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The Covid-19 Pandemic and Mental Health of 2nd Year Students at the University of Bejaia

A dissertation submitted in partial fulfilment
of the requirements for a **Master's degree in Linguistics of Foreign
Languages**

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DEDICATION

I have the great honor to dedicate this study to my beloved parents, who have provided me with precious educational opportunities, the origin of inspiration and strength when I thought I am giving in.

To the memory of my wonderful grand-mother.

To my amazing sisters Zahra, Djohra, and Assia for their support, love, and help.

To our family's favorites, my lovely brother Rahim, and my cutie niece Julia.

Without forgetting my incredible friends Billal and Taous who have also lent a helping hand.

To my great partner Donia.

Manila

DEDICATION

I dedicate this work to my family, my source of success.

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ABSTRACT

The present study sheds light on the student's mental health during the COVID-19 period. It covers mainly the factors that affected the students. The aim of this study is to investigate the EFL student's psychological health and explore the obstacles and the challenges while learning during the confinement. This study seeks to identify their mental health problems as well as learning obstacles. In addition, it also aims to explore their feelings, attitudes and perspectives towards the COVID-19 crisis. This research is conducted under a descriptive qualitative design. In order to gather data, we have administered a questionnaire to 45 second year EFL students in the University of Bejaia. The results of the research findings have shown that the COVID-19 pandemic has impacted their learning negatively.

Key words: Student's Mental health, Higher Education, Covid-19, pandemic.

LIST OF ABBREVIATIONS

EFL: English as Foreign Language

WHO: World Health Organization

CDC: Center for Disease Control

LMS: Learning Management Systems

FLN: National Liberation Front

SARS: Severe Acute Respiratory Syndrome

Table of contents

Dedication.....	I
Acknowledgements.....	III
Abstract	IV
List of abbreviations.....	V
Chapter one: Theoretical Background	
1-Introduction.....	01
1-2 statement of the problem.....	01
1-3 The purpose of the study.....	02
1-4 Research questions.....	03
1-5 Rationale of the study.....	03
1-6 Conclusion	03
Chapter two: Review of literature	
Section one	
2- Introduction.....	05
2-1 the historical background of Algeria.....	05
2-1-1 the pre- colonial period.....	05
2-1-2 post-independence.....	06
2-1-3 2000- the present.....	06
2-1-4 conclusion	06
Section two	
2-2 Education System in Algeria.....	07
2-2 introduction	07
2-2-1 Foreign Languages in Algeria schools (The status of English in Algeria)	07
2-2-1-1 EFL in middle school.....	07
2-2-1-2 EFL in secondary school.....	07
2-2-1-3 EFL in higher education.....	08
2-3-1-4 conclusion	08

Section three

2-3 Covid19 and higher education.....	09
2-3-1 Introduction.....	09
2-3-2 Covid-19 and higher education	09
2-3-3 Conclusion	13

Section four

2-4 Distance learning and traditional learning

2-4-1 Introduction.....	14
2-4-2 Definition of learning.....	14
2-4-3 distance learning vs traditional learning	15
2-4-4 advantages and disadvantages of distance learning	18
2-4-5 conclusion.....	19

Section five

2-5 student's mental health.....	20
2-5-1 Introduction.....	20
2-5-2 Covid19 and student's mental health	20
2-5-3 conclusion.....	22

Chapter three: Methodology

3-1 Introduction.....	24
3-2 Research method.....	24
3-3 Sampling techniques.....	27
3-4 Limitations.....	27
3-5 Research design.....	28
3-6 Research approaches.....	29
3-6-1 Positivism.....	29

3-6-2 Interpretivism.....	29
3-7 Theoretical framework.....	31
3-8 Data collection and procedures.....	31
3-9 Approaches to qualitative analyses.....	33
3-10 Ethics.....	33
Chapter four: Appendix	
4-1 Findings.....	36
4-2 Discussion	45
4-3 Conclusion.....	45

General conclusion



Chapter One: Theoretical Background

1- Introduction

In this chapter, we are going to investigate the impact of the coronavirus outbreak on how it has affected the higher education institutions, including students. Then, we will examine how this pandemic has affected the student's psychological side and their mental health (stress and anxiety) while learning at home during the covid19 lockdown and to explore the obstacles and the challenges that the students face while learning online.

1-1 Statement of the problem

According to our experience as higher education students, we had faced many mental challenges as a result of the coronavirus epidemic and during the quarantine. Quarantine life is accompanied by psychological consequences (Andria, 2020). The lockdown had a negative impact on us, we used to have an everyday life, a specific routine to follow, we used to go to the university to learn every morning, and meet our colleagues, we used to have the classroom interaction, working in groups, and being in contact with our teachers. When we returned home, it was obvious that we needed to relax and spend time with our families. Accordingly, Praghlapati (2020) reported that living in cities, living with parents, and having a steady family income are all protective factors for students. However, since the outbreak of the covid-19, our lives have been up and down, we became really sad as a result of being at home all the time for 5 or 6 months, stressed, about what we should do and how we could continue our studies during the lockdown. Wondering if we were going to be poisoned by the flu, if we were going to die, what if the virus poisons my family. Having a relative or friend infected with COVID-19, on the other hand, is an independent risk factor for anxiety (Andria, 2020). Our minds couldn't care about anything other than the danger that we were in.

Education is changing in response to the covid-19 pandemic (Chelghoum and Chelghoum, 2020). Covid-19 today is regarded as one of the most tempting challenges and the greatest tragedies of the 21st century after the 2nd world war (Gautam and Hens, 2020). Almost all sectorial activities around the world had been affected by the virus (Guangul, et al,2020). The growing number of patients and confirmed cases, as well as the growing number of outbreak affected regions and nations, has heightened public concern about being sick, this appearance of the pandemic has triggered widespread fear and mental health pressure (Boa, et al,2020). The world faces a mental health risk as a result of the pandemic, the confusion, distress, fear of being sick or seeing a loved one getting sick, the disturbance of our daily life, the challenges of social connection, and, in many disruption of schooling could all have a significant effect on the nation's mental health

(YoungMinds, 2020).The covid-19 pandemic is a huge challenge to education systems (Daniel, 2020).”the covid-19 outbreak caused a big and huge level of stress among the university as well as students, this may lead to unfavorable efforts on learning and psychological health of students” (Sahu, 2020).The pandemic forced schools, colleges and universities all over the world to close their doors (Toquero,2020).As a consequence , universities were constrained to carry out their activities with students exclusively online(Sobaih, Masaneim,and Abu El nasr,2020). Switching quickly from a traditional school environment to distance or online learning could not happen instantly, this accelerated transition is associated with a number of barriers and challenges (Crwford, et al,2020). Coronavirus had affected student’s lives in a variety of ways, they had become unable to complete their school curriculum and assessments as normal, and in many cases they had been completely removed from their social group almost overnight(Daniel,2020). Physical distance can cause cognitive distress, negatives emotions and aggressiveness as a result of covid-19 anxiety, poor sleep quality, or a feeling of tiredness (Zhang, Zhang,Ma,and Di,2020). Because the virus is highly infectious, nearly every country in the globe has been seriously affected and has implemented confinement measures, such as forcing residents (including those with no signs of infection) to self-isolate at home and closing businesses and schools. The methods have been effective in limiting COVID-19 transmission, nevertheless, questions have been raised concerning their possible psychological effects. (Li, et al,2020). Previous research has indicated that those in quarantine had greater rates of psychological symptoms such as stress, sadness, anxiety, and sleeplessness than persons who are not in quarantine or the general population. The negative psychological impacts were caused by relatively extended durations of quarantine, infection worries, insufficient resources, insufficient information, and stigma (Li, et al,2020).

1-2 Purpose of the study

The present research aims to examine the higher education student’s mental and psychological side during the Covid19 pandemic exploring the different problems, challenges faced during the lockdown. This study also aims to investigate how the Covid19 pandemic affects the higher education student’s attitudes, emotions and concentration.

1-3 Research questions

This research investigates the challenges and the problems that higher education student face, it investigates the following questions:

- 1- How have the Covid19 pandemic affected the student's learning and their psychological health?
- 2- What are the student's experiences and feelings and means of coping with the lockdown restrictions while studying during the covid19 pandemic?

1-4 Rationale of the study

The covid-19 epidemic, which has resulted in an incredible health and socioeconomic crises that we are experiencing and will be remembered for a long time, has had a significant influence on the whole higher education sector around the world (Marinoni, Land, and Jensen, 2020). Because the higher education students have been affected by the Covid19 pandemic, the reason for conducting this research, is to examine if they have any psychological issues during the period of the lockdown, also to get their different overviews about learning during the period of the Covid19 pandemic. It is important because it obtain their various perspectives and overviews about learning during the covid19 crisis.

1-5 Conclusion

This chapter has provided a detailed background of the problems and the experiences that the higher institutions, including educators and students, have encountered during the Covid 19 crisis. The emphasis of the chapter was also on our experiences and feeling while dealing with the confinement.



Chapter Two: Literature review

2-1 Introduction

In this chapter, we are going to present a brief background of the Algerian context and how the Algerian educational system has developed over. Furthermore, we are going to review the literature on the Covid19 pandemic and how it has affected the higher education institutions, including students. It will also shed light on how the traditional teaching and learning has been replaced by distance learning, how it has become an accessible way for learning, and the students' attitudes towards this new way of learning. Then, we will examine how this pandemic has affected the student's psychological side and their mental health issues while learning at home during the covid19 lockdown.

Section one

2-1 Introduction

This section provided a brief history of Algeria, beginning with the pre-colonial period (1954-1962), followed by the post-independence period (1962-1979) and concluding with the last period 2000- to the present day. It also shed light on the Algerian educational system, specifically the status of English as a foreign language (EFL in Middle, Secondary and Higher education schools).

2-2 Historical Background of Algeria

2-2-1 Pre -colonial period (1954-1962)

The Algerian war of independence (1954-1962) was the hardest period for the Algerian people, it was considered as a turning point in the country's history (ages, 2017). Algeria was colonized by the French colonialism and according to Benrabah, (2020) "the term colonialism can be defining as foreign domination characterized by forcible relocation of a minority of exogenous people into a new territory inhabited by an indigenous population" (P. 22). During this period of time, Algeria went through two time frames (1954-1958), which were characterized by the extra ordinary fusion of civil and military authorities, and between (1958-1962), the general De Gaulle back to powers, and divided military from civil powers and transformed the camps into rural settlement (Henni, 2017).

2-2-2 The post-independence (1962-1979)

During this period, Algeria got the independence in July 5th ,1962, and in 1963 Algerian people elected their first president “ Ahmed Ben Bela” with the help of the military and “ Houari Boumediene”, After two years , Ben Bela toppled by the military and he totally disappeared from the state, after this accident “ Houari Boumediene” becoming the head of the state in 1965 in which he made new rules and decisions for the Algerian government, and after many years of becoming the head of the state, Houari Boumediene died in December 27th, 1978, after his death some of the government members were elected for the head of the state among them Chadeli Ben Did and Mohamed Boudiaf (Ages, 2017).

2-2-3 2000- Present

In the year 1999, “Abdelaziz Bouteflika” became the president after “Mohamed Boudiaf”, always with support of the support of military and FLN with 70% of the cast vote and he completed his fourth term of office in 2019 hoping for a fifth term in February 2019, but because of his health issues and with the birth of the “HIRAK” he declared his resignation. In December 12th, 2019, Abdelmadjid Tebune became the new president after getting 58% of the votes, in which he made new rules for the Algerian government among them, declaring the “HIRAK” as a “national day of fraternity”. After all those events, Algeria face a new change in all sectors with the spread of the Coronavirus, which made the country entered into a quarantine, and lead the president to solve the dangerous crisis (ages, 2017).

2-2-4 Conclusion

A brief historical background of Algeria was discussed throughout this section to learn more about the various periods of the Algerian history. We discussed three Periods, the pre-colonial period, the post-independence and the last period from 2000- to the present day.

Section two

2-2 Introduction

In this section, we shed light on the educational system in Algeria, specially the status of English as a foreign language including the secondary, middle and higher education schools.

2-2 The educational system in Algeria

“In the Algerian society, English has benefited a lot of from very favorable attitude to f a majority of users and non-users as well” (Miliani, 2001). The development of the Algerian educational system consisted of three main phases (Benrabah, 2007).

The first phase started with the domination of the French language during the French colonialism, which made the Algerian government focused more on learning foreign language “French” as well as following the European contents (Nadia, R. 2020). The second phase started in the late 1960s, in which 1990s, in which, the Arabic language imposed to the Algerian academic system (Benrabah, 2007). The last phase which began in the early 2000, lead to the transition or the shift to the free economic market (Benrabah, 2007). Algeria began a series of changes in the year 2000 with the goal of improving the structured of the educational system (Mami, 2013).

