


## Simulation without Parallelism: Teaching English Literature at an Algerian University before, during, and after COVID-19

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### Abstract

COVID-19 has evoked an urgent need for a distance educational system. Although the Algerian Ministry of Higher Education and Scientific Research spares no effort to facilitate and promote online teaching methods, many obstacles continue to hinder and impair the didactic operation. This paper employs a questionnaire to investigate the reasons behind Algeria's inability to keep up with the first-world countries' successful experience in distance learning. It also examines the difficulties that transpire from the lack of parallelism between these developed countries and the developing or underdeveloped ones. Teaching English Literature to non-native students can be a challenge. This has always been true even when the teaching-learning process was done face-to-face in a classroom. Like many other subjects, English literature has been affected by the changes the pandemic brought to the pedagogical procedure. The present study uses observation to shed light on teaching English literature at an Algerian university to illustrate the negative and positive outcomes of the pandemic on the educational system. Finally, this paper reveals that Algeria is witnessing rapid progress in the field of online education and that teaching English literature in Algeria is also improving.

**Keywords:** Algerian University, English Literature, post-pandemic, COVID-19, simulation, parallelism

### ملخص

كوفيد-19 اثار حاجة ملحة لنظام تعليمي عن بعد. رغم ان وزارة التعليم العالي و البحث العلمي الجزائرية لا توفر اي جهد لتسهيل و تشجيع استعمال مناهج التعليم عن بعد، العديد من العوائق تبقى تعطل و تفسد العملية التدريسية. هذه الورقة البحثية توظف استفسار لتستقصي الاسباب خلف عدم قدرة الجزائر على مواكبة تجربة الدول المتقدمة الناجحة في تعليم عن بعد. و تدرس كذلك الصعوبات التي تنجم عن انعدام المواكبة بين هذه الدول المتقدمة و الدول النامية و الغير نامية. تدريس الادب الانجليزي للطلاب الاجانب يمكن أن يكون تحديا. و قد كان هذا هو الحال حتى عندما كانت العملية التعليمية تجرى وجها لوجه في القسم. مثل عديد من المواد الاخرى، الادب الانجليزي تأثر بالتغيير الذي الحقته الجائحة على العملية البيداغوجية. هذا البحث يستخدم الملاحظة ليلقي الضوء على تعليم الادب الانجليزي في الجامعة الجزائرية لتوضيح المخرجات الايجابية و السلبية للجائحة على النظام التعليمي. في النهاية يكشف البحث ان الجزائر تشهد تطورا سريعا في مجال التعليم عن بعد، و ان تعليم الادب الانجليزي في الجزائر في تحسن.

**الكلمات المفتاحية:** الجامعة الجزائرية، الادب الانجليزي، ما بعد الجائحة ، كوفيد-19، محاكات، مواكبة

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## Introduction

Research on education in Algeria during the pandemic is numerous. A lot was said, especially about teaching during the pandemic. The shift in research is towards the post-pandemic era, where results of the change brought upon the educational system because of the virus have become evident. Assessment of the decisions and procedures taken and applied in and after 2020 is now more feasible.

Teaching English literature to non-native speakers can be challenging; this has always been the case even in the early days when effective instruction happened in person. The recent COVID-19 outbreak caused a need for an effective remote-learning system. Despite the Algerian government's efforts to promote and facilitate online teaching methods, ongoing impediments still hamper the didactic operation. This study looks into why the Algerian university could not match the developed world's successful experience with remote learning.

COVID-19 has perpetually impacted the teaching of English literature. The significance of this paper lies in its focus on studying English literature at an Algerian university before, during, and after the pandemic. It investigates the challenges and opportunities the latter has brought to the EFL teaching-learning process in the country. In addition to that, it compares Algeria's experience to those of developed countries worldwide.

This research probes into a contemporary significant issue, education in post-COVID-19. It does so to answer meaningful questions such as what is Algeria doing to keep up with the developed countries when it comes to distance learning, and what are the difficulties facing its educational system when trying to simulate their positive experiences? Additionally, it answers an important question about the advantages and disadvantages the pandemic has brought to teaching English literature to Algerian students.

## Literature Review

This section briefly summarizes essential research done on Algerian education during COVID-19. Ghounane discussed different aspects of teaching Algerian EFL students during and after the pandemic. Her first work (2020) on the subject revealed Facebook as Algeria's first educational tool during the pandemic followed by Moodle as a second favorite platform by students and teachers. The same year, Chelghoum and H. Chelghoum (2020) published a paper that focused on Algerian teachers and the difficulties that held them from teaching effectively online. She conveniently provided a set of reforms to face these problems.

The year 2021 saw an increase in publications about Algerian education and COVID-19. Ghounane's second paper (2021) suggested applicable strategies to maximize the benefits of Facebook as an educational tool. Dambri and Mehiri (2021) exposed various difficulties facing Algerian learners and instructors who used e-learning during the pandemic. Kerras and Salhi' (2021) also explored the challenges that teachers and students have faced, and they provided some suggestions to overcome these issues. On the one hand, Guemide and Maouche (2021) clarified that Algeria's attempts to use electronic learning "did not go well" (p.490), and they made some recommendations to improve it. On the other hand, Arabeche and Soudani (2021) analyzed data collected via questioning of over 500 Algerian teachers. They concurred that online learning in Algeria is facing many obstacles.

Makhlouf and Bensafi (2022) explained the difference between Emergency Remote Teaching (ERT) and Online Learning (OL) before they discussed the challenges and opportunities that transpire from ERT, and Hichour (2022) revealed positive attitudes of Algerian university teachers toward E-assessment, as well as better achievements when it

comes to students' results. Azizi and Boufidjline (2022) surveyed over a thousand Algerians to finally disclose that reading habits had improved during the lockdown, though many preferred paper books over electronic ones.

Most recently, Ghounane and Rabahi (2023) published a work that reviewed Moodle as an educational platform. It highlighted various factors behind students' negative attitudes towards this teaching mode. It also related these to the students' low motivation and decreasing achievements. In contrast, Laifa et al.'s work (2023) echoed 782 Algerian students' satisfaction with the blended learning system adopted by the Algerian university after COVID-19.

In summary, all previous works on post-pandemic education in Algeria either focus on the challenges encountered in the online didactic process or suggest preliminary solutions. The present study is different from the existing body of knowledge on the topic as it emphasizes the teaching of English literature in the Algerian university. It also explores Algeria's experience in facing the pandemic's results on education as a developing country.

### ***Algeria, a Developing Country Battles COVID-19: Education-Wise***

The Algerian government ceaselessly strives to enhance its status among the world nations. It tirelessly seeks to improve its citizens' living conditions. Its efforts are evident in its commitment to building strong and healthy international relationships and establishing a thriving economic system. They are also noticed in its dedication to achieving the Sustainable Development Goals (SDG). In 2023, Algeria scored 71/166 in SDG Rank, 70.83/100 in SDG Index, and 96.92/100 in Spillover (Sustainable Development Report, 2023).

### ***Developed or Developing: Algeria Classified***

Defining development can be problematic; "the term 'development' has many different meanings (McGillivray, 2016, p.21). Its definition has changed through time. According McGillivray:

[Traditionally] to many people, development means the use of natural resources to supply infrastructure, build roads and dams and provide electricity and other forms of energy, to productively utilize or exploit previously unused areas of land or devise new forms of technology for productive use. For others, it can simply be an ordered or linked set of events or changes (...) Traditional meanings of development, implicit or otherwise, came under great scrutiny from the late 1960s onward. (...) A number of alternative meanings of development emerged from the criticism of the modernization strategies. (...) Two broad types or classes of definitions emerged: those which defined development in a rather negative manner and those which defined it in a way that is necessarily good. (pp. 22-27-29)

The quote above summarizes the changes in the meaning attributed to the word development. Previously, the word development meant all aspects of what grassroots refer to as "modernization". Subsequently, two types of meaning are attached to the word development: a negative one for the gap the word suggests exists between developed, developing, and undeveloped countries and a positive one when it means a change for the better.

