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Preamble

This issue of the *Journal of Languages and Translation* showcases extraordinary educational responses in exceptional times. The lockdowns imposed in several countries in the spring of 2020 in the COVID-19 pandemic changed teaching approaches in higher education in the course of few days. Like many countries worldwide, the transition from traditional classrooms-based learning into online learning amid the pandemic in Algeria was both gradual and abrupt. Consequently, teachers and students have been familiar with online learning and teaching. However, COVID-19 had swiftly pushed many universities in Algeria to offer full online learning mode to their students. The bottom line of the great majority of papers discusses valuable innovations for teaching and learning in times of COVID-19 and beyond. It examines effective teaching models and methods, technology innovations and enhancements, strategies for engagement of learners and unique approaches to teacher education and leadership. This issue serves as a record of how higher education has adapted to the constraints forced upon it by the pandemic. It exhibits the experience of the students, academics, and institutions, and the lessons learnt throughout this globally challenging period.

Albeit the fact that this issue provides a broad and miscellaneous perspectives of the impact of COVID-19 on education, there is still much to unveil and learn. The effect of the pandemic on teaching and learning will be crucial and long lasting. We hope that this issue delivers a starting point to further scrutiny to upgrade education in the future.

Last but not least, we are indebted to all our authors and reviewers for their dedication to this issue.

Editorship

Claustropolitanism at the End of the World: Rethinking Post-Pandemic Globalization and Higher Education

الكلوستروبوليتانية في نهاية العالم
إعادة النظر في عوامة ما بعد الجائحة والتعليم العالي

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Abstract

This theoretical article develops a new trope for understanding globalization after the COVID-19 pandemic. Science fictional genres are filled with - and fuelled by - dystopic narratives of endings, wars, apocalypses, famines and – indeed – zombies. Yet the benevolent cosmopolitan sociology developed by Ulrich Beck, Zygmunt Bauman and Scott Lash at the turn of the 21st century, did not provide a rationale or understanding for September 11, the Global Financial Crisis, or the pandemic. Beck's 'zombie concept' was no match for the – metaphoric – zombie hoards over-running popular culture and higher education. Multiculturalism and the belief in the public good were crushed by an unregulated banking sector, a lack of funding for public health and public education, and a political system run on post-expertise, opinion and subjectivity. In response to this intellectual gap, absence and lack, this article develops a post-disciplinary claustropolitanism. Deploying the research from Paul Virilio and Steve Redhead, a new intellectual dance is commenced, between 'end times' and 'new times,' to provide momentum for higher education at the end of the world. Claustropolitanism is a lens to understand the foreclosed times of unemployment, under-employment, inelegant university and industry 'partnerships,' and a declining respect for expertise. Why was it necessary to enforce the sloganized salve of 'Believe the science' during a global pandemic, when scientific methods were required to enable the survival of millions of citizens? Noting this post-pandemic paradox, this article reveals the consequences of toxic globalization, and how claustropolitanism can renew a commitment to trans-localism, and learning.

Keywords: claustropolitanism – cosmopolitanism – Paul Virilio – popular culture - Steve Redhead

الملخص:

يطور هذا المقال النظري صياغة جديدة لفهم العولمة بعد جائحة كوفيد - 19. إن أنواع الخيال العلمي تغص بالروايات البائسة (الديستوبيا) لنهايات العالم، الحروب، المجاعات بل وحتى الزومبي. غير أن علم الاجتماع الكوسموبوليتي (الكوني) كما طوره كل من أولريش بيك، سيغموند بومان وسكوت لاش لا يقدم أساسا منطقيًا أو فهما لأحداث الحادي عشر سبتمبر أو الأزمة المالية العالمية، أو الجائحة. إن مقولة "الزومبي" لبيك لا تتطابق مع التعبير المجازي - إذا رأيت الزومبي يتجولون - السائدة في الثقافة الشعبية. لقد تلاشت التعددية الثقافية والإيمان بالصالح العام بفعل القطاع المصرفي غير المنظم، نقص التمويل اللازم للصحة العامة والتعليم العام وكذا النظام السياسي القائم على الخبرة اللاحقة. نتيجة هذه الفجوة الفكرية، أو النقص أو الغياب، يطور هذا المقال كلوستروبوليتيه ما بعد التخصص. (a) (post disciplinary claustopolitanism) اعتمادا على أبحاث كل من بول فيريليو وستيف ريدهيد جرت نقلة فكرية جديدة بين "أوقات النهاية" و"الأوقات الجديدة" من أجل إعطاء دفع قوي للتعليم العالي في نهاية العالم. الكلوسروبوليتينية هي عدسة لفهم الأوقات المتوقعة من البطالة، نقص العمالة و الشراكة الجامعية والصناعية غير النشيطة فضلا عن تراجع احترام الخبرات. لماذا كان من الضروري فرض شعار "صدّق العلم" خلال الجائحة العالمية عندما كانت الأساليب العلمية مطلوبة لتمكين ملايين المواطنين من البقاء على قيد الحياة. من خلال الإشارة إلى مفارقة ما بعد الجائحة، يكشف هذا المقال عن عواقب العولمة السامة وكيف يمكن تجديد الالتزام المحلية العابرة والتعلم. الكلمات المفتاحية: الكلوسروبوليتية- النزعة الكونية- بول فيريليو- الثقافة الشعبية- ستيف ريدهيد

Introduction

Through mega global movements and interventions, such as the industrial revolution and waves of European colonization, the idea and application of the word 'development' has been – rightly – critiqued as embedding and activating a singular configuration of social, political, economic and cultural 'progress.' This progressivist arc perpetuates 19th century European narratives and languages of race, religion, masculinity and heteronormative family structures, while valuing and prioritizing particular disciplines, epistemologies, ontologies and methodologies over others. Actually, development is uneven, chaotic and unpredictable. Indeed, it is often in the eye of the beholder, or saved onto the hard drive of the researcher. When investigating intellectual development in the history of ideas, it is difficult to locate and isolate beginnings and endings. As so powerfully revealed by Fernand Braudel, the *longue durée* is cut up and hemmed by conjunctures and events (2002). The 21st century, although only at its beginning, has been buffeted by catastrophic events with a global impact, including a pandemic, invasions, terrorist acts, wars, and energy, food and climate crises. To understand and research this brutalizing reality and its consequences on learning, teaching, research and education, I present a new concept. In understanding the mega events of the last twenty years, I offer a lens for the consideration of scholars, offering a vision for new times in these end times.

1. Claustropolis: the acorn of a concept

Claustropolitanism, like most concepts or theories created in the history of ideas, involves a dialogue with the dead. This conversation with intellectual ghosts and the scholarship that remains to haunt our present embodies the power in and of knowledge: the connective tissue that intellectually links scholars, even beyond death. To define claustropolitanism, I return to its acorn concept: claustropolis. This concept is derived from Paul Virilio, and extended through his conversations with Sylvere Lotinger. Paul Virilio was a fascinating scholar, probably the least famous of the famous French intellectuals from the 1960s. He was drawn to bunkers (Virilio, 2009c), disasters (Virilio, 2010b), disappearance (Virilio, 2009a), and ‘grey ecology’ (Virilio, 2009b). He was a loner, Christian and a phenomenologist, certainly an unusual combination. His research and writing, although punchy, provocative and innovative, were deployed inelegantly by researchers in the 1990s. He was simplified to a theorist of technology, used to offer simple explanations for the expansion of the internet through society, culture and industry (Wark, 1994). His most powerful scholarship is much more complex, involving an intricate unravelling of speed, accidents, chaos and crises (Virilio, 2012a; Virilio 2010a; Virilio, 2007a; Virilio, 2007b; Virilio, 2005; Virilio, 2002). His writing was pithy. His prose was dense. His ideas moved with energy and precision. While not as well known as Jean Baudrillard or Jacques Derrida, his value in interpreting our post-pandemic times is obvious and important.

In 2008, in the book *Pure War* (2008), Virilio described our current era as moving from cosmopolis to claustropolis. Note the date of the publication: 2008. The trigger for his research was not COVID, or Brexit, or Trump, but the Global Financial Crisis. He argued that the GFC was the pivot on which the culture changed, where public good became less important than private bailouts. Greed in the finance sector was justified, normalized and subsidized by citizens who rarely benefited from the unbridled risks taken by a few, for private gain. Even more significantly, and within months, a collective forgetting emerged of what the banks had done to the world through triggering ridiculous dangers for unearned profit. Casino Capitalism – to cite Andrew Manno (2020) – was subsidized. Public health, public education and public libraries paid the stake. The banks recovered quickly. The bonuses returned. The stock market soared. Real estate capitalism continued to create artificial and arbitrary narratives of profit, progress, success and development.

Because of the lack of critique of this toxic globalization - that fuelled finance capitalism and real estate capitalism - greed, exploitation and excess were normalized. This casino capitalism continued to shamle along, dragging toxicity, arbitrariness, confusion and despair into the global economy. It is no surprise that zombie metaphors started to proliferate book titles and refereed

articles (Brabazon, 2016a). Conventional sociological concepts – like family, masculinity, femininity, marriage, health, sickness and work – continued to exist in our lives. Yet the meanings encased within these words were emptied of content and context. Once voided of history and authenticity, toxicity was poured into these seemingly benevolent words, social realities and institutions (Smyth, 2017).

Virilio knew the Global Financial Crisis was important. Therefore he argued that our social structures moved from a cosmopolitan inflection – valuing multiculturalism, the public good, and the caring for and respecting of diversity – to claustropolis. His new concept captured the desperate desire of humans to escape a planet that is overcrowded, depleted, gridlocked and corrupt. Claustropolis is a retreat from globalization, running away from a toxic reality, rather than towards any state, tendency or cultural movement.

This was a powerful set of ideas developed by Virilio. Part observation and part high theory, Virilio offered a way of thinking – and remembering – a time of foreclosure, fear, confusion and alarm. However, as with so many of his pithy concepts, tropes and arguments, he made these statements and then intellectually walked away to probe other issues. Virilio was a Labrador of a theorist. He was intensely interested in something, barked, and then moved to another topic of interest. Other scholars would enable and develop the movement of the concept beyond its historical moment.

2. From Claustropolis to Claustropolitanism, and from Virilio to Redhead

From this Virilio-inspired claustropolis, research and researchers must move to another scholar who kicked the concept further along the intellectual road. This scholar was similarly disturbed by the Global Financial Crisis and the active forgetting of its causes and consequences. Like Virilio, this scholar is also dead, continuing this zombie dialogue in the history of ideas. On this occasion, it was a highly personal death. The scholar who developed claustropolis from Virilio was the late Professor Steve Redhead, who I knew through an accident of marriage. Steve Redhead was interested in this concept before he was diagnosed with pancreatic cancer in June 2017. An early mention of – and engagement with – the concept from Redhead emerged in 2009, responding directly to Virilio's work (Redhead, 2009). Together, we workshopped the concept through some podcasts (Brabazon and Redhead, 2014a), and it started to appear in a more expansive fashion in his writing from 2015. From this foundation, Redhead added the following attributes to the concept, moving it from claustropolis to claustropolitanism, and from French intellectual life to – and through – Northern English Pessimism.

Steve Redhead defined claustropolitanism as a state or tendency. He also used Raymond Williams phrase to add definitional rigour, confirming it was, “a structure of feeling” (2015). Therefore, what was this structure of feeling encased in claustropolitanism? It captured a desire – an imperative - to step off the world, but being unable to escape. There is a longing to run away from reality, but all exits are blocked and all options are foreclosed. The rich are in gated communities, locked away in a futile attempt to find safety. For the poor, unemployed, underemployed, or the homeless, they cannot escape as they do not possess the financial provision to create any mode of safety in work, housing, food supplies or family stability. They are stuck in life-limiting oppression with no strategy for movement, progress or development. Claustropolitanism explains what happens to the working class no longer in work and the middle class locked in digitize, globalized, casualized employment, where they are re proletarianized (Brabazon and Redhead, 2014b), endlessly clocking into their beeping mobile technology. They never clock off, or exist outside of this digitized post/neo/Fordism.

These tendencies may feel familiar in their shape, direction, trajectory and texture, because popular culture has been activating claustropolitanism since 2008. Often popular culture is ahead of the theorizing about it. Pop activates a pedagogic function, teaching citizens about ideological shapes and configurations before scholars have the scholarly language to explain, evaluate and interpret (Jester, 2020). Consider the television programmes *Breaking Bad*, *Better Call Saul*, *The Tunnel*, *Orange is the New Black*, *The Fall* and *Top of the Lake*. These shows demonstrate how ordinary people – teachers, lawyers or police – are trapped by the economic, social and cultural conditions of their lives. They attempt to break out or break away, but remain hemmed into the irrationality, exploitation, abuse, violence, confusion and anger. The plot and metaphors of *Top of the Lake* remain stark in their poignancy and power. Is there anything more claustropolitan than living in shipping containers at the end of the world? Intriguingly, the geographical location for this metaphoric ‘end of the world’ was Aotearoa / New Zealand. These islands are antipodal to the British colonizers that erased and displaced Indigenous rights, laws, faith structures and practices. It was this antipodal ‘end’ of the world that also offers new postcolonial narratives for land, knowledge and law.

While screen-based culture has captured the desperation, violence and brutality of claustropolitanism, popular music is also playing with this trajectory of endings. The song “Purple Zone” (2022) by Soft Cell and the Pet Shop Boys is powerful and important. The idea that both these 1980s pop icons returned forty years after the commencement of their career is significant. This survival not only confirms longevity, but demonstrates the consequences of ageing. The notion that the performers of “Tainted Love” and the philosophers of Thinking

Pop (Brabazon, 2016b), the Pet Shop Boys, combined to sing a track was unusual. That it became successful and found new audiences is not as surprising as it may seem. Here is an extract of the lyric.

Let's get out of this life
I'm afraid and alone
Paralysed in the purple zone (Soft Cell and Pet Shop Boys, 2022).

This is a stanza of endings, despair, and a loss of feeling, confusion, error and fear. The video features older people trapped in their flats and watching themselves age. Marc Almond – lead singer of Soft Cell – appears as a server in an ice cream van. Neil Tennant – lead singer of the Pet Shop Boys – stands behind a bar pulling pints. A young woman is shown day drinking in an alley, and another woman watches her life drip away as she serves fried food to customers. Through the lyric, the ageing voices and the video performances, the desperation, loneliness and pointlessness of life is seen and heard. Alienation is added to the trope of claustropolitanism.

Claustropolitanism is a structure of feeling. Not only are houses foreclosed, but lives are foreclosed. A ‘good life’ is colonized by the rich and the powerful. There is nothing (on the) left (Keucheyan, 2013). That is why the alignments between political parties, social issues and citizens are so chaotic and dysfunctional. The election of Donald Trump and Brexit were not accidents or odd events (Brabazon, Redhead, Chivaura, 2018). They are completely understandable and predictable in the context of claustropolitanism.

Steve Redhead developed this concept as a subtheme through his books, including *We have never been postmodern: theory at the speed of light* (2011). He critiqued the cosmopolitan sociology from Beck (2001; 2002a; 2002b; 2004), Lash (Lash and Featherstone, 2002), Bauman (1996), and Urry (Szerszynski and Urry, 2002). He recognized that the cosmopolitan sociologists failed to understand September 11, and failed to comprehend the Global Financial Crisis. Instead, scholars required new explanations for the state of the world, and our place in it.

The systems and structures for work, family, health, leisure, food and energy security, just to name a few variables, were already problematic for most of the population before Brexit, Trump and COVID-19. Lauren Berlant probed “the lifeworld of structure” (Berlant 2016, 393). As structures decay and decline, the ‘lifeworld’ within them corrodes and dies. Brexit summoned a lie that Britain was still a great power. Donald Trump attempted to ‘Make America Great Again.’ The ‘again’ is significant. COVID-19 revealed that a lack of attention and funding to public health has had and will continue to activate

profound consequences. These three troubling and / or catastrophic events (September 11, the GFC and COVID-19), depending on your personal and political view, revealed the ugly truths of our economic, social and cultural reality. This was a culture fuelled by blame, shame, ridicule, ignorance and confusion. As Zygmunt Bauman confirmed in the midst of Margaret Thatcher and Ronald Reagan's reconfiguration of neoliberalism, modernity was in crisis (1987). Raewyn Connell argued that the 'crisis' of masculinity was part of this shredding of the self (2006). The Incels (Involuntary Celibates) perpetuated this challenge to the gender order (Sharkey, 2022). Supposedly, with men in crisis, it was necessary for women to be their rehabilitation. The rise of Jordan Peterson as a "public intellectual" confirms the confusion of information and knowledge, misogyny and expertise (Brabazon, 2022). Therefore – to summon and change a slice EP Thompson, claustropolitanism was present at its own making (1980).

3. From conceptual hub to functional theory

From the foundations configured by Paul Virilio and Steve Redhead, there is a workable theory to test. However, the scholar developing this concept was diagnosed with pancreatic cancer, and died eight months later. Embodying claustropolitanism, his illness remained a secret until the night of his death (Brabazon, 2020). Even while managing Stage Four cancer in private, Redhead continued to research and work, without the pitying commentary or intellectual rubbernecking. His book *Theoretical Times*(2017), that he wrote between his diagnosis and death, is marinated with death, despair and claustropolitanism. He was able to hold a copy of the book just before he died.

Therefore, scholars are left with an intellectual stub, a concept sketched by a dying man. This reality seems incredibly appropriate to the intellectual history of the concept. It is not formed in a context of positivity, thriving, success and excess. Instead, it is marinated in fear, loss, confusion, grief and death. Shards of the concept's development survive in marginal media, including blog posts (Redhead, 2015), videos and podcasts. From these marginal media, jig-saw puzzle pieces of a trope, theory and concept are aligned to create a vista of and for a new context.

Steve Redhead died well before COVID, but there are few more effective concepts to understand our recent history, and how to attempt to survive, live, teach and research in our present. The final section of this article, exploring claustropolitanism as/ in a new interpretation of globalization, takes on this shard of a concept to render it complete and workable for a post-COVID world. Through the death and despair, this article offers a new lens to interpret the end of the world, and / or an end to a particular rendering of globalization.

Claustropolitanism is a potent lens to research what COVID has done to the world, spanning from enforced isolation, masks, shortages, social distancing, sickness and death. Yet this concept is not only a way of theorizing the present, but offers a pathway into and through the post-COVID future, including strategies to survive and – perhaps - thrive.

Claustropolitanism is a global condition, but it is not the positive globalization of the cosmopolitan sociologists, celebrating the ‘free’ movement of money and people and ideas. This is a globalization of borders, refugees, racism, xenophobia, fear and infection. The claustropolitan lens focuses citizens and scholars on the foreclosing of the world. This is a world of danger, greed, toxicity and crowdedness. It is punctuated by workplaces at the end of the world, of labour surplus, unemployment, underemployment, the precariat, and zero hour contracts. Mobile phones are a prophylactic, to mitigate and protect from real-time communication, community and emotional intensity. Screens mask citizens from multi-sensory lived experiences, creating a world in miniature, lacking long term commitments, bouncing through ephemeral media, and looking down at a phone, as a proxy for living, rather than looking up, at multi-sensory environments. Life is gamified, scrolling through images on Instagram, distracted and medicated by a world we can never possess.

Scholars and citizens are trapped in and by screen. The world is shrinking. We want to get off. Get out. Instead, we are trapped. We are trapped by junk mortgages, homelessness, rental crises, the credit card economy, and excessive consumerism, to provide transitory relief, and micro pleasure. The structures that our parents and grandparents could depend on, such as stable families, stable work, stable housing, and faith structures, have been zombified. Experts and expertise is abused, ridiculed, or ignored. Scrolling through Tweets replaces reading scholarly monographs. Instead of confronting the horror of sickness, death, confusion and poverty, inelegant and nostalgic ideologies of men, women, families and religion continue to circulate on the screens of our culture.

There is no one to save us. There is no movement to harness social change. The left is dominated by identity politics. The right is dominated by hyper-individualistic self-absorption. It is increasingly difficult to build from me to we, or to migrate from scrolling to reading. The disconnection from history means that citizens are isolated, frightened and confused in a screen-based, hyper-individualized, consumerist dystopia. There is no hero. No light at the end of the tunnel. We are alone. In a tunnel. Wondering what is happening.

4. Higher Education at the end of the world

If there is any hope at the end of the world, then it must come from schools and universities. Learning is required. Yet our schools and universities are sick, toxic and decaying through decades of neglect, ridicule and a lack of funding. Dead assumptions have lead scholars to the university at the end of the world. The future is foreclosed. But by recognizing and understanding this tendency, the claustropolitanism lens will not only gift a future, but allow us to focus on our present to build a different and defiant future. If we sit in this moment – with consciousness and clarity – then researchers can observe the consequences of greed, ignorance, and self-absorption. Scholars and citizens can use the claustropolitanism lens to provide a sharp reframing of our times, to see alternatives.

The university sector is battered by market forces that have no connection with public education and high quality teaching and learning. In the year 2000, Aronowitz described higher education as “The Knowledge Factory” (2000). The separation of the sciences and the arts, serious and trivial, academic and popular culture, is used to confuse and agitate the reality of our lives. In our present, stuffed with death and disease and ignorance, a functional university was – and is - required to return information literacy to public debates (Brabazon, 2014), and to reshape the context into which we position and place our social, cultural, intellectual and political lives. The confusion of information and knowledge – facilitated through “The Google Effect” (Brabazon, 2006) – flattens public debate.

COVID capitalism lied to citizens and scholars, creating a ridiculous tug of war between health priorities and economic priorities. This was an artificial and irrational division. After all, dead people do not pay taxes. But by studying the sickness in capitalism, and the sickness of capitalism, researchers can acknowledge the ruthless reality of teachers and academics, medical and health professionals, couriers, and the service sector, the invisible, underpaid and unpaid people who allowed so many to live through a pandemic. This community has provided one pathway to our future. This is a rebuilding and reconfiguration of caring in capitalism, and caring and capitalism, but also renewed rigour and attention to regulation and governance.

Our universities are in a sorry state. They were troubled before COVID. All crises only intensify what already exists. Problematic policies about teaching and assessment transformed into “Panic Learning” (Brabazon, Quinton and Hunter, 2020). However the claustropolitan lens demands that citizens ask – at every moment of decision making - what is in the public good? This is not and has never been a rhetorical question. It is a productive inquiry in its horror and confusion. Scholars must discuss – rather than assume or marginalize –

the configuration and reconfiguration of knowledge, learning, teaching and research.

Claustropolitanism is a lens that allows scholars to realize, perhaps with disgust, repulsion, fear, shock, dread and terror, that the tools in our intellectual kitbag are infected, and they are killing us, alongside provocative and difficult knowledge. Instead, claustropolitanism asks that we understand knowledge in its fullness, scope and complexity, not a calcification of the humanities and social sciences, carolled back into traditional disciplines, lacking both courage and funding. Not a calcification of the sciences, lacking audacity and instead validatingbizarre and inelegant proxies such as the ranking of journals, citation metrics, outrageous open access fees, and industry partnerships that are as awkward as they are inappropriate.

The consequences of truncating and indeed restructuring out of universities an array of disciplines, methodologies and epistemologies, from blue sky science to the creative arts, is we now have gaps – gaping holes – in knowledge development in our universities. Zizek – even before COVID – described our era as the “new dark ages” (2014).

The Earth’s population has suffered mega events. These events in and of themselves are important. But scholars must not allow what happened in the aftermath of the Global Financial Crisis - the active forgetting of the public bail out for private greed – to emerge once more, through the post-pandemic reassessment of health policies, climate debates, catastrophic wars of invasion and dispossession, and poverty (Streeck, 2014 ; Streeck, 2016; Tett, 2009). Memory and research must align to grasp the toxicity of the past and present, alongside the possible intellectual escape pods to our future.

5. Conclusion

Paul Virilio titled one of his books *The Administration of fear* (2012b). We as scholars must not allow fear to be administered. Fear must be addressed. Expertise must be confirmed. Effective public policy must developed, and the difficult work of consensus building - through community, connection and communication –is required. It is time to recommence this intellectual, social, cultural and political work.

The libertarians on the left and right will continue to create chaos, havoc and instability unless fears are defined and understood, and a functional consensus established to enable evidence-driven public policy, and careful governance and regulation (Hall, Winlow, Treadwell, 2016).

We as scholars and citizens have a choice. We can administer fear in claustropolis, or we can lead with rigour and evidence into a future that has understood and remembered the mega events of the past. We as academics can be complicit in neoliberalism that places economic value and individual choice ahead of regulation and governance. The neoliberal subject – let alone the neoliberal student – must be resilient or they will be punctured and lost in vulnerability (Chandler and Reid, 2016). We can make a different choice. We can stand for a new research ethics, and be part of the project to discover new meaning and purpose for higher education, our nations, and the world.

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**Les neuromythes dans le système éducatif algérien :
prévalence chez les enseignants du cycle secondaire : cas de la
ville de Blida –Algérie**

**Neuromyths in the Algerian education system: prevalence
among secondary school teachers: case of the city of Blida –
Algeria-**

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Résumé

La présente recherche s'inscrit dans la multitude des travaux menés sur la prévalence des neuromythes dans la communauté enseignante dans différents pays à travers le monde. Nous voulions étendre cette étude à notre pays l'Algérie. Notre article rendra compte d'un questionnaire écrit distribué aux enseignants (toutes disciplines confondues) du cycle secondaire. Notre objectif est de repérer les neuromythes les plus répandus parmi cette population. Nos résultats montrent que certains neuromythes sont plus populaires que d'autres. En outre, la plupart des enseignants désireux de connaître le fonctionnement du cerveau puisent ces fausses informations de sources peu fiables sur le web.

Mots clés : cerveau, éducation, enseignants, neuromythes, neurosciences.

Abstract

This research is part of the myriad of works carried out on the prevalence of neuromyths in the teaching community in different countries around the world. We wanted to extend this study to our country Algeria. Our article will report on a written questionnaire distributed to teachers (all disciplines combined) of the high school cycle. Our goal is to identify the most prevalent neuromyths among this population. Our results show that some neuromyths are more popular than others. In addition, most teachers who want to know how the brain works get this false information from unreliable sources on the web.

Key words: brain, education, neuromyths, neuroscience, teachers.

Introduction

Avec le développement fulgurant des neurosciences et les grandes quantités d'informations circulant sur Internet, un grand nombre de neuromythes s'est répandu dans le corps enseignant. Kirschner & Merriënboer (2013) préfèrent les appeler « *légendes urbaines* ». Il s'agit de fausses croyances sur le fonctionnement du cerveau humain telles que : on utilise uniquement 10% de notre potentiel neuronal, le bilinguisme freine le développement des capacités cognitives, la dominance hémisphérique, les intelligences multiples, la méthode brain gym, l'effet Mozart, ne pas entremêler deux apprentissages, etc. Ces neuromythes sont nombreux mais dans le cadre de ce travail on s'intéressera uniquement à quelques-uns qui sont les plus répandus: les styles d'apprentissage, la dominance hémisphérique, les différences cognitives entre les deux sexes, la Net génération, la période sensible/critique, l'utilisation de 10% du cerveau et les intelligences multiples. Nous tenterons de comprendre la prévalence de ces croyances erronées sur le cerveau chez les enseignants algériens du cycle secondaire.

I. Cadre théorique

Grâce à l'imagerie par résonance magnétique fonctionnelle (IRMf) qui permet de regarder le cerveau humain en activité, les connaissances sur les fonctions cognitives humaines ont connu une croissance considérable ces dernières décennies. Ce développement a donné naissance à une grande littérature sur le sujet. Mais la mauvaise interprétation de ces travaux et le manque de communication entre chercheurs et enseignants ont donné naissance à des neuromythes très populaires parmi les enseignants.

I. 1. Les styles d'apprentissage

A partir des années 70, plusieurs typologies de styles d'apprentissage ont été développées : divergent, assimilateur, convergent, accommodateur/praticiens vs fuyant, collaborateur vs compétitif, autonome vs dépendant/innovateur, analytique, dynamique et de sens commun/ visuel, auditif, kinesthésique, etc. D'après Rousseau, Gauthier & Caron (2018 : 411), il existerait «*71 différents modèles de styles d'apprentissage, qui ne partagent pas nécessairement (...) les mêmes fondements conceptuels.* ».

Cette théorie soutient que le fait d'adapter les enseignements aux styles d'apprentissage des élèves favoriserait les apprentissages car chaque élève aurait un style personnel dans le traitement de l'information. Autrement dit, si l'élève est visuel, son cerveau traite mieux les entrées iconiques tandis que l'auditif traite plus efficacement les informations sonores (Masson, 2015).

Or, Kirschner & Van Merriënboer (2013 : 173) soulignent trois problèmes capitaux liés à cette notion ; premièrement, la difficulté de déterminer le style d'apprentissage de chacun car la plupart des apprenants

n'ont pas un seul style d'apprentissage. Deuxièmement, les tests assignés à cette fin ne sont pas fiables et finalement, il existe un grand nombre de styles qu'il devient difficile voire impossible de placer les apprenants dans des *pigeonholes*.

Se référant aux travaux de Clark (1982), les mêmes auteurs affirment que le mode d'apprentissage préféré n'est pas forcément le mode d'apprentissage le plus productif :

Clark (1982) found in a meta-analysis of studies using learner preference for selecting particular instructional methods that learner preference was typically uncorrelated or negatively correlated to learning and learning outcomes. That is, learners who reported preferring a particular instructional technique typically did not derive any instructional benefit from experiencing it. (p.175)

Pshler et al. (2008: 117) ayant examiné toute la littérature sur les styles d'apprentissage et ses implications pédagogiques ont abouti aux mêmes conclusions:

On the basis of our review, the belief that learning-style assessments are useful in educational contexts appears to be just that a belief. Our conclusion reinforces other recent skeptical commentary on the topic (...).At present, however, such validation is lacking, and therefore, we feel that the widespread use of learning-style measures in educational settings is unwise and a wasteful use of limited resources.

Pour leur part, Sarrasin & Masson (2017 : 16) affirment que les recherches menées sur le sujet n'ont pas pu confirmer cette hypothèse : « *Bien que les élèves puissent avoir des préférences liées à un mode d'apprentissage particulier, le fait d'enseigner en fonction de ces préférences ne favorise pas un meilleur apprentissage.* ». Ainsi, il faudrait plutôt adapter les contenus aux besoins des apprenants et non pas à leurs styles d'apprentissage. En outre, l'interconnectivité du cerveau rend cette hypothèse complètement erronée puisqu'il est « *faux d'affirmer que le cerveau de chaque individu possède une région sensorielle « dominante » qu'il faut stimuler davantage pour optimiser l'apprentissage, puisque les diverses régions sensorielles corticales partagent entre elles de nombreuses interconnexions synaptiques.* » Rousseau, Gauthier & Caron (2018 : 414).

Enfin, nous citons en guise d'exemple deux recherches conduites par Rogowsky et al. (2015-2020). Leur objectif était de déterminer dans quelle mesure les styles d'apprentissage auditif/visuel influencent la compréhension orale et écrite des apprenants. Ainsi, en fonction des styles d'apprentissage préférés (déterminés par un test), des enseignements ont été dispensés de deux façons : on a remis aux visuels un livre électronique visuel pour la compréhension écrite et pour les auditifs un livre audio pour la compréhension orale. Les résultats ont démontré que les styles d'apprentissage n'avaient

aucune incidence sur le rendement intellectuel. Mais encore, les élèves avec un style d'apprentissage visuel ont obtenu de meilleurs scores que ceux avec un style d'apprentissage auditif en compréhension orale et écrite. Il en ressort qu'il n'existe aucune interaction entre le style d'apprentissage (auditif, visuel) et l'efficacité de l'enseignement.

I. 2. La dominance hémisphérique

La dominance hémisphérique est un autre neuromythe tenace. Le cerveau humain est constitué de deux hémisphères : le droit et le gauche reliés entre eux par le corps calleux. Bien que chaque hémisphère soit spécialisé dans des tâches différentes, la séparation entre les deux est illusoire. Les deux hémisphères sont en communication permanente en vue de réaliser les opérations cognitives.

Selon ce mythe, certains élèves seraient « cerveau gauche » alors que d'autres « cerveau droit », c'est-à-dire que les premiers seraient doués pour le langage, ils sont logiques, rationnels, analytiques et sérialistes. Tandis que les seconds seraient davantage créatifs, intuitifs, synthétiques et holistes. Donc, adapter les contenus à ces différences hémisphériques optimiserait l'apprentissage.

Nous citerons à ce propos, les travaux d'un groupe de chercheurs américains (Nielsen et al. 2013 : en ligne) qui sont partis du postulat que les régions cérébrales latéralisées servaient à des fonctions spécifiques et par conséquent les individus peuvent être latéralisés cerveau gauche ou cerveau droit. Les chercheurs en question s'appuyant sur la neuroimagerie de plus de mille personnes ont réfuté la thèse de la dominance hémisphérique :

It's absolutely true that some brain functions occur in one or the other side of the brain. Language tends to be on the left, attention more on the right. But people don't tend to have a stronger left- or right-sided brain network. It seems to be determined more connection by connection. (...). Despite the need for further study of the relationship between behavior and lateralized connectivity, we demonstrate that left- and right-lateralized networks are homogeneously stronger among a constellation of hubs in the left and right hemispheres, but that such connections do not result in a subject-specific global brain lateralization difference that favors one network over the other (i.e. left-brained or right-brained).

En conclusion, même si des études ont démontré que « *certaines fonctions cognitives se situent essentiellement dans un hémisphère. Par exemple le langage se situe principalement dans l'hémisphère gauche* » (Allaire-Duquette et al. 2018 : 11) ; lors d'une tâche cognitive, plusieurs zones du cerveau s'activent au même temps. Donc, la dominance hémisphérique n'existe pas.

I. 3. Les différences cognitives entre les femmes et les hommes

« Les garçons sont doués pour les filières scientifiques et les filles pour les filières littéraires », qui n'a pas entendu ce discours ne serait-ce qu'une fois dans sa vie ? « *Or, d'un point de vue scientifique, la distinction entre les capacités langagières et mathématiques des garçons et des filles est peu démontrée, et sa pertinence est remise en question.* » Allaire-Duquette et al. (2018 : 12).

Ce mythe a été largement diffusé suite aux travaux du médecin français Broca qui a affirmé en 1861 que les hommes ont de plus gros cerveaux que les femmes parce qu'ils sont plus intelligents que celles-ci. Néanmoins, d'après les travaux de Catherine Vidal (2001), d'Allaire-Duquette et al. (2018) et Daphna Joel et al. (2011, 2016, 2018), le cerveau humain ne peut pas être masculin ou féminin. « *Il demeure également difficile de déterminer si les différences cérébrales sont attribuables au sexe ou encore aux facteurs socioculturels, qui ont aussi des effets sur la structure et le fonctionnement du cerveau.* » (Allaire-Duquette et al. 2018 :12).

Toutefois, Frank Ramus (2018 : en ligne) admet l'existence de différences cérébrales anatomiques minimales mais soutient qu'il n'existe pas de différence au niveau des fonctions cognitives :

Il est donc faux que les hommes et les femmes soient qualitativement différents sur le plan cognitif, comme peuvent le laisser entendre certains livres grand public, certains médias et de nombreux lieux communs. Il en est de même au niveau cérébral : les cerveaux masculins et féminins ne sont pas qualitativement différents, même si de nombreuses petites différences existent.¹

Les résultats d'une recherche menée aux USA auprès de plus de 300 élèves (garçons et filles) scolarisés au primaire et au collège afin d'examiner le rôle des stéréotypes de genre dans le développement de la perception qu'ont les jeunes de leurs propres capacités en mathématiques et en sciences ont montré que les stéréotypes des adultes influencent la perception des compétences des enfants et constituent un biais de la formation de leurs propres croyances sur les différences cognitives entre les deux sexes. Ainsi, les représentations des apprenants interrogés étaient en corrélation directe avec les stéréotypes des adultes. Ces élèves avaient les mêmes croyances positives à

¹ Dans une étude menée par une équipe française sur les différences entre les genres dans le développement psychomoteur pendant la période préscolaire (Peyre et al. :2019) et une autre recherche antérieure en 2017 conduite par une équipe anglophone (Toivainen et al. : 2017), les mêmes résultats ont été enregistrés : les filles ont une meilleure psychomotricité et de meilleures compétences linguistiques que les garçons dans la plupart des domaines linguistiques (phonologie, lexique et syntaxe) qui disparaissent entre 3 ans et 5 ans. Trois hypothèses ont été avancées pour expliquer cette supériorité précoce mais aucune d'elle n'a été validée pour le moment : « *Three main hypotheses related to environmental, behavioral, and biological factors have been proposed to explain the seearly sex differences in psychomotor development.* ». Peyre et al. (2019 : 370). Ce qui est consensuel dans ces travaux est que ces différences disparaissent à partir de l'âge de 6 ans maximum c'est-à-dire à l'entrée à l'école.

l'égard des garçons concernant les filières scientifiques. Kurtz-Costes et al. (2008 : 402).

Proust (2019), dans une synthèse de travaux menés sur le sujet (Monteil & Huguet : 1991, Huguet, Brunot & Monteil : 2001)², rappelle l'impact des stéréotypes de genre sur les compétences des filles en géométrie :

La présentation d'une tâche comme un exercice de géométrie abaisse le niveau de succès des filles, sensibles au stéréotype "les filles sont nulles en géométrie", mais non sa présentation comme un exercice de dessin. De même, dans des études similaires, le stéréotype "les garçons sont mauvais en lecture" influence les garçons quand la tâche est présentée comme un exercice de lecture, plutôt que comme un jeu. (). Ce qu'il faut retenir :

- Les stéréotypes de genre ont un effet sur la confiance en soi qui, en mathématiques, est positif pour les garçons, et négatif pour les filles, et réciproquement, en lecture.
- Ces stéréotypes sont auto-réalisateurs : quand ils sont désactivés, les résultats sont identiques pour les filles et les garçons, voire légèrement supérieurs pour les filles.

Donc, l'image de soi, de ses propres compétences, façonnée par les adultes est déterminante dans l'apprentissage. Pourtant, le genre ne représente en aucun cas un frein par rapport aux disciplines scolaires :

Si les filles se sentent moins attirées par les maths, c'est sans doute en raison du poids, pernicieux mais réel, exercé par les stéréotypes tout au long de l'éducation, même pour celles qui n'adhèrent pas à ces stéréotypes. Les filles ont naturellement autant de capacités pour les maths que les garçons, mais la société véhicule parfois une représentation contraire. Berthier et al. (2018 : 49)

A ce titre, Carol Dweck parle de théorie naïve de l'intelligence³. Cette théorie influence la perception de l'élève de ses propres capacités à résoudre des problèmes scolaires et à exceller dans une matière donnée. Elle se forme inconsciemment et involontairement via le contact avec sa culture et son environnement. Cette vision de l'intelligence peut être statique ou dynamique, elle se structure grâce au processus de socialisation et au contact de l'enfant avec les divers facteurs environnementaux. Cette théorie « *qui se forme dans l'esprit de l'enfant le conduit alors à considérer que ses compétences intellectuelles ou disciplinaires et –celles d'autrui –sont affaires de dons, de propriétés fixes et innées, propres à la personne.* » (Proust : 2019). Ainsi, ce mythe est créé et consolidé par des stéréotypes largement partagés dans les sociétés même les plus développées.

² Le même exemple est cité dans les travaux de Vidal.

³ Traduction de Proust de *Mindset*.

I. 4. La Net génération et les apprenants multitâches

Il s'agit d'un neuromythe selon lequel il y aurait une nouvelle génération d'apprenants appelée « les natifs du numérique multitâches »⁴ pour qui apprendre est jouer. Le premier à employer ce terme fut Prensky (2001) pour désigner un groupe de jeunes qui sont nés à l'ère numérique et qui jouissent de grandes compétences technologiques. Dès lors, plusieurs terminologies ont vu le jour : Igénération, Net génération et Google génération. Veen & Vrakking (2006) utilisent le terme « Homo Zappiens ». Contrairement à l'homo sapiens, cette génération d'homo zappiens apprend différemment. Pour ces apprenants, l'école serait uniquement un espace de rencontre d'amis car ils ont la capacité d'apprendre via l'audiovisuel. Ils sont même capables de résoudre des problèmes en jouant ou en tchatchant sur le net ; autrement dit, ils sont multitâches. Ils sont « *creative problem solvers, experienced communicators, self-directed learners, and digital thinkers.* » (Kirschner & Van Merriënboer 2013: 170). Selon les mêmes auteurs, cette légende urbaine repose sur la conviction largement partagée que ces penseurs numériques, exposés aux nouvelles technologies depuis la tendre enfance, développent des performances qui leur permettent de gérer leur propre apprentissage.

Si la génération Google serait capable de contrôler son apprentissage grâce aux nouvelles technologies, les recherches ont souligné que l'utilisation de ces technologies à des fins pédagogiques est rarissime. D'ailleurs, les mêmes auteurs citent des travaux menés dans différents pays à travers le monde (Etats Unis, Autriche, Australie, Espagne, Canada, Suisse, etc.) qui ont réfuté catégoriquement cette hypothèse. (Cf. les travaux de Prensky, 2001, Bullen et al. 2008, Margaryan et al. 2011). Ces recherches ont démontré que les connaissances de ces apprenants en technologie n'étaient pas approfondies et ne dépassaient pas les compétences de base : traitement de textes, messagerie électronique, manipulation d'images et de vidéos, réseaux sociaux (Facebook, Twitter, Instagram, etc.) et navigation sur différents sites Internet.

Une autre étude (Valtonen et al. 2011) menée auprès de nouveaux enseignants nés entre 1984 et 1989 en Finlande a montré que les enseignants de la Google génération n'ont pas de connaissances approfondies des outils qu'ils utilisent. Les programmes informatiques utilisés par cette Igénération sont très restreints. Aussi, leur utilisation des sites Internet et des médias sociaux ne répond pas à des fins pédagogiques.

La deuxième partie de ce mythe stipule que ces « digital natives » sont multitâches c'est-à-dire qu'ils peuvent faire leurs devoirs tout en tchatchant sur Internet, en jouant, en envoyant des texto, en consultant leur messagerie, etc. Or, d'après Kirschner & Van Merriënboer, les natifs du numérique sont

⁴Notre traduction de *digital multitaskers natives learners.*

multitâches dans le sens où ils ont développé par la pratique la capacité de passer rapidement d'une tâche à une autre tout en restant connectés : « *The problem here is that human cognitive architecture and brain functioning only allows for switching between different tasks* » (p.171). Allaire-Duquette et al. (2018 :12) avancent la même explication : « *Le mode multitâche serait donc plutôt défini par la capacité du cerveau à passer rapidement d'une tâche à une autre.* ».

En outre, pour effectuer deux tâches en même temps, l'une d'elles doit être automatisée pour éviter la charge cognitive⁵ « *Human beings can do more than one thing at any one time only when what they are doing is fully automated* ». Kirschner & Van Merriënboer (2013: 171). D'ailleurs, Dehaene (2013), dans le quatrième pilier de l'apprentissage (la consolidation des acquis) insiste sur l'importance de l'automatisation des apprentissages pour passer d'un traitement conscient avec effort à un traitement automatisé, inconscient. En effet, lors d'un nouvel apprentissage, notre cerveau a recours à un traitement explicite, c'est-à-dire une situation où le cortex préfrontal est fortement mobilisé par l'attention. De ce fait, le transfert de l'explicite vers l'implicite permet de libérer de l'espace dans le cortex préfrontal afin de pouvoir traiter de nouvelles informations.

I. 5. La période sensible

Connue aussi sous le nom de période critique, le terme renvoie à une période du développement de l'individu pendant laquelle il connaît une plasticité synaptique extrême lui permettant d'apprendre vite. Selon ce neuromythe, cette plasticité est perdue après un certain temps : « *Pour se développer de façon normative, certains événements linguistiques doivent avoir lieu pendant cette période critique précoce.* » (Harley 2008 : en ligne).

C'est Lennerberg qui, en 1967, a supposé l'existence d'une phase du développement, qu'il a appelé période critique, durant laquelle l'apprentissage de langues est optimal. Pour lui, cette période commence vers 2 ans et s'achève avec la puberté. Toutefois, il n'existe pas de consensus concernant l'âge de cette période. Certains estiment qu'elle finit à la puberté, d'autres soutiennent qu'elle prend fin bien avant (surtout pour la langue seconde). (Cf. la synthèse de Lambelet & Berthele, 2014).