2-2-1 Foreign languages in Algerian schools (The status of English in Algeria)

2-2-1-1 EFL in the Algerian middle school

English is learnt since the first year of the middle school, it is compulsory for the four years of the middle school. In the educational system or the academic system, English as a foreign language (EFL) being the language of the globalization (Benadla, 2013).

2-2-1-2 EFL in the Algerian secondary school

English is considered as the second foreign language in Algeria after the French language. From 2004 until nowadays, English is taught at the secondary school level for four and three years respectively (Manel, Hassan and Burrito. 2019).

2-2-1-3 EFL in the Algerian higher education

In the Algerian educational system, especially the higher education system, students are asked to choose their preferred foreign language, and English is considered as one of the important and the main specialty. It is a language used in lifelong learning in recent years. At the higher education level, the Algerian ministry of education has tasked a special commission with evaluating License and Master's offers. A number of measures must be implemented at the level of curriculum design and integration to make the LMD architecture more beneficial. Success would be dependent on a variety of factors, including an assessment of the student's needs, encouragement of mobility enhancement and the establishment of listening cells to record their proposals (Mami, 2013).

2-2-1-4 Conclusion

A brief historical background of Algeria was discussed throughout this section to learn more about the various periods of the Algerian history. In addition, we attempted to comprehend Algeria's educational system, which include English as a Foreign Language (EFL) at all the three levels of education (Middle, Secondary and higher education schools).

Section three: Covid 19 and higher education

3-1 Introduction

In this section, we will provide a detailed explanation of the Covid19, its definitions symptoms and the risk it poses to humanity in general and higher education in particular. We are going to investigate the problems and obstacles that the higher education institutions including students faced during this dangerous period and how they responded to this unknown crisis. In addition, we will discuss how the Covid19 epidemic spread throughout the world, causing catastrophic results.

3-2 Covid19 and Higher Education

Every year, about one billion cases of disease and millions of deaths are caused by zoonoses worldwide. Zoonoses are diseases transmitted to humans through animals (WHO, 2020). Jones et al ,02008) stated that the majority of new infectious illnesses (71.8 %) originate in animals and are rising dramatically over time,” with their highest prevalence in the 1980s. It is believed that “more than six out of ten recognized infectious illnesses in humans can be transmitted by animals, and three out of every four novel or emerging infectious illnesses in humans are transmitted by animals (Centers for Disease Control and Prevention, 2002). As of today, the 21 century is witnessing one of its most tragic disasters, second only in number of casualties to World War II tragedy. The terrible illness, now known as COVID-19, began its spread from Wuhan, (China) in December 2019 and quickly covered the whole world with more than eight million patients in only around six months after the first confirmed cases (World Health Organization, 2020). Following the identification of the first patient on January 2020, the number of confirmed cases in South Korea has steadily increased. According to the South Korean government and the Korea Centers for Disease Control and Prevention (K-CDC), the total number of confirmed COVID-19 infections had increased to 10,512 as of April 13th, 2020 (Yang, et al ,2020). COVID-19 is now recognized as one of the most tempting challenges and largest tragedy of the century after the Second World War (Gautam 2020).

Covid-19, stands for Corona-virus Disease 2019, is the infectious disease that is caused by the most recently discovered corona-virus (SARS-CoV-2). Covid-19 is now considered as a pandemic that affects many countries worldwide at different levels (Kowalik, et al., 2020; WHO, 2020). The 2019 coronavirus disease (COVID-19) epidemic in China is a global health threat, and is by far the largest outbreak of atypical pneumonia since the Severe Acute

Respiratory Syndrome (SARS) outbreak in 2003. Within weeks of the initial outbreak the total number of cases and deaths exceeded those of SARS (Wang, et al ,2019).

Coronaviruses are a broad family of viruses that may infect both animals and humans. They often cause respiratory infections in humans, ranging from the common cold to more serious disorders such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS) (Carlos, et al., 2020). It has been started first in China, in Wuhan city, at the end of 2019, which has been later spread all over the world in the beginning of 2020, and it has been emerged as a global pandemic by the world health organization (Das, Das and Ghangrekar, 2020). The Covid19 is a precarious illness, which is considered as an infectious disease made by the most recently discovered coronavirus (WHO, 2020).

Coronavirus was first discovered in the city of Wuhan (China) in 2019, but its remarkable ability to spread and its rapid expansion around the world has led the WHO to consider it a pandemic (Rothan and Byrareddy, 2020). Wu, Chen and Chan. (2020) stated That “Coronavirus belongs to the orthocoronavirinea subfamily, as the name, with the characteristic “crown- like” spikes on their surfaces” (p. 217). Corona-viruses, as a family, are named by the resemblance of their shape to crown (corona). (Rahaal, 2020)

As a result, the WHO has classified the COVID-19 disease a pandemic as of March 11, 2020 (WHO, 2020). According to the world health organization (2020), it is a respiratory illness that infected most people especially elderly people who are suffering from chronic illnesses and respiratory problems such as diabetes and cancer.

The SARS-CoV-2 virus mostly affects the respiratory system. It has a long incubation time. The World Health Organization (WHO) has named the disease Corona Virus Disease 2019 (Wu et al., 2020). The severe acute respiratory syndrome coronavirus (SARS-CoV), Middle East respiratory syndrome coronavirus (MERS-CoV), and influenza virus were ruled out as possible causes of this pneumonia after a comparison with earlier instances (Zhonghua liu xing bing xue za zhi [Zhonghua liuxingbingxue zazhi,2020).

The Covid19 disease increase rapidly, it spread from one person to another during close contact with an infected person or individual (WHO. 2020). Because of the Covid19 pandemic, almost all countries forced people to follow some restrictions and rules in order to protect the whole country. For example, many people tend to work remotely during this crisis, and respecting the physical and the social distance between them (Sudor and Rzymiski, 2020). COVID-19 was amended by China's "National Infectious Disease Law" on January 20, 2020, to be classified as

a class B notifiable sickness. In addition, the 'Frontier Health and Quarantine Law' was adopted in an effort to reduce the COVID-19 epidemic (Zhonghua. et al, 2020). The virus continues to increase every day worldwide by affecting a huge number of people and increasing the number of deaths which caused a catastrophic result (Madani, Boutebal, and Bryant, 2020). The Covid19 pandemic has a dangerous effect on humanity.

Almost all the countries over the world ordered a nationwide lockdown to control the movement and the large spread of the virus (Rutz.et al, 2020). In this stressful period, people should be aware of the most common symptoms that they may experience such as cough, headache, loss of sense, smell and taste, diarrhea and sore throat (Strut, et al, 2020). These symptoms may, indeed lead people to protect themselves and be aware of this serious illness (WHO, 2020). Furthermore, as of 11 May 2020, SARS-CoV-2 has infected about 4 million individuals globally and killed around 278,993 individuals (Ahmed.et al, 2020).

Moreover, the COVID-19 epidemic has imposed a significant strain on many people's quality of life. As a result, officials in the public health and government sectors have implemented a range of measures to help prevent the spread of COVID-19, such as social distance, self-quarantine, and the closing of public places such as gyms, movie theaters, and educational institutions (Sahu, 2019). Since the Covid19 pandemic has enormously influenced all the activities around the world, education is not an exception (Chelghoum and Chelghoum, 2020). Following this line of thought, Sā and Serp, (2020) reported that "The pandemic has also affected the schooling dimension in its regular functioning, namely with the temporary closure of educational institutions and impractically of face to – face classes" (p. 8525). The Coronavirus has shaken up the education sector globally (Boutkhil and Maouche, 2020). As a result, students' educational plans have been disrupted, necessitating a considerable change from traditional learning in schools and universities to a virtual experience through online or distant learning (Schneider and Council, 2020). The educational institution closures around the world affect "more than 70% of the world's student population (Ahmed, et al .2020). According to Telli, Yamamoto, and Altun (2020) after the health sector, education is the sector most affected by COVID-19.

The Covid-19 epidemic has had a huge impact on the world, and education is no exception (CHELGHOUM and CHELGHOUM, 2020). To slow the spread of the outbreak, the masses must remain at home for an extended period of time. As a result, numerous countries have suspended their school-based instructional operations. Many students were impacted by the shutdown of schools and institutions during the epidemic (Zhong, 2020). Almost all

universities of the world took into consideration some protocols to make the atmosphere and students in a safe situation, such as encouraging following behaviors, and lead them to respect the physical distancing by learning online from home (Liguori and Winkler, 2020). The higher education system went through a lot of issues during the period of the Covid19 lockdown, in which it introduced the technological and the digital means to the academic field (Aristovnik, et al. 2020). Lassuoed, Alhendawi, and Bashitialshaeer (2020) said that “higher education institutions face several demands imposed on them by successive scientific and technological development” (P. 232). There were 6 nations that closed schools in March, the number rose to 195 a month later (Hebebcı, et al. 2020).

COVID-19 had a significant impact on education and training activities in a short period of time. Because of the quick growth, several governments throughout the world have had to halt educational operations or devise alternate solutions in a very short period of time (Hebebcı, et al. 2020). According to UNESCO (2020), as of April, 92% of the world's students have been influenced by their education and training lives (Hebebcı, et al. 2020). Teachers all over the world are attempting to address the most important educational issues posed by the pandemic, notably the lockdown (Chelghoum and Chelghoum, 2020). This global pandemic forced universities and colleges to shift from traditional classrooms (face-to-face learning) to remote instructions. This latter caused several troubles to both students and instructors due to this sudden shift (Servant, 2020).

Higher education institutions shifted learning from traditional one to a more developed way (online learning), to reduce the spread of this dangerous virus (Chicha, et al. 2021). According to (Gonzalez, et al. 2020) “the problem with the confinement is that not only the learning and teaching strategies should be modified, but also the assessment process as it cannot be done face-to-face”. The global pandemic and lockdown can likely cause problems for the higher education institutions, and it can interrupt the student's learning and assessment (Burgess and Sievertsen, 2020). The Covid19 pandemic impacted the student's academic life, and because of this catastrophic illness, students were obliged to move to a newly way of learning in which it made the situation a little bit hard for them (Aristovnik, et al, 2020). It is argued by Jena (2020), that “Due to the Covid19 pandemic, many new modes of learning, new perspectives, new trends emerged and the same may continue as we go ahead to a new tomorrow” (p.5). During the Covid 19 period, the higher education institutions faced a lot of challenges, which led the majority of the universities to provide quality education, accessibility to all university platforms such as (e-learning platform), as well as the importance of lifelong learning (Rachid

and Yadav, 2020). Because of the lockdown that all universities imposed, students are obliged to carry on learning online and, follow the courses that the teachers post during the online course correctly in order not to miss any important content (Gonzalez, et al, 2020). Due to the Covid19 pandemic, students were directed by the administration to download the lectures, since they do not master the platform they still new users of such system (Ghounan 2020).

3-2-3 Conclusion

Throughout this section, we have explained the difficulties and the symptoms of the Covid19 epidemic, how it affected the world and humanity in general, and higher education in particular, including students. Furthermore, we have discussed the challenges and the obstacles that higher education faced while dealing with the situation, as well as how they coped with the pandemic period.

Section four: Distance learning and traditional learning

2-4-1 Introduction

In this section, we will explore what distance and traditional learning mean, how online learning became an accessible way for students during the lockdown and what are the advantages and disadvantages of the different distance learning on the higher education student's.

2-4-2 Definition of learning

Learning is a term that means “achievement”, it is a system that leads students to achieve knowledge which is considered as one of the fundamental pillars of the society changes (Lfaki, Abdulraheem and Abdulrahim, 2019).

On the one hand, traditional learning is a teacher – student centered, which means that the learners and the teachers interact directly (face-to-face) in the class (Titthasiri, 2013). The traditional classroom is a place where the students and the teachers learn under one roof (Sadeghi, 2019). Titthasiri (2013) reported that “The traditional classrooms contain a black board, books, instructors as well as students take place in a class” (P. 6-7). On the other hand, Distance education has a long history and was originally practiced by mail, then by letter. Due to the developments in radio and television as radio and television technology advanced. It is also known as ‘Virtual learning’ which began to be maintained with the emergence of satellite, fiber optic, and computer technology (İşman, 2011). Distance learning is a specific term that means that learners may not always being physically present in the classroom, and without being at the university campus (Sadeghi, 2019). Distance learning is an affective, targeted and essential process of gaining knowledge and discoveries at the time of the occurrence in order to keep up with the changes of their age and keep up with its advancement at the same moment (El- bitar, M.H.H, 2016).

Distance education is a computer-based teaching approach in which contact between students and educators is supplied from a central location when classroom education cannot be completed owing to constraints in general education and training (Eygü and Karaman, 2013; Moore, Deane and Galyen, 2011). Online learning can also be defined as a technology that may improve the teaching–learning process by making it more student-centered, inventive, and adaptable (Dhawan, 2020).