Several terms are often used to classify the world countries into geographical, political, ethnic... etc. groups. Categorizing the world into developed, developing, and underdeveloped countries is one of the ways used to distinguish between them depending on various factors such as human, social, political, and economic, among others. Each of these factors is measured using given indices. A first example would be the Human Development Index (HDI). A second

one is the Social Development Index (SDI), which includes education, health, poverty, equality, employment, gender equality, freedom, civil rights, crime rates, suicide rates...etc. Political indices can also involve all different types of freedom, like the freedom of speech and the freedom of political allegiances. According to Cutright (1963), “the level of political development is highly correlated with the level of communications, economic development, education and urbanization” (p. 253). Finally, economic indices include Gross Domestic Product (GDP), Gross National Product (GNP), Per Capita Income (PCI), Purchasing-Power Parity (PPP)...etc.

The factors and indices used to measure countries’ levels of development can be biased. Kent (1982) agrees that “if development is equated with growth, then it is the rich countries which are developing most rapidly. (...) The use of the term developing countries to refer to poor nations is thus misleading and deceptive” (p. 189). Hicks and Streeten (1979) also stated that:

Relatively more work has gone into developing composite indices that could be used to replace or supplement GNP as an indicator of social, economic, or general development. A large amount of work was undertaken by the UN Research Institute for Social Development (UNRISD) during the 1960s to develop better social indicators, including composite indicators. (p. 575)

It is best not to judge nations on one or even a few of the factors and indices rates. A composition of indices and factors can be more effective and reasonable.

After WWI and during the Cold War, the terms first world, second world, and third world countries replaced the words developed, developing, and underdeveloped following Chairman Mao’s Three Worlds Theory (1974), “The United States and the Soviet Union belong to the first world. Developing countries in Asia, Africa, Latin America and other regions belong to the third world. And the developed countries in between the two belong to the second world” (Deng Xiaoping, qtd. in Ministry of Foreign Affairs of the People’s Republic of China n.d.). This political categorization differs from Alfred Sauvy’s model (1952) which depended on the world countries’ political alignment during the Cold War.

The World Bank’s 2020 Human Capital Index (HCI) value for Algeria is “higher than the average for lower middle-income countries, [but] remains below average for the World Bank’s Middle East and North Africa region”. According to the United Nations in its Human Development Reports (2023), “Algeria’s HDI value for 2021 is 0.745— which put the country in the High human development category—positioning it at 91 out of 191 countries and territories” (para.2). Also, according to the United Nations’ World Economic Situation and Prospects (2023), Algeria is classified as a North African developing country (p. 118). Algeria has been noticing rapid and consistent growth in many fields. It is now considered a developing country.

### ***Algeria’s Simulation of Developed Countries: Education during and after COVID-19***

While developed countries exhibit high rates of human, social, economic, political, industrial, and technological development, among other factors, developing countries are striving to improve living conditions for their populations. Following a significant decline in its indices during the 1990s (The Black Decade), Algeria has exhibited rapid and stable development rates; however, it continues to face obstacles and difficulties accompanying the development process. Algeria is determined to simulate the developed countries’ successful experiences despite the challenges that COVID-19 has induced.

One of the SDG indicators is quality education. In the Sustainable Development Report 2023, Algeria proved to be on track and maintaining SDG achievement. According to Sachs (2023, p. 126-127), the following table shows Algeria’s detailed results on the Quality of Education goals;

Algeria:

SDG4 – Quality Education	Value	Year	Rating	Trend
<b>Participation rate in pre-primary organized learning</b>				
(% of children aged 4 to 6)	67.3	2022	••	••
Net primary enrollment rate (%)	99.4	2022	•	↑
Lower secondary completion rate (%)	82.9	2019	•	↑
Literacy rate (% of population aged 15 to 24)	74.0	2019	••	••

**Trends:** • Major Challenges    • Information unavailable    • SDG achieved  
 • Challenges remain    ↑ On track or maintaining SDG achievement

Figure 1. Quality Education in Algeria (Sachs, 2023, pp. 126-127)

As revealed in the literature review section, many Algerian researchers have maintained that the Algerian educational system is struggling to sustain quality education, particularly after COVID-19. Nonetheless, many others remain positive, especially as we move further from the year 2020. Recent research indicates that distance learning in Algeria is improving, as the Ministry of Higher Education is gradually implementing reforms and closely monitoring their execution.

