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UNIVERSITY OF MOHAMED BOUDIAF - M'SILA –



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Third year EFL learner's perceptions towards self-reliance during the corona virus era

*Dissertation submitted to the Department of Letters and English Language in
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Abstract :

With the corona virus disease 2019, a major change to remote education arrangements has arisen, as it is clear; the pandemic had side effects, particularly in the scope of education and English as a foreign language (EFL) teaching and learning, students at all levels were encouraged to continue learning despite the difficulties they faced during the crisis, relying primarily on themselves.,Accordingly, The present investigation examines third year EFL learners perceptions towards self-reliance at Mohammed Boudiaf University of M'sila, as well as the challenges they encountered along their learning process during the pandemic era , and the three years health protocol. In order to achieve the aims of this descriptive study, A mixed method was used to obtain a significant answers to the research questions, semi –structured a questionnaire was designed for forty EFL students at the department of English. It revealed that regardless the Corona virus' detrimental effects on students' academic performance; it helped them become more self-reliant in the light of the challenges they encountered, and overcome their inability to comprehend lessons in the absence of teacher's interaction . By the end, we suggest some recommendations that are essential to equip our learners to be self-reliant, and improvise them for any expected circumstances.

Keywords: perceptions, self –reliance, pandemic era (covid 19), EFL learners

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“And mankind has not been given of knowledge except a little.”(Al Isra)

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Dedication

This modest research is wholeheartedly dedicated to:

My grandparents, whose prayers always overwhelm me with strength and
determination, may God have mercy on them,

My soulful mother, and my powerful father, who always teach me to love my
work in order to achieve my goals, guide me, support me, and mostly fill me
with love,

My husband, who has been a source of support, patience, and motivation for me
throughout this entire experience.

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My dearest beloved brothers and sisters, who always stand by my side, and love
me endlessly,

Also, my glorious family including; my fabulous aunts, my tremendous uncles,
my marvelous cousins who always make me feel special.

My magnificent best friends, colleagues and classmates,

And to all those who believe in me and share with me their blessings for my
success,

Thank you From the Bottom of my Heart for all the Precious Moments

Ghanima

Dedication

All the praise and thanks be to Allah the almighty who had guided us to this.

I dedicate this work to the dearest persons to my life, my wonderful mother, the reason of whom I have become today. Thank you for the infinite and unconditional love, support and guidance; you have been with me every step of the way. I do not have enough words that I could interpret my gratefulness to you. May Allah enable me to recompense for your great favor

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List of Abbreviations and symbols:

EFL: English as a Foreign Language.

LMD: License Master Doctorate

SRL: Self -reliant Learners.

CV: Corona Virus.

Q: Question.

HP: Health Protocol.

KSA: Knowledge, Skills and Abilities.

WHO: The World Health Organization.

ICT: Information and Communications Technology.

UNESCO: United Nations Educational, Scientific and Cultural Organization.

E-Learning: Electronic Learning.

SARS: Severe Acute Respiratory Syndrome.

SARS-Co-V-2: Severe Acute Respiratory Syndrome Coronavirus 2.

%: Percentage

Glossary of Terms:

**** Learner Autonomy:** is the ability to take charge of one's own learning. Holec, 1981-cited in Bonson, 2001). However, learner autonomy does not mean to learn alone without the help of the teacher, because the latter has a crucial role in developing learner autonomy.

**** Self-access:** Dickinson in 1987 defines it as, learning which makes use of materials that facilitate learning. (Han, 2014). This term is particularly a well-known one in higher education and adult learning; it refers to a form of language learning in which a learner uses materials independently from the teacher. Self- access learning may be a particular program of learning, or may be a type of learning conducted to accomplish a teacher-led course. Self-access is in an increase development; because of two reasons: The first one, is the fact that relying on classroom alone is insufficient for attaining all learning goals. The second one, is the need to offer ample resources for individuals to acquire knowledge relying on themselves. (Richards, & Smidt, 2002).

**** Self-directed learning:** Dickinson (1987, as cited in Han, 2014), points out that it is a learning in which a learner takes decisions regarding his/her learning i.e, he sets goals, selects content, and makes choices on the time to learn. However; it is not necessarily for him or her to apply or implement these decisions.

**** Self-instruction:** The central belief that underlines self-instruction learning is that; learners learn more effectively, if they can make choices about the kind of things they want to learn, the strategies they use, and the amount of time they can spend on a learning task. According to Little (1991cited in Han, 2014), it refers to “learning without a teacher”.

GENERAL INTRODUCTION

1-Background of the study :

In studying a foreign language, Good language learners take responsibility for their own education. They provide opportunities to utilize the language in addition to normal language lessons, and understand the significance of practice. They do not expect to learn English just by sitting in a classroom, and they do not rely solely on their teacher. They are autonomous, well-organized and active. They search for innovative methods to put what they've learned into practice both inside and outside of the classroom. In simple terms, they are self-reliant.

Self-reliance refers to the ability of students to rely on their abilities to achieve their personal and educational needs (Little, 1991; Steinberg & Silverberg, 1986; Williams & Burden, 1997). In the process of teaching and learning Self-reliance is a crucial skill that allows learners to succeed since it is strongly dependent on the ability to rely on oneself and accept responsibility for one's actions and decisions.

As a psychological variable student's self reliance can be effected by many factors, among these factors the current (Covid19) situation which is considered as a turning point in all areas,

In the educational field; this emergency had led to the massive closure of face to face activities of educational institutions in more than 190 countries including Algeria; in order to prevent the spread of the virus and mitigate its impact. Many of the measures that had been adopted in response of the crisis are related to the suspension of face to face classes at all levels, which had given rise to three main areas of action; the deployment of distance learning modalities through a variety of formats and platforms (with or without the use of technology) the support and mobilization of education personal and communities; and concern for health and overall well-being of students (Berbar2020).