2-4-3 Distance learning VS Traditional learning

COVID-19 impacted the traditional learning methods of academic institutions all around the world (Adnan and Anwar, 2020). The epidemic has forced schools and institutions to shutter, which has increased the use of technology and the establishment of online teaching programs utilizing various tools and platforms (Dignan, 2020). Jena holds a similar viewpoint, claiming that the epidemic affected education, which is critical to any country's economic progress. Teachers may develop and deliver courses using a variety of tools such as Zoom, Facebook, YouTube, and Skype. Students, teachers and even parents may communicate with one another for greater guidance (Jena, 2020). Due to Covid-19, online learning is set to engage in a major shift in education, supplanting the traditional system (Chelghoum and Chelghoum, 2020).

This was not the first time that traditional educational activities have been interrupted. SARS coronavirus (SARS-CoV) also had a detrimental influence on traditional education activities in a number of nations throughout the world, and not only SARS-CoV but also the H1N1 flu outbreak had a detrimental influence on education activities in 2009 (Cauchemez ,et al, 2014).

Similarly, Covid-19 compelled academic experts to reconsider the traditional method of face-to-face learning, and they began considering distance learning as a viable option to fill the classroom void for three to four months, thus reducing the risk of infection for students before traditional activities are resumed (Kaur, 2020).

Because of the significant breakout of this worldwide pandemic Covid-19, the majority of the world is under quarantine, and many cities have been transformed into phantom cities, with the impacts seen in schools, colleges, and universities as well (Dhawan, 2020). The Covid-19 epidemic has forced several nations to adjust to new conditions in a variety of sectors, including education (CHELGHOUM and CHELGHOUM, 2020). It might be claimed that a new perspective, such as distance education during pandemic periods has been contributed to the COVID-19 research on distant education. As a matter of fact, the number of studies for online education applications have been conducted in various regions of the world and have risen day by day throughout the epidemic (Hebebcı, et al, 2020).

Therefore, Covid-19 provides a chance to create a revolutionary transformation in the teaching and learning process, this may be accomplished by integrating online learning platforms and other internet resources (Chelghoum and Chelghoum, 2020). However, because nobody knows when this pandemic will disappear fully, educational institutions across the

globe decided to use the already available technical resources to create online learning material for students of all academic fields (Kaur, 2020).

In reaction to the worldwide crisis, instructors have recently shifted away from face-to-face instruction and toward online instruction as the most effective way to help their students (Chelghoum and Chelghoum, 2020). Educators, on the other hand, are more concerned with how to assist their pupils to continue learning in the face of adversity (Chelghoum and Chelghoum, 2020). The Corona Virus has forced educational institutions to shift from an offline to an online form of teaching (Dhawan, 2020).

In the present COVID 19 pandemic scenario, the participation of information technology has gained traction owing to the closure of educational institutions, which creates obstacles for students' learning (Arshad Khan, et al, 2020). In reaction to COVID-19, most governments have implemented significant social isolation measures as well as a lockdown strategy. Clearly, this epidemic has had a significant impact on schools, kids, and instructors (Chelghoum and Chelghoum, 2020). The pandemic forced schools, colleges, and institutions all throughout the world to close their doors so that students may practice social distance (Toquero, 2020). In the present COVID 19 pandemic scenario, the participation of information technology has gained traction owing to the closure of educational institutions, which has created obstacles for students' learning (Arshad Khan, et al.2020). Recently, the number of students whose educational activities were restricted was estimated to be over 300 million in March 2020, rising to 1.6 billion in April 2020 (Hebebcı, et al. 2020). As of March twelfth, 2020 46 countries on five different continents have declared school closures, with 26 of these countries totally closing schools across the country (Huang,et al . 2020). During the covid19 lockdown, learning has shifted from traditional (face-to-face learning) to online learning which brought students to a complete different way of achieving knowledge (Adnan and Anwar, 2020).

Globally, educational institutions and students have adopted and valued the online learning platform. This acceptance is due to its simplicity of use, learning flexibility, and customizable environment (Arshad Khan, et al.2020). The transition from traditional learning to online learning made students in a challenging situation, in which, they should not only now how to cope with the online classes but also they need to take into consideration the means of learning such as computers and PC's as well as having technological skills to take advantage of the online learning (Ghounan, 2020). The Indonesian government has chosen to shift education away from face-to-face meetings and toward online meetings by utilizing different

Learning Management Systems (LMS) such as moodle and Google Classroom (CHELGHOU and CHELGHOU, 2020). Following the Covid-19 epidemic, online education in Chinese universities has grown at an exponential rate (Dhawan, 2020). It is clear that the Covid-19 pandemic resulted in significant societal consequences. Algeria, for instance, implemented a partial lockdown in response to the epidemic. Stores, mosques and various institutions like schools and universities were commanded to close (CHELGHOU and CHELGHOU, 2020). As a first step toward preventing the transmission of the Coronavirus, the Algerian ministry of Higher Education and Scientific Research has directed institutions to conduct both online teaching and learning using regular, established eLearning platforms. As a first step toward preventing the transmission of the Coronavirus, the Algerian minister of higher education and scientific research has directed institutions to conduct both online teaching and learning using regular, established eLearning platforms (Guemide and Maouche, 2020). Social media sites such as Facebook, Twitter, Whatsapp, YouTube, and Instagram have become refuges for instructors and students in recent years. However, because teachers and students are physically separated and interact through modern means of communication, distance learning provides opportunities for those whose circumstances do not allow them to attend formal university education (Faith 1988). The Algerian Ministry of Higher Education has established various educational platforms, such as Moodle, that provide the same services to students but in an academic atmosphere (Ghounane, 2020).

Traditional classrooms were transformed overnight into e-classrooms, implying that educators changed their whole educational approach to address new market realities and adapt to shifting circumstances (Dhawan, 2020). According to (Lassuoed, Alhendawi and Bashitialshaeer. 2020) “Distance education offers educational opportunities for those whose circumstances do not enable them to join formal university education, as teachers and learners are physically separated and interact through modern means of communication (P. 232).

Online learning also has advantages that conventional learning does not have, such as, time for digesting information and responding, improved communication among learners, both in terms of quality and urgency, knowledge being acquired and transferred among learners, the ability to conduct an open discussion in which each learner has a more equal standing than in a face-to-face discussion, access to information and discussion ability. Responses may be made around the clock with no constraints, resulting in increased motivation and participation on the side of the learner (Bencheva, 2010).

Some researchers argue that conventional learning is the greatest approach to keep a learning process going. Other models are usually thought to be inferior or inefficient. However, there is little evidence to support this claim, and research demonstrates that technology-enhanced models are at least as effective as conventional learning methods (Rashty, 2010). Many conventional learning components, such as student presentation of ideas, group debates, disputes, and many other modes of imparting information and gaining knowledge, are included in E-Learning (Bencheva, 2010).

2-4-4 Advantages and disadvantages of online learning

Learning distantly is really different from traditional one. The traditional learning leads students to learn directly from the teacher under one classroom, in which the teacher is the center of the class, and he/she mainly focuses on the student's way of understanding and achieving knowledge (Khalaf, 2018). Academic institutions, in fact, would not be able to convert all of their college courses into an online resource overnight (Dhawan, 2020).

Distance learning is not really considered as a new concept for the academic system (Shneider and Council, 2020).

Transitioning from face-to-face learning to the online learning steel an entire different experience for students as well as instructors (Pokhrel and Cherries, 2021). Having said that, transitioning successfully from a traditional school setting to remote and virtual learning could not happen overnight (Adnan I and Anwar, 2020). The main findings show that instructors in Algeria confront several challenges, particularly in terms of internet availability and student motivation (Chelghoum and Chelghoum, 2020). For a variety of reasons, many teachers and students struggle with the transition from face-to-face to online learning environments (Chelghoum and Chelghoum, 2020). Teachers all over the world are attempting to address the most important educational issues posed by the pandemic epidemic, notably the lockdown. As a result, they focus their efforts on online education. Nonetheless, reforming teaching and learning is extremely difficult (Chelghoum and Chelghoum, 2020).

Online courses are provided by hundreds of institutions but two problems exist. First, from a macro perspective, very little is known about the benefits and usefulness of online education (McPherson and Bacow, 2015). Second, the ability to properly educate digitally is likely to vary depending on the vast variety of learning objectives that define our instructional and

educational priorities (Liguori and Winkler, 2020). Another big issue with online learning is a lack of sufficient connection with teachers (Adnan and Anwar, 2020)

In digitally developed countries, online learning may be beneficial (Basilaia and Kvavadze, 2020). The three most difficult problems for online teaching are distance, scalability, and individualized teaching and learning (Dhawan, 2020). School, college, and university administrations choose online classes as an alternate method of resuming education. Despite the fact that online learning is showing benefits in protecting students' and faculty's health in the face of the COVID-19 epidemic, it is, however, not as successful as traditional learning (Adnan and Anwar, 2020)

In a study conducted by Lall and Singh (2020), it was determined that, though students prefer distant education, they are dissatisfied due to this lack of synchronous educational activity and communication (Hebebe, et al, 2020). The amount and quality of learning and teaching tools and materials are one of the most critical variables influencing the quality of distant education (Chao, Saj, and Tessier, 2006).

Some argue that conventional learning is the greatest approach to keep a learning process going. Other models are usually thought to be inferior or inefficient. However, there is little evidence to support this claim, and research demonstrates that technology-enhanced models are at least as effective as conventional learning methods (Bencheva, 2010). The shift from traditional classrooms to distance or online learning have one major advantage in which students and teacher can interact and communicate either synchronous or asynchronous (Watson, 2008).

2-4-5 Conclusion

In this section, we defined learning and distance learning and how it became an accessible method for learners during the outbreak. We have also investigated the student's experiences and the means of coping in the time of the epidemic. Furthermore, we explored the benefits and the drawbacks of distance learning for students during the quarantine.

Section five: Student's mental health

2-5-1 Introduction

This section investigates how the COVID-19 pandemic, including lockdown, quarantine, and social isolation, impacted EFL students. We are looking at the effects of all aspects mentioned above on university student's mental health, namely stress and anxiety.

2-5-2 Covid-19 and student's mental health

Mental health is an essential aspect of overall health (Naz,Iqbal, and Mhmood,2016). It is a state of well-being in which people recognize their own ability to cope with regular life challenges and work constructively to contribute to their own community (World Health Organization, 2005). Public Health Agency of Canada (2006) defined mental health as the ability of each of us to feel, think, and behave in ways that improve our ability to enjoy life and manage with the problems we face. It is a positive emotional and spiritual well-being that recognizes the value of culture, equality, social justice, linkages, and human dignity.

Emotional, psychological, and social well-being all contribute to our mental health. It has an impact on our thoughts, feelings, and actions. It also affects how we deal with stress, interact with people, and make decisions. From infancy and adolescence through maturity, mental health is critical at all stages of life (MentalHealth.gov, 2020). So for now, the 21 century is witnessing what may be one of the most devastating events in terms of infected and dead people caused by the virus. The devastating disease that has become a pandemic, which is now known as COVID-19. It has not only increased the global sickness load, but it has also severely harmed many social institutions, including education (Baloch, et al. 2021). For example, In December 2019, an unidentified pneumonia epidemic was reported in Wuhan, Hubei Province, China. The majority of these cases were connected to the Huanan Seafood Wholesale Market by epidemiology (Yasmin, Khalil, and Mazhar, 2020). Covid-19 has affected more than 4.5 million peoples worldwide (WHO, 2020). There is no one aspect of existence, whether sociological, psychological, or even biological, economic, unaffected by the COVID-19 epidemic (Baloch, et al. 2020). To slow the spread of the outbreak, the masses must remain at home for an extended period of time (Hebebcı, Bertiz, and Alan, 2020).

As a result of the pandemic spread, many students experienced psychological issues that are impacting their academics as well as their whole personality (WHO, 2020). According to the Centers for Disease Control and Prevention (CDC), quarantine is “the separation and restriction of mobility of persons who have been exposed to an infectious disease to see if

they then become ill (CDC, Report, 2020). Lockdown has been imposed by several countries throughout the world as one of the techniques to prevent the spread of COVID-19 in communities. Quarantine “separates and restricts the movement of people who have been exposed to a contagious disease in order to determine whether they become ill (Centers for Disease Control and Prevention, 2000).

According to Manuell and Cukor (2011), quarantine is a key component of the overall public health approach used during a pandemic.