## Methods and Materials

This study uses a hybrid quantitative-qualitative approach to describe the teaching-learning process of English literature in the Algerian university before, during, and post-pandemic times. First, the quantitative approach is applied by using a questionnaire as a data collection tool. The Algerian EFL students’ perspective on the topic is obtained by analyzing their answers to a survey entitled “English Literature and Post-COVID-19”. Second, the qualitative approach is used through observation to provide an Algerian instructor’s views on teaching English literature to Algerian university students before, during, and after COVID-19.

### Participants

This survey was conducted at the University of 08 May 1945-Guelma, Algeria. It took place on the first week of December 2023 (during a face-to-face week at the Department of English)<sup>1</sup>. It was distributed via the platform Moodle. The sampling was non-probability, convenience, and purposive. The population was two groups of MA2 students. The number of students ranged from 25 to 35 students per group; however, only 22 responses were collected. The first question was a multiple choice with three options. It asked; “How old are you?” Available answers were: 20-25 years, 25-30 years, and above 30. 100% of the survey’s participants were between 20 to 25 years old students. The second question was also multiple choice; “What level were you when COVID-19 started (in 2020)?” The options were L1 (BA1), L2 (BA2), L3 (BA3), or Other. The majority were L1 (10) or L2 (09) students when COVID-19

started in 2020. 02 students were in MA2, while 01 was in L3.

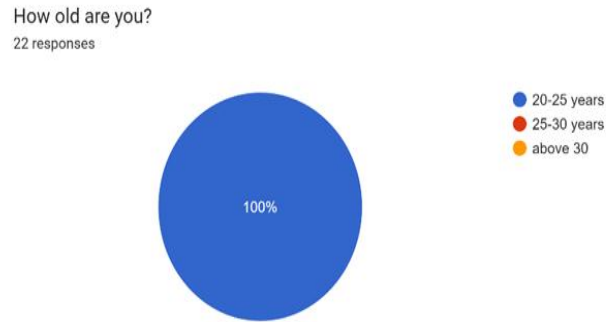


Figure 2. Participant's age

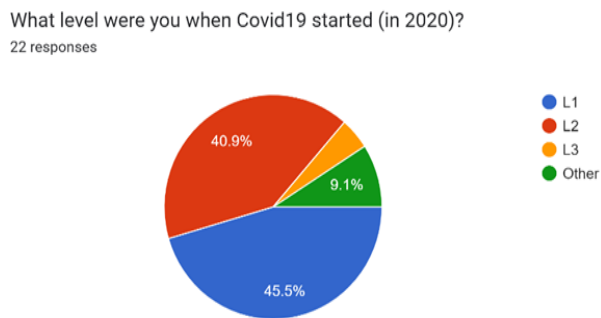


Figure 3. Participants' level when COVID-19 started

### Research Instruments

This paper employs a structured questionnaire to obtain students' views on education in Algeria after the pandemic. The survey was entitled "English Literature and Post-COVID-19". The language used to ask and answer questions was English. The number of questions was 12. The types included were: 08 multiple choice, 02 short answer, and 02 long answer questions.

### Research Procedures

The sample was a group of MA2 students, meaning they were in their last year of post-graduate studies while taking the survey, and most of them were in their first year of their bachelor's degree when COVID-19 started. They were exposed to the outcomes of the pandemic throughout their BA and MA studies. The students were taking a course in CWL (Contemporary World Literature) with the researcher, which gave more convenience for both parties. They were used to online platforms, so they had easy access to the questionnaire, which was shared as a Google Form.

### Results

The third question was yet another multiple-choice; "Were you able to study face-to-face when COVID-19 started?" The answers were either Yes or No. 19 answers were "yes" (86.4% of the participants), while 03 were "no" (13.6% of the population). The fourth question was yet another Yes or No question. It said, "Did you immediately start studying online when confinement started?" 16 students out of 22 (27.3%) replied "no" to this question, and 06 (72.7%) participants said "yes". The fifth question again was a "yes" or "no" question that asked, "Now that the pandemic is over, do you think its effects on your education still exist?" 17 out of 22 students said "yes" (77.3% of the population).

Were you able to study face-to-face when Covid19 started?  
22 responses

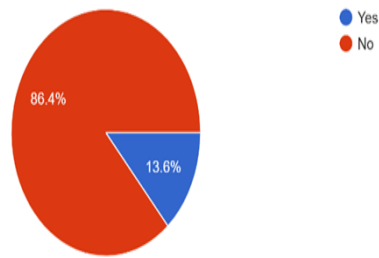


Figure 4. Participants' answers to question 03

Did you immediately start studying online when confinement started?  
22 responses

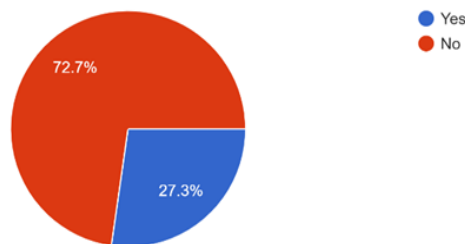


Figure 5. Participants' answers to question 04

Now that the pandemic is over, do you think its effects on your education still exist?  
22 responses

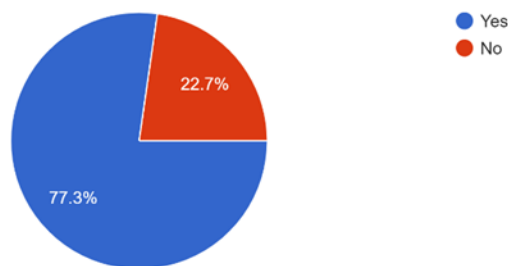


Figure 6. Participants' answers to question 05

Question number six was a short answer question and a continuation of the previous one. It asked, "If yes, how does COVID-19 affect your current classes?" The main answers were:

1. It changed the learning mode from face-to-face to online or hybrid system.
2. It created a gap between the teachers and their students which often led to miscommunication.
3. Lack of exposure to the language which led to a weak accent, grammar, and vocabulary.
4. A decrease in the amount of knowledge received by the students because of the lack of the teachers' feedback and guidance.
5. A difficulty in coping with two modes of education at the same time; online and face-to-face.

The seventh was a multiple choice that said, “What do you think of the current hybrid educational system (3 weeks face-to-face / 1 week online)?” The answer options were: highly effective, effective, or not effective. 12 students considered blended learning as effective (54.5%), 01 described it as highly effective, while 09 said that it was not effective (40.9%).

What do you think of the current hybrid educational system (3 weeks face-to-face / 1 week online)?  
22 responses

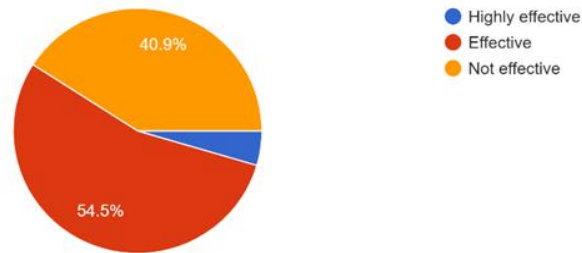


Figure 7. Participants' answers to question 07

The eighth question was the second short answer question. It enquired, “When it comes to studying English literature, what has changed since COVID-19?” 06 students declared that they noticed no change. 02 believed that the change was for the worse and that they lost interest in the module. Other answers varied;

1. The ability to study online, and use technology, and digital materials.
2. The interactions and communication methods have changed. The discussions became more organized.
3. The new mode increased their interest in literature, and its study became easier and more enjoyable.
4. Students were given better chances to practice reading and prepare presentations.
5. It increased the students' autonomy.
6. It gave them the chance to read more books.

The ninth question was a multiple-choice question with two options for answers. It asked, “Is studying English literature better online or face-to-face?” The options were either “online” or “face-to-face”. 18 (81.8%) out of 22 students chose face-to-face rather than online English literature classes. The tenth question said, “Do you agree that Algeria is keeping up with first-world countries in the distance learning experience?” The available answers were two: either “agree” or “disagree”. 19 students (86.4%) disagreed.

Is studying English literature better online or face-to-face?  
22 responses

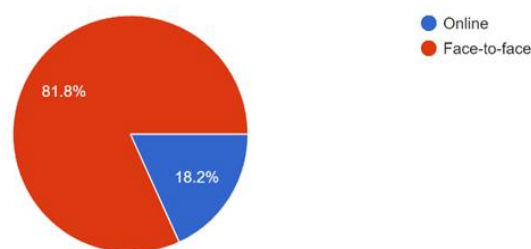


Figure 8. Participants' answers to question 09



Do you agree that Algeria is keeping up with first world countries in the distance learning experience?  
 22 responses

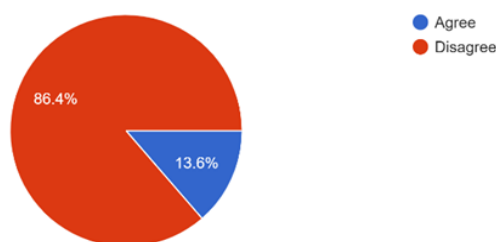


Figure 9. Participants' answers to question 10

The eleventh question was the first long answer question; “If you disagree, what are the reasons behind the inability to keep up with the first world countries’ successful experience in distance learning?” Most students (15 students) mentioned the lack or low speed of the internet as a significant difficulty that hindered the online learning process. The second problem stated by 10 students was the lack, or low quality, of the technological and digital tools employed in the process (e.g., the electronic tools such as computers, phones, and tablets, the platforms such as Moodle and Progress, and the apps...etc.). Some of the answers distinguished between problems that face the learner (like students’ lack of necessary knowledge, experience, motivation, and their bad living conditions since some experienced power cuts during online sessions) and the teacher (such as the lack of experience in online teaching and the lack of the necessary knowledge around technology). A few students (04) mentioned the lack of organization and planning of the process, along with the impulsive shift towards the new modes of education.

Finally, the twelfth was the second long-answer question; “In your opinion, what are the negative and positive outcomes of the pandemic on the Algerian educational system, especially when it comes to studying English Literature?” The students’ answers to this question ranged between positive and negative opinions; however, negative attitudes were more than positive ones (See Table One).

### ***Teaching English Literature in a Classroom Vs. Online***

Only a few, yet essential, works discussed the distance teaching of literature. While the last two books were published after the pandemic, the first two came out before it. One of the earliest works on the topic was a collection of essays edited by Lancashire (2009). This book included several case studies on teaching language and literature online. The next work was a collection of essays that described the contributors’ experiences with teaching literature in virtual classrooms. This second collection was edited by Kayalis and Natsina (2012). Its papers tackled two types of distance literary courses: e-learning and b-learning. A third work was yet another collection of essays edited by Miller and Wilhelm (2022). This one discussed the difficulties, prospects, and strategies of teaching literature online. Finally, Stadler-Heer and Paran (2022) edited a collection of essays that reviewed the teaching of literature online as a result of the pandemic. Nevertheless, no previous works about teaching English literature at an Algerian university during the pandemic were located.

This section is based on the researcher's observation of different EFL student groups starting November 2014 till December 2023. Participants were L1 (BA1), MA1, and MA2 students. The data was collected based on firsthand observation of college students and teachers during workdays for almost ten years. The researcher's degree of objectivity ranged from entirely objective when observing other literature teachers delivering lessons to their students to subjective when personally teaching the courses.