Dès les années 1970, cette hypothèse de limite temporelle pour le développement langagier prend le nom de période sensible. La différence étant

⁵ « *Cognitive load theory (...) is an educational psychology theory concerned with instructional design. The aim of this theory is to generate knowledge that teachers can use when they design learning tasks and materials in order to improve students' learning. The theory can be considered under four headings: categories of knowledge; human cognitive architecture; categories of cognitive load; and, instructional design.* » Tricot, Vandenbroucke & Sweller (2019: en ligne).

qu'à la fin de cette période sensible, des apprentissages langagiers sont possibles mais très pénibles et l'apprenant ne pourra jamais atteindre le niveau natif. De plus, le processus se fera de façon explicite et sera cognitivement coûteux « *The decline of procedural memory for language forces late second language learners to rely on explicit learning, which results in the use of a cognitive system different from that which supports the native language.* » Paradis (2004) cité par Jean-Marc Dewaele (2013: en ligne).

Néanmoins, les neurosciences nous apprennent que le cerveau humain reste flexible (la plasticité cérébrale) et peut apprendre à tout âge. Toutefois, cet apprentissage connaîtrait certains aspects coercitifs dus aux périodes sensibles de nos aires sensorielles. En effet, des travaux récents sont parvenus à la conclusion qu'il existe diverses périodes sensibles dans nos systèmes sensoriels. Par exemple, dans le système auditif, il existe maintes périodes sensibles pour différents aspects du traitement de la parole. Ces facteurs influencent l'acquisition de nouvelles langues après la puberté :

plasticity in acquiring new languages is likely to be the combinatorial result of the relative plasticity of underlying auditory, phonological, semantic, syntactic, and motor systems, combined with the developmental interactions between these components. Research suggests that the limiting factor when children and adults attempt to learn languages later in life is an attenuated ability to distinguish the component sounds (or in the case of sign language, hand shapes) of the language (McDonald, 1997). Impairments in morphology and grammar are less marked (...). Such impairments are perhaps contingent on difficulties representing the input signal, which then impacts on the computations that must be carried out on this signal. There may be no reduction at all in the ability to represent new meanings, that is, the semantics of the language system. Thomas & Knowland (2009 : en ligne).

Les mêmes auteurs ajoutent que cette plasticité cérébrale « *peut présenter des réductions plus importantes ou plus précoces pour la phonologie et la morphosyntaxe que pour la sémantique lexicale, dans lesquelles il ne peut y avoir aucune réduction liée à l'âge (...)* »⁶. Ils affirment par ailleurs qu'à « *ce jour, il n'existe aucune preuve solide de l'existence de périodes sensibles de haut niveau ayant pour effet de restreindre l'apprentissage des capacités supérieures.* »⁷ Thomas & Johnson (2008 : en ligne.).

Dans le même ordre d'idée, le neuroscientifique français Stanislas Dehaene (2018 : en ligne), précise que la plasticité cérébrale existe à tout âge. Elle correspond au fait que les circuits cérébraux peuvent se modifier mais elle est quand même plus importante chez l'enfant. « *Par exemple, s'agissant du lexique mental, la plasticité nous permet d'apprendre des mots toute notre vie.* » affirme le psychologue cognitif et il ajoute que cette plasticité n'est

⁶ Notre traduction.

⁷ Idem.

pas générale à toutes les zones du cerveau et qu'elle est potentiellement tributaire de facteurs exogènes comme l'environnement et la pharmacologie.

Ainsi, le seul problème qui se poserait est la question de la maîtrise de la langue après la puberté ; un adulte ne pourrait pas atteindre le niveau natif contrairement à un enfant (Thomas & Bloomsbury 2008, Thomas & Knowland 2009). En outre, Lambelet & Berthele (2014) soutiennent que les adultes apprennent plus vite que les enfants sur le court terme mais sur le long terme, les enfants s'avèrent plus performants.

I. 6. Les intelligences multiples

En 1983, Howard Gardner publie son livre *Frames of Mind: the Theory of Multiple Intelligences* et avance ainsi sur la scène scientifique le concept des intelligences multiples. Dans cet ouvrage, Gardner recense sept types d'intelligence auxquels il en rajoutera deux autres (1993 – 1999).

Depuis sa parution, le concept est sévèrement critiqué car les chercheurs trouvent que la définition du mot « talent » a été appliquée au mot « intelligence ». D'ailleurs, Gardner lui-même affirme avoir utilisé le mot « intelligence » à dessein afin d'assurer le succès à son ouvrage.

L'auteur pensait que cette théorie pouvait servir de modèle de référence aux pratiques pédagogiques de sorte que chaque enseignant adaptera son enseignement aux différentes intelligences des élèves. Pourtant, aucune recherche scientifique n'a pu valider cette théorie et ses bienfaits en éducation. D'ailleurs, Gardner n'a proposé aucun moyen de vérifier sa théorie qu'il qualifie lui-même de non testable du moment qu'il n'y a pas de démarche pour définir le profil d'intelligence d'un individu.

C'est pourquoi, en 1997, Gardner reconnaît que sa théorie ne repose pas sur des données empiriques car il n'existe pas d'outil pour mesurer l'intelligence dans chaque domaine et en 2016, dans son article intitulé *Multiple Intelligences: Prelude, Theory, and Aftermath*, il admet que sa théorie n'est plus d'actualité « *I readily admit that the theory is no longer current. Several fields of knowledge has advanced significantly since the early 1980s (...) I am no longer wedded to the particular list of intelligences that I initially developed.* ».

De surcroît, de récentes études ont démontré que ces compétences ne sont pas indépendantes les unes des autres même si elles activent des régions différentes du cerveau humain « *S'il est vrai que les compétences associées aux huit types d'intelligence se situent dans des régions relativement distinctes du cerveau, les études montrent que ces huit compétences ne sont pas indépendantes les unes par rapport aux autres.* » Sarrasin & Masson (2017 :17).

I. 7. Nous n'utilisons que 10% de notre cerveau

Ce mythe est très répandu, certains l'attribuent à Einstein, d'autres à Freud et d'autres aux travaux du psychologue américain James William qui a soutenu que l'être humain n'utilise pas tout son potentiel mental. Dès lors, le mythe persiste mais depuis l'apparition de l'IRMf (Imagerie par Résonance Magnétique Fonctionnelle), les scientifiques arrivent à voir le cerveau humain en pleine action. De ce fait, ce neuromythe a été définitivement réfuté.

D'ailleurs, l'IRMf a montré qu'en moyenne 15% d'activité cérébrale est enregistrée lorsque notre cerveau est au repos, et environ 30% lorsque nous racontons une histoire. Nous sommes donc bien loin du maximum de 10% et cela même en étant au repos : « *Quand on visualise l'activité du cerveau en Imagerie par Résonance Magnétique fonctionnelle (IRMf) au repos, c'est-à-dire sans tâche à réaliser mais sans dormir, tout un réseau d'aires cérébrales est activé. Ce réseau « oisif » lui-même repose sur bien plus de 10 % des neurones de notre cerveau.* » Berthier et al. (2018:49-50)

Le neurologue américain Barry Gordon (2008: en ligne) affirme que « *It turns out though, that we use virtually every part of the brain, and that [most of] the brain is active almost all the time... Let's put it this way: the brain represents three percent of the body's weight and uses 20 percent of the body's energy.* ». De leur côté, Lafortune, Brault Foisy & Masson (2013 : 56) admettent que « *dans les milliers de recherches menées en neurosciences, aucune partie du cerveau ne s'est avérée inutilisée!* ».

A présent et après ce tour d'horizon notionnel, nous allons présenter notre protocole de recherche et expliquer le déroulement de l'enquête.

II. Méthodologie et résultats

L'objectif principal de cette étude est d'identifier les neuromythes courants parmi les enseignants algériens. Notre enquête a été appliquée à des enseignants du cycle secondaire exerçant dans des circonscriptions différentes se situant toutes dans la même ville : Blida, à 45 km au sud de la capitale Alger –Algérie-. Les établissements retenus sont situés dans trois zones différentes : urbaine, périphérique et rurale. Au total, neuf lycées ont été sélectionnés en fonction de la facilité d'accès, nous avons des collègues qui y travaillent.

Les participants à cette étude enseignent les matières suivantes : anglais, arabe, français, allemand, espagnol, mathématiques, physique, sciences naturelles, Histoire et géographie, sciences économiques et gestion, sciences islamiques, philosophie, éducation physique, technologie électrique, comptabilité et génie civil.

Les participants sont âgés entre 23 et 58 ans ayant pour la plupart des diplômes universitaires (technicien supérieur, licence, master et magistère).

Notre échantillon inclut 221 enseignants : 73 (33%) hommes et 148 (66.96%) femmes. Le questionnaire a été soumis aux enseignants dans les deux langues : arabe et français. Nous avons recueilli 178 en arabe et 43 en français.

Notre questionnaire a été construit avec les trois réponses suivantes pour chaque assertion (oui/non/ je ne sais pas). Il a été demandé aux enseignants de se positionner par rapport à sept neuromythes et de citer leur source d'information pour chacun.

Le questionnaire écrit a été présenté aux participants sur leur lieu de travail, Le temps imparti était de 30 minutes sans accès à aucune source d'information extérieure.

Les données seront interprétées quantitativement et qualitativement et de façon générale, c'est-à-dire que les différences de genre, d'âge, de niveau d'instruction, de région d'exercice et de matière enseignée ne constituent pas des variables dans notre analyse des discours des enseignants.

III. Résultats

Tableau 1 : Les réponses des enseignants

	Oui	Non	Je ne sais pas
Les styles d'apprentissage	92.3%	5.88%	1.8%
La dominance hémisphérique	77.82%	4.52%	17.19%
Les différences cognitives entre les filles et les garçons	72.39%	27.6%	0%
La Net génération	57.46%	42.53%	0%
La période sensible	22.17%	76.01%	1.8%
Les intelligences multiples	95.95%	0.9%	4.07%
Nous n'utilisons que 10% de notre cerveau	46.15%	41.17%	12.66%

Le tableau ci-dessus présente une vue générale de la prévalence des neuromythes chez les enseignants questionnés. Selon les réponses obtenues, plus de 92% ont accepté le mythe éducatif suivant : « *Les apprenants apprennent mieux quand ils reçoivent les informations dans leur style d'apprentissage préféré* ». Les enseignants confirment que les élèves sont plus motivés, plus réceptifs et plus attentifs quand l'information est dispensée dans leur style d'apprentissage préféré surtout pour les filières scientifiques. De plus, les élèves qui utilisent leur style d'apprentissage préféré sont plus intelligents, ils apprennent plus vite et réussissent mieux que les autres apprenants. D'autres enseignants soutiennent que les styles d'apprentissage sont compatibles avec les principes de l'approche par les compétences.

Plus de 67% de la même population interrogée sur la thématique de la dominance hémisphérique qui peut aider à expliquer les différences individuelles entre les apprenants « cerveau gauche/cerveau droit » répondent affirmativement. Les sujets interrogés s'accordent sur le fait que notre cerveau est divisé en deux parties et que chacune est responsable de différentes activités cognitives et c'est cette latéralisation qui déterminera si l'élève sera scientifique ou littéraire/créatif. Les enseignants pensent qu'un enseignement adapté au profil de dominance hémisphérique des apprenants les aidera à mieux apprendre.

Les résultats obtenus pour le neuromythe sur les différences cognitives entre les filles et les garçons montrent que plus de 72% pensent que c'est vrai. La balance étant penchée en faveur du genre masculin. Les réponses positives reflètent des représentations fort partagées et des doxas transmises de génération en génération : *« les deux cerveaux sont différents / les deux sexes ont des facultés cognitives différentes / les garçons sont plus intelligents que les filles/ les filles sont mièvres et aiment frimer / les filles sont douées en langues car cet apprentissage va avec leur féminité et leur nature superficielle / les capacités cognitives des filles sont limitées et ne leur permettent pas d'étudier les matières scientifiques surtout les mathématiques / les filles aiment apprendre par cœur tandis que les garçons préfèrent réfléchir / les filles n'ont aucune logique »*.

57% des enseignants interrogés sur la thématique de la Net génération approuvent l'existence d'une nouvelle génération d'apprenants multitâches qui gère son apprentissage. Ces enseignants pensent que *« le Net est source d'apprentissage / ces élèves sont plus intelligents, plus actifs, ont des connaissances acquises sur le Net/ ils sont multitâches / l'utilisation du Net développe l'intelligence »*. Leurs collègues ayant exprimé un avis contraire avancent les arguments suivants : *« ces élèves deviennent esclaves du Net / ils manquent de concentration car ils trouvent l'information facilement / Internet est chronophage / c'est la faute aux parents / on sait qu'ils utilisent le Net pour jouer et non pour acquérir le savoir »*.

Pour le mythe de la période sensible, seulement 22% considèrent que la période sensible existe réellement. Néanmoins, les réponses viennent contredire ces affirmations car la majorité pense que *« nous pouvons apprendre à tout âge même s'il est préférable de le faire avant la puberté »*. Une autre réponse est récurrente *« la motivation est suffisante pour apprendre à n'importe quel âge »* ce qui pointe un autre neuromythe (Tricot, 2018).

Le mythe pédagogique sur les intelligences multiples obtient le score le plus élevé des réponses affirmatives : plus de 95%. En général, les enseignants le considèrent comme un véritable atout pour les apprentissages et pensent qu'il est nécessaire de *« sensibiliser les élèves à leur type d'intelligence pour les aider à décider de leur avenir professionnel »*. Certains considèrent cette

différence comme « *une bénédiction* » : « *heureusement que les élèves développent des intelligences différentes, ce qui va les orienter vers des disciplines différentes.* »

Finalement, concernant la question de l'utilisation restreinte de nos capacités cérébrales, les réponses sont proportionnellement partagées, 46% des enseignants ont approuvé ce neuromythe et 41.17% ont répondu par la négative contre 12.66% qui ne savent pas. Les tenants de la réponse positive pensent qu'il « *n'y a que les génies qui utilisent plus de 10% comme Einstein* ». Certains enseignants pensent qu'aucune étude scientifique ne le prouve et que pour le moment, il n'existe aucun moyen de mesurer l'activité cérébrale. Plusieurs enseignants (37%) croient à d'autres pourcentages de l'activité cérébrale: « *on utilise 50%, 30%, 20% de notre cerveau* ».

IV. Discussion

Les réponses obtenues prouvent que les enseignants interrogés croient à de nombreux neuromythes. Sur les sept mythes éducatifs présentés aux enseignants, deux sont estimés à plus de 90%. Le taux d'adhérence le plus élevé a été enregistré par rapport au mythe des intelligences multiples. Les résultats indiquent aussi que les enseignants adhèrent massivement au mythe des styles d'apprentissage. Ils pensent que les distinctions entre les styles d'apprentissage chez les apprenants proviennent des études sur le cerveau et que cela revêt un intérêt pédagogique incontesté. Cette confirmation est « *prouvée scientifiquement* » selon les enseignants sans indiquer de source précise.

De manière générale, ces résultats montrent la prolifération de ces neuromythes à grande échelle dans le domaine de l'éducation. La population testée semble neurophile et sa source de recherche privilégiée est Internet. Par exemple, pour le mythe des 10% : les mass médias peuvent contribuer à la propagation de ce mythe par le biais de films (6 enseignants ont cité Lucy⁸).

Pour toutes les assertions proposées, la population interrogée donne toujours la même réponse « *c'est prouvé scientifiquement* », « *je l'ai vu à la télé* », « *je l'ai vu sur Internet* ». Les enseignants admettent utiliser quatre moyens d'information : Facebook (89%), YouTube (65%), la télévision (58%) et les journaux (11%). Aucun enseignant n'a admis lire des magazines scientifiques spécialisés.

De toute évidence, la prévalence de ces mythes ne dépend ni de l'âge des enseignants, ni de leur genre, ni de la matière enseignée et encore moins de leur niveau d'instruction mais de leurs connaissances sur le cerveau collectées pour la plupart sur Internet.

⁸ Film français sorti en 2014 qui soutient que l'être humain n'utilise que 10 % de son cerveau.

Certes, ces enseignants sont désireux d'améliorer leurs pratiques de classe par la compréhension du fonctionnement du cerveau humain mais malheureusement, ils ne lisent pas des documents appropriés et fiables. D'ailleurs, plusieurs recherches (Dündar & Gündüz 2016, Dekker et al. 2012, Howard-Jones 2014, Ferrero, Garaizar & Vadillo 2016) ont démontré que les enseignants qui s'intéressent le plus à la littérature sur le cerveau sont les premières victimes des neuromythes « *knowledge about the brain did not protect teachers from believing in neuromyths. On the contrary, educators who seemed to know more about the brain committed more errors in identifying neuromyths.* » (Ferrero, Garaizar & Vadillo 2016: en ligne).

En résumé, la prééminence de ces neuromythes dans le corps professoral peut être imputable à plusieurs facteurs :

1. Le manque de lecture ou la lecture de magazines et revues pseudo-scientifiques. En effet, tout dépend de la qualité de documents que lisent les enseignants « *we found that while having read scientific journals reduced belief in neuromyths, having read educational magazines increased this belief. Taken together, these results underline the relevance that quality of information has in teachers' beliefs about the brain.* » (Ferrero, Garaizar & Vadillo, 2016: en ligne).
2. Certaines émissions de vulgarisation des recherches en neurosciences induisent les enseignants en erreur et renforcent ces légendes urbaines.
3. Le manque de sessions de formation pourrait expliquer la présence de ces fausses croyances sur le fonctionnement du cerveau : « *Les neuromythes sont révélateurs d'un manque au niveau des formations initiales et continue des enseignants qui n'ont pas toujours eu l'occasion d'acquérir des connaissances suffisantes leur permettant de garder une distance critique par rapport à certains modèles.* » Tardif & Doudin (2010 : 13-14).
4. L'absence des neuromythes des curricula des formations universitaires et professionnelles.
5. Le manque de communication entre spécialistes et enseignants : « *This gap between researchers and practitioners has caused the misinterpretation and oversimplification of scientific research and facilitated the rapid proliferation of several misconceptions about the mind and the brain, known as neuromyths.* » (Ferrero, Garaizar & Vadillo, 2016 : en ligne).
6. Plusieurs de ces neuromythes existent depuis le siècle dernier alors que les recherches sur le fonctionnement du cerveau sont récentes. De ce fait, progressivement, ces connaissances viennent corriger des mythes persistants.

V. Lutter contre les neuromythes

Les fausses croyances sur le fonctionnement cérébral peuvent amener les enseignants à adopter des choix pédagogiques inefficaces voire

contreproductifs « *The prevalence of this neuromyth among preservice teachers is likely to affect their professional development and to misdirect their teaching approach.* » Dündar & Gündüz (2016 : 229).

En effet, adhérer à ces neuromythes pourrait avoir un impact négatif et réducteur sur le rendement scolaire des élèves. Par exemple, croire que les filles sont moins intelligentes que les garçons et par conséquent incapables de comprendre les mathématiques risque de réduire les performances scolaires des filles dans cette matière. De plus, cela pourrait amener les enseignants à classer les apprenants selon des caractéristiques stéréotypées. Le phénomène de « la menace du stéréotype »⁹ montre que plus le stéréotype est répandu dans la population, plus les gens y adhèrent et par conséquent, les rendements scolaires se modifient en fonction de l'idée répandue. Il serait fort regrettable donc que les enseignants catégorisent leurs apprenants suivant des critères puisés dans de fausses théories réfutées par les récentes recherches puisque cet étiquetage peut avoir des conséquences préjudiciables sur le sentiment d'autoefficacité de l'apprenant dans certaines matières.

Aussi, les enseignants qui souscrivent à ces neuromythes peuvent les transmettre à leurs apprenants causant ainsi des inhibitions, des blocages et peuvent, par exemple, freiner le zèle des filles pour les filières scientifiques. De même, ces fausses croyances pourraient influencer la façon avec laquelle l'apprenant conçoit ses propres capacités intellectuelles et ses représentations de l'acte d'apprendre.

Pour y remédier, nous encourageons l'introduction des neurosciences dans la pensée pédagogique. Nous recommandons qu'une plus grande attention soit accordée au fonctionnement du cerveau dans les programmes universitaires et dans la formation professionnelle continue des enseignants (toutes spécialités confondues) :

Incorporating neuroscience courses into initial teacher training could enhance neuroscience literacy among teachers. In addition, initial teacher training should include the skills needed to evaluate scientific research (...). This would enable teachers to develop a critical attitude toward the information they receive and examine scientific evidence before including neuroscientific findings into their teaching practice. Dekker et al. (2012: en ligne).

Comme le cerveau est l'organe de l'apprentissage par excellence (Dehaene, 2018 : en ligne), il est fondamental de former, non seulement, les enseignants, mais également les apprenants à propos de son fonctionnement.

⁹« la menace du stéréotype (...) s'applique à tout élève qui associe à son appartenance sociale ou à son genre des prédictions dévalorisantes. Ainsi, toute tâche estimée difficile active la menace du stéréotype (le stéréotype n'est pas activé quand une tâche est facile.). » Proust (2019).

Pour ce faire, nous recommandons d'agir sur l'intelligence naïve citée ci-haut (Cf. Les différences cognitives entre les femmes et les hommes). Pour aider l'apprenant à adopter la théorie alternative qui :

conçoit l'intelligence comme un potentiel de croissance ("growthmindset"). C'est l'idée que l'intelligence se développe en fonction de l'effort, des bonnes stratégies d'apprentissage acquises et mobilisées, et de l'aide apportée par autrui. Cette théorie de l'intelligence "incrémentale" ou "fluide" encourage les élèves à voir dans les défis scolaires des occasions d'apprendre et de devenir "plus intelligents". (Proust : 2019).

La chercheuse préconise que l'enseignant soit attentif aux différentes compétences de ses apprenants et essaie de comprendre le rôle des facteurs exogènes comme la famille et l'environnement pour proposer par la suite des interventions pédagogiques adéquates.

De plus, un enseignement explicite et précoce des notions de base du fonctionnement du cerveau et de la neuroplasticité dès l'école élémentaire évitera aux apprenants de souscrire à ces mythes pédagogiques et améliorera leur rendement scolaire : ce sont les conclusions auxquelles ont abouti les travaux de l'équipe de Lanoë et al. (2015: en ligne) qui a réalisé l'expérimentation baptisée : « *Le programme pédagogique neuroéducatif : À la découverte de mon cerveau* » auprès d'élèves de cours élémentaire. L'objectif de cette étude était d'évaluer les effets de l'application d'un programme pédagogique neuroéducatif sur les performances scolaires en lecture et en calcul des élèves de l'école élémentaire.

Dans le même ordre d'idée, une opération baptisée « *cogni' classe* » est conduite en France dans plusieurs établissements. Il s'agit d'une classe « *qui expérimente des modalités pédagogiques inspirées par les sciences cognitives (...). Les projets se développent autour des axes fondamentaux de la cognition de l'apprentissage (mémorisation, compréhension, attention, implication, avec utilisation d'outils numériques pertinents).* » Berthier (2019 : 82). D'après ce dernier, pour le moment, les résultats sont fort encourageants. Les apprenants manifestent un grand intérêt pour les cours sur le fonctionnement cérébral. Berthier précise que l'apprenant « *qui comprend sa cognition devient maître de sa métacognition, il gère son apprentissage et arrive à surmonter les difficultés qu'il rencontre.* » (2019 : 89).

En somme, cette recherche a révélé que les enseignants ont de nombreuses idées fausses sur le fonctionnement du cerveau. Les mêmes taux d'adhérence ont été enregistrés par d'autres études citées ci-haut. De façon générale, nos résultats s'alignent à ceux générés par des études à l'international (Cf. les travaux de synthèse de Masson, 2015).

Conclusion

Il est évident que les enseignants ont de fausses croyances sur le fonctionnement du cerveau qui pourraient affecter leur approche de l'enseignement et les conduire ainsi à enseigner aux élèves de manière non optimale.

La présente étude aspire à sensibiliser les enseignants à ces fausses idées concernant le fonctionnement du cerveau humain. Elle fournit des indications sur des neuromythes exponentiellement répandus parmi les enseignants algériens. Nous partageons immanquablement le point de vue de Dehaene (2015 : en ligne) qui affirme qu'il est impossible d'enseigner dûment si l'on ne possède pas « *implicitement ou explicitement, un modèle mental de ce qui se passe dans la tête de l'enfant.* ».

Nous visons également à sensibiliser les instances concernées à l'importance de former les enseignants afin de prévenir des pratiques anti-pédagogiques voire périlleuses pour les apprenants¹⁰. Il va sans dire que connaître ces neuromythes aidera les enseignants à « *délaisser ces mythes au profit d'une éducation basée sur la recherche pour améliorer l'enseignement et la réussite des élèves* » Sarrasin & Masson (2017 : 18).

Nous aspirons, dans un futur proche, pouvoir mener en collaboration avec nos collègues des autres villes algériennes, des recherches à l'échelle nationale pour pouvoir proposer des dispositifs de remédiation à incorporer dans les programmes de formation des enseignants afin de minimiser ces mythes.

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¹⁰« Une mesure de prévention essentielle est de faire bénéficier les enseignants d'une formation de base dans le domaine des neurosciences avec comme objectif le développement d'une pensée critique (...) sur les informations circulant à propos des liens entre le cerveau et l'apprentissage. » Tardif & Doudin (2010 : 13-14).

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Informal Distance Learning as an Aiding Tool in the Teaching-Learning Process at Times of Pandemics:

An Exploratory Study Investigating the Use and Effect of Social Media by Algerian EFL Teachers at the Level of Secondary Schools.

التعليم عن بعد غير الرسمي كأداة مساعدة في عمليتي التعليم و التعلم في
زمن الجائحة

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Abstract

As of late 2019, the emergence of the high speed spreading Corona Virus (Covid-19) which later turned into a pandemic forced everyone to stay home in a seemingly unending quarantine. As a result, a lot of outdoor activities that represented our daily routine had to stop including going to school. However, soon after this new situation occurred, a lot of countries started coping with it by providing what is called distance learning at all educational levels. In the Algerian educational context, the use of the online platform offered by the Ministry of Education actively increased among students, but the lack of live interaction with teachers and the situation where the student is forced to sit and only receive posed many flaws on the process and made it difficult to proceed with this form of learning. To overcome this problem, the excessive use of social media among kids and teenagers was put to use by many teachers. It was an alternative and a way of non-formal learning to make the EFL teaching-learning process very much easier and more flexible and fun. This exploratory study aims at measuring the extent to which teachers in secondary schools use social media and interactive apps in the EFL teaching context during both regular and exceptional times, how they are used and what outcomes are expected, the goals that are achieved and the obstacles that are faced. A mixed method of data gathering and analysis was adopted through distributing a questionnaire to a number of secondary school teachers in El Meghaier, Algeria. The results show that social media platforms are not fully benefited from as informal teaching tools. The reason is not due to teachers' ignorance of how these tools work, but other concerns on the part of teachers.

Keywords: EFL learners, distance learning (DL), secondary schools, social networks (SN), social media (SM).

الملخص

اعتباراً من أواخر عام 2019 ، أدى ظهور فيروس كورونا سريع الانتشار (Covid-19) والذي تحول لاحقاً إلى جائحة إلى إجبار الجميع على البقاء في المنزل في حجر صحي يبدو غير منتهٍ. نتيجة لذلك ، كان على الكثير من الأنشطة الخارجية التي كانت تمثل روتيننا اليومي أن تتوقف بما في ذلك الذهاب إلى المدرسة. و مع ذلك، بعد فترة وجيزة من ظهور هذا الوضع الجديد، بدأت الكثير من البلدان في التعامل معه من خلال توفير ما يسمى بالتعلم عن بعد في جميع المستويات التعليمية. في السياق التربوي الجزائري، ازداد استخدام المنصة الإلكترونية التي تقدمها وزارة التربية والتعليم بشكل نشط بين الطلاب، لكن قلة التفاعل المباشر مع المعلمين والوضع الذي يضطر فيه الطالب إلى الجلوس والتلقي فقط شكل العديد من العيوب على العملية و جعل من الصعب المضي قدماً في هذا النوع من التعلم. للتغلب على هذه المشكلة، تم وضع الاستخدام المفرد لوسائل التواصل الاجتماعي بين الأطفال والمراهقين من قبل العديد من المعلمين قيد الاستعمال. لقد كان بديلاً وطريقة للتعلم غير الرسمي لجعل عملية تعليم اللغة الإنجليزية كلغة أجنبية أسهل بكثير وأكثر مرونة وممتعة. تهدف هذه الدراسة الاستكشافية إلى قياس مدى استخدام المعلمين في المدارس الثانوية لوسائل التواصل الاجتماعي والتطبيقات التفاعلية في سياق تدريس اللغة الإنجليزية كلغة أجنبية خلال الأوقات العادية والاستثنائية، وكيفية استخدامها والنتائج المتوقعة والأهداف التي تم تحقيقها والعقبات التي تواجهها. تم اعتماد أسلوب مختلط لجمع البيانات وتحليلها من خلال توزيع استبيان على عدد من معلمي المرحلة الثانوية في المغرب بالجزائر. تظهر النتائج أن منصات ووسائل التواصل الاجتماعي لا يستفاد منها بشكل كامل كأداة تدريس غير رسمية وهذا ليس بسبب جهل المعلمين بكيفية عمل هذه الأدوات، ولكن بسبب مخاوف أخرى من جانب المعلمين.

الكلمات الدالة: متعلمو اللغة الإنجليزية كلغة أجنبية ، التعلم عن بعد ، المدارس الثانوية ، الشبكات الاجتماعية ، وسائل التواصل الاجتماعي.

Introduction

Teaching approaches and methods as well as teaching techniques and materials used by teachers to deliver content along with teacher roles themselves have drastically changed across history. They were always and still are subject to ongoing refinement and improvement to make the teaching-learning process more effective and interesting. Such improvements also take into consideration learners' attitudes towards learning in addition to their mindset and interests which are known to constantly change with every generation.

Educational enhancements were represented by the huge increase of ICT tools in the last few decades. These tools exceeded the use of TVs, radios and audio tapes to computers, laptops and later on tablets, smart phones and all different types of touch screen devices. These ICT tools, being interactive in nature, allowed learners to actively take part and indulge in the learning process. They also added features that were not available before giving birth to a new form of education known as distance learning. This term mainly refers to the ability of learners to engage in the learning process with their teachers without being actually present in the classroom.

Since it was first implemented, distance learning has always been a topic of hot debate among researchers and educationalists. Its supporters claim that it is the beginning of a new era in education while others see that its outcomes are no different from traditional learning if not worse. However, the spread of Corona Virus (Covid-19) around the world by the end of 2019 left schools and governments with no choice but to apply it as an alternative to traditional education. The latter which required both teachers and students to be physically present within a certain setting and time frame in order for the teaching-learning process to take place was not a healthy practice during times where physical and social distancing were a must.

Many distance learning platforms were offered by schools and ministries in many countries to keep the progress of lessons going. In the Algerian educational context, a national distance learning platform was offered by the Algerian ministry of Education. However, such a platform alone was not enough and teachers as well as students looked for other alternatives that allowed for flexibility, practicality, ease of use and most importantly live interaction as their main features. Social media provided all that, besides, it is widespread in all domains of life and has a heavy presence among people of all ages, genders and backgrounds. Many teachers, being well-aware of this fact, started using it as a learning tool especially during the recent two years and the shutdown period.

There is a moderate amount of research done on the Algerian educational context concerning the use of social media and its effects on learners and teachers as well as their attitudes towards it. However, research that focuses its time span on the recent two years of the pandemic and narrows its milieu on secondary education is rather limited. Therefore, this study is an attempt to provide a glimpse into how teachers used social media in the recent quarantine as well as before and after. It is necessary to measure the extent to which EFL teachers use these networks as a tool that helps teaching the target language, especially after some unforeseen circumstances emerged and forced the educational activity as we know it to stop for over a whole trimester. Such circumstances maybe the beginning of a radical change in the educational methods and may open new doors for new alternatives to take place among teachers and learners either formally or informally.

Literature Review

The last two decades were characterized by the creation and launching of many interactive platforms such as Facebook (2004), Instagram (2010), Twitter (2006), WhatsApp (2011), YouTube (2005), Skype (2003) and many others which are now collectively called social media or social networks. As soon as social media platforms appeared in the world, they have gone viral and

nowadays one can hardly ever meet people with no access to or no knowledge of such websites and apps. They invaded every domain of life and their use is no longer limited to people's personal lives, but also professional lives.

These networks belong to what is known as web 2.0 which is the second stage of internet development that allows users to create, change and share information and focuses on user generated content (Oxford Learners' Dictionaries, 2021). Based on the characteristics these networks share, we can say that social media is the name given to all the platforms and applications which main purpose is to connect people together and ease the process of communication and information exchange (Crisp, 2011). They include Viber, TikTok, LinkedIn, Telegram, WeChat, Pinterest, Snapchat, etc. As for their use, one merely needs a device that can provide access to internet such as computers, laptops, smart phones, etc and then create a profile on the desired platform.

Social media is described by Obar & Wildman (2015) as 'interactive technologies' that allow the creation and sharing of content and information via virtual communities and networks. It has features such as internet-based, user generated content (texts, videos, photos, etc.), profile-specific (profiles are created and designed according to the designated social media organization) and social network based (profiles are matched with and connected to other individuals and groups). According to the same source, social media differs from traditional media for operating in a dialogic transmission system instead of a monologic one (Cited in Wikipedia, 2021). It means that the former depends on introducing interactively many sources to many receivers while the latter introduces one source to many receivers with no interaction. Boyd and Ellison (2007: 2) explain this process when they define social networking sites as web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection and view and traverse their list of connections and those made by others within the system.

Trottier & Fuchs (2014) see social networks as a mergence between ICT tools and media while others deconstruct the term into two words. 'Social' refers to something that is related to society and relationships among people (Eren, 2012) and 'networks' is related to communicating, connecting and informing. Hence, the ability to create and share content is the main feature for social media (Kaplan & Haenlein, 2010). This constant process of creation and sharing allows the connection to happen between people who share similar interests leading to discussions and information exchange including data, thoughts and opinions, view, beliefs, news and so on. All are manifested in texts, pictures and videos. As a result, one can expand their online social circle and grow their community (Ellison, 2007).

According to Boyd and Ellison (2007), social media appeared for the first time in 1997 with the launch of sixdegrees.com. Following that, many others were created between 1998 and 2000. However, it was not until Friendster, MySpace and Facebook were introduced that these sites started to gain popularity worldwide (comScore, 2007. Cited in Boumaarafi, 2015). Since their emergence, these networks went viral among both adults and youngsters. Their use exceeded people's personal life to professional workplaces in all domains of life from business, political and health sectors to education of course. Education was never far from the all the fuss of social media. Actually, it was at the heart of it all. And the fact that Facebook was created inside university walls is a proof. This is also a reason for the educational environment to keep up with this rapid technological development.

The presence and use of social media in the educational context is increasing rapidly as it goes well with students' interests (Greenhow, Menzer & Gibbins, 2015), brings more diversity to the learning process and introduces a wider learning space than the traditional classroom-setting context. It brings a new teaching-learning perspective where students and teachers are not obliged to gather in the same learning physical space (Maney, 2009. Cited in Cox, 2004) for a designated time frame. Social media platforms are also claimed to increase learners' autonomy, independence, centeredness since learners have more chance to actively take part in the content creation, interaction and sharing processes. Kerwin (2012) also claims that social networks also contributes to developing students' creativity and critical thinking skills and improving their language skills through posting and sharing texts, videos and images. Such practices serve under the category of informal learning and can have a great and positive effect on students' language performance.

Many studies reveal that informal distance learning that occur through social media and other interactive platforms is much more effective than traditional learning. They also show that students who engage on online second/ foreign language learning exhibit higher performance and lower levels of anxiety (Pichette, 2009). It is reported that they are more comfortable to learn through social media since they use them daily and are already familiar with them (Kitchakarn, 2016). Similarly, Dudeney and Hockly (2007) declare that young generations no longer prefer traditional learning and teachers have no choice but cope with the recent technologies by creating and sharing materials and activities which are social media friendly (Cited in Laborda & Royo, 2007). The reason, according to Harrison and Thomas (2009), is that EFL learning is not limited to the classroom and can happen virtually thanks to today's technology. They believe that learners are more motivated to learn

through social networks since most of their users are university students and adolescents.

However, a study conducted by Li (2017) in Hong Kong shows that students prefer to use these platforms with other students rather than teachers. Other studies also show that students may not welcome the use of social networks by their teachers and may not agree on using it as learning/ teaching tool with them. A study by Malesky and Peters (2012) on 459 university students and 159 university faculty members on the United States shows that 40% of students and 30% of faculty members believe that it is inappropriate for professors to use SNs (Cited in Boumaarafi, 2015).

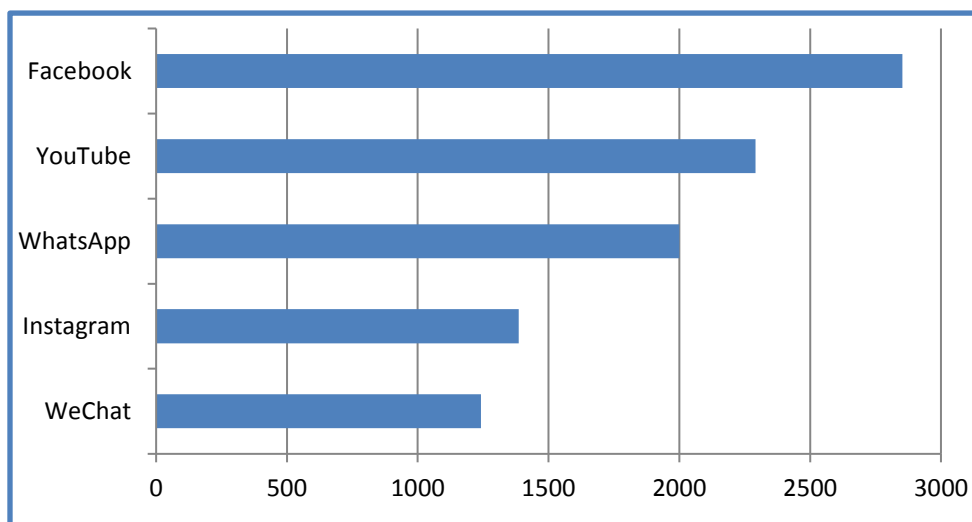
On the other hand, Paliktzoglou, Stylianou, & Sohenen (2014) found that Google educational apps support pedagogical activities by increasing students' engagement and team work (Cited in Boumaarafi, 2015). This is referred to by Baker (1999) as learning communities which are considered to be essential for student education.

Such communities are well provided, maintained and mostly facilitated by Facebook. And this may be one of the reasons why students are more attracted to it than other platforms. Kitchakarn (2016) supports this claim when stating that Facebook is one of the most popular social media platforms among learners because it makes communication easier and facilitates the process of learning independently or within groups gaining with that students' positive attitudes towards it and their favor when it comes to using it as a learning tool among other platforms. Similarly, Petosky (2014: 1) states that "teachers have to find out where the students are, and work from there. Well, the students are on Facebook" (Cited in Espinosa, 2015). Schroeder and Greenbowe (2009) also confirm this view by reporting that EFL students show positive attitudes toward the use of Facebook in learning the English language. According to Statista (2021), Facebook is still on top of the list concerning the most used social media around the world with more than 2.8 billion users followed by YouTube then Whatsapp ranked in the third place.

The Most Used Social Media Platforms in the World (In Millions)

Source: Statista 2021

Surprisingly enough, Facebook was not created for socializing purposes, but rather educational ones. It was intended for university students to use it as a learning tool and was not possible to get access to unless with a university email address that only belongs to one of the universities Facebook supported (Ellison, 2007). Not long after though, it turned into a social interaction network and the most used one at that with hundreds of millions of users around the globe.



Godwin-Jones (2008), Garrison and Kanuka (2004), and Wenger (1998) maintained that Facebook provides a social space where people from different cultures, languages, and ethnicities can meet and communicate allowing for cultural awareness and cross cultural understanding (Espinosa, 2015). Therefore, Espinosa (2015) suggests that teachers should benefit from students' excessive use of Facebook and their positive attitudes towards it by directing them to turn the practices and experiences that occur in this network for social purposes into ones that would happen for educational purposes and use them to enhance learning. Teachers' attitudes towards using social media as a teaching-learning tool greatly affect learners' attitudes towards using them with learning objectives in mind as well (Gorg, 2014). In other words, if teachers have negative attitudes towards integrating social media in the learning process, they cannot expect learners to use them for the same reason.

In the Algerian context, it is observed that students are not different from the rest of young people in other parts of the world in terms of their presence on different social media platforms and their use for them.

Battouche (2012) conducted a seminal study to investigate the use of social networks by Algerian youth aged 8 to 24. He found that 84% of the surveyed population used Facebook, 8% used twitter and only 4% used MySpace. 37% of respondents indicated that making new friends was the main reason for using social networks, 40% cited their usefulness in acquiring new knowledge, 11% mentioned effective communication and 18% networking. The results of the study also show that 65% of the surveyed population benefited from social networks in improving their foreign language skills, 25% in strengthening national identity and belongingness and 11% in acquiring the ability to convince in debates. (Cited in Boumaarafi 2015: 35)

These numbers must have definitely increased dramatically since 2012, especially during the Covid-19 Pandemic and the quarantine period when all schools and educational institutions were fully closed. And since social media may have not been primarily intended to be used for studying by students or even teachers, the circumstances that the world has witnessed made it necessary to use it as an educational tool and to apply it even as an informal way of teaching.

Aim of the Study

This is an exploratory study that aims at investigating the use of social media by Algerian EFL teachers in secondary schools during the Covid-19 Pandemic including the shutdown period as well as before and after. In addition to measuring the extent to which these platforms are used and the way they were implemented, it attempts to shed light on teachers' perceptions on them and their opinions concerning future use.

Research Questions

This study attempts to answer the following questions:

1. To what extent was social media used by Algerian EFL teachers as an alternative educational tool and a means of distance learning during the full shut down of schools a year and a half ago?
2. Are teachers currently implementing social media platforms as an aiding tool in the teaching-learning process inside or outside the classroom?
3. How ready are they to include them in the teaching-learning process in the future? And how do they intend to use them?

Methodology

In this part, we shall discuss the procedure through which this study was carried out including a description of the participants and the method used for data gathering and analysis.

1. Participants

This study was conducted through delivering a questionnaire to thirteen (N=13) out of fourteen (N=14) English language teachers in all five (N=05) secondary schools in the city of El Meghaier, Algeria at the beginning of the academic year 2021/2022. Two (N=02) questionnaires were not returned and four (N=04) were not fully answered, thus excluded for not being valid. This reduces the number of participants to seven (N=07). Since the number is small, percentage will not be used in the discussion and analysis, but numbers instead.

All teachers happened to be females with ages that range between twenty-six (26) and thirty-six (36) years old and a teaching experience ranging between four (04) and twelve (12) years. Four (N=04) of these teachers hold a Masters degree while one (N=01) has a Bachelor degree and another one (N=01) who graduated of the ENS Training School. Their teaching grades range from First (1st) Grade to a Principal Teacher.

2. Data Gathering Tools

A questionnaire was designed to carry out this study. It contained an overall of eighteen (N=18) questions divided into three (N=03) sections that were entitled as “Social Media Use and Pandemics”, “Social Media Use on Regular Times” and “Teachers’ Perceptions” respectively. It started with closed-ended questions followed by open-ended ones. In the former, participants had to tick ‘✓’ or cross ‘x’ their answers and in the latter they were asked to give brief explanations or express their thoughts, opinions or tell their experiences. The last question was optional; it was devoted for teachers to further state their own opinions and perspectives concerning the matter.

3. Data Description and Analysis

In this section, we shall give a more detailed description to the questionnaire along with analysis. A mixed approach to data analysis was adopted since they were analyzed both quantitatively and qualitatively.

3.1. Social Media Use and Pandemics

In the first question, teachers were asked if they used social media in their daily lives. All of them (N=07) answered ‘Yes’. In response to the second question

'how often?' six (N=06) of them answered 'daily' and one revealed it was few times a week.

In the third question concerning the platforms that were used the most, all seven (N=07) of them used Facebook/ Messenger (Kitchakarn, 2016; Petosky, 2014; Statista, 2021; Espinosa 2015; Battouche, 2012). Five (N=05) also used YouTube; three (N=03) also used Instagram and two (N=02) also used WhatsApp along with Facebook/ Messenger (Statista, 2021).