In an attempt to restrict the spread, countries throughout the world imposed stringent restrictions on their residents. For example, the government converted its educational system to virtual learning, shutting public gathering areas and imposing travel prohibitions. The most stressful aspect is quarantine (Yasmin.Khalil and Mazhar, 2020). Living under quarantine, also known as lockdown, may take a heavy mental toll on everyone. Quarantine primarily impacts three aspects of mental health: autonomy, competency, and connectivity. People feel isolated because they are cut off from their friends and their everyday routine (li, et al. 2021). Brooks et al (2020), reported that the psychological impact of quarantine included “post-traumatic stress symptoms, irritability, insomnia, poor concentration, confusion, depression, low mood, emotional exhaustion and anger.

The concept of being alone and wearing masks is linked to anxiety, sleep difficulties, panic, stress, and other types of mental illness (Yasmin.H,Khalil.S and Mazhar.R.2020). Because of the high mortality rate of COVID-19 and associated factors such as economic insecurity, unemployment, stress, anxiety, and insecurity, this new pandemic condition is frightening and stressful for everyone. We must recognize that a pandemic is more than simply a medical problem; it also has a social, emotional, and psychological impact on the people (Yasmin.Khalil and Mazhar, 2020).

Samantha K Brooks' latest study on "the psychological effects of quarantine and how to mitigate it" revealed how COVID-19 affects persons who are under lockdown. Fear, sorrow, numbness, sleeplessness, bewilderment, rage, post-traumatic stress symptoms, depressive symptoms, poor mood, stress, emotional disturbance, irritability, and emotional weariness were the most common symptoms (Yasmin.Khalil and Mazhar, 2020). The ongoing spread of the virus, rigorous isolation measures, delays the opening of schools, colleges, and universities around the world are all predicted to have an effect on student’s mental health (P. Andria, 2020). COVID-19, indeed, increases stress and lead to psychiatric consequences, as

well as the possibility that patients may begin to suffer temporary mild to moderate depressed symptoms (Haider, Tiwana, and Tahir 2020) Fear, stress, anxiety, and sadness have increased as a result of the Corona Virus Disease 2019 (COVID-19) pandemic (Yasmin.Khalil and Mazhar,2020). Apart from physical health-related signs and symptoms, the COVID-19 pandemic poses substantial risks to mental well-being and, as a result, behavioral changes (Baloch, et al. 2020) COVID-19 patients are not the only ones who are suffering, but “for other members of the public, without direct contact with COVID-19 cases, preventive measures of social distancing, self-isolation, and lockdowns may have an impact on mental health (Haider, Tiwana and Tahir, 2020). Consequently, an effort to limit the covid-19 epidemic, most countries around the world have officially closed their educational institutions. This national closure had affected more than 91% of the world’s student population (P. Andria, 2020). As a result of the pandemic spread, many students experienced psychological issues that are impacting their academics as well as their whole personality (WHO, 2020). Following this line of thought, Wang and Zhao (2020) discovered “higher anxiety” levels among university students in a recent study that investigated the effects of COVID-19.

The COVID-19 epidemic, as well as the lockdown and quarantine procedures, have caused tension and concern among the general public, particularly students. Students, as members of the population and of societal institutions such as family and education, are undoubtedly affected by epidemics (Baloch, et al. 2020). During the SARS outbreak in 2003, Wong et al (2004) conducted a research with Hong Kong healthcare students during the SARS pandemic in 2003, with non-healthcare students serving as samples. Their “main finding was that both healthcare and non-healthcare students were significantly stressed,” with no gender difference (Baloch, et al. 2020). Additionally, a recent study by Wang and Zhao (2020) that explored the impacts of COVID-19 also found “higher anxiety” levels among university students. Besides, this closure of educational students as a measure to contain the spread of COVID-19 also closed a source of many students to cope with numerous personal and familial issues (Aqeel, et al, 2020)

Students experienced anxiety and stress, and young students who were exposed to the COVID-19 epidemic tend to be more sensitive to a predisposition to mental health issues (Baloch, et al. 2020). Covid-19 has affected more than 4.5 million people and have been afflicted by Covid-19 globally (WHO, 2020). Because of the high death rate of COVID-19 and accompanying issues such as economic uncertainty, unemployment, stress, anxiety, and

insecurity, this new pandemic ailment is frightening and worrisome for everyone (Hena, Khalil, and Mazhar, 2020).

2-5-3 Conclusion

Throughout the final section, we have examined how the COVID-19 affected the student's health, particularly their mental health during the quarantine, as well as their feelings and perspectives on their psychological health mainly stress and anxiety.



Chapter three: Methodology

3-1 Introduction

In this chapter we aim to explore the student's mental health state and psychological issues that they may face during the coronavirus outbreak. In our study, we seek to highlight the feeling of anxiety and stress throughout this period of time.

3-2 Research Method

For the sake of finding out EFL students' point of view concerning the difficulties they have experienced as a result of the rapid transition to online learning in higher education, and investigating the student's mental health issues during the period of the covid-19, this study used a descriptive qualitative research design. In doing so, a brief online open-ended questionnaire has been sent to a total of 45 participants via their email addresses or, through messenger.

3-2-1 Definition of qualitative research

The significance of precisely defining qualitative research is important because it is the subject of this section, but it is difficult to do so (Ritchie, et al , 2013) because it lacks a self-contained theory or paradigm, as well as a clear set of methodologies or activities (Denzin & Lincoln, 2011). Within the various fields of study, this term covers a wide range of methodologies and approaches. As a result, the authors have presented a unique definition of qualitative research. Strauss and Corbin (1990), for example, stated that, "By the term 'qualitative research', we mean any type of research that produces findings not arrived at by statistical procedures or other means of quantification" (p.11). It can refer to research about persons' lives, lived experiences, behaviours, emotions, and feelings as well as about organisational functioning, social movements, cultural phenomena, and interactions between nations." Then, Flick (2014) claimed that, "Qualitative research interested in analysing subjective meaning or the social production of issues, events, or practices by collecting non-standardised data and analysing texts and images rather than number and statistics" (p.542). This definition focused on how people interpret events in the world. As a result, qualitative research is fundamentally linked to a variety of factors. Moreover, Denzin and Lincoln (1994) claimed that, "Qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter" (p.2). It is, moreover, apparent that the qualitative research is concerned with multiple perspectives when Van Maanen (1979) defines it as, "an umbrella term covering an array of interpretive techniques which seek to describe, decode,

translate, and otherwise come to terms with the meaning, not the frequency, of certain more or less naturally occurring phenomena in the social world” (p.520).

Qualitative research method is used to explore and understand people’s beliefs, attitudes, and feelings and experiences (Pathak, Jena and Kara. 2013). In several areas, such as education, psychology, and social sciences, qualitative and descriptive research methods have been relatively common procedures for conducting research. The terms qualitative research and descriptive research are sometimes used interchangeably. The purpose, degree of control, and way the data is examined may differ between these two types of research (Nassaji, 2015).

In the last two decades, qualitative research has grown in popularity and is now broadly accepted across most fields (e.g. sociology, medicine, business, economics, psychology, and anthropology) (Huberman & Miles, 2002).

Subjective, interpretative, and contextual data are used in qualitative research. Quantitative research, on the other hand, aims to control and/or exclude those elements (Auerbach and Silverstein, 2003, Glaser and Strauss, 1967, Maxwell, 1992, Strauss and Corbin, 1998).

Qualitative scientists claim that study findings are the outcome of an interpretation process and are therefore subjective rather than objective (Denzin and Lincoln, 2000; Glaser and Strauss, 1967; Strauss and Corbin, 1998; Walsh, 2003).

There are certain advantages to employing qualitative research methodologies and procedures. First, the qualitative research method generates a thick (deep) description of participants' thoughts, ideas, and experiences, as well as interpreting their actions (Denzin, 1989). Bachman (1998), for example, demonstrated in his study that qualitative research results establish a precise and profound association between information processing and success in language testing. According to Chalhoub-Deville and Deville (2008), qualitative techniques are used to get deeper insights into challenges linked to planning, administering, and interpreting language assessments.

Second, others argue that qualitative research (interpretivism) provides a holistic understanding of the human experience in specific circumstances. Denzin and Lincoln (2002), for example, mentioned that qualitative research is an interdisciplinary area that incorporates a broader range of epistemological ideas, research methods, and interpretive tools for understanding human experiences. Any language assessment cannot be separated from the context, culture, and values of the place where it was employed from an epistemological perspective (McNamara, 2001), and language assessment researchers began to apply

qualitative research technique to focus on issues that required an examination of content-related variables such as the effects of test-takers' characteristics on test performance, the strategies employed to respond to assessment tasks, and so on (Tsushima, 2015).

Thirdly, the qualitative study allows the researchers to learn about the participants' inner lives and how meanings are shaped by and within culture (Corbin & Strauss, 2008). Data is collected using qualitative research methods such as participant observation, unstructured interviews, direct observation, and describing records (Cohen, Manion, & Morrison, 2011).

Finally, the qualitative research design (interactive approach) has a more flexible structure since it may be constructed and reconstructed more easily (Maxwell, 2012). Thus, qualitative research methodologies can be used to provide detailed and suitable evaluations of an issue, and participants have enough freedom to select what is consistent for them (Flick, 2011).

Aside from the benefits listed above, there are some clear disadvantages. First, Silverman (2010) argues that qualitative research methods can neglect contextual sensitivities in favor of focusing on meanings and experiences. Phenomenological approach aims to uncover, interpret, and comprehend the participants' experiences (Wilson, 2014; Tuohy et al., 2013). Second, in terms of research method, a lower sample size raises the question of generalizability to the entire research population (Harry & Lipsky, 2014; Thompson, 2011).

Thirdly, having studied the language testing assessment in Hong Kong qualitatively, Lam (2015) admitted that the study results do not intend to claim wider generalization to other contexts due to the tiny sample size. Berg and Lune (2012,) also commented that, “Qualitative research is a long hard road, with elusive data on one side and stringent requirements for analysis on the other” (p.4).

Finally, the case investigations take a long time, and there is only a limited way to generalize the conclusions to a wider population (Flick, 2011). For example, if a legislator needs to vote on an issue, for example, she or he cannot wait three months for a qualitative research to be completed (Sallee & Flood, 2012).

3-3 Sampling techniques

A sample is a portion of a larger population or universe (Tailor, 2005). Sampling defined as selecting a subset of the population in the research area to represent the entire population (Landreneau and Creek, 2009). It can be considered as a set of respondents (people) chosen from a large population for the purpose of a survey (Mugo, 2002). Sampling is very important in both qualitative and quantitative research. Survey, methodology, interviews etc. are all dependent on a sufficient number of people being chosen and analyzed (Wilson, 2014). Using sampling in research saves time, it is used so that to obtain accurate findings (Cohen et al, 2007).

Purposive sampling, called also judgment sampling, is the purposeful selection of a participant based on the qualities they possess. It is a non-random strategy that doesn't require any underlying ideas or a pre-determined quantity of participants. Simply said, the researcher determines what information is required and sets out to discover people who can and will supply it based on their knowledge or experience (Bernard, 2002). It's most commonly used in qualitative research to find and pick the most information-rich examples to make the most use of available resources (Patton, 2002). This includes selecting individuals or groups of individuals who are knowledgeable and skilled about a phenomena of interest (Cresswell, Clark, and L, 2011). In addition to knowledge and experience (Bernard, 2002).

This study was conducted using a purposive sample of 2nd year students at the department of English at the University of Bejaia (Algeria). A total of 45 participants has answered the online questionnaire. Of the total participants, 10 were males, and 35 were females.

Our sampling is a purposive sampling, because in comparison to their first year at university, the second year students have a completely different experience.

3-4 Limitations

This study examines the outbreak of the Covid-19 and the mental health of students throughout the epidemic, there are several limitations that we experienced while conducting this research. First, due to the virus's risk of spreading and the condition of the social isolation enforced at this time, we were unable to interact with students in an appropriate setting. Second, the administration's regulation, which involves studying only three days a week, has stopped us from using printed questionnaires and distributing them to students. Third, we did not have enough time to let the online questionnaire open in order to acquire a larger number

of participants. Finally, we couldn't identify many information sources that were relevant to our research topic as it is a new phenomenon.

3-5 Research design framework

This is a descriptive study that attempts to investigate a real-world phenomenon known as “Covid19” and EFL the student’s mental health at the University of Bejaia. A qualitative study was carried out to explore the student’s feelings and perspectives on the Covid19 lockdown. In this study, we used the Maxwell’s (2013) design framework which is displayed below.