COVID19 pandemic was the challenging situation which led to the transition from the traditional life style and learning into a mode of self-reliance, and online learning to ensure continuity of the teaching and learning process. Self-reliance is not about doing everything yourself. And it's certainly, not about shouldering every hardship you face all on your

lonesome. But during the three years health protocol, learners recognized what being self-reliant really refers to, and how they can develop it within themselves.

Accordingly, recent studies have shed the light on the impact of the pandemic era on student's psychology and self reliance, Mounatourki (2021) in her dissertation (Exploring the relationship between E-learning difficulties and learner's self-reliance during the Corona Virus pandemic; the case study year BA students of English at Larbi Tebessi university - tebessa) confirms that Students were unaware, particularly after the sudden transition from traditional face-to-face learning to the new regime, which has advocated a lack of interaction and communication. It has also assured that e-learning can be an effective method not only to enhance self-reliance, but also to develop knowledge and skills to create new strategies for the near future.

2- Statement of the problem:

During the spread of the disease COVID-19, and the imposed protocols at universities in general, and at Mohammed Boudiaf University in particular; self-reliance was the pillar of success that EFL learners could adopt. It had been revealed that they had experienced difficulties and challenges during their learning process. In fact, being self-reliant is not that easy, especially during a health pandemic. Will students lose, or fail to gain certain skills that they would normally build in the physical classroom?. The students' ability to focus had been deeply challenged by the global pandemic. Actually these restrictions produced a gap in coping with various obstacles while demonstrating their ability to be self-reliant.

3- Aim of the study:

The major aim of this study is to investigate EFL learners' perceptions towards self-reliance during the corona virus era. Also, to give importance to individuals' being able to

depend and rely upon themselves (capabilities, perceptions , and resources) to meet personal needs and to better serve themselves than those around them.

4- Research questions:

This study is based on the following questions:

- **Q1** To what extent were students able to rely on themselves during the pandemic period?
- **Q2.** What are the main difficulties faced by 3rd year EFL students during the health protocol at Mohammed Boudiaf University?
- **Q3.** What were the perceptions and materials adopted towards self reliance during the three years health protocol?

5- Research hypotheses:

From the above questions, we can assume the following hypotheses:

- Students believe that Self reliance is the crucial attitude during the pandemic of COVID19.
- Third year EFL learners sought their education, and turned the negative effects of the pandemic positively relying on themselves.
- Third year EFL students develop a positive perception toward the new strategies used in the learning process during the epidemic era .

6- Research methodology:

The following sub elements highlight the used methodology in this research:

6.1 -Research approach:

Since the aim is to investigate perceptions of EFL learners towards self reliance during the three years covid19 and the health protocol; we opted mainly for a descriptive research

approach meanwhile we were obliged to seek the inclusion of a mixed method in order to provide accurate data expressed in numerals.

6.2 -Data collection tools:

Since we opted for a mixed method, we are going to use one instrument for collecting quantitative and qualitative data; we opted for semi-structured questionnaire as a data collection tool directed to Third year students at the Department of English at M'sila University.

6.3 -Description of the Questionnaire:

One of the most effective methods for gathering information is the questionnaire. It consists of a sequence of questions, that give the researcher the opportunity to learn about people's attitudes and views, as well as, to analyze and interpret the findings.

The questionnaire used in this study was made up of twenty-two (22) open-ended and closed questions divided into four sections. The first section, aims at providing general information about the students. The second section, focus on learners' awareness, the difference between self –reliance and autonomy, and the challenges they encountered. Following, section three is about identifying the extent to which the health protocol is applied by students, and the fourth section consist of identifying the impact of corona virus and the three-year health protocol on students' attitudes.

6.4 -Data analyses procedure:

To analyze the collected data, the procedure was used for the quantitative analysis was descriptive method, with the use of excel program; because it is considered as the most suitable technique to measure the gathered data from the questionnaire.

7- Population and sampling techniques:

7-1. The population:

Third year English Students at M'sila University, were selected as a population for our research (171). It was considered as the most suitable population, because of their experiences and coexistence with the COVID-19 pandemic.

7-2. The sample:

The sample of our study was composed of forty (40) Third Year students, in the English Department at Mohammed Boudiaf University. They had been chosen randomly.

8- The significance of the study:

The overall aim of this study is to investigate the link between two variables: students' perceptions towards self-reliance and the COVID-19 pandemic effects. It attempt to examine whether the impact of this pandemic on students' perceptions was positive, or negative. Furthermore, it seeks to find out how third year students' self-reliance is boosted and developed along the three years of learning under the health protocol imposed at Mohamed Boudiaf University. It will also investigate their experiences and the shift to remote learning with the challenges encountered them.

9- Structure of the study:

The present study is divided into two chapters; The first one is theoretical contains two sections; the first section, deals with defining self-reliance and highlights it's importance, and how to develop it in EFL learning. The second one indicates the effects of the pandemic on education in general, and learners' attitude towards self-reliance along the three years health protocol. The second chapter, is practical part copes with the description and the analyses of the collected data, it ends with some pedagogical recommendations.

10- Limitation of the study:

Our study has some limitations within which it should be interpreted carefully, we mention time as limitation; since we had to do many things in short period. Moreover, some students didn't answer the open-ended questions; therefore, instead of eighty (80) participants, only forty (40) of them responded to all questions.

The result of this study may not completely generalized, because the sample was restricted to third year LMD students at Mohammed Boudiaf University only.

