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**Investigating The Impact of Covid 19 Pandemic on the Teaching Process  
in Ain Temouchent Secondary Schools / Case of Third-Year Secondary  
school Pupils**

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

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## **Dedication**

## **Dedication**

I dedicate this dissertation to the unwavering support and guidance of my loved ones, whose presence has been the cornerstone of my academic journey. To Our God Almighty who is always here when I am in need. Thank you for guiding me and giving me strength in my everyday life. To my dear parents thank you for giving me the support to complete my work. so proud of having parents like you in my life I love you so much. To my brothers Yacine and Mouad you are the true source of positivity, Im lucky to have such amazing two brothers in my life Thank you for all the things you have done for me. I dedicate this work to my beloved grandfathers and my dear aunt, may god have mercy on them, and to the rest of my family members I love you all, finally to all my friends and loved ones, and Im grateful for knowing you, thank you for all the good moments we spent together you will always have a special place in my heart.

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## **Abstract**

### **Abstract**

The Covid-19 pandemic has been one of the most challenging experiences in our history. As for education, it has created an unprecedented defiance for education systems worldwide and Algeria is no exception. The health crisis urged the authorities to make arrangements and adjustments to adapt the learning environment to the striking situation. This study aims to investigate the effects of covid 19 pandemic on the teaching process in the Algerian secondary schools in an attempt to explore the changes they brought about in the teaching environment and their effects on the teaching process. To this end, exploratory research has been conducted based on a mixed-method approach using a teachers' questionnaire and teacher's interview as the main data collection tools. The results gathered at the end showed that the Algerian government has failed in dealing with pandemic drawbacks , which caused a negative impact on education system and teachers .

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## **Liste of Abbervation**

### **Liste of abbervation**

**COVID-19:** Coronavirus Disease 2019

**BL :** blended learning

**EFL:** English as a Foreign Language

**ICT:** Information Communications and Technology

**UNESCO :** United Nations Educational, Scientific and Cultural Organization

**WHO :** World health organization

**CD ROM :** Compact Disk Read Only Memory

**UNICEF :** the United Nations International Children's Emergency Fund

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# **General Introduction**

## General Introduction

The teaching procedures in Algerian secondary schools have been significantly impacted by the COVID-19 pandemic. To protect pupils and employees' safety, the epidemic compelled schools to close their doors and move to distance learning.

To keep pupils interested in studying, secondary schools in Algeria had to quickly adjust to modern teaching techniques like online classes and virtual homework. This transition to distance learning presented substantial challenges, especially for institutions without the infrastructure and funding for technology-based online education. The pandemic has also interfered with the school calendar and exam times, causing delays and uncertainty about whether pupils will be able to finish their coursework. Additionally, the pandemic has brought to light underlying problems in the Algerian education system, such as poor resource allocation, insufficient infrastructure, and low levels of digital literacy among teachers and pupils.

The COVID-19 epidemic has had a considerable impact on secondary school instruction in Algeria, demonstrating both the advantages and disadvantages of remote learning as well as the need for ongoing financial support for the educational system. The two research questions that guide the current investigation are as follows:

Question 1: How has the COVID-19 pandemic impacted Ain Temouchent secondary schools' use of remote learning in third-year classes?

Question 2: What impact has the COVID-19 epidemic reportedly had on pupils' involvement and motivation in third-year classes at Ain Temouchent Secondary schools?

Two hypotheses are put forward to respond to the study questions:

## **General Introduction**

Hypothesis 1: Due to the COVID-19 epidemic, third-year classes at Ain Temouchent secondary schools have shifted to remote learning, which has created difficulties with platform adaptation, decreased interaction between pupils and teachers, and potential access inequities to technology.

Hypothesis 2: Due to increasing distractions, less social connection, and challenges with sustaining focus and motivation in detached learning environments, the COVID-19 epidemic has had a negative influence on the motivation and engagement of pupils in third-year classrooms at Ain Temouchent secondary schools.

This thesis is made up of four chapters: the first chapter is an overview of covid 19 impact on education, which gives details on how, Algeria has faced covid 19 and the way it impacted the educational system, by giving numbers and statistics about the spread of covid in Algerians cities, and how the government responded by implanting a partial lockdown which started On March 23, then the efforts made by the country to face the crisis, and the recovery of education in Algeria by reshaping the education because of ministerial decisions made by the government to avoid safe return for the teachers and pupils. This study used questionnaires and interviews as its research tools. The questionnaire was aimed at students, and the interviews were aimed at teachers.

The study's mixed-model, quantitative, and qualitative methodology is presented in the second chapter. A third-year teacher interview was also done to test the validity of the hypotheses. A questionnaire was employed to investigate the effects of the COVID-19 pandemic on the teaching process in Ain Temouchent secondary schools. This chapter focuses on the research design, the sample, the tools, and the data-gathering process.

## **General Introduction**

The third part of this research study is regarded as the most important since, to support the established hypotheses, data were analyzed both quantitatively and qualitatively, starting with the teacher questionnaire and moving forward through teachers' interviews, alongside the discussion and interpretation given by the teachers.

The fourth chapter is composed of a set of recommendations and suggestions to help teachers in the future to overcome the pandemic drawbacks and problems

**Chapter 1:**

**An Overview on Covid 19**

**Impact On Education**

## **1. Chapter 1: An overview on covid 19 impact on education**

### **1.1 Introduction**

One of the most pressing issues facing the world in recent years has been the COVID-19 pandemic, which was brought on by the new coronavirus. Late in 2019, it began in Wuhan, China, and soon expanded to become a major global health crisis. Numerous nations around the world have been impacted by the pandemic, which has caused hundreds of thousands of fatalities and millions more infections.

Lockdowns, travel restrictions, and social segregation are just a few of the strategies that governments have used to halt the virus's spread. The epidemic has had a significant impact on the global economy as well, which has resulted in numerous job losses and economic uncertainties. The creation of vaccinations has been a part of the fight against the epidemic, with numerous vaccines becoming accessible in record time. However, there are still difficulties in providing immunizations to everyone who requires them, especially in underdeveloped nations. The pandemic is still developing, and its effects are likely to be felt for many years to come, significant access disparities to resources and healthcare have also been brought to light by the epidemic, with some areas being disproportionately impacted. Although there is some hope that the pandemic will stop thanks to the creation and distribution of vaccines, the situation is still unstable and unclear.

### **1.2 The Algerian Case**

The Novel Coronavirus infection (COVID-19), which was initially discovered in Wuhan, China, in December 2019, is rapidly affecting the world, with a staggering 3,305,595 cases and 235,861 fatalities as of May 1st, 2020. Before the appearance of COVID-19 inside the nation, Algeria was regarded as being one of the three African areas with the greatest risk of

COVID-19 importation from China, along with Egypt and South Africa (4). Moreover, it was one of the 33. (WHO)

World Health Organization's 13 highest priority regions related to direct connections and density of transportation to China. Excluding the case of an Italian resident who tested positive for COVID-19 on February 25th in the city of Ouargla (which currently has 115 cases), the actual beginning of the outbreak was recorded on March 1st which the true origin of the outbreak brought by two national citizens who came from France that were heading to a family wedding that specifically took place at the state of Blida, thus, Blida then became the center of the outbreak.

Algeria became Africa's fourth most affected region, with 4154 confirmed cases and 453 fatalities at that time. Next, as of May 09th, 2021, the number of total cases in Algeria reached 124,919 cases, while the number of recovered infected patients number reached above 86,140 patients, and the number of deaths reported cases reached 3,315 deaths (WHO)

Regionally, the most cases have been registered in Algeria's north, particularly in the state of Blida with 26,165 cases as well as its frontier states such as Algiers with 12,563 cases, Ain Defla with 5,237 cases, Tipaza with 6,188 cases, and Tiaret with 1,121. The state of Oran in the North Western region of Algeria became the third highly infected state reaching 11,286 confirmed cases. Algeria's laboratory tests institute is one of the weaker ties in coping with the COVID-19 pandemic. In the early days, the Pasteur Laboratory of Algiers, the only laboratory authorized to perform them, could perform only 50 tests per day. With the launch of 20 new labs in various states in Algeria, this figure has risen to over 400 tests per day (WHO) , bringing the total number of completed tests reported to around 200 since the introduction of the COVID-19 pandemic in Algeria.

### **1.3 Date of the Lockdown**

On March 23, with several 230 cases (125 in Blida) and 17 deaths the Algerian authorities ordered a lockdown of the region of Blida and a partial containment of the border region of Algiers from 7:00 PM to 7:00 AM and the prohibition of all public meetings. Thus, they have ordered the closure of party rooms and familial celebrations and festivities, and all shops (except food stores) in all the national territory and the application of social distancing in all public receiving establishments. Four days later and due to the propagation of the disease, the prime minister announced the extension of the partial containment to 8 other departments with the highest number of cases (Batna, Boumerdes, Constantine, El Oued, Medea, Oran, Setif, Tipaza, and Tizi Ouzou). The same measure was extended 5 days later (April 2) to four other departments (Aïn Defla, Bejaïa, Bordj Bou Arreridj, and Mostaganem). on April 4, the partial containment was extended to all the departments of Algeria (except for Blida which was in total lockdown) and hours of containment were extended from 3:00 PM to 7:00 AM for the most affected departments (Aïn Defla, Algiers, Bejaïa, Medea, Oran, Setif, Tipaza, Tlemcen and Tizi Ouzou).

### **1.4 Covid-19 Pandemic's Effect on Education in Algeria**

The coronavirus outbreak affected the education sector around the world. It led to school closures in many countries in an attempt to contain the spread of the pandemic. “COVID-19 outbreak has created educational disruptions, and global health concerns that proved very difficult to manage by global health systems.” (Onyema et al, 2020, p. 108). According to the United Nations Educational, Scientific and Cultural Organization (UNESCO) monitoring, over 100 countries have implemented nationwide closures, impacting over half of the world’s student population (UNESCO, 2020c). As school closure is a strategic measure to prevent the

outbreak of the coronavirus pandemic Algeria, like many other countries, has temporarily closed all educational institutions (schools and universities) starting from March 13.

According to (Onyema et al) “unplanned school closures can cause severe problems for pupils, educators, parents and the society at large. It could lead students to idleness which might result in youth involvement in crimes, loss of interest in learning, and poor academic performance” (2020, p111). The United Nations Educational, Scientific and Cultural Organization said school closings to stop the spread of the new coronavirus affected more than 290 million students around the world (UNESCO, 2020a).” The prolonged closure of schools might have major implications on teaching, learning, assessments, and credentials. The disruption of teaching and examination has delayed student progression and resulted in a broader socio-economic impact “ (Joshi, Vinay & Bhaskar, 2020). According to UNESCO (2020d), school closures carry high social and economic costs for people across communities, especially for the most vulnerable and marginalized people. This may lead to education system disruptions in addition to other aspects of life. For this, UNESCO is supporting countries in their efforts to mitigate the immediate impact of school closures, particularly for more vulnerable and disadvantaged communities, and to facilitate the continuity of education for all through remote learning. (UNESCO, 2020b).

According to Christakis, E. and Christakis, N. A. (2020), “School closures can either be reactive or proactive. Reactive school closure occurs upon discovery of coronavirus cases among the students, staff, or parents. While proactive school closure occurs before the disease even reaches the doors of the school.” Mathematical models and empirical analyses of reactive closures in past pandemics indicate that school closure reduces the total number of cases in the community by about 25 percent and postpones the peak of the pandemic by a week or two.

While proactive school closure is one of the most beneficial interventions that can be employed to reduce the impact of epidemic disease (Christakis, E., & Christakis, N.A. 2020). Coronavirus school closures affected all actors in the educational process; students, teachers, and even parents especially those with limited digital skills, and those living in rural areas who cannot transition to online education. This latter play a key role in mitigating the effects of school closures relying on the use of technological tools and platforms to ensure continued education during the COVID–19 pandemic.

### **1.5 The Crisis's Educational Efforts**

In the context of the worldwide attempt to recover from the virus's devastation, educators have concentrated on strategies to support students' academic progress despite the challenging circumstances. The creation of a resilient learning system based on epidemiological data and a contextual foundation had to happen quickly by decision-makers and educators. Due to the abruptness of the suspension of school activities, educational systems were forced to act quickly to address the unprecedented situation, investigate potential educational fallout, and mobilize their resources to create alternative solutions to ensure educational continuity for all students. Thus, the Algerian government had to execute strategic plans. The education community was forced into an unanticipated learning experience in "emergency mode" and urgent activities had to be judiciously carried out to preserve teaching and learning continuity both during and after the crisis.

### **1.6 Education Recovery in Algeria**

In Algeria, the pandemic has disrupted education for majority of children across all primary, middle, and secondary schools . To reduce the risks of Covid-19 infection and safeguard the safety of the populace, the Algerian government decided to close all schools

nationwide on March 12, 2020. As the infection rate continued to rise, school closings were repeatedly extended, which caused the 2019–2020 school year to end early.

As a result, there have been significant upheavals within the education community for more than 7 months after school activity ceased. The request was for officials to organize the final formal tests of the year and make plans for the reopening of the school.

### **1.7 Education Reshaping**

The COVID-19 pandemic has had a considerable influence on the educational field, necessitating the temporary closure of schools to stop the virus's spread. The landscape of education has changed considerably as a result of the need for educators to adapt to new teaching methods. Education systems had to address the new normal, get ready, and create plans to continue teaching and learning despite the circumstances to be resilient. Based on estimates from UNESCO, UNICEF, and the World Bank (2020), the majority of them concentrated on adopting "emergency remote teaching and learning modalities" that attempted to minimize the immediate effects of school closure and reach all pupils throughout the coping phase of Covid-19. "Emergency remote teaching" is a temporary switch from face-to-face teaching to an alternate instructional delivery mode derived from extraordinary events, which implies the use of remote teaching tools for education instead of teaching delivered in the classroom, and that will return to the face-to-face format once the emergency has been controlled. (Hodges et al., 2020, p. 9) In the same context, Whittle et al. (2020) further illustrate that such a teaching model comes as a result of a crisis and is based on a provisional instructional support system, which requires a fast-track development with or without pre-planned resources or infrastructure. The shift toward such an educational mode requires the intermediation of multimodal infrastructures, which are defined as solutions using different

technology media or channels to provide access to learning materials that target different users including pupils, teachers, and parents.

These include varying technologies from TV, radio, and paper-learning packages handed or emailed to pupils, digital resources on online platforms working with internet services, to resources provided on memory sticks or CD ROMs (Vincent-Lancrin et al., 2021). Therefore, using these technologies and resources has become the solution to support education even while the schools were closed. As a result of the suspension of school activities, numerous issues and challenges concerning teaching and learning continuity have arisen at various levels and to varying degrees. As a result, the teaching and learning environments had to be modified to fit the emergency, prioritizing the safety and security of teachers, pupils, and the educational staff. Education systems worldwide have been forced to adapt to the contingency situation, in many cases, the new capacity requirements urged educational institutions to cease their usual activity and direct their efforts towards a remote teaching and learning scenario. Emergency measures have been implemented by several countries to maintain some continuity in teaching and learning processes while schools remained closed. These ranged from the use of television channels and the radio to delivering curricula to using mobile phones and virtual platforms. In a record time, educators worldwide were urged to swiftly convert their efforts, materials, and methods to a format that is convenient for remote delivery (Dwivedi et al., 2021).

### **1.8 Ministerial Decisions Made by the Algerian Government**

Like many other nations, Algeria has experienced the COVID-19 pandemic's effects. In response, the Algerian Ministry of Education has put in place many safeguards to safeguard

both students and faculty while maintaining an uninterrupted educational process. Here are some decisions that were made

### **1.8.1 Establishment of a Sanitary Protocol at Schools**

A stringent preventive health plan against Covid-19 has been established by the Ministry of education and authorized by the Scientific Committee to reduce the dangers of the virus, stop its spread in schools, and protect everyone's safety (Decree n° 1284 issued July 11, 2020). rigorous hygiene procedures as a requirement that students, teachers, and the entire educational staff must abide by had to be imposed in schools. These procedures included frequent hand washing, the use of masks and hand sanitizers, and maintaining a safe distance between students, teachers, and objects. To meet the new standards, it has been essential to change the school atmosphere. Every area of the school had to have hand sanitizers available and ready for use, everyone had to wear masks, disinfection was required each day, the provision of hygiene tools was required, and warning signs were posted on the walls to remind everyone to be cautious, and signs were placed in the schoolyards, hallways, and classrooms to direct students where to stand in a line and what direction. Social distancing methods for recovery. Figure 2.1 illustrates these procedures. Such a strange atmosphere can influence the process of teaching and learning, given the significance of the physical place and the context in which pupils learn. Trezise (2017, para.1) states, “classrooms are emotional settings. Teachers’ and learners' emotional experiences can impact their abilities to teach and learn”. Moreover, Gilavand (2016) argues, “The learning environment dramatically affects the learning outcomes of students. Schools’ open spaces, light, noise, overcrowded classes, and inappropriate classroom layout all makeup factors that could be confounding variables distracting students in class”. As a result, the learning process is greatly influenced by the

suitability of the physical and social environment of classrooms and institutions. A safe and supportive learning environment has a substantial impact on kids' learning, behavior, and success, according to studies on how it affects pupils. Therefore, convenience and safety are important components of a learning environment that supports students, encourages their behavior, and raises their achievement, but unfamiliar surroundings and an unsafe setting cause students to perform poorly and lose interest in learning.



**Figure 2.1: implanting sanitary protocol in schools**

### **1.8.2 Class size reduction**

The pandemic's social isolation tactics have had an impact on class size, a key factor in determining how well students were taught and learn. Consequently, limiting the number of students in a class has been a crucial step in ensuring their safety, particularly since Algerian courses are famous for being overcrowded because the majority of them have more than 40 students.

To implement the cohort system, which limits each cohort to 20 students, it was necessary to divide each class into groups and schedule the groups into shifts. As a result, large classes have been divided into smaller ones, and students now alternate between subjects during the school day. Large class sizes have been shown to have negative effects on teaching and learning, whereas small class sizes have positive effects. Some have contended that class size has a bigger impact on students' attitudes than it might have on their academic performance. They revealed that better quality and a richer environment are provided for learners within

smaller classes; making teaching more enjoyable for teachers while disruptive behavior is encouraged within larger classes; which frustrates the teachers' efforts and affects their health (Ayeni, 2016). Others have shown how class size affects academic success, showing that smaller classrooms benefit students with lesser academic ability while restricting learning chances and negatively affecting academic performance. Less disruptive behavior is displayed in small classes resulting in more individual attention, better communication between the instructor and students, and increased participation, providing, on the other hand, more time for the teacher to spend on instruction rather than discipline (Lassmann, 2016). Therefore, in smaller classes, teachers can diagnose and monitor students' learning to better meet their needs, whereas, in larger classes, there are obstacles like increased distractions and the inability to have close teacher-pupil interaction that result in ineffective pupil control, poor classroom management, poor planning, and poor assessment, all of which have an impact on student's academic success.

### **1.8.3 Reduced Instructional Time**

Total instructional time, one of the essential components in the teaching and learning process, has been impacted by the COVID-19 dilemma. When a student is under the care of a school and is supposed to be actively engaged in learning activities, that period is referred to as instructional time. It comprises mandatory activities outside of the classroom as well as educational activities that take place in the study hall or classroom during regularly scheduled hours.

Additionally, Euridice (2021) illustrates that instruction time encompasses the time that a school is supposed to instruct pupils in all curriculum areas on the school grounds or during extracurricular activities that are formally a part of the mandatory programs. According to

Karsakas (2021), numerous aspects influence learning, but the amount of time allotted for instruction, combined with the caliber of the instruction and the amount of time available for studying after school, is crucial to the learning process.

The particular arrangements of the school year 2020–2021, which began later than usual, directly contributed to a reduction in the amount of time spent in instruction in Algeria. The school year was divided into two terms rather than three, the school day was cut in half, fewer instructional hours were allotted to each subject, and lessons were only 15 minutes each.

Figures 2.4 and 2.5 show simulations of secondary school students' schedules before and after the health crisis and show how their academic calendars changed. The difference is evident since the first figure shows more instructional time (highlighted in yellow) and the second shows less; the columns highlighted in red represent the time that pupils have for free during the school day

**جدول التوقيت العادي** 

17 - 16	16 - 15	15 - 14	14 - 13	12 - 11	11 - 10	10 - 09	09 - 08	
ا/ت	فلسفة	علوم اسلامية	لغة اجنبية ثالثة	تاريخ و جغرافيا	لغة انجليزية	رياضيات	ادب عربي	الاحد
	علوم اسلامية	تاريخ و جغرافيا	تاريخ و جغرافيا	ادب عربي	لغة اجنبية ثالثة	لغة اجنبية ثالثة	لغة فرنسية	الاثنين
				لغة انجليزية	لغة انجليزية	ادب عربي	علوم اسلامية	الثلاثاء
تربية بدنية	تربية بدنية	تاريخ و جغرافيا	لغة انجليزية	لغة اجنبية ثالثة	رياضيات	ادب عربي	ادب عربي	الأربعاء
ا/ت	فلسفة	لغة انجليزية	لغة اجنبية ثالثة	تاريخ و جغرافيا	لغة فرنسية	لغة فرنسية	رياضيات	الخميس

Source: Second Year Timetable (2AS/FL)/Djebbar Aicha Secondary School

Figure 2.2 Timetable for secondary school students before the pandemic

**جدول التوقيت الاستثنائي covid19**



17 - 16	16 - 15	15 - 14	14 - 13	12 - 11	11 - 10	10 - 09	09 - 08	
				لغة فرنسية	لغة انجليزية	تاريخ و جغرافيا	ادب عربي	الأحد
لغة فرنسية	علوم اسلامية	لغة اجنبية تالنة	رياضيات					الاثنين
				تاريخ و جغرافيا	ادب عربي	لغة انجليزية	لغة اجنبية تالنة	الثلاثاء
تربية بدنية	تربية بدنية	تاريخ و جغرافيا	ادب عربي					الأربعاء
				لغة انجليزية	رياضيات	لغة فرنسية	لغة اجنبية تالنة	الخميس

Source: Second Year Timetable (2AS/FL)/Djebbar Aicha Secondary School

Figure 2.3 Timetable for secondary school students during the pandemic

Since studies are still lacking in clarity, the ideal length of instruction time has been a subject of discussion for decades. The amount of instruction has been shown to have a favorable impact on student's achievement, and some have said that increasing the amount of instruction time improves students' performance. On the other side, there is a counterargument from skeptics who claim that extended school days lead to behavioral issues due to boredom and weariness, which may harm academic achievement. According to recent data, students' success in learning is significantly influenced by the amount of instructional time they have access to. However, the results are still up for debate.

#### 1.8.4 Curriculum Change

The curriculum is at the core of the teaching and learning process and serves as the main road map for teachers in terms of what must be taught and how. "The curriculum is a set of instructions for teachers that specifies what they must instruct students in throughout the

academic year. It usually outlines what must be taught as well as suggestions on how it should be delivered to the pupils

An efficient curriculum is required to provide high-quality education. It should outline the standards, learning objectives, and core competencies that students must meet to go on to the next level while also giving teachers a quantifiable and planned strategy. The curriculum "beyond creating shared goals between teachers and learners, also standardizes the learning goals for an entire school and provides a clear path for students to progress from one grade to another" (Nick Gibb, 2016, personal communication). The curriculum has evolved into a dynamic process as a result of the changes that take place in our communities. Every time there are advances or changes in the world, school curricula are impacted; therefore, they must be updated to meet the needs of society (Alvior, 2015). To assure the path for accomplishing educational objectives, the curriculum must be modified and updated in response to the evolving conditions.

The Ministry of National Education decided that in light of the additional requirements created by the health emergency, it was necessary to modify the curricula and make the necessary adjustments. The curriculum needed to be changed, which required some lessons at each level and in each subject to be eliminated, replaced, moved around, or integrated.

Figures 2.6 and 2.7 show examples from the First Year (Literary Stream) English Secondary School Curriculum. They show the change in the learning units' order (highlighted in red), the decrease for time allotted each week (highlighted in yellow), and the amount of time needed for each learning unit (highlighted in blue).

**Figure 2.4 An example of the 2018 English first-year curriculum**

Annual Progression- Secondary (2018)

---

<p>Level: Secondary Education Year One (SE1) Stream: Literary stream Time devoted : 4 hours/ week</p>
<p>EXIT PROFILE</p> <p>At the end of SE1, the learner will be able to produce oral/written messages / texts of descriptive, narrative, argumentative, expository and prescriptive types of about 120 words using written or oral support.</p>

---

Unit	Theme / Topic	Time
1. Getting Through	Intercultural Exchanges	6 weeks / 24 hours
2. Our Findings Show	Famous People	5 weeks / 20hours
3. Back to nature	Communication –The Press	5 weeks / 20 hours
4. Eureka	Environment, Pollution and The World of Animal	4 weeks / 12 hours
5. Once Upon a Time	Innovation and Technology	4 weeks / 12 hours

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**Figure 2.5 The English First Year Curriculum 2020 Sample**

<p>Level: <b>Secondary Education Year One (SE1)</b>                  Stream: <b>Literary stream</b>                  Time devoted: <b>3 hours/ week</b></p>
<p><b>EXIT PROFILE</b>                  At the end of SE1, the learner will be able to produce oral/written messages / texts of descriptive, narrative, argumentative, expository and prescriptive types of about 120 words using written or oral support.</p>

Unit	Theme / Topic	Time
1. Getting Through	Intercultural Exchanges	5 weeks / 15 hours
2. Once Upon a Time	Famous People	4 weeks / 12 hours
3. Our Findings Show	Communication –The Press	5 weeks / 15 hours
4. Back to nature	Environment, Pollution and The World of Animal	5 weeks / 15 hours
5. Eureka	Innovation and Technology	4 weeks / 12 hours

**English Yearly Planning for First Year Students (Secondary Education: 2018/2020)**

Examples from the English Second Year's (Foreign Languages Stream) curriculum are shown in Figures 2.8 and 2.9 to show the changes to the learning units to be taught. A whole learning unit has been left out (the one highlighted in red), in addition to the decrease in the amount of core English instruction time, which has been reduced to 03 hours per week from 05 (highlighted in yellow).

## Figure 2.6 2018 English Second Year (Foreign Languages) Curriculum

### Sample

Annual Progression- Secondary (2018)

Level: Secondary Education : Year Two (SE2)

Streams : Foreign Languages

Time devoted: LE : 5 hours

#### GLOBAL COMPETENCE

At the end of SE2, the learner must produce written messages / texts of descriptive, narrative, argumentative and prescriptive types of about 15 lines, using written or oral support.

Units	Themes	Time
1. Signs of the Time	Diversity / Lifestyles	5 weeks / 25hours
2. Make Peace	Peace and Conflict Resolution	5 weeks / 25hours
3. Waste not, Want not	Poverty and World Resources	5 weeks / 25 hours
4. Budding Scientist	Technology and Innovation	4 weeks / 20 hours
5. Fiction or Reality	Technology and the Arts	4 weeks / 20 hours
6. No Man is an Island	Disasters and Safety	5 weeks / 25 hours

<p>Level: <b>Secondary Education: Year Two (SE2)</b>  Streams: <b>Foreign Languages</b>  <b>Time devoted: 3 hours/week</b></p>
<p><b>Exit Profile</b>  At the end of SE2, the learner will be able to produce oral/written messages/texts of descriptive, narrative, argumentative, expository and prescriptive types of about 150 words, using written or oral support.</p>

Units	Themes	Time
1. Signs of the Time	Diversity / Lifestyles	5 weeks / 15 hours
2. Make Peace	Peace and Conflict Resolution	4 weeks / 12 hours
3. Waste not, Want not	Poverty and World Resources	5 weeks / 15 hours
4. Fiction or Reality	Technology and the Arts	4 weeks / 12 hours
5. No Man is an Island	Disasters and Safety	5 weeks / 15 hours

Source : English Yearly Planning for the Second Year (Secondary Education: 2018/2020)

Figure 2.7 A sample of the foreign language curriculum for the second year of English in 2020

## 1.9 Conclusion

Finally, this chapter was tense as it delved into the unprecedented global crisis that unfolded with the onset of the COVID-19 pandemic, affecting every corner of the planet with its far-reaching consequences and long-lasting implications. The first section meticulously

examines the multifaceted impact of the pandemic, unveiling the profound disruption it inflicted upon societies, economies, and healthcare systems worldwide, leaving no country untouched by its relentless grip. From the initial wave of fear and uncertainty to the subsequent waves of infection and the emergence of new variants, the world witnessed a staggering loss of lives, a strain on healthcare infrastructure, and a paradigm shift in how people interacted and conducted their daily lives. The economic fallout was equally devastating, with businesses shuttering, job losses surging, and global supply chains thrown into disarray, underscoring the fragility and interconnectedness of our modern world.

However, the second portion of this chapter takes a closer look at how the COVID-19 pandemic specifically impacted Algeria, shedding light on the unique challenges faced by the country and the consequential decisions made by the government, particularly in the realm of education. As the virus infiltrated the nation, Algeria's education system had to grapple with the sudden disruption of in-person learning, compelling authorities to swiftly adapt to remote and online teaching methods. The digital divide became more pronounced as students from disadvantaged backgrounds struggled to access necessary resources and engage in effective virtual learning, exacerbating pre-existing inequalities within the education system.

# **CHAPTER 2:**

## **Research Methodology**

### 2 CHAPTER 2: Research Methodology

#### 2.1 Introduction

it gives a general overview of the methodology used to investigate the main issue being studied, which is the impact of the COVID-19 pandemic on the teaching process in Algerian secondary schools, making use of the case study from the Maliha Hamidou and Oussad Mohamed Saleh. On this base, this chapter describes the goals of the research work, the sample, the research design, the research context, and the data collection tools used, which include a questionnaire and an interview directed at schoolteachers. Additionally, it will shed light on the data-gathering methodology employed in this research study

#### 2.2 Research Design

A properly organized and defined research design is necessary for any successful research investigation. Specific instructions regarding how to conduct a research study are provided by the research design. based on Creswell & Creswell (2018), "a research design is a set of formal procedures for collecting, analyzing, and interpreting data such as those found in a quantitative experiment or qualitative case study" (p. 309). Over the years, as computer technology has grown the designs available to the researcher advanced data analysis and the ability to analyze complex models (Creswell & Creswell, 2018). The study design establishes the framework for gathering, analyzing, and interpreting data, ensuring that the researcher effectively answers the research problem. Including the right data collection techniques in the research, framework is necessary to ensure the validity and reliability of the data analysis. To better understand how to investigate the impact of the COVID-19 pandemic on the teaching and learning process in Algerian secondary schools, the researcher used a mixed

## **Chapter 02 : Research Methodology**

methods core design in this study. Secondary school teachers in Maliha Hamidou and Oussad Mohamed Saleh case study, furthermore Creswell & Creswell (2018) affirm that since "each type of data collection has both limitations and strengths, we can consider how the strengths can be combined to develop a stronger understanding of the research problem or questions (and, as well, overcome the limitations of each)" (p. 294). In this sense, the study tools of data collection, measurement, and analysis will produce different sorts of information with this mixing of data (open-ended data in the case of qualitative and closed-ended data in the case of quantitative).