As part of the teaching-learning process, the researcher observed several differences between teaching literature face-to-face in the classroom vs. online. The researcher noticed that teaching English literature at Guelma University before COVID-19 was mainly done face-to-face in partially equipped classrooms. The lessons were explained to the students using the usual teaching methods. The teachers often shared with their students the necessary knowledge about the theoretical backgrounds of the literary texts like biographies of their authors and analysis of the main literary aspects of the texts such as summaries, characterization, themes, symbols, motifs, figures of speech, techniques, and criticism, etc. These were either displayed via projectors or explained by way of oral presentations. Handouts were often distributed to help with information delivery. Classroom discussion used to occur before, during, or after the teacher's explanation.

In 2020, the Algerian ministry was compelled to make a prompt shift towards distance learning methods. Ghounane (2020) elaborated that;

Today learners no longer favor traditional classroom instruction or delivering lectures through handouts (...) Today learners are more motivated towards visual aids in learning like delivering lectures via YouTube, recording audio/visual lectures, and posting them on Facebook. (p. 26)

During the lockdown, Facebook, YouTube, and Google Meet became the most viable means of contact between teachers and learners. Immediately, the Ministry of Higher Education replaced these with a more academic portal, Moodle. The teachers were given short-term training to utilize the platform effectively, so the university technicians were under the spotlight as they helped speed up the process. Students were handed usernames and passwords in a short time. In addition to Moodle, Progres<sup>2</sup> became more important than ever.

Since social gatherings were banned after the outbreak, English literature courses had to be taken online. The first attempts were unsuccessful due to miscommunication between the teacher and the learners, lack of experience, lack of ICT knowledge...etc. But in 2022, the platform became a dependable means of education and assessment. The number of students who logged in for lessons gradually increased. The lessons were delivered not only in electronic documents, recorded videos/audio, or links to external sources but also in online conferences attended by a teacher and their hundreds of students. In 2023, the Algerian Ministry of Higher Education adopted a blended (Hybrid) educational system that seemed to confuse students and teachers alike, but it has worked well despite some challenges.

## **Discussion**

The study aimed to explore Algerian college students' attitudes towards online education during the pandemic, especially their views about learning English literature through virtual portals. It also aimed at evaluating the Algerian efforts spent to face the drawbacks of the crisis. Though only 22 out of approximately 60 students answered the questionnaire, which indicated low levels of motivation, it revealed significant findings. The survey participants were first-year BA students when COVID-19 started in 2020. This meant that they were

affected by the pandemic throughout their graduate and post-graduate studies. These students were unable to study face-to-face during their first year of graduate studies, which was a crucial year for building students' fundamental knowledge of their major. The effects of the pandemic on students' education continued, though they primarily perceived the change as negative, they also identified positive aspects of it.

The study found that the students were confused about the effectiveness of the recently adopted hybrid teaching system and preferred face-to-face education over online one. They believed that Algeria's experience with online education did not live up to that of the developed countries. They stated that the main difficulties they encountered were related to technology and planning, among other factors. Ghounane (2023) agreed that;

The factors included the sudden shift to online learning, lack of ICT materials, network problems, lack of knowledge, positive attitudes toward social media (Facebook), lack of interaction with teachers, course content, and the online mode" (p.30).

Lastly, the students' attitudes towards Algerian distance education were mostly negative; most believed that studying English literature face-to-face was more convenient.

As a final point regarding the teaching of English literature online at an Algerian university, the researcher concludes that the changes implemented in the educational system may be accompanied by various challenges. Chelghoum supposed that; "The future of education in Algeria will witness many reforms after the crisis" (p. 129). Still, the farther we move from 2020 the more positive outcomes are unveiled. It is recommended that the research on education in Algeria (mainly teaching EFL students) during the pandemic should move forward and focus on the aftermath of COVID-19. Researchers should focus on finding solutions instead of merely stating the obvious difficulties; they need to keep pace with the government's persistent and inevitable reforms.

## Conclusion

This research evaluated Algeria's attempts to overcome the outcomes of the pandemic on the educational system by studying the attitudes of college students who were most affected by the situation. It also sheds light on the subject of English literature specifically. COVID-19 has caused inevitable changes in many fields of life. Most of those changes were for the best, though that might not be apparent thus far. The Algerian government aims to sustain quality education for its people. A developing country, Algeria strives to simulate the developed countries' successful experience with distance learning despite the difficulties facing its evolving educational system. The pandemic has caused many inconveniences for both Algerian students and teachers alike, but it has also brought many advantages to teaching English (literature) to Algerian EFL students.

## Endnotes

1. Guelma University has started a regular blended educational system since the beginning of the first semester (2023-24). It comprises three weeks of face-to-face (classroom) classes for one week online.
2. Progres is a digital portal launched by the Algerian Ministry of Higher Education and Scientific Research to record students' marks and scores. Owing to this platform, the Ministry, university administrative staff, teachers, and students have easy access to the students' academic results. The platform has other uses like a registry of the academic staff.

**About the Author**

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**Declaration of AI Refined**

This research paper has undergone language correction using AI-powered tools (Grammarly) to address grammatical, spelling, and language errors. It is acknowledged that the use of such tools may introduce standardized patterns typical of AI-generated content. Consequently, a certain percentage of content may reflect AI-generated language structures. Yet, the intellectual content and the analysis remain entirely the author's work.

**Statement of Absence of Conflict of Interest**

The author(s) mentioned above hereby solemnly declare that they are not and shall not be in any situation that could give rise to a conflict of interest in what concerns the findings and recommendations contained in this academic article.

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## Appendices

### Appendix A

#### Students' Questionnaire

Table 1. Students' opinions on the outcomes of the pandemic on the Algerian educational system

Positive Outcomes	Negative Outcomes
1. We overcame the noise of the classroom.	1. We were not receiving much literature knowledge, especially in our first year.
2. The government is giving education more attention	2. Teachers are still struggling with technology, especially old ones.
3. Developing a new method of teaching (online)	3. Inexperienced teachers and students in dealing with this new method.
4. Adaptation to digital tools like presenting online, easy access to sources and books.	4. Loss of in-person interaction.
5. Adoption and adaption of digital learning processes.	5. Discussion [of literature] would be more effective if done face-to-face.
6. Distance learning is effective in discussing books and novels.	6. Literature needs both the teacher's and the student's attention and concentration.
7. The use of Internet documents instead of	

<p>printed papers.</p> <ol style="list-style-type: none"><li>8. They enabled online studying for the first time, marking a significant milestone even though it took our country until 2020 to initiate.</li><li>9. Saving time and effort using these new ways.</li><li>10. Teachers started to be more open to having sessions online.</li><li>11. Being able to use mobile applications and being a self-directed learner.</li><li>12. It did help the students to be open to learning online and use the internet for educational purposes.</li><li>13. Having really rare and special experience with online studying</li></ol>	<ol style="list-style-type: none"><li>7. They didn't sustain it as a continuing option for students to select.</li><li>8. It highlighted how limited we are when it comes to online studies while other countries had already introduced this type of teaching and didn't find any problem with this.</li><li>9. Fewer classes, which resulted in less information.</li><li>10. Students didn't take the online courses seriously.</li><li>11. Lack of time, lack of interaction, lot of students don't have sufficient tools and are financially unable.</li><li>12. There are only negative outcomes in all the modules not only literature our level is very Bad honestly because we didn't study. Also, teachers didn't take into consideration this problem.</li><li>13. It is hard and not accessible for everyone due to the lack of necessary materials and technology for the students.</li><li>14. There is some information missing so the students have some difficulties linking what they are learning today and during the pandemic.</li><li>15. Our background in literature becomes weak we don't gather a lot of things and we don't cover all of the curriculum.</li><li>16. Algeria wasn't ready for online education after it and thanks to COVID we're able to be exposed to online education and became more effective when we adapted to it.</li><li>17. It is just making us suffer more from all the ways.</li><li>18. Many lessons were omitted or not being studied.</li></ol>
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