CHAPTER I

Literature Review

I-1-Section One: The Concept of Perception

I-1-1- Definition of Perception

Any opinion, thought, or belief shared by a large number of people is referred to perception. It is generally dependent on how people perceive their surroundings. It is the ability of an individual to comprehend, notice, and observe things that are not common to others in a meaningful way. Whitney and Leib declared that perception is the experience of an object, event, or relationship gained through the recollection of information and the interpretation of messages. It provides meaning to stimulus-response in restarting information and predicting message which includes attention, hope, motivation, and memory. (David Witeny and Allison Yamanashi 2018 ,p105)

Additionally, many researchers define perception as a sensory process in which someone receives a stimulus through their sense organs and then interprets it to determine its meaning. They Revealed that there are three main dimensions of perception namely cognitive aspect, affective aspect, and conative aspect; The cognitive aspect refers to the knowledge, views, opinions, expectations, and beliefs that are related to an object, the affective aspect is related to likes and dislikes about an object, and the conative aspect is related to the tendency action or motivation toward an object. These elements play a crucial role for individuals since they influence people's knowledge, feelings, and actions toward the thing.(EkaPtri and Syhul 2021 p57-100). (Pareek, 1996) also confirms that “perception is the process of receiving, selecting, coordinating, interpreting, testing, and reacting to sensory stimuli or data”.

In the learning and teaching process,Students' perceptions, according to (Shidu, 2003), are students' points of view on anything that happened in class and produced it with ideas or arguments for the teacher or classmate to improve their learning method. Perception is what someone thinks about something they learn in order to determine how they feel about using

something, whether they agree or disagree with the approach or anything they learn (Hong: 2003). It means that pupils have their own opinions about something they learn in class and how they approach it.

Hence, Perception can be described as the capacity to perceive, comprehend, and interpret a stimulus in order to generate interpretation, and Teachers will be able to determine what the needs of their students are for learning through it, thus, the study of perception helps professors deliver lessons more effectively.

I-1-2- The definition of Self reliance:

(Bandura, 1977) defines self-reliance as « the ability to independently choose and execute a course of action that result in you getting something you want. » means that it is the capacity to independently select and carry out a course of action, that leads to the achievement of your goals. (Baumeister, 1987: 171) also states: « self-reliance is a reliance on internal resources to provide life with coherence (meaning) and fulfillment» in other words, it is the ability to do or decide things by yourself, rather than relying on other people for help.

Additionally, Self-reliance is one's ability to think and take actions without the need of help from other people. However, it may have another concept for students. In general, they are supposed to be influenced by their peers, teachers, mentors, and the education they receive. This "influence" is an important aspect of every student's life. Nevertheless, this does not contradict the meaning of self-reliance. In the end, students will have to interpret education in their own way, formulate their own paths, and make their own decisions. (Kirti Yadav 2022).Moreover,(Steinberg & Silverberg, 1986; Williams & Burden, 1997et all) states that Self-reliance is commonly defined as students' ability to rely on their own abilities to meet their personal and educational requirements.

Accordingly, self-reliance will be an important variable in our research study, concentrating on the ability that learners could employ based on relying on themselves in learning, acquiring, and conducting various studies and challenges during the COVID-19.

I-1-3- Psychological concept of Self-reliance:

Although the phrase "self-reliance" has not truly been used in a specific context before, it gained popularity when the American philosopher Ralph Waldo Emerson wrote his 1841 essay "Self-reliance" one of his most impressive and influential works. According to Emerson, Self-Reliance is the ability to listen to your inner voice or intuition without being afraid of what others may think about you. Emerson thinks this is the only way to do anything great. By 'Self-Reliance', Emerson means learning to trust ourselves and listen to our inner voice, which he defines as 'intuition'.

Jérôme Kouassi (2015) in his research paper (Understanding Emerson's Self-Reliance in Terms of Education with a Focus on Language Didactics) declare : "The study of "Self-Reliance" revealed the expression of some values, the main ones being trust, responsibility, commitment, creativity, autonomy, independence, self-esteem, self-determination, self-evaluation, and individual talents. The reflection on their educational dimension with a focus on their didactic implications enabled me to have more insight in the extent to which the values in the author's essay instruct didactics in general and foreign language didactics in particular." The idea in which; certain values were found to be expressed in the research of self-reliance influence both psychological and academic sector of EFL learners.

Foremost, Emerson inspires his reader to follow their particular desires rather than submit to society standards. Emerson's article concentrates on and returns to a single primary theme: "Trust thyself". The fundamental focus of the essay believes in oneself and one's value. Emerson emphasizes this point by saying, "Unless we overtake ourselves, circumstances will overtake us".

I-1-4- The importance of Self -reliance in EFL learning:

Emerson believe that, a student's potential and personal engagement in his or her education should determine how effective the education is validated by the individualized teaching, and learning that is advocated in most educational environments, including language education; this recommends making decisions that enable each student to be self-reliant and willing to invest time and effort in using language to do his activities, and demonstrates his ability to use language meaningfully in the classroom.

Moreover, Language learning is an ongoing growth process based on the concept that language is a dynamic resource for meaning formation. Learners are encouraged to invest in the completion of language learning assignments, by relying on their own abilities. Problem-solving exercises, for example, need the cognitive and reasoning abilities that students employ to solve difficulties. According to Willis (1996: 26-30), these difficulties entail the articulation of hypotheses, dialogues, value explanations, reflection tactics, alternative comparison, and solution assessment, all of which engage learners in overcoming some challenges.

Furthermore, the customized instruction that is emphasized in most educational environments, including language education, confirms that effective education should be based on an individual's own potentials and personal engagement in his own training. This entails making decisions that enable each individual learner in the language classroom to be self-reliant and willing to spend time and energy to using language to complete the activities to which he is exposed to. Jérôme Kouassi 2015 (94-103), in the same way Hamalik (1995:112) stated that self-reliance is an important aspect for individuals in the process of learning to teach and positively impacting the quality of individual learning because it concerns individual initiatives. Students with high self-reliance will have confidence, an

original nature, do not expect direction of others, and try themselves what they want to develop.

Therefore, by developing self-reliance, the learner may trust himself to rely on his own internal resources and know when to use them, and when to seek assistance in order to create meaningful, fulfilled language learning. Self-reliance practice aids in overcoming barriers, learning from failures, and influencing the learner's self-worth and self-confidence.

I-1-5- Teacher's Roles and Learners' Roles in developing self-reliant learners:

I-1-5-1-Teacher's Roles:

Students' ability to rely on their own capabilities to meet their personal and educational needs is a typical definition of self-reliance (Little, 1991; Steinberg & Silverberg, 1986; Williams & Burden, 1997). A reliant EFL student is a person who requires the help of his teacher to meet his routine educational needs; otherwise, he cannot solve his learning problems by himself and cannot do the learning tasks independently. The EFL teachers are required to create the conditions for the manifestation of self-reliance in the classroom to prevent the high students' reliance on their language educators in the learning process.

As Yan (2012, p. 559) said « without teachers' counsel and supervision, the whole process will result in low efficiency, or even fall into disorder». It is sometimes assumed that the instructor has no role in an independent learning classroom; nevertheless, the teacher plays an important part in establishing learner SR, which requires time, patience, and support. According to Voller (1997-cited in Benson, 2001), the teacher has three functions in the learners framework: facilitator, counselor, and resource.

I-1-5-2-Teacher as a facilitator:

means as Harmer (2001, p. 56) said: « to create conditions in which learners learn for themselves»; so the teacher should create a learning environment in which he encourage the students to rely on themselves.

A-Teacher as a counselor: the instructor should advice his learners, and helps them cope with learning issues, as well as, empowers them to choose the best learning tasks to study efficiently.

B-4.1.3. Teacher as a resource: Students learn when they might have been sufficiently covered by the teacher, the role of the latter involves many techniques in his teaching function, some of them are teaching aids, methods, and healthy learning environment, to enhance learners' skills, experience and knowledge. All of those resources at the disposal of the teacher to use the most important one is the teacher himself who coordinates all other resources together to ensure that learning takes place in learner and motivate him to work and success (Amos Albi 2018 p-841).

I-1-5-3-Learners' roles:

Language learning requires a significant amount of effort both in and out of the classroom. Learning a new language, or even reaching a decent conversational level, is a constant process that takes a lot of time and effort. Extra studying and reviewing material to enhance vocabulary learning, for example, rather than only revising the day before an exam is vital. (Kerras, N.,&Salhi , S. E. 2021).

Therefore, A Self- reliant learners are responsible for their learning, they do not wait the teacher to decide instead them; but they do take part in making decisions concerning their learning. They know when to relay on the teacher and when to be independent from him, even when learners are unable to carry out their learning, they are responsible by asking for the

help of someone; this is what is called by Chanock (2004-cited in Barillaro, 2011) “responsible dependence on the teacher”.

Self-reliant learners do not rely exclusively on the teacher to evaluate their learning; instead, they analyze what they've learned and assess their progress to discover their strengths and weaknesses. Furthermore, students actively contribute both within and outside of the classroom. For example, they seek for opportunities to practice the language; they do not simply sit in their chairs and wait for the instructor to cram material into their heads; instead, they create their own knowledge, engage in discussions with the teacher and their classmates, and offer feedback to them.

Furthermore, because they are part of a society in which everyone, including the instructor, is involved in the learning process, self-reliant learners take the initiative, know what to do, and when to interact. (Oates.2017 et al). Celisa Steele, co-founder of Tagoras, said “More than ever, learners must think strategically about how they build their professional skills and knowledge over the course of their career. You have to recognize self-direction as an inherent need of adult learners and help those learners clearly see where your organization fits in the strategy”.

Table 1:Teacher’s and Learner’s role in developing self –reliance

The following table attempts to summarize the important elements that characterize the teacher and student roles in fostering and developing self-reliance:

Stages	Teachers role	Example	Learnersrole	Example
Stage one	Improving self-esteem	** Give them the confidence to make their own decisions, especially when it comes to making academic decisions. ** They should know that whatever decision they make is what matters and that if they need any help regarding that choice, they can contact you.	Making your own decisions	** When you can accept yourself as unique and practice non-judgment, you can find security and power from inner sources to take your own decision.

Stage two	Teache them how to learn	**¹ Show students how to be successful learners and ensure that your programs follow them. Provide study skills tools, and demonstrate them how to organize their knowledge, by way of effective time and information management, both at personal and group levels.	Be skilled and knowledgeable : or what is known as(KSA)	** Adjust the information you have +that you can use to help you carry out your task. ** manipulate objects and data verbally, methodically, or mentally to achieve your purpose and skillfully express your abilities
Stage three	Community and connection	** Encourage students who struggle with solitary study to try synchronous classes that include online conversations. ** Encourage learners to create virtual and in-person gatherings to discuss common concerns and challenges using your online community.	Determine your self-reliance limits :	** Knowing when you are out of your league or want assistance and then seeking that aid effectively and remember that Being honest with ** ourselves about our limits might allow us to be self-sufficient even when we need support.
Stage four	Establish Specific Performance Goals:	** At the beginning of a course or class, teachers should establish clear performance requirements as well as expectations for individual tasks. ** Students must be fully aware of what is required of them, how they will be evaluated, and what resources they may use for support	Assuming responsibilities	** Be aware of your roles, responsibilities, tasks, and timetables, This allows you to make plans and get ready for the next days,And enables you to perform tasks completely, identify flaws and errors, and keep working on assignments even when they are tiring or boring..
Stage five	Self-awareness	** Give learners self-assessments to better understand their thinking and their strengths and shortcomings. ** Give them the resources to spot their own skill deficiencies	Develop a sense of mastery	** A perception of competence and capacity is necessary for self-reliance. ** Approach situations in a way that maximizes your chances of success if you want to develop this sense of mastery. ** Set fair and practical goals, acknowledge your accomplishments, and then raise the bar the next time. ** The accumulation of achievements will lead to self-reliance
Stage six	Be an Encourager	When you encourage your students, you increase their self-esteem, self-confidence, motivate them to work harder, elevate their spirits, and help them succeed in their goals independently.	Be confident	feeling sure about your own ability to do things and be successful.

* Note :Chalad Paso1, Chalard Chantarasombat1 &Watanachai Tirasiravech1September . p168.2016 (Strengthening Teacher's Learning Management for Self-Reliance of Students in Thai Secondary School). Divyansh Bordia 2022 How Can Teachers Help Students be Self Reliant?(web article Catherine Moore, Psychologist-2019 , MBA (What is Self-Reliance and How to Develop it?)webart

In the above table, we try to sum up the main keys Which (was extracted from numerous studies on the role of the teacher and learners in developing self-reliance), that describe the teacher's and learner's role in developing self-reliance during and after the CV and the HP, Consequently, following a self-reliant strategy to learn is one of the core attributes necessary for the 21-century education and work force (Jack Oliver-2020).

I-2-Section two: Corona virus Disease 2019

I-2-1-Definition of Corona virus Pandemic (COVID-19):

The United Nations Development Programme described the Corona Virus COVID-19 pandemic as a current international health crisis and the greatest challenge since the Second World War. The World Health Organization (WHO) defines corona virus disease (COVID-19) as an infectious disease caused by the SARS-CoV-2 virus. It declared the corona virus a pandemic on March 11th, 2020, and several countries responded by implementing severe safety measures such as social distancing and a curfew that lasted several months.

According to Dr Christine Zink, MD : “COVID-19 is an infection caused by the SARS-CoV-2 virus. The illness leads to upper respiratory symptoms that can be fatal, particularly for people with underlying medical problems and older people”.

Since its initial discovery in Wuhan, COVID-19 has spread quickly and shown to be extremely deadly because some infected individuals do not exhibit fever or other symptoms that would complicate a diagnosis (J. Med. 2020, p1708–1720).

On January 27, 2020, the National Health Commission of China released a report indicating that both direct touch and respiratory droplets can spread the virus to individuals who are infected J. Environ. (Res-Public Health 2020) The virus's capacity to spread and the challenges in detecting afflicted individuals, providing care, and keeping them from infecting others encapsulate the severity of the illness(Guan , J. Med et al.. 2020).

These findings prompted the Chinese government to act swiftly, quarantining an estimated 50 million people and imposing a complete closure on Wuhan on January 23, 2020. The goal of this was to create a complete social distancing, which has forced residents to stay at home in order to protect themselves from the virus (J. Environ. Res. Public Health 2020, p1729) and stop the epidemic from spreading to other regions of China. Some others had a delay in quarantine because it began about a month after the illness initially surfaced (Int. J. Surg. 2020,p76).

The COVID-19 preventive measures implemented in China served as a model for other nations, however the resources needed to implement them differed among them. There is no doubt that the effects of population containment have had an impact on people's mental health as well as the economies of nations. Growing psychological effects and worry seem almost inevitable as a result of the quarantine, and in Wuhan, anxiety was anticipated to rise with each increase in death toll and the dissemination of knowledge about new cases,(Rubin, G.J.; Wessely, S.2020).

Algeria, as a country much closer to Europe and located in the north of Africa, has been affected by the pandemic. The first case recorded in this country dates from 25 February 2020, when an Italian arrived in Algeria on 17 February and tested positive , the case in which the Algerian government decided to isolate the Blida region, which was the most affected at the beginning of the pandemic. This decision was somewhat delayed, and it allowed the virus to spread more easily (Azzeddine, M- 2020),it has also made other decisions as well, such as demobilizing 50% of the workforce and closing universities, colleges, and other institutions. Later, it extended partial containment to all of the country's wilayas from 7:00 p.m. to 7:00 a.m., and extended confinement to nine wilayas from 3:00 p.m. to 7:00 a.m.

I-2-2-Public health and social measures:

Public health and social measures are measures taken by individuals, institutions, communities, governments, and international bodies to slow or stop the spread of COVID-19. These measures include physical distancing, virtual social connection, flexible work arrangements, closures, shielding, movement restrictions, and coordinated reorganization of health care and social service networks.

SARS-CoV-2 has had a significant effect on economy and public health throughout the world. As of October 14, 2021, there were 4871 841 million COVID-19-related deaths and 239 0007 759 million confirmed cases worldwide (the World Health Organization). To effectively address this danger , a range of containment and mitigation techniques have been implemented with the goal of

postponing significant increases in hospital patient numbers and safeguarding the most susceptible individuals from infection.

Worldwide, immunization campaigns have shown to be both safe and successful in saving lives. However, not all vaccines offer complete protection, and given the emergence of new varieties, it is unclear how vaccinations can stop SARS-CoV-2,6 from spreading in the future. Depending on the existing and upcoming variations, a significant fraction of the population may need to receive the COVID-19 vaccine in order to achieve herd immunity (World Health Organization). This vaccination threshold fluctuates depending on a number of factors, including the nation and population's reaction, vaccine kinds, immunization priorities for certain populations, and virus alterations. Despite the previously demonstrated high vaccination rates, Therefore, public health strategies have been the leading option for preventing COVID-19.(BMJ 2021;375:e068302 November 2021)

Ayouni, I., Maatoug, J., Dhouib, W. *et al.* In their article (Effective public health measures to mitigate the spread of COVID-19-2021): Confirmed that public health interventions and non-pharmaceutical control measures were effective in reducing the transmission of COVID-19 and were associated with reduced epidemic growth, Their studies showed that travel restrictions, borders measures, quarantine of travelers arriving from affected countries, city lockdown, restrictions of mass gathering, isolation and quarantine of confirmed cases and close contacts, social distancing measures, compulsory mask wearing, contact tracing and testing, school closures and personal protective equipment use among health workers were effective in mitigating the spread of COVID-19 with varying degrees .

In Algeria, in his study ;(COVID-19 Epidemic in Algeria: Assessment of the Implemented Preventive Strategy-Journal of Contemporary Studies in Epidemiology and Public Health. 2021) DR: Hamidouche M states : “the implementation of the prevention strategy as a whole is effective in Algeria and it succeeded to maintain the epidemic growing at a very slow pace.”

I-2-3-The Impacts of COVID-19 on Learning:

The spread of the corona virus outbreak has caused a need to adopt social distancing and social quarantine, which have affected all fields in the world, especially education.(Affouneh et al. -2020) claim that 1.5 billion children and youth in 188 countries have to stay home due to the closure of schools and educational institutions. Simon and Hans Henrik (2020) state that the impact of the pandemic affects schools as being the first place to develop the skills of expressing oneself, communicating with teachers and others, and respecting diversity. Sir J. Daniel (2020) sees that the outbreak pandemic has led to preparations for a remote teaching regime, including the guarantee of studying at home, the division of work between departments, and the mechanism for teachers to maintain group contact for mutual support. The Group URD (2020) discusses the difficulties that teachers and students face. First, the varied effects and problems in the shortand medium termLearning is becoming less effective for some students, and for others, it completely stops happening, which will affect young people by potentially losing out on 10 years of education. The psychological effects of closing schools represent the second difficulty. The confinement exposes students to significant psychological issues like trauma, added stress, and anxiety. Children and teenagers whose parents continue to work also feel confined and as though life is tedious. Finally, families feel hopeless about survival due to the rapid and rising death statistics.

According to several reports, teachers quickly get accustomed to using technology and lost their reluctance or fear of it (Curti et al., 2020). Furthermore, extracurricular activities, a lack of infrastructure, technical problems like unstable Internet connections and frequent disconnections, the necessity of providing sufficient resources to ensure effective and efficient knowledge dissemination (Patricia Aguilera-Hermida, 2020), and the unavailability of appropriate devices like laptops, tablets, or mobile phones have been identified by a number of researchers as major issues, particularly in underprivileged areas (Zhang et al., 2020).

I-2-4-University Education in Algeria during the Covid-19 Pandemic

Limitations and Challenges:

The first official case of COVID-19 in Algeria was confirmed in February 2020, and months later the government decided to expedite partial confinement, which confused students who were not used to studying online. On April 2, 2020, lecture theaters and seminar rooms were closed due to government orders in unusual and exceptional circumstances.

Long before the COVID-19 pandemic, Algerian higher education, like that of many other developing nations, has struggled to fulfill the demands of globalization and the information society due to a variety of issues. Furthermore, it's possible that the epidemic brought about a long-lasting shift in Algeria's higher education system administration. Blended learning has been proposed as a long-term plan for higher education institutions in Algeria, according to the Minister of Higher Education and Scientific Research.(Laifa, M., Giglou, R.I., & Akhrouf Blended Learning in Algeria 887-905 -2023)

The COVID-19 pandemic has raised significant challenges for the higher education community in Algeria , including the urgent request for previously face-to-face university courses to be taught online. Universities were faced with the daunting task of adapting online platforms to offer classes of the standard expected for high-level learning. However, some students experienced difficulties connecting to online classes due to Internet and Wi-Fi problems, while others encountered user troubles with the platforms themselves. Additionally, students found themselves in the predicament of working alone, attempting to resolve their mental and technological concerns.

For instance, it was reported before COVID-19 that both teachers and students were against a blended learning strategy for two main reasons. First, instructors and students acquired a fear of technology because they were aware of the accessibility problems and lack of technical assistance they will face (Guessabi, 2021 -Flipped classrooms in higher education in Algeria during period of covid19-(196–202). Second, students preferred in-class communication and engagement the studied topic and to avoid feeling isolated (Rahmani&Zitouni -Blended learning an flipped classrooms application during post pandemic.)*Arab World English Journal*,13(2), 451–461-(2022),

I-2-5-The imposed protocol during the COVID-19 pandemic at Mohammed Boudiaf University:

The COVID-19 epidemic has had a significant impact on several disciplines worldwide, particularly education. More than 1.6 billion students were forced to stay at home for months due to the virus's rapid spread (2021-UNESCO). In other words, the spread of the corona virus resulted in the closure of all colleges and universities, as well as the installation of lockdown and social isolation laws. Schools and universities were struggling to manage and balance teaching ,while also providing appropriate conditions for teaching and learning; the rapid transition from face-to-face teaching to online teaching has added more problems and stress to students, teachers, and the educational system as a whole (Rapanta et al., 2020).

During this critical moment, e-learning devices played a significant role in helping schools and universities facilitate learning for students at home (Subedi et al., 2020). To get through the rest of the academic year, many universities and educational institutions around the world relied on online platforms like Moodle. Mohammed Boudiaf University, for example, used the Moodle platform to publish classes and assignments for students who were stranded at home during the Algerian government's pandemic lockdown, which began in mid-March 2020. Following the lockdown, students returned to institutions to continue face-to-face learning under stringent conditions. To avoid the spread of the COVID-19 pandemic, students, professors, and administrative staff were required to observe strict regulations.

To resume learning, the administration of the various faculties was forced to implement the wave system, in which two levels study for two weeks before returning home for the following two weeks. For instance, second-year and Master One students might study for one or two weeks while first-year and third-year students stay at home, and then the opposite would occur. Every section and group had to be split in half by the administration as well. Both inside and outside of the classrooms, masks had to be worn, and there had to be physical separation. Sessions were also shortened by 30 minutes because they used to last an hour and a half before the pandemic but only an hour during it.

This strategy was used by Mohammed Boudiaf, University of M'sila, to face the COVID-19 pandemic. After two years, this protocol is still applied, and this can affect students' psychological state.

I-2-6-Effects of COVID-19 on Students' Psychological state:

People often feel frightened and anxious when confronted with unfamiliar situations (Usher et al., 2020). This is true of the emergence of novel infectious diseases such as the corona virus.

The COVID-19 epidemic has had an impact on people's mental health as well as their physical health (Fiorillo&Gorwood, 2020). The COVID-19 pandemic has had a massive psychological impact on people all around the world. Students are among the most vulnerable groups to high levels of stress, anxiety, and depression (Bauman et al., 2021). Indeed, "the most common differences in how students felt compared to before the pandemic were a greater lack of motivation, anxiety, tension, and isolation," write Browning et al. (2021: 8), as it mentioned by (Lemay et al., 2021). The learning environment mediated by online learning differs markedly from face-to-face learning environments. One unintentional result of online classrooms, according to Allen et al. (2020) is the creation of a sense of isolation, which can impede progress and lead to negative perceptions .

I-2-6-1-Students' motivation during lockdown :

Lockdown has had a significant impact on the process of teaching and learning, as higher education institutions were closed and social interaction was minimized. Tinto (1975) proposed that academic integration, or the student's attachment to the intellectual life of the college or university, is a critical factor in student retention. Social integration, or the social relations students have with peers and faculty members, is also a critical factor in student retention. During lockdown and stay-at-home orders, the social interaction that remained online and the resources available to the student for online learning may also affect motivation and have a significant impact on the students' decreased motivation.

I-2-6-2-Anxiety:

Anxiety is a subjective feeling of unease, discomfort, apprehension, or fearful concern accompanied by autonomic and somatic manifestations. It is a normal, emotional, reasonable, and expected response to real or potential danger. The rapid spread of COVID-19 and its challenges caused an increase in students' levels of anxiety. A study conducted by Wang and Zhao (2020) showed a significant increase in anxiety levels among Chinese university students.

I-2-6-3-Self-esteem:

Self-esteem is a person's assessment of their own worth and worthiness. There are two types of self-esteem: high self-esteem and low self-esteem. the COVID-19 pandemic has had an impact on students' self-esteem, with half of participants feeling self-conscious and ineffective during the lockdown.

I-2-6-4-Depression:

COVID-19 has been linked to depression, which can lead to a lack of enthusiasm for learning, poor academic performance, disruptions in everyday activities, and sleep disorders. Islam et al. (2020) discovered high levels of perceived rising despair and stress among university students in Bangladesh throughout the pandemic, since they were concerned about their future employment.

I-2-6-5-Self-confidence:

According to Brown (2001: 62), "at the heart of all learning is a person's belief in his or her ability to complete the task." It suggests that self-confidence is the driving force behind learning, as is faith in one's ability to achieve goals. Coronavirus sickness 2019 can harm people's physical and mental health (Hannan et al., 2020). According to the findings of a study that looked into final-year dentistry students' self-confidence in executing clinical procedures during the lockdown, the results showed that learners' level of self-confidence during the lockdown was much lower than before COVID-19 (Llicet et al., 2021).

I-2-7-The relation between EFL students' perceptions and self-reliance during the Corona virus pandemic:

Perceptions held by language instructors and students have a significant impact on how well teaching and learning go (Muthuprasad et al., 2021). In fact, a wide range of factors that may affect perception and the caliber of language learning exercises have been studied by researchers (Yates et al., 2020). Especially After the Covid-19 epidemic, Barjesteh et al. (2021) claim that the COVID-19 attack on the educational system left many students' learning in a state of uncertainty because the previously scheduled in-person, online, and blended courses were all replaced with a newly developed online learning environment known as Emergency Remote Teaching. However, there are numerous benefits acquired from the CV19 attack, including cost-effectiveness, accessibility, flexibility, and individualized instruction. Furthermore, many students who had previously believed that only in-person instruction could have a significant and lasting impact were taken aback by the growth and success of students (Liguori & Winkler, 2020). As a result, some of these students developed favorable attitudes and perception's toward the new strategies and expressed a preference for taking classes online in the future.

Isaee H, and Barjesteh H. in their research (Screening EFL Teachers' and Learners' Perceptions of Emergency Remote Teaching During COVID-19 Pandemic- May 02, 2023) state“EFL teachers and learners who participated in this specific study evaluated ERT classes during COVID-19 pandemic in a positive manner; in this regard, findings maintain that virtual online classes have the potential and potency to serve English language teaching context in a more serious fashion” I.e., The results of this particular study indicate that EFL teachers and students gave a positive evaluation to this emergencies during the COVID-19 epidemic; hence, virtual online classes have the potential and potency to support the English language teaching context in a more serious way.

Furthermore, The psychological literature has highlighted different factors shaping student's expectations, including their personal experiences in school, their past and present academic achievements, and the influence exerted by the learning environment and the people surrounding them as they grew up (e.g.: families, peers and teachers) (Buchmann and Dalton,

2002). The influence of these factors on students' expectations varies substantially to Develop positive perceptions and dispositions to learn does not exhaust its benefits in the short run, it is also crucial from a lifelong perspective.

Considering the fact that self-regulated learners frequently employ a variety of cognitive and metacognitive strategies to accomplish their learning objectives, and that Students who are adept in self-reliant learning often manage their time well, regularly review their subject, ask for assistance from teachers or peers, meet deadlines, and use metacognition to reflect on their own learning (Gilbert et al , 2015), EFL students may have the ability to develop a sense of perceptions that enhance their self-reliance toward any circumstances .

I-2-8-Conclusion:

To summarize, this chapter has reviewed the literature related to the topic under investigation. It has first provided an overview of self-reliance and how to develop its' skills. It has then introduced the COVID-19 pandemic and how it affects the learner perceptions towards self-reliance during The pandemic. Finally, it has explained the theoretical framework upon which the present study is based. The following chapter is about the research design and methodology of the study.

CHAPTER II

Research Methodology and Interpretations of the Results

II-1-Section One: General Information

- **Analysis of the Students' Questionnaire**

The theoretical foundation of the study was covered in the preceding chapter. However, the focus of this chapter is on the study's practical component, which focuses on addressing the study's research questions. This chapter provides an introduction, analysis of the data, and reviews of the findings.

- **Question1: - Is it your choice to study English?**

a- Yes ☐

b- No ☐

If yes say why?

Table 2: learners' selection for English studies

Option	Number of participant	Percentage (%)
Yes	38	95
No	02	5
TOTAL	40	100

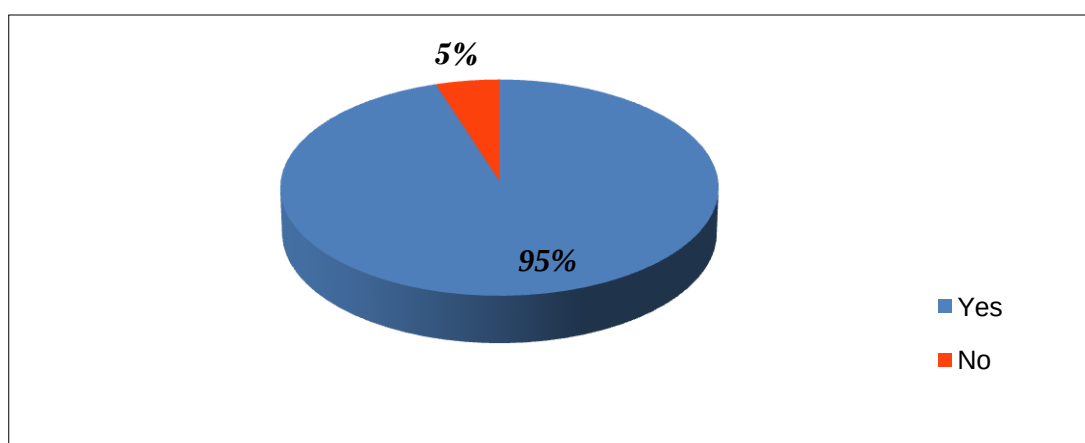


Figure 1: Pie chart —learners selection for English studies

The first question was addressed to learners to identify why did they choose to study English and if it was their choice. The above table presents the participants' total number, which is 40. It shows

that the majority of students (95%) choose to study English on their own, citing their love of the language and a desire to improve their linguistic talents, as English is the world's first language. while (5%) of them stated that it was not their own choice.

II-2-Section Two: EFL Learners' Attitudes towards self- reliance

- **Question 1: According to you what is the deference between autonomy and self-reliance?**

The aim of this question is to determine the students' understanding of the distinction between self-reliance and autonomy, the majority of students said that:

- Autonomy is being independence whereas self-reliance is being responsible.
- Others said that both of autonomy and self-reliance refer to the ability of thinking and making decisions independently.
- Autonomy is about making decisions and self-reliance is about self-guiding.
- Autonomy depends on learners' capacities to learn and success, and Self-reliance refers to the student's capacity for self-management and problem-solving.
- Self-reliance trust in one's own efforts and abilities autonomy is about a person's ability to act on his or her own interests.

- **Question 2: -Do you consider self -reliance as a crucial component of being autonomous learner?**

a- Yes ☐

b- No ☐

Table 3: the consideration of self-reliance as a crucial component for being autonomous learner.

Option	Number of participant	Percentage (%)
Yes	34	85
No	06	15
TOTAL	40	100

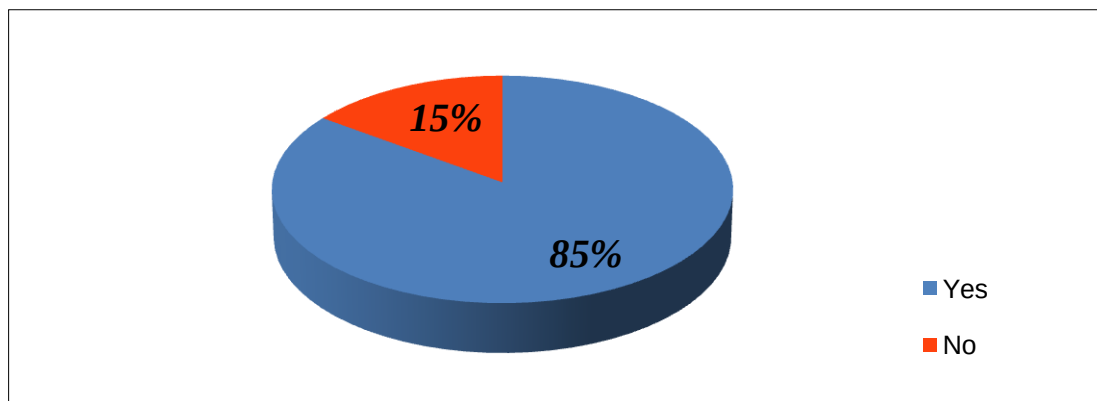


Figure 2: Pie chart —the consideration of self-reliance as a crucial component for being autonomous learner

(85%) of the people surveyed view self-reliance to be a curious component of being an - autonomous learner. supporting that with:

- Being a self-reliant student indