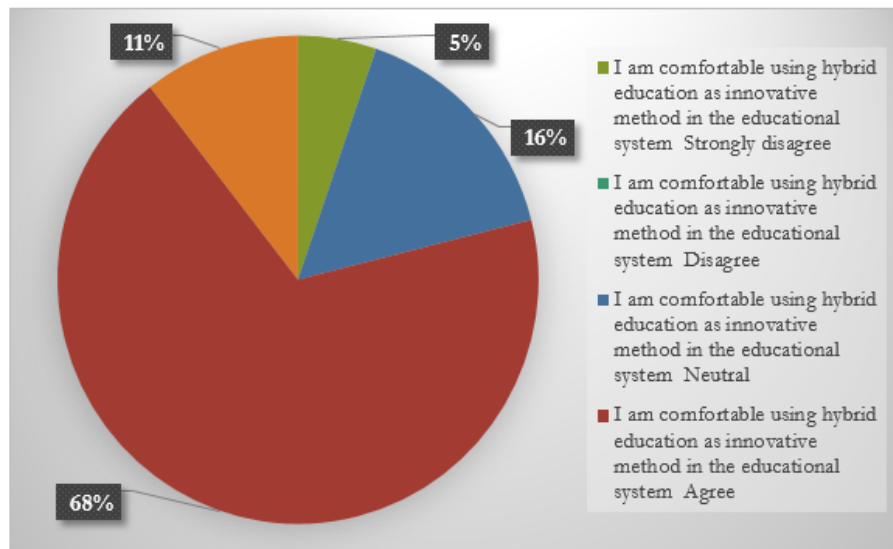
Figure 30: Comfort In Using Hybrid Learning

The majority of the teachers agreed that it was indeed comfortable using hybrid learning with a 68% and 11% strongly agreed (Figure 30)

After that came the question about the difficulty of delivering courses in the class (Table 31):

Table 31: Difficulty Of Courses Delivery

Questions	Answers	N	P
it was difficult to fully deliver our courses to the students especially in the classes	strongly disagree	2	11%
	disagree	4	21%
	neutral	2	11%
	agree	8	42%
	strongly agree	3	15%
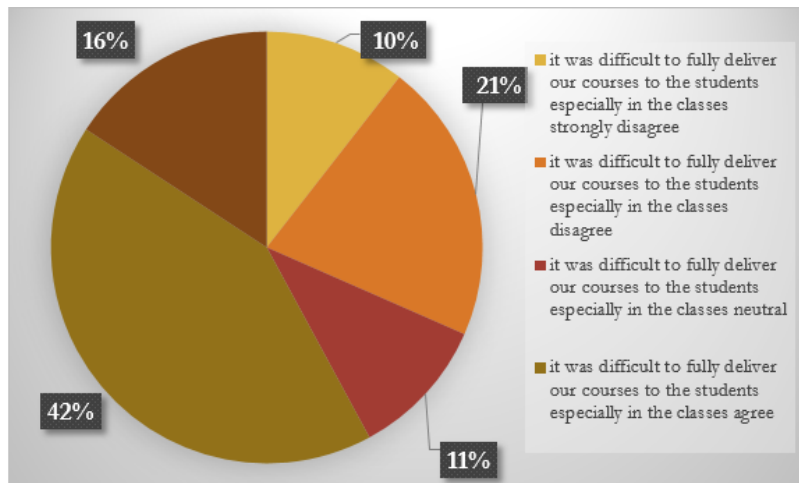
Figure 31: Difficulty Of Courses Delivery

It was pretty obvious that there was major difficulties, even if some find it easy, the majority found it harder (Figure 31).

Next question about the network & if it caused a drawback between the teachers & students, as we will see in the following table: (Table 32)

Table 32: Drawback Caused By Network

Question	Answers	N	P
the network was a big drawback between the student and the teachers	strongly disagree		
	disagree	2	11%
	neutral	7	37%
	agree	9	47%
	strongly agree	1	5%
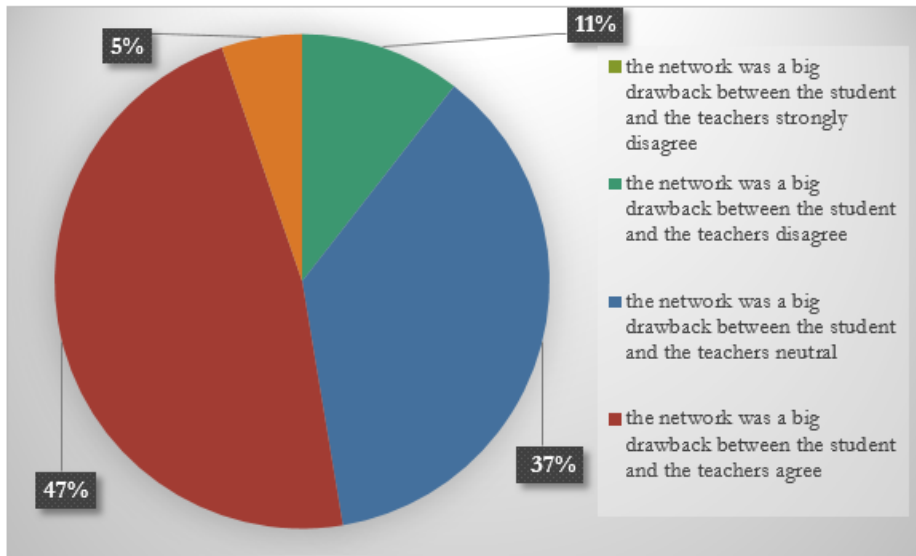
Figure 32: Drawback Caused By Network

As assumed, the network was indeed a big drawback between teachers & students, 37% were neutral but most of the teachers, 47% in fact agreed. (Figure 32)

The next part of the questions was about the preparation to manage both face to face learning and e-learning (Table 33)

Table 33: Preparing Face To Face Classes And Online.

Question	Answer	N	P
It was hard to manage the preparation of both face to face classes and online ones	Strongly disagree	1	5%
	Disagree	2	10%
	Neutral	3	16%
	Agree	10	53%
	Strongly agree	3	16%
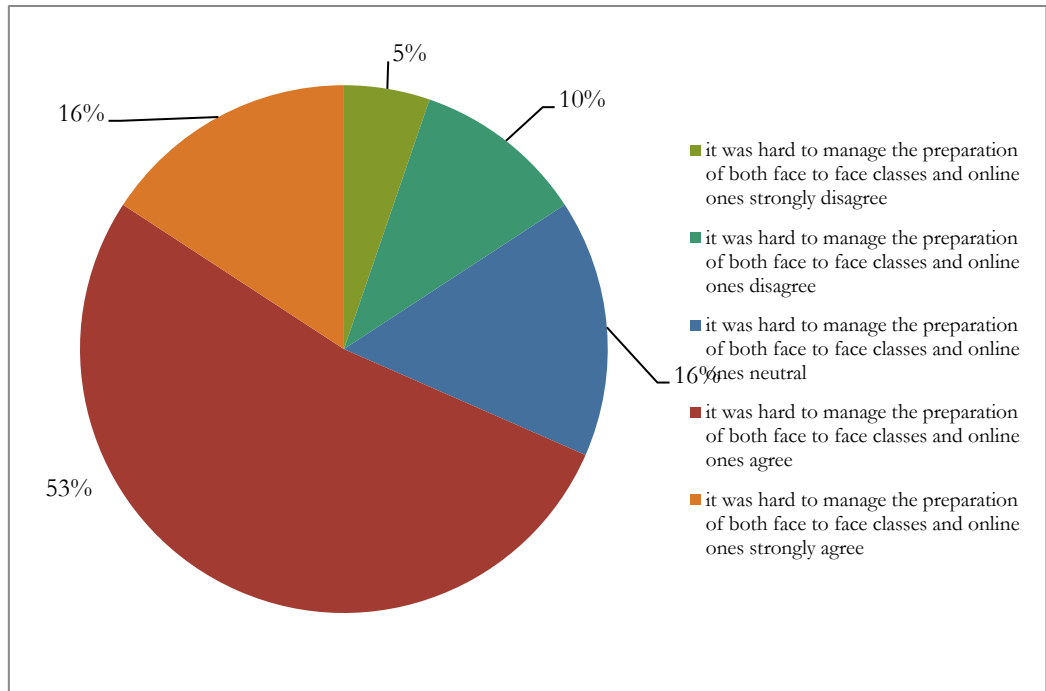
Figure 33: Preparing Face To Face Classes And Online.

Most of the teachers agreed that it was difficult for them to manage the preparation of both face to face classes and online ones as previously shown. (Figure 33)

Going on, we wanted to know point of view of the teachers, if online courses made it easier for students to interact with them.

Table 34: Interaction With Students Using Online Education.

Question	Answer	N	P
Online courses made it easier for students to interact with teachers	Strongly disagree	1	5%
	Disagree	9	50%
	Neutral	3	17%
	Agree	4	22%
	Strongly agree	1	5%
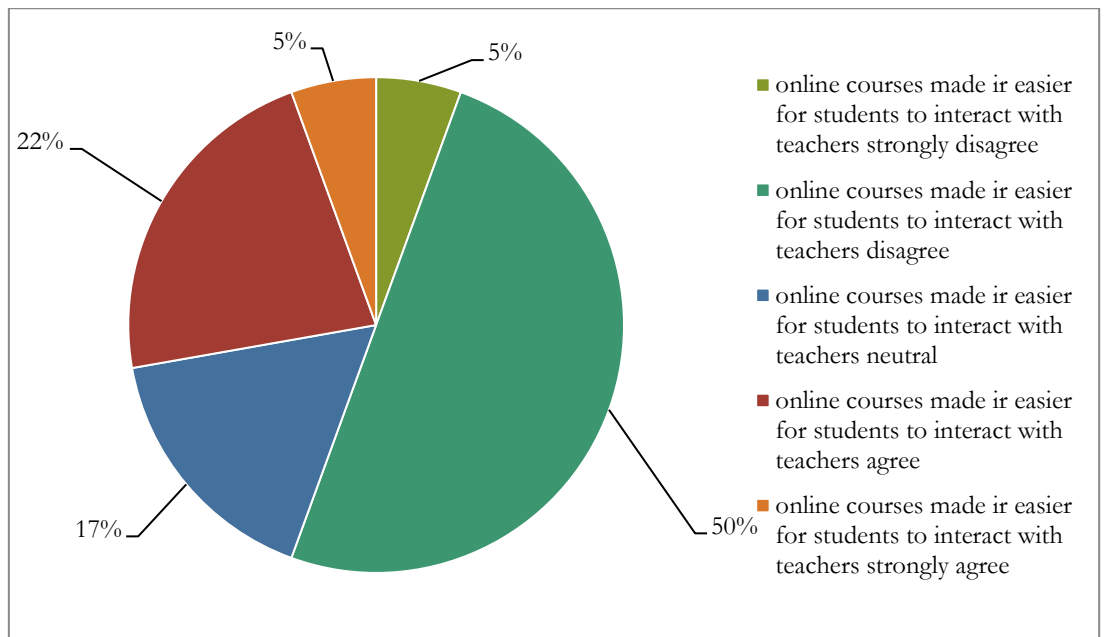
Figure 34: Interaction With Students Using Online Education.

50% of the teachers (Figure 34) shared with us their thoughts they disagreed that online courses made it easier for students to interact with teachers.

After that we asked them their point of view on hybrid education, if it's more easy and fun for students. (Table 35)

Table 35: Impact Of Hybrid Education On Students

Question	Answer	N	P
Hybrid education is more easy and fun for student	Strongly disagree	1	5%
	Disagree	7	37%
	Neutral	6	32%
	Agree	4	21%
	Strongly agree	1	5%
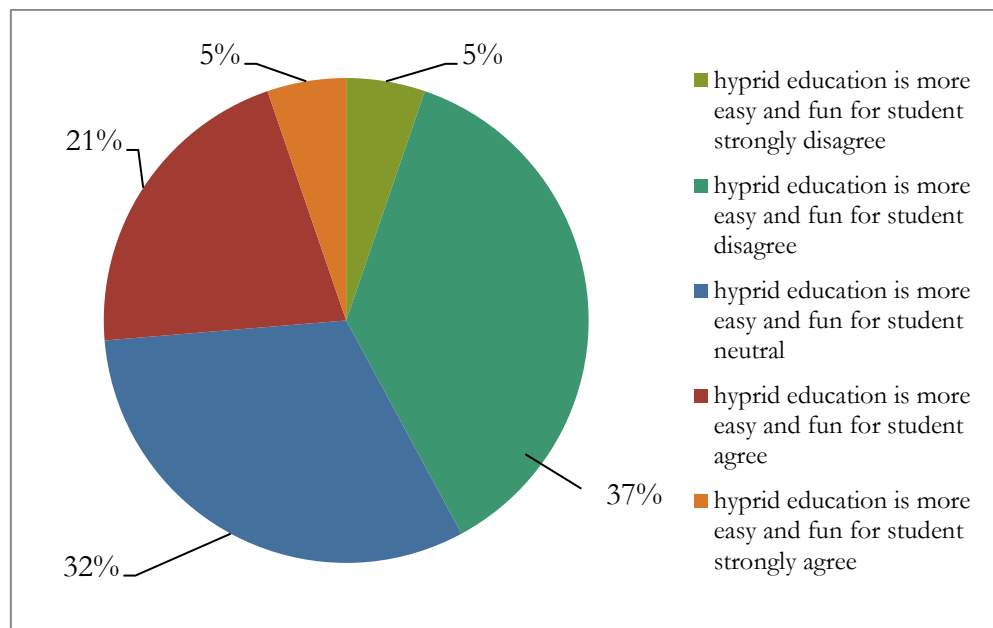
Figure 35: Impact Of Hybrid Education On Students

The majority of them disagreed with a percentage of 37% (Figure 35).

Next on our questionnaire, we asked the teachers if the blended learning was beneficial & had more advantages, their answers were as follows: (Table 36)

Table 36: Advantageous & Beneficial

Question	Answers	N	P
blended learning is beneficial and can have more advantages than classroom learning	Strongly disagree	1	5%
	disagree	5	27%
	neutral	4	21%
	agree	8	42%
	Strongly agree	1	5%
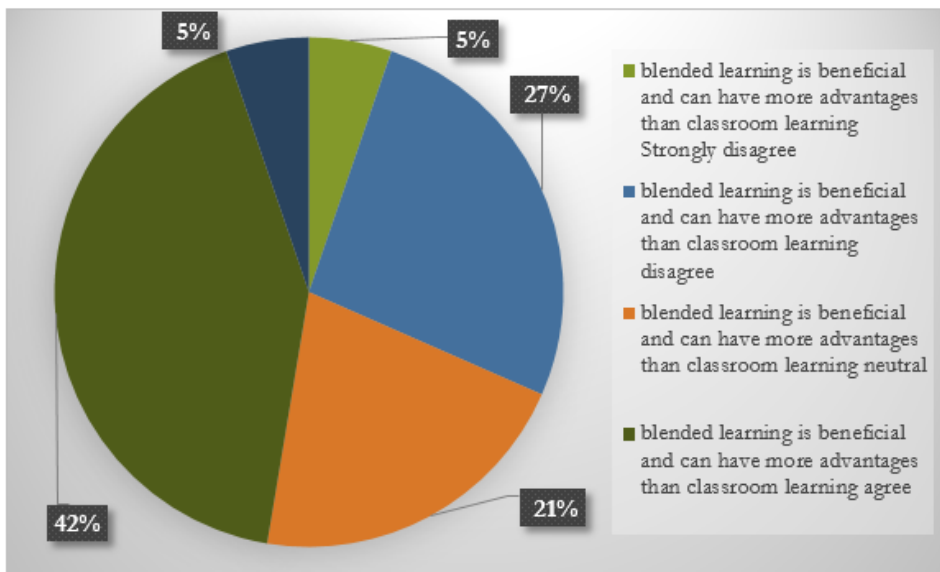
Figure 36: Advantageous & Beneficial

And indeed, the teachers found it very beneficial, as shown in the previous chart (Figure 36) 42% said that it was rather advantageous while 27% of them disagreed.

After that it was a matter if the blended teaching enhanced the quality of teaching: (Table 37)

Table 37: Quality Enhancement

Question	Answers	N	P
Blended teaching enhances the quality of teaching especially at university	Strongly disagree	2	12%
	disagree		
	neutral	5	29%
	agree	8	47%
	strongly agree	2	12%
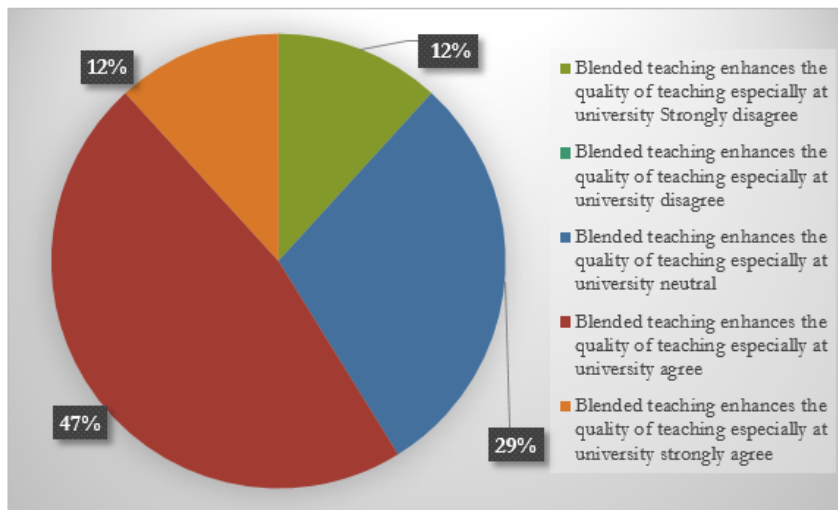
Figure 37: Quality Enhancement

And yes, 47% agreed that the blended teaching enhanced the quality of teaching, while a small percentage 12% disagreed (Figure 37)

Then we asked if hybrid teaching facilitates student's life yet it doesn't influence their learning progress (Table 38)

Table 38: Influence Of Hybrid Learning On Students Learning

Question	Answer	N	P
Hybrid teaching facilitates students life yet it doesn't influence their learning progress	Strongly disagree	1	5%
	Disagree	5	28%
	Neutral	3	17%
	Agree	7	39%
	Strongly agree	2	11%
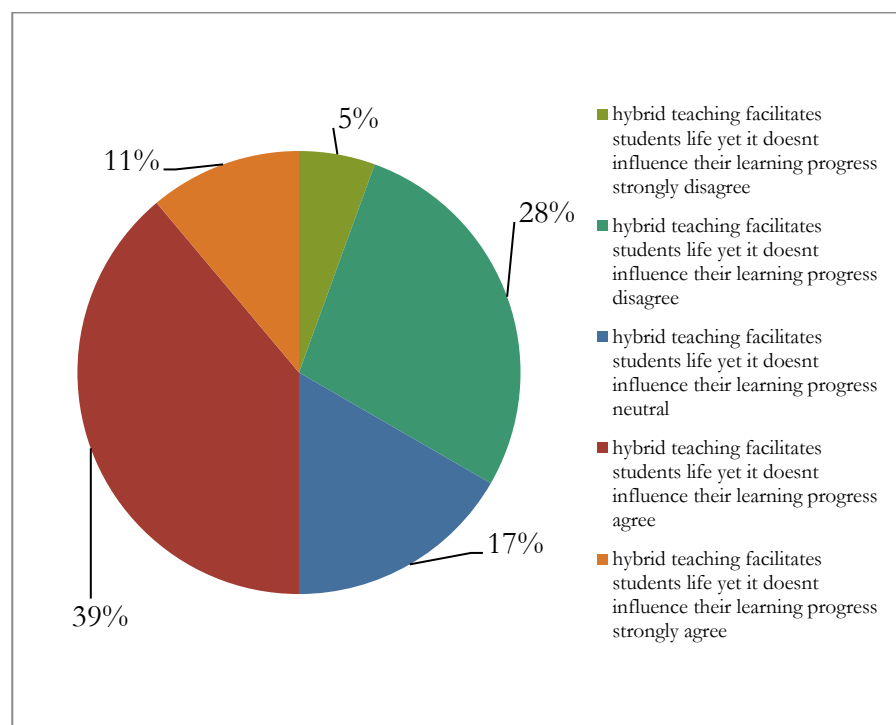
Figure 38: Influence Of Hybrid Earning On Students Learning

Next on our list, whether the blended learning is beneficial after the pandemic era: (Table 39)

Table 39: Hybrid Learning Benefit After The Pandemic

Question	Answers	N	P
Using hybrid teaching and blended learning is beneficial even after the pandemic era	Strongly disagree	1	5%
	disagree	1	5%
	neutral	4	23%
	agree	9	50%
	strongly agree	3	17%
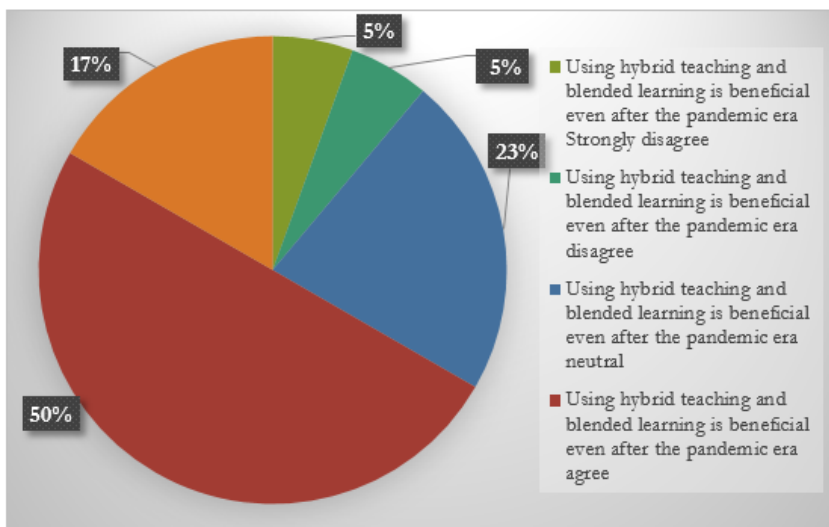
Figure 39: Hybrid Learning Benefit After The Pandemic

50% found it beneficial after the pandemic era, while 23% were neutral (Figure 39) only 10% actually disagreed.

Lastly we asked the teachers of Ain-Temouchent if the application of online learning was successful during and after the pandemic. Their answers were as follows: (Table 40)

Table 40: Application Of Online Learning During And After The Pandemic

Question	Answer	Quantity	P
The application of online learning was successful during and after the pandemic	Strongly disagree	3	17%
	Disagree	4	22%
	Neutral	6	33%
	Agree	3	17%
	Strongly agree	2	11%
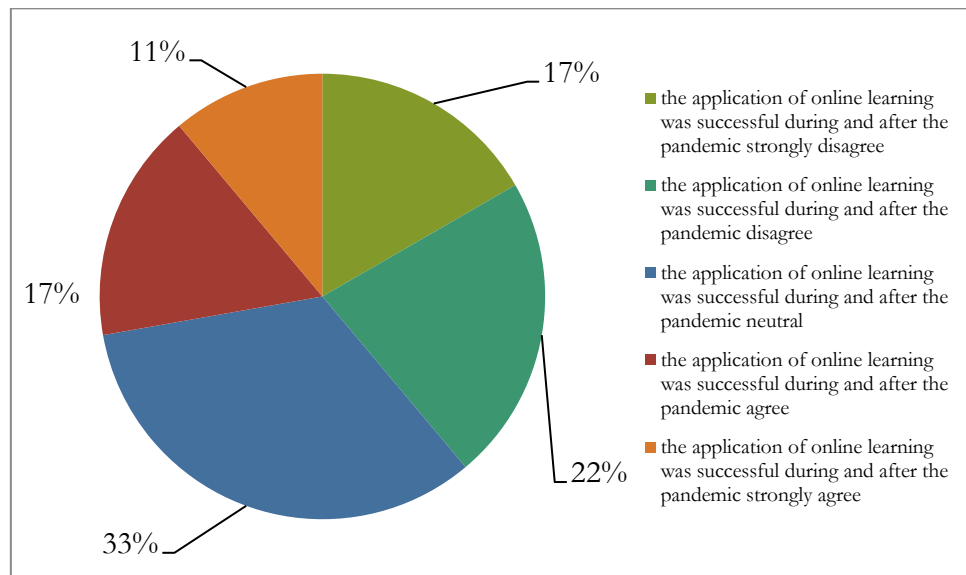
Figure 40: Application Of Online Learning During And After The Pandemic

3.2.3 Teacher's Interview

As we're done with the questionnaire we're moving into the interview made with a teacher, as we needed their direct point of view on how the hybrid learning worked for them & in general, for the sake of this research, we have chosen a teacher who has a long time experience in the teaching sector & who used the hybrid method, during & after the pandemic era, also for privacy reasons & since it was promised, the survey answers will be anonymous, we won't divulge their identity:

H&C:"Hello& good morning teacher, it's nice to see you again".

Teacher : "Thank you, Likewise".

H&C: "We wanted First & Foremost to thank you about granting us some of your precious time"

Teacher: "No need to thank me, that's why we are here"

H&C: "we are doing a thesis on the prospect of using hybrid education after the pandemic, if it's alright with you, we wanted to ask you about your opinion on it , what do you think will happen to it now that the pandemic is over and if you are still using it ?"

Teacher: "To be honest, I stopped using the hybrid method, because students are not ready to fully benefit from it, it was mostly used for cheating and they loved that they didn't have to come to the University anymore, that's the main reason why it was popular and loved by them".

H&C: "We see, and what about the logistic aspect of it?"

Teacher:"Now for the materiel aspect, not all student have access to the network, some can't afford it and some don't have computers, also student knew about these drawbacks so they used this on us and became lazy, like for example if I told them we had lecture on a specific day you will always find one to three student who will not attend and if asked why, they will answer that they don't have access to the internet".

H&C: "It must have been tiring hearing the same excuses over & over again?"

Teacher: "I would not say tiring, just that they saw an opportunity to avoid participating in the online course"

H&C: "Lastly we wanted to know if you think that Hybrid education has any future in Algeria ?"

Teacher: "No I don't think hybrid education will have a future in Algeria, well at least it will be used maybe by the upcoming generation of teachers and I hope best of luck to them, or it can be used to send courses or homework and that pretty much it"

H&C: "Thank you very much"

Teacher: "You're welcome & good luck in your endeavors"

As this research and interview that had been conducted with the teacher, the majority of them think that e-learning and hybrid learning was a complete failure and didn't have a big influence in the academic students experience, and did nothing to

improve students learning progress, quite the opposite . It made them lazier and encourage them to skip their classes.

Now Bellow we mentioned some of the statements given by the teachers

-Using online only to send lessons

-The hours became at random when planning classes

-Student became lazy when using online classes

-Hybrid teaching didn't influence student learning progress

So, the results concluded from their questionnaire are closely similar to observations results.

3.3 Research Limitations

We as Algerians, are fascinated with the concept of online education, it was totally new to us, the idea of studying in your home was thought possible only in foreign countries, at first we wanted to do our research all over Algeria, especially the district that were famous for having bad network services ,we wanted to know how was the experience with it during the pandemic and know if it was good or bad,and see how they adapted to the blended learning and if they faced challenges and how they overcame them, we also wanted their point of view on using it even after the pandemic to compare the answers and examples with our university ,but we weren't lucky because a lot of teachers from other universities weren't interested in doing our survey or in doing interviews with us, the transportation was too expensive so it was really a big problem for us as students to conduct it in other districts financially.

Another aspect that we wanted to tackle is the idea of studying a day and rest the day after, for example if L1 have courses by Sunday then L2 will have Sunday free

and we'll study on a Monday, this concept is new to use as we wanted to know how does it work, how did students adapt to this change on their schedule? Was it easy for them? Did they struggle with it? If it affected their curriculum progress? Their ideas on online courses and blended learning? How student that have started their education with the pandemic reacted to the normal schedule after it? What impact it had on them? And finally to know their opinion on the future of blended (hybrid) education after the pandemic.

We felt that if we could have added this, our research would have more information on it.

3.4 Research Recommendations

Based on the answers obtained by our research we concluded that hybrid education was fated to fail in the Algerian educational system because the country only uses classic education system, we have never used online education or even heard of it. Many teachers and students felt like it was a rush to use it directly during the pandemic without even preparing them or providing the tools necessary for a better experience.

Students faced a lot of challenges trying to keep up with their studies, the network was the biggest challenge, half of them didn't have a good internet network or even access to it, the other half didn't even own a computer, there was also a lack of communication and it was hard to follow their classes online.

Then with the mixture of online and classic learning, students found that it was hard to obtain all the extra work plus it took them extra time and extra budget.

They proclaimed that "instead of keeping the studying in the school hours, now we have to study all the time even in the weekends" plus they were kept getting distracted with all the privilege that the internet offers them.

Maybe the world was ready for hybrid learning, but the Algerian educational system struggled to keep up with it, as they imposed it on students who were not ready for it.

As the writer (NazarovaDilshodakhon Ochildinovna,2023 ISSN NO: 2770-2367 ,Journal of Pedagogical Inventions and Practices) in his article said :

Hybrid learning could have disadvantages in technical aspects, since it has a strong dependence on the technical resources or tools with which the hybrid learning experience is delivered. These tools need to be reliable, easy to use, and up to date for them to have a meaningful impact on the learning experience. It literacy can serve as a significant barrier for students attempting to get access to the course materials, making the availability of high-quality technical support paramount. Other aspects of hybrid learning that can be challenging is group work because of difficulties with management in an online setting. Reportedly the use of lecture recording technologies can result students falling behind on the materials. In a study performed across four different universities, it was found that only half of the students watched the lecture videos on a regular basis, and nearly 40% of students watched several weeks' worth of videos in one sitting. This has further implications for the educator and in how much online resources need to be revealed to the student but also ensure it is at the right level for the intended student. From an educator's

perspective, most recently, it has been noted that providing effective feedback is more time-consuming (and therefore more expensive) when electronic media are used, in comparison to traditional assessments. Using e-learning platforms can be more time consuming than traditional methods and can also come with new costs, as e-learning platforms and service providers may charge user fees to educators. Another critical issue is access to network infrastructure. Although the digital divide is narrowing as the Internet becomes more pervasive, many students do not have pervasive and ubiquitous access to the Internet -even in their classrooms. Any attempt to incorporate blended learning strategies into an organization's pedagogical strategy needs to account for this. This is why learning centers are built with good Wi-Fi connections to make sure this issue is addressed.

In conclusion it is important to mention that the use of hybrid learning clearly relates to changes in higher education from tutor-centered approaches to a focus on learners.

Here are some recommendation provided by students that we found interesting:

-University provide classes that focuses on teaching student how to work with online courses.

-Algerian government provide first year student cheap computers that they can use for the rest of their school life.

-Add online courses to the curriculum by making it a model of its own.

-Provide internet services that are accessible to all students.

3.5 Conclusion

To sum up, this chapter summarized the results drawn from the questionnaire that were administered to seventy seven students of English. The questionnaire was helpful in the discussion which illustrated the data shown through graphs in this part for more visual clarification. The result discloses that the pandemic created a new system in the Algerian educational system online learning at that time it was the only solution but with time students were divided between agreeing on the new method and others didn't see it as an effective method.

Moreover, they faced many challenges trying to make this new learning method successful, after the pandemic the academic system mixed between the online learning and the classic learning which is called hybrid learning, students said it is useful but still had its disadvantages.

On the other hand, teacher's interview had another opinion, teachers think that hybrid learning does not have its place among the Algerian educational system and it is not in its rightful place. We noticed that a lot of teachers had a bad experience with hybrid teaching (mostly online teaching) and they switched directly to classroom learning after the pandemic.

3.6 General conclusion

Hybrid learning is the mix of both online learning and traditional classes education system, When Algeria started applying the use of this method it was considered revolutionary the only way to study under the pandemic.

This research has been divided into two chapters, the first one focused mainly on the literature review as of the second was about the methodology & tools at our disposal, In the first chapter the meaning &hypotheses of hybrid learning were covered, it also dealt with the potential challenges that students & teachers alike might face. Furthermore the second chapter dealt with the research methodology, mostly sample population that comprised of the students sample & teacher profile, for the objective to gather the data and analyze it. The researchers distributed questionnaires to 77 students & 19 teachers & conducted an interview with an anonymous teacher in order to gather said data, analyze it, & interpret the raw material with the research tools at our disposal, and so the hypotheses were positive, with mixed opinions, it was concluded that the Hybrid learning might have a future, as immediately it was met with its set of challenges & difficulties from both students & teachers.

The new hybrid method was met with skepticism, students agreed that the method offers more opportunities in expanding their knowledge, while on the other hand teachers didn't think that the learners were improving or disciplining themselves, but in fact using this method to either avoid studying or cheating but it was a great method to deliver homework or additional classes. As a result both teachers & students agreed on some advantages of this method, but it doesn't have a rightful place in the immediate time.

This was an exploratory research case, meaning we can't generalize the results to all the national territory due to the fact that additional studies are required as the sample population was relatively small & conducted in one University and a bigger sample would be required to come to definitive conclusion and result. Moreover it is advised for future researchers on this field conduct more studies on a large scale sample. So to conclude, if the implementation of Hybrid learning is studied carefully

& implemented after a definitive research, it will succeed & offer a more complete learning opportunity. .

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Appendix A

Student questionnaire

Introduction

This questionnaire is part of a master's dissertation on prospects of implementing hybrid teaching-learning in EFL classes. It aims to collect data about efficiency of this innovative method of teaching, teachers' strategies to apply this strategy, and their attitudes towards this new learning pedagogy.

Demographic information

    1-Gender

      ☐ Male

      ☐ Female

    2-Level of education

      ☐ L2

      ☐ L3

      ☐ M1

      ☐ M2

3-Which of the following methods of learning do you prefer

☐ Online learning

☐ Classroom learning

☐ Both (hybrid) a mixture of both learning methods (online and traditional)

Justify...

....

4-The transition from classes lecture to online lecture was difficult

☐ Yes

☐ NO

5-Did you had experience with online courses even before the pandemic

☐ YES

☐ NO

6-Did you face some challenges while using online learning?

☐ YES

☐ NO

If   yes   mention   some:
....
....
....

7-Do you enjoy the online experience?

☐ YES

☐ NO

If no mention

why:...

8-It was easy to interact with teachers using online courses

☐ YES

☐ NO

9-You felt that online courses helped your learning progress

☐ YES

☐ NO

10-Do you find online courses motivational

Bring.examples...

....

.....

11-Online education made it easier to interact with teachers and made them focus on each student apart

☐ YES

☐ NO

12-Was it hard to keep up with all the work and home woks of both face to face classes and online ones

☐ YES

☐ NO

13-Onlineeducation made us as students less social and less productive

☐ YES

☐ NO

14-Online learning environment is more fun accessible than the traditional one

☐ YES

☐ NO

Justify..
....
....

15-According to you what are the advantages of joining both traditional and online learning?

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

16-Online education allows students to get more free time ,be independent, and creative

☐ YES

☐ NO

17-Does Online learning facilitate the process of learning comparing to the traditional ones ?

☐ YES

☐ NO

18-The application of online learning was successful during and after the pandemic

Justify..

....

....

19-Does online education makes you more interactive withstudents

- ☐ YES

- ☐ NO

20-Which one of the following learning environment that is more fun and accessible

- ☐ Online learning

- ☐ Traditional classroom

- ☐ Mixture of online and traditional

Appendix B

Teachers' questionnaire

Introduction

This questionnaire is part of a master's dissertation on prospects of implementing hybrid teaching-learning in EFL classes. It aims to collect data about efficiency of this innovative method of teaching, teachers' strategies to apply this strategy, and their attitudes towards this new learning pedagogy.

Demographic information

1- Gender

☐ Male

☐ Female

2- Age

You were born in:

☐ 1960s

☐ 1970s

☐ 1980s

☐ 1990s

3- Teaching experience

☐ 3 to 5 years

☐ 5 to 10 years

☐ Less than three years

☐ More than 10 years

4- Are you familiar with the concept of *'Hybrid education'*

      ☐   Yes

      ☐   No

	Never	sometimes	Often	Always
When teaching, I rely only on traditional classroom learning				
I use blended learning as a teaching technique				
I use online resources only when teaching				
I face some challenges when I used technology in teaching				
I use Moodle to enhance classroom learning and to boost hybrid education				
I relied on using online learning during the pandemic only				
I continue using online learning along with classroom learning even after the pandemic phase				

QUESTIONS	strongly disagree	disagree	neutral	agree	strongly agree
I am comfortable using hybrid education as a innovative method in the educational system					
It was difficult to fully deliver our courses to the students specially in the online classes					
The network was a big drawbackbetween the students and the teachers					

It was hard to manage the preparation of both face to face classes and online ones					
Online courses made it easier for students to interact with teachers					
Hybrid education is more easy and fun for student					
Blended learning is beneficial and can have more advantages than classroom learning					
Blended teaching enhances the quality of teaching especially at university					
Hybrid teaching facilitates students' life yet it doesn't influence their learning progress					
Using hybrid teaching and blended learning is beneficial even after the pandemic era					
The application of online learning was successful during and after the pandemic					

SUMMARY

The pandemic made huge impact on the world it change our daily life drastically one of this changes consisted on the educational system for years classic learning was the only method used in the educational system after this crisis a new method was introduced to the world in general and to Algeria specifically was online education ,back then it was the only solution against the pandemic , teachers created a new method called hybrid education ,it was a mix of both new and old education method online and face to face education ,it contributed a lot to the academicals learning system during the pandemic but after the pandemic era teachers found that it had many flaws and did not benefit the progress of students and that there is no future for hybrid education in the Algerian education system.

La pandémie a eu un impact énorme sur le monde, elle a radicalement changé notre vie quotidienne. L'un de ces changements a consisté dans le système éducatif pendant des années, l'apprentissage classique était la seule méthode utilisée dans le système éducatif. Après cette crise, une nouvelle méthode a été introduite dans le monde en général et En Algérie spécifiquement, c'était l'éducation en ligne, à l'époque c'était la seule solution contre la pandémie, les enseignants ont créé une nouvelle méthode appelée éducation hybride, c'était un mélange de nouvelles et d'anciennes méthodes d'éducation en ligne et d'éducation en face à face, cela a beaucoup contribué au e système d'apprentissage universitaire pendant la pandémie, mais après la pandémie, les enseignants ont constaté qu'il présentait de nombreux défauts et ne profitait pas aux progrès des élèves et qu'il n'y avait pas d'avenir pour l'éducation hybride dans le système éducatif algérien.

لقد أحدث الجائحة تأثيرًا كبيرًا على العالم، حيث غيّرت حياتنا اليومية بشكل جذري، أحد هذه التغييرات التي طرأت على النظام التعليمي لسنوات كان التعلم الكلاسيكي الطريقة الوحيدة المستخدمة في النظام التعليمي بعد تلك الأزمة، تم إدخال طريقة جديدة للعالم بشكل عام وفي الجزائر على وجه التحديد, وذلك بالتعليم عبر الإنترنت، وبحيث أنه كان الحل الوحيد ضد الجائحة ، ابتكر المعلمون طريقة جديدة تسمى بالتعليم الهجين، كان مزيجا من الأساليب الجديدة والقديمة للتعليم عبر الإنترنت والتعليم وجها لوجه الذي ساهم كثيرا في نظام التعلم الجامعي الإلكتروني أثناء الجائحة ، و لكن بعد الجائحة، وجد المعلمون أن بها العديد من العيوب ولا تفيد تقدم الطلاب وأنه لا يوجد مستقبل للتعليم الهجين في نظام التعليم الجزائري..