A mixed-method approach offers a more comprehensive, complicated, and sophisticated approach to the study topic. In addition, the researcher can investigate, converge, and explain his qualitative and quantitative findings with the use of mixed-method approach. For example, the results of one database could be used to check the accuracy and validity of the other database (Creswell & Creswell, 2018).

### **2.3 Sample Of The Study**

Clarifying whom the research would target and how participants were selected is one of the key elements in every research study. Also often referred to as the sampling process or choosing people who are representative of the population. Polit et al. (2001) explain the process of sampling as "selecting a group of people, events, behaviors or other elements with which to conduct a study...the sample represents the entire population as nearly as possible. This decision has a major impact on the meaning and generalizability of findings" (p. 234). Hence, the goal of population sampling in a research project is to get as much data as possible about the population without looking at every population unit. In The current research, the sample population was secondary school teachers, maliha hamidou, and in ain

## **Chapter 02 : Research Methodology**

temouchent in their academic year 2022/2023

In this study, the researcher has worked with eight (8) secondary schools from ain Temouchent. Their extensive teaching expertise, particularly with pupils, was a factor in the decision to select them to participate in the study. These teachers can offer a greater perspective on the entire teaching experience because they have worked before, during, and after the COVID-19 pandemic.

### **2.4 Data Collection Tools**

To provide accurate research results, various research instruments must be used in the study. According to Wilkinson & Birmingham (2003), "research instruments are simply devices for obtaining information relevant to your research project, and there are many alternatives from which to choose...No a single research instrument is inherently superior to any other. All can be used well or poorly" (p. 3). As described in the next subsections, this study used two research tools to acquire its data.

#### **2.4.1 Questionnaire**

One of the most popular and effective tools for gathering data, particularly from a sizable sample population, is the questionnaire. This research tool can gather vast quantities of information from a variety of respondents (Patten, 2017). A questionnaire provides structured, numerical statistics data that can be directly analyzed (Cohen et al., 2005). Furthermore, the questionnaire's reliability is fostered by the respondents' anonymous identity, which encourages them to be honest. Besides, the questionnaire is more affordable, saving money and time for the researcher (Cohen et al., 2005). Moreover, there are many types of questionnaires, including structured and unstructured types of questions; they have different forms of answers, including multiple-choice questions, rating scales, Likert scale questions,

## Chapter 02 : Research Methodology

open-ended questions, and more (Cohen et al., 2005). The researcher uses an online questionnaire composed of seven questions the first question is in the form of a yes or no question, to aim to know whether teachers have faced problems after returning to teaching followed by a sub-question in the form of an open question to identify those difficulties, next another yes or no question this question seeks to know if maliha hamidou and ousaad Mohamed Saleh secondary schools used online teaching, followed by the open explanatory question to know if school closure effected teaching process, furthermore a question in form of multiple choice question, in order to know the major problems that can face pupils, then an evaluation question also in form of multiple choice grid, this question intent to evaluate the overall education during covid 19 pandemic, finally an open-ended question to teachers to add some ideas to improve the educational experience for pupils during this pandemic

### 2.4.2 The Interview

the interview is crucial and advantageous to qualitative research, in addition to underlining the purpose and application of the questionnaire as a component of quantitative research. According to Cohen et al. (2005), "The interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard" (p. 368). Furthermore, interviewing aims beyond answering the research questions and testing hypotheses. Instead, it is about understanding people's experiences, behavior, and meaning (Seidman, 2006). Creswell (2015) distinguishes many types of interviews, including one-on-one interviews, focus group interviews, Email interviews, and more. the researcher uses face-to-face interview by giving them copies to answer, this interview consist of eight open-ended questions and one multiple choice question, the first question aimed to know how was teaching during covid 19 pandemic, the second question was made to know if both school

## **Chapter 02 : Research Methodology**

were completely closed or just part of them, the third question was asked to discover What has been the most tough situation, and the reason behind it, next this question marks the actions that have been taken to ensure teaching

continuity during school closure, the fifth question was directed to the teachers to question them if they had a clear understanding of the arrangements and changes that were made to the curriculum and instructional time, sixth question also questioned the efficacy of the modified curriculum, after that seventh question investigate if the closing time had effected pupils academic achievements, question number eight seek to know if there's any achievements have been made by pupils, finally the last question open-ended question in order to list teachers achievements

### **2.5 Data Collection Procedures**

The process of collecting data involves using various tools to elicit information from the participants. The goals of the data collection approach in this study are achieved through several steps, including first formulating the research instrument's questions, then taking into account both research methodologies in addition to relating to the participants, and finally conducting a pilot study. The researcher examined the reliability, usability, and validity of the instrument's questions before starting to collect data. The researcher used this pilot study to confirm the participants' interests in and willingness to participate in the study. With a questionnaire for students and an interview with teachers, the researcher uses both quantitative and qualitative methodologies to collect data for this study.

## **Chapter 02 : Research Methodology**

### **2.5.1 The administration of the Questionnaire**

The purpose of the questionnaire is to answer the research questions and evaluate the hypotheses. The researcher first outlines potential questions and makes an effort to separate questions from the primary two research questions. The questionnaire was created, and then it was sent to the supervisor for review to ensure it was adequate and effective. Afterward, it was modified in response to the supervisor's remarks and criticism. The second step involved choosing ordinary teachers to test the questionnaire's validity, and effectiveness. The questionnaire was then administered after being thoroughly verified by the teachers and approved by the supervisor. In the end, the questionnaire was shared among different teachers, where the researcher made clear the study's purpose and the respondents' anonymity.

Kindly requested them to answer instead of just asking more questions if they had any difficulty doing so.

### **2.5.2 The Administration of the Interview**

The interview questions were created based on the research's objectives and main topics, to identify the many viewpoints, experiences, and approaches teachers used to interact with students throughout COVID-19. Eight EFL teachers participated in a face-to-face interview with the researcher. Teachers were therefore invited to ask questions and offer comments, criticism, and suggestions regarding the research in each interview.

## **2.6 Data Analysis**

After designing and executing the questionnaire and interview and gathering information from the tools employed, data analysis is conducted. As a result, organizing data is a key step in the analysis and explanation of it. In other words, the process entails “preparing your data for analysis, running the analysis, reporting results, and discussing them” (Cohen et al., 2005,

## **Chapter 02 : Research Methodology**

p. 203). Accordingly, the researcher based the data analysis on checking response rates and bias, besides running descriptive analysis and testing hypotheses using statistics (Creswell, 2015). So, in this study, the researcher used two instruments to analyze the data collected: data gathered qualitatively through interviews and quantitatively through a questionnaire.

### **2.6.1 The Analysis of the Questionnaire**

Quantitative data analysis is a powerful research form and is often associated with large-scale research. It involves employing number-based data and various statistical techniques (Cohen et al., 2018). Data are automatically kept in a spreadsheet because this research study's questionnaire was administered online and created using Google Forms, a web application. In addition, the data was collected by answering face-to-face questionnaires by the teachers and then analyzing it manually

### **2.6.2 The Analysis of the Interview**

Qualitative data analysis is non-numerical, such as interview transcripts, observational notes, and video and audio recordings...etc. Qualitative data analysis is usually presented in words, and this data could be attitudes, experiences, or opinions (Creswell & Creswell, 2018). In this study, quotes were used to analyze the qualitative information from the interview and the open-ended questionnaire question.

## **2.7 Conclusion**

The current chapter has been devoted to the descriptive portion of the study, providing information on the research methodology used, including all practical steps. Its primary objective is to accomplish the study's objectives. It begins by clearly stating the research methods that have been employed. The participants, who are the teachers, have been

## **Chapter 02 : Research Methodology**

mentioned as a sample of the population. Furthermore, this chapter addresses the research tool that has been used, along with the data collection techniques. In the last section of this chapter, data analysis from interviews and questionnaires has been introduced, which will be covered in more detail and elaborately analyzed in the following chapter.

# **CHAPTER 3:**

## **Data Analysis**

**3 CHAPTER 3: Data Analysis**

**3.1 Introduction**

The analysis of the data and discussion of the findings are covered in this chapter, including quantitative analysis of the questionnaire results and qualitative analysis of the interview results.

**3.2 Findings from the Research Tools**

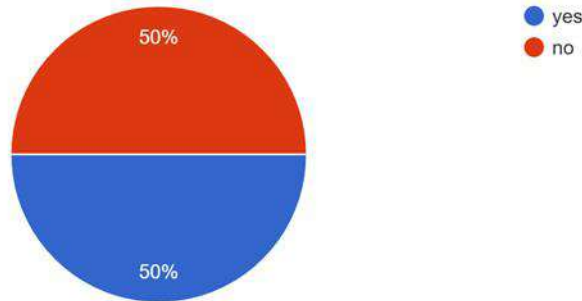
The data gathered by the research instruments, the questionnaire, and the interview, are examined in this section of the study. This portion of the study would assist in calculating, interpreting, and coming up with solutions that would show the effect of covid 19 pandemic on the teaching process in ain temouchent secondary schools.

**3.2.1 Results of Questionnaire**

The present study utilized a questionnaire to eight (8) teachers from two different secondary schools, and all of them answered it, the first question among 8 teachers showed that 50% of teachers after the pandemic have found difficulties teaching their pupils, while the other 50% have not found any difficulties to teach their pupils. The following figure displays the above-mentioned findings:

**Figure 3.1: Teachers finding Difficulties in Teaching their Pupils**

when returning to school , did you find difficulties in order to teach pupils ?  
4 réponses



According to Figure 3.1, the outcomes showed that there are equal percentages among the participants, which indicates that there are teachers who were not affected by the school closure, and continue to teach in a normal condition, while the other 50% who answered yes have faced some difficulties they will be mentioned in the following sub-question.

**Sub Question : if yes what they are**

**Teacher 1:** both pupils and teachers were stressed , pupils were not involved since they were in the pandemic outbreak for a long period also programs were not adapted enough , finally lack of time and pedagogical tools.

**Teacher 2:** Overcrowded classes and poor academic knowledge.

The second question was made to know if the secondary schools in ain temouchent used online learning , The answers to such a question are shown in the following figure:

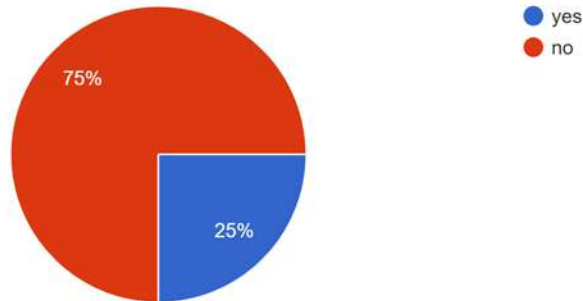
**Figure 3.2 The Use of Online Learning in Secondary Schools**

As described below, 75% of secondary schools which is the majority did not use online learning, as a result, a lot of pupils have suffered after returning to school, causing huge

## Chapter 03 : Data Analysis

dropouts in their level.

Did your school used online learning ?  
4 réponses



The third question was used to know if the school closure affected the teaching process, with some explanation from the teachers, which answers will be presented in the following:

**Teacher 1 :** yes, because the syllabuses are not achieved in time and some lessons are omitted from the the whole year program.

**Teacher 2 :** yes it did , pupils forgot about i did , no support from academical structures , teachers weren't guided , they have to work hard alone in order to adapt working during for the crises , help will come later on , after teachers who done a lot of work alone without any help.

**Teacher 3 :** yes , of course , the teaching learning process was so slow that its impossible to provide my pupils with the learning and technical skills needed for the next years.

**Teacher 4 :** no comment

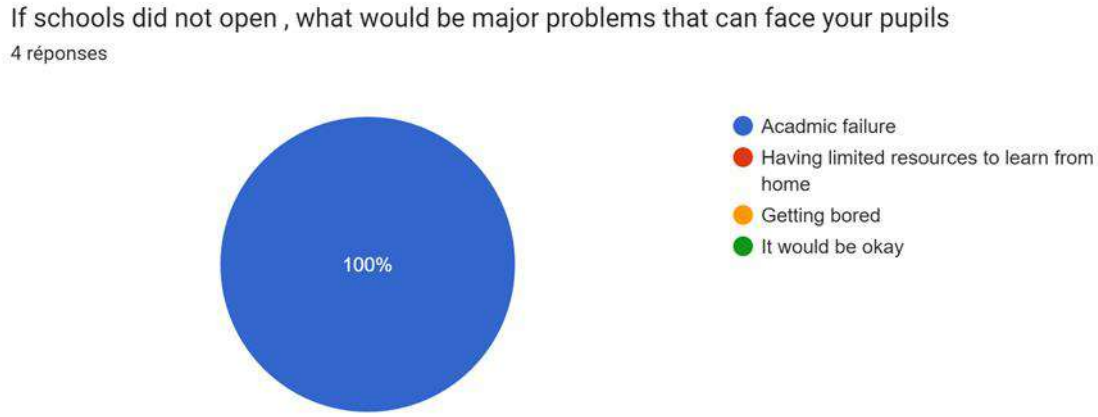
As we see here the results show that school closure had a deep negative impact on the teachers and pupils also, this closure caused an obstacle to the teaching and learning process, also to make things worse the authorities did not offer any support.

The fourth question was formed to figure out what major problems can occur if schools did

## Chapter 03 : Data Analysis

not open, the following figure will show the full results gathered from the teachers.

**Figure 3.3: Major Problems Faced in the Case the Closer of Schools for a Longer Time**



As appeared in the figure above, the majority of teachers agreed on one problem which is the academic failure of pupils, because long absences away from school will make them lose everything they learned before, their learning and technical skills will be weak, and by the time they return to school, their level will decline and as a result of that they will be failing academically.

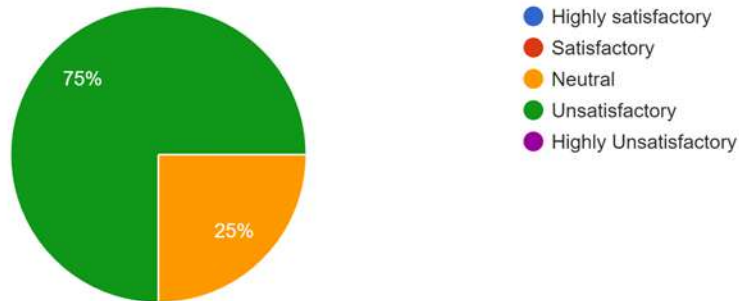
The fifth question was put together for the teachers to evaluate the education in their schools during the pandemic; the following figure will illustrate the results of this question.

**Figure 3.4: The Evaluation of the Education in Secondary Schools During the Pandemic.**

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How would you evaluate your overall education during the pandemic at your school How would you evaluate your overall education during the pandemic at your school?

4 réponses



The result shows 75% of teachers were unsatisfied with the overall level of education in their schools during the pandemic, which explains that schools at that time were in desperate need of newly developed ways to uplift the level of education, which can help them provide better outcomes.

The sixth question was an open question, to allow the teachers to share some ideas which can help schools improve the educational experiences for pupils during the pandemic, the following statements will be presented to know their ideas

**Teacher 1 :** to teach just the most important lessons to form students and make them ready for exams and to restrict the program to have a good quality of teaching as well as learning and to omit the unnecessary ones.

**Teacher 2:** Be more efficient when elaborating time schedules.

**Teacher 3:** Sharing between teaching when programming and taking into account their ideas.

**Teacher 4:** Make small groups , not classes of 30 pupils

After presenting their statements its time to analyze them

## Chapter 03 : Data Analysis

Every teacher has insightful ideas for enhancing the process of teaching and learning. Prioritizing vital lessons and cutting out extraneous material is something that Teacher 1 promotes. While Teacher 3 emphasizes the value of including students in the curriculum development process, Teacher 2 focuses on maximizing the available time for lessons. Teacher 4's final suggestion is to divide students into smaller groups to promote a more customized and participatory learning environment.

### 3.2.2 Results of Interview

The target audience for the interview comprised eight third-year teachers from ain temouchent secondary schools to gather accurate data, the researcher decided to conduct in-person interviews with four participants from maliha hamidou and four from Oussad Mohamed Saleh, who tutor third-year pupils. The interview consisted of nine (09) key questions that sought to learn more about how the covid 19 epidemic has affected secondary school instruction in Ain Temouchent.

The questions from the interview were analyzed and are listed below:

#### **Question 01: How was teaching process during the coronavirus outbreak in Algeria?**

**Teacher 01:** non-sense and Unsatisfactory.

**Teacher 02:** It was good, the program was not loaded, few pupils in the class.

**Teacher 03 :** hard .

**Teacher 04 :** not efficient , too crowded groups that make our strategies of teaching not successful , Not adequate for us during that period because there was too many items and few time allocated.

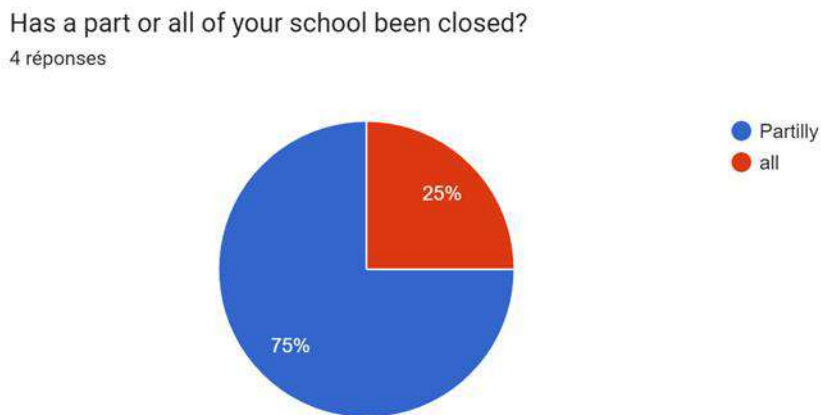
We can learn the following things about each teacher from examining the remarks provided:

## Chapter 03 : Data Analysis

This statement shows that Teacher 01 was generally unsatisfied with the program or circumstance and thought it lacked logic or coherence. However, it can be challenging to pinpoint the precise elements that were lacking in context. Teacher 02 offers a conflicted viewpoint. They say the program was good but point out that it was not loaded, which suggests there were some technical problems. Additionally, having a small class size may affect the dynamics of relationships among the students. Although the Teacher 03 statement is brief, it implies that they considered the circumstance or program to be difficult. However, without more details, it is unclear precisely what was challenging for them. Teacher 04 brings up many issues. They claim that the circumstance or program was ineffective, possibly because of overcrowded groups, which prevented the effective use of their teaching methods. Additionally, they remark that there was an excessive amount of activities and little time allotted, which suggests that the course material or workload may have been too much.

### Question 02: Has a part or all of your school been closed?

**Figure 3.5: Degree of School Closure in Ain Temouchent Secondary Schools**



## Chapter 03 : Data Analysis

This figure clarifies that most of the schools were not all closed for longer periods, because one of the teachers has admitted that schools were closed only for a period of time and then they opened and by applying the sanitary protocols in those schools, everything went well

### **Question 03 : What has been the most tough situation, and why?**

**Teacher 01:** we were in front of deadly pandemic which killed numbers of our families and our pupils families, psychologically it was so hard to cope with it , for our teenagers who suffered academically and psychologically .

**Teacher 02:** for me it was easy and simple

**Teacher 03:** Reducing the working hours, and no time to accomplish the program

**Teacher 04:** No comment

These instructors' remarks offer various viewpoints on their experiences throughout the devastating pandemic. Analyzing each comment in turn, the first instructor admits how seriously the fatal pandemic has affected both his or her own life and the lives of their pupils. Both the death of family members and the psychological difficulties teens experience are mentioned. It indicates the epidemic had a significant and challenging effect on them. Teacher 02 offers a different viewpoint. They claim that the epidemic was an uncomplicated and straightforward experience for them. However, it is difficult to comprehend why they see it this way without more context or explanation. They might have had a different set of circumstances or coping techniques that made it easier for them to deal with the difficulties. The third teacher emphasizes a real-world problem encountered during the pandemic. Reduced working hours and insufficient time to finish the educational program are mentioned. This

## Chapter 03 : Data Analysis

suggests that the disruptions caused by the pandemic made it difficult for them to complete their academic requirements. Lastly, Teacher 04 declines to offer any commentary on the subject, either out of reluctance to offer their viewpoint or perhaps out of indifference to the topic.

### **Question 4: What action have been taken to ensure teaching continuity during school closure?**

**Teacher 01:** online learning, home teaching (not efficient, not all pupils have internet and mobile phones)

**Teacher 02:** it took measures of security and safety

**Teacher 03:** nothing

**Teacher 04:** homework

the first comment point out the limitations and difficulties of online education and home teaching highlighted by this teacher. They draw attention to the fact that not all pupils have access to the required equipment, such as the Internet and mobile phones, which can limit their capacity to take part in online lectures. The teacher makes the implication that not all students may benefit from this style of learning. Next, the second teacher acknowledges the significance of security and safety precautions in the context of online learning. They understand the need of maintaining privacy for pupils and a secure learning and teaching environment online. This comment indicates that the instructor has taken action to address these issues. Without additional context, the third teacher's statement is unclear. It is unclear if they are making general remarks on the subject or are referring to not taking any particular action. It is difficult to offer a thorough appraisal of their claim in the absence of more details.

## Chapter 03 : Data Analysis

Finally, the fourth teacher's reply implies that they use homework assignments as a primary teaching strategy. It suggests that they may not be actively interacting with pupils in the present but may be giving them assignments to accomplish on their own time outside of class. However, it is difficult to assess the efficacy or potential drawbacks of this method without more background.

Question 5: Have you had a clear understanding of the arrangements and changes that were made to the curriculum and instructional time?

**Teacher 1:** no comment

**Teacher 2:** no not really, because some of were not understandable at all, but we had to deal with them because we were obliged to

**Teacher 3:** yes, it was clear and brief

**Teacher 4:** no, not at all changes were done randomly

firstly; this teacher does not express any specific viewpoints or comments on the subject at hand. It can imply that they either do not have any opinions or would rather keep them to themselves. Teacher 2 complains about the modifications. They claim that several adjustments were difficult to understand, which suggests a lack of clarity. They do, however, remark that despite the challenges, they were forced to handle or adapt to these changes because of a duty or requirement. Teacher 3 expresses satisfaction with the revisions, saying they were simple. This means that they found it simple to comprehend and manage the adjustments. Teacher 4 complains bitterly about the modifications, saying they were made randomly and illogically. They imply that there was no purposeful planning or organization and that changes were implemented randomly.

## Chapter 03 : Data Analysis

**Question 6 : How effectively did the modified curriculum match the new school schedule?**

**Teacher 1 :** no comment

**Teacher 2 :** it was not effective at all , especially with what we had to teach

**Teacher 3 :** it was very effective because the program was light

**Teacher 4 :** we were provided with a progression where the ministry reduced lessons

Based on these comments teachers' perspectives vary from one another, teacher 1 has opted not to offer any specific criticism or views on the program's efficacy. It is unknown why they have remained silent, while Teacher 2 expressed dissatisfaction with the program, saying it was ineffective in light of the material they had to teach. This instructor thinks the program did not meet their teaching needs sufficiently; Teacher 3 has a favorable opinion and thinks the program is very successful. They explain the program's efficacy as being "light," which suggests that it was simple to operate or had a minimalistic design. This teacher seemed to value the program's clarity and effectiveness. Finally, the feedback from Teacher 4 implies that the program was successful for them. They remark on receiving a progression, which suggests a well-organized strategy or curriculum. The government cutting back on classes may also mean that the software assisted in organizing and improving course content.

**Question 7: Two years later, did the closer time period affected the pupils academic achievement?**

**Teacher 1:** Yes, because program was light when they went looking to the ancient program they felt lost.

## Chapter 03 : Data Analysis

**Teacher 2 :** Yes , of course , you can say two years without any effective academic achievement

**Teacher 3 :** Yes of course it did , the impact was deep and important on our pupils achievement at all levels , especially psychologically and they become lazy and not motivated at all

**Teacher 4 :** of course yes , most of them have low level

The statement made by teacher 1 implies that the program to which the teachers refer was not sufficiently extensive or substantial. Pupils consequently felt doubtful or confused when attempting to look into or learn about the ancient program, The remark made by teacher 2 implies that there was little academic advancement over two years. It implies that the pupil's academic successes at the time were ineffective. According to the third teacher declaration, the closure had a major effect on pupils' academic success, especially psychologically. As a result, pupils have grown lazy and demotivated. The statement from Teacher 4 shows that the majority of the pupils have a poor degree of aptitude or proficiency, which can imply that their academic performance is lacking.

**Question 8 : besides the pandemic drawbacks , are there any achievements you think your pupils have made ? if yes , what they are ?**

**Teacher 1 :** Yes , there are , they learnt how to deal with the pandemic , also they learnt how to use the internet and to navigate in online websites , they acquired such a self-confidence , they became helpful and obtained the appropriate skills to work in pairs and groups

**Teacher 2 :** classes were not overcrowded , so it was an opportunity to the most intelligent pupils to learn more and more

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**Teacher 3 :** yes , the understanding of the lesson was very effective

**Teacher 4 :** No comment

Let's analyze the feedback offered by the various teachers:

The first teacher focuses on the advantages of the epidemic condition. They say that pupils developed their self-confidence, learned how to cope with the pandemic, adapted to online learning, and navigated websites. They also remark on how youngsters became helpful and improved their teamwork skills. Overall, this feedback highlights how the epidemic has benefited pupils' skill development and personal development, The second teacher concentrates on the pandemic-era class size. They contend that with smaller class sizes, the smarter pupils had a greater chance to learn. This statement indicates that smaller class sizes may have improved the learning environment for some pupils, The third teacher claims that the lesson's use during the pandemic was quite successful. They imply that pupils were able to understand the ideas and material, demonstrating successful learning outcomes, finally Since the fourth instructor choose not to comment, we are unable to assess their point of view because they offered no concrete details.

Overall, the opinions expressed here differ regarding the pandemic's effects on schooling. It is vital to keep in mind that the analysis is constrained and only includes a small sample of teachers, even if Teachers 1, 2, and 3 show several advantageous qualities like skill development, individualized attention, and efficient learning. There is a good chance that different schools, localities, and pupils may experience the pandemic's overall effects on schooling differently.

**Question 9 : What are the achievements that you could do as teachers ?**

**Teacher 1 :** my achievement is to not fill the pupils with knowledge , I would facilitate the

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learning process used

**Teacher 2** : be a facilitator and a psychologist , help pupils to overcome the pandemic , replace the academic absence in period crisis , especially psychological aid for pupils deeply touched

**Teacher 3** : we cannot speak about real achievement

**Teacher 4** : no comment

Lets analyze teachers comments :

The first teacher approach appears to place more emphasis on assisting the learning process than merely delivering knowledge. They place a high value on creating an atmosphere that encourages active learning, critical thinking, and problem-solving abilities. They hope to encourage their pupils to learn independently by doing this, The second teacher highlights the value of offering assistance outside of the classroom. They consider their job as helping pupils who have been severely impacted by the pandemic not only academically but also psychologically. They argue for attending to pupils' emotional needs in addition to their academic ones and emphasize the negative effects of the crisis on students' overall well-being. A third teacher has a rather negative viewpoint, implying that they do not think significant accomplishments are feasible in their situation. It is unclear if they are talking about the current situation explicitly or if they mean this in a more general way. However, it can be difficult to fully comprehend their perspective without additional background; the fourth teacher's response is short and empty of any useful information. Based only on this comment, it is challenging to evaluate their point of view or comprehend their position on the subject. Overall, it appears that the first two teachers take a proactive and student-centered approach, placing a strong emphasis on supporting learners both academically and emotionally and encouraging learning. Without more details, it is difficult to determine the third teacher's exact

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worries or motivations for the statement, which seems to have a more pessimistic outlook. The fourth teacher's perspective is unknown because they did not participate in the conversation.

### 3.3 Summary of the Results

It is crucial to analyze and summarize the data you obtain when gathering it, whether through interviews, questionnaires, or other means. When you summarize data, you reduce the amount of information into a form that is clear, concise, and useful for decision-making.

#### 3.3.1 Questionnaire

Lack of online learning. Consequently, many faced difficulties upon returning to school, leading to a significant increase in dropout rates at their level.

. The process of teaching and learning was hindered by the closure of schools, which had a severe negative effect on both teachers and pupils.

. Long absences from school damage pupils' learning and technical skills and cause them to forget what they have learned. Which would result in poor academic achievement.

. Poor quality of education during this period and a handful of technological aid

. The absence of assistance from the authorities made everything worse and hard

#### 3.3.2 Interview

The program implanted by the Ministry of Education did not suit the teachers because of overcrowded classes and an overwhelming workload with limited time for activities.

. The huge negative impact caused by the pandemic on the psychological side of teachers and pupils, and kept them locked in a state of fear

## **Chapter 03 : Data Analysis**

. Practical problems, such as reduced working hours and inadequate time to finish the school curriculum, were experienced during the epidemic. This shows that it was difficult for them to complete their academic requirements due to the pandemic's disruptions.

. The pandemic had some advantages for pupils, for example, they developed solid self-confidence, adapted to online learning and online platforms, improved teamwork skills, small size classes also helped pupils to understand the lessons well, and they became smarter and more mature than before

### **3.4 Conclusion**

The results from the two main study instruments—questionnaires and interviews—have been collected in this chapter. The key results are also discussed and interpreted in detail in this chapter.

**CHAPTER 4:**

**Suggestions And**

**Recommendations**

## **Chapter 04 : Suggestions and Recommendations**

### **4 CHAPTER 4: Suggestions and Recommendations**

#### **4.1 Introduction**

This chapter opens the door for suggestions and recommendations to assist in addressing and managing the COVID-19 situation and its effects on pupils and teachers' teaching and learning processes. The final section of this chapter addresses the researcher's limitations in carrying out this investigation.

#### **4.2 Suggestions and Recommendations**

The purpose of the study the researcher is to investigate the impact of covid 19 pandemic on pupils' and teachers' learning and teaching process, The researcher initially prepared a list of suggestions and recommendations to make to confront and handle the circumstance faced by pupils and teachers, first the researcher recommends the use of blended learning strategy

#### **4.3 What is Blended Learning ?**

The BL approach is the combination of different teaching methods to help students learn in the most effective way possible. This can include using both in-classroom lessons and online resources, or mixing traditional teaching methods with technology tools, Teachers and schools will use these tools to help students learn more effectively, teachers are always there to help you learn, whether you're in a shared classroom or not. They help design the approach and choose what tools to use, explain the tasks, and help you progress when needed

A blended learning approach can be applied in a variety of combinations, as appropriate to the age, capacity, and circumstances of the learners and intended learning outcomes. Blended learning in formal education happens when a school, educator, or learner takes more than one

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approach to the learning process:

- Blending school site and distance learning environments
- Blending different learning tools that can be digital (including online) and non-digital

Using their professional judgment, teachers and schools will select and facilitate the use of these as part of engaging and effective learning tasks that support broad competence development.

Regardless of the age of the learner, and regardless of whether the teacher and pupils are in a shared physical space or not, the teacher is a constant and critical presence in the learning process. They design the approach and select the blend of environments and tools; they explain the tasks; they are active in the tasks when appropriate; and they review the learning progression after the tasks.

Blended learning can be an approach at the micro level - in a single learning process with a group of learners -, the meso level - a strategic approach by a school to facilitate blending learning -, and the macro level – embedded as a system-wide approach. It may also be called a “hybrid” approach or a more specific term relating to the environment or tool being used, such as “online learning”.<sup>4 5 6 7 8 9 10</sup>

### **4.3.1 So why blended learning was highly recommended for emergency kind of situation?**

The COVID-19 pandemic led to many school closures, which allowed for the use of "Emergency Remote Teaching" - a type of online learning that uses different tools and learning environments than traditional classrooms.

## Chapter 04 : Suggestions and Recommendations

Many stakeholders, including those who were consulted during the pandemic's preparation, agreed that this experience could be used to improve education more generally and that rapid adaptation and innovation were possible. In 2020-21, Algerian education systems showed that this is true by quickly adapting to new legislation and developing new partnerships with stakeholders.

Some things are not as good as they could be because of the pandemic. Schools are not as ready as they should be, and there are not enough resources to offer alternative ways of learning. This has disrupted science and arts, physical education, and vocational education, which are all focused on practical tasks. Additionally, existing inequalities in learner opportunities and progression have been exposed and new inequalities have appeared. The Algerian Ministry of Education is committed to investing in the recovery from the pandemic so that education systems can improve their resilience and cope with changing circumstances in the future.

There is a need for schools to keep up with the changes that are happening in the world, and to do this, they need to use a variety of different learning methods. A blended learning approach, which is when different types of learning are combined, is best suited to meet these challenges.

Supporting blended learning, whether designed and organized at the system, school, or classroom level, requires more than addressing teacher and learner competence and their use of environments and tools. It requires a coherent approach by the whole of the school education system encompassing: school leadership; learning design; teacher professional

## **Chapter 04 : Suggestions and Recommendations**

development and working conditions; the collaboration between schools and the wider community; infrastructure and resources; and quality assurance.

Blended learning can be an approach at the micro level - in a single learning process with a group of learners -, the meso level - a strategic approach by a school to facilitate blending learning -, and the macro level – embedded as a system-wide approach. It may also be called Blended learning can be a way to do things on a small scale with a group of people, a way to do things on a larger scale by involving schools, and it can be a part of a system-wide approach. To support blended learning, we need to look at the whole school system and how it works together. This includes things like school leadership, learning design, teacher professional development, working conditions, the collaboration between schools and the wider community, and infrastructure and resources. We also need to make sure that the quality of blended learning is good.

### **4.3.2 Blending digital and non-digital learning tools**

Sometimes people learn best by using different tools, like digital and non-digital ones. For example, some people learn best by reading books, while others learn best by doing math problems online, Online learning makes it easier to use digital technology to connect numerous devices, facilitating smooth communication between people and with learning platforms and programs. When done well, online learning can help people learn more effectively and become more inclusive.

Online learning can happen in any place where someone can use a device to connect to the Internet. It can be used to learn in different contexts, like at school and online, or in combination. This is important for people who are trying to learn more blended learning. Some digital learning tools do not need to be connected to the Internet to work. These tools

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include smart boards and projectors in classrooms, mobile devices and laptops with applications for designing, exploring, and sharing work, television, and radio for following recorded programs, and Augmented Reality and Virtual Reality tools and applications that allow for enhanced interactivity.

There are many different learning tools you can use to learn more about things. Some of these tools include books, craft tools, scientific equipment, and sports equipment. This can help you to learn a lot about different topics.

### **4.3.3 Integrating learning environments and tools into tasks**

When it comes to blended learning, the most important thing is to make sure the different environments and tools are used in a way that is appropriate for the age, ability, and goals of the pupils. This means, for example, that sometimes teachers will lead pupils through tasks, and other times students will be allowed to work on their own.

### **4.3.4 The Second advantage of blended learning**

Using blended learning may enable students to grow as strong, independent, and collaborative learners who also take more responsibility for their lifelong learning, which will build a culture of lifelong learning in the future.

Their formal education with a more individualized approach, paying close attention to and supporting any areas that might be preventing success.

By developing their creative characteristics, they will learn how to be curious, imaginative, persevere, and problem-solve. This will help them stay curious about the world around them,

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keep their imagination active, stay motivated, and think critically about their learning experiences.

Some people have talents that help them learn in different ways than others. When they recognize their talents and connect them with their learning in non-formal settings, they can be more successful in school.

They should enjoy a healthy and active lifestyle. This means they should encourage

themselves to do things that make them happy, healthy, and active for the rest of their life.

### 4.3.5 What benefits can blended learning offer?

Blended learning is a way of learning that can support a project or course of study while the students are not all in the same place at the same time. It is helpful for times when it is not possible to go to school, or when other sites are better suited to the learning approach. Blended learning requires decisions about how to use different environments, and it encourages a review of what the school site is and can be for the students and the community.

If resources and school organization permit, it can aid in enhancing the inclusion of education, particularly due to its flexibility. For instance, there can be better support for education in rural and remote areas, including the world's most remote places, as well as for other students who might not attend the school site full-time: members of traveler communities; young careers; people with health issues or who reside in hospitals and care facilities; people undergoing high-performance training (such as young athletes or performance artists); and people enrolled in paid employment or vocational training.

The periods that they spend learning on the school site can help them learn better in other environments. However, they are not alone when they are learning. Any time they spend

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learning with or without a teacher, and on the school site or in other indoor and outdoor environments, is important for their development as learners.

Blended learning is a way of teaching where teachers use different tools, such as digital technology, to help learners learn on their own. This means that students can be more autonomous and learn what they want, which can help them feel more confident and motivated. Blended learning is a way of teaching where pupils learn more independently, in combination with traditional classroom learning. This can help young people learn more efficiently and effectively, while still benefiting from the attentiveness and support of a teacher.

The blended learning approach that is already in use can help students with special needs. However, widespread change or transformation will require more cooperation between different groups of people, including policymakers, curriculum designers, education researchers, teacher educators, and students themselves.

Most schools in tertiary education and business training, as well as some schools in remote areas, adopt blended learning. However, provided several criteria are taken into account, it can also be successfully used in regular schooling. The learning process must be properly planned, constructed, and reviewed with feedback to drive future learning design and school development. It is crucial that the school's strategy and the design created by the instructors as professionals are focused on what is best for the learner, moreover blended learning is a way to teach using a variety of different technologies, including face-to-face and e-learning, to make sure everyone gets the most out of their learning experience. Bath and Bourke (2010) argue that blended learning achieves better student experiences and outcomes, and teaching that is more efficient and course management practices. According to Krause

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(2007), blended learning is possible in educational environments where there is an effective integration of different modes of delivery, models of teaching, and styles of learning because of adopting a strategic and systematic approach to the use of technology combined with the best features of face-to-face interaction. Developments in ICT have provided new opportunities for educators to design and deliver their courses in ways that facilitate, support, and enhance teachers' roles, students' individual cognitive experiences, as well as the social environment (Bath and Bourke, 2010). Thorn (2003) describes blended learning as a way of meeting the challenges of tailoring learning and development to the needs of individuals by integrating the innovative and technological advances offered with the best of traditional learning. Carter (as cited in Battye & Carter, 2009) defines blended learning as a strategic and considered approach to teaching and learning that effectively integrates different models of teaching and styles of learning whereby both face-to-face and online learning are each made better by the presence of the other. Kim (2007) has classified learning into three key dimensions: physical class-based versus virtual, formal versus informal, and scheduled versus self-paced. There are many different ways to learn together, depending on what we have in our three dimensions: blended learning is a combination of two or more types of learning. For example, blended learning can include learning in a physical class, as well as learning online. This is important because blended learning is not simply a mixture of two types of learning; it must include at least one traditional learning type and one online learning

### **4.4 Explaining the Difficulties in Implementing this Strategy**

Teachers can provide pupils with a personalized learning experience through blended learning. Both traditional offline training and online training are now available to employees and pupils. Additionally, teachers may accommodate all types of learners by adopting a

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blended learning strategy and a variety of methods and materials. There are many obvious benefits to using a mixed learning method for your online training.

As a result, businesses must start using it to give effective training. However, creating a mixed-learning course can be challenging.

This is because blended learning frequently presents teachers with several challenges. In the following paragraphs, we will examine the numerous problems with blended learning and possible solutions.

### **4.4.1 Ensuring That Students Succeed With New Technology**

As newer learning technologies become available, we may be tempted to use them all in our training solution. However, using them all indiscriminately can lead to a less effective learning experience.

Although these technologies can help teach you how to do something, they might not be the best way for you to learn.

Our challenge is to make sure that our blended learning programs are effective, but that we don't rely too much on new technologies. This is because new technologies can sometimes have some glitches, and can make training look too exciting for learners to take it seriously.

With new technologies, some learners might have difficulty using them during training. If these difficulties cannot be fixed, it may mean that fewer people will complete the training.

To avoid this challenge, use the latest technology. If you have to use new technologies, make sure there is someone available to help you use them properly.

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### **4.4.2 Using Technology Because It Is Available**

Most organizations use new technologies to redesign their blended training programs because they think they will get better results. However, this is often not the case. These new technologies may not be the best way to train your employees

However, you need to understand the technology well before using it for your programs. You can redesign your training to match a blended learning approach, but you can start with the technology you understand.

Once you reach a successful level, you can continue to improve your skills and deliver better training to your employees.

### **4.4.3 Having A Standard Thinking**

Some students have a general belief that they can do better in a traditional classroom setting, so it can be difficult for teachers to provide blended learning.

When you are in a classroom, it can help to know what is going on. This way, you can learn more easily and measure your progress.

The way to make sure that everyone learns well is for facilitators and other professionals working with students to make sure they are introduced to the whole process of learning from the beginning.

To use technology and other resources in the classroom, kids will need to be given some clues. Once they know how to use these tools, they can change their mindsets about the traditional classroom.

Facilitators must be available to help learners anytime, day or night.

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### **4.4.4 Incapacity To Monitor And Evaluate The Development Of Your Students**

To make sure that all of the students who are taking our courses are getting the most out of them, we need to be able to track their progress. This means understanding what they have completed after completing a specific course.

To be successful in school, you need to be tracking both your classroom activity and your self-paced learning. Additionally, you need to check in with students regularly to make sure that you are meeting all their learning goals.

You can always see how well you are doing on your training course by tracking your results. This will help you figure out if you need to improve more.

### **4.4.5 Technology Is Pricy**

Most technologies are expensive, so it can be hard for people with a low budget to keep up with blended learning.

That is because most participants need to have functioning technology devices to access training. However, because we are living in the digital age, most learners are using smartphones.

Blended learning has many benefits for an organization, including a higher training return on investment (ROI). If you can overcome some of the challenges, you can give your employees a better learning experience.

### **4.4.6 Aid And Assistance**

Students need help from various people and departments within an institution during their studies. Some people need help from lecturers or mentors, which can be hard to find. But before the coronavirus outbreak, students could easily find these people on campus.

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Now, students will need to contact these people electronically or by phone, which can be hard to do. Some students may have problems with services or systems at their school. This can happen on campus, or with things like electronic materials. If a student is having trouble logging in or getting access to materials, the service desk can be a helpful place to go. Sometimes, schools don't have great service desks and students may wonder if they'll be able to get help on time

### 4.4.7 Lack Of Time While Implanting This New Strategy

The beginning of the lesson is a transitional time when both teachers and students enter the classroom and settle in for the upcoming instruction. Starts have been identified as typical moments in which teachers have difficulties attracting students' attention (Jones & Jones, 2007, 223). Lack of time has forced teachers to hurry up during study time which had an negative effects on students , because pupils got used to a certain way of learning , and teaching do not enough skills to deal with the rest of lessons , after school recovery teachers were confused , this confusion affected their performance , and get stuck in the program which will cause panic for them for not finishing it in the right time , so to fix this problem they will try to speed up the process of teaching , as a result of that everything will look ambiguous for pupils , they will face obstacles because of their low capacity , they have to depend on themselves since the teachers is confused , and as we all know Algerians educational system puts big responsibility on teacher shoulder as the only source of information , so if the source in trouble , the receiver “ pupil “ will be at a loss , so they will try to find another strong source of information which is going to be the internet some students can access to it and some cannot , so the ones who lack these tools will automatically switch to private lessons in order to rectify the rest of the lessons of the year , there is a category who is majorly effected ,

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speaking of baccalaureate exam students , they are in sensitive period and due to this new teaching strategy they will themselves in hard situation because their total focus is on their final exam , they will be mentally tired this will harm their continuity and productivity , they have to do extra efforts in order avoid lessons overload and also stay focused until the day of the final exam , because of teachers lack of skills , these students could face probability of not succeeding in their final exam which can be a huge upset for them and for their family and friends , this can harm their mental health and cause anxiety and downgrade in their confidence , when seeing other colleagues succeeding and moving up to whole new stage , this result can give them of feeling of quitting school and stopping their academic journey.

### **4.5 Limitations of the Study**

The purpose of this study was to investigate the effect of covid 19 pandemic on the teaching process in Maliha Hamidou and Oussad Mohamed Saleh secondary school Although the researcher adhered to the methodology requirements and successfully attained the research goals, Additionally, despite the researcher's best efforts, not all teachers were able to complete the online questionnaire, thus the researcher was forced to turn to a face-to-face survey. Due to instructors' hectic schedules, it was difficult for the researcher to obtain statistics and numbers, and it took them a longer time to respond back

### **4.6 Conclusion**

Finally, this chapter provides some important advices that can be used to assist teachers in finding alternate study methods, as well as some constraints that the researcher encountered while carrying out this study.

# **General conclusion**

## General Conclusion

The COVID-19 pandemic has had a huge impact on teaching in Algerian secondary schools, as it has in many other nations throughout the world. Teachers and pupils have been compelled to adopt new teaching strategies and technologies because of school closures and the adoption of remote learning. Some pupils who lack access to technology or are unable to adjust to online learning have difficulty adjusting to this unexpected change. The academic schedule has also been impacted by the pandemic, with some tests being postponed and the start of the school year being delayed.

This study aimed to investigate the impact of covid 19 pandemic on the teaching in ain Temouchent secondary schools , two research tools were used to collect data , and the findings of this investigation gave answers to the research's stated questions. The researcher has put out two hypotheses that suggest that the shift to remote learning has created difficulties with platform adaptation, decreased interaction between pupils and teachers, and potential access inequities to technology. And Due to increasing distractions, less social connection, and challenges with sustaining focus and motivation in detached learning environments, the COVID-19 epidemic has had a negative influence on the motivation and engagement of pupils. These hypothesis are correct because majority of the teachers have stated that in their comments when they were interviewed

This circumstance has sparked doubts regarding the efficiency of online education and how it affects students' learning outcomes. The Algerian government has taken action to deal with the problems caused by the pandemic. Such as giving pupils who lack access to the internet and digital devices. To maintain the integrity of the educational process and to guarantee that pupils' learning outcomes are not jeopardized, the government has also

## **General Conclusion**

taken action. In conclusion, the COVID-19 epidemic has had a tremendous impact on the educational process in Algerian secondary schools, necessitating the adoption of new teaching strategies and technological advancements by both instructors and pupils . better planning must be taken into consideration , The investigation highlights the need for better contingency plans and preparation in the education sector. To encourage remote learning and guarantee that all pupils have equitable access to education, schools should invest in the necessary infrastructure and materials. To create comprehensive strategies to handle potential problems, cooperation between educational institutions, governmental agencies, and key stakeholders is crucial.

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## **Bibliography**

# **Appendices**

## **Appendices**

### **Appendix**

#### **Teachers Questionnaire**

**1. When returning to school, did you find Difficulties in order to teach pupils?**

- **Yes**
- **No**

**2. If yes, what they are**

**3. Did your school used online learning?**

- **Yes**
- **No**

**4. Did the school closure effected your teaching process? If yes, explain.**

**5. If schools did not open, what would be major problems that can face your pupils?**

- **Academic failure**
- **Having limited resources to learn from home**
- **Getting bored**
- **It would be okay**

## **Appendices**

**6. How would you evaluate your overall education during the pandemic at your school How would you evaluate your overall education during the pandemic at your school?**

- **Highly satisfactory**
- **Satisfactory**
- **Neutral**
- **Unsatisfactory**
- **Highly Unsatisfactory**

**7. If you have any ideas for how your school may improve the educational experience for pupils during this pandemic, please share them.**

## Résumé :

La pandémie de Covid-19 a été l'une des expériences les plus difficiles de notre histoire. En ce qui concerne l'éducation, elle a créé un défi sans précédent pour les systèmes éducatifs du monde entier et l'Algérie n'a pas fait exception. La crise sanitaire a poussé les autorités à prendre des dispositions et à procéder à des ajustements pour adapter l'environnement d'apprentissage à la situation. Cette étude visait à étudier l'effet de la pandémie de covid 19 sur le processus d'enseignement dans l'école secondaire algérienne afin d'explorer les changements qu'elle a entraînés dans l'environnement d'enseignement et leurs effets sur le processus d'enseignement. Pour atteindre cet objectif, une recherche exploratoire a été menée sur la base d'une approche mixte utilisant un questionnaire et un entretien avec les enseignants comme principaux outils de collecte de données. L'échantillon de l'étude était composé de huit enseignants de l'école secondaire d'Ain Temouchent, deux écoles secondaires, Maliha Hamidou et Oussad Mohamed Saleh .

## ملخص :

لقد كانت جائحة كوفيد-19 واحدة من أكثر التجارب صعوبة في تاريخنا. أما في مجال التعليم، فقد شكل تحديا غير مسبوق للنظم التعليمية في جميع أنحاء العالم، ولم تكن الجزائر استثناء من ذلك. وقد حثت الأزمة الصحية السلطات على اتخاذ الترتيبات والتعديلات اللازمة لتكييف بيئة التعلم مع الوضع المضطرب. وتهدف هذه الدراسة إلى تقصي تأثير جائحة كوفيد-19 على عملية التدريس في المدرسة الثانوية الجزائرية في محاولة لاستكشاف التغييرات التي أحدثتها في بيئة التدريس وآثارها على عملية التدريس. ولبلوغ هذا الهدف، أجريت بحوث استكشافية استنادا إلى نهج مختلط باستخدام استبيان للمعلمين ومقابلة للمعلمين بوصفهما أداتين رئيسيتين لجمع البيانات. وضمت عينة الدراسة ثمانية مدرسين بالمرحلة الثانوية من مدرسة ين تموشنت، ومليحة حميدو بالمرحلة الثانوية، وثانوية اوسعد محمد صالح