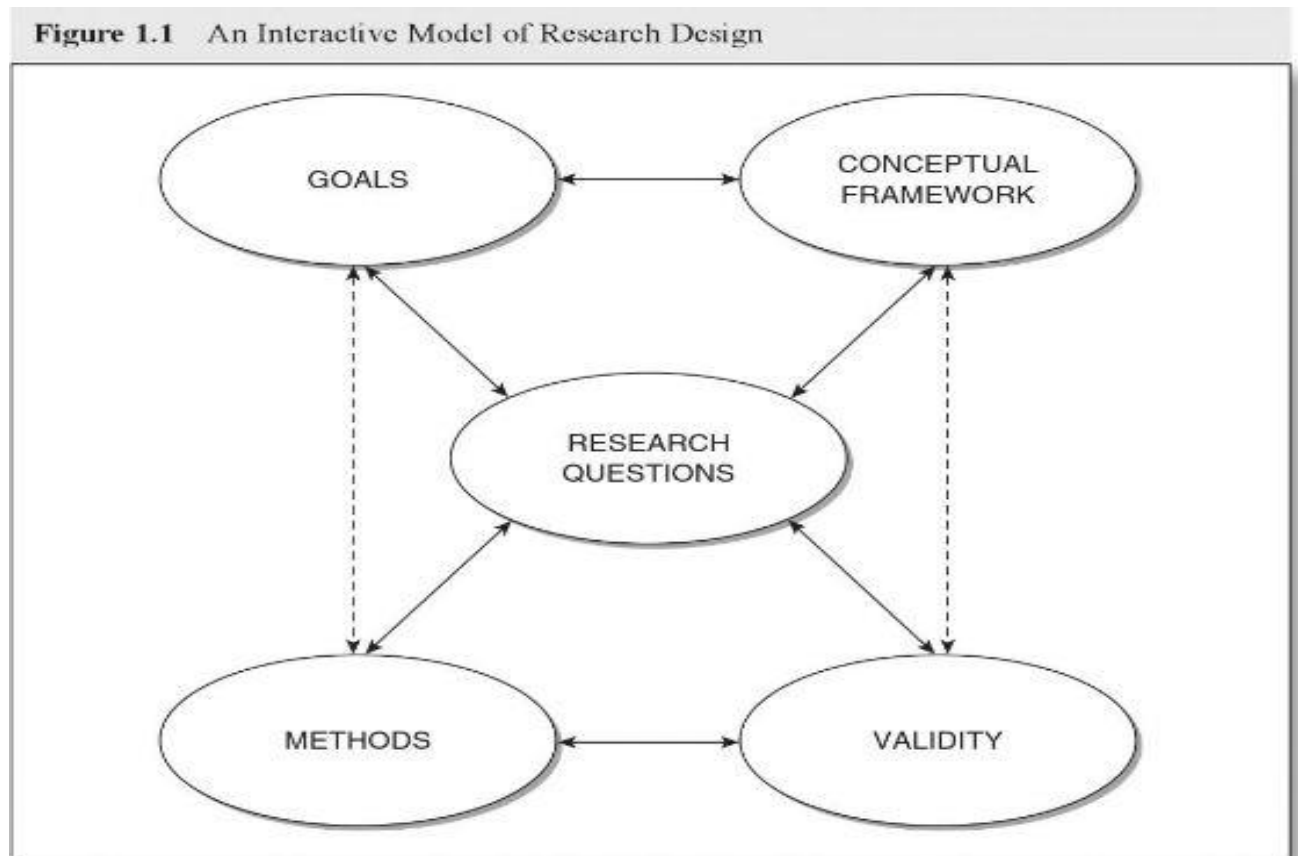


Figure 1. 1. Adopted from (Maxwell, 2013, p. 5)

This study is based on Maxwell (2013) design because what is innovative is the way the relationships among the components are conceptualized. In this model, the different parts of a design form an integrated and interacting whole, with each component closely tied to several others, rather than being linked in a linear or cyclic sequence. The most important relationships among these five components are displayed in Figure 1.1. The research design should include research questions, a conceptual framework, methods and validity, each concept is able to answer the research questions. The theory we select should be based on our questions and goals, and the methods should allow us to achieve these goals as well as

answering the research questions, also dealing with validity (Maxwell, 2013). All the goals and the methods as well as the theories that we use in the research study must answer our Research questions.

3-6 Research approaches

3-6-1 Positivism

Positivism, sometimes known as the scientific method or science research, is a philosophy based on the rationalistic, empiricist philosophy that originated with Aristotle, Francis Bacon, John Locke, August Comte, and Emmanuel Kant.

Positivism can be applied to the social world if it is assumed that the social world can be investigated in the same way as the natural world, that there is a value-free method for researching the social world, and that causal explanations can be provided (Mertens, 2005).

3-6-2 Interpretivism

Truth and knowledge, according to interpretivism, are subjective, culturally and historically situated, and founded on people's experiences and interpretation of them (Rayan, G. 2018). Interpretivists may have their own critique because it rejects knowledge developed as a foundation base shared a universal law, calls its validity into question, and requires a different set of criteria than the positivist paradigm (Moustakas, 1994).

Interpretivism, also known as interpretive paradigm, involves researchers interpreting study materials, so incorporating human interest into a study. As a result, interpretive scholars argue that the only way to access reality (whether given or socially produced) is through social creations like language, consciousness, shared meanings, and instruments (Myers, 2008).

According to the interpretivist method, it is important for the researcher to comprehend differences between persons as a social group (Saunders, et al.2012).

Interpretivism is associated with the philosophical position of idealism, and is used to group together diverse approaches, including social constructivism, phenomenology, and hermeneutics methods that reject the objectivist view that meaning resides within the world independently of consciousness; approaches that disregard the objectivist view that meaning resides within the world independently of awareness (Collins, 2010).

The positivist scholars believe that the social world is made up of concrete, unchanging reality that can be objectively quantified. The interpretive researchers, on the other hand, oppose the

positivistic belief in reality, arguing that reality is socially formed by humans and can be changed and interpreted subjectively (Corbetta, 2003; Marcon and Gopal, 2005; Kroeze, 2012).

This paradigm could be compatible with our research as it focuses more on the student's experiences, feelings and perspectives about this dangerous illness, known as Covid19 epidemic.

3-6-3 The basic differences between positivism and interpretivism are illustrated by Pizam and Mansfeld (2009) in the following table:

Assumptions	Positivism	Interpretivism
Nature of reality	Objective, tangible, single	Socially constructed, multiple
Goal of research	Explanation, strong prediction	Understanding, weak prediction
Focus of interest	What is general, average and representative	What is specific, unique, and deviant
Knowledge generated	Laws	

Table 1: differences between positivism and interpretivism

3-7 Theoretical framework

Mental health and college student's during the covid19 pandemic

Mental health issues can affect the student's achievement, it considered as the leading impediment for the academic success (Son, et al. 2020). During the covid19 crisis, almost all universities decided to close their doors and give a chance for students to learn distinctly, and what this unexpected decision, students started to have some struggles as well as some psychological symptoms at this period of time such as frustration and anxiety, in addition to this, they may struggle what the loneliness and isolation (Zhai and Du, 2020). Mental health illness considered as a challenging factor that can affects the student's motivation, concentration and even his social media interaction, these factors create some stressors for the student's among them infection fears and boredom (Son et al, 2020). Anxiety and depression are among factors that affect the student's health while trying to cope with the confinement, it this case anxiety and depression increase significantly (Liu, Liu and Zhang. 2020). Anxiety

may be the most common diagnostic factor that the students may suffered from during the covid19 lockdown (Son et al, 2020). Looking to all these challenges and all the mental health issues that collegiate students may suffered from during this dangerous period, there should be some urgent solutions to understand the student's concerns and needs by giving them support as well as positive energy to make them comfortable (Zhai and Du, 2020). According to our research, we explored that the majority of the students suffered from anxiety and stress during the covid19 confinement. The level of stress is higher compared with other mental health symptoms, in which students suffered from stress before the lockdown, and it developed during the covid19 crisis (Sahu, 2020).

3-8 Data collection and procedures

A short online questionnaire is developed and sent to a total of 45 students through email or messenger. A questionnaire is a research tool that consists of a set of questions or other forms of questions designed to gather data from a respondent (Brown ,2001). A questionnaire usually contains a combination of closed-ended and open-ended questions. Long-form, open-ended inquiries allow the respondents to elaborate on their opinions. Online questionnaire is an online survey platform that allows receiving feedback on a product or service, as well as collect data for research. Only valid and meaningful results can be obtained from the online questionnaire (Regmi et al, 2016). A questionnaire is the primary sources of collecting data in any research questionnaire (Seliger and Schohamy, 1989). It can be carried many forms such as via emails, telephone and in person. It considered among the most common tools used in needs analysis (Wray and Bloomer, 2006). The aim of the questionnaire is clarified, and then the respondents left alone to reply the questionnaire that can be submitted or retrieved later (Oppenheim 1992).

3-8-1 Differences between an online questionnaire and a paper questionnaire

- You can collect a high number of responses at a lower cost by using an online questionnaire instead of going from house to house.
- Traditional surveys have cost of production as a barrier to get the right sample for the research process.
- Traditional paper method of collecting data can be costly and time consuming.
- Respondents in web surveys, on the other hand, can participate at their leisure and choose when and where to complete the survey (Leferver, Daland and Matthíasdóttir. 2007).

A Google Forms questionnaire was created and sent to a 45 Algerian EFL students. The short questionnaire seeks to examine stress and anxiety on students as a result of the shift from the traditional learning to online learning during the epidemic, and also to examine the effect of the quarantine on them. All participants were asked to fill out the survey. The online questionnaire consists of 3 major sections, each section has 6 questions about the covid19 and mental health (Regmi et Al, 2016).

1- Personal information

2- Covid-19 outbreak

3- Covid-19 and mental health

3-9 Approaches to qualitative analysis

According to the present study, a case study approach is conducted to collect data. A case study is a research approach that is used to develop a comprehensive multi-faceted understanding of a complex issue in its context. It is a well-known research design (Crowe et Al, 2011).

According to Gerring (2004) “A case study is an intensive study of a single unit for the purpose of understanding a larger class of (similar) units (P.341-354).

A case study is a general word for investigating an individual, a group, or a phenomenon in accordance to Sturman (1997). Therefore, Mesec (1998) stated that “case study is a full description of an individual case and its analysis; that is, the description of the case and events, as well as a description of the process of discovering these qualities, which is the research process itself” (p.45).

For more detailed definitions of a case study, Sagadin (1991) highlighted that a case study is used when we analyze and describe each person individually (his or her activity, special needs, home life, life history, etc.), a group of people (a school department, a group of special needs students, teaching staff, etc.), particular society or an issue (or several problems), process, phenomenon, or occasion in a particular institution, etc. in detail. Based on a critical study of numerous case study definitions, Simons (2009) came up with the following definition of a case study, which is an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, program or system in a ‘real life’. This study used a descriptive qualitative research design data are collected from EFL learners at the University of Bejaia as an attempt quarantine. A case study of 2nd year

English students at the department of English in the University of Bejaia. In doing so, a brief online open-ended questionnaire has been sent to be created and sent to a total of 45 via their email.

3-10 Ethics

The standards of conduct for scientific researchers are governed by research ethics; it is critical to adhere to ethical principles in order to protect the dignity, rights and welfare of research participants. As a result, all human-related research should be reviewed by ethics committees to ensure that the appropriate ethical standards are followed. Discussion of the ethical standards of beneficence justice and autonomy are essential components of ethical evaluation (WHO, 2021).

3-10-1 Ethical consideration: (Arifin, 2018)

3-10-1-1 Confidentiality

In regard to confidentiality, the participants were informed that the obtained information will not be made available for anyone else who is not involved in the study and it will remain confidential for the purposes that intended for. The research should not also reveal the participant's names in the data analysis of the study findings.

3-10-1-2 Privacy

The participants who involved in the research study informed that all the information that they shared will be respected and will be personal for the sake of privacy. Privacy should be managed carefully during the data analysis and dissemination of the findings.

3-10-1-3 Anonymity

In regard to anonymity, this research study respected and protected all the participant's identity, location and information during the conducted research, in addition, all the personal information will be anonymous during the collection, analysis and reporting of the study findings.

..

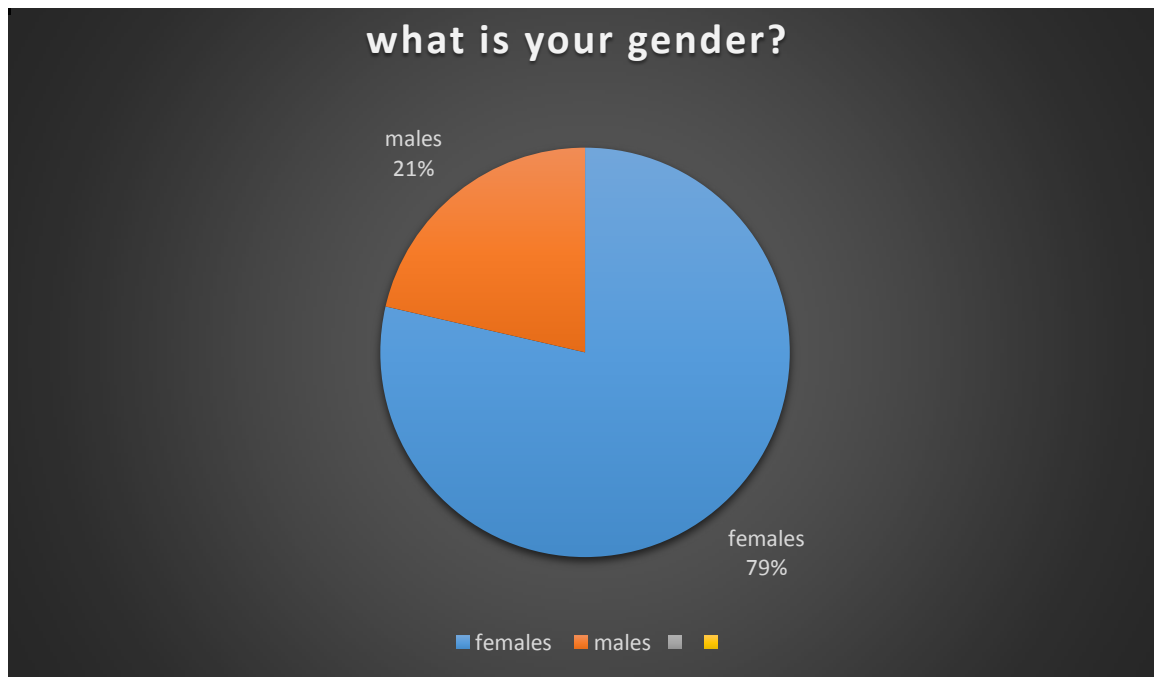


Chapter Four: Appendix

4-1 Findings

Section one: personnel information

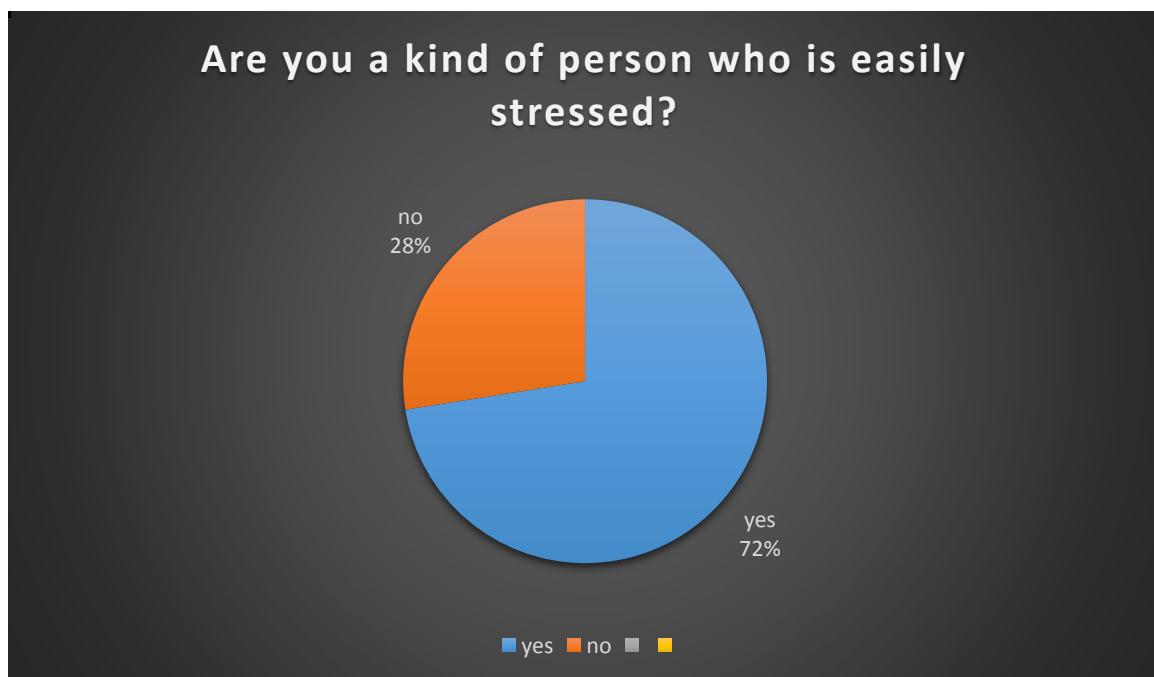
Q.1



Graph1: student's gender

The graph below states that the majority of individuals who replied were females standing for 77,5% of the total sample, with males accounting for 22,5% of the remaining participants.

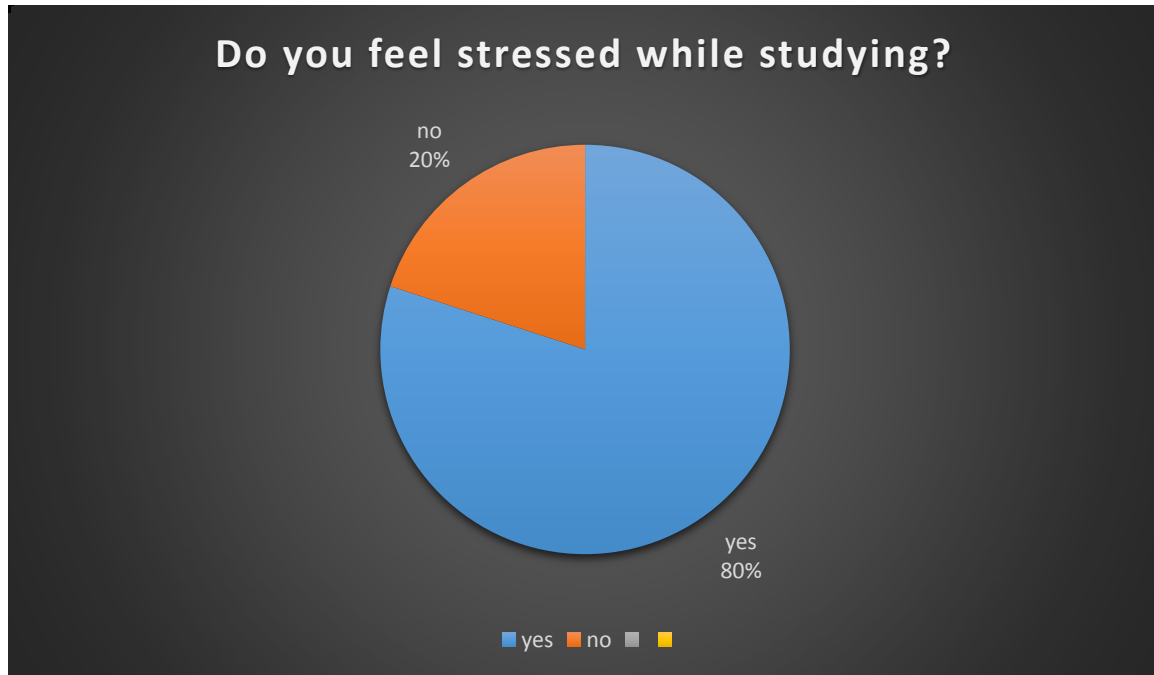
Q.2



Graph2: whether students are easily stressed or not

The graph shows that 72% of students are easily stressed, while 28 % said they are not easily stressed.

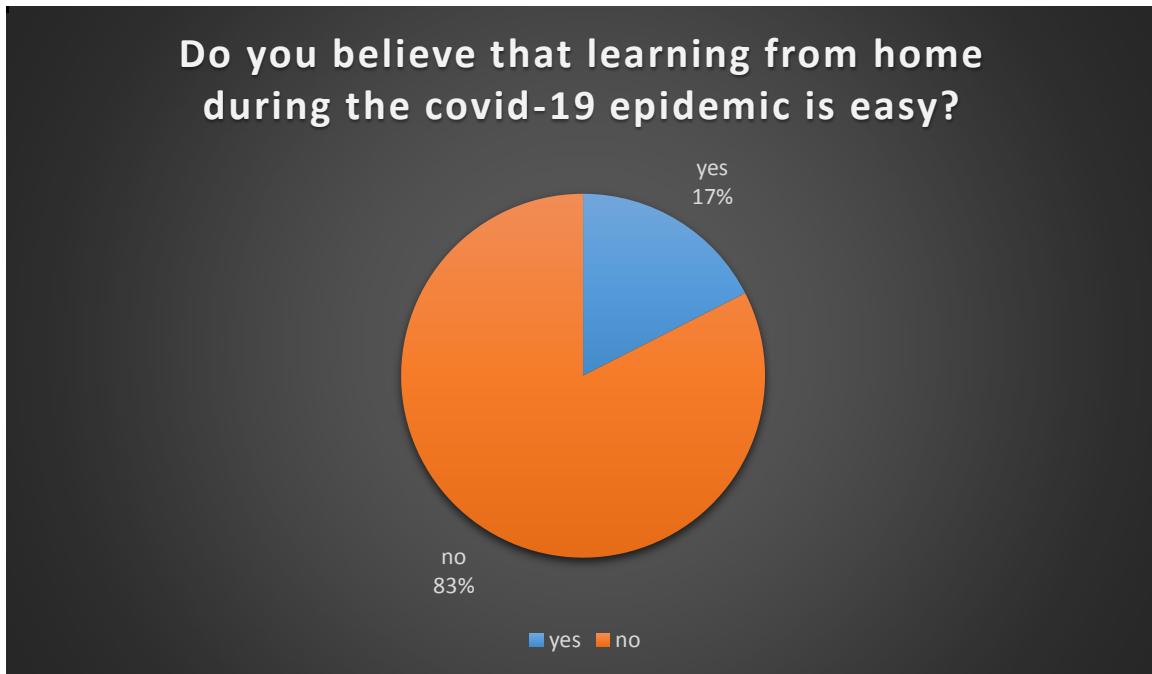
Q.3



Graph3: student's feeling while studying

80% of the responses stating that the majority of the participants are facing stress when studying, and 20% of the participants indicating that they are not stressed. As a result of these responses, we concluded that practically every student has experienced stress while studying.

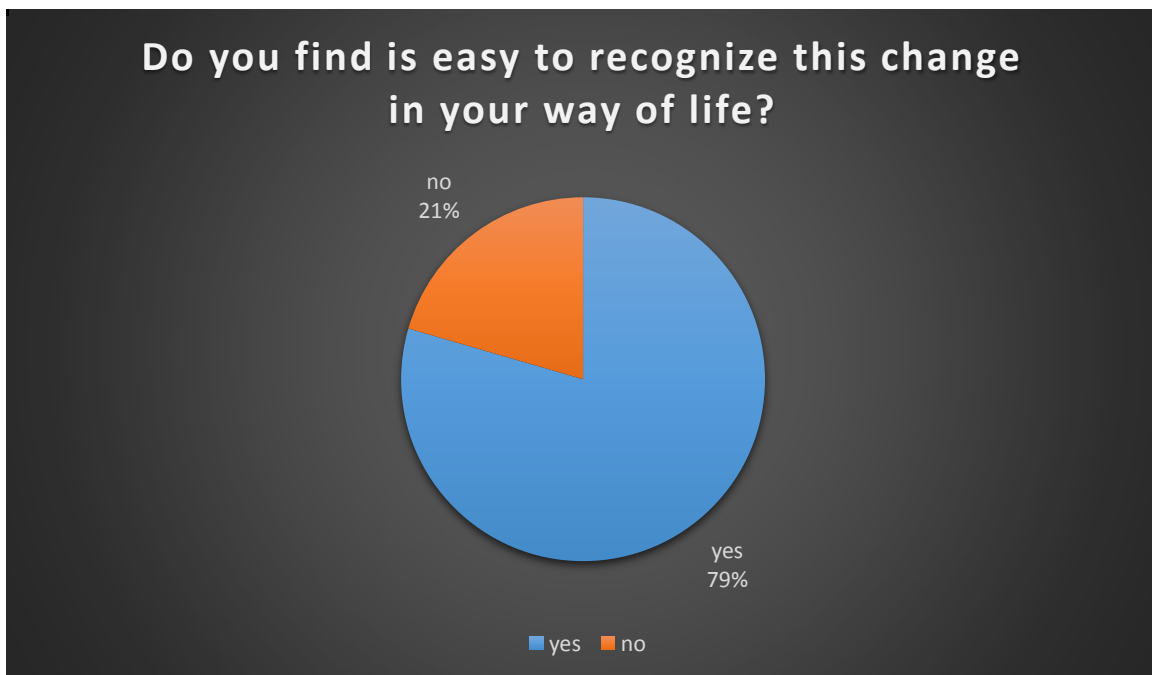
Q.4



Graph4: student’s opinions toward learning at home

Relying on the data collected, we deduce that 83 % responses out of 45 respondents have replied by “No” to learning at home since it is challenging for them, whereas 17 % stated that it is not difficult. We noticed that the improvements that happened during the pandemic period were not well accepted by students as a result of our findings.