In the fourth question, teachers were asked if they had ever used SM as a means of distance learning during the shutdown period. Four (N=04) of them answered 'Yes' and three (N=03) answered 'No'. Out of the four (N=04) who used SM for distance learning, two (N=02) used it weekly and two (N=02) used it monthly. Three (N=03) teachers used Facebook/ Messenger; one of them (N=01) also used YouTube and WhatsApp along with Facebook/ Messenger. One (N=01) only used WhatsApp.

In response to the seventh question concerning how SM was used during the shutdown or what those platforms were used for, the four (N=04) teachers gave various answers that can be put under these categories:

- Online sessions and explaining lessons.
- Asking and answering questions, sending inquiries and doing more tasks.
- Sending and receiving handouts and worksheets.
- Evaluation.
- Completing the programme.

In the eighth questions, when asked whether the use of SM helped in the progress of lessons, all four (N=04) teachers answered 'Yes'. And when asked, in the ninth question, whether they had noticed any changes in students' performance when SM platforms were used one (N=01) answered 'No' and explained that physical contact was necessary while three (N=03) answered 'Yes' and further explained that SM use helped in:

- Enhancing some students' vocabulary since they had to write in English in order to communicate (Kerwin, 2012; Pichette, 2009).
- Self-evaluation and correcting their own mistakes (Kitchakarn, 2016).
- Doing more tasks.

3.2. Social Media Use on Regular Times

In the eleventh question, when asked if SM was used to keep contact with students outside the classroom apart from the quarantine period, four (N=04) teachers answered 'Yes' while three (N=03) answered 'No'. Among the four (N=04) teachers who answered 'Yes' to this question, three (N=03) were the

same ones who used SM during the shutdown. This means that we have a case of one (N=01) teacher who used social media during the shutdown, but did not use it outside this period and one teacher who did the opposite.

Out of the four (N=04) teachers who used SM during regular times, three (N=03) used Facebook/ Messenger; one of these three (N=03) also used YouTube and WhatsApp. One (N=01) teacher used WhatsApp. Those teachers used SM in regular times to:

- Set online sessions.
- Use videos and pictures related to the lessons.
- Make more explanation.
- Send, receive and correct activities and homework.
- Make evaluations.
- Discuss difficulties and solve problems.

This supports Downes' (2004) statement that social media platforms are used to fulfill informal academic purposes such as revision, arranging group or project work. (Cited in Boumaarafi, 2015).

In the fourteenth question, teachers were asked how much they were available if students needed to reach them outside class hours. One (N=01) teacher answered 'All the time' and she is one of the teachers who used SM both during and outside the shutdown. Five (N=05) teachers answered 'Sometimes' with one's (N=01) answer ranging from 'Sometimes' to 'Rarely'. They attributed the reason of such frequency to:

- Home, children and social responsibilities.
- The huge time spent on lesson preparation.

One (N=01) teacher answered 'Not available' and is one of the teachers who never used SM neither during nor outside the shutdown period. She explained such frequency by stating that she does not share any means of communication with her learners.

3.3. Teachers' Perceptions

Five (N=05) teachers intend to use SM as an aiding tool in the future. This includes one (N=01) who have never used it before and two (N=02) who used it on one of the two situations (either the shutdown or otherwise). They explained this by stating that:

- SM is an effective communication tool that changes learners from being passive consumers of content to active autonomous participants.
- SM Proved to be necessary in special circumstances such as pandemics.

- SM use is increasing everyday (In other words, it will soon be inevitable to incorporate it into teaching).
- SM brings innovation represented in new tools, ideas, strategies that help in dealing with lessons.
- Advanced learners, who it is unfair for them to be subjected to just the syllabus, can find more communicative tasks. And weak students, who are ashamed to ask or discuss their difficulties in the classroom, find it helpful to send a message. This supports the previous view that SM reduces anxiety among EFL learners (Pichette, 2009).

The two (N=02) cases where teachers do not intend to use SM as an aiding tool in the future include the case of one (N=01) teacher who used SM before on both situations and one (N=01) who never used SM before. They claim that students lack interest to study via SM platforms and they are still not ready for such development and see it as an entertainment tool only.

So far, we have three (N=03) teachers who used media both during the shutdown and on regular times. However, two (N=02) intend to use it in the future and one (N=01) does not intend to. One (N=01) who neither used SM on quarantine nor on regular times, but intends to use it in the future. One (N=01) who neither used SNS on quarantine nor on regular times nor does she intend to use them in the future. One (N=01) who did not use them during the shutdown, but used it apart from this period and intends to use them in the future. And one (N=01) who used them only during the shutdown and thinks of using them in the future.

Three (N=03) teachers answered the last optional question, when asked to add any further thoughts on the use of social media platforms as a form of distance learning, two (N=02) teachers who had experience in using them on both situations declared that it can be disturbing and distracts one from doing their daily responsibilities. They hoped that there would be distance learning tools, applications and services that would be effective, reliable, secure and would enable collaboration between teachers and learners. They also expressed their concern about privacy and the “dishonest and immoral actions” that exist on SM in reference to cyber bullying. This was addressed by Livingston and Brake (2010) when they state that, when using SM, one can risk losing their privacy, getting bullied and being exposed to harming contact. Offensive and insulting content is one of the teachers’ greatest concerns, especially when it is usually posted under pseudo names. As a result, they emphasized that the teacher who intends to use these platforms must set clear rules/ limits with learners. The one (N=01) teacher that never used social media and does not intend to use it in the future claimed that she noticed that teachers were complaining about the use of social media as a means of teaching since learners

did not attend most online sessions due to the absence of internet in their homes. This raises another issue concerning students' financial ability to afford devices and internet connection that enable them to have access to social media platforms.

Evaluation of the Results

From the data analysis, we were able to know that all teachers (100%) have access to social media for personal use and all of them use more than just one platform. In addition, their use of these platforms happens daily for the majority of them (86%). This indicates that they do not seem to have any sort of technophobia and that they are well acquainted with today's interactive technology.

However, when it comes to applying these platforms to the learning process during the shutdown period, the number decreases to almost half (57%). And even fewer teachers use it weekly (29%) to keep up with the curriculum and the progress of lessons. This proves that teachers do not lack awareness of SM platforms and how they function, but there are other reasons why, even though they use SM in their personal lives for a good amount of time, they decided not to use it with their students as a means of informal distance learning.

The majority (75%) of those who used social media during the shutdown agree that the use of social media helped with the progress of lessons and with students overall performance. They claim it enhanced their vocabulary and writing and helped them to be more autonomous.

The majority (75%) of those who used social media during the shutdown are the same teachers who were already adapted to using it with their students on regular times. This means that only 25% actually took the initiative and decided to apply SM when the circumstances imposed its use.

On regular basis, social media was mainly used to back up the lessons introduced in the classroom with extra explanation or activities, or to do the things that would reduce the time dedicated for lessons if done inside the classroom such as evaluation, homework and corrections. However, 71% of the teachers declared that they are not available all the time in case students tried to reach them outside class hours, but rather sometimes due to their commitments and responsibilities. This somehow contradicts with their statements concerning the use of SM to provide more explanation, tasks, evaluation and so on which automatically requires being available outside work hours more frequently than 'sometimes'.

The majority of teachers (71%) stated that they would use SM in the future including the ones who have not used it during the pandemic period.

This indicates that teachers do have a certain degree of acceptance of SM and tolerance towards its use informally in the teaching process. And from their last remarks, we can assume that their problem is not these platforms themselves, but the way they are used as well as the issues related security and privacy. They also raise the concern of students' ability to afford online learning that requires a certain financial situation.

Conclusion

We have learned, in the light of the recent unusual events which affected the whole world that the image of education as we know it might change toward a more virtual path in the future leading to a new era in this field. As a result, distance learning including social media use is no longer a privilege or a personal preference for teachers, but rather a necessity that would impose itself even stronger in the future. On such basis, this study was carried out to examine the use of social media by Algerian EFL teachers during this time of pandemic. The results indicate that SM platforms were not and still are not fully taken advantage from by teachers as they should be. They also show that such platforms were not opted for by almost half of the sample even when the situation required that they should be used. And the reason does not seem to be the teachers' lack of knowledge or ignorance of such platforms, but other causes and concerns. This gives rise to further questions concerning the reasons why social media platforms are shyly used as a means of distance learning despite their heavy presence in both teachers and learners' personal lives. It also requires more in-depth studies to bridge the gap between social media use and the concept of distance learning.

Recommendations

These recent and unforeseen circumstances revealed the many limitations of traditional in-class education. Therefore, it needs to be supported by the use of innovative methods and tools that peek students' interests. There is nothing that serves such goal as social media which use is widely spread among students and which heavy presence made it feel almost like today's youngsters have a 'second virtual life' inside these platforms and apps.

Indeed, we are still far from discussing the possibility of changing the form of education in Algeria to be entirely virtual. In addition, it is still not certain whether online and distance education is more effective to our students and our environment. Nevertheless, we can still make use of it or partially apply it to back up classroom learning as Schmidt (2002) suggests when considering that teachers should combine both traditional and online teaching and learning tools. Or when Dalsgaard (2005) argues that they can be used to support learning.

Even if the sudden preventative measures such as confinement and quarantine periods are not permanent, it is still a fact that the EFL curricula in secondary education are heavily loaded and students need more than few sessions a week in order to catch up or improve their language skills. Not to mention the problems related to motivation, concentration and boredom inside the classroom that often lead to behavior issues and waste a lot of valuable time for both teachers and students. Therefore, there is an urgent need for policy makers to start considering the implementation of social media in education as it may no longer be related to teachers' personal preference in the future.

Harrison and Thomas (2009) believe that researchers should study the possibilities for integrating SNs in the foreign language learning process. They claim that there is little research on Computer-Mediated Social Networks (CMSN) and Computer-Mediated Communication (CMC) in the classroom. Therefore, this study is a step in this endeavor. It can be used to raise further questions about the use of social media by both Algerian teachers and students in the pre-tertiary levels and carry out more in-depth studies in this matter.

An example of such studies is a further thorough investigation concerning what aspects of ELT or language skills can be best taught through traditional methods and what is best taught using SM. Based on the results, teachers and policy makers can design and develop teaching materials which target the latter. Such developed materials would have the social media-friendly as an essential feature.

Limitations

This study was carried out with a very small number of teachers within one small geographic area. Therefore the results may not be adequate enough to be generalized. For more solid results, it is highly recommended that the study is applied on a larger scale to include more teachers in different parts of the country. Moreover, the questionnaire alone was not enough to get all the data needed for this study. However, due to time restrictions and teachers responsibilities, we could not initiate interviews with them.

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Unveiling the Immense Impact of a Novel and Eminent Approach in Delivering Lessons amid the Turmoil of Covid-19 Pandemic

العملية التعليمية في ظل جائحة كورونا

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Abstract

University learning terrain has been witnessing the blossoming of an entirely novel teaching atmosphere owing to the emersion of Covid 19 pandemic. The teaching area provided a myriad array of enticing elements that may prevent problems. Since it is something new, it has engendered some sort of turmoil in the teaching and learning methods. These methods include virtual classes (online learning). Hence, echoing the tendency of implementing online learning method within academic atmosphere and documentaries has invaded people's new life. Therefore, learners ought to quench their thirst for classes in this sphere. Despite all the urgent measures, miscellaneous encumbrances faced by students were noticed. Indeed, they contitue a hindrance for Students. Thus, we can say that they are trying to be adapted to the birth of two novel events: te new Covid 19 pandemic and à New learning method.

Keywords: adapt, atmosphere, hindrance, pandemic, teaching

الملخص

في الأونة الأخيرة برز على الصعيد التعليمي نوع محدث من التعليمية بسبب تفشي جائحة كورونا في الوسط التدريسي الأمر الذي أدى إلى تصويب العديد من المفاهيم المعرفية بالنسبة للأستاذ والمتلقي، وهو ما يدفع بالأستاذ إلى البحث والتعمق في فهم وتعزيز معرفته بأسس هذه العمليات التعليمية الجديدة بهدف خلق جو علمي هادف. إلا أن هذا النمط التدريسي الجديد يحتم على الأعضاء الفاعلين في العملية التعليمية استقصاء الصعوبات التي تقف دون اندماج الفاعلين في العملية المعرفية خصوصا، باعتبار أن لكل طريقة ايجابيات وسلبيات، ما يدفعنا إلى محاولة إيجاد حلول و إضافة مقترحات لتطوير العملية التعليمية في ظل تفشي جائحة كورونا

الكلمات الدالة: تكيف، تعليم، جائحة، جو، معوقات

1. Introduction

It is commonly known that the field of research witnessed, and is still witnessing, the birth of various outstanding updates. Notwithstanding, everyone differs from the other in what concerns prominence. Virtual Classes during Covid 19 Pandemic has impelled foreign languages learners to look for methods that may establish the good understanding of the lessons. Sundry Challenges and Perspectives accompanied the emergence of this queer pandemic.

It was the case with my computer science English students (English for specific purposes). According to them, online classes hand in hand with internet researches may compensate the absence of traditional or offline classes.

Throughout the history of data and research, it is noticed that there is the existence of such weighty and prominent birth of a source of research. It is the one-and-only, internet. It has been imprinted in the minds of most of the students, and researchers in general, that the fastest way to get data pertaining to specific notion is online. Yet this research method has equally received praise and deprecate.

In fact, criticism influx invaded this kind of research because of its negative side as far as research is concerned. Additionally, it has gained a special rank, and it occupies a pivotal place on account of its effectiveness as well as usefulness, particularly, during the pandemic phase. Yet, can it be considered as a good source of enhancement of online learning?

2. Displaying the Intricacy that Virtual Classes generated during Covid 19

It is common place that university learning arena has been witnessing the burgeoning of an utterly new climate owing to the emergence of the Covid 19 pandemic. Since it is entirely novel, it has engendered some sort of turmoil in the teaching and learning methods. The teaching area provided a myriad array of enticing elements that may prevent problems. These methods include virtual classes (online learning). Adding to that, the tendency of implementing online learning method within academic atmosphere and documentaries has invaded people's new life. Thus, we can say that they are trying to be adapted to the birth of two novel events: The new Covid 19 pandemic and a new learning method.

It is quite necessary to state the fact that online learning has presented many remedies. Notwithstanding, it does not necessarily preclude the presence of several problems pertaining to this new trend.

By the same token, some students are unremittingly looking forward to finding an aid to reinforce virtual classes.

3. What is the impact of carrying out researches using internet to quench the thirst for a better understanding of online classes?

To add a further layer of substantiality to the work, researchers should a great deal of emphasis on the consulted data. Undoubtedly, so as to make a research weighty, it is quite important to provide qualitative and relatively quantitative. One of the criteria to achieve this method of research is to vary the sources. The source that is excessively used (other than books, articles, theses, thesaurus, etc) is internet. On one hand, one cannot deny the fact that online research is one of the good ways to attain this. On the other hand it is quite necessary to master online research. In other words, the user undertaking the research project has to know how and where to look up information.

Indeed there are many internet sources that can mislead the researcher in the sense that it provides him or her with mistaken presentations of some concepts notions. Adding to that, it can be too subjective or coming from a background that is utterly divergent.

Rangaswamy, Manjunatha G. and Dr. B. T. Sampath Kumar confirm this in their article: "Though the Internet has become most popular information source among the academics, the majority of Internet users in engineering colleges have obstacles in using Internet."¹

4. Undertaking Online Research in opposition to Encumbrances

¹ *Rangaswamy, **Manjunatha G. and ***Dr. B. T. Sampath Kumar #, Internet as a Source of Information: Usage among the Faculty Members and Students. Library Waves Volume 3, No. 1 (2017) ISSN 2455-2291

Indeed, the academics research paper is considered as a burden on them. It is not an easy task. It is needless to say that the academic research needs to be very professional. With the intention to enhance the information within the text of the research paper, the researcher may be in need of some quotations from the Internet world. The misuse of this source can lead o plagiarism. This latter can easily devalue the work. It constitutes a hindrance.

Despite the fact that online research presents all its virtues it has many vices.

One of the biggest problems that researchers face is the fact that they do not know who the author of the consulted text is.

Adding to that, if they the source are trustworthy, it is no more valid. Moving to another fundamental point that concerns the text of information is crucial. Not all people presenting information of some notions are specialist within the domain. Details that are presented by a professional are not like those presented by non-specialist.

What establishes the validity of the work is the bibliography. Thus, the absence of a good reference constitutes a lapse.

5. The Assessment of Online Research Sources

As it is said previously, there are many features which characterize a good work. However the momentous elements that are going to be at the core of this paper are the basic ones. A considerable analysis about the various points stated beforehand is going to end up with satisfying results within the research paper. The employment of the online sources two elements in the research can extremely serve it. In spite of the effectiveness of this element, it may engender miscellaneous problems. The choice of these two specific points over several others is based upon the belief that they have permitted various aspects to be well rendered in the research paper.

Certainly, within the field of research methodology, there are many points which possess no less importance than the aforementioned ones, but their impact on the work is not akin to the one generated by the use of Internet as a method of research.

The following block quotation enhances this idea:

However, simply consuming online information does not guarantee the promotion of students' learning (Ritter & Lemke, 2000). Since the internet has been widely used in higher education, many geographers have emphasized that students need to learn how to find online information and evaluate its quality for its effective and educational use (Bullard, 1998; Castleford and Robinson, 1998; Chrisman & Harvey, 1998; Newnham et al., 1998). Furthermore, Goett and Foote (2000) also stressed the importance of training students to assess the quality of online information.²

Before undertaking any online research, one should attentively follow these effective steps:

Researchers should ask these questions:

- ❖ Is online research one of the methods that may provide positive help to the work?
- ❖ Can the internet research enhance online learning?
- ❖ Are these online sources trustworthy?
- ❖ Where can I get the text that can enhance my research?
- ❖ Who are the authors that are ranked best in my field of research?
- ❖ Should I use paraphrasing or extracting?
- ❖ How can I avoid plagiarism?

6. Conclusion

To fold this paper, it is quite necessary to shed light on the primary points concerning the online teaching and the encumbrances that may surface. One of them is the students research and self-learn in order to intensify online learning. It is essential to bathe the research in a field of data that is weighty and valuable.

² Hong, J.; Jo, I. (2017). Undergraduate Students' Use of Online Information in World Geography: Source Types and Selection Criteria. *RIGEO*, 7 (2), 171-189. Retrieved from <http://www.rigeo.org/vol7no2 /Number2Summer/ RIGEOV7-N2-3.pdf>

What establishes the validity of the research is the originality of the research method, the divergence of the presented sources and authenticity of online references.

The encumbrances that can be encountered by the researcher while carrying out researches using internet are sundry. Adding to that, he or she ought to opt for a source that is weighty and valid.

Otherwise it may lead him or her to misunderstanding of concepts, which, in turn, can demolish the enhancement of Online learning .

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Grammatical Exclusivity in English Communication Situations; the Case of Adjective “Only” Misplaced as Adverb

L’Exclusivité grammaticale dans les situations de communication en anglais

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Abstract

There is a strong connection between syntactic structures and the meanings they generate in the English language. A word’s syntactic environment determines its grammatical and communicative name and function. Therefore, the word “only” can be an adjective or an adverb, depending on what word it is placed near. The current survey investigated the extent and frequency of misplacement of what is meant to be a focusing exclusive adjective “only” in sentences as an adverb and its communicative consequences. A total of 51 instances of such misplacement were obtained through accidental sampling. Syntactic-semantic analyses of 20 of them are presented. Also, the ability of 200 English speakers to identify the errors of misplacement and their semantic disruption was tested. The findings show that the misplacement defies racial boundaries and, strangely, results in no communication breakdown.

Keywords: Adjectives, Adverbs, grammatical infelicity, semantics, linguistic variables

Resumé

Il existe un lien étroit entre les structures syntaxiques et les significations qu'elles génèrent dans la langue anglaise. L'environnement syntaxique d'un mot détermine son nom et sa fonction grammaticale et communicative. Par conséquent, le mot "only" peut être un adjectif ou un adverbe, selon le mot près duquel il est placé. Cette étude a examiné sur l'étendue et la fréquence du mauvais placement de ce qui est censé être un adjectif exclusif focalisant "uniquement" dans les phrases en tant qu'adverbe et ses conséquences communicatives. Un total de 51 cas de tels égarements ont été obtenus par échantillonnage accidentel. Des analyses syntaxiques-sémantiques de 20 d'entre eux sont présentées. Aussi, la capacité de 200 anglophones à identifier les erreurs de mauvais placement et leur perturbation sémantique a été testée. Les résultats montrent que le déplacement défie les frontières raciales et, étrangement, n'entraîne aucune rupture de communication.

Mots clés : Adjectifs, Adverbes, infélicité grammaticale, sémantique, variables linguistiques

Grammaticality, Meaningfulness and Communicative Functions

Grammar, used interchangeably with Syntax, describes a system of rules that guides arrangement of words to form acceptable units like phrases, clauses and sentences. It primarily ensures correctness of word order which can be achieved without achieving meaningfulness. An example of correct arrangement without any clear meaning is "The tasteless wine tastes sweet". This ordering or arrangement of this stretch of words does not violate any grammatical rule: Its identifiable subject (The tasteless wine), verb (tastes) and adjunct (sweet) are well arranged but it is still arrant nonsense when viewed from the standpoint of semantics which is essential to communication, the primary essence of language.

On the other hand, an ungrammatical structure may convey an unmistakable meaning. For example, "Many boys has wrote their name" and "I going Lagos" are terribly grammatically infelicitous but still meaningful. The sentences are better written grammatically as "Many boys have written their names" and "I am going to Lagos" respectively. It is, therefore, clear that poor grammar may not render a stretch of words meaningless and good grammar does not necessarily ensure communication flow. This is why there are schools of thoughts that de-emphasise grammar instructions.

There is, however, a strong connection between semantic representations and syntactic ones (Marcheggiani & Titov, 2017). Benavides-Varela and Gervain (2017) emphasise the importance of the grammatical functions of relative order of words in sentences. If gross grammatical infelicities occur too many times in a conversation, meaning may be completely lost or misunderstood.

The order of word classes in a normal English sentence is represented with the acronym SPCOA in which S = Subject; P = Predicator (or V = Verb); C = Complement; O = Object; A = Adjunct/Adverbial. A sentence may not

necessarily contain all the elements. However, the ones that are present in a sentence are normally arranged in that order for grammatical correctness. This does not mean there may not be some exceptions to this rule because language also has some elements of dynamism as a living phenomenon. Examples of sentences with the normal grammatical order words are:

The student sweeded the farm completely
S P/V O A

The girl runs fast.
S P/V A

The current study is about how the wrong placement of what is meant to be an adjective can make it function as a type of adverb and thereby alter the intended meaning of the sentence in which word misplacement occurs. This can be a source of accidental misinformation. Therefore, it is pertinent to describe adjectives and adverbs at this juncture.

Adjectives pre-qualify or post-qualify nouns as shown below:

The young man is going to London (The adjective “young” pre-qualifies the noun “man”).

The man going to London is young (The adjective “young” post-qualifies the noun “man”).

The above examples show that adjectives are fairly mobile in English sentences. An overgeneralisation of this grammatical fact may account for the tendency to carelessly misplace an adjective.

Adverbs are described as words that modify verbs, other adverbs, adjectives, and clauses (Gorjian & Moradi, 2019). When they modify other adverbs or adjectives, they are referred to as intensifiers. This is because when so used, they strengthen the imports of the classes of words they modify.

Mr Smith works hard (the adverb “hard” modifies the verb “work”).

Mr Smith works extremely hard (The adverb “extremely” modifies/intensifies the adverb “hard”).

Mr Smith is very handsome (The adverb “very” modifies/intensifies the adjective “handsome”).

Unfortunately, he missed the way (The adverb modifies the clause “he missed the way”).

Of all the parts of speech that are used to construct sentences in English, adverbs are known to be the most versatile or mobile (Larsson, Callies, Hasselgård, Laso, Van Vuuren, Verdaguer & Paquot, 2020). Vann (2019) identifies the focus adverbs as “only”, “even” and “also”. They can function correctly in the beginning, middle or at the end of a sentence as demonstrated in the following sentences:

Stealthily, the serial murderer followed his victims.

The serial murderer stealthily followed his victims.

The serial murderer followed stealthily his victims.

The serial murderer followed his victims stealthily.

Vann (2019) identifies the focus adverbs as “only”, “even” and “also”.

It has been demonstrated that adjectives are fairly mobile. Adverbs are the most mobile of all parts of speech. If there is any word that can function as an adjective in some contexts and as an adverb in others, special caution should be exercised when placing such a word in any sentence so that it may not be inadvertently made to function differently from what is intended. An example is the word “only” which can intensify a noun in some contexts and thus be an adjective or modify a verb or another adverb, thus be and adverb.

This study is about the misplacement of “only” which can make it function as a focusing exclusive adverb where it is meant to be an adjective focusing a noun exclusively. Vann (2019) describes the focus adverbs (“only”, “even” and “also”) as a special sub-category of modifiers, the appropriate placement of which depends on some other linguistic variables as semantics and prosody. Specifically, the study will concentrate on the word “only”, an intensifier that can function as an adjective but may be inadvertently converted into a focus adverb, with particular attention on its placement in sentences, scrutinizing its effect on the semantic imports in selected sentences.

It is noteworthy that, in consonance with the stipulation of the systemic grammar tradition that a word derives its grammatical name from the function it performs in a sentence, “only” can be identified as either an adjective or as an adverb. If it modifies a noun, it is an adjective but if it modifies a verb, it is an adverb as demonstrated in the following examples:

Only men are allowed in the shrine (Adjective modifying the noun “men”).

They only waved goodbye without giving him any gift (Adverb modifying the verb “waved”).

Appropriate placement of “only” is the concern of this study. Therefore, all examples henceforth will emphasise this alone. This is because its placement is crucial to making meaning with exactitude (Vann, 2019). The placement of “only” will determine whether it is being used as an adjective or an adverb.

Andrushenko (2021:.1) labels “only” as “a focusing exclusive adverb” and this has a great implication for the current study. The adverb “only” makes whatever verb, adverb or clause it modifies exclusive, showing that no alternative to such verb, adjective, adverb or clause is obtainable in the context of the sentence. This means any misuse of the adverb could falsely portray what it is wrongly placed near as exclusive. For example, “I only told him the truth” means “I did nothing other than tell him the truth. I did not offer him any advice concerning the truth. I did not listen to his reaction to the truth. I did nothing else”. The focus exclusive adverb “only” modifies the verb “told” as absolutely the only thing done. The meaning could have been different by

shifting “only” nearer to a noun. Then, it could have been rightly described as a focusing exclusive adjective as in “I told him the truth only”.

What further necessitates this current study is the fact that in a lot of spoken and written discourses, quite a number of instances of misplacement of this focusing exclusive can be spotted. Surprisingly, native speakers of the English language, too, can be found misplacing it in speech and in writing. This means many times, people say and write things with somehow different meaning or emphasis from their intended messages.

Three of the factors that could be responsible for the faulty placement of grammatical element in a second language learners are insufficient knowledge of the target language, over generalisation of learned grammar rules, or possibly issues in the performance during language production (Vann, 2019). One of the findings from a study by Benavides-Varela and Gervain (2017) shows that children demonstrate natural ability to master different word order from infancy. However, since native speakers of the English language also misplace “only”, some other cause(s) of such misplacement would have to be investigated.

Zimmermann (2017) has observed that syntactic changes can be manifestations of syntactic innovations and there are quite some instances of such innovations at different stages of the old and middle English through the modern age. It is, however, logical to submit that any syntactic arrangement that changes a word’s class and alters an intended meaning cannot be described as innovative but disruptive. The word “only” put in the syntactic position of an adverb when intended to be an adjective cannot be an exception.

Zimmermann (2017) identifies two basic types of linguistic changes as the intrusive and the competitive, the former effecting additions to or subtractions from the communicative gamut of the languages in which they occur while the latter does merely involves substitutions of linguistic elements with synonyms. It is commendable that Zimmermann (2017) has identified these two types of general linguistic changes. As regards the syntactic application of this categorisation, a third type may be rightly added and that is the disruptive. The disruptive is neither subtracts/adds nor substitutes but alters word classes and semantic imports. Adequate knowledge of English syntax is, therefore, necessary to avoid the disruption.

There is, however, a great deal of brilliant arguments against explicit grammar teaching because doing so does not necessarily translate into the improvement of implicit grammar. Nevertheless, grammar still has to be taught but using a variety of strategies based on communicative approach as appropriate to particular learners’ needs and preferences (Golda, 2019). It will not be illogical to conclude that unhelpful teaching approaches and strategies rather than neglect of teaching of grammar must have contributed significantly to people’s misplacement of any grammatical or lexical item in sentences.

Rossiter (2021) asserts that that even native English speakers need the teaching of grammar of the language, acknowledges that there are a few exceptionally linguistically endowed people that may not need this, and suggests that grammar must be taught through good methods for people to achieve full literacy in the language.

As submitted by Costa (2004), certain intrinsic and non-intrinsic meanings of a particular adverb, its categorical status, domains of modification, and weight are among some dynamics of such an adverb to critically consider before one can adequately understand properly and use it. And these attributes do not essentially converge. It is logical that this narrative is also applicable to adjectives.

Though Buillon, Allen, and D'Arcy (2020) observed an interplay of linguistic constraints and social variables as determinants of placement of adverbs, it is evident in the sources of the data collected in this current study that the observed semantically confusing placement of “only”, meant to be an adjective but used as an adverb, defies socio-cultural boundaries. Examples are drawn across the globe and different social strata. Perhaps the interplay of linguistic constraints and social variables cut across countries.

Materials and Method

The descriptive survey method was employed for the two-tiered study. The first stage involved the collection of authentic texts in which the word “only” was used as an adverb where it obviously was intended to be an adjective. Accidental sampling method was adopted. The data were collected as the researchers chanced upon them in various places including virtual spaces over a period of three months. The data were subjected to syntactic and semantic analyses. A total of 53 of such texts were obtained and analysed. However, space could accommodate 20 of them.

The second part of the study involved 200 randomly sampled Nigerian speakers of English in Ibadan metropolis. They were asked to react to applicable authentic texts on notice boards or an advertisement. Where these were not available, two of the texts earlier obtained from the first stage were used. They were asked, with the use of an interview guide, to identify any word that had been misplaced, thereby causing a semantic shift. If they were still unable to identify the word, the placement of the word “only” was brought to their attention for scrutiny.

Qualitative syntactic analysis was used to answer Research Questions 1 and 2. Frequency counts and percentages were employed to answer Research Questions 3 and 4.

Findings

To answer these first three research questions, the data collected over three months from various sources in form of extracts from spoken and written texts shall be analysed as follows.

Research Question 1: Do English language speakers actually misplace the adjective “only” in their spoken and written sentences?

1. (This) only includes users who have made their subscriptions public.

This sentence, retrieved from YouTube Settings on 8th January, 2021, literally means the reference does nothing other than include users who have subscribed publicly to a channel. However, it is logical to submit that the attribute of the reference that is being pointed out as exclusive is the list of its content. The arrangement of the components should read:

(This) includes only users who have made their subscriptions public. (Correct placement) Or

(This) includes users who have made their subscriptions public only. (Correct placement)

Rather than make “only” modify the verb “includes”, it ought to have been positioned to pre-qualify the noun “users” or the entire noun phrase “users who have made their subscriptions public”, which is the focus of the exclusivity.

2. It is confidential and may only be released for legitimate transactions.

This caveat stated by the Federal republic of Nigeria on National Identification Number Slips has the word “only” meant to be used as an adjective wrongly placed where it functions as an adverb, thereby shifting the intended focus from the noun phrase “legitimate transaction” to the verb phrase “be released”. It is incontrovertible to conclude that for legitimate transactions, releasing the number is not the only thing that can be done; it can be copied, verified and stored or rejected/deleted by the receiving party. The obvious focus of exclusivity in the sentence is the condition of legitimacy, hence only legitimate transaction but not only release is intended. The sentence could have been correctly written as:

It is confidential and may be released only for legitimate transactions. (Correct placement) Or

It is confidential and may be released for legitimate transactions only. (Correct placement)

3. We are only accepting unpublished work with this contest. This sentence was copied on 7th April, 2021 from the Emerging Poet Prize announcement (<https://www.palettopoetry.com/current-contest/>)

Consequent upon the misplacement of “only” before the verb “accepting” rather than the noun phrase “unpublished work”, the exclusive focus of the sentence has been misplaced. Simple logic proves that “accepting” is not the only thing being done by the contest organisers; they are accepting, reading, sending out, selecting winning entries, distributing prizes,

printing, publishing and promoting the winning entries. All these are clearly stated in the narrative of the contest announcement. The focus of exclusivity is the adjective “unpublished” but not “accepting” as the misplacement of the adjective suggests.

We are accepting only unpublished work with this contest.(Correct placement) Or

We are accepting unpublished work only with this contest.(Correct placement)

4. There is no limit to what you can achieve. The limit is only set by you.

This statement is credited to Bhawna Gautam. It is another example of what is intended to be an adjective but now turned adverb and thereby altering the meaning significantly. It is certain that “only” has been wrongly placed in the sentence because setting of a limit only is not significant enough for attention. People that set limits for themselves do more by living by the limit and do many other things stipulated by the limits they have set. Setting of limits is not intended to be the focusing exclusive in the message. The sentence’s intended meaning becomes apt if re-expressed as:

There is no limit to what you can achieve. The limit is set by you only (Correct placement)

There is no limit to what you can achieve. The limit is set by only you (Still ambiguous though nearer the intended meaning than the original statement).

5. ORCID iDs can only be assigned by the ORCID Registry.

Is the assignment of ORCID iDs the only work done by the ORCID registry? Does the registry go to sleep after assigning the iDs? The answer suggested by the above-quoted statement is in the affirmative. However, this is obviously not true. The obviously intended focus of exclusivity here is the ORCID Registry but not the assignment of iDs as suggested by the syntactic proximity of “only” to the verb phrase “be assigned”. An intended adjective thus becomes an adverb. The correct placement of “only” should be as in:

ORCID iDs can be assigned by the ORCID Registry only.(Correct placement)

Only the ORCID Registry can assign ORCID iDs.(Correct placement)

6. Note: The Fulbright program is a popular program, the Public Affairs Section will ONLY NOTIFY SHOTRLISTED - <https://ng.usembassy.gov/education-culture/exchange-programs/foreign-language-teaching-assistant-program-flta/>

The question, “After notifying the shortlisted, what next does the Fulbright’s Public Affairs Section do?” would reveal that after the notification stage, the Section does other thing including release of funds and other necessary processes. The Section does not “only notify” but “only the Public Affairs Section” notifies the shortlisted.

Only the Public Affairs Section will notify the shortlisted. (Correct placement)

The Public Affairs Section only will notify the shortlisted.(Correct placement)

7. Democracy will only return to Nigeria when Buhari leaves office.
Source: Sure News of April 25, 2021 on the Phoenix News, an online news platform.
It says democracy will only return to Nigeria, with no attendant results, and bases it on a condition. The intended meaning obviously is:
Democracy will return to Nigeria only when Buhari leaves. (Correct placement)
Democracy will return to Nigeria when Buhari leaves only. (Correct placement)
8. Right now, you can only buy this meat here in Singapore.... But soon enough, this kind of meat would be available everywhere.
This is the sign-off statement in a news broadcast by NASDAILY.
The concluding part (but soon enough, this kind of meat would be available everywhere) is a clear pointer to the intended semantic function of only and what should have been its correct syntactic position. The focusing exclusivity is on Singapore at present, getting the meat everywhere else is futuristic. However, placing “only” syntactically close to the verb “buy” makes it a focusing intensifier to the verb rather than its supposed adjectival function to the noun “Singapore”. Saying “Right now, you can only buy this meat here in Singapore.,... but soon enough, this kind of meat would be available everywhere.” means the only thing you can do is buy the meat; you cannot sell, cook or eat it because buying is the exclusive action as indicated by “only buy”. The intended semantic function could have been achieved if the sentence placed close to “Singapore” as:
Right now, you can buy this meat here in Singapore only,... but soon enough, this kind of meat would be available everywhere.(Correct placement)
Right now, you can buy this meat only here in Singapore,... but soon enough, this kind of meat would be available everywhere. (Correct placement)
9. A journey only becomes a journey once you’re clear about the destination, otherwise it’s just aimless wandering – Corkey Calhour, Sermon Quotes (Misplaced “only”)
A journey becomes a journey only once you’re clear about the destination, if otherwise it’s just aimless wandering. (Correct Placement of only)
A journey becomes a journey once you’re clear about the destination only, if otherwise it’s just aimless wandering. (Correct Placement of only). The exclusivity is being clear about your destination.
10. We only give value for approved transactions– Gilead Pharmacy and Supermarket, Challenge, Ibadan, Nigeria.(Misplaced “only”)

We give value for approved transactions only.(Correct placement)

We only give value for only approved transactions. (Approval of transaction is the exclusivity but not giving of value).(Correct placement)

11. Tellers will only attend to customers who are on queues. IBTC Bank, Challenge, Ibadan, Nigeria (Misplaced “only” modifies the verb “attend” rather than being on queues which is the approved conduct for customers) Tellers will attend to customers who are on queues only.(Correct placement)

Tellers will attend to only customers who are on queues.(Correct placement)

12. Please note that research on use of XR in K-12 schools will only be reviewed if situated in the study of teacher education (in service or preservice).

This statement was copied from Journal of Technology and Teacher Education, Call for Special Issue Proposals on: Empirical Studies of Extended Reality in Teacher Education.

Placement of “only” before “be reviewed” means no other thing would be done about the research on XR in K-12 schools than review. Is this the intended meaning? No. Such research papers would be reviewed, probably accepted, edited and published in the journal. Therefore, the appropriate placement of the focusing exclusive adjective “only” to reflect the intended meaning would be as in:

Please note that only research on use of XR in K-12 schools will only be reviewed if situated in the study of teacher education (inservice or preservice). (Correct placement) Or

Please note that research on use of XR in K-12 schools only will be reviewed if situated in the study of teacher education (inservice or preservice). (Correct placement)

In the two sentence structures above the word only is an adjective pre-qualifying and post-qualifying the noun phrase “research on the use of XR in K-12 schools” respectively while in the original sentence, it is an adverb modifying the verb phrase “be reviewed”.

13. A change of behaviour only glorifies God if it is motivated by a change of heart. This statement was received from SermonQuotes on 10th April, 2021. The word “only” is place where it unintentionally makes “glorifies” the focus of exclusivity whereas it is clear that the actual focus of the statement is the conditional “if it is motivated by a change of heart”. A change of behaviour does not only glorify God but does a series of other things like attracting favour to a person, bringing peace to self and society, and so on. The only condition that is the focus of the sentence is clear in: A change of behaviour glorifies God only if it is motivated by a change of heart.(Correct placement)

- A change of behaviour glorifies God if it is motivated by a change of heart only. (Correct placement)
14. This is only for the initiated – SadGuru in Something Phenomenal Happens at 4.30am
This is for only the initiated. (Correct placement) Or
This is for the initiated only. (Correct placement)
15. Language maintenance will only be possible if there is a high degree of contacts with a very influential language like English and conscious efforts by the language group itself. - Theory and Practice in Language Studies, Vol. 2, No. 12, p. 2491
Language maintenance will be possible only if there is a high degree of contacts with a very influential language like English and conscious efforts by the language group itself. (Correct placement)
16. The three Nigerian languages can only be used “when adequate arrangements have been made therefor” – p.7
The three Nigerian languages can be used only when adequate arrangements have been made therefor. (Correct placement) Or
The three Nigerian languages can be used when adequate arrangements have been made therefor only. (Correct placement)
17. The process of giving will only serve to open your world in ways you could not even begin to imagine. ... Adam Richards, quoted in Our Daily Manna 19(4,5,6), 111,
Only the process of giving will only serve to open your world in ways you could not even begin to imagine.
18. that set of teaching and learning practices only possible in the context of the free access and 4R permissions characteristic of open educational resources” (Wiley, 2013, final paragraph) Wiley, D. (2013, October 21). What is open pedagogy? Iterating toward openness [Blog post]. <http://opencontent.org/blog/archives/2975>
that set of teaching and learning practices possible only in the context of the free access and 4R permissions characteristic of open educational resources (Correct placement)
that set of teaching and learning practices possible in the context of the free access and 4R permissions characteristic of open educational resources only (Correct placement)
19. You can only claim parcels if you have a valid means of identification – Jamal Cargos Servces, Lagos, Nigeria.
You can claim parcels only if you have a valid means of identification (Correct placement).
20. You can only succeed if you work hard (Source: Joy Extramural Institute, Ibadan, Nigeria)
You can succeed only if you work hard (Correct Placement).

The foregoing data and their analyses provide answer to Research Question 1. English language speakers actually misplace the adjective “only” in their spoken and written sentences. It is to be put on record that a total of 51 of such sentences were found, out of which the twenty are analysed in this report. If Modern English of today is actually rigidly strict about placement of words because of the meaning determining impact according to their syntactic positions in sentences, as pointed out by Pop (2018), one then wonders if English language speakers are corrected by anyone for placing “only” where it changes the intended focus.

Research Question 2: Does the misplacement of the adjective “only” have any semantic implications in a sentence?

As made obvious from the analysis of each sentence considered, the misplacement of the adjective “only” shifts the semantic focus away from the nouns they are intended to intensify to the verbs that they are inadvertently placed near. It is noteworthy that an intensifier is highly dispensable but it is added deliberately for the purpose of emphasis. Therefore, placing it unintentionally near a verb when it is meant to strengthen a noun diverts the emphasis from the intended message. This has been repeatedly demonstrated in the analyses of the data.

Research Question 3: Does the misplacement of the adjective “only” result in communication breakdown among interlocutors?

To answer this question, two hundred English speakers in Ibadan, a Nigerian metropolis, were asked to read two examples of the sentences containing misplaced adjective “only” and express the messages conveyed to them by the sentences. The following data were obtained.

Table 1: Statistical Representation of Degree of Negative Communicative Impact of Misplacement of “Only” in Authentic Texts

S/N	Categories	Frequencies
1.	Those that noticed the misplacement and identified the focus displacements unaided (7.5%)	15
2.	Those that quickly identified the focus displacement with little aid (39%)	78
3.	Those that required much effort to understand that there was any grammatically precipitated meaning disruption (44.5%)	89
4.	Those that did not notice the misplacement despite	18

6.	the researchers’ explanation (9%)	
	Total	200
	(100%)	

Table 1 shows that the misplacement of the word “only” is rarely noticed. Therefore, it does not impede communication despite the distortion meanings pointed out in the examples analysed earlier in this study. The preponderance of this errors indicate that many English users that commit this error lack the ability to detect it in other people’s efforts at communication. Ambiguity of syntactic elements precipitates abstruseness of semantic understanding of sentences (Pop, 2010). The misplacement of the word “only” however defies this logical submission.

A logical explanation to the seeming non-interference of this meaning distortion in people’s reception of the intended messages can be found the observation by Canagarajah (2018) of the mediating and shaping contributions of non-verbal resources to language use and communication. The correct messages must have been accessed inadvertently as the receivers of the messages automatically utilise the facilities of personal experience and social contexts. The meaning-distorting misplacement may, therefore, not be noticed. Other scholars (Djaborova, Eshonkulova & Babadjanova, 2020) attest to the collaborative roles verbal and non-verbal cues in meaning making.

Adverbs received the least attention from grammarians until recently (Kang, 2018). The inadequate knowledge about adverbs is one of the factors for people’s wrong placement of the word “only” in an adverbial position when it is supposed to function as an adjectival. People that know the syntactic positions of an adverb would not put any word meant to function differently in an adverbial position. This common error also indicates inadequate knowledge about adjectives in particular and general syntactic rules.

Research Question 4: Are first-language speakers of English immune from misplacement of the adjective “only” in their English sentences?

Table 2: Geographical Distribution of the Observed Cases of Misplaced “Only” by Continents

S/N	English Language Status	Frequencies
1.	English-as-a- First-Language (33.33%)	17
2.	English-as-a-Second-Language (37.25%)	19
3.	English-as-a-Foreign-Language (13.73%)	7

4. Un-identified Status	8
(15.69%)	
Total	51
(100%)	

The answer to Research Question 3, as shown by Table 2, is that the misplacement of the adjective “only” is not peculiar to English speakers in any particular country. A plausible explanation to the higher incidence observed in Africa, most especially in Nigeria, is that the researchers had additional access to data from Nigeria in form of offline materials such as billboards, promotional flyers, face-to-face interactions and so on. The sources of data from other continents are limited to books and online materials.

Conclusion

The study has found a general preponderance of misplacement of the word “only” in English sentences both in speech and writing. This has been shown to place focus, emphasis and exclusivity on unintended sentence elements. This has always resulted in distortion of meanings. Strangely, this meaning distortion seems never to get in the way of intended messages. One obvious reason for this is the fact most consumers of the messages too are always perpetrating this syntactic crime.

Recommendations

1. Strategies to make the teaching of English grammar easier for teachers and its learning more fascinating to students should be researched into and employed. Prominence should be given the relevance of each grammar topic to real life situations so that students may have reasons to take the topics seriously and teach out-of-school neighbours.
2. Further studies should be conducted, especially to discover other factors that meditates the meaning disruptions occasioned by the misplacement of “only”.

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**“Word”, “Honour”, and Forced Marriages:
Depiction of Matrimonial Custom of Pakistani Tribals in
Bapsi Sidhwa’s The Bride**

الوعد و الشرف والزواج القسري
تصوير عادات الزواج في القبائل الباكستانية في رواية العروس لبابسي
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Abstract

This discussion aims to investigate how tribal woman is maltreated in the name of “word” and “honour” depicted in Bapsi Sidhwa’s The Bride. It explains how the words, “word” and “honour” are given connotation to exploit the freedom and the basic rights of women in tribal areas of Pakistan. Further, the objective of this study is to highlight the peculiar traditional customs rampant in the tribal areas of Pakistan which results in early marriages, child marriages, as well as forced marriages. Living under patriarchal norms the tribal woman is leading a life of slavery. Either a tribal woman is forced to marry a person who is three times older than she or even sometimes she is forced to marry a person who has not yet reached the age of puberty. Majority of the tribal women accept their lot stoically but those who nourish the feelings of rebellion in their minds, they face gruesome consequences. The tribal don’t follow the constitution of the country, rather, they follow the man-made laws devised by their elders. In order to strengthen the discussion, on the one side, the textual fabrics of the novel will be untangled, on the other hand, the views of those researchers will be considered into account who have carried out their research on the tribal matrimonial traditions.

Key Words: custom, honour, matrimony, tribe, word

المخلص

تهدف هذه الدراسة إلى التحقيق في كيفية إساءة معاملة المرأة القبلية باسم "الكلمة" و "الشرف" الموصوفين في رواية العروس لبابسي سيدهوا. وتشرح كيف يتم إعطاء دلالة لكلمات "كلمة" و "شرف" لاستغلال الحرية والحقوق الأساسية للمرأة في المناطق القبلية في باكستان. علاوة على ذلك، فإن الهدف من هذه الدراسة هو تسليط الضوء على العادات التقليدية الغربية المنتشرة في المناطق القبلية في باكستان والتي تؤدي إلى الزواج المبكر، وزواج الأطفال، وكذلك الزواج القسري. تعيش المرأة القبلية في ظل الأعراف الأبوية حياة العبودية. فإما أن تُجبر المرأة القبلية على الزواج من شخص

يكبرها بثلاث مرات أو حتى تضطر أحياناً للزواج من شخص لم يبلغ سن البلوغ بعد. أغلبية نساء القبائل يتقبلن نصيبين برزانه ولكن أولئك الذين يغذون مشاعر التمرد في عقولهم يواجهون عواقب وخيمة. ولا تتبع القبائل دستور البلاد، بل تتبع القوانين الوضعية التي وضعها كبار السن. من أجل تعزيز النقاش، من ناحية، ستكون الخيوط النصية للرواية غير متشابكة، ومن ناحية أخرى، سيتم النظر في آراء هؤلاء الباحثين الذين أجروا أبحاثهم حول تقاليد الزواج القبلية

الكلمات الدالة: عرف، شرف، زواج، قبيلة، كلمة

Introduction

Usually the tribal people live in forests, hills, deserts and the places difficult to reach. Most of the Northern areas of Pakistan are engulfed by a long series of mountains, Pakistani tribal have been living there for centuries. They speak Pashto as their first language and divided into many sub-tribes such as Afridi, Yousafzai and Khattak. They make up almost thirty-two million of Pakistan's total population. Bapsi Sidhwa is a celebrated novelist of Pakistan. In addition to her famous non-fiction, "Beloved city: Writing on Lahore", she has written six novels: *The Crow Eaters*, *The Bride*, *Ice-Candy Man*, *An American Brat*, *Water* and *Their language of Love*. She has also taught at the renowned universities of the world as Columbia University, the University of Houston and Southampton University. She has also been awarded with many prestigious awards as Lilla Wallace Reader's Digest Writers Award, Sitara-i-Imtiaz, Pakistan's highest national honour in the field of arts. As it is universally true that literature reflects society, her novels are based on different social issues of Pakistan. *The Bride* (1982), her second novel, unfolds many of the tribal customs ranging from tribal feuds to their "own rule". (Sidhwa:1982: 90). It consists of thirty chapters.

Sidhwa does not make her writing prolix at any point, rather, a reader sticks to her writing and feels pleasure in going through her world of writing. Most of her critics believe that she combines suspense with lyricism in her prose, that is why, her prose gives aesthetic pleasure to readers. The first part of the *Bride* revolves around the character of Qasim, fourth child of a tribesman, Arbab, the second part of novel centres upon the character of Zaitoon, an orphan. Apart from the main plot, the novel has a sub-plot as well. Main plot and sub-plot, technically and thematically, interlinked with each other. Brought up in mountains, marriage was imposed on Qasim, when he was only ten years old. And his wife Afshan, was older than he. "By the time he was thirty four, Qasim and Afshan had lost three children, two to typhoid and one in a fall off a ledge. It did not matter really because two sons and one daughter

survived - a fair enough average (Sidhwa:1982 :06). To their misfortune, an epidemic broke-out, his children and wife fell victim to the calamity and died. "He was inconsolable. His face swollen with tears and his throat hoarse with wailing, he flailed his chest with his huge fists, but death, swift, premature and grotesquely unfair, had to be accepted" (Sidhwa:1982:07). A year later he went to Jullundur, a city now in India, in search of a job and secured a position of a bank as a watchman. The second half of the novel revolves around the character of Zaitoon. At the time of partition in 1947, Qasim was coming to Lahore from Jullundur by train along with a swarm of migrants, the train was ambushed and attacked by the rioters and, "their fleeing slaughtered" (Sidhwa:1982:09). Among the migrants, there was a family comprising three members: a husband, Skindar, his wife Zohra and their daughter Munni. During the rioting clashes Zohra was swept away, Skindar was trampled to death and Munni, the little girl came across Qasim, to whom she thought to be her father. Qasim named her Zaitoon, because his own daughter who died of epidemic disease, "was the size of his own little Zaitoon lost so long ago." (Sidhwa:1982:22). Along with Munni, Qasim, walking on foot, reached Lahore. Living there, he brings up Munni (now onwards she will be known with the name of Zaitoon) with care, finally decides to get her marry in his own "proud tribe." (Sidhwa:1982:23). Qasim takes her to "his ancestral village to get her married." (Sidhwa:1982:118). "She is altogether Punjabi." (Sidhwa:1982:118), but to be married in "isolated pockets of feuding tribes". (Sidhwa:1982:104). After marriage, she could not adjust herself into "terrible tribal". (Sidhwa:1982:113) and "resolved to run away". (Sidhwa:1982:170).

"Word" and The Tribals

Oxford Advanced Learner's Dictionary of Current English defines word: "promise or GUARANTEE that you will do something or that something will happen or is true". (Wehmeier:2001:1551). Among the various unique characteristics of the Tribals have, "word" is one of them. Once They make up mind to do a thing, they do it even if they have to crawl. Reaching Lahore, in a refugee camp, Qasim and Zaitoon come across Nikka, a Pehelwan (Wrestler) by profession. Soon they develop a relation of friendship with each other, start a small business. Nikkah has a wife, Miriam, but he has no children. Zaitoon lives most of the time in the company of Miriam. Mariam nourishes

her, guides her and makes her familiar with the locality. Mariam tries her best to give Zaitoon motherly love and care. Zaitoon attended school for “full five years”. (Sidhwa:1982:44). She learns to read, to write and to read the Holy Quran. It is Miriam who “insisted Zaitoon stop going to school”. (Sidhwa:1982: 47). She says to Nikka, her husband:

“Now that she’s learned to read the Holy Quran, what will she do with more reading and writing- boil and drink it? She’s not going to become a baboo or an officer! No, Allah willing, She’ll get married and have children”.(Sidhwa:1982: 44)

But when Nikka says to her that Zaitoon is only a baby, she counters him by saying:

“A baby? She’s ten! I can already see her body shaping. The Pathan doesn’t realise she is in the hot plains of the Punjab-- Everything ripens early here.... She’ll be safe only at her mother-in-law’s.... A girl is never too young to marry” (Sidhwa:1982: 45)

When Zaitoon turns sixteen, Qasim decides her future. He has several tribal friends in Lahore. One of them came to meet Qasim and had decided the marriage of Zaitoon. His look has been depicted by the novelist in the following words:

“Voluminous gathers, like a dancer’s skirt, circled his baggy pantaloons. His turban, too, was different. Its careless swirls partially covered hair that fell to the tips of his ears in a straight red bob. His velvet, gold-threaded waistcoat slid back to reveal a double row of cartridges” (Sidhwa:1982:81)

After settling the future plans, talking in their dialects they depart. Since Nikka was overhearing what was going on between Qasim and the other tribal, he is not happy with the decision of Qasim about the marriage of Zaitoon. When Nikka disclosed the irrational decision of Qasim to Mariam, she could not control her emotions and started weeping. Zaitoon has been watching everything going on. Qasim sees Mariam weeping, goes to her and says to her: “Sister, I gave him my word” (Sidhwa:1982:83)She countered him

back:“Your word! Your word! Your word! What has your word to do with the child’s life? What? Tell me!”. (Sidhwa:1982:83). She goes on to say to Qasim:“Brother Qasim; She coaxed, how can a girl brought up in Lahore, educated-- how can she be happy in the mountains? Tribal ways are different, you don’t know how changed you are..... (Sidhawa:1982:83). When Qasim tries to assure her saying that the tribals are his own people and he knows them well. Miriam say to him:

“But you’ve been with us so long, you’re changed. Why, most of them are bandits, they don’t know to treat women! I tell you, she’ll turn to No one!” (Sidhawa:1982: 83)

But Qasim is adamant and again reiterates his “word”: “How dare you”, he said, you’ve never been there! You don’t understand a thing. I have given my word! I know Zaitoon will be happy. The matter should end”. (Sidhwa:1982:83)

Miriam believes that Qasim has sold Zaitoon in the land of a tribal for “five hundred rupees, some measly maiz and a few goats”. (Sidhwa:1982:84). Being a childless woman, she is ready to buy Zaitoon if it is true that he has sold her. Qasim reassures her, “Sister Miriam, it is my word the word of a Kohistani!”. (Sidhwa:1982:84). Qasim revealed the deal of marriage to Zaitoon in the following words:

“You saw the stranger I was talking to? She nodded. That was Misri Khan, my cousin. I’ve promised you in marriage to his son Sakhi.” (Sidhwa:1982:85)

Despite the fact that Miriam tries her utmost to dissuade Zaitoon from going with Qasim to the tribal areas, she clearly says to Miriam that, “I cannot cross my father.” (Sidhwa:1982:87). After covering a long tortuous way, they reached in the tribal domain. “Zaitoon was disappointed in her first glimpse of Dubair”(Sidhwa:1982:111).

She says to her father Qasim:“take me back. I’ll look after you always. How will you manage without me -and the food? If I must marry, marry me to someone from the plains. I will die rather than live here”.(Sidhwa:1982:143).

Qasim responds her back:

“I have given my word. Your marriage is to be a week from today. Tomorrow your betrothed goes to invite guests from the neighbouring villages. I’ve given my word. On it depends my honour. It is dearer to me than life. if you besmirch it, I will kill you with my bare hands.”(Sidhwa:1982:143).

Closing his hands round her throat, Qasim warns her: “you make me break my word, girl, and cover my name with ding! Do you understand that? Do you?”(Sidhwa:1982:143).Deborah Cameron(1990) says, “If women’s utterance is not forbidden, it is often ignored ;and if not ignored ,then received with howls of execration. It is the fear of censure which leads to self – censorship”.(Cameron,1990,06)

“Honour” and the Tribals

Oxford Advanced Learner’s Dictionary of Current English defines Honour, “a good reputation, respect from other people” (Wehmeier:2001:653). As far as this definition of the word ‘honour’ is concerned, the tribal associate it with their women. When marriage is forced upon a tribal woman, whether she likes it or not, she will have to accept it, otherwise her father, or other male members, will think that their “honour” is tarnished. When Zaitoon tried to convince her father that he should not leave her in the company of tribals, he says: “On it depends my honour” (Sidhwa:1982:143). After marriage, when Zaitoon observes the harsh and oppressive attitude of her husband, she decides to run away. A runaway wife is better to be killed, in the rules of the Tribes. Sakhi, the husband of Zaitoon, searches her in the mountains and thinks, “I should have killed her by the river”.(Sidhwa:1982:173).The mother of Sakhi is weeping over the incident and thinking in her mind:“Honour! she thought bitterly. Everything for honour-and another life lost!”(Sidhwa:1982:174). The other women of the same community console her, “they’ll be back soon with that bitch’s corpse, your sons honour vindicated”(Sidhwa:1982:175). While searching her in the mountains, Yunus khan (brother of Sakhi) taunts Sakhi, “you fool! Your honour? Why didn’t you think of it when you allowed the bitch to run away?

You knew she'd run. Are you a buggered up eunuch? You should have slit her throat right then!" (Sidhwa:1982:184).

Rabia Ali (2001) in her book, *The Dark Side of 'Honour'* (Women victims in Pakistan), highlights the countries and regions where women have been maltreated in the name of honour:

“Thus according to historical and anthropological studies the killing of women to restore male honour and maintain patriarchal structures has been taking place for centuries in lands that were the cradles of world civilization: in agrarian societies such as China and India (including present day Pakistan), in the tribal, Arab Middle East, throughout the lands of the Mediterranean (in Palestine, Lebanon, Turkey, Greece, Morocco, Italy, Spain), in Southern Europe, as well as in Latin American countries across the Atlantic”. (Ali:2001:15)

Yunus Khan, being a family member of Sakhi, provokes him towards honour killing. He suggested that if Sakhi had killed Zaitoon before she fled from his house, their “honour” would not have been tarnished. It is clear that any one, out of the whole range of male members of a family can kill a girl in the name of “honour”.

Rabia Ali (2001) goes on to say in this connection:

“In other words, while women are being killed by men, husband or lovers –in what is often described as “crimes of passion” all over the world in most countries today the killing of women in the name of honour has no customary or legal sanction. It is quite the opposite in countries such as Pakistan, Turkey, Jordan, Syria, Lebanon, Palestine, Egypt, Iraq, Saudi Arabia, and Morocco where a woman can be put to death by anyone out of a whole range of male relatives—husbands, fathers, brothers, uncles, sons—who claim and receive

legitimacy for such a killing from the Community and from the state”.(Ali:2001:16)

Aleena Khan (2020), a Pakistani lawyer, thinks that even the constitution is a bit lenient about such “honour-killings”. In her words:

“the initial laws dealing with “honour” killing in Pakistan had their roots in the British colonial rule. In 1835, the British established a law commission exhibited significant leniency towards men whose honour was thought to be tarnished by the females of the family. It concluded that if it could be proved that a man had killed under such provocation, such killing should not be considered murder, but the lesser offence of man slaughter” (Khan:2020:76)

Misri Khan (the father of Sakhi) reached an army camp in order to search his daughter in law (Zaitoon) he implores, “my honour is in your hands”. (Sidhwa:1982:188)

Forced Marriages and the Tribals

The United Nations Secretary General, Kofi Annan (2006) defined forced marriage as one that “lacks the free and valid consent of at least one of the parties”. (Annan:2006). He goes on to say, “In its most extreme form, forced marriage can involve threatening behavior, abduction, imprisonment, physical violence, rape and, in some cases, murder. There has been little research on this form of violence”. (Annan:2006)

The very first chapter of the novel exposes in detail the custom of forced marriages prevalent in the tribal communities of Pakistan. Qasim was merely ten years old when marriage was imposed upon him. Why was he imposed upon a marriage at the age of ten? The answer to this question again lies in the deep rooted custom of “Vani”. “Vani” or “Swara” is a custom found in parts of Pakistan where girls, often minors, are given in marriage or servitude to an aggrieved family as compensation to end disputes, often murder. A feud cracked the relationship of Qasim’s father and Resham Khan (another tribesman). Resham Khan could not pay back the loan he got from Arbab, the

father of Qasim, resultantly, they reached on the estranged terms. Then, in order to settle the account and to come again on friendly terms, it was decided that Resham Khan would give her daughter to Arbab the father of Qasim. At first Arbab thought to marrying the girl himself. “He had only one wife; but on twinge of paternal conscience, he decided to bestow the girl on Qasim.” (Sidwa: 1982:02). It is evident that when forced marriages are taken place, there remains a gap, a gap of age, a gap of education and a gap of equal status. The same happened with Qasim, as the girl whom he was forced to marry when he had not even reached the age of puberty. But Afshan (his wife) “accepted her lot cheerfully” (Sidwa:1982:04). Qasim was sixteen years old when he became father. The marriage of Zaitoon is also a glaring example of forced marriages very common among the tribals. RafiaZakaria (2022), a teacher of Pakistani constitutional law and political philosophy, writes:

“It would be fair to say that marriages in Pakistan are “forced”, on one end of the spectrum are the extreme cases, one in which young girls, often even those who have not yet reached puberty, are forced to marry older men. These extreme cases often involve the use of young girls offered up as besides to settle disputes or pay debts”.(Zakaria:2022)

Kishwar Enam (2001), a famous Pakistani Paediatrician and an active member of child welfare society, concludes: “Teenagers getting married even to a person three times their age is not unusual in Pakistan” (Enam: 2021).

Another famous Pakistani researcher on the Tribal culture and traditions, Ali Baba Khel (2016) says:

“The tradition forces innocent girls to bear the brunt of crimes they never committed, but for which they must endure mental torture for the rest of their lives. The worst is when an infant or minor girl is given as Swara. The custom is not only against fundamental human rights, but also against the teaching of Islam which decrees that the will of both the bride and groom be sought before the marriage is finalized.” (Khel:2016)

How the will of a girl at the time of wedding is sought is depicted in the novel in the following way: “Thrice she was asked if she would accept Qasim, the son of Arbab, as her husband and thrice an old aunt murmured ‘yes’ on her behalf. (Sidhwa: 1982:02). It is clear that instead of seeking the consent of the girl for the acceptance of her groom, the consent is sought from her aunt.

Talking about consent of a would-be groom and bride, Nabila Feroz Bhatti (2022) an executive body member of the Child Rights Movement Punjab says: “Consent is the basic principle for marriage, in which both persons should independently be able to accept or refuse according to their own free will. Does a child’s consent constitute informed consent? Is a child intellectually mature enough to make a wise decision and be able to take care of themselves, let alone a family?”. (Bhatti:2022)

Bhatti (2022), who is also a human rights activist in Pakistan, goes on to say:

“The issue of child marriage has always plagued our society. It tends to occur among the country’s most marginalized and vulnerable communities. While both boys and girls are married off early in many parts of Pakistan, a greater number of girls become victim of this age-old custom. The practice largely stems from the prevalence of gender inequality in society and patriarchal cultural norms, and it is further perpetuated due to weak legislation”. (Bhatti:2022)

Sofia Naveed et al (2015) also find the reasons of child marriages in Pakistan in deeply rooted traditions and customs. Quoting their words: “Pakistan society has been deeply rooted in traditions and customs. Most of the traditions put emphasis on child marriages particular of females even without their consent.(Naveed&Butt:2015:166)

According to a UNICEF report: “Pakistan in general and Pakhton (tribal) society in particular has a strong cultural heritage and distinct customs and traditions which mostly favor early marriages. Early marriages are practiced here at a higher ratio as compared to other parts of the country on the basis of economic instability, lack of awareness and strong cultural trend encourages such a custom.(UNICEF:2005)

Another Pakistani Researcher concludes: “The warring tribes in fact introduced the custom of Vani for patching up long standing family feuds, particularly those arising out of murder”. (Khan: 2006)

Conclusion

Taking everything into account, the novel *The Bride* by Bapsi Sidhwa deals with the unwarranted matrimonial customs of Pakistani tribes. The novel unfolds the reality that how the tribesmen stick to the “word” they speak when settling the matters of the marriages of their girls. They can die, they can sacrifice their precious lives but they will not back out from their promises. Their “honour” is linked with their women. If their women blindly obey what they command, their “honour” is maintained. But if they do something against their will, their “honour” is uprooted. If a girl revolts against their strange norms, the shadow of death looms upon her. The novel also exposes the rampant customs of early marriages, child marriages as well as forced marriages in tribal societies. These are the customs deeply rooted in their centuries-long tradition.

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Challenges Facing EFL Teachers/ Learners Associated With Online Teaching

Défis auxquels font face les Enseignants/Apprenants d'EFL
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Abstract

The rapid and unexpected spread of the COVID-19 pandemic throughout the world without exception, and in Algeria in particular, has led to preventive measures at all levels social, economic and educational. The Ministry of Higher Education and Scientific Research encouraged the policy of social distancing for protective aims. Besides, the ministry urged all the universities to follow the distance education (online learning) to address the academic year curriculum. This research paper examines the challenges associated with online teaching in Algerian universities during the Coronavirus pandemic. A survey is administered to a sample of Algerian teachers and learners from various universities to evaluate their perceptions and attitudes towards online teaching/ learning experience, as to examine its effectiveness, flaws and suggests resolutions for distance learning even in post-pandemic.

Keywords: Corona pandemic, challenges, online learning, post pandemic resolutions

Résumé

La propagation rapide et inattendue de la pandémie de COVID-19 dans le monde entier, sans exception, et en Algérie en particulier, a donné lieu à des mesures préventives à tous les niveaux sociaux, économique et éducatif. Le ministère de l'Enseignement Supérieur et de la Recherche Scientifique a encouragé la politique de distanciation sociale et physique pour les mesures de protection. En outre, le ministère a exhorté toutes les universités à mettre en œuvre l'enseignement à distance (apprentissage en ligne) afin d'aborder le programme de l'année

scolaire. En conséquence, ce document de recherche vise à examiner les défis et les problèmes d'apprentissage associés à l'enseignement en ligne dans les universités algériennes pendant la pandémie de coronavirus. Une enquête en ligne est réalisée auprès d'un échantillon d'enseignants et d'apprenants algériens de diverses universités afin de déterminer leurs perceptions et attitudes vis-à-vis de l'expérience de l'éducation en ligne, ainsi que d'évaluer son efficacité, des lacunes et suggère des solutions possibles pour l'apprentissage à distance, même après la pandémie. Après avoir recueilli des données en ligne, perceptions des participants ont été analysé pour avoir leurs avis sur l'apprentissage à distance au moyen d'un logiciel statistique. En outre, une évaluation qualitative descriptive de la deuxième partie de l'enquête, qui porte sur les suggestions des participants de futures réformes de l'apprentissage électronique pour une meilleure activation. Même si les résultats ont révélé des affirmations importantes au sujet des défis et des problèmes en ligne auxquels ils ont été confrontés au cours de leur processus d'enseignement/d'apprentissage, Cependant, la plupart des participants approuvent la mise en œuvre des TIC dans l'environnement d'apprentissage, car elles ont des résultats positifs sur l'amélioration de l'éducation.

Mots clés : Apprentissage en ligne, défis, pandémie de corona, résolutions après la pandémie.

1. Introduction

As a matter of fact, The COVID-19 pandemic has become a global health issue and has had a major impact on education. The infection control and physical distancing measures are crucial to prevent the virus from further spreading as to help control the pandemic situation. The policy of compulsory physical distancing has been implemented in many countries including in Algeria. Therefore, all the nationwide schools and universities almost follow closures. In accordance with this policy, English departments are compelled to make appropriate and timely modification in order to continue to deliver education and to sustain the continuation of student academic progress. The teaching and learning activities were immediately shifted to a full E-learning.

Due to the rapid technology advances in our present life, education requires updating. This advancement in computing and teaching has led to the creation of VLEs (Virtual Learning Environment), which market a turning point in education and in the way, people gained access to knowledge as part of life-long learning. The low costs, the possibility to access the content anywhere and anytime, and the use of modern technology make VLEs popular among learner. Even though online learning has been applied in some global institutes over two decades ago, yet most educational settings and teachers do not involve e-learning for many reasons. In recent years, 'E-learning' has become

a buzz word appealing to diverse communities. As an instrument used in higher education, it evolved from an optional, relatively new approach in order to ensure a superior teaching process. Subsequently, its use of technology on the one hand, and of social media and software, on the other hand, has generated a shift from the teachers- based teacher- based learning to technology- based one? MOOC (Massive Online Open Course) has facilitated and increased academics' awareness of online learning and its involvements (Lynch, 2004). Nowadays, trainers are focusing on finding new and exciting technological resources to attract their learners. Thus, teachers should guide learners to be motivated in virtual learning, the latter depends on practical orientation on cognitive, emotional, and behavioral engagement (Hartnett and Louwrens, 2015).

This research focuses on challenges and obstacles that faced university EFL teachers /learners during the current global pandemic and the possible facilities and solutions that can be delivered to overcome these problems in the future. The significance of the present study is to explore the influence of the COVID-19 pandemic on the EFL learning process. The shape of the hazardous change in the post-Covid-19 crisis will occur in all societal institutions and mainly in the educational sector. These changes need wise leaders to make guidelines for reshaping the future of all the sectors.

Challenges to access online learning are less if both learners and teachers have satisfied experiences of knowing and interacting with educational technology tools. The role of information communication technology (ICT) and COVID-19 pandemic in hastening current and future e-learning activation are considered a panacea at the crisis' time and hardships. Although online learning has many advantages as mentioned before, yet there are many obstacles and difficulties face learners and teachers that hinder to success of activating e-learning mode.

This research is aimed at assessing the effectiveness of online learning, and choosing the best methods and modes to engage and motivate the EFL learners in e-learning. Also, trying to identify the challenges and obstacles of e-learning during the COVID-19 crisis encountered by EFL teachers and learners. Finally, explore the reflection outcomes of distance learning process in order

to provide possible solutions and reforms for virtual learning future integration in Algerian universities.

This research paper aims to answer the following questions:

- What are the challenges of online EFL learning?
- What are the facilities that could be provided to learners during online learning?
- How can teachers make online English classes more engaging, motivating, and innovative?
- What are the urgent reforms in activating distance learning in post pandemic and to what extent will this approach would be useful?

In this research, we hypothesize teachers and students' positive outcomes on accepting the distance learning as a new learning strategy that was implemented during COVID-19 and pandemic condition.

5.1 Null Hypothesis:

- The use of Online learning as a new strategy has negative outcomes on the learning process during Covid-19 crisis.

5.2 Alternative Hypothesis:

- The implementation of Online learning approach has a positive outcome on facilitating the learning process during Covid-19 crisis.

2. Research Methodology

Since the main purpose of this research is to point out the challenges confronted teachers and learners in most Algerian universities during the movement to virtual learning in the pandemic crisis in order to find possible suggestions to enhance it even in post pandemic. This study was conducted after nine months of activating the distance learning, descriptive quantitative and qualitative tools were employed to accomplish the research paper's objectives. A constructed online survey was distributed via emails and other online applications to many different teachers and students of English departments in various local universities. A total of volunteers participated in this study are (30). The survey was accessed online from 15th to 30th of august 2021, regarding the hard circumstances in the country. All respondents were fully informed about the objectives of the study and agreed to voluntarily

participate. After that, data collection and interpretation of results to confirm or refute the hypothesis.

2.1 Description of survey

The survey (see Appendix 1), was developed by the authors of the current study and it was assessed by other teachers, academics. The google form survey consists two parts of questions, the first one, is based on rating the participant's agreements according to their beliefs from 1: strongly agree / 2: agree/ 3: Neutral/ 4: disagree/ 5: Disagree/6: Strongly disagree. The defined 20 statements are various opinions related to e-learning and face to face education in order to answer the research questions. The second part of the questionnaire, is open answers to consider different future solutions as much as possible. Because there is a noticeable variation of participants who are mixed levels, backgrounds, gender of different Algerian universities: this is why, we avoided including any background information in the survey sections and keep it standard to university teachers, students in general.

3. Statistical analysis

After gathering online data, EFL teachers/students' perceptions of this teaching approach were analyzed according to a statistical software. Descriptive statistics were carried out such as frequencies, percentages, mean and SD deviation. Considering participants' viewpoints of advantages, disadvantages, and the level of e-learning mode acceptance and comparing it genuinely with face-to-face learning. A qualitative descriptive evaluation in the second part, which is about participants suggestions of future e-learning reforms better activation.

4. Results

According to the present results, challenges and related online issues showed the highest scores of all the statistical measures. The study addressed these issues where most EFL teachers and learners encountered during COVID-19 online learning. The (20) Items were measured allstatistically (see Appendix2), yet in the following table shows (10) related statements coherently with illustration to be more focused and precise since most issues are sequentially connected, and also, to ensure answering the research paper questions based on the above objectives. Accordingly, the following table displays the participants' total responses as below:

Table 1. Descriptive Analysis of University teachers / Students' Attitudes towards online learning

Statements	SA	A	N	DA	SDA	mean	SD
1.Students learn better because technology allows them to adjust the speed of their learning.	5,56	1,76	1,76	0,7	0,36	2,028	1,852807599
2.Students will have better learning experiences when the teachers and students have better knowledge of online learning	3,93	2,86	1,43	0,36	0,36	1,788	1,410239696
3.Teachers who extensively use data and up to date of technological tools use, will be able to help their students more than who do not	3,57	5	0,36	0,36	0,36	1,78744	2,092836217
4. The combination of online and face-to-face learning methods would facilitate meaningful and authentic learning	5,93	2,96	0,36	0,37	0,74	0,31178	0,2578599651
5. Distance Learning promotes self-regulated learning.	3,7	3,33	2,59	0	0,37	1,998	1,527342791
6.Learners confronted some difficulties accessing online lessons, materials downloading, online exams conducting	2,76	5,17	0,34	0,34	0,34	1,79	1,93250097
7. An advantage of e-learning learning includes greater flexibility in arranging student class activities	1,79	7,14	0,36	0,36	0,36	2,002	2,628021309
8. I find online class delivery is more effective than traditional in - class delivery.	5,71	3,57	0,36	0	0,36	2	2,263104063
9. Combination of an online class delivery and traditional in - class delivery is most effective than using one -way delivery of information.	4,6	1,71	1,07	0,71	1,43	1,904	1,389382597
10 I encourage online learning even it suffers from lack of digital equipments, I find it enjoyable	6,07	1,79	1,07	0,36	0,71	2	2,089382684

Regarding responses to each question were rated on a 5-point Likert scale (strongly disagree(SA) = 1, agree(A) = 2, neutral(N) = 3, disagree (DA) = 4,

strongly agree (*SDA*) = 5). Responses to this domain were calculated using the weighted mean for each question and Study Deviation.

According to the displayed table, the highest scores marked in all statements is (7,14- 6,07degree) to *Agree-Strongly Agree* in the *Items (7-10)*, whereas the lowest degree (0,36) marked to *-Disagree and Strongly disagree-* frequently in most items;(1-2-5-6)

In statement N°1, the highest score marked to *Strongly agree (5,56 degree)*; however, it dropped down from *Agree- Neutral (1,76)* to the lowest one in *Strongly disagree (0,36)/M=2,028*. The second statement shows low degrees in all ratings, yet the top score falls on *SA with (3,93)* and then *A (2,86%)*, yet falling down stably in *Neutral (1,43)/ DA/SD with (0,36 degree)/M=1,788*. Not so far, the third item's scores have risen a bit to (5) degree for *A* and (3, 57) degree to *SA*, and lowest degree fell on *N/DA/SDA with (0,36 score)/M=1, 788744*. Then, N° 4, the highest band goes to *SA (5,93)* and decreased to *A (2,96 degree/ for N=0,36/DA=0,37 and SDA=0,74/M=0,2578599651)*. The scores in the 5TH item were low and fluctuated significantly from the bottom score (3,7) from *SA* till the weakest score (0,37) for *SDA/M=1,998*. Next, the statement N° six, the score increased sharply in *Agree(5 bands)*, yet *dropped* dramatically from *SA (2,76 degree)* to (0,36 degree) in *N/SDA/DA/M=1,76*. For the item 7 which describe the responses of the e-learning advantages, the highest score goes to *Agree (7,14)* and dropped sharply to *SA with (1,79)*, for *N/DA/SDA(0,36 degree) ND M=2,002*. Item 8, for those who support Online learning *SA (5,71 degree)* and *agree with (3,57 degree)*, the lowest degrees are for *N/SDA(0,36)/ M=2*. Highest scores voted *SA with (4,6)* to combine both traditional and online learning; also, the votes fell down stably in (1,07 degree) for *A/N, (1,43degree-DA)* till reached (0,71) In *SDA/M=1,904*. Finally, statement N°10 marked 6 degrees as the top bottom in *SA with lower fluctuation scores in the rest of (A=1,79 degree/ N=1,07 degree/SDA=0,71 degree 5 / M=2*.

From the marked scores above and the participants' significant claims, we can deduce that most teachers and learners confronted many obstacles such as accessing online lessons, materials downloading, online exams conducting, etc. For others, mostly teachers who lack sufficient experience, knowledge of advance technologies. Some other participants contended that they could not open online tests/ exams on their mobile phones because of some format or

extension not supported by their devices. In addition to other technical issues like the lack of digital skills in using online platforms (moodles/ forums... etc); that is why, the need for all online learning equipment, tools, systems are raised. Another serious constraint addressed of Distance learning is the lack of real English language practice with the teachers and their students. Therefore, the findings of the current paper advocate the findings of previous research on addressing similar issues about online learning during COVID-19, and the results showed that most teachers and students are not satisfy with distance education due many obstacles have been encountered (Bataineh, Atoum, Alsmadi & Shikhali 2020; Rajab et al., 2020).

The second part of the survey was an open-ended question to address participants' online experiences and that could give their future possible suggestion for better e-learning use. Since most of participants claimed that they lacked the experience and confidence to learn online using a new medium and could not overcome most of the technical issues related to online learning platforms. As a matter of fact, in online classes the opportunities to integrate technology are almost endless, so, the role of the Ministry of Scientific Research and Higher education is organizing updated trainings for university educators, teachers to enhance their skills and become innovative in order to leverage technology like use of digital tools; virtual whiteboards, discussion forums, online surveys and videos to teach their curriculum and communicate with students.

However, technology should always be appropriate to the grade level, as it is so important to give students time to learn new tools. Second suggestion is effective online lesson planning, most teachers and educators proposed to set realistic expectations for how long online lessons should be. In virtual classrooms, planning shorter lessons helps students stay focused and allows them to take breaks when they need them. Furthermore, to keep students' attentions, especially during live lesson sessions, teachers can encourage participation using polls chat features, and even turning lessons into games by awarding participation points. By gamifying participation, a lecture turns into a fun and engaging learning activity. All these advantages of e-learning could be activated smoothly if all facilities, useful equipments and trainings are provided at the level of the universities. Finally, the challenges of English language learning are still problematic in online learning during the pandemic. These findings add to the growing body of literature on the significant challenges and problems that encountered EFL teachers/learners during the

sudden change to online learning due to the COVID-19 pandemic, and the necessary steps are needed to facilitate the online education process and to overcome these reported issues.

Eventually, the rejection of the null-hypothesis, which predicted the use of Online learning as a new strategy has negative outcomes on the learning process during Covid-19 crisis, and the Alternative hypothesis confirmation, which claimed the implementation of Online learning approach has a positive outcome on facilitating the learning process during Covid-19 crisis. As a result, the data analysis outcomes of this study have confirmed the claims that Distance learning approach facilitates learning process during and it is encouraged even post pandemic.

Conclusion

The main objectives of this study are to explore and investigate online learning challenges, and issues during COVID-19 encountered EFL teachers and learners in order to overcome them for future e-learning mode activation in the Algerian university. The synchronized e-learning was the panacea at the time of the pandemic. However, it negatively influenced the learners' performance and learning outcomes. In attempt to find possible answers to research questions and to test the research hypotheses stated supra, quantitative, and qualitative tools have been involved. The statistical results of this study reveals that most users (teachers/learners) encountered difficulties in accessing online platforms due to lack of experience, equipments...etc. Then, most learners missed the classes and other tasks using moodle forms.

Also, the major challenges encountered by EFL teachers / learners in online learning were technical issues and internet connectivity problems, accessing classes, and downloading courses' materials problems. Lack of effective interaction between teachers and learners in distance learning classes of English language skills due to language communication issues, as revealed in learners' responses to open-ended question. Yet, most of EFL teachers and learners support the implementation of online learning in present and future teaching/ learning process as shown in the results with higher scores (**6,07 degree**). It is worth while concluding that this investigation proves the positive activation of Distance learning in the Algerian higher education and the necessity to overcome the challenged are faced currently. Lastly, it is recommended that further research should be undertaken to understand the

teachers' views and experiences towards online English language teaching during and post pandemic.

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Appendix(a) Attitudes of University teachers/Students towards online learning

<i>Statements</i>	<i>SA</i>	<i>A</i>	<i>N</i>	<i>DA</i>	<i>SDA</i>
1.Students learn better because technology allows them to adjust the speed of their learning.					
2.Students will have better learning experiences when the teachers and students when they have had better knowledge of e-learning mode					
3.Teachers who extensively use data and up to date of technological tools, will be able to help their students more than who do not					
4. The combination of online and face-to-face learning methods would facilitate meaningful and authentic learning					
5.Distance Learning promotes self-regulated learning.					
6. Learners confronted some difficulties accessing online lessons, materials downloading, online exams conducting					
7.I find obstacles to interact effectively when learning online, especially, developing the English language skills					
8.Students should gain experience with online learning					
9.Online technology is important to ensure that student has learned them aterial before moving on then extlesson					
10.Online activities can result in learning that would be difficult for students to achieve without technology					
11.Teachersshouldexplorenewteachingstrategiesthatcombinein-classandonline learning					
12.With online learning you can control how fast or slow you move through lessons.					
13.With online learning the information is obtained by more than one way					
14.A path of information from classroom lectures through documents in the web,e.g.,video and simulation will result in a good understanding of the instructional material.					
15.I encourage online learning even the educational settings suffer from lack of digital equipments, I find					

it enjoyable					
16.E-learning learning is a tool that could be implemented at Algerian universities					
17.Anadvantageofe-learning learning includes greater flexibility in arranging student class activities					
18.I prefer only face-to-face learning					
19.I find online class delivery is more effective than traditional in -class delivery.					
20.Combination of an online class delivery and traditional in-class delivery is most effective than using one -way delivery information.					

Partow/Question: Since you have experienced online learning during the pandemic period, what are your suggestions for future integration inside EFL classrooms?

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The Efficiency of Online Assignments as an Asynchronous e-Learning Tool

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Abstract

The online learning experience that accompanied the Covid-19 pandemic has been diverse. Both teachers and students have had to discover new online learning methods and tools in order to cope with the new phase. Some teachers relied on virtual meetings and synchronous instruction, whereas others either solely relied on asynchronous instruction through e-assignments or combined the latter to other methods like synchronous e-meetings. While the integration of synchronous tools in distance instruction seems to be more relevant, asynchronous assignments may have an important potential in e-learning given that not all students can access the course at the same time. Indeed, one of the advantages of asynchronous e-assignments is learning anytime, anywhere. For this, the in-hand paper seeks to focus on online assignments and their efficiency to university EFL students. Our purpose is to discover how students view these assignments, and whether they are efficient in learning according to them. We also wish to investigate whether students prefer synchronous online meetings or asynchronous learning tools like e-assignments. In this regard, the sample is made up of fifth-year EFL students at ENSB. By and large, the main findings of this study demonstrate that the majority of EFL students consider asynchronous e-assignments as an efficient e-learning tool.

Keywords: Asynchronous learning- efficiency-e-learning tools- online assignment- synchronous instruction

الملخص

كانت تجربة التعلم عن بعد التي صاحبت جائحة Covid-19 متنوعة حيث كان على كل من الأساتذة والطلاب اكتشاف طرق وأدوات جديدة للتعلم عبر الإنترنت من أجل التعامل مع المرحلة الجديدة. اعتمد بعض الأساتذة على الاجتماعات الافتراضية والتعليم المتزامن، بينما اعتمد آخرون إما على التعليم غير المتزامن من خلال الواجبات الإلكترونية أو دمجوا الأخيرة مع طرق أخرى مثل اللقاءات الإلكترونية المتزامنة. بينما يبدو أن تكامل الأدوات المتزامنة في التعليم عن بعد أكثر فاعلية، فإن الواجبات غير المتزامنة قد يكون لها إمكانات مهمة في التعلم الإلكتروني نظرًا لأنه لا يمكن لجميع الطلاب الوصول إلى الدرس في نفس الوقت. في الواقع، تتمثل إحدى مزايا الواجبات الإلكترونية غير المتزامنة في التعلم في أي وقت وفي أي مكان. لهذا الغرض، تسعى هذه الورقة البحثية إلى التركيز على الواجبات عبر الإنترنت وكفاءة الطلاب للغة الإنجليزية كلغة أجنبية. هدفنا هو اكتشاف آراء الطلاب حول الواجبات، وما إذا كانوا فعالين في التعلم. نرغب أيضًا في التحقق مما إذا كان الطلاب يفضلون الاجتماعات المتزامنة عبر الإنترنت أو أدوات التعلم غير المتزامنة مثل مهام الإلكترونية. في هذا الصدد، تتكون العينة من طلاب السنة الخامسة في اللغة الإنجليزية كلغة أجنبية في المدرسة العليا للأساتذة ببوزريعة. بشكل عام، تظهر النتائج الرئيسية لهذه الدراسة أن غالبية طلاب اللغة الإنجليزية كلغة أجنبية يعتبرون الواجبات الإلكترونية غير المتزامنة كأداة فعالة للتعلم الإلكتروني.

الكلمات الدالة: التعلم غير المتزامن-الفعالية- أدوات التعلم الإلكتروني- الواجبات عبر الإنترنت- التعليم المتزامن

Introduction

While Covid-19 was scarily spreading in the world, universities were rushing to find new teaching modes in order to adapt to the confinement measures. Since then, e-learning has become the solution. However, this solution has been raising many issues and introducing novelties to the field. New teaching and learning tools were adopted in order to satisfy the demands of the new era and the needs of learners. In this way, teachers started using synchronous and asynchronous e-learning techniques in order to make learning accessible to their students. The latter, as can be observed by instructors, tend to have preferences about the ways they learn online. Hence, the main rationale for this study is to find out students' attitudes about synchronous and asynchronous e-learning tools, specifically about e-assignments. These attitudes are to be gathered through an online questionnaire.

1.Review of Literature

Although asynchronous and synchronous e-learning tools can be used in a complementary or converged mode, it is still important to investigate teachers' and students' preferences towards each separately. Synchronous e-learning tools like direct e-meetings resemble face-to-face instruction, except that they are automated, as they support natural communication and instant interaction (Brett et al., 2012; Chen et al., 2007). Meanwhile, asynchronous instruction and/or communication remain the most-relied-on form of computer-mediated education (Aragon & Johnson, 2003; Brett et al., 2012). Unlike synchronous

communication, this form does not depend on synchronized access and interaction (Johnson, 2006).

The Community of Inquiry Framework is one of the most-known for comprehending e-learning (Brett et al., 2012; Garrison, 1999; Kanuka & Rourke, 2009). This framework asserts that asynchronous learning tools and environments have numerous advantages like promoting intense and profound learning “in the presence of adequate cognitive, social, and teaching presence. Social presence refers to the feeling that others are “actually there” in the environment, whereas teaching presence reflects the instructional, facilitative, and organizational roles of the instructor” (Brett et al., 2012). Moreover, the asynchronous mode is the most dominant because of its flexibility and its modus operandi (Hrastinski, 2008; Perveen, 2016). This is because the asynchronous e-learning environments leave students with accessible learning materials anytime and anywhere, either on the agreed-on learning management system (LMS) or through other means (Perveen, 2016). These materials can be oral (audio), visual (video), handouts, PowerPoint slides, assignments, and/or links (ibid.).

Similarly, Lewis and Parsad (2008) think that asynchronous online learning is more prevalent than synchronous e-learning as the former allows students to respond anytime, whereas the latter compels them to be time-bound (Perveen, 2016). Perveen (2016) contemplates that: “The opportunity of delayed response allows them to use their higher order learning skills as they can keep thinking about a problem for an extended time period and may develop divergent thinking”. On another spectrum, it helps them to better construct their responses which produces self-paced, autonomous, and learner-centred instruction (Barbour et al., 2011). Therefore, the adoption of asynchronous e-learning tools may consolidate students’ prerequisites and facilitate the learning of new concepts (Hong et al., 2012; Perveen, 2016).

For all these reasons, this paper focuses on the use and efficiency of assignments as an asynchronous online learning tool. Its purpose is to examine the preferences and representations of EFL students regarding e-assignments and direct virtual meetings.

2. Methodology

This small-scale study is a descriptive-exploratory one. It relies on a quantitative research approach.

2.1. Research questions

The main questions of the research are:

- 1- Do EFL students find e-assignments efficient as an asynchronous e-learning tool?
- 2- Do they prefer direct virtual meetings or e-assignments and why?

2.2. Context and sample

The participants are senior EFL students at the Teacher Training School, Bouzareah, Algiers, also considered as pre-service teachers. Although the survey was diffused to the whole promotion of fifth-year students, about 150, only 20 of them filled in the research instrument because they were asked to fill it on voluntary basis. We guess that this is due to the timing of diffusion, which was during summer vacation (July-August 2021). Table 1 shows more details about the sample.

Table 1. Participants

Gender	Age range	University level
Female: 70%	19-26 years: 80%	Fifth year: 100%
Male: 30%	27-31: 20%	/

All the participants had courses which they took online for three semesters at university. Also, they tried different learning management systems like Google Classroom, social networks, Google drive, email, etc.

2.3. Research Instrument

An online survey was employed due to the requirements of the pandemic. The questionnaire was designed on Google Forms and shared with the participants via emails and social networks. The questionnaire aims to determine students' views of assignments as an asynchronous e-learning tool. It starts with a description of the survey purpose and the obtaining of consent. Three demographic questions follow, about gender, age range, and the university level. The main section of the e-questionnaire consists of 9 questions, eight are close-ended (yes/no, MCQs), while the last one is an open-ended question.

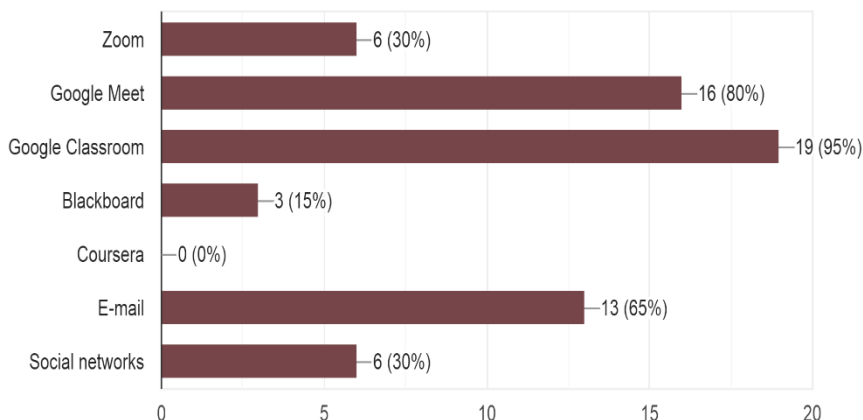
3. Presentation of Findings

The collected data are analysed using the descriptive analysis method which is well-known for suiting the analysis of quantitative data. The first question asked: "What are the e-learning tools that your teachers used?". It is a multiple-choice question where 7 options are provided (besides an open option: other). Most participants (95%) chose Google Classroom, 80% (n=16) went for Google Meet, 65% (n=13) for email, 30% (n=6) for Zoom and social networks, 15% (n=3) for Blackboard, and none chose Coursera. Figure 1 demonstrates these findings explicitly.

Figure 1. E-learning Tools Used by Teachers

What are the e-learning tools that your teachers used?

20 responses

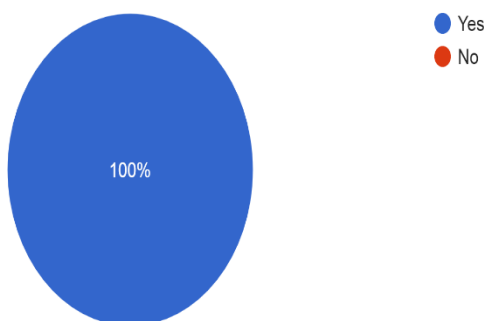


In the second question, the sample was asked whether they were required to submit online assignments by their teachers. All 20 participants replied with yes as can be seen in the following chart.

Figure 2. Teachers Asking Students to Submit Online Assignments

Were you asked to submit online assignments by your teachers?

20 responses



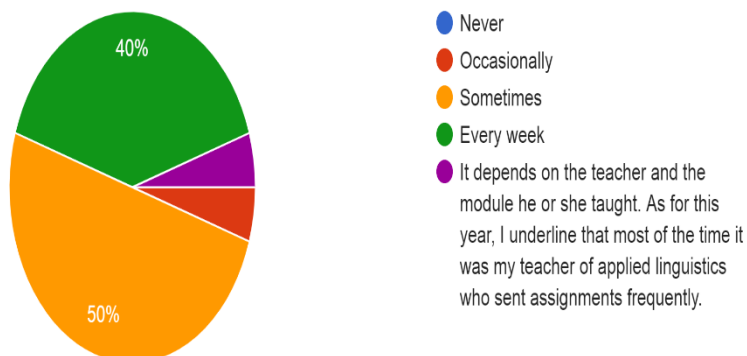
After that, we asked: “how often were you asked to submit online assignments?”. As can be read in Figure 3, 50% were sometimes asked to submit e-assignments, while 40% were asked to do it every week. 5% did it occasionally, and the remaining 5% said that it depends on the teacher and the

nature of the module. All in all, all the participants were asked to submit an e-assignment at one point of their e-learning experience.

Figure 3. The Submission Frequency of Online Assignments

How often were you asked to submit online assignments?

20 responses

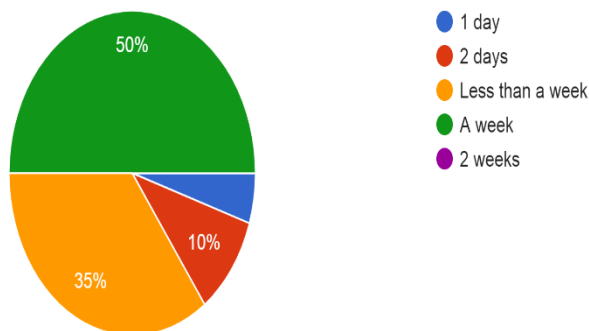


“How much time were you given to submit the online assignment after its posting?” is the next question. Half of the respondents were given a week to submit the assignments, 35% did it after less than a week, 10% in two days, and 5% in one day. Figure 4 displays these data in a pie chart.

Figure 4. The Time Given to Submit the e-Assignment

How much time were you given to submit the online assignment after its posting?

20 responses

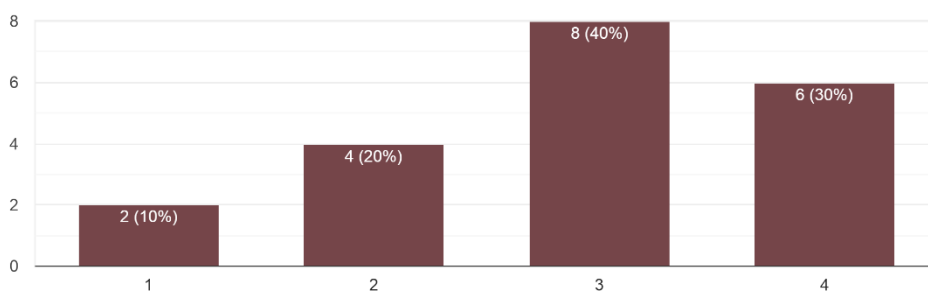


The fifth question was about whether the participants think that online assignments are efficient for learning. A linear scale was provided in the options; it goes from “not at all efficient” to “very efficient”, that is from number 1 to 4, respectively. Participants had to tick one number or option. Figure 5 shows that 40% find e-assignments to be efficient, 30% think they are very efficient, 20% find them to be a little efficient, and 2 participants (10%) see that they are not at all efficient.

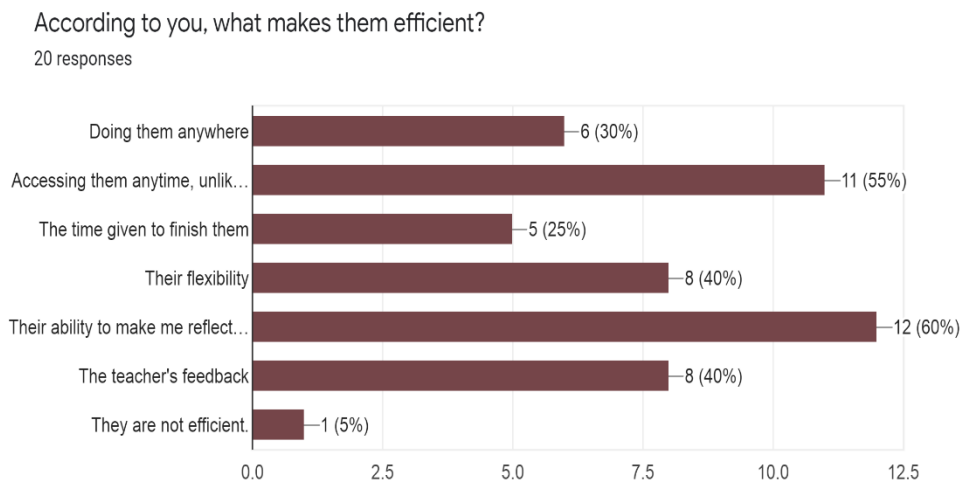
Figure 5. Students’ Perceptions about the Efficiency of Online Assignments

Do you think online assignments are efficient for learning?

20 responses



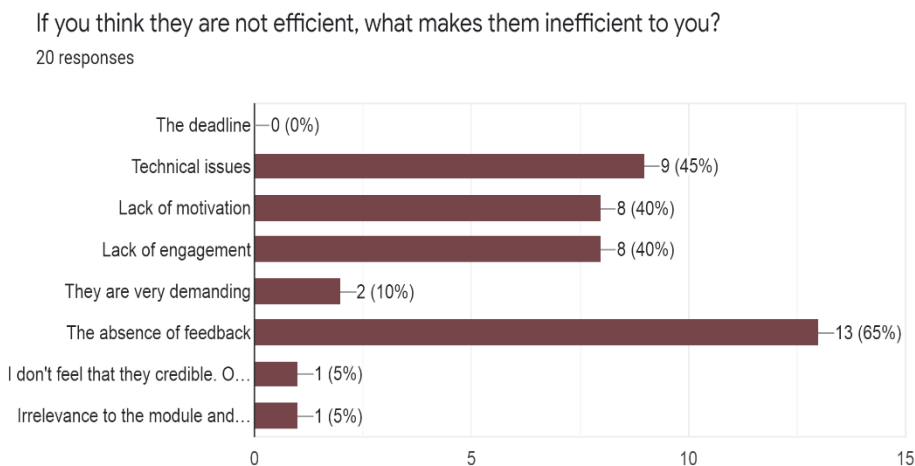
For the majority of students, 70%, who gauge e-assignments as efficient, the next question inquired about the reasons behind their efficiency. Six options were provided by the researchers, and participants could choose more than one. 60% (n=12) find the reason for the efficiency of e-assignments to be their ability to make students reflect about the content of the module, while 55% (n=11) believe it to be the ability to access them anytime unlike online meetings. These are not the only reasons as Figure 6 indicates, there is also their flexibility and the teachers’ feedback which were chosen by 8 participants (40%) each. At the same time, 30% (n=5) consider the reason to be the ability to do them anywhere. About 25% (n=5) deem the time given to finish them one of the reasons why e-assignments are efficient for learning. It should be mentioned that a last option was left open for students to insert extra reasons if any. Only one student inserted that s/he thinks e-assignments are not efficient which leads us to the next question.

Figure 6. What Makes e-Assignments Efficient

On the other hand, respondents were also asked, in case they find e-assignment to be inefficient, about the reasons for their inefficiency through another MCQ. Interestingly, 65% (n=13) chose the absence of feedback to be the main cause. 45% (n=9) stated technical issues as the basis for their choice, the deadline of assignment submission, however, was not considered a problem at all. Lack of motivation and engagement were equally chosen by 40% (n=8) each. 10% (n=2) feel that e-assignments are very demanding, and thus, inefficient. In the open option, two students added the following reasons:

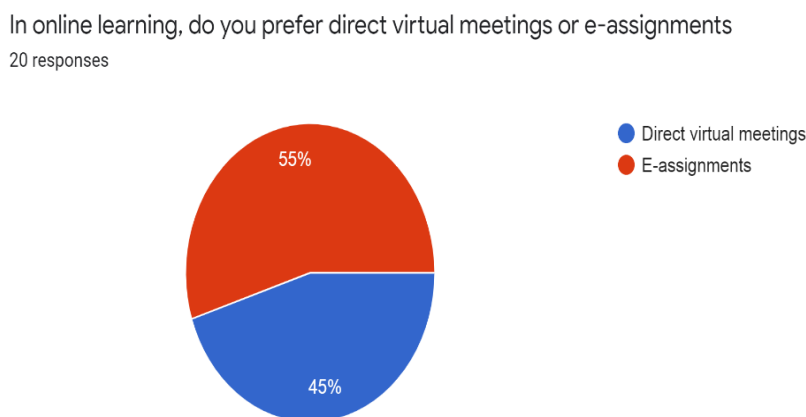
- I don't feel that they are credible. On the part of the students, they give it the least importance and do it in a rush. As for teachers, their feedback consists only of the mark they assign without even providing some remarks.
- Irrelevance to the module and students' needs in the future.

Figure 7. What Makes e-Assignments Inefficient



Surprisingly, when asked whether they prefer direct virtual meeting or e-assignments, most students, 55%, chose e-assignment as a preference. The remaining 45% prefer to have direct online lectures. The difference between the two is not huge, but it is often assumed that students prefer synchronous e-meetings over asynchronous e-assignments. It is noteworthy to see in Figure 8 that the sample goes against the tradition.

Figure 8. Students’ Preferences Concerning Direct Virtual Meetings and e-Assignments



In the last question, participants were asked to justify their preference in the previous question. Students’ replies were as follows in Table 2.

Table 2. Students' Justifications for Their Preferences

For e-assignments / Asynchronous	For direct virtual meeting / Synchronous
E-assignments are less boring.	I feel like when we are with the teacher, we know what to expect from the lesson, at least we know the main points. However, when doing an assignment, the amount of available resources can mislead us into things we are not necessarily concerned with
I believe that not all students can afford direct visual meeting, as they require good quality devices and good internet coverage, and e-learning gives time to students to think about their work, and do further research, hence they are more comfortable.	Direct-virtual meetings sound more real and more similar to in-person classes. I appreciate the fact that I can attend my teachers' classes, take notes on my own, receive questions, and above all engage in discussions. Shortly put, providing solely e-assignments demotivates me and pushes me to lose interest in the module under question.
I don't want to see the teacher.	We can ask questions.
It is better to work on assignments than handle technical issues.	Direct virtual meetings allow us to interact with the teachers, ask questions, debate and get direct feedback.
I prefer to study from home because there is less pressure.	I like to be engaged in the learning process and to be involved in discussions.
I cannot always attend the virtual meetings.	I went for direct virtual meeting since it is quite similar to studying in person. Indeed, teachers were available for responding to our inquiries unlike assignments where we cannot really assure that.
Virtual meetings are no always accessible.	To have more interaction and engagement with the teachers.
E-assignments are complementary to virtual meetings, but the latter are essential.	E-assignments are complementary to virtual meetings, but the latter are essential.

Absence of internet makes it not possible to attend virtual meetings.	I believe that e-assignments could be extremely helpful. However, I am afraid that relying only on them would not be enough. I chose direct virtual meetings because they help the learner know what to focus on, they give them the opportunity to ask their questions on the spot, and I think that they are more engaging.
I am mostly awkward during online meetings and I don't participate much that is why I prefer e-assignments.	/
Assignments help and motivate the learner to make efforts and be autonomous, instead of just depend on the teacher to present and lecture them about everything. But the more efficient way is the combination of both assignments and meetings.	/
I think that online meetings should be conducted along with follow-up assignments, that would receive feedback from the instructor.	/

These were the gathered data in this study. In the coming part, they will be discussed in relation to the research questions and purposes.

4. Data Analysis and Discussion

Despite the fact that synchronous e-learning tools like live e-meetings are usually thought to be more favourable by students, our study revealed that 55% of the sample prefers asynchronous e-assignments while 45% are in favour of the e-meetings. Chen et al. (2005) tend to think that the improved quality of Internet and the progress of technological gadgets have helped make synchronous e-learning more prevalent and available. With Covid-19, this has become truer. Nevertheless, students seem to be more active in the asynchronous learning approach (Perveen, 2016). Perveen's findings imply that blending both synchronous and asynchronous tools remains the best option according to EFL students (2016). This is expressed in the following participant's words as she says:

I believe I would choose both with the sufficient amount of time dedicated to both. I would not rely solely on assignments to understand lessons, as I have already experienced that and it was not very effective for my learning experience. I found myself doing research and feeling lost about what knowledge I should use to do the

assignment, since the content shared through handouts was not sufficient to make me understand the content of the module, which would help me do the assignment. I did not mind the research part, as I felt like I was deepening my learning and broadening my understanding, but the complete absence of an online meeting, where there is live, face-to-face interaction with the instructor, was not beneficial to my overall learning experience. I enjoyed and benefited from teachers' lecturing and breaking down of different elements related to the course content.

Indeed, 70% of the participants think that e-assignments are efficient e-learning tools. According to them, this is mainly thanks to how they allow learners to deeply and cognitively reflect about the content of the module, to how they are accessible anytime and anywhere, their flexibility, and the teachers' feedback. To explicate, when learning asynchronously, students can contemplate their answers profoundly, analyse and construct them attentively, while synchronously, they can feel pressured to answer instantly (Andronicos et al., 2020; Perveen, 2016). Matter of fact, asynchronous tools are better for deep learning and even for deep lesson planning on the part of teachers (Perveen, 2016.). As to feedback, it is well-known that it contributes "positively to students' learning experiences and satisfaction" (Öztürk, 2021); hence, students see that when it is absent, e-assignments become inefficient which is why teachers are invited to provide feedback on e-assignments. To reiterate, e-assignments offer students the chance to learn in a self-paced, active, and autonomous manner. They offer flexibility in time and space, more independence in planning one's studying rhythm and process, but they do not allow for group work nor for peer exchange, and might lead students to feel separated and isolated (ibid.). This way, the sense of belonging to a class, i.e., community, might decline as there is no real-time interaction between the teacher and learners nor amongst students (Jiang, 2017).

In e-assignments, the learners receive the content in the form of an audio, video, document, or post/text through an a specific LMS such as Moodle or Google Classroom, at their own pace (Jiang, 2017). They are usually given a deadline for the assignment submission which they upload to the learning system. Most often, the teacher interacts with the learners through comments, emails, or on discussion forums. The learning responsibility is on learners, yet the instructor supports them academically (Majeski et al., 2016; Öztürk, 2021). When contemplating university students, many of them work, come from far, or have familial responsibilities, asynchronous e-learning opportunities, like e-assignments, cater for their needs and circumstances (Rose, 2016). These tools flexibly facilitate students' learning which is why asynchronous e-learning is often adopted by higher education institutions (Branch et al., 2018; Öztürk, 2021).

On the other hand, e-assignments like the rest of asynchronous learning tools can be disadvantageous. One of their major limitations are technical setbacks, the absence of direct face-to-face communication and the classroom environment, feelings of isolation and loneliness, lower motivation or interest, as well as lack of commitment and engagement (Hamilton et al., 2012; Jiang, 2017; Potts, 2011; Strang, 2011).

5. Conclusion and Recommendations

In this study, our purpose was to explore the efficiency of e-assignments as an asynchronous e-learning tool. We found that the majority of our EFL students sample think that they are beneficial, but it is better if they are blended with synchronous real-time e-meetings. It is undeniable that the Covid-19 pandemic has revealed the inequalities that exist in the e-learning system (Bates, 2020). This could be the reason why many students prefer to learn asynchronously, but it makes it necessary to recommend equal and low-cost access to Internet for all teachers and students (ibid.). It is also vital to train both instructors and learners digitally and to not limit them to few e-learning options. This openness and freedom will keep the industry of e-learning going (Burgos-Videla et al., 2020), the industry whose market is estimated to globally reach about 234 billion dollars by 2022 (Statista, 2020). On another front, teachers ought to give enough time for students to access and complete the assignments. For future studies, we can investigate teachers' perceptions and practices in relation to synchronous and asynchronous e-learning tools. The blending of both modes constitutes an interesting area to research. We can also try to reach larger numbers of participants, or rely on a qualitative research approach. To conclude, online education has been receiving tremendous attention from scholars and teachers since the outbreak of Covid-19. To guarantee its success, it is essential to stay open to new options and to listen to students' voice.

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Challenges Associated with E-learning on MOODLE Platform During COVID 19 Pandemic From Chlef EFL Students' Perspective

تحديات التعلم الإلكتروني على منصة مودل خلال جائحة كوفيد19
من منظور طلاب اللغة الإنجليزية بجامعة الشلف

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Abstract

COVID 19 pandemic has affected all aspects of life. Since its appearance, social distancing has become the first safety measure. And to prevent the spread of the coronavirus, educational institutions all over the world have been shut down, which entails moving education to the virtual world. The digital world became the only option to carry on the teaching/learning process. Subsequently, the Algerian universities, adopting the E-learning, used the Moodle platform to continue the teaching/learning activities. Because Algerian university students are not familiar with distance learning, this descriptive qualitative study aims to explore what challenges EFL students at Hassiba Benbouali University of Chlef have encountered while relying on the E-learning process. Hence, some solutions are sought to overcome these obstacles through an online questionnaire via Google Form. The obtained results revealed that students were not ready for this shift, and they favour a mixture of E-learning and traditional learning. This attitude is due to some challenges, like technical issues with the platform and Internet problems. Subsequently, to overcome those hurdles and better the process of E-learning, it is necessary to provide teachers and learners with training on ICTs and use some alternatives like Zoom and Google Meet in delivering the courses.

Keywords: Challenges, COVID 19, E-learning, MOODLE platform.

الملخص

أثرت جائحة كوفيد19 على جميع جوانب الحياة، فمنذ ظهور هذا الوباء أصبح التباعد الاجتماعي أول إجراء للسلامة، وعليه تم غلق المؤسسات التعليمية في جميع أنحاء العالم لمنع انتشار فيروس كورونا. مما استلزم انتقال التعليم إلى العالم الافتراضي حيث أصبح العالم الرقمي الحل الأوحده لمواصلة عملية التدريس و التعلم. لقد تبنت الجامعات الجزائرية بدورها منصة مودل لمواصلة أنشطة التدريس والتعلم. و بما أن طلاب الجامعات الجزائرية ليسوا متعودين

على التعلم عن بعد، فالهدف من هذه الدراسة هو استكشاف التحديات التي واجهت طلاب اللغة الإنجليزية بجامعة حسيبة بن بوعلي في الشلف أثناء الاعتماد على التعلم الإلكتروني. وكذا البحث عن بعض الحلول للتغلب على هذه العقبات من خلال إجابة الطلبة على استبيان عبر Google Form. حيث أظهرت نتائج هذه الدراسة أن الطلاب لم يكونوا مستعدين لهذا التحول، وأنهم يفضلون مزيجًا من التعلم الإلكتروني والتعلم الحضوري وذلك بسبب بعض التحديات التي واجهتهم، مثل المشكلات الفنية المتعلقة بالمنصة ومشكلة الاتصال بالإنترنت. وبالتالي، لتخطي هذه العقبات وتحسين عملية التعلم الإلكتروني، فانه من الضروري تكوين الأساتذة والطلبة على استخدام تكنولوجيا المعلومات والاتصال واستعمال بعض البدائل مثل Zoom و Google Meet لتقديم الدروس.

الكلمات الدالة: التحديات، التعلم الإلكتروني، كوفيد 19، منصة مودل.

Introduction

The end of 2019 brought a new pandemic to the world named COVID 19. This virus spreads rapidly among people, and with no cure found to this pandemic, several countries felt obliged to declare the confinement as the first safety measure; amongst schools and universities lockdown (Mailizar et al., 2020:1). Algeria is one of the countries that followed the health protocol. Yet to maintain the course of learning, all Algerian universities shifted to distance learning through the online learning platform MOODLE. This paper is significant because it tackles an important issue of E-learning as it played a crucial role during COVID 19 pandemic. In fact, without E-learning, the students would not have been able to continue studying at home during the pandemic. Hence, the current study may help avoid the barriers that hinder students' E-learning, as it may provide some solutions to better E-learning in higher educational institutions.

Statement of the Problem

Since E-learning kept students engaged during the pandemic, Hassiba Benbouali University of Chlef, in turn, used the MOODLE platform in the process of E-learning. Thus, it is crucial to discover the challenges that EFL students have encountered with the platform during COVID 19 pandemic.

Purpose of the Study:

- To find out students' attitudes towards E-learning in general and MOODLE platform in specific.
- To explore what challenges EFL students have encountered while studying online.

- To seek solutions to overcome the obstacles that EFL students have faced with Moodle platform.

Research Questions:

This study is guided by the following research questions:

- What are the main difficulties EFL students have encountered while using MOODLE platform?
- What are EFL students' attitudes towards Moodle platform?
- What are the possible solutions that may help EFL students overcome these difficulties with E-learning?

Literature Review

1. Definition of E-learning

E-learning or electronic learning is based on technology or ICTs (equipment as computers, phones, or tablets) with or without the internet. This new type of learning allows students to study online regardless of time and space. Thus, it is worth mentioning that E-learning combines two significant areas, learning and technology. Kaushal defines E-learning as “a learning system based on formalized teaching but with the help of electronic resources” (2020:1). Also, “it is the learning facilitated and supported by Information Communication Technologies (ICT) to enable people to learn anytime and everywhere” (ibid 2). Similarly, Levy and Murphy define E-learning as the entire technological system that enables students learning via the internet (2002). On this account, E-learning is considered as a delivery technique and mediator in the process of learning.

E-learning has changed the old school teaching methods where the classroom was the first source of knowledge acquisition. Teachers were to deliver the content by means of books, handouts, or simply the white boards. However, with the upcoming of E-learning, teachers resort to virtual classrooms; and tend to vary the teaching methods and tools for the course delivery by integrating computers, e-books, Powerpoint presentations, Word and PDF documents, webinars and more.

Even though E-learning is simpler, easier, and more effective, it requires certain mastery for the ICT's. Henceforth, Both teachers and students need to develop their competence in utilizing different digital equipment and applications that are used in the teaching-learning process. In fact, teachers'

digital illiteracy may affect negatively the students' achievements and their understanding of the courses (Trucano, 2005: 6). In the other hand, students who are not familiar with ICT's lack creativity, and tend to face some difficulties when it comes to E-learning.

2. Types of E- learning

2.1. Synchronous E- learning

Synchronous E-learning or direct learning is the process of learning by which teachers and students are present at the same time to deliver the course. Both parts meet online via a particular platform or application using the internet to communicate, and exchange lessons and information behind the screen. Hence, the students feel as if in class. And they can get instant feedback from the teacher, and discuss specific topics with each other. Schullo. et al. claim that the interaction that synchronous E-learning provides between teachers and students "improves attitudes, encourages earlier completion of coursework, improves performance in tests, allows deep and meaningful learning opportunities, increases retention rates, and builds learning communities" (2007: 2). Synchronous E-learning improves students' motivation since they are present at the course time. The way that the course is delivered helps students get engaged in the process of learning and assessment as well. In addition, it builds group contribution and cooperation. Accordingly, teachers can get instant feedback from students, evaluate their understanding, and provide in-time clarification and correction (Hrastinski, 2008: 52).

2.2. Asynchronous E- learning

Asynchronous E-learning or indirect E-learning is a different process of learning in which teachers and learners are not limited in time and space to deliver the course. In this type of E-learning, the teacher provides students with the material via e-mail or educational platforms. Consequently, students can access the lessons according to the circumstances that suit them; and re-study whenever needed. However, they are, here, just recipients of knowledge. They cannot get direct feedback from the teacher nor have online chats with their colleagues. And this is why it is considered more student-centred. In this concern, Moore's theory of Transactional Distance postulates that as long as teachers and students are separated, it will "lead to communication gaps, a psychological space of potential misunderstandings between the instructors and the learners" (Moore & Kearsley, 1996: 200). In fact, the teacher-student communication plays a vital role in the learning activity. Students tend to face some difficulties in comprehending the content, and without the presence of

the tutor, who is a facilitator in this matter, they might misunderstand their courses. In this vein, this may be overcome by “involving learners to conversation boards where tutor and learners could discuss, clarify misunderstandings and appose ideas” (Pange & Pange, 2011: 935).

3. Technology and Education

As Clowes claims, “the next big killer application for the Internet is going to be education. And education over the Internet is going to be so big it is going to make e-mail look like a rounding error” (qtd in. Carruth and Carruth, 2013: 513). E-learning plays a critical role in the field of education. Indeed, the use of ICTs facilitates the teaching-learning process by conducting webinars, using and sharing materials in all formats (videos, slideshows, word documents, or PDFs), and communicating with professors via chat forums. Like any other field, education was also affected by the digital revolution. Technology altered how the content is accessed, discussed, and shared. As Chambers argues, “education and the internet must go hand in hand . . . [Internet] will change the way we work, live, play and learn” (qtd in. D’Amico, 1999).

4. E-learning during COVID 19 pandemic

Before COVID 19 outbreak, E-learning was optional. However, during the crisis of the Coronavirus, social distancing has become the first safety measure. As a consequence, educational institutions all over the world have been shut down, which necessitated the shift to E-learning (Krishnapatria, 2020: 1). The learning platforms that were mostly used during 2015–2020 include Edmodo, Google Classroom, MOOC, and Moodle (Setiadi et al., 2021: 4). Further research confirms that after the onset of COVID 19 pandemic, educational institutions shifted from traditional face-to-face learning to distance learning, where teachers and students are virtually connected (Radha et al., 2020: 1088). Because of the new situation, Hassiba Benbouali University felt the obligation to keep students engaged. The department of English adopted E-learning where the teaching-learning process was online using the MOODLE platform. Teachers uploaded the courses on the platform alongside the assignments.

4.1. MOODLE platform

4.1.1. Definition of MOODLE

MOODLE is free software that stands for Modular Object-Oriented Dynamic Learning Environment. The platform provides teachers and learners with a secure environment where different materials and contents are delivered easily and freely. It gives students the freedom to learn according to their circumstances and convenience. The platform was first founded by Martin Dougiamas in 2002 at the Curtin University of Technology in Australia (Kurti, 2008:3). It supports distance learning, blended learning and other E-learning projects in universities and workplaces (Edebatu et al., 2019: 37). According to Oguguo et al's study (2021) Moodle should be learnt and used by lecturers for it affects students' performance in educational evaluation. Likewise, Oproiu defines MOODLE as an open source learning software that enables educators to create collaborative, and engaging online courses (2015: 427).

4.4.2. Characteristics of MOODLE

According to (Kasim & Khalid, 2016: 57)

- It helps in students' assessment (quizzes, online tests and surveys).
- It saves time and money for transporting to classroom every day.
- It offers a wide variety of complementary tools to support the teaching and learning process.
- It allows sharing a collection of data.
- It facilitates the teacher-learners communication.
- Accessible for all: anyone can access either as a guest or log in with an account anytime.
- Flexible: teachers can organize courses easily and deliver the content in different forms like Word, Pdf, or video.

5. Methodology

It should be stressed that the main objective of the study is to find out what challenges students at Hassiba Benbouali University have encountered with E-learning. The researcher used a questionnaire as a tool of gathering data. Due

to the safety measures (quarantine), the questionnaire was sent through Google form. It targeted students from all levels in the department of English, but only 50 responded. This survey involved 28 females and 22 males, ranging from different levels as follows:

Level	Students' number
License 1	4
License 2	15
License 3	20
Master 1	2
Master 2	9

6. Results and Discussion

The first question: "Have you ever been engaged to E-learning before COVID 19 pandemic?" is grouped with the second question: "How would you describe your Information and Communication Technologies (ICTs) capacities?" The results show that 52% of the respondents have answered negatively. That means that most of them are not familiar with E-learning, and their capacities in ICTs are medium (80%). The results indicate that EFL students at Hassiba Benbouali are familiar with face-to-face learning, and they lack experience and knowledge in using ICTs, especially, MOODLE since it has become the only way of learning during COVID 19.

6.1. Challenges associated with MOODLE during COVID 19 Pandemic

When asked about their experience of E-learning at the department of English, 38% of the students claimed that it was a good experience due to some reasons, like: E-learning helped them develop their reading skills, summarizing lessons, and it was helpful during COVID 19 pandemic to stay at home and study. On the other hand, 62% of the respondents were not satisfied because of some challenges encountered with the MOODLE platform, such as:

Challenges encountered	Some students' responses
The lack of internet access and slow connection	<p>_ I don't have access to the internet because of the weakness of the connection.</p> <p>_ Internet connection issues.</p> <p>_ Lack of connection.</p>
The lack of interaction with teachers	<p>_ "The lack of both motivation and commitment, and due to the no face-to-face learning, I had to teach myself and try to explain the courses one by one, which is, by the way, exhausting to first read and explain, then make a whole summary based on what I just read and finally memorize it."</p> <p>_ "Unfortunately, not all the lessons can be given as online courses (by just publishing the written lesson). Some courses need deep explanation from the teachers themselves."</p> <p>_ "The lessons were not clear enough, they were hard to understand."</p>
The ill-organization of lessons in the platform	<p>_ "There were some missing lessons."</p> <p>_ "It's not well organized; you can't find all the lessons together."</p> <p>_ "Some courses are not organized."</p>
Lot of lessons and assignments	<p>_ "The students are not really motivated when it comes to online learning because of the number of assignments that we receive each day which creates pressure on learners."</p> <p>_ "A lot of lessons, a lot of assignments, no summary."</p>

Technical issues with the platform	<ul style="list-style-type: none"> _ “Sometimes there were some technical problems.” _ “The MOODLE platform sometimes didn’t work.” _ “The platform was blocked sometimes.”

Some students lacked connecting to the internet either for having a slow flow of the internet or living in shadow areas. In effect, some students live in places where they cannot connect to the virtual world. And that hinders their access to the MOODLE platform.

The process of E-learning at Hassiba Benbouali was asynchronous. Teachers tend to upload the courses on the platform. Consequently, students were just recipients of the information. They could not get direct feedback from teachers, nor ask for explanations when needed. This confirms Moore’s theory of Transactional Distance (1996) that stresses the importance of teacher-learner communication. Undeniably, students encounter some new modules that need attention and thorough explanation, and the absence of the teachers hurdled their understanding of the courses.

Given the fact that Hassiba Benbouali University adopted E-learning for the first time, teachers were not familiar with the MOODLE platform. Because they were not formed before about using ICTs, They were not ready for this shift. So, the task of uploading and organizing the courses was challenging. Therefore, students faced some difficulties finding all the lessons organized, if not finding them at all. As pre-mentioned, Michael Trucano (2005) asserts the significance of teachers’ digital literacy in the achievement of students. Hence it is of great importance for teachers to be formed on how to use the ICT’s.

Before COVID 19, students were likely to study at ease. Courses were delivered regularly, and the number of assignments they used to get seemed reasonable as they had enough time to study and do their assignments. However, with E-learning, lessons and assignments were delivered in parallel during the same period. And that created pressure on them. Furthermore, face-to-face learning helps students take notes and summarize courses. Whereas; the asynchronous E-learning which they have received during COVID 19 made them suffer from the wide range of courses they have got.

The main problem EFL students have encountered with the platform was the technical issues. Indeed, as with any other platform or software, the MOODLE platform broke down, and the technical malfunctions sometimes lasted for a while. So, students could not access the platform, and that hindered their learning.

6.2. EFL Students' attitudes towards MOODLE platform

The next question: "Can E-learning replace class-learning effectively? Why?" is grouped with the question: "Do you prefer class-learning, E-learning, or a mixture of both?" Both questions sought students' attitudes towards E-learning in general and MOODLE platform in specific, where most of the students claim that class-learning cannot be replaced by E-learning due to some factors. Such as, in the classroom, they can ask teachers for more explanations and details; other students claim that no matter how technology has developed, the presence of teachers is valuable and necessary. The last question: "Would you like to continue studying using MOODLE platform after the disappearance of the COVID 19 pandemic?" revealed that 52% of the students disagreed. And this indicates distinctly that EFL students are not satisfied with this intricate sudden shift from face-to-face learning to distance learning.

6.3. Some solutions suggested by the students to overcome the challenges associated with E-learning:

- ✓ The mixture of Class-learning and E- learning with respect to COVID 19 precautions.
- ✓ Fix the technical issues of MOODLE and provide both teachers and learners with sessions on how to use ICTs, especially MOODLE.
- ✓ Support the courses with videos or Zoom to further explain them.
- ✓ Use Facebook instead of MOODLE because it is free (for students who live in shadow areas).
- ✓ Create a YouTube channel for the Department of English.
- ✓ Make the lessons simple and short.
- ✓ Enhance communication between teachers and students.
- ✓

7. Conclusion

The study before hands examined EFL students' attitudes towards MOODLE platform, so as to identify the difficulties associated with E-learning during COVID 19 pandemic. The results showed that students faced many problems with the platform, and they tend to value the presence of the teacher and his undeniable role in the understanding of the courses. The research concluded that the students were not prepared for this shift, and they prefer a mixture of E-learning and traditional learning. This attitude is due to some challenges, like technical issues with the platform and Internet problems. Subsequently, to overcome those hurdles and better the process of E-learning, it is important to provide teachers and learners with training on ICTs and also to use some alternatives like Zoom and Google Meet in delivering the courses.

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Appendix:

Questionnaire for EFL students on E-learning

Dear participants, this questionnaire has been developed to investigate EFL students' attitudes towards E-learning and the challenges they have faced following this new way of learning. Thank you for your kind cooperation and participation in this study.

Gender:

- Male
- Female

Level:

- License 1
- License 2
- License 3
- Master 1
- Master 2

Have you ever been engaged to E-learning before COVID 19 pandemic?

- Yes
- No

How would you describe your Information and Computer Technologies' (ICTs) capacities?

- Weak
- Medium
- Advanced

I have positive feelings towards the use of ICT's in the process of learning at Hassiba Ben Bouali University.

- Agree
- Disagree

How would you describe your experience of E-learning at the department of English in Hassiba Ben Bouali University of Chlef?

.....

.....

.....

What are the main difficulties you encountered while using the MOODLE platform?

.....

.....

.....

What solutions would you recommend, if you had a chance, to overcome those challenges?

.....

.....

.....

Do you think that E-learning can replace class-learning effectively? Why?

- Yes
- No

.....

.....

Do you prefer?

- Class-learning
- E-learning
- Mixture of both

After the disappearance of COVID 19 pandemic, do you prefer to continue studying through MOODLE platform? Why?

- Yes
- No

.....

.....

Overcoming Online Assessment Challenges in Time of a New Normal: Case Study of Belhadj Bouchaib University

تجاوز صعوبات التقييم عن بعد خلال الظروف العادية المستجدة جديدة:
جامعة بلحاج بوشعيب نموذجا

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Abstract

When the COVID-19 pandemic started, higher education, like all other industries, was affected. Institutions around the globe have experienced an almost sudden shift to online learning in an effort to slow the spread of the disease. Online learning was a panacea for continuing education during the pandemic, especially in higher education institutions. Conducting assessments online during this time of a new normal poses tremendous challenges for teachers and learners owing to lack of preparation superimposed with the inherent flaws of online assessment. The current study scrutinizes the challenges of online assessment during COVID-19 incident in the Algerian higher education institutions taking Belhadj Bouchaib University as a case study. Online questionnaires were prepared and administered to 50 participants. The study focused on the challenges of online assessment in general and academic misconduct in particular. The findings disclosed that the predominant challenges labelled in online assessment were academic misconduct, infrastructure, coverage of learning outcomes, and commitment of students to submit assignments. To attenuate academic misconduct, online presentation was found to be the best approach. Preparing different questions to each student was also found to be a good alternative to control academic honesty breaches. Integrating different assessment methods; for example, report submission with online presentation, aids to reduce academic misconduct since the instructor would have an opportunity to confirm whether the submitted work is the student's own work or not.

Keywords: Academic misconduct; Covid-19 pandemic; higher education; online assessment; teachers

Résumé

Lorsque la pandémie de COVID-19 a commencé, l'enseignement supérieur, comme toutes les autres industries, a été touché. Les établissements du monde entier ont connu un virage presque soudain vers l'apprentissage en ligne afin de ralentir la propagation de la maladie. L'apprentissage en ligne était une panacée pour la formation continue pendant la pandémie, en particulier dans les établissements d'enseignement supérieur. La conduite d'évaluations en

ligne pendant cette période d'une nouvelle normalité pose d'énormes défis pour les enseignants et les apprenants en raison du manque de préparation superposé avec les défauts inhérents de l'évaluation en ligne. La présente étude examine les défis de l'évaluation en ligne pendant l'incident de la COVID-19 dans les établissements d'enseignement supérieur algériens, en prenant l'Université Belhadj Bouchaib comme étude de cas. Des questionnaires en ligne ont été préparés et administrés à 50 participants. L'étude s'est concentrée sur les défis de l'évaluation en ligne en général et de l'inconduite académique en particulier. Les résultats ont révélé que les principaux défis mentionnés dans l'évaluation en ligne étaient l'inconduite scolaire, l'infrastructure, la couverture des résultats d'apprentissage et l'engagement des étudiants à soumettre des travaux. Pour atténuer l'inconduite scolaire, la présentation en ligne s'est avérée la meilleure approche. La préparation de questions différentes à chaque étudiant a également été jugé être une bonne alternative pour contrôler les violations de l'honnêteté scolaire. Intégrer différentes méthodes d'évaluation ; par exemple, la soumission de rapports avec présentation en ligne aide à réduire l'inconduite scolaire puisque l'instructeur aurait l'occasion de confirmer si le travail soumis est le travail de l'étudiant ou non.

Mots clés: Inconduite académique ; pandémie de COVID-19 ; études supérieures ; évaluation en ligne ; enseignants

Introduction

The coronavirus pandemic has upended the world's education system, as most schools and universities around the globe have shut their doors for extended periods to avoid the spread of the virus. Once it is recognized that the virus is transmitted by direct contact and surfaces in the immediate environment with infected person or with objects used by the infected person (WHO, 2020), higher institutions are obliged to suspend face-to-face classes. Consequently, higher institutions have rushed to remote teaching and online classes. This, however, creates unprecedented challenges in terms of getting used the technologies and in accessing essential facilities such as laboratories (Cooper & Tschobotko, 2020).The internet varies from any other technology that has been used before for teaching. It is widely accepted and applied in higher education institutions. It is a fact that the online learning has been implemented in broad applications, but still, it did not gain the same broad satisfaction. The online learning presents various obstacles that created many barriers for satisfaction. Since there were no clear policy and guidelines in higher institutions on online teaching, several questions such as what to teach, how to teach, what should be the duties of the teacher and the student, the line of duty of the teacher, the teaching environment, and the implications for education integrity, etc., were fuzzy. The current study scrutinizes the challenges of online assessment during COVID-19 incident in the Algerian higher education institutions taking Belhadj Bouchaib University as a case study. Online questionnaires were prepared and administered to 50

participants. The study focuses on the challenges of online assessment in general and academic misconduct in particular.

1. Literature Review

1.1 Online Teaching Flaws

Issues like teachers' and students' experience on online teaching, the change on working time due to COVID-19 for some students, the infrastructure and the inconvenience of working at home are crucial challenges of remote teaching (Zhang et al., 2020). The existing and inherent remote teaching problems superimposed with the current and unprecedented problems, i.e., unavailability of policies, guidelines, enough infrastructure and experiences of teachers and students make the challenge more difficult. Kebritchi et al. (2017) have studied the issues and challenges confronted in online teaching and determined three main categories of challenges that are connected with teachers, students, and content development.

The other challenge related to COVID-19 is assessing students remotely. In higher institution, assessment has three major purposes:(1) to support learning,(2) to execute accountability, and (3) to provide certification, progress, and transfer (Archer, 2017; Capsim, 2020). Formative and summative assessments in conjunction with appropriate feedback systems are used to support learning in higher education. This means employing assessment data in a diagnostic approach to determine competence, gaps, and progress; so learners may adapt their learning strategies and teachers their teaching strategies. In higher institution programmes, subjects have specific learning outcomes. These outcomes provide information on learning levels that students need to achieve targeted educational objectives (Al- Shammari, 2011). Hence, the objectives of assessment are directly linked with the achievement of the learning outcomes both by supporting the learning process and measuring the degree of learning.

However, higher education institutions have faced another additional challenge during the current unprecedented COVID-19 incident due to lack of preparation of institutions, teachers, and students. In the current study, the available options of remote assessment in higher education institutions are reviewed. The study also investigated the challenges faced by higher academic institutions in COVID-19 period considering a case study of Belhadj Bouchaib University. With a special focus on addressing the academic dishonesty in remote assessment, an investigation is carried out to determine and prioritize the appropriate assessment type for different subjects.

1.2 Types of remote assessment

Today, online learning is adopted in many higher institutions and assessing students remotely is being challenging, particularly in ensuring academic integrity. Educators are compelled to devise a strategy for an appropriate remote assessment method. A variety of remote assessments are available to evaluate students' online learning. These assessments are broadly classified as (1) remotely proctored tests and exams (time-constrained) and (2) open-ended assessments.

1.2.1 Proctored remote tests and exams

A proctored exam/test is any exam/test given when someone is watching learners. This kind of tests and exams are a time bounded and proctored, and commonly used in the classrooms. Proctored exams and tests can also be done remotely by using various learning management systems. However, remote proctored exams have several drawbacks and the major ones are mentioned below.

1. Remote proctored exams are often more stressful for students than in-person proctored exams which would affect the student's performance adversely.
2. Remote proctored exam requires well-established infrastructure setup, both on the instructor and student side.
3. In remote proctored exam, failure of internet connection could be experienced. Hence, contingency plan should be designed before the test/exam is started.
4. Due to personal or cultural reasons, students may not be willing to stay under the camera supervision.

1.2.2 Open-ended assessment

Open-ended questioning is a form of authentic assessment, and allows students to use higher-order thinking skills through a variety of content areas. Lower Order Thinking Skills typically only require rote knowledge and basic comprehension to answer. By their nature, open-ended questions assess writing, conceptual understanding, and thinking skills - especially students' abilities to analyze, evaluate, and solve problems.

1.3 Alternatives to proctored remote exams

Students' learning goals are an excellent place to start when alternative assessments are considered. The expectations from students when they complete the course, and the way they have to demonstrate their learning are the key factors to identify the assessment types.

As the objective of assessment is to evaluate the performance of students against the learning outcomes and promoting learning activities, certain assessment methods would be appropriate and less problematic to achieve the intended objectives in remote assessing. Hence, the following assessments can be applied based on the nature of the course and questions.

Series of quizzes: Quizzes of feralow-stakes opportunity for students to demonstrate their understanding on the materials provided. It also gives ongoing information about students' understanding and serves as a feedback for improvement.

Take-home assessments: These assessments are conventional and used under the traditional teaching-learning process also. However, when there is no possibility of proctored exam, take-home exam can serve as the main assessment method to cover the learning outcomes. To make sure that the assessment is done by the student, online oral presentation, and question can be included. The challenge of take-home-exam is preparing more conceptual questions that cannot be found directly and easily in any type of sources, such as the internet and text books.

Professional presentations: These assessments can be done in audio-visualandaregooddemonstrationofthestudents'understandingsespeciallywhenpresentation is conducted online. The presentation can be done using any web based online conferencing system, such as ZOOM, Google Meet, etc.

E-portfolio: E-portfolio is considered a learning and assessment tool. Students compile their best or representative work from the semester, writing a critical introduction to the portfolio and a brief introduction to each piece. Students' achievement can be evaluated collectively for a subject improvement. It can also be useful to organize, sample, and assess what students gained out of it. E-portfolios enable faculty not only to observe what students know and can do, but also to indicate how students learn through their reflections (Rutgers, 2020).

1.4 Quality criteria of assessment

In choosing the type of assessments, there should be certain quality criteria that ensure the assessment objectives are met. In this regard, the following criteria would be considered in the choice of the assessment:

-Validity

As assessment's main objective is to evaluate the students' learning on the specific learning outcome, the assessment method should be appropriate to evaluate the achievement of the learning objectives (Hsiao & Watering, 2020).

-Reliability

The most difficult issue in remote assessment is ensuring academic integrity. The assessment design should consider preventive measures to make assessment free from cheating and fraud. The preventive mechanisms during the assessment time and detecting mechanisms after submission should be employed (Hsiao & Watering, 2020).

-Clarity

During the assessment time, since there is no face-to-face communication and students may not have a chance to ask clarification, the assessment should be clear to students. Particularly when students are not familiar with the new assessment method, it is essential to explain the procedures and expectations clearly and provide related examples. This also applies if questions are asked at a different level than would normally be expected. Make sample questions, and if possible discuss these questions online with the students before issuing the assessment (Hsiao & Watering, 2020).

-Avoid susceptibility for technical problem

Commonly, in remote assessments, the instructor will not be in opposition to solve the student's problem. The problem could arise as a result of internet malfunction, or due to lack of knowhow on the supporting materials by the student. It is important to consider how to deal with these kinds of problems in advance (Hsiao & Watering, 2020).

2. Participants and Research Tools

To investigate the remote assessment challenges faced by the students of different streams, an online questionnaire was prepared and distributed to all faculties through Google Forms to 50 participants (40 students and 10 teachers), and 50 responses were collected. The questionnaire had three sections: section 1, general information; section 2, assessment method (assignment, project); and section 3, challenges of remote assessment.

3. Findings and Discussion

3.1 General information

At Belhadj Bouchaib University, like the rest of the Algerian universities, there are two types of subjects. (1) subjects with 100% coursework also called practical tutorials; (2) subjects that have 100% end semester exam and (3) subjects that have course work and end semester exam. As the nature of the assessment depends on the subject type, in the questionnaire, two main types of assessments were indicated for the respondents to choose. From the collected questionnaires, 36% of the subjects are coursework (tutorial) subjects and assessed in various coursework assessments, 25% are assessed during end semester exam, and the remaining 64% are assessed using both coursework assessments and end semester exam.

3.2 Assessment method

The participants were asked to select what type of assessment is appropriate for their respective subject when the assessment strategy is changed from the normal assessment method which was used previously in the normal time to the current remote assessment method. The options given were two types. The first one is question-based assessment which is expected to be completed in a short span of time (maximum 2h). The second type is an assignment-based or project-based assessment which can be completed and submitted in a long span of time (from 1 to 3 weeks). As shown in Figure 1, 68% of the respondents have preferred assignment project-based assessment type for their specific subject, and the remaining 32% have preferred question-based assessment. As the degree of challenge for question-based assessment would be less compared to assignment/project-based assessment, the assessment is expected to be completed in a short time, and if the infrastructure is available proctoring could also be considered during the assessment time.

Hence, in the questionnaire, one question was provided for the respondents to know their preference whether proctoring students remotely is required (Do you feel that proctoring students remotely is required?). As shown in Figure 2, 63 % of the respondents have preferred not to proctor students when they are writing the assessment and the remaining 37.5 % have preferred proctoring the students. Here, the reason why high percentage of respondents preferred not to proctor students when they are writing the assessment could be due to their concern on the inadequacy of the infrastructure to do the same.

For assignment/project-based assessment, various types of assignments or projects could be prepared and given to students. Assignment and project-based assessment were also considered separately since the assessment nature and evaluation method could have different features.

Figure 1: Assessment style

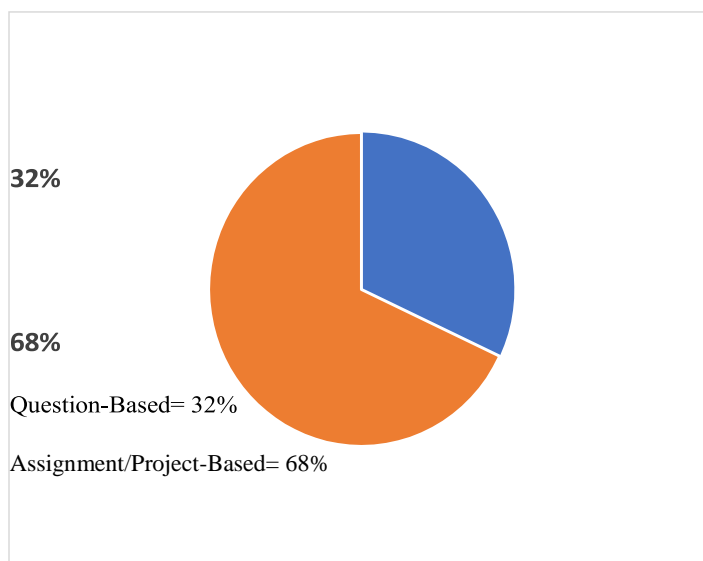
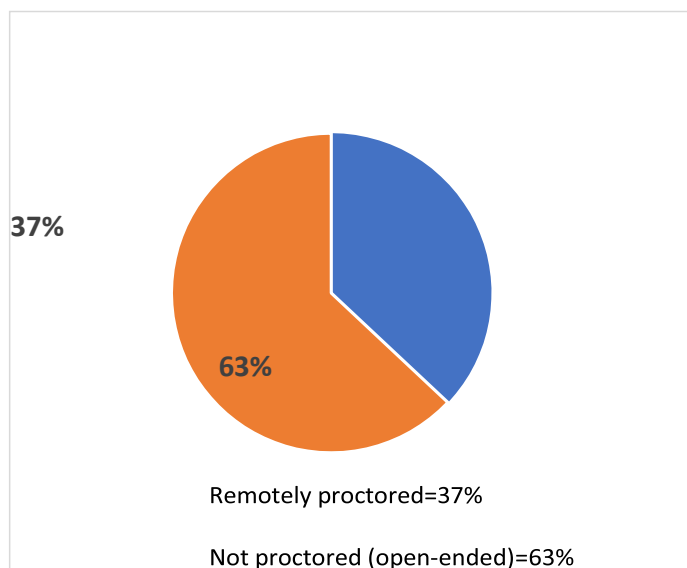
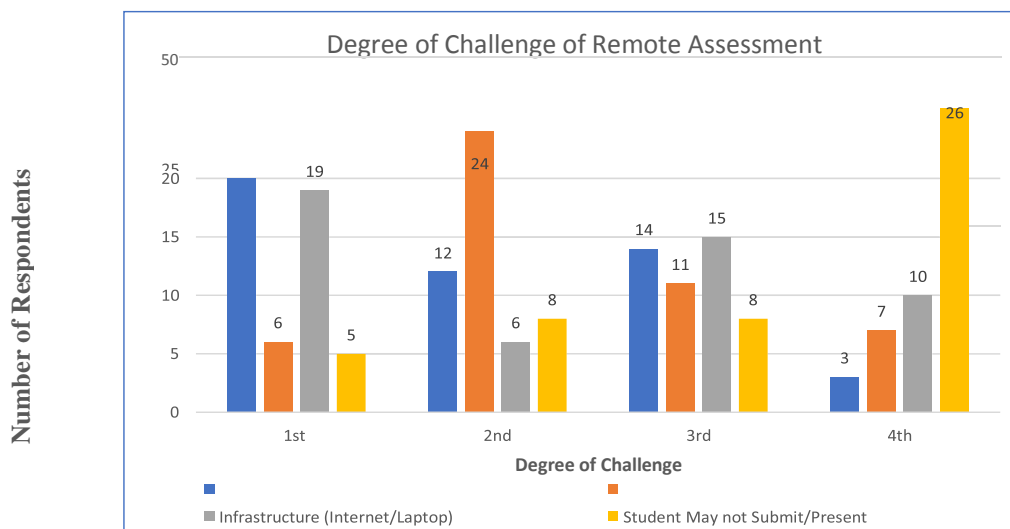


Figure 2: Proctoring the assessment

3.3 Challenges of remote assessment

Under the online assessment, four distinct types of challenges were provided to the respondents to prioritize based on the degree of the challenge. In addition, an open-ended question was included to the respondents to mention any other challenges, which are not listed in the questionnaire. As shown in Fig.3, respondents have prioritized the challenges from 1 to 4. Infrastructure problem and academic integrity violation were selected by 20 and 19 respondents as the 1st degree challenge, respectively. The infrastructure problem could be challenging particularly for subjects which require computer lab and high internet speed to carry out certain assessments.

The confidence on students' commitment to submit the assessment through the Moodle platform was also considered by 24 respondents as the 2nd degree challenge. To address this concern, the teachers implemented various student follow-up methods to encourage them to attend online classes and submit assessments. Achievement of the subject learning outcome was considered by the respondents as another challenge and 26 respondents have put as the 4th degree challenge, and only 5 respondents have selected it as the 1st degree challenge.

Figure3: Degree of challenges of remote assessment

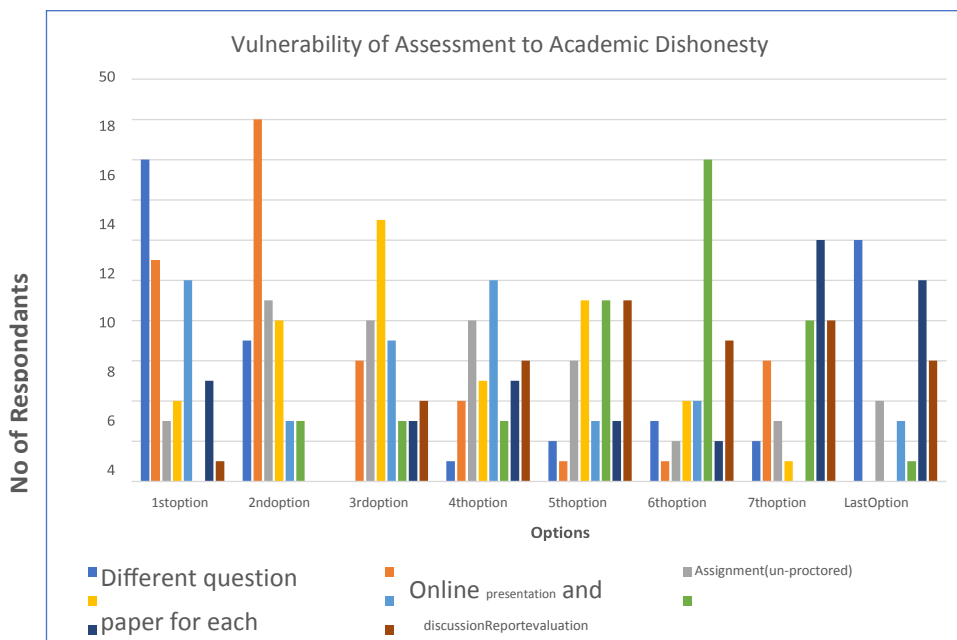
Since violation of academic integrity is one of the major concerns in remote assessment, in the questionnaire, six types of assessments were provided to the respondents to prioritize them in descending order in preventing academic integrity violation starting from 1st to last options. The assessment types presented to respondents were as follows:

- Different question paper for each student
- Online presentation and discussion
- Assignment (unproctored)
- Report evaluation
- Professional presentation
- E-portfolio

As shown in Fig.4, preparing different questions to each student were found to be the first and second option for 16 and 7 respondents, respectively, to minimize academic integrity violation. Online presentation also appeared to be good option by many respondents to control academic integrity violations. 18 respondents put online presentation and discussion as their second option and 11 as their 1st option. Professional presentation was also identified as one of the assessment methods that enable to control academic integrity violations. Thirteen and 8 respondents have put professional presentation as the 3rd and 2nd option, respectively. E-portfolio has appeared as the 7th and last option to 12 and 10 respondents, respectively,

to prevent academic dishonesty.

Figure 4: Vulnerability of assessment to academic dishonesty



4. Conclusions and Recommendations

This study has been conducted to assess the challenges of remote assessment in higher education institutions in COVID-19 period taking Belhadj Bouchaib University as a case study. An online questionnaire has been prepared and distributed through Google Forms and 50 responses have been collected.

As proctoring students remotely requires appropriate infrastructure, most respondents have preferred unproctored assignment/project-based assessment with higher level of challenge than proctored question-based assessment which can be completed relatively in a shorter time, maximum 2h. Depending on the subject nature, unproctored assignment/project-based assessments would have different submission types and evaluation methods. The options provided to respondents for submission and evaluation types were project report, professional presentation, annotated bibliography, factsheet, and E-portfolio. Among the

options project report submission and unproctored assignment were the most preferred assessments by the respondents.

For the questionnaire provided to evaluate the degree of challenges during COVID-19 time, most respondents have put infrastructure problem and academic dishonesty as the first challenge. Students' commitment to submit assessments has also appeared as a concern and put as the second challenge. The challenges related to infrastructure and commitment of students to attend online classes and submit assessments could be solved by the university in collaboration with the students and other stockholders in the future since both current challenges were created unprecedentedly due to COVID-19.

However, academic dishonesty problem is not a tentative and COVID-19-related problem needs further investigation. Hence, the assessment type used for unproctored assessment was taken as one prevention method, and the respondents were asked to identify the appropriate assessment method. As a result, 16 and 7 respondents were put preparing different question for each student as their first choice and second choice to prevent academic dishonesty. This approach could be practical if the number of students in one classroom is relatively small in number and the faculties are able to manage it in preparation of the question and assess the answer scripts within the period of the semester.

The other option that appeared to be good for prevention of academic dishonesty has been online presentation. Using combined evaluation methods for an assessment could be more appropriate to address the learning outcomes of the subject and at the same time minimize the risk of academic dishonesty. The effect of academic dishonesty is not only limited within the unfair distribution of marks to students but also it adversely affects the teaching-learning process. Students who are striving to acquire knowledge and expect the reward accordingly to their effort will be demotivated and the quality of learning will drop. In addition to various controlling methods used during assessment time, higher education institutions have to create awareness among students on academic integrity issues and develop the ethics of students through the learning process by incorporating them in the curricular plans.

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ICT Training at the Algerian University: Insufficient Teacher Training and Complete Neglect of Learner Training

التدريب على تكنولوجيا المعلومات والاتصالات في الجامعة الجزائرية: تدريب غير كافٍ للأساتذة وإهمال كامل لتدريب الطلبة

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Abstract

Among the notable changes following the widespread of the COVID-19 pandemic is the urgent and necessary use of ICTs in several domains, including education. ICT skills have become a central feature for successful teaching/learning process, adding much value to key learning areas like EFL. Although previously neglected, most newly recruited EFL teachers have been placed in vocational training aimed at enhancing their ICT skills. Though insufficient, this step proved to be of remarkable benefit, as it ensured a more efficient learning process. However, a lack of well-covered training slowed down the process. While the Algerian Ministry of Higher Education and Scientific Research issued regulations to ensure newly recruited teacher training, it neglected the importance of providing the same initiative for previously recruited teachers, as well as learners. The present paper emphasizes the importance of involving all teachers and integrating learners in ICT training programs. Given their indispensable role in the teaching-learning process, learners should be provided with the same opportunity. Undoubtedly, teacher's training has increased EFL courses efficiency. But it should be sustained by engaging all teachers and learners in an efficient ICT training.

Keywords: COVID-19, EFL, E-learning, ICTs, Learners, Teachers, Training.

الملخص

من بين أهم التغيرات الناجمة عن الانتشار الواسع لوباء كوفيد-19 هو التبني الطارئ والمفاجئ لتكنولوجيا المعلومات والاتصالات في العديد من المجالات من بينها التعليم. حيث أصبحت تكنولوجيا المعلومات والاتصالات من بين أهم الخصائص لضمان نجاح عملية التعليم والتعلم وذلك لإضافتها قيمة مهمة لعملية تعلم اللغة الإنجليزية كلغة أجنبية. ومع أنها كانت مهمشة كلياً في السابق إلا أن أغلبية أساتذة اللغة الإنجليزية الذين تم توظيفهم حديثاً قد تلقوا تدريباً مهني يرمي إلى تعزيز مهاراتهم في مجال تكنولوجيا المعلومات والاتصالات. وعلى الرغم من عدم كفاية هذه الخطوة، فقد أثبتت أنها ذات فائدة مهمة، حيث أنها ضمنت عملية تعلم أكثر كفاءة. ومع ذلك أدى الافتقار إلى تدريب شامل إلى عدم

جودة العملية ووجود العديد من النواقص. في حين أصدرت وزارة التعليم العالي والبحث العلمي في الجزائر لوائح لضمان التدريب في تكنولوجيا المعلومات والاتصالات للأساتذة الموظفين حديثا غير أنها تغاضت عن أهمية إدماج الأساتذة القدامى. يؤكد البحث على ضرورة إشراك جميع الأساتذة وكذا إدماج الطلبة في برامج التدريب الخاصة بتكنولوجيا المعلومات والاتصالات. حيث انه ونظرا لدورهم الفعال في عملية التعلم ينبغي إتاحة نفس الفرص للطلبة. ومما لا شك فيه أن تدريب الأساتذة أدى إلى زيادة كفاءة الدورات الدراسية في مجال اللغة الأجنبية الإنجليزية. ولكن ينبغي استدامته بإشراك جميع الأساتذة والطلبة في التدريب على تكنولوجيا المعلومات والاتصالات.

الكلمات الدالة: الأساتذة، التدريب، التعليم الالكتروني، الطلبة، كوفيد-19، اللغة الأجنبية الإنجليزية.

Introduction

Similar to the whole world, Algeria adopted online learning that was the only available solution to overcome the hurdles met due to the widespread of the COVID-19 pandemic. While some countries have already built strong experience in using ICT as a significant tool to conduct online learning, others were lagging behind, including Algeria. The Algerian experience with online learning was quite modest and needed many efforts to meet required needs. Due to the sudden emergence of the pandemic and the urgent need for lockdown, the Ministry of Higher Education and Scientific Research of Algeria immediately adopted online learning as an alternative to face-to-face learning. The launch of online learning encountered several backdrops. Like any other process, E-learning requires a well-planned and studied start-up to ensure the effective use. To guarantee fruitful use of E-learning, there should be a deep study that covers: available equipment needed in ICT, and more importantly teachers/ students' capability in using ICT. The present study revolves around two main questions. First, how important are ICT skills to ensure effective online learning in EFL classes? Second, what do teachers and learners need to guarantee a steady flow of online learning? In light of that, the paper seeks to investigate the adequacy of EFL teachers' ICT training. Besides, it highlights the importance of integrating learners in ICT training. More importantly, in an attempt to maximize the return of online learning, the present paper introduces a set of suggestions aimed at improving the Algerian experience with distance learning.

1. Online Learning Dependent on ICT

Living in a digital age, acquiring Information and Communication Technologies (ICTs) has become an indispensable feature to guarantee evolution. ICT has emerged as a measuring degree of the development of any society. Different sectors are heavily dependent on ICT as a tool to achieve

their development goals. ICTs have multiple functions that can be used in several sectors, including commerce, health, government and public administration, military, civil society activities, and education (Hilbert, 2012, p. 16). The emergence of ICT as a significant catalyst for a widespread successful education is coined with the enhanced use of technologies in the 21st century (Tomei, 2010).

The innovation of new technological devices and resources, such as computers, the internet, broadcasting technologies, and telephony (Amin, 2018, p. 2), has helped in enhancing the educational process. Time and space are no longer a hindrance to the learning process. ICTs have allowed for the rapid and wide sharing of information around the world. Information is no longer preserved by teachers, but have become available to learners in different ways. Besides, ICTs have created new teaching/learning methods and environments, bringing education to a more improved stage.

Thus, several educational institutions have become heavily dependent on ICTs to ensure more effective learning. The adoption of ICT in education has brought a new operation to the field, known as online learning. As the strongest way used to transfer and share information, ICTs are considered the leading tool to conduct online learning. Other than information sharing, the latter facilitates communication between teachers and students.

In addition to its positive contribution in enhancing the educational process, ICT has emerged as a necessary tool to ensure the continuity and safety of education, mainly following the outbreak of the COVID-19 pandemic. Due to their infancy in ICTs, several developing countries have struggled with the urgent need to adopt online learning as an alternative to the face-to-face one.

Ensuring an effective online learning environment needs a set of pre-requisites. As a premier, we need to guarantee two things: the availability of necessary ICT equipment and the ability of teachers and students to use ICT.

2. The Experience of the Algerian Higher Education with ICT

The necessary and sudden switch to online learning has caused several inconveniencies; particularly, due to its novice practice in certain countries. Similarly, Algeria's new experience with E-learning encountered numerous hurdles.

The integration of ICT in teacher training started around 2004-2005. It revolved around the basic use of computers, and was directed only towards newly recruited teachers. Previously recruited teachers were not included in the process, which led to a wide gap between both categories in terms of their ICTs skills. Besides, the delivered courses were conducted online, making it extremely hard for trained teachers to acquire the needed skills.

According to educators Paul Kirschner and Niki Davis, the main competencies that teachers should acquire to maintain good practice in using ICT are to be "(a) competent personal users of ICT, (b) competent in making use of ICT as a mind tool, (c) and competent in making use of ICT as a tool for teaching" (2003, p. 145). Moreover, they need to master a variety of educational paradigms that can be used in ICT, as well as mastering some assessment paradigms that make use of ICT (Ibid). However, among the major shortcomings encountering teachers' training in ICT in Algerian universities was the lack of training in educational and assessment paradigms in ICT. Hence, teachers had to go through a fierce struggle to conduct their online courses and assessment accurately, especially that they were suddenly required to adapt to online learning.

As a pivotal part of the teaching/learning process, students should also be involved in different training programs to enhance their ICT skills and competencies. Unfortunately, these others were completely overlooked. Except for a course based merely on basic computer training, students were not efficiently trained on how to use ICTs.

Due to their unprecedented experience with ICT, some teachers found no solution but to use randomly technological tools and applications that they had no previous knowledge with. Likely, students struggled to access the official pedagogical platform launched by the Ministry of Higher Education and Scientific Research of Algeria, MOODLE. That has opted students, and teachers alike, to switch to the use of unofficial means of communication and information sharing, precisely Facebook.

Other than that, some learning components, including teachers and students, lacked basic tools that are necessary to ensure successful online learning. While some teachers became negative in switching to online learning, a number of students considered the operation a failed one.

The lack of well-covered training for teachers and students caused several backdrops in the adoption of online learning in the aftermath of the COVID-19. Both parts are considered pivotal to ensure fruitful learning process. Hence, they should be provided with similar opportunities to enhance their ICT skills.

Providing teachers with the necessary training and facilitating their access to the required equipment would guarantee a successful online learning process. In a similar vein, students' motivation, interest and engagement in online learning is more likely to increase, if they become well-trained and possess all the needed technological means.

3. Recommendations

In an attempt to better the online learning process in Algeria, below are a set of recommendations that may help enhance the operation:

1. Constant teacher/learner trainings in ICT, especially with the rapid development in ICT, would help participants align with new technologies.
2. Emphasizing the use of teachers holding a Ph.D. degree in ICT training to ensure an effective process.
3. Create, at least, one permanent position for ICT teachers in each faculty to guarantee constant and well-observed courses.
4. Ensure a retrospective ICT teacher training to all teachers to ensure well-covered training involving both newly and previously recruited teachers.
5. The adoption of blended learning in ICT training, especially in the early years.
6. Emphasize the pedagogical competence, other than basic computer use.
7. The Accreditation of ICT competence as an initial standard to certify new teachers.
8. Training in fixing technical problems to ensure time management and a steady flow of the e-course.

4. Conclusion

Undoubtedly, the use of ICT has provided the educational sector with a new method of teaching/learning, that is online courses. The latter has played a pivotal role in overcoming the challenges met due to the widespread of the COVID-19 pandemic, requiring an urgent and rapid close-down. Despite its positive contribution, the lack of adequate equipment and insufficient teacher and learner training in using ICTs have slowed the integration of technology in Algerian universities. Hence, both teachers and students were not adequately prepared for online education. Regardless of its negative outcomes worldwide, the outbreak of the COVID-19 pandemic has woken the attention of the Algerian educational institutions on the necessity to prepare the entire education staff in using ICTs, as it has become an indispensable feature to guarantee the development of the process. Several scientific events have been organized for the sake of improving online education in Algeria. Despite the remaining backgrounds, online learning is witnessing remarkable, albeit slow, progress in Algerian higher education.

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The Role of Yemeni Translators in Promoting the Humanitarian Action in Yemen During the Civil War

دور المترجمين اليمنيين في تعزيز العمل الإنساني في اليمن أثناء الحرب الأهلية

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Abstract

Seven years have passed since the forgotten war in Yemen, as Western media called it. During these years, the Yemeni translator played a prominent role in promoting humanitarian work by accompanying international aid and medical staff their interventions and responses in an internally displaced person (IDP) camps, field hospitals, shelters, and food and drug distribution centres. This study aimed to examine the roles played by the Yemeni translators in promoting human actions and meet community needs. An interview was conducted with 10 Yemeni translators working in the field of relief and humanitarian actions in Yemen. The United Nations has classified Yemen as one of the worst humanitarian disasters in the world. Therefore, to meet the needs of society and the huge number of internally displaced people because of the ongoing conflict. Several international organizations provided urgent assistance to affected families and IDP camps, which required bilingual translators and assistants to provide field support, monitor the needs of indigenous people. The study found that Yemeni translators have played a key role in promoting humanitarian work, despite the difficulties and risks facing their works in the field. Therefore, this study recommended training the local translators by provide an adequate and up to date training for local translators who are working in the field of translation to reach effective and professional results.

Keywords: Aid, Conflict, Human action, Relief, Translation, War.

الملخص

سبع سنوات مضت على الحرب المنسية في اليمن، كما أطلق عليها الإعلام الغربي. خلال هذه السنوات، لعب المترجم اليمني دورًا بارزًا في تعزيز العمل الإنساني من خلال مرافقة المنظمات الدولية والطواقم الطبية أثناء تدخلاتهم واستجاباتهم في مخيمات النازحين والمستشفيات الميدانية والملاجئ ومراكز توزيع الغذاء والدواء. تهدف هذه الدراسة لتشخيص الأدوار التي يلعبها المترجمون اليمنيون في تعزيز الأعمال الإنسانية وتلبية احتياجات المجتمع. ولذلك أجريت مقابلة مع 10 مترجمين يمينيين يعملون في مجال الإغاثة والعمل الإنساني في اليمن. فلقد صنفت الأمم المتحدة اليمن كواحدة من أسوأ الكوارث الإنسانية في العالم. ولذلك، لتلبية احتياجات المجتمع والعدد الهائل من النازحين داخليا بسبب الصراع المستمر. قدمت العديد من المنظمات الدولية مساعدة عاجلة للأسر المتضررة ومخيمات النازحين داخليًا، الأمر الذي تطلب وجود مترجمين ومساعدين ثنائيي اللغة لتقديم الدعم الميداني ورصد احتياجات السكان الأصليين ونقلها إلى عمال الإغاثة الأجانب. وتوصلت الدراسة أن المترجمين اليمنيين لعبوا دورًا رئيسيًا في تعزيز العمل الإنساني، على الرغم من الصعوبات والمخاطر التي تواجه أعمالهم في هذا المجال. ولذلك أوصت الدراسة بتدريب الكادر المحلي من خلال توفير تدريب ملائم وحديث للمترجمين الذين يعملون في مجال الترجمة للوصول إلى نتائج فعالة ومهنية.

الكلمات الدالة: الإغاثة، الترجمة، الحرب، الصراع، العمل الإنساني، المساعدات.

1. Introduction

Yemen faces a series of inter-related conflicts, in the past seven years, Yemen has been devastated by the civil war, the United Nations (UN) described crisis in Yemen as one of the worst crisis in the world. With so deteriorate economy and destroyed internal infrastructure. Yemen is currently experiencing the world's worst humanitarian crisis, destroying the country's humanitarian and economic infrastructure. The war in Yemen is changed the poor state into an unsustainable state that will be almost beyond irreparable. Yemen has been going through a historical turning point that has had an impact on the country's topography and future. Not far away, translation profession and translators affected as well. Tens of thousands of people have been killed and millions have gone hungry in the six-year conflict, leading to the world's worst humanitarian crisis. During seven - year conflict, dozens of thousands of people have been killed and millions are starving. The UN and the international community are demanding urgent action to save the human situation. Several International organizations have responded and implemented multiple rapid emergency response programs. With relief efforts to response a rapid-onset natural and to meet community needs. Yemen has seen a considerable increase in the number of international and local organizations working on humanitarian and relief issues, as well as political and social issues, in recent years, from 2011 to the present. International aid organizations are forced to hire bilingual speakers, language assistants and translators to facilitate humanitarian operations on the ground. As a result, the reality on the ground necessitates an immediate response to a massive demand for humanitarian relief and life-

saving measures. In response to an increase in the number of human workers and language speakers needed by international organizations to address community needs and facilitate humanitarian operations. In the realm of human activities, translators play a critical role in assisting humanitarian organizations during times of crises. Translators and language specialists collaborate with international organizations to help humanitarian and relief efforts. As a result, the role of Yemeni translators in the human crisis in Yemen is discussed in this paper.

2. Methodology

The methodology of the study relies on the qualitative research method, the interview was identified to determine the role of translators in supporting humanitarian organizations in Yemen. This study critically examined the roles of translators within war using a qualitative approach. It is employed to provide a more in depth understanding of the challenges faced by translators in conflict zone. So, the researcher found it the best way in collecting data. The qualitative approach was increasingly employed over the past few years in the social and human sciences, notably by translation scholars and researchers, it gains more interesting in social research. The interview was designed based on meeting with professional translation experts, they have proposed invite interviewees to open discussion. The interview instrument included seven questions that designed to derive from United Nations model that named competency-based interview (CBI), this modal allowing participants to talk about their situations based on previous experiences in interpreting the work.

3. Study Sample

Using video conference technology, ten professional translators accompanying relief and humanitarian operations were interviewed online, and their interviews were recorded and transcribed. The respondents in the sample requested that their names and workplaces remain anonymous. As a result, neither the workstation nor the participants' identities were mentioned.

4. Literature Review

Interpreters in human actions have a great impact on translation movements. "Translators and translators have been shown to play an important role in supporting the activities of the Non-governmental Organizations (NGOs) involved in crisis communication scenarios" (Federici & Cadwell, 2018, p. 20). Since March 2011, Yemen was experienced existence of hundreds of international organizations which are working in different governorates of Yemen. According to the United Nations Office for the Coordination of Humanitarian Affairs (OCHA, 2021), for the number of Organizations' Monthly Presence (May 2021), stated that "In May 2021, 107 organizations

implemented Humanitarian Response Plan activities in 332 out of 333 districts in various ten sectors; food security, health, protection, nutrition, Water, Sanitation and Hygiene (WASH), Shelter, Rapid Response Mechanism (RRM), Camp Coordination and Camp Management (CCCM), Regional Multicultural Magnet School RMMS and Education. Therefore, unexpected increase in such NOGs required more communication with host communities", Bulut & Kurultay, (2001, p. 252) stated that "community interpreting contexts are frequently initiated by non-governmental organizations". Therefore, the work of a translator during periods of conflict could be divided into three categories:

1. Assisting in humanitarian relief operations by facilitating communication between supporting agencies and host communities.
2. Coordinating with governmental and non-governmental agencies and other relevant authorities in the field.
3. Assisting in solving problems that organizations workers may face in the field.

4.1 The Role of Translators in Promoting Humanitarian Aid Workers

Translator as supporting point in mediating and communicating between parties. "Translators can help ease survivors' sense of vulnerability and enable the response team to assess the situation and provide appropriate services more efficiently"(Gard,2009, p.19). Most of translators played the role(s) during conflicts or immediately after they are hired to assist human organizations in organizing and facilitating of international staff works. In Yemen, most of local interpreters are working side by side with foreign staff to providing relief and food assistance for displaced population. Translators who participate in the time of crisis as a respond to the rules of supply and demand. Translation market in somehow activated during crises and conflict. Where "disaster interpreting is at the same time a field highly suited to voluntary work by professional translators and translators"(Bulut&Kurultay, 2001, p. 252).According to Moneus & Tajaddeen (2021, p.218),"the work of the translator involves multiple and various tasks that include all operations on the ground, such as support, backup, coordination, communication, liaising, mediation, facilitation, clarification and serving". Translators in crisis and the time of war may involve in additional tasks such as supporting humanitarian relief actions in the field they work with NGOs as Many large international NGOs, such as Oxfam International, Amnesty International, Save the Children, the International Federation of Red Cross and Red Crescent Societies, CARE, and Specialized Agencies of the United Nations to coordination with local host communities to meet population needs of food, medicine, infrastructure and Medical care. In similar regards, as a result of extended conflict, the refugee 'crisis' could not be managed without the help of volunteers translators. They play a very significant role and are confronted with highly challenging tasks

(Schider, 2017). In line with Al-Shehari (2019, p.28) "The translators and interpreters believe that their role is to help people in need and convey their suffering to the people outside Yemen. Interestingly, they see themselves as advocates, going beyond the traditional descriptions of translation and interpreting". Therefore, Yemeni translators have involved in supporting INOs during crisis in Yemen. The Yemeni situation is a crisis translation situation (O'Brien, 2016).

4.2 The Role of Translators to Facilitate Communication

Moneus & Tajaddeen (2021) stated that the world faced a lot of conflicts, the matter that required the existence of a linguistic medium for transferring and making information substantial during mediation, conflicts, or intermediate wars". Translators in conflict zones are promoting independent interpreting between communicating parties. Translators have played a critical role in the time of war in mediation and facilitating (Todorova, 2016). Among various roles, the key role of translators is to facilitate communication, situations of conflict mediation. In some context, the translator find himself forced to act as mediator to mitigate of tension and approach both parties to the bargaining table. Therefore, the translator finds himself/herself in multi-tasking work. During the ongoing negotiations between the parties, the translator often plays a pivotal role in bringing the points of view between the two parties closer, reducing tension, and helping push the two parties to continue the negotiation process. Therefore, the translator's role as a linguistic conveyer from one language to another may go beyond to engage in secondary roles to assist in mediation process and bridge the gaps. According to Moneus & Tajaddeen (2021, p.230), "the role played by the translator is no less important than the role of negotiators and mediators in wars".

4.3 The Role of Translators to Deal with Stressful Situations

According to Gard (2009), Translators could be expectable face more pain when working in traumatic situations, including symptoms of stress and coping strategies. So, translators who are willing to work in relief work need to understand what is involved. Most of interpreters in conflict working under threaten and may be exposed to kill, track or murder. Bulut & Kurultay (2001) indicated that "the role of the translator in such cases is a matter of life and death" (p.254). In such cases, the interpreters may have to face a lot of challenges in coordination and communication. Moneus & Tajaddeen (2021, p.216) pointed that "interpreting in conflict zones are not an easy task". The translator can also greatly contribute to easing conflicts, calming the burning atmosphere, and finding middle solutions by simplifying the meaning and calming angry souls. For example, one of the translators working with humanitarian organizations mentioned that in one of meetings between the two parties, the situation almost reached the point of a quarrel and almost got out

of hand between delegates of international organizations and local delegates. Therefore, the translator was forced to intervene to calm everyone and seek to resolve the dispute in a diplomatic manner using his skills in negotiation and conflict resolution.

5. Study Question

What is the role of humanitarian translators in promoting humanitarian action in Yemen during the civil war?

6. Study Hypothesis

The null hypothesis in this study is that; *There is no professional need for humanitarian translators in promoting humanitarian operations.*

7. Data Collection

The researcher conducted an online interview with ten professional translators in Yemen who work for foreign organizations. To respond to the study's question "What is the role of the conflict zone translators in achieving professionalism and promoting humanitarian operations?" A competency-based interview was created by the researcher. UN uses these types of interviews to assess candidates' prior experience as translators, before sending the interview questions to validators, the researcher used this model and then sent them to three senior translation experts who reviewed and suggested changes before sending them to validators. (10) senior professional translators volunteered to participate in an online interview that consisted of seven open-ended questions to which they were invited to respond freely depending on their experience. The following are the interview questions:

1. How do you achieve professionalism in the difficult situation of interpretation you are facing?
2. What is the role of translators in promoting humanitarian operations?

For each one, the interview lasted 40 minutes. Their responses were recorded and written down by the researcher. All of their identities and organizations are kept strictly confidential at their request and approval. The interview phases of preparation and contact with translators took a long time, more than three months, and the researcher waited for their approval and leisure time to conduct the interview. After waiting and following for such a long time, the researcher finally got his wish and conducted the interview.

First, the researcher conducted extensive research to identify appropriate research questions and the best technique for gathering precise and accurate data from translators. After weeks of searching for information, the researcher discovered that the United Nations designed an international model for evaluating and testing translators based on their competencies and experiences.

Many interviews are founded on the idea that past success is the best predictor of future performance. In other words, your history tells a story about you: your talents, skills, abilities, knowledge, and actual experience in dealing with a variety of situations." As a result, the researcher adopted this model and created their own questions that met the research's objectives, then sent the questions to three senior translation professors for review and suggestions, after which the researcher had a dissection with the main advisor to ensure consistency and accuracy.

Second, the researcher distributes the final manuscript to 30 professors of translation, the majority of whom teach and practice translation at international universities all around the world. The referees modified certain questions grammatically and linguistically and included two new questions concentrating on the role of translators. As a result, the researcher requested the final approved document, which included the seven questions described earlier.

The steps that were taken to form the study instrument, as well as to assess the validity and reliability, are explained below:

1. In March 2020, conduct online meetings with senior translation academics using the Zoom technology.
2. Holding online meetings with competent translators in order to develop solid tools
3. Creating the initial draft of the instrument based on the results of the interviews
4. Meet with your principal advisor to discuss the first draft.
5. Creating a pre-final draft based on the comments of the advisor
6. After the adviser has accepted the pre-final draft, send it to the referees.
7. 30 international and national translation professors have requested to participate in examining and validating this instrument.
8. Conducting an online interview with the actual sample
9. Audio and video recording, transcription, coding, theme categorization, and discussion.

8. Data Analysis

The interview data was analyzed using Thematic Content Analysis (TCA). The most successful method for assessing interview information, according to the study, is thematic content analysis. The researchers then performed an online interview with humanitarian interpreters who work with international organizations in crisis zones. They were questioned and asked to answer questions based on their previous experience in working with humanitarian organizations. During the interview, two questions were asked, each focusing on a different component of the translator's work. All of the respondents responded to all of the questions, and the responses differed depending on the respondents' viewpoints. As a result, the interconnected responses were

categorized and divided into various themes based on the respondents' shared notions, then sorted and arranged as seen in the discussion below.

8.1 Descriptive Coding

The interview data was classified into interrelated patterns and themes, with each patterns given its own color. The corelated themes were sorted upon related thoughts, while the unrelated ones were removed. Based on the data collected from the participants, the table below illustrates the sorting and coding of patterns for each question.

8.1.1 Analysis of Interview Questions

The analysis of the first question of the interview which is (Q1:How do you achieve professionalism in the difficult situation of interpretation you are facing?) is shown in Table (1).

Table 1.

The analysis of the first question of the interview

Patterns	<i>Black</i>	<i>Blue</i>	<i>Green</i>	<i>Orange</i>	<i>Red</i>	<i>Grey</i>
	<i>Supporter</i>	<i>Professional</i>	<i>Communicator</i>	<i>Facilitator</i>	<i>Mediator</i>	<i>Moderator</i>
Participant 1	<i>Professionalism, in my point of view, can be acquired through confidence, competence, and knowledge. But, as interpreters, we may add "transparency", this character is very important in our career, as it safeguards the impartiality that we should always keep.</i>					
Participant 2	<i>This is based on the long experience one should be always trying hard to stay professional in his work and this could be achieved by early preparation for each subject matter you are translating</i>					
Participant 3	<i>I think there is several techniques that interpreter should sustain to keep professionalism during the working under pressure one of them the interpreter should always to make sure he is not part of conversation and he does not take any personal attitude or things against what they said.</i>					
Participant 4	<i>I think by taking more learn lessons from previous experience and keep you ready for any sudden task and be accurate and precise in conveying the meaning and work hard accordingly.</i>					
Participant 5	<i>I think that I did not reach the level professionals so far, I feel sometimes that Arabic language that not help me that much to interpret everything clearly or as what you want, for example if the meeting is going to take more than one hour, I feel that the first hours woow there is no problem no falls and I feel little bit tired in the second hour may be, because may be that referred to lack of sleep or I have a daughter or I have more tasks to do. Sometimes when I finish the meetings, I just feel that I achieve 20% professional also <i>I am working on my English, sometimes one said Arabic word that I do</i></i>					

	<p><i>not know what does it mean, due to If I could understand what it does mean I could interpret, we face in such situation some unknown words that I could not interpret I think interpretation like I build up professionalism is a huge thing that we are seeking to achieve. I have situation in one of donors meeting I am ask to interpret after my maternal leave it is a long leave around month and as you know the topics of meeting already known to them, I feel that most of things that have been discussed I don't understand it, the issue that they talk about something they knows and I am like duff I don't figure out the speech, one of meeting member feel that I am lost he said do you understand the topic we talk about, I told him no, another meeting related the mental health I did so good in this meeting my colleague surprise that I am doing well and from that day I am accustomed to interpret I do around 25 meetings I feel I am going to be better day by day and I feel that I understand the speech and master the dialogue, also I witnessed public speaking I know that I have not long memory but I try to reach out that I will practice till I master this skills, also the note taking cause me problem I could not interpret with nots I prefer to concentrate on the speech instead of writing notes.</i></p>
Participant 6	<p><i>By getting very well prepared by develop your skills before you are doing interpretation you should familiar by human and context information and terms especially in your field. The translation is continued process so you could continue read and learn to achieve professionalism. Moreover, You have to be aware of ethics naturally, accuracy, culture awareness, proper terminology, all effects could be taken in your mind and reflected in reality, avoid biasness, etc.</i></p>
Participant 7	<p><i>To be translator should be professional in your work keeping accurate and clear meaning with honest in deliver the interpretation is the core of professionalism.</i></p>
Participant 8	<p><i>I don't think beyond the text and focus on conveying full meanings. Preparing before conducting any such task is the best way to reach professionalism as my work in the field of translation. I am accustomed to working with multi sectors and immense in different projects. I implemented various minor and huge projects with my team. I am proud of my work as an interpreter, and I found that is the actual life I could not imagine myself without translation. It is my real world. are doing interpretation you should be familiar with human and context information and terms, especially in your field. The translation is a continuous process so you can continue to read and learn to achieve professionalism</i></p>
Participant 9	<p><i>It is our duty to stick with professionalism in all our tasks when I interpret, I try my best to follow this value and deliver the speech as it is.</i></p>

Participant 10	<i>Professionalism means quality, which allows someone to perform his or her role to the best of his/her ability. However, maintaining professionalism in a difficult situation or under stress is unfortunately something most professionals encounter during their career. But in our business, being able to calm down and render the same message in the target language and remain calm in stressful situations means you have successfully maintained professionalism.</i>
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The analysis of the second question of the interview which is (Q2: *What is the role of translators in promoting humanitarian operations?*) is shown in Table (2).

Table 2.

The analysis of the second question of the interview

Patterns Participants	<i>Black</i>	<i>Blue</i>	<i>Green</i>	<i>Orange</i>	<i>Red</i>	<i>Grey</i>
	<i>Supporter</i>	<i>Professional</i>	<i>Communicator</i>	<i>Facilitator</i>	<i>Mediator</i>	<i>Moderator</i>
Participant 1	<i>The interpreters, undoubtedly, play a vital role in promoting humanitarian operations; they work with NGOs and Humanitarian Rights Organizations to safeguard human rights and defend freedoms; they work with Humanitarian Aid Organizations to alleviate hunger and mitigate poverty; they work with Peacekeeping Operations to mediate warring parties and stop conflicts and resulting tragedies. In a nutshell, wherever there is a humanitarian work, there must be an interpreter. Interpreters have essential roles in supporting humanitarian aids and projects through clarifying and explaining community needs and what is going on the ground.</i>					
Participant 2	<i>The role of interpreters is always to send an optimistic message about humanitarian operations to make people trust this operation and showing it's positive impact in helping poor people in the difficult times.</i>					
Participant 3	<i>I think the interpreter play the critical role in promoting humanitarian activity most important through building understanding doners and international actors and local community beneficiaries.</i>					
Participant 4	<i>I try to apply humanitarian principle as much as possible because we are carrying out one of the noble message. To support the affected populations and communities, humanitarian workers need to communicate with different stakeholders and carry out negotiations by supporting the interpreters and translators. The role of the interpreter is to understand the dynamics of interpretation in humanitarian contexts.</i>					
Participant 5	<i>Frankly speaking, I have problem could not remember the conditions in the conflicts that's a war in I will try to remember one because it</i>					

	<p><i>is difficult to remember the conflict that not related to interpretation but for translation tasks, as you know in our translation field regarding the humanitarian operations there are foreigners who are going to go the field assisted a need and find out what are the need exactly, so they could not understand the humanitarian needs without interpretation, the interpreters like the ears of foreigners in the field, they could not move without them, they are going to hear from citizens and I am going to interpret their needs, clarifies their issues, reflect the suffering the people, we know that Yemen going through crisis and we have the war and conflict and we have lot of things need to treatment. A lot of people lost their foods, all of these if we want what they need and how they deliver their suffering to international staff, interpreting is existed to assist and deliver their messages. The role of interpreters not only deliver the speech between two parts, but they provide a great help and service to vulnerable communities during writing their needs and advise relevant authorities.</i></p>
Participant 6	<p><i>Very critical that must vary that, the interpreter should be aware communicative role, beware of context, the interpreter should be part of negation process because very critical and important for humanitarian processes I recommend any interpreter should involve in humanitarian interpretations to read a lot about humanitarian negotiations rules, that will grant him impression about how he should behave during supporting persons who work in the field to assist and provide aids to citizens.</i></p>
Participant 7	<p><i>They have a major role in conveying the actual realities, response and feedback as accurate and professional as possible. Efficient interpreter would contribute to preventing any insignificant dispute or misunderstanding and would raise the operations on a higher profile with the main stakeholders including mass media and donors.</i></p>
Participant 8	<p><i>Interpreters are tools to deliver messages of speakers who are the main players in promoting humanitarian operations .</i></p>
Participant 9	<p><i>Interpreters are essential roles in supporting humanitarian aids and projects through clarify and explain community needs and what are going on the ground. Translation as a language of mediation naturally exists since language was originated.</i></p>
Participant 10	<p><i>To support the affected populations, humanitarian professionals need to communicate with different stakeholders and carry out negotiations with the support of interpreters. Ideally, interpreters provide interpretations for the humanitarian professionals who do not speak the local language. So, it lies on the interpreters to build trust with the community and stakeholders and not only render sheer words. So it is the role of the interpreter to understand the dynamics of interpretation in humanitarian contexts and bridge the language barrier during a humanitarian negotiation and work.</i></p>

8.1.2 Generating Themes

The researcher classified the themes according to their correlations with the main concept of the interview after sorting and coding the patterns, six themes were generated upon participant' point of views, while excluding the unrelated themes as in Table (3):

Table 3.
Generating Themes and Code Description

Themes	Code Description
<i>Translator as Supporter</i>	<i>Participants reinforce interpreters work in two ways: (a) interpreters is a culture bridge and focal point between local citizens and international workers (b) interpreters bridge the gap between two parts, persons, parties and fostering the human actions</i>
<i>Translator as professional</i>	<i>Participants focused on interpreter work</i>
<i>Translator as Mediator</i>	<i>Participants confirm on role of interpreter as mediator</i>
<i>Translator as Communicator</i>	<i>Participants emphasized that interpreters play different roles such as conveying message and carrying culture aspects</i>
<i>Translator as Facilitator</i>	<i>Participants share their ideas about role of interpreters in dealing with different situations</i>
<i>Translator as moderator</i>	<i>Participants agreed that interpreter' role include contributing to elevating conflict</i>

9. Discussion and Interpretation

The data was analyzed using an inductive approach. This meant carefully reviewing each response and identifying key themes and recurring problems in the person's story based on interview questions that we had pre-determined. The researcher used typical qualitative procedures in the data analysis below, quoting critical interview responses, coding and classifying the data in associated themes based on the sample's responses, and serving the study work's aim. All of their identities were kept completely secret. Nonetheless, all participants gave their consent for the researcher to utilize their information in this study.

To answer the question of the study "What is the role of the Yemeni translators in achieving professionalism and promoting humanitarian operations?" The Thematic Content Analysis (TCA) was used. The researcher found that thematic content analysis was the best way to analyze interview data. Thereupon, the researcher conducted an online interview with humanitarian

translators. They were questioned on interpretation in crisis settings. The data was coded and categorized into themes as follows.

9.1 Translator as Humanitarian Aid Supporter

Translators are commonly hired due they spoke two or more languages besides the language of international relief organizations. The key role of translators during a humanitarian crisis is supporting and promoting international aid workers in the field. Most of the respondents confirmed that translators and translators are involved primarily in providing urgent services in multi sectors that meet community needs. According to Gard (2009) Translators could assist relieve survivors' feelings of vulnerability and enable the response team to evaluate the situation and furnish convenient services more competently. Participants agreed that translators' work should reinforce human actions, the translators are the bridge of understandings the gap between parties. One respondent stated:

"Translators and translators are the only bridge between two persons who speak different languages" (personal communication, November21, 2021).

Another one stated:

"Translators have essential roles in supporting humanitarian aids and projects through clarifying and explaining community needs and what is going on the ground" (personal communication, November21, 2021).

One respondent stated:

"To support the affected populations and communities, humanitarian workers need to communicate with different stakeholders and carry out negotiations by supporting the translators and translators" (personal communication, November21, 2021).

Furthermore, the translators are supporting the affected communities and promoting humanitarian works. They played essential roles in implementing human aid projects. According to (Shepherd-Barron, 2010), Languages can act as a crucial barrier for effective communication in the delivery of aid, as has been pointed out about recent evaluations of international humanitarian assistance.

Therefore, one of the respondents reported that:

"Ideally, translators provide interpretations for the humanitarian professionals who do not speak the local language. So, it lies on the translators to build trust with the community and stakeholders" (personal communication, November21, 2021).

Some respondents linked supporting human actions and negotiation process; they confirm that translators bridge the language barrier during their interpretation. They stated that providing interpretations for the humanitarian professionals and providing interpretations for the humanitarian professionals are the pushing motives for facilitating human operations on the ground.

One of the respondents stated:

"The role of the translator to understand the dynamics of interpretation in humanitarian contexts. and bridge the language barrier during a humanitarian negotiation and work" (personal communication, November20, 2021).

Another one said:

"The role of translators not only deliver the speech between two parts, but they provide a great help and service to vulnerable communities during writing their needs and advise relevant authorities" (personal communication, November20, 2021).

Consequently, Delgado Luchner & Kherbiche (2019) indicated that many translators work in affected areas, not as military translators, but as national staff hired to work for humanitarian organizations. To that end, as various ethic issues that translators in conflict areas encountered consequence from the implied armed fight itself, other translators may face the same, particularly translators who are working with humanitarian organizations to provide support to vulnerable communities by conflict. The ICRC and the UNHCR translator represent two archetypes of humanitarian translators (Delgado Luchner & Kherbiche, 2018). In addition, humanitarian translators should be involved in facilitating the access of international aid to beneficiaries. Also, they mentioned that numerous translators work in conflict zones, not as military translators, but as civilians working for humanitarian organizations.

9.2 Translator as professional (Professionalism)

Some respondents stated that achieving professionalism can be through maintaining some cognitive competencies. Adequate Knowledge, reading, and paying much attention to terminology can help achieve professionalism. In addition, being aware of details and having self-confidence are also factors leading to professionalism.

One respondent says:

"Professionalism, in my point of view, can be acquired through confidence, competence, and knowledge. But, as translators, we may add "transparency", this character is very important in our career, as it safeguards the impartiality that we should always keep" (personal

communication, November21, 2021).

Another one added:

"Professionalism means quality, which allows someone to perform his or her role to the best of his/her ability. However, maintaining professionalism in a difficult situation or under stress is, unfortunately, something most professionals encounter during their career" (personal communication, November21, 2021).

Another one stated:

"We must stick with professionalism in all our tasks when I interpret, I try my best to follow this value and deliver the speech as it is" (personal communication, November21, 2021).

Some respondents refer the role of translator to his/her experience in interpreting. Others think that experience is the main factor for achieving professionalism. The longer experience a translator has, the closer he gets to achieving professionalism.

One respondent stated:

"Think by taking more learn lessons from previous experience and keep you ready for any sudden task and be accurate and precise in conveying the meaning and work hard accordingly" (personal communication, November21, 2020).

Another one stated:

"This is based on the long experience one should be always trying hard to stay professional in his work and this could be achieved by early preparation for each subject matter you are translating" (personal communication, November21, 2021).

Another one stated:

"I have been working as a translator and translator for 15 years and have acquired a rich experience in both fields. Throughout this career, I have encountered fear, stress and dealt with different challenges" (personal communication, November21, 2021).

Another one added:

"I have deep experience that enables me to work with an international organization that I work and enjoy the interpretation with foreigners I feel that I present a great service for those who do not speak our tongue" (personal communication, November21, 2020).

Furthermore, Competency and experience could share common ground more experience you have more competencies will have. One of the respondents narrated his story by interpreting:

"I am working as a translator I could describe the translator as the driver of the vehicle to drive the vehicle you need to check all parts oil, water, heat, and others. So interpretation needs a lot of focus I mean fluency in English, level of consumption, the context having a lot of vocabulary, aware of culture, traditions, summarize what already cited, to be a good translator is a matter of time, tell me how many you interpret, I tell you how you are, I joined many workshops, similar meetings and conversations as translator, I had started with the company when I was senior level at University as invitation of the company so the first driving I joined interpretation inspired me a lot to read more to listen more, to practice more, to have many training sessions, to meet more experts particularly, after 2013 I joined many jobs such as teaching, translating and later on programming in an organization that referred to projects. ON of my duties, I have to interpret as program coordinator needs" (personal communication, November21, 2020).

Others think that preparation can help achieve professionalism. In addition, preparing oneself to know the contexts and cultural differences helps him be more professional. Yet, most of the respondents stressed the importance of previous preparation.

One of the respondents stated:

"By getting very well prepared by developing your skills before you are doing interpretation you should be familiar with human and context information and terms especially in your field. The translation is a continued process so you could continue to read and learn to achieve professionalism" (personal communication, November21, 2020).

Another respondent added:

"Preparing before conducting any such task is the best way to reach professionalism as my work in the field of translation. I am accustomed to working with multi sectors and immense in different projects I implemented various minor and huge projects with my team I am proud of my work as a translator, and I found that is the actual life I did not imagine myself without translation it's my real world" (personal communication, November21, 2020).

Some respondents are stated that professionalism could be related to impartiality, one of the respondents stated:

"I think there are several techniques that translator should sustain to keep professionalism during the working under pressure one of them the translator should always make sure he is not part of the conversation, and he does not take any personal attitude or things against what they said" (personal communication, November21, 2021).

Another one added:

"As a professional translator, I always make it clear from the beginning that I am a Neutral person who does his job with high professionalism. Always say I am just a translator doing his job professionally. I have no interest in either party" (personal communication, November21, 2021).

Accuracy is the backbone of the whole process of interpreting, translators should transfer the meaning correctly, and accuracy.

One of the respondents stress accuracy:

"The translator to reach out the professionalism in his work, he should keep accurate and clear meaning with honest in delivering the interpretation is the core of professionalism" (personal communication, November21, 2021).

Another one added:

"I try during my work to be accurate in translating texts and delivering the speech because any minor mistakes may change the whole meaning, I work in the medical field I like to translate and interpreted I feel medical terms dancing before my eyes" (personal communication, November21, 2021).

Another narration explains the degree of accuracy and understanding beyond the meaning, one of the respondents stated:

"I think that I did not reach the level professionals so far, I feel sometimes that the Arabic language that not help me that much to interpret everything clearly or as what you want, for example, if the meeting is going to take more than one hour I feel that the first hours wow there is no problem no falls and I feel a little bit tired in the second hour maybe because maybe that referred to lack of sleep or I have a daughter or I have more tasks to do" (personal communication, November21, 2021).

In the long run, humanitarian translators are adherence to ensuring that their works will stand in supporting and empowering those who need it most. According to (Delgado Luchner & Kherbiche, 2019) the professionalization of translators thus depends on the capacity of other humanitarian actors to make adequate use of a linguistic mediator.

9.3 Translator as Communicator

The respondents reported that one of the roles that translators perform is the communicative role. Participants emphasized that translators play a communicative role in conveying messages and carrying cultural aspects. One of the respondents who have worked with relief organization stated that:

"In one session, actually a part of the session, I found myself moving from historical context about mummies and ways of mummification to another context of discussing natural resources, mineral wealth, fisheries and livestock, to another context of bee-breeding and the best types and resources of honey in the world. So, translators are very much eligible for multiculturalism and world citizenship" (personal communication, November21, 2020).

Another one stated:

"During interpreting, I do think beyond the text and focus on conveying full meanings" (personal communication, November21, 2021).

According to Businario (2012, p.7) "Today, contacts between people with different linguistic and cultural backgrounds have increased significantly as communication takes place for various purposes, such as business, education, media, tourism, art, immigration, political conflicts".

One of the respondents said:

"I think that the real role of the translator is to communicate between the parties and convey the facts and meanings as stated by the other party" (personal communication, November21, 2021).

Some respondents agreed on the role of the translator as a communicator:

"We prefer to concentrate on the speech instead of writing notes should interpret everything and could not change anything, we are communicators, we use order in our assignments sometimes we ask the speaker to repeat or to say exactly what he or she wants to say" (personal communication, November21, 2021).

Therefore, the communication process is one of the primary and core mandate of the translator in transferring information between the parties as needed.

9.4 Translator as Mediator

Some respondents stated that translators also work as mediators to help people and negotiate between two feuding parties. They stated that changing the role of translators has still not acceptable, but the situation adjacent sometimes forced translators to act accordingly.

One respondent stated:

"I have had many exciting experiences I have been through several situations where I meditated and facilitated dialogue between parties from different works, I think I do it" (personal communication, November21, 2021).

Another one stated:

"Translation as a language of mediation naturally exists since language was originated" (personal communication, November21, 2021).

Respondents from those who have already worked with international organizations confirmed that one reason beyond the role of the translator as a mediator is that the nature of dialogue in a particular context pushes you to act as a mediator.

One professional translator stated:

"The translator should try his or her best to calm them down and attempts, if possible, to provide clarifications and work as a mediator that would help calm down the hostile situation when matters come out the control" (personal communication, November21, 2021).

Another respondent stated:

"I would try my best to calm things, stop the ragging conversations, bring them to the negotiations' table" (personal communication, November21, 2021).

The experience reason may also be for improving skills and competencies in the profession of mediation as stated by this respondent:

"I have had many exciting experiences I have been through several situations where I meditated and facilitated dialogue between parties from different works, I think I do it" (personal communication,

November21, 2021).

This data comes to support Bassnett (2011) emphasis placed on examining the role of the translator as a bilingual translator and as a figure whose role is to mediate between cultures. Also, Bedeker & Feinauer(2009) described the translator as a cultural mediator who is responsible for successful cross-cultural communication. According to Delgado Luchner & Kherbiche (2019) the ICRC and the UNHCR also depend on the linguistic mediator for their implementation mandate and communicate with their beneficiaries.

9.5 Translator as Facilitator

According to Moneus &Tajaddeen (2021, p. 216), "Simultaneous interpretation is an active component of dialogue, negotiation, conversation, meetings, mediations, conferences, seminars, health groups, delegations, deliberations, and consultations.

"The key role of the translator is to facilitate the process of communication between the speaker and the receiver, taking into account the rules of the transmitted speech" (personal communication, November21, 2021).

Respondents stated that if they do not understand what the speaker said, they would politely ask him to pause and say what he said again and slowly. This helps them be more focused and get what the speaker said.

One respondent said:

"I would gently ask him to speak slowly and so I deliver accurate interpretation and avoid confusion and unnecessary misunderstanding to the interpretation recipients. If that repeated, I would agree with him to give me the chance to interpret sentence by sentence" (personal communication, November21, 2021).

In that event, Bulut, & Kurultay(2001) the translators reported that they tried their best to facilitate the team's work and operations, and that they would facilitate directly with the locals for almost the same purpose. Proportionately, the role of facilitator essentially associated with humanitarian translator, so the key role of translators in humanitarian organizations is related deeply during facilitating access and communicate with local residents.

9.6 Translator as moderator

Participants share their ideas about the role of translators in dealing with different situations particularly when translators face offensive and aggressive situations, the participants agreed on softness and diplomatic way in behave, one of the respondents said:

"Of Course, I will ask him to clarify or rephrase the incomprehensible part of his speech, to get a clear message and convey it as clear as received" (personal communication, November21, 2021).

Another stated:

"I will ask them to pause and repeat what he said or ask for more clarification politely and kindly that he did not feel that I am interrupted him" (personal communication, November21, 2021).

Another one explained reaction in such context:

"Generally, speakers who have worked with translators often consider the translator and cooperate with them during interpretation so them. But if I don't understand what the speaker has said during interpretation, I will ask the speaker to repeat what he/she has said and ask him /her to allow time for interpretation" (personal communication, November21, 2021).

In other regards, Businario (2012) stated that various kinds of interpreting are generally used according to the mode of delivery and setting (eg: consecutive, simultaneous, media, escort..), that supported by one of the respondents that reported:

"That happens during consecutive interpretation when delegation speaks a word that unfamiliar to me, so I impose to ask him to explain what exactly means by this or that word because the duty of translator to be accurate in translation so I will ask to understand" (personal communication, November21, 2021).

Some respondent stated:

"Usually, we ask them to pause and slowly repeat what they have said. Politely ask them to rephrase what they mean. Or also ask them politely to clarify what they mean. You need to be confident enough to ask for clarification but also nicely and respectfully" (personal communication, November21, 2021).

Another respondent referred this to the kind of interpretation:

"I think it depends on interpretation simultaneous or consecutive also we have a note-taker, of course, there are techniques that filling the gaps to overcome the hesitated. However, I should ask him to repeat what he is saying specifically if the conference or the interpretation task is very important referring to numbers, critical issues because the translator could work as a mediator, so I can ask him to stop and ask him for more clarifying, what does he mean, in this case, if having

written in note-taking, I will go back to information that I wrote"
(personal communication, November21, 2021).

It is noted that, the note taker, translator and moderator are three characters in one, the translator during interpretation is forced to take notes and act as moderator particularly in consecutive interpreting.

10. Findings

Based on the foregoing discussion, the results of the interview, the data of the participants. This study analyzed the roles of translators in achieving professionalism and promoting humanitarian operations, the following findings are obtained: translators play a major role in supporting relief operations and humanitarian responses, this finding is in line with (Moneus & Tajaddeen, 2021) who stated that the main role of translators during the crisis is to support the humanitarian work and provide services that meet community needs. The roles of the translator vary depending on the nature of the work. The translator performs the role of communicating, coordinating, mediating, moderating, managing sessions, and facilitating communication between the parties. The pivotal role of translators of humanitarian organizations is to support relief operations on the ground. Professionalism is also important as a value in a translator's work and is achieved by seeking credibility, integrity, experience, and good preparation. This study disagrees with Businario (2012) that finds humanitarian organizations, although being aware of the importance of effective communication with local residents, they do not care about hiring professional interpreters who have unique skills in interpretations.

It is worth noting that, the translator's multiple and interrelated roles are not a product of the moment, but rather the product of an integrated system of works that the translator is entrusted with. This data was supported by Al-Shehari(2019, p.28) "The translators and interpreters believe that their role is to help people in need and convey their suffering to the people outside Yemen. Interestingly, they see themselves as advocates, going beyond the traditional descriptions of translation and interpreting". Therefore, the roles of the translator during crises are many and varied, in addition to his basic work in translation, it may include other areas such as support, advocacy, logistical support, assistance, promotion, facilitation, coordination, communication, networking, and when the need arises to performs other related duties as required. Although there are many roles for translators that accompany with relief aid organizations but the researcher selected the most prominent roles based on data gathered from respondents.

11. Conclusions

Although there are many roles for translators that accompany with relief aid organizations, but the researcher selected the most prominent roles based on data gathered from respondents. Upon the data collected and discussion above, it is noted that translators accompany by humanitarian organizations are considered professional translators, they do not work in the humanitarian field, but they acquire experience during their work and find their selves involve in many roles. The results of the interview revealed that in the times of crisis, translators play a critical role in advancing humanitarian efforts. These roles include facilitation, coordination, communication, mediating, supporting, moderating, and achieving professionalism with other related roles. The study data clearly demonstrated the importance of existing translators accompanying human aid operations, leading to the rejection of null hypotheses such as "there is no professional need for humanitarian translators in promoting humanitarian operations".

This study recommended the following:

1. Yemen humanitarian translators needs awareness trainings in human relief knowledge to act their roles accordingly.
2. Held interpreting course in humanitarian terms used in international organizations.
3. Training courses for local translators and translators about human relief operations.
4. The humanitarian organizations must be aware of the importance of selecting professional translators due to the essential roles that translators play in communication and coordination.

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أثر الاستراتيجيات ما وراء المعرفية في تنمية الكفاية اللغوية لمتعلمي
المرحلة الثانوية من ذوي الإعاقة السمعية
"دورة التعلم الخماسية والتساؤل الذاتي نموذجاً"

**The Impact of metacognitive strategies on the development of
language competence for secondary cycle learners with
Hearing impairment
The 5E-Learning cycle and Self-Questioning as a Model**

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مخبر اللسانيات العربية التطبيقية والمقارنة

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الملخص

تهدف هذه الدراسة إلى تعرّف أثر الاستراتيجيات ما وراء المعرفية في تنمية الكفاية اللغوية في مادة اللغة العربية لمتعلمي المرحلة الثانوية من ذوي الإعاقة السمعية، الذين يدرسون بمؤسسة للأسماء للأطفال والشباب الصم بالرباط-المغرب. وتحقيقاً لهذا الهدف، تم اعتماد المنهجين: الوصفي وشبه التجريبي عبر انتقاء عينة البحث التي ضمت مجموعة تجريبية درست وفقاً لاستراتيجيتي دورة التعلم الخماسية والتساؤل الذاتي، ومجموعة ضابطة درست بالطريقة العادية. وتمثلت أدوات الدراسة وموادها في:

- مقياس مايكل بست Mykle Bust للتعرف على المتعلمين ذوي صعوبات التعلم.

- اختبار يقبس الكفاية اللغوية لدى المتعلمين بعد التأكد من صدقه وثباته وتطبيقه القبلي والبعدي.

خلصت نتائج البحث إلى وجود فروق دالة إحصائية عند مستوى $(\alpha 0.05)$ بين متوسط نقط متعلمي المجموعتين التجريبية والضابطة في التطبيق البعدي لاختبار الكفاية اللغوية لصالح المجموعة التجريبية، وكذلك بين استخدام استراتيجيتي دورة التعلم الخماسية والتساؤل الذاتي وتطور مجالات اللغة لدى المتعلمين من المجموعة

التجريبية. كما لا توجد فروق دالة إحصائية عند مستوى ($\alpha 0.05$) بين متوسط درجات المتعلمين في التطبيق البعدي لاختبار الكفاية اللغوية ومهاراتها ترجع لمتغير الجنس. وبذلك تم التأكد من صحة فرضيات البحث التي أكدت الأثر الإيجابي لاستراتيجيات دورة التعلم الخماسية والتساؤل الذاتي في تنمية الكفاية اللغوية لدى متعلمي الأقسام الإسهادية من التعليم الثانوي، وعليه توصي الدراسة بأهمية توظيف استراتيجيات ما وراء المعرفة في التدريس خاصة لدى فئات الصم وذوي الإعاقة السمعية، وتشجيع البحث في مجال تطبيق هذه الاستراتيجيات في تدريس مختلف مجالات اللغة العربية ومهاراتها، إضافة إلى تعميم الدراسة بها على مستويات تعليمية مختلفة.

الكلمات الدالة: استراتيجيات ما وراء المعرفة - الإعاقة السمعية - التساؤل الذاتي - دورة التعلم الخماسية-

Abstract

This study, which is part of doctoral research into applied Arabic linguistics and comparison, aimed to identify the impact of teaching using metacognitive learning strategies on developing linguistic competence for the Arabic language for deaf learners in LALLA ASMAE foundation for deaf children in Rabat-Morocco. To achieve the research objectives, the researcher used the descriptive and the quasi-experimental methodologies approaches, and the research sample comprised two groups; experimental have been learned by the 5E-Learning cycle strategy and Self-Questioning, and the control group by an ordinary method.

Study tools:

- Mykle Bust test for diagnosis of learning disabilities.
- Linguistic competence test (examined its psychometric stabilities).

The results showed that there were significant differences at ($\alpha 0.05$) between the average scores of the learners of the experimental and control group in the post-test of the linguistic competence in the Arabic language in favor of the experimental group used the 5E-Learning cycle and self-questioning strategy in teaching. There were also no statistically significant differences at ($\alpha 0.05$) in the mean of student's scores on the post-test of the linguistic competence and language Fields due to the gender variable. Results confirm the positive effect of metacognitive strategies, specifically the 5E-Learning cycle and Self-Questioning. So, it is recommended to increase the use of metacognitive strategies in the educational learning process, especially for Hearing impairment learners and encouraging research to apply metacognitive strategies in teaching various fields of Arabic language skills in addition to generalizing the study of these strategies at different educational levels.

Keywords: Auditory/Hearing Difficulties _ Meta-cognitive strategies _ Self-Questioning _ 5E-Learning cycle strategy.

مقدمة

يرتكز بناء المنهاج التربوي الحديث على مجموعة من العناصر المشتقة من أسس فلسفية واجتماعية ونفسية ومعرفية ترتبط بالمتعلم ومجتمعه، وتُطبَّق في مواقف تعليمية بقصد الإسهام في تحقيق نمو متكامل لشخصية المتعلم بجوانبها العقلية والوجدانية والجسمية، تتناغم مع حاضر المتعلم ومستقبله كما تساعد على تكييف نفسه مع متغيرات عصره ومتطلباته وذلك باستخدام وسائل تعليمية متنوعة ومناسبة (حمادنه، عبيدات، 2012).

إنه وبعبارة أدق منهج يعمل على تنظيم العمليات التعليمية بكيفية تجعل المتعلم قادراً على التحكم في عملياته الذهنية، وتطوير مهاراته في التفكير حتى يتشكل لديه فهم أعمق للأشياء ومحيطه. لأن التفكير الهادف والتعلم الذاتي يتشكلان وتتطور كفاءتهما عندما تُناقش استراتيجيات التدريس والتفكير الفعالة في الفصول الدراسية والمتعلم الذي يمارس عملية التفكير وفق استراتيجيات تعزز هذا التفكير يعرف جيداً كيف يتعلم وكيف يتحكم في عملية التعلم (Welson & Wing, 2009).

وعلى هذا الأساس فإذا كانت للتفكير أهمية بالغة في الوسط التعليمي والحياة عامة... (وهدفنا إلى بلوغ المستويات العليا من الاستيعاب علينا أن نعرف جيداً وسيلته والسبيل إليه وهي التفكير خاصة في ظل متغيرات فرضها التطور الحاصل في مختلف منح الحياة المعاصرة (عطية، 2014).

لقد فرض المنهاج الحديث على المدرسة أدواراً جديدة حيث غدت مجالاً لتعليم التفكير بدل الأفكار، كما غدا المتعلم معها مساهماً في عملية التعلم ومنتجاً لا متلقياً سلبياً فقط أو مستهلكاً للمعرفة. ذلك أن التفكير باعتباره مهارة عقلية إذا دُرِّس أو طُبِّق ضمنياً في سياق تعليمي فإنه يفرض نوعاً مختلفاً من التعامل مع المعرفة المقدّمة، لأن الاهتمام سينصب حصراً على ما يمكن للمتعلمين القيام به لا ما يمتلكونه من معارف، وبات في هذه الحالة دور المدرّس في بسط المعلومات ومشاركتها المتعلمين غير مطلوب كما كان الحال في طرائق تدريسية تقليدية، بل صار موجّهاً للتعلّمات، ومساعداً المتعلمين على تطوير مهاراتهم، لأن توافر المعلومات بات يسيراً بفضل الانترنت الشيء الذي ألغى الدور التقليدي للمدرس باعتباره مصدر المعرفة الوحيد والمتعلم الذي صار لزاماً تسلّحه بمهارات تفكير تؤهله للتعامل الجيد مع المعلومات المتاحة (Matthews & Lally, 2010).

ويمكن تنمية مهارات التفكير من خلال توجيه عناية التلاميذ للتفكير في تفكيرهم أو ما يسمى بالتفكير فوق المعرفي Metacognition مما يساعدهم على مراقبة تفكيرهم، وتوجيهه نحو الوصول للحلول الأفضل واستبعاد الحلول غير الملائمة. وقد زاد الطلب الاجتماعي على مهارات التفكير بكافة مستوياته وخاصة مهارات التفكير فوق المعرفي، وأصبح تدريسها هو بؤرة الاهتمام من قبل التربويين ويرجع ذلك إلى:

- أ- النظرة المعرفية للذكاء والتي أشارت إلى أن القدرة على الذكاء قابلة للتعديل.
- ب- المدخل البنائي في التعليم والذي يؤكد على نشاط التلاميذ واستغلال بنائهم المعرفي عن طريق إيجاد وتنسيق علاقات في خبرتهم المعرفية.
- ج- منظور معالجة المعلومات والذي يتعامل مع اكتساب المعلومات وتوسيعها وتنظيمها(النجدي، سعودي، وراشد، 2005).

من هنا فإن نظرة فاحصة إلى الأنظمة التعليمية في الدول المتقدمة وفي الدول المتخلفة يجد أن النظام التعليمي في المجتمعات الأولى يهتم بتعليم أبنائه طرق وأساليب التفكير. أما الأنظمة في المجتمعات الأخرى فإنها تهتم بتعليم الأطفال نواتج التفكير... ويترتب على ذلك أن يتعلم أطفال المجتمعات الأولى نواتج العلم. أما أطفال المجتمعات الأخرى فيأهم يعيشون في ظل ثقافة الذاكرة ولا يكون لهم دور إلا دور المستهلك للمعرفة دون إنتاجها(قواسمة، أبو غزالة، 2013).

إن مساعدة الأطفال على تنمية قدراتهم على الاستقراء والمراقبة الذاتية تجعلهم بمنأى عن التسليم الساذج بمعارفهم المكتسبة، ومهارات ما وراء المعرفة المتمثلة في التخطيط والتنبؤ والتحصيص والتقييم هي عادة ما يُهمَّر عليها المتعلمون المتعثرون دراسياً. والفرق بين ما نحمله من أفكار/معارف وعملية التفكير هي أن التفكير نشاط غير محدود، مستمر وغير عرضي حول معرفة تموت بمجرد معرفتها، والمعرفة هي معطى قابل للمراجعة والتعديل. ولمواجهة هذه التحديات فنحن نساعد المتعلمين على فهم العالم وإعادة فك رموزه، وإنتاج إجاباتهم الخاصة والأصيلة، وعليه فإن الأساس الذي تقوم عليه ما وراء المعرفة إنما هو التفكير في الأفكار(Thenmozhi, 2019).

ومن هنا فالمدارس اليوم بحاجة أكثر من ذي قبل إلى استراتيجيات تعلم وتعليم تمد المعلمين والطلبة بأفاق تعليمية واسعة ومتنوعة ومتقدمة؛ كي تساعدهم على إثراء خبراتهم ومعلوماتهم، وتنمي مهاراتهم الذهنية المختلفة، وتدريبهم على التفكير ومهارته حتى يتمكنوا من التعامل بفاعلية مع أي نوع من المعلومات أو المتغيرات التي يأتي بها المستقبل (قواسمة، أبو غزالة، 2013).

وبما أن اللغة هي جزء لا يتجزأ من عملية التفكير فهما مترابطان لا يمكن فصل أي منهما عن الآخر خاصة في عملية الاستيعاب والفهم، فاللغة لها أهميتها في تشكيل المفردات ومن ثم الجمل، والتفكير هو المحرك الأساسي لعملية إنتاج اللغة وتنظيمها وترتيبها حسب ما تتطلبه المواقف التي يتعرض لها الفرد، وعليه؛ فلا لغة بدون تفكير ولا تفكير دون معلومات وأفكار لغوية، وهذا الترابط بينهما يعتبر من مستلزمات عملية التكيف الاجتماعي (محمد، عيسى، 2011، الصفحات 222-223).

لذا كانت تنمية كفايات المتعلمين اللغوية من الأهداف الأساسية التي ينبغي أن تضطلع بها المؤسسات التعليمية والعاملون في مجال تدريس اللغة بطرائق تدريسية حديثة واستراتيجيات

تعليمية تساعد المتعلم على التفكير في تعلماته وبناء معرفته بنفسه، استراتيجيات تتناغم مع بيئة المتعلم وواقعه المتطور على الدوام (جحجوح، 2012). (عطية، 2014)

وسعيًا لتبني هذه الاستراتيجيات الحديثة والاستفادة منها في الممارسة الصفية عمدت هذه الدراسة إلى قياس أثر طرائق التدريس الحديثة واستراتيجيات ما وراء المعرفة تحديداً متمثلة في استراتيجيتي "دورة التعلم الخماسية" و"التساؤل الذاتي" في تنمية الكفاية اللغوية لدى متعلمي السلك الثانوي في مادة اللغة العربية من ذوي الإعاقة السمعية.

مشكلة البحث

يعتبر الفعل التربوي نشاطاً يقوم في مجمله على تطبيق رؤية المنهاج التعليمي الذي ينطلق منه، وهو الطريقة الإجرائية التي بها تتحقق غايات المنهاج ومراميه. فإذا كانت جميع المرجعيات التي يركز عليها منهاج المملكة التربوي بما فيها الميثاق الوطني للتربية والتكوين، والوثيقة الإطار للاختبارات والتوجهات التربوية، إضافة إلى الرؤية الاستراتيجية للإصلاح 2015-2030 كلها تنحو نحو إصلاح منظومة التربية والتكوين ببلادنا، وتنص على تجاوز الطرائق التقليدية في التدريس وذلك بالحد من الاعتماد على التلقين والشحن، والاستثمار في تنمية البناء الذاتي للتعلمات، وحفز التفاعل الإيجابي للمتعلمين... إضافة إلى التجديد والتطوير المستمرين بما يمكن من توجيه الممارسة التربوية مع التركيز على تنمية كفايات المتعلمين ومهاراتهم والتمكن من منهجية للتفكير ... عملاً على الرفع من جودة التربية والتكوين... (المجلس الأعلى للتربية والتكوين، 2015) فإن الواقع التعليمي يشهد تعثرات عديدة تحول دون تحقق هذه المرامي والغايات تكشف عنها إنتاجات المتعلمين المتواضعة بحكم الاحتكاك بالمتعلمين وتراكم التجربة في المجال التي لا تصل إلى درجة الرضى، الشيء الذي يدفع للتساؤل عن الأسباب الكامنة وراء هذا التعثر والبحث عن بدائل من شأنها أن تجدد من طرائق العرض البيداغوجي، وتساعد على تجاوز المشكلات الدراسية وتعزز التعلمات.

وعلى هذا الأساس تفتقت فكرة هذا البحث ومشكلته، حيث جاء ليكشف عن أثر استراتيجيات ما وراء المعرفة في تنمية الكفاية اللغوية في مادة اللغة العربية لمتعلمي السلك الثانوي من ذوي الإعاقة السمعية، مركزاً على استراتيجيتي "دورة التعلم الخماسية" و"التساؤل الذاتي".

أسئلة البحث:

حاول البحث الحالي الإجابة عن الأسئلة الآتية:

1- ما أثر استخدام استراتيجياتي "دورة التعلم الخماسية" و"التساؤل الذاتي" في تنمية الكفاية اللغوية في مادة اللغة العربية لمتعلمي السلك الثانوي من ذوي الإعاقة السمعية مقارنة بالطريقة التدريسية المعتادة؟

2- هل توجد فروق دالة إحصائية في استخدام استراتيجياتي "دورة التعلم الخماسية" و"التساؤل الذاتي" لدى المتعلمين تُعزى إلى متغير الجنس؟
فرضيات البحث:

- استناداً إلى تساؤلات البحث تمت صياغة فرضيات الدراسة على النحو التالي:
- يوجد فرق دال إحصائياً عند مستوى دلالة (0.05 α) بين متوسط نقط المجموعتين التجريبية والضابطة في التطبيق البعدي لاختبار الكفاية اللغوية.
 - يوجد فرق دال إحصائياً عند مستوى (0.05 α) بين متوسط نقط المتعلمين (ذكوراً/إناثاً) من المجموعة التجريبية في التطبيق البعدي لاختبار الكفاية اللغوية.
 - يوجد فرق دال إحصائياً عند مستوى (0.05 α) بين الجنسين من عينة البحث في بعض المجالات اللغوية (المعجم/ القراءة/ الكتابة/ الفهم الإشاري)¹.
 - يوجد فرق دال إحصائياً عند مستوى (0.05 α) بين استراتيجياتي دورة التعلم الخماسية والتساؤل الذاتي وتطور المهارات اللغوية لدى المتعلمين من المجموعة التجريبية في التطبيق البعدي.

أهداف البحث:

سعى هذا البحث إلى تحقيق الأهداف التالية:

- 1- تحديد عينة المتعلمين ذوي صعوبات التعلم، وتعرف طبيعة هذه الصعوبات وأنماطها.
- 2- التعرف على أثر التدريس باستخدام استراتيجياتي "دورة التعلم الخماسية" و"التساؤل الذاتي" في تنمية الكفاية اللغوية في مادة اللغة العربية عند عينة من المتعلمين من ذوي الإعاقة السمعية.
- 3- توضيح أثر متغير الجنس (الذكور/الإناث) على تنمية الكفاية اللغوية في مادة اللغة العربية عند متعلمي السلك الثانوي من ذوي الإعاقة السمعية.

أهمية البحث:

تبرز أهمية هذا البحث في النقاط الآتية:

- 1- تقديمه أدواتين قياسيتين تتمثلان في:

1- "الفهم الإشاري" عند المتعلم الأصم هي بديل _ طرحه _ عن مهارة الاستماع، تقوم على مشاهدة مورد رقمي (فيديو) شارح لمحتوى تعليمي بلغة الإشارة.

- أ- مقياس مايكل بست MichaelBest للتعرف على المتعلمين ذوي صعوبات التعلم.
- ب- اختبار الكفاية اللغوية لقياس التعلّات، تم بناؤه وفق معايير تدريس مادة اللغة العربية حسب ما نصت عليه المرجعيات التربوية؛ الكتاب الأبيض والبرامج والتوجهات التربوية الخاصة بمادة اللغة العربية بالسلك الثانوي.
- 2- تقديمه طريقةً حديثةً للتدريس من شأنها تحسين التعلّات والرفع من جودتها لدى المتعلمين.
- 3- اعتماد اختبار الكفاية اللغوية لتحديد مستوى المتعلمين في مادة اللغة العربية، وتشخيص مكتسباتهم قصد الوقوف على جوانب القصور لديهم والعمل على معالجتها.
- 4- التحسيس بأهمية تعزيز التفكير بتبني طرائق تدريس حديثة ما وراء معرفية تُكسب المتعلمين آليات التفكير في التعلّات والوعي بها واتخاذها نهجاً وسلوكاً للتعامل مع المعلومات على أوسع نطاق.

I- مفاهيم الدراسة:

1- استراتيجيات ما وراء المعرفة:

الاستراتيجية هي تنظيم مخطط بوساطة طرائق وتقنيات ووسائل، بغرض بلوغ هدف معين. (زاير، داخل، 2015)، وعمليات الوعي هذه واستراتيجيات التحكم بها مع الضبط والتوجيه هي ما يُعرف باسم استراتيجيات ما وراء المعرفة (محمد، عيسى، 2011، صفحة 154).

ويذكر فكيتي Phakiti (2008) بأن استراتيجيات ما وراء المعرفة هي العمليات الواعية التي تُنظّم الاستراتيجيات المعرفية وعمليات أخرى تتألف من التخطيط والمراقبة والتقييم (Zhang, 2018).

يُقصد باستراتيجيات ما وراء المعرفة إجرائياً المنهج العملي والسلوكي الواعي الذي يعتمد على وسائل ديداكتيكية وخطوات إجرائية لتحقيق هدف معين من العملية التعليمية التعلمية. حيث يُمكن المتعلم من التفكير في المحتوى التعليمي ذاتياً أو بمساعدة من المدرس وتوجيهه وصولاً إلى الفهم.

2- الكفاية اللغوية

يُعرف تشومسكي الكفاية Competence بأنها معرفة المتكلم بلغته، والقدرة هي التوظيف الفعلي أو الإنجاز الكلامي لهذه اللغة في مواقف ملموسة. وحسب هذا التعريف تكون القدرة هي الانعكاس المباشر للكفاية، تلك المعرفة باللغة _يؤكد تشومسكي_ تنطوي ضمناً على إمكانية فهم العديد من الجمل بشكل غير محدود (Chomsky, 1965, pp. 4-15).

وهذا التعريف يتساق مع ما جاء به علم النفس اللغوي Psycholinguistique الذي يعرف مفهوم الكفاية بأنه مجموع المعارف اللسانية لدى المخاطب، التي تمكنه من فهم وإنتاج عدد لا نهائي من الجمل (الدرنج، 2000). أما علي موسى فيرى أن الكفاية اللغوية هي الحد الأدنى من المعارف والاتجاهات والقيم والمهارات اللغوية الذي يمكن لطالب الثانوية العامة من التفاعل الإيجابي مع مكونات لغته الأم واتصاله بالحياة والأحياء اتصالاً فعالاً (بدران، 2008).

يُقصد بالكفاية اللغوية إجرائياً مجموع المعارف والمعلومات والمكتسبات اللغوية التي راكمها المتعلم في مساره التعليمي بصرف النظر عن مستوياتها، والتي تتيح له تحقيق أهداف معينة.

3- دورة التعلم الخماسية 5E's Learning Cycle:

هي استراتيجية ما وراء معرفية في التدريس وضعها العالم التربوي بايبي Bybee، وتقوم أساساً على فكرة النظرية البنائية، وتتكون خمس مراحل هي: مرحلة التشويق والانتباه Engagement، ومرحلة الاستكشاف Explorantion، ومرحلة الإيضاح والتفسير Explanation، ومرحلة التفكير التفصيلي (التوسعي) Elaboration، ومرحلة التقييم Evaluation. (النجدي، سعودي، وراشد، 2005)

وهي استراتيجية هدفت إلى وضع تخطيط لتعلم العلوم بما ينسجم مع النظريات المعاصرة حول كيفية تعلم الأفراد.

يُقصد باستراتيجية دورة التعلم الخماسية إجرائياً خطة تدريس تنبني على خمس مراحل بنائية يُمرر عبرها المحتوى التعليمي، وبإمكانها أن تساعد في بناء التعلّمات لدى المتعلم، وتحقيق أعلى درجة من الفهم والاستيعاب، وأن تصل به إلى الأهداف المتوخاة من العملية التعليمية.

4- التساؤل الذاتي Self-Questioning

عرفها قطامي (2013) بأنها الطريقة التي يتواصل فيها المعلم مع الطالب عن طريق توجيه سؤال حول ما الذي يعرفه المتعلم عن عنوان ما، وما الذي يتوقع أن يتعلمه من النص الجديد (قطامي، 2013، صفحة 619).

مراحلها ثلاثة؛ ما قبل التعلم، والتعلم، وما بعد التعلم. كما أنها تساعد الطلبة على التركيز ومعرفة ما عندهم من خبرات سابقة (الشمري، 2020). وترجع أهمية استخدام استراتيجية التساؤل الذاتي في التدريس إلى ما يلي:

- تتيح للمتعلمين أن يكونوا في مواقف ايجابية عبر مناقشة ما يدرسونه مما يجعلها أكثر وضوحاً.

- معالجة المعلومات عن طريق أسئلة تستثير دوافع الطلاب للنظر في خبراتهم السابقة، مما يزيد احتمال تخزين المعلومات في الذاكرة بعيدة المدى ويجعل استخدامها في المستقبل أمراً يسيراً.

- يصبح المتعلمون أكثر حساسية للأجزاء المهمة في محتوى الدرس، ويقومون بمراقبة فهمهم لهذه الأجزاء مما يزيد فهمهم لما هو مُقدم (حميدة، 2009، صفحة 26).

يقصد باستراتيجية التساؤل الذاتي إجرائياً: خطة تدريسية تقوم على طرح أسئلة هادفة في مراحل معينة من الحصص التعليمية، وتكون_ الأسئلة_ عمودية (أستاذ/متعلم) أو أفقية ذاتية (المتعلم/نفسه) بهدف التركيز، واستثارة المعارف السابقة، وتوجيه المتعلم نحو التقصي وبناء تعلماته.

5- الإعاقة السمعية Hearing impairment

"مصطلح عام يغطي مدى واسعاً من درجات فقدان السمع Loss Hearing، الذي يعوق عملية تعلم الكلام واللغة، والفقدان الخفيف Mild الذي لا يعوق استخدام الأذن في فهم الحديث وتعلم الكلام واللغة (القريطي، 2005، صفحة 299). وهذا فهي تشمل:

1- الأصم Deaf هو الشخص الذي فقد حاسة السمع لأسباب إما وراثية، أو فطرية أو مكتسبة، سواء منذ الولادة أو بعدها، الأمر الذي يحول بينه وبين متابعة الدراسة، وتعلم خبرات الحياة مع أقرانه العاديين وبالطرق العادية (سليمان، 2005، صفحة 72).

2- ضعاف السمع Hard of hearing : الأشخاص ذوي قصور سمعي أو بقايا سمعية Hearing Residual ومع ذلك فإن حاسة السمع لديهم تؤدي وظائفها بدرجة ما، ويمكنهم تعلم الكلام واللغة، سواء باستخدام المعينات السمعية أو بدونها (القريطي، 2005، صفحة 300)، (هدبا، 2014).

يُقصد بالإعاقة السمعية إجرائياً: فئة من المتعلمين تمتاز بقدراتهم السمعية بين الصمم التام وضعف السمع، مراهقون يتابعون دراستهم بالسلك الثانوي الإعدادي والتأهيلي بمؤسسة لا أسماء للأطفال والشباب الصم بالرباط، وهم من شكلوا العينة التجريبية والضابطة للبحث.

II- إجراءات البحث

1- منهج البحث

أ- المنهج الوصفي التحليلي: وذلك عند الكشف عن الظاهرة المراد بحثها، ووصف الدراسات ذات العلاقة بمتغيرات البحث ومواده وأدواته، وعند تحديد المشكلات وجوانب القصور الموجودة وتوضيحها عند تحليل المحتوى التعليمي.

ب- المنهج شبه التجريبي: وذلك أثناء بحث التأثير الرئيس لاستراتيجيتي دورة التعلم الخماسية والتساؤل الذاتي على تنمية الكفاية اللغوية، من خلال تقسيم عينة البحث إلى مجموعة تجريبية درست باستراتيجيتين حديثتين لمعرفة أثرهما على تنمية الكفاية اللغوية. ومجموعة ضابطة تم تدريسها بالطريقة الاعتيادية، والشكل التالي يُظهر هذا التصميم:



2- حدود الدراسة

- أ- الحدود الزمنية: ابتداءً من شهر مارس إلى غاية نهاية شهر ماي من الموسم الدراسي 2020-2021 وعليه تتحدد هذه الدراسة ونتائجها بالفترة الزمنية التي أجريت فيها.
- ب- الحدود البشرية: عينة تتألف من أربعين تلميذاً (ذكوراً وإناثاً) يمثلون أقسام السنة الثالثة الثانوية الإعدادية والسنة الأولى باكوريا-مهنية.
- ج- الحدود المكانية: مؤسسة للا أسماء للأطفال والشباب الصم بالرباط-المملكة المغربية.

3- عينة البحث

تألفت عينة الدراسة من متعلمي المرحلة الثانوية؛ السنة الثالثة الثانوية الإعدادية، والسنة الأولى باكوريا-مهنية شعبة الصيانة المعلوماتية الذين يتابعون دراستهم بمؤسسة للا أسماء للأطفال والشباب الصم بالرباط، وذلك لتمثيل المجموعتين التجريبيتين (20 متعلماً/متعلمة) والمجموعتين الضابطين (20 متعلماً/متعلمة)، وبذلك أصبح عدد أفراد عينة البحث (40 متعلماً/متعلمة) موزعين حسب الجنس كالآتي:

جدول (01) يمثل خصائص عينة الدراسة حسب الجنس

النسبة	العدد	الجنس
60%	24	الذكور
40%	16	الإناث
100%	40	المجموع

4- متغيرات البحث

- أ- المتغير المستقل: ويتمثل في استراتيجيتي "دورة التعلم الخماسية" و"التساؤل الذاتي".
- ب- المستقل التابع: يتمثل في تنمية الكفاية اللغوية لدى متعلمي السنة الثالثة الثانوية الإعدادية والأولى باكوريا- مهنية من ذوي الإعاقة السمعية في مادة اللغة العربية.
- ج- المتغيرات الدخيلة: وتتمثل في مجموع المتغيرات التي من شأنها أن تؤثر على المتغير التابع في نفس وقت تأثير المتغير المستقل الذي من شأنه أن يؤثر على نتائج البحث، وقد تم ضبط هذه المتغيرات في الجنس، نتائج تحصيل المتعلمين، الفروف الفردية المتمثلة في متوسط درجات المتعلمين في الاختبارين القبلي والبعدي، التفوق والتعثر، المحتوى التعليمي.

III- أدوات البحث

- 1- مقياس مايكل بست Mykle Bust للتعرف على المتعلمين ذوي صعوبات التعلم: هو مقياس هدفه التمييز بين الطلبة العاديين وذوي صعوبات التعلم، ويستخدم للكشف عن النقاط الحرجة للفئتين بعد عرض فقرات الاختبار وتصحيحه (ديبونو، 2017). يتكون هذا المقياس من ثلاثة محاور كبرى تتوزع إلى أربعة عناوين مختلفة تضم (24) فقرة تتفرع عنها خمس عبارات، يقوم الفاحص بالإجابة عنها من خلال المعاينة وبمساعدة من المدرس، كما يمكن لأولياء الأمور القيام بالعملية نفسها أيضاً. وتشتمل فقراته على ما يلي:

الجدول (02) يوضح العناصر التي يتألف منها اختبار مايكل بست لتشخيص صعوبات التعلم

المحاور	العناوين	الفقرات	درجات الفقرات	درجات الاختبار
الاختبار اللفظي	الاستيعاب السمعي والتذكر	4	20	29
	اللغة المحكية	5	25	
	اختبار المعرفة العامة	4	19	
الاختبار غير اللفظي	التناسق الحركي	3	15	48
الاختبار الشخصي والاجتماعي	---	8	48	
الدرجة الكلية				

2- اختبار الكفاية اللغوية:

- اقتضى البحث في استراتيجيات ما وراء المعرفة إعداد اختبار لقياس مستوى المتعلمين من عينة الدراسة في الكفاية اللغوية سعياً إلى تنميتها من خلال تطبيق استراتيجيتي "دورة التعلم الخماسية" و"التساؤل الذاتي". وقد مر إعداد هذا الاختبار بعدة مراحل هي كالآتي:

أ-تحديد الهدف من الاختبار: يهدف الاختبار إلى قياس مستوى كفايات المتعلمين اللغوية (بالمجموعتين التجريبية والضابطة) في مادة اللغة العربية في الاختبار القبلي، والعمل على تنميتها عبر استراتيجيات ما وراء المعرفة، وقياس تطورها في الاختبار البعدي.

ب-مصادر إعداد الاختبار: استقى الاختبار مضامينه مما يلي:

الكتاب الأبيض الصادر عن لجان مراجعة المناهج التربوية المغربية للتعليم الابتدائي والثانوي الإعدادي والتأهيلي (2002)، والتوجيهات التربوية والبرامج الخاصة بتدريس مادة اللغة العربية بسلك التعليم الثانوي الإعدادي والتأهيلي (وزارة التربية الوطنية، نونبر 2007)، والأطر المرجعية لمادة اللغة العربية للسلك الثانوي الإعدادي والتأهيلي (وزارة التربية الوطنية، غشت 2009)، والمقررات الدراسية لسلك التعليم الثانوي الإعدادي والتأهيلي.

ج-مراحل بناء الاختبار: مر بناء اختبار الكفاية اللغوية من المراحل الآتية:

الاطلاع على مضامين الكتاب الأبيض والتوجيهات التربوية والبرامج الخاصة بتدريس مادة اللغة العربية بالسلك الثانوي، وجرد الكفايات التربوية الخاصة بمستوى عينة البحث (الثالثة الإعدادية، والأولى باكوريا-مهنية)، وتحديد الكفايات الأساسية المستهدفة في الاختبار (الكفايات؛ التواصلية، المنهجية، والثقافية)، ثم فرز العناصر المكونة للكفايات الثلاث الأساسية لصياغة أسئلة الاختبار المناسبة، إضافة إلى تحديد المجالات اللغوية المراد قياسها (المعجم/ القراءة/ الكتابة/ الفهم الإشاري)، ثم صياغة الأسئلة الاختبارية. وعلى هذا الأساس بُني الاختبار فجاء في صورته النهائية أدناه:

الجدول (03) يوضح مواصفات اختبار الكفاية اللغوية

الكفايات اللغوية				
عدد الأسئلة	الكفاية الثقافية	الكفاية المنهجية	الكفاية التواصلية	
15	5	5	5	المعجم
15	5	5	5	القراءة
15	5	5	5	الكتابة
15	5	5	5	الفهم الإشاري
60	20	20	20	عدد الأسئلة

1-2- صدق الاختبار:

أن يُعد الاختبار صادقاً إذا نجح في قياس مدى تحقيق الأغراض السلوكية للمادة التي وضع من أجلها (داوود، حنا، وعبد الرحمن، 1990). ولقد تم التأكد من صدق الاختبار وجعله يقيس فعلاً ما وُضع لقياسه باعتماد الصدق الظاهري. حيث عُرض على مجموعة من الخبراء والمتخصصين التربويين في اللغة العربية وطرائق تدريسها لإبداء آرائهم وملاحظاتهم فيه من حيث قياس الاختبار الهدف الذي وُضع لقياسه من عدمه، ومناسبة أسئلة الاختبار ومواده لعينة البحث إضافة إلى مدى توافق عناصر الاختبار للكفايات المستهدفة، ووضوح صياغة مفرداته اللغوية. وبعد ذلك تم تفرغ نتائج آراء المحكمين واستخراج نسبها المئوية²، فتم الإبقاء على الأسئلة التي لا تقل نسبتها عن (80%)، وتعديل مَن حصلت على نسبة تقل عن ذلك لئتناسب الكفايات التي صيغت لاستهدافها، مع حذف بعضها، فصار الاختبار جاهزاً للتطبيق بأسئلته البالغة (60 سؤالاً).

2-2- الثبات:

تم حساب معدل ثبات الاختبار بطريقتين اثنتين:

أ- طريقة التجزئة النصفية Spearman-Brown:

الجدول (04) يوضح ثبات أداة الدراسة بطريقة التجزئة النصفية

الاختبار	عدد الأسئلة	العينة	قيمة الارتباط قبل التعديل	قيمة الارتباط بعد التعديل
الكفاية اللغوية	60	20	0,86	0,92

يوضح الجدول أن قيمة الارتباط لاختبار الكفاية اللغوية قبل التعديل بلغت نسبة 0,86 لكنها تحولت بعد التعديل بواسطة معادلة سبيرمان براون إلى نسبة 0,92 وهي قيمة عالية، وعليه يكون الاختبار قد حقق نسبة ثبات يمكن الوثوق بها وبالتالي يجوز تطبيقه.

ب- طريقة ألفا كرونباخ Alpha de cronbach:

الجدول (05) يوضح ثبات أداة الدراسة بطريقة ألفا كرونباخ

الاختبار	عدد الأسئلة	العينة	قيمة الارتباط
الكفاية اللغوية	60	20	0,80

²- نسبة اتفاق المحكمين المئوية على أسئلة الاختبار.

يتضح من الجدول أن قيمة الارتباط لاختبار الكفاية اللغوية حسب طريقة ألفا كرونباخ قد بلغت نسبة 0,80 وهي نسبة جيدة، وبهذا يظهر أن للاختبار درجة ثبات يمكن الوثوق بها عند تطبيقه.

3-2- تحديد زمن الاختبار:

تم عرض اختبار الكفاية اللغوية للتجربة على عينة استطلاعية من المتعلمين، وحُدِّد الزمن الذين استغرقوه في الإجابة عن أسئلته، وتم استخلاص زمنه من خلال قسمة مجموع المدة التي استغرقها أول متعلم انتهى من الإجابة عن أسئلة الاختبار والمدة التي استغرقها آخر متعلم انتهى من الإجابة على العدد (2).

$$\frac{\text{زمن}}{\text{الاختبار}} = \frac{\text{المدة التي استغرقها أول متعلم أنهى الاختبار} + \text{المدة التي استغرقها آخر متعلم أنهى الاختبار}}{2}$$

وعليه يكون زمن اختبار الكفاءة اللغوية بعد حساب المدة هو (180) دقيقة، دون احتساب المدة التي استغرقها عمليات قراءة التعليمات وتوضيحها، وكتابة البيانات الشخصية، مع مراعاة مبدأ تكييف الامتحان مع حالات الأشخاص في وضعية إعاقة، وظروف اجتيازها بما في ذلك الاعتبارات الزمنية... الذي تنص عليه الوثائق التربوية (العلمي، 2015).

3- إعداد دليلي الأستاذ والتلميذ لإستراتيجيتي "دورة التعلم الخماسية" والتساؤل الذاتي":

تم إعداد الدليلين بعد الاطلاع على المراجع والدراسات التي سبق تناولها لهاتين الاستراتيجيتين تقعيداً نظرياً وبحثاً، وقد تضمن ما يلي:

دليل التلميذ

دليل الأستاذ

مقدمة الدليل: وتتضمن ما يلي:

- التعريف باستراتيجيتي "دورة التعلم الخماسية" و"التساؤل الذاتي".
- عرض أهمية الاستراتيجيتين في تنمية التفكير لدى المتعلم، وتحقيق الوعي لديه بعمليات التفكير والتحكم فيها ومراقبتها، والتنظيم الذاتي لعمليات القراءة والفهم.
- أهداف الدليل.

- الخطوات الإجرائية للتدريس وفق استراتيجيتي دورة التعلم الخماسية والتساؤل الذاتي.
- الكفايات المستهدفة في الدروس المختارة التي ستدرّس في الدليل وفقاً لاستراتيجيتي دورة التعلم الخماسية

- نماذج توضيحية لتطبيق استراتيجيتي دورة التعلم الخماسية والتساؤل الذاتي على ثلاثة مكونات مقتطفة من:
- 1- كتاب التلميذ (ة) "مرشدي في اللغة العربية" للسنة الثالثة من التعليم الثانوي الإعدادي.

<p>والتساؤل الذاتي.</p> <ul style="list-style-type: none"> • أمثلة تطبيقية لمراحل البناء الديدانكتيكي للدروس وفق استراتيجيتي دورة التعلم الخماسية والتساؤل الذاتي. 	<p>2- كتاب التلميذ(ة) "الكامل في اللغة العربية" للسنة الأولى من سلك البكالوريا.</p>
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IV- إجراءات تطبيق أدوات البحث وتجربته:

1- عينة البحث:

تتكون عينة البحث من متعلمي السنتين الثالثة الثانوية الإعدادية والأولى باكوريا-مهنية، من مؤسسة للا أسماء للأطفال والشباب الصم بالرباط، (20) متعلماً لتمثيل المجموعتين التجريبتين و(20) متعلماً لتمثيل المجموعتين الضابطين. وبالتالي صار العدد الإجمالي للعينة هو (40) متعلماً. وقد ساعدت الجدولة الزمنية لتوزيع حصص مادة اللغة العربية في القيام بتجربة البحث وفق ظروف مناسبة احترمت مبدأ تكافؤ الفرص وثبات المتغيرات الدخيلة.

2- تطبيق أداة البحث:

1-2- التطبيق القبلي:

تم التطبيق القبلي لأداة البحث بعد استكمال عمليات الحصر وتطبيق قياس صعوبات التعلم (مقياس مايكل بست) والتأكد من صدق الاختبار وثباته. وقد أسفرت نتائجه عما يلي:

جدول رقم (06) يظهر نتائج التطبيق القبلي لاختبار الكفاية اللغوية للمستويين الثالثة من السلك الثانوي الإعدادي والأولى باكوريا-مهنية في اختبار الكفاية اللغوية

المستوى	المجموعة	المتوسط الحسابي	الانحراف المعياري	القيمة "t"	Sig.	الدلالة إحصائية
الثالثة الثانوية	التجريبية	30.1	8,332	0.246	0,809	غير دالة إحصائياً
	الضابطة	29.2	8.038			
الأولى باكوريا	التجريبية	31.2	5.006	0.727	0.355	غير دالة إحصائياً
	الضابطة	30.03	6.272			

يبين الجدول (06) أن القيمتين "t" و "Sig." غير دالتين إحصائياً عند مستوى ($\alpha 0,05$) مما يدل على عدم وجود فرق دال إحصائياً بين المجموعتين التجريبية والضابطة في الكفاية اللغوية.

2-2- تطبيق تجربة البحث:

بدأ التطبيق الفعلي لتجربة البحث بعد الحصر والتطبيق القبلي وتم التدريس وفق استراتيجيتي "دورة التعلم الخماسية" و"التساؤل الذاتي" واستخلاص بيانات من نتائج المجموعتين في الاختبار البعدي مكنت قبول فرضيات البحث أو رفضها. وقد جرت العملية على النحو التالي: بدأ التطبيق الفعلي لتجربة البحث في (22) من مارس 2021 إلى غاية (30) من ماي، حيث درست المجموعة التجريبية وفق استراتيجية دورة التعلم الخماسية ثم استراتيجية التساؤل الذاتي، وروعي في ذلك مبدأ التدرج في العرض، ثم جرى تطبيقهما على نماذج مختلفة من الدروس، وتم التأكد من فهمها وتمثيلها الجيد من قبل المتعلمين، وفي المقابل درست المجموعة الضابطة وفق الطريقة العادية.

3-2- التطبيق البعدي:

بعد انتهاء المرحلة التجريبية البحثية التي دامت قرابة التسعة أسابيع تم إخضاع المجموعتين التجريبية والضابطة لاختبار بعدي لقياس الكفاية اللغوية وذلك يوم الإثنين 31 ماي 2021، ليُصحَّح بعد ذلك وتستخلص معطاته وتُعالج إحصائياً.

4-2- الأساليب الإحصائية المستعملة في الدراسة:

استخلاصاً لنتائج البحث وإجابةً عن أسئلته واختباراً لفروضه استُخدم البرنامج الإحصائي SPSS لتحديد صدق أدوات البحث وثباتها، كما طُبقت بعض معالجاته الإحصائية المناسبة لفرضيات البحث، وتتمثل في المتوسط الحسابي، والانحراف المعياري، ومعامل الارتباط، واختبار "t".

٧- نتائج البحث: عرضها وتفسيرها.

يعرض هذا المحور مجمل نتائج الدراسة للمناقشة والتفسير وفقاً لفرضيات البحث، وهي كالآتي:

1- الفرضية الأولى: "يوجد فرق دال إحصائياً عند مستوى دلالة ($\alpha 0,05$) بين متوسط نقط المجموعتين التجريبية والضابطة في التطبيق البعدي لاختبار الكفاية اللغوية".

لاختبار الفرضية تم حساب المتوسط الحسابي للمجموعتين التجريبية والضابطة للاختبارين القبلي والبعدي، ومتوسط نقطهما المكتسبة، والقيمة "t" وقيمة الدلالة (Sig.)، كما يوضح الجدول الآتي:

الجدول رقم (07) يوضح العلاقة بين متوسط نقط المجموعة التجريبية والمجموعة الضابطة في الاختبار البعدي للكفاية اللغوية³

المجموعة	المتوسط الحسابي		متوسط النقط المكتسبة	القيمة "t"	Sig.	الدلالة الإحصائية عند مستوى 0.05
	القبلي	البعدي				
الثالثة الثانوية الإعدادية	التجريبية	30,1	38,9	2.239	0.038	دالة إحصائياً
	الضابطة	29,2	32.4			
الأولى باكوريا مهنية	التجريبية	31,2	34.9	2.131	0.001	دالة إحصائياً
	الضابطة	30.3	31.6			

توضح معطيات الجدول (07) وجود فروق ذات دلالة إحصائية عند مستوى (0.05) بين متوسطي النقط المكتسبة للمجموعة التجريبية والنقط المكتسبة للمجموعة الضابطة في الاختبار البعدي للكفاية اللغوية لصالح المجموعة التجريبية عند قيمة الدلالة (Sig.)
فبخصوص مستوى الثالثة الإعدادية أبانت قيمة الدلالة معدل (0.038) وهي قيمة أقل من مستوى (0.05) مما يؤشر على أنها دالة إحصائياً، ونفس النتيجة تلاحظ بالنسبة لمستوى الأولى باكوريا-مهنية بقيمة دلالة هي (0.001).

وبالنظر إلى المتوسط الحسابي للمجموعتين التجريبية والضابطة ومتوسط نقطهما المكتسبة في التطبيقين القبلي والبعدي يتراءى الفرق والتباين على مستوى تطور الكفاية اللغوية سواء لدى الفئة التي درست باستراتيجيات ما وراء المعرفة أو تلك التي درست بالطريقة العادية، ويمكن تفسير هذا التطور الملحوظ إلى مجموع التغيرات النمائية (فيزيولوجية/عقلية/نفسية...) التي تواكب مراحل نضج المجموعة التعليمية (تجريبية/ضابطة) وسير مستوياتهم التعليمية عامةً، وإن كان معدل التحصيل يُظهر مع ذلك فارقاً كبيراً لصالح المجموعتين التجريبتين بمعدل (8.8) نقط و(3.7) نقط بالنسبة للمستويين الإسهادين الثالثة الإعدادية والأولى باكوريا-مهنية، بخلاف المجموعتين الضابطين بفارق (3.20) نقط و(1.30) نقطة. وبهذا تمّ التحقق من صحة الفرضية الأولى القاضية

³- أنظر الملحق (07)

بوجود فرق دال إحصائياً عند مستوى دلالة (0.05) بين متوسط نقط المجموعتين التجريبية والضابطة في التطبيق البعدي لاختبار الكفاية اللغوية.

2- الفرضية الثانية: "يوجد فرق دال إحصائياً عند مستوى (0.05) بين متوسط نقط المتعلمين (ذكوراً/إناثاً) من المجموعة التجريبية في التطبيق البعدي لاختبار الكفاية اللغوية. لاختبار الفرضية تم حساب المتوسط الحسابي القبلي والبعدي، متوسط نقط المجموعة التجريبية المكتسبة في الاختبارين القبلي والبعدي، ومتوسط نقط المجموعة التجريبية المكتسبة حسب متغير الجنس، والقيمة "t" وقيمة الدلالة (Sig.)، كما يوضح الجدول الآتي:

الجدول رقم (08) يوضح العلاقة بين متوسطي النقط المكتسبة للمجموعة التجريبية في الاختبار البعدي للكفاية اللغوية حسب متغير الجنس⁴.

الدالة الإحصائية عند مستوى 0.05	Sig.	القيمة "t"	متوسط النقط المكتسبة حسب الجنس		متوسط النقط المكتسبة	المتوسط الحسابي		المجموعة	
			إناث	ذكور		البعدي	القبلي		
			غير دالة إحصائياً	0.992		-1.038	13.50		
غير دالة إحصائياً	0.891	0.142	3.50	3.83	3.70	34	31,2	التجريبية	الأولى باكلوريا مهنية

يُظهر الجدول (08) أنه لا يوجد فرق دال إحصائياً عند مستوى (0.05) بين متوسط نقط المتعلمين (ذكوراً/إناثاً) من المجموعة التجريبية في التطبيق البعدي لاختبار الكفاية اللغوية. فبالنسبة للسنة الثالثة الإعدادية بلغ متوسط النقط المكتسبة للمتعلمين الذكور فيها (9.25) في حين بلغ متوسط النقط المكتسبة للإناث (7.00)، وهما قيمتان لا تظهران فارقاً كبيراً بين متوسط نقط المتعلمين حسب متغير الجنس. وتُظهر نفس النتيجة بجلاء أكبر في السنة الأولى باكلوريا-مهنية التي أبانت تقارباً كبيراً يكاد يكون متساوياً بين متوسط النقط المكتسبة للمتعلمين

⁴- أنظر الملحق (08)

الذكور التي بلغت (3.83) ومتوسط النقط المكتسبة للإناث الذي بلغ (3.50). وقد أكد تقيمة الدلالة (Sig.) النتائج السالفة الذكر، وأثبتت أنها غير دالة إحصائياً حيث بلغت (0.716) وهي قيمة تفوق مستوى (0.05) بالنسبة للسنة الثالثة الإعدادية. كما سجلت قيمة (0.891) التي فاقت بدورها مستوى (0.05) بالنسبة للسنة الأولى باكوريا-مهنية.

ويمكن تفسير هذه النتيجة بالقول: إن التعلم خاصية إنسانية لا يرتبط بالجنس، والبنية الفيزيولوجية للعقل البشري إنما هي واحدة لا تتغير باختلاف النوع. كما أن التحصيل المعرفي والدراسي يمكنه أن يُظهر فوارق في التعلّمات تُعزى لمتغيرات أخرى؛ نفسية أو اجتماعية أو مرضية ... دون إغفال جانب الذكاءات المتعددة لدى فئة المتعلمين ذكوراً وإناثاً الذي قد يحدث فرقا.

كما تجدر الإشارة إلى أن المرحلة العمرية (المراهقة) التي يمر بها المتعلمون ذكوراً وإناثاً مهمة جداً، حيث تعتبر مرحلة انتقالية من الصغر إلى الكبر تُصاحبها رغبة في التغيير ورفض الثابت والرتيب من الأفكار، والإقبال على كل ما هو جديد/مخالف، إضافة إلى التحدي والثقة بالذات والشعور بالرضى الداخلي. كما أن ارتفاع متوسطات المجموعتين التجريبتين في الاختبار البعدي للجنسين يدل على أن هذه الاستراتيجيات قد فتحت للمتعلمين مجالاً لتعرف ذواتهم وقدراتهم والتحكم بها، ويسرت عمليات تعلمهم دون رقابة مُخضعة وإنما مُوجّهة نحو مسارات تعليمية وبناءً للتعلّمات يحددها المتعلم نفسه.

وعلى ضوء هذه المعطيات نتأكد من عدم صحة الفرضية الثانية القائلة بوجود فرق دال إحصائياً عند مستوى (0.05) بين متوسط نقط المتعلمين (ذكوراً/إناثاً) من المجموعة التجريبية في التطبيق البعدي لاختبار الكفاية اللغوية.

3- الفرضية الثالثة: "يوجد فرق دال إحصائياً عند مستوى (0.05) بين الجنسين من عينة البحث في بعض مجالات اللغة (المعجم/ القراءة/ الكتابة/ الفهم الإشاري)"⁵
 لاختبار الفرضية تم حساب المتوسط الحسابي القبلي والبعدي، ومتوسط نقط المجموعة التجريبية المكتسبة في الاختبارين القبلي والبعدي، ومتوسط نقط المجموعة التجريبية المكتسبة حسب متغير الجنس، والقيمة "t" وقيمة الدلالة (Sig.)، كما يوضح الجدول الآتي:

⁵- "الفهم الإشاري" عند المتعلم الأصم هو بديل طرحتّه عن مهارة الاستماع، يقوم على مشاهدة مورد رقي (فيديو) شارح محتوى تعليمي بلغة الإشارة.

الجدول رقم (09) يوضح العلاقة بين متوسطي النقط المكتسبة للجنسين من المجموعة التجريبية في الاختبار البعدي للكفاية اللغوية وبعض مجالات اللغة⁶.

الدلالة الإحصائية عند مستوى 0.05	Sig.	القيمة "t"	متوسط النقط المكتسبة حسب الجنس		متوسط النقط المكتسبة	المتوسط الحسابي		المجال اللغوي	المجموعة التجريبية	الثالثة الثانوية الإعدادية
			إناث	ذكور		البعدي	القبلي			
غير دالة إحصائياً	0.497	0.712	1.00	2.78	2.50	9.70	7.20	المعجم	المجموعة التجريبية	الثالثة الثانوية الإعدادية
غير دالة إحصائياً	0.775	0.461	1.00	2.50	2.20	9.50	7.30	القراءة		
غير دالة إحصائياً	0.891	-0.141	2.50	2.25	2.30	9.70	7.40	الكتابة		
غير دالة إحصائياً	0.360	-0.972	2.50	1.62	1.80	10.00	8.20	الفهم الإشاري		
غير دالة إحصائياً	0.852	0.193	0.50	0.66	0.60	8.60	8.00	المعجم	المجموعة التجريبية	الأولى باكوريا مهنية
غير دالة إحصائياً	0.312	1.079	1.00	1.66	1.60	8.00	6.60	القراءة		
غير دالة إحصائياً	0.861	0.181	0.50	0.66	0.60	7.60	7.00	الكتابة		
غير دالة إحصائياً	0.455	-0.785	1.50	0.83	1.40	10.70	9.60	الفهم الإشاري		

تُظهر نتائج التحليل الإحصائي للفرضية الثالثة المثبتة في الجدول (09) أنه لا يوجد فرق دال إحصائياً عند مستوى (0.05 α) بين الجنسين من عينة البحث في بعض مجالات اللغة (المعجم/ القراءة/الكتابة/الفهم الإشاري)، ذلك أن قيم الدلالة (Sig.) قد سجلت جميعها معدلات تفوق مستوى الدلالة (0.05 α) في مجالات اللغة الأربعة بالنسبة للمجموعتين التجريبتين معاً. فبخصوص المعطيات المقدمة للسنة الثالثة الإعدادية نرى أن قيمة الدلالة (Sig.) للمعجم قد سجلت (0.497)، والقراءة (0.775)، والكتابة (0.891)، والفهم الإشاري (0.360) وهي قيم غير دالة إحصائياً لأنها أكبر من مستوى الدلالة (0.05 α) بالرغم من أن متوسط النقط المكتسبة حسب الجنس قد عرف تارجحاً لصالح فئة الذكور (2.78) و(2.50) تارة لصالح فئة الإناث (2.50) لمرتين متتاليتين تارة أخرى.

أما بخصوص السنة الأولى باكوريا-مهنية فإن قيمة الدلالة (Sig.) للمعجم قد سجلت (0.852)، وللقراءة (0.312)، وللكتاب (0.861)، وللفهم الإشاري (0.455)، وهي قيم غير دالة إحصائياً

⁶ - أنظر الملحق (09)

كذلك لأنها أكبر من مستوى الدلالة (0.05) كما أن متوسط النقط المكتسبة حسب الجنس يكاد يكون متقارباً بين فئة الذكور والإناث بفارق (0.16) لصالح فئة الذكور تارة ، و(0.33) لصالح فئة الإناث تارة أخرى. ويمكن تفسير هذه النتائج بأن عدم وجود فرق دال في بعض مجالات اللغة بين الجنسين عائد بالأساس إلى أن التعلم لا يتأثر بعامل الجنس ولا باختلاف مجالات التعلم أو محتواها، وإذا كانت بعض الفروق تبرز بين الفينة والأخرى فربما ترتبط بشخصية المتعلم ودافعيته. وبهذا ننفي صحة الفرضية الثالثة التي تنص على وجود فرق دال إحصائياً عند مستوى (0.05) بين الجنسين من المجموعة التجريبية لعينة البحث في بعض مجالات اللغة (المعجم/ القراءة/الكتابة/الفهم الإشاري).

4- الفرضية الرابعة: " يوجد فرق دال إحصائياً عند مستوى (0.05) بين استراتيجية دورة التعلم الخماسية والتساؤل الذاتي وتطور المهارات اللغوية لدى المتعلمين من المجموعة التجريبية في التطبيق البعدي".

لاختبار الفرضية تم حساب المتوسط الحسابي للمجالات اللغوية، متوسط نقط الاختبار البعدي، والقيمة "t" وقيمة الدلالة (Sig.)، كما يوضح الجدول الآتي:

الجدول رقم (10) يوضح العلاقة بين متوسطيالنقط المكتسبة للجنسين من المجموعة التجريبية

في الاختبار البعدي للكفاية اللغوية وبعض مجالات اللغة⁷.

الدالة الإحصائية عند مستوى 0.05	Sig.	القيمة "t"	متوسط نقط الاختبار البعدي	المتوسط الحسابي للمجالات اللغوية		المجال اللغوي	المجموعة التجريبية	الأول باكوريا مهنية
				للتدريس بالطريقة العادية	للتدريس باستراتيجتي دورة التعلم والتساؤل الذاتي			
دالة إحصائياً	0.001	7.573	38.9	9.7	7.2	المعجم	المجموعة التجريبية	الأول باكوريا مهنية
دالة إحصائياً	0.001	7.681		9.5	7.3	القراءة		
دالة إحصائياً	0.001	7.585		9.7	7.4	الكتابة		
دالة إحصائياً	0.001	25.55	34.9	8.6	8.0	المعجم	المجموعة التجريبية	الأول باكوريا مهنية
دالة إحصائياً	0.001	25.66		8.0	6.6	القراءة		
دالة إحصائياً	0.001	26.53		7.6	7.0	الكتابة		
دالة إحصائياً	0.001	23.80		10.7	9.6	الفهم الإشاري		

⁷- أنظر الملحق (10)

يبين الجدول (09) أعلاه العلاقة بين متوسطي النقط المكتسبة للجنسين من المجموعة التجريبية في الاختبار البعدي للكفاية اللغوية وبعض مجالات اللغة التي أبانت عن فروق ذات دلالة إحصائية لدى المستويين كليهما من عينة البحث.

فقد أظهرت نتائج السنة الثالثة الإعدادية تطوراً ملحوظاً على مستوى المجالات اللغوية بين نمط التدريس بالطريقة العادية ونمط التدريس وفق استراتيجيتي ما وراء المعرفة؛ دورة التعلم الخماسية والتساؤل الذاتي، حيث سجلا على التوالي معدل (9.7/7.2) في المعجم، و(9.5/7.3) في القراءة، و(9.7/7.4) في الكتابة، و(10/8.2) في الفهم الإشاري، بمتوسط نقط مكتسبة في الاختبار البعدي هو (38.9) وقيمة دلالة (Sig.) بلغت نسبتها (0.001) في مجالات اللغة الأربعة، وهي نسبة أقل من مستوى الدلالة (0.05) مما يفسر وجود فرق دالة إحصائياً بين استراتيجيتي دورة التعلم الخماسية والتساؤل الذاتي وتطور المهارات اللغوية لدى المتعلمين من المجموعة التجريبية في التطبيق البعدي.

ونفس النتيجة نظيرها معطيات الجدول بالنسبة للسنة الأولى باكوريا-مهنية التي سجلت بين نمط التدريس بالطريقة العادية ونمط التدريس وفق استراتيجيتي ما وراء المعرفة؛ دورة التعلم الخماسية والتساؤل الذاتي على التوالي معدلات (8.6/8) في المعجم، و(8/6.6) في القراءة، و(7.6/7) في الكتابة، و(10.7/9.6) في الفهم الإشاري، وبمتوسط نقط مكتسبة في الاختبار البعدي هو (34.9) وقيمة دلالة (Sig.) بلغت نسبتها (0.001) في جميع المجالات اللغوية.

إن التطور الحاصل في المجالات اللغوية لمتعلمي السنة الثالثة الإعدادية والسنة الأولى باكوريا-مهنية التي استعرض نتائجها الجدول (09) لصالح المجموعة التجريبية التي درست وفق استراتيجيتي ما وراء المعرفة؛ دورة التعلم الخماسية والتساؤل الذاتي يُعزى إلى نجاعة التدريس باستراتيجيات ما وراء المعرفة التي ساعدت المتعلمين على التعلم الفعال كونهاتولي اهتماماً خاصاً بتنمية قدرة المتعلم على التفكير ومهاراته، وتساعدته على بناء تعلماته وتحقيق أعلى درجات الفهم والاستيعاب (وهو ما يفسر بارتفاع نقط المتعلمين في المجالات اللغوية الأربعة في التطبيق البعدي) وبالتالي يكون المتعلمون قادرين على فحص فهمهم ويصبحون على وعي بما يتعلمون وكيف يتعلمون. كما أن الاستراتيجيتين على اختلافهما تتعالقان في مبدأ التدرج في بناء المعرفة، وهو تدرج طبيعي تعظم فائدته إذا كان موجَّهاً من قبل المتعلم نفسه. فهما لا تُقدمان معارف جاهزة ولا إجابات مباشرة وإنما تقدمان مفاتيح لتكوين المعرفة، وتفتحان مسارات للبحث عن الحلول والأفكار الجديدة إنَّ على مستوى عمليات الملاحظة والاستكشاف والتوضيح والتفكير التفصيلي أو على مستوى التأمل والمناقشة ومراقبة الفهم.

وبناءً على ما تقدم تتأكد صحة الفرضية الرابعة التي تقضي بوجود فرق دال إحصائياً عند مستوى (0.05 α) بين استراتيجيتي دورة التعلم الخماسية والتساؤل الذاتي وتطور المهارات اللغوية لدى المتعلمين من المجموعة التجريبية في التطبيق البعدي.

خاتمة:

سعيًا منها إلى تجديد منهاجها التربوي لمواجهة التحديات المعاصرة عمدت وزارة التربية الوطنية إلى رفع رهان الجودة عبر الاهتمام بالشأن التعليمي وتطوير النموذج البيداغوجي، وقد حاولت الأبحاث والدراسات التربوية من جانبها أن تدعو إلى تغيير النمط التعليمي الذي أبانت نتائجه عن ضعف مخرجات العملية التعليمية، وفي المقابل مواكبة التطورات الحديثة في المناهج وطرائق التدريس التي ركزت في التعلّمات على الكيف بدل النوع.

وسيراً على النهج حاولت من خلال هذه الدراسة أن أسهم من موقعي بتوظيف بعض استراتيجيات التدريس الحديثة في تعليم عينة من المتدربين ذوي الإعاقة السمعية، الذين أبانت تجربة الاحتكاك بهم عن جوانب قصور في تعلّماتهم عديدة بُغية استخلاص مخرجات إيجابية يمكنها أن تحسن من جودة التعلّمات ومهارات المتعلمين وقدراتهم التحصيلية.

ولقد أسفرت نتائج هذا البحث عما يلي:

- فاعلية التدريس باستخدام استراتيجيات ما وراء المعرفة خاصة "دورة التعلم الخماسية" و"التساؤل الذاتي" في تنمية الكفاية اللغوية، وزيادة مستوى التحصيل عند المتعلمين ذوي الإعاقة السمعية.
- عدم تأثر التحصيل الدراسي القائم على التدريس باستراتيجيتي "دورة التعلم الخماسية" و"التساؤل الذاتي" بمتغير الجنس، لأن تطور الكفاية اللغوية ظهر في متوسطات الجنسين معاً.
- تغيير التدريس باستراتيجيتي "دورة التعلم الخماسية" و"التساؤل الذاتي" من طبيعة البيئة المدرسية وتجويدها، وتطوير المهارات النفسية (تقدير الذات)، والشخصية (القدرة على النقاش)، والقدرات الذهنية (التحكم في العمليات العقلية)، وهو أمر لا يظهر بقوة في طرائق التدريس العادية.
- ملاءمة استراتيجيتي "دورة التعلم الخماسية" و"التساؤل الذاتي" للفئة العمرية المكوّنة لعينة البحث (المراهقين) ومساهمتها في تعرّفهم على ذواتهم وقدراتهم والتحكم بها، وتسيير عمليات تعلمهم دون رقابة مُخضّعة وإنما موجهة نحو مسارات تعليمية وبناءً للتعلّمات يحددها المتعلم نفسه.

- التدريس باستراتيجياتي "دورة التعلم الخماسية" و"التساؤل الذاتي" لم ينم الكفاية اللغوية لدى المتعلمين الصم فحسب وإنما أكسبهم منهجية في التفكير وقدرةً على التنظيم.
- ومن خلال هذه النتائج يمكن الخروج بالتوصيات الآتية:
- اعتماد استراتيجياتي "دورة التعلم الخماسية" و"التساؤل الذاتي" في تدريس مكونات مادة اللغة العربية في السلك الثانوي بنوعيه.
- البحث في مجال استراتيجيات ما وراء المعرفة وقياس أثرها في تدريس مختلف مكونات مادة اللغة العربية، وسائر المواد الدراسية.
- تشجيع القيمين على الحقل التربوي (أساتذة/مديرون/مشرفون تربويون) على التجديد وذلك باستثمار استراتيجيات ما وراء المعرفة في العملية التعليمية التعلمية من خلال دورات تكوينية وتحفيز الأساتذة المجددين والمبدعين.
- التفكير في إدراج الاستراتيجيات ما وراء المعرفة في المنهاج الدراسي ليشمل كافة المواد التعليمية.
- إجراء بحوث مماثلة لتشمل مختلف المستويات والمواد الدراسية.

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