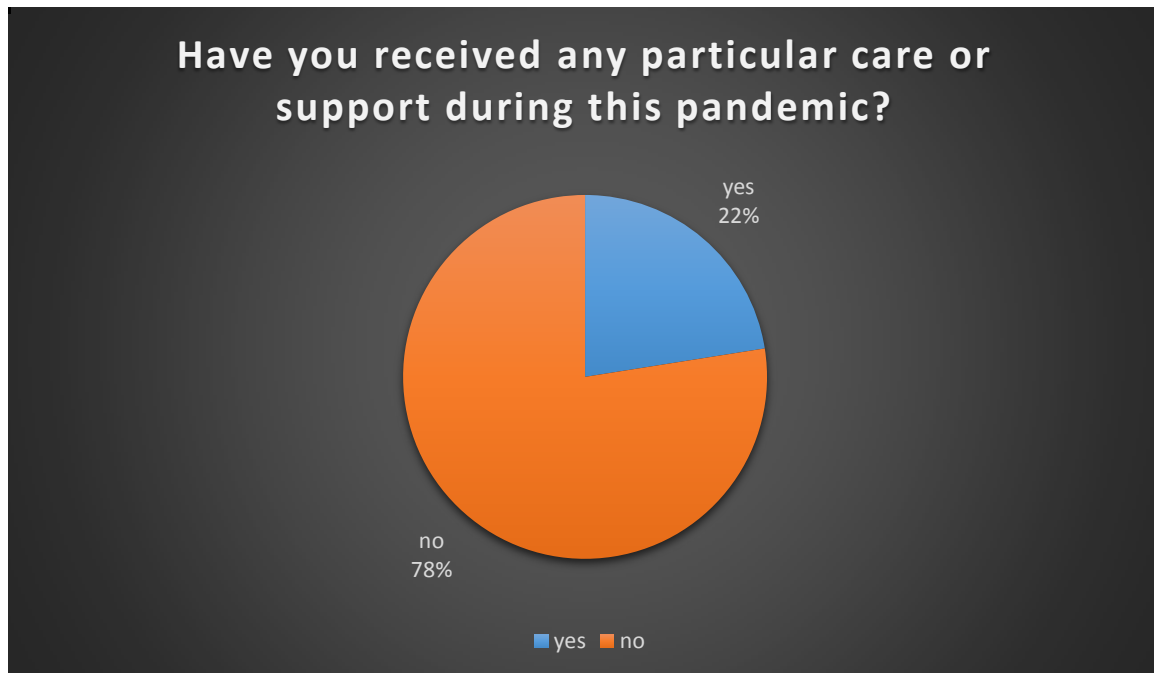
Q.5



Graph5: how students recognize the changes of their lives

As a result of the findings, 79% of students believe that altering their way of life during the current crisis has been difficult, whereas 21% of those who responded claimed it has not been difficult. We noticed that the changes that happened during the pandemic period were not well received by the students.

Q. 6



Graph6: whether students perceive support during COV-19

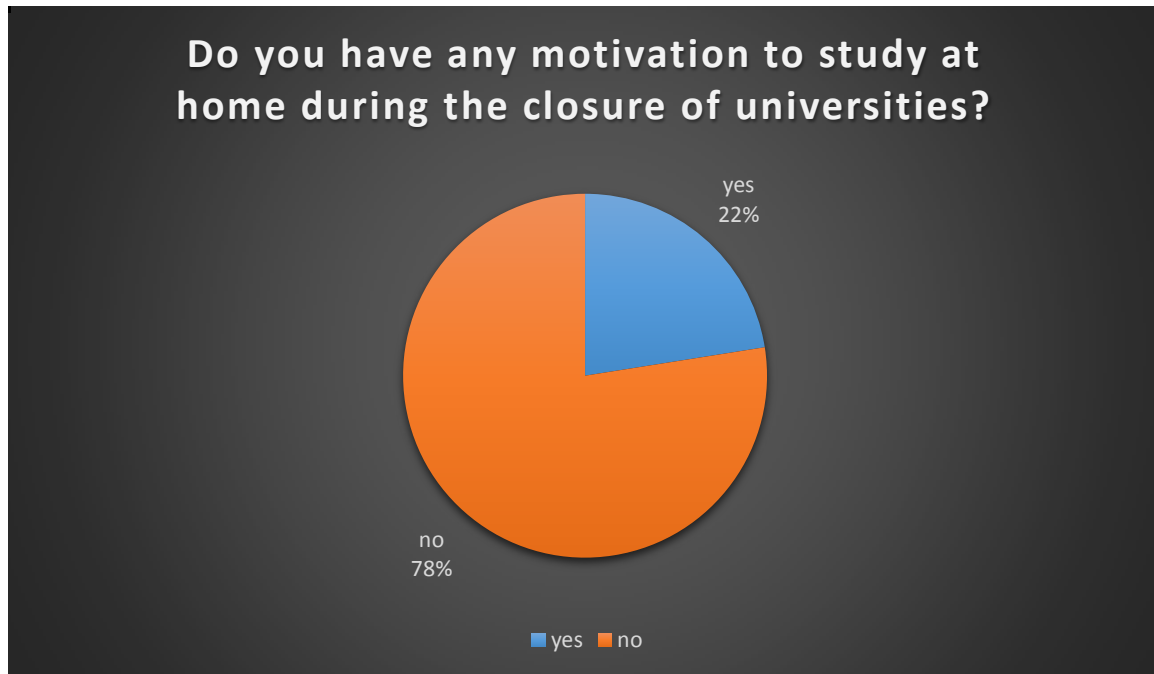
During the epidemic, 77.5% of the students reported they received no help from anyone. On the other hand, 22.5 % said they had received some help during this tough period.

Section 2 : COVID-19

Q.1: how did you cope throughout the period of the coronavirus?

Looking at the data collected in this question, practically every participant gave the same answer: they spend their time at home playing games, watching movies, exercising, eating, and sleeping. For instance, **Student 1** stated. Another student shared the same point and added: Looking at the data, we can see that the majority of students stuck to their normal routines throughout the Covid19 lockdown and did not learn anything new, whereas a tiny minority of those students took advantage of the quarantine by reading and learning new topics.

Q.2



Graph7: student's motivation to study at home

There were 42 responses to the second question. The number indicates that 77.5 percent of the participants were unmotivated during the university closure. The rest of the participants (22.5%), on the other hand, claimed they are still motivated to learn despite the university's closure. According to our findings, we can say that students lose energy, motivation and creativity during the covid19 epidemic.

Q.3: How do you perceive the risk of contagion during the covid-19?

Based on the responses, it indicates that the participants agreed on one main point: The Covid19 sickness is unsafe and dangerous, thus the students opted to stay at home for the safety of themselves and their families.

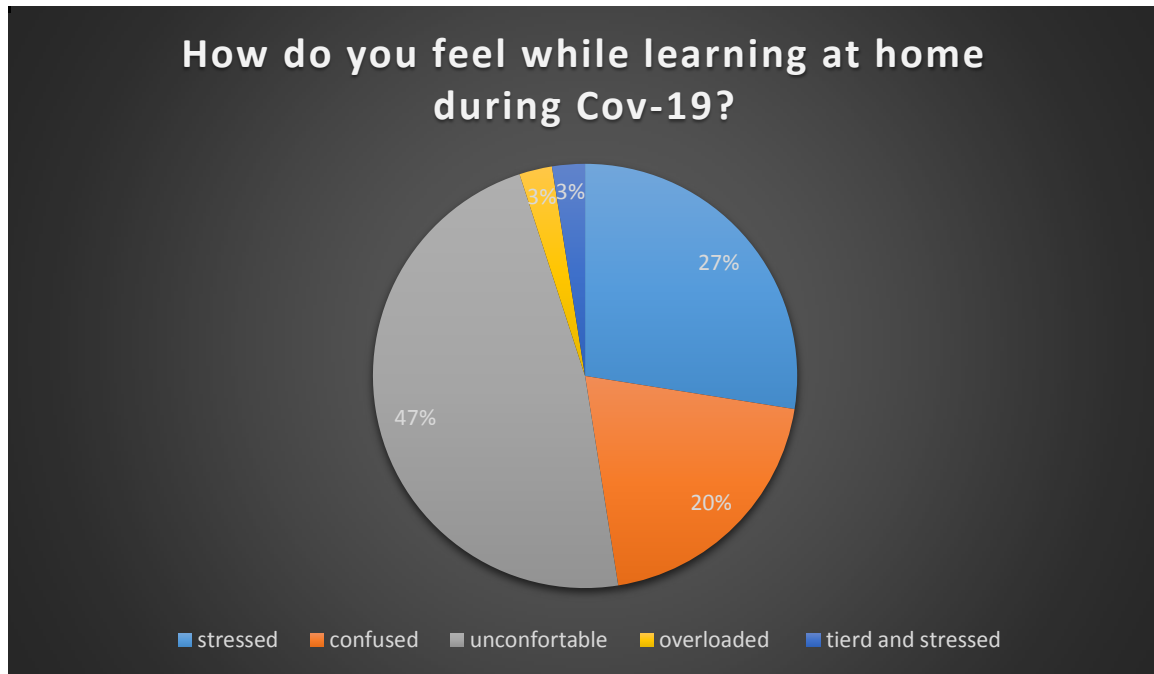
Q. 4: What do you think about the condition of social isolation imposed during the epidemic?

The vast majority of students are socially isolated. They frequently report feeling pressured, anxious, lonely, and even depressed. It was believed to be a bad decision for them. While a small number of participants believe that social isolation is a useful decision because it reduces the spread of the coronavirus, keeps people safe from virus contagion, and reduces the number of infectious people.

Q.5: What is your biggest challenges during the coronavirus outbreak?

Students reported that learning from home was their greatest obstacle during the epidemic since they used to deal with their teachers personally (face-to-face), which is not possible when learning from home. They also cited another concern, which is a shortage of internet connectivity, because not everyone has access to.

Q.6



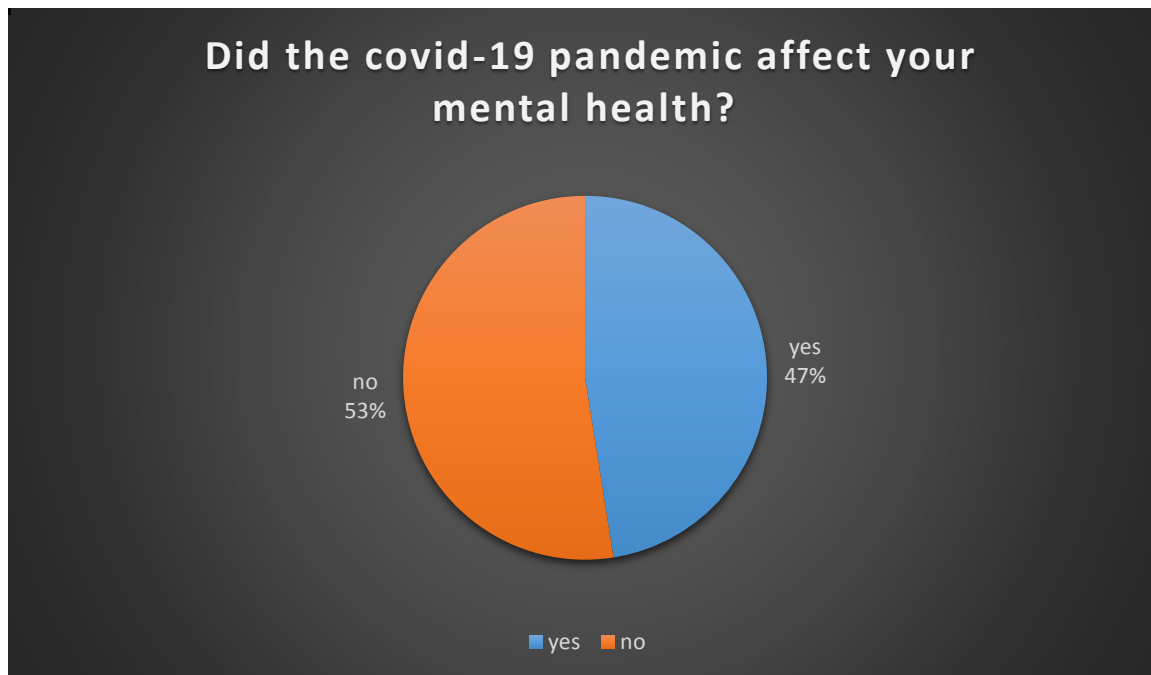
Graph8: student's feeling toward learning during COV-19

The graph shows that 47,5 % of participants said that they were uncomfortable learning at home during the Covid19 pandemic, while 27,5 % said they were stressed, 19 % said that they were confused, and 2,5 % have felt stressed, confused, uncomfortable, and tired, with the remaining 2,5 % saying they were overloaded.

Students did not feel quite enough to study during the lockdown, according to the data; they were either uncomfortable, worried, or confused.

Section three : Covid-19 and mental health

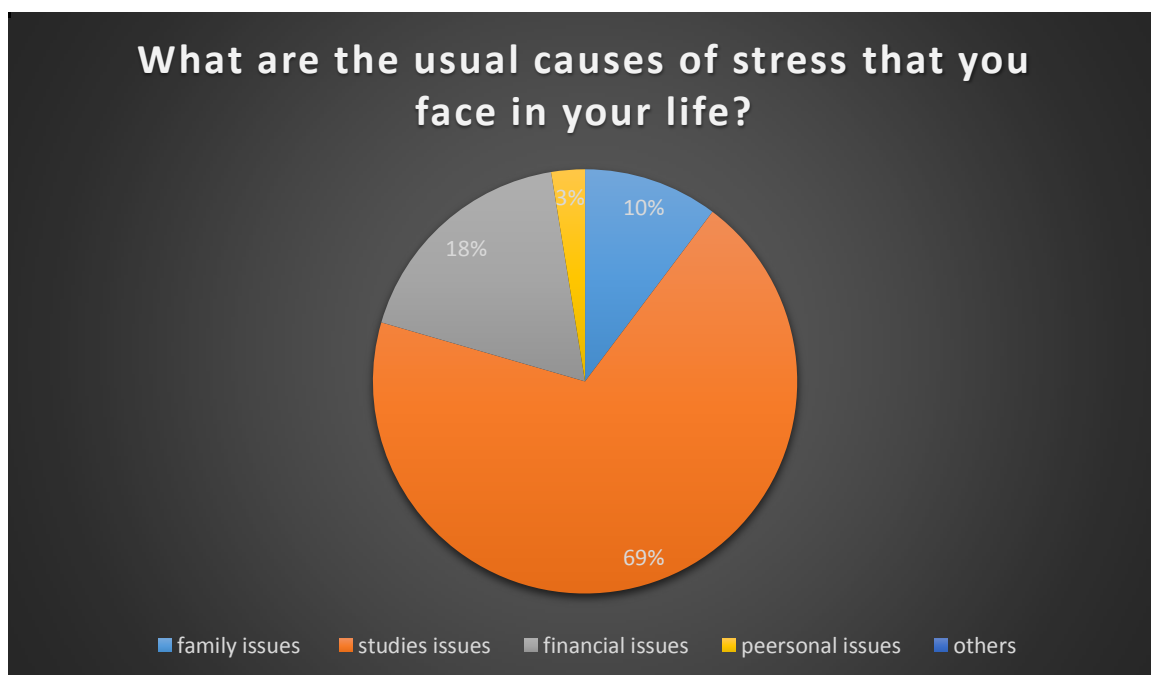
Q.1



Graph9: student's mental health during COV-19

The covid-19 had no effect on the mental health of 53% of the students. While 47% said they have experienced mental health concerns during covid19.

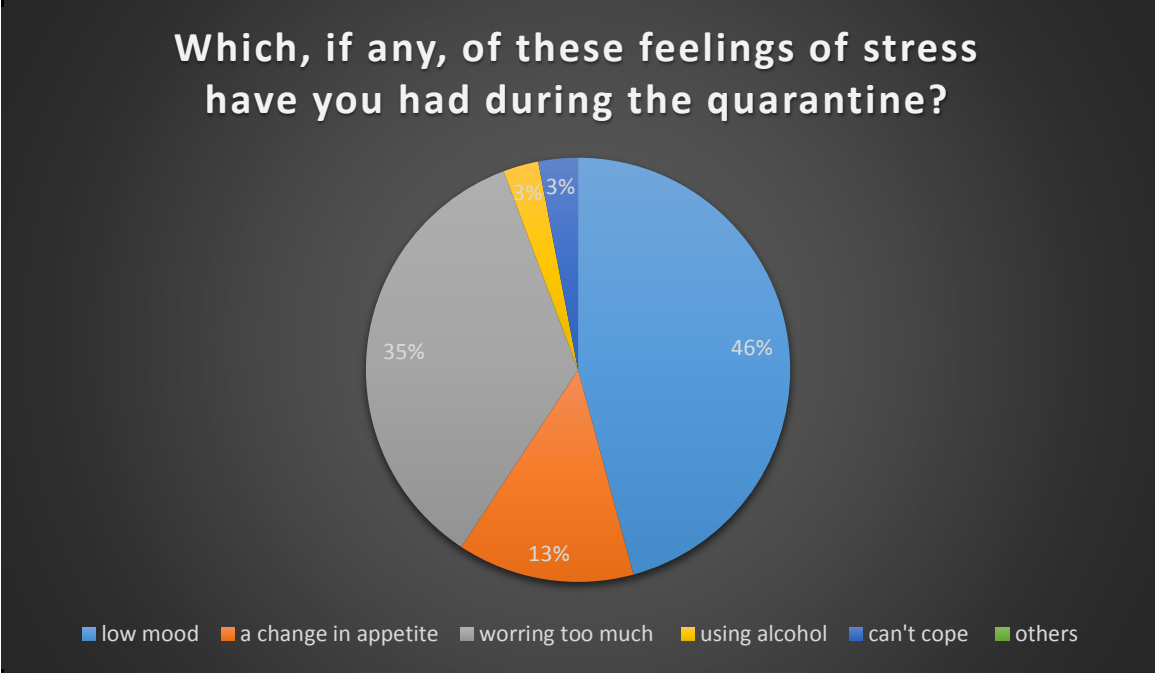
Q.2



Graph10: stress causes that face students

The most prevalent source of stress is studies (69%) of replies, followed by financial concerns (18%), family issues (10 %), and (3%) of personal issues. The majority of students considered their education as the primary source of stress in their life, according to the research. They also have various additional challenges, such as personal issues.

Q.3



Graph11: feeling of stress that face students during the quarantine

The most common feeling is usually low mood with (46%), followed by excessive worrying (35%) and a change of appetite (12.5%). They also have other behaviors such as drinking alcohol with (3%), being alone and disgusted. In contrast, only a small percentage of them stated that they spent the best vacation ever.

As a result of our data, we may conclude that the majority of students did not perform well throughout the quarantine, resulting in profoundly unfavorable attitudes.

Question 4: on scale of 1 to 5, how much do your feelings of being stressed affect your daily life?

While observing the percentages, we can see that the level of stress varies from scale one to scale five. The participants considered the scale three as the highest level with (38.5%) of the responses. According to the findings, we can say that the students experience stress in their daily lives, in which it varies from one student to another.

Question 5: did you suffer from stress, depression or some other psychiatric illness before the coronavirus outbreak?

60% of the students have answered by "No," indicating that they had no mental health problems before to the covid-19 epidemic. In contrast, 40% said they had mental health concerns like as stress, anxiety, and despair before to the covid-19 outbreak as a result of personal issues.

Question 6: Could you please provide us with a brief summary of your mental health during the quarantine?

According to the answers obtained. The majority of the participants were stressed, nervous, depressed, uncomfortable, disturbed, annoyed, and pressured. The findings suggested that the students were severely affected by the covid-19 pandemic, and that they were having mental health concerns as a result of their attempts to cope with the circumstance.

4-2 Results

After analyzing the information gathered from students via a questionnaire, the obtained results show that students suffered from mental health issues such as anxiety and stress while studying at home, and that they suffered from these issues during the University's closure. The social isolation also played a role in making students feel lost during the quarantine. Besides that, the data gathered from this questionnaire show that the participants were not pleased with this change. Furthermore, they disliked the fact of learning distinctly, and considered that studying from home is difficult and uncomfortable. They felt anxious as well as stressed, losing motivation and having a bad mood while trying to cope with the confinement. In addition to that, learning from home is their most difficult challenge due to a variety of factors such as the lack of interaction between the students and the teachers as well as the lack of the internet connection, which is an important tool in online classes.

4-3 DISCUSSION

Question one: how did the Covid19 pandemic affected e student’s learning and their psychological health?

This question aims to investigate the student’s perception towards Covid-19 epidemic. From the data collected, we can see that the majority of the students have some psychological issues, such as anxiety and stress and this result consistent with (Sahu, 2020) who found that stress may lead unfavorable effect on the learning and psychological health of the students. (Son et al, 2020) stated that the Covid19 pandemic has brought into focus the mental health of various affected population”.

Question two “what are the student’s experiences, feelings and means of coping with the lockdown restrictions while studying during the covid19 pandemic?”

This question aims to explore the student’s feeling and attitudes towards the Covid19 epidemic. From the data collected, we can see that students have negative impact towards the Covid19 epidemic, in which they feel uncomfortable, stressed and bored. We can see also that students experience a lot of obstacles while trying to cope with the restrictions during the lockdown because of the lack of interaction between the teachers and learners as well as the lack of the internet connectivity and this compatible with (Sahu, 2020) who found that students who do not have the internet facility are suffered a lot during the confinement in which it may be considered as a real obstacle for the student’s achievement. In addition, we can see also that many changes emerged during the COVID-19 pandemic, including new perspectives, new modes of learning and new trends (Jena, 2020).

We have cited relevant literature to show how our results fit in our research questions.

Conclusion

Throughout this chapter, we have attempted to answer the research questions by analyzing and discussing the findings. According to the results of the questionnaire, students revealed that they have some psychological symptoms while studying during the covid19 confinement. Among these symptoms anxiety and stress, which regarded as the primary causes of the student’s mental health problems.

General Conclusion

Learning during the COVID-19 pandemic is extremely difficult for students; they face a number of factors that have influenced their learning progress, which has affected their psychological side. The purpose of the study was to investigate the student's mental health during the outbreak (Sahu, 2020). The researcher's goal was to shed light on the difficulties that learners face while studying during the lockdown. This research work comprised three chapters. The first chapter dealt with the theoretical background in which it presented the problems that higher education faces during the pandemic including our experience. Then the second chapter dealt with the review of literature. Furthermore, it consisted of five sections. The first section is about the historical background of Algeria, followed by section two which is about the educational system in Algeria, section three was about Covid19 and higher education, the fourth section is about distance learning and traditional learning, and the last section is about student's mental health. The third chapter presented the research methodology, and the tools which have been selected in order to gather data needed to reach our research goals and the analysis of the collected questionnaire. Finally, the last chapter dealt with appendix. The participants stated that the COVID-19 has affected their learning as well as their psychological health. The common feeling during the confinement was stress and anxiety. In addition, they considered learning during the pandemic as a challenging task (Son et al, 2020).

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Appendix 01: Students' Questionnaire

Dear students

This questionnaire intends to explore your attitudes towards the mental health's state and psychological issues that may face you during the coronavirus outbreak. In our research we tend to highlight the sensation of stress and anxiety during this period. This questionnaire contains 3 sections, the 1st one is about personal information. the 2nd is about the covid-19 and the last one is about covid-19 and mental health.

Your answers will be of great interest to obtain a practical assessment of this experience.

Thank you for your cooperation.

Section one: personnel information

Please tick the right box

- 1- Are you a
 - Male
 - Female
- 2- Are you a kind of person who is easily stressed?
 - Yes
 - No
- 3- Do you feel stressed while studying?
 - Yes
 - No
- 4- Do you believe that learning from home during the covid-19 epidemic is easy?
 - Yes
 - No
- 5- Do you find is easy to recognize this change in your way of life?
 - Yes
 - No
- 6- What is your biggest challenges during the coronavirus outbreak?

.....
.....

Section two: Covid-19

- 1- How did you cope throughout this period of the coronavirus?
.....
.....
- 2- Do you have any motivation to study at home during the closure of universities?
 - Yes
 - No
- 3- How do you perceive the risk of contagion during the covid-19?
.....
.....
- 4- What do you think about the condition of social isolation imposed during the epidemic?
.....
.....
.....
- 5- What is your biggest challenges during the coronavirus outbreak?
.....
.....
- 6- How do you feel while learning at home during Cov-19?
 - Stressed
 - Confused
 - Uncomfortable
 - Other

Section three: Covid-19 and mental health

- 1- Did the covid-19 pandemic affect your mental health?
 - Yes
.....
.....
 - No
- 2- What are the usual causes of stress that you face in your life?
 - Family issues

- Studies issues
- Financial issues
- Other

3- Which, if any, of these feelings of stress have you had during the quarantine?

- Low mood
- A change in appetite
- Worrying too much
- Feeling like you can't cope
- Using alcohol
- Other

4- On scale of 1 to 5, how much do your feelings of being stressed affect your daily life?

1 2 3 4 5

5- Did you suffer from stress, depression or some other psychiatric illness before the coronavirus?

- Yes
- No

please specify your answer here

.....

6- Could you please provide us with a brief summary of your mental health during the quarantine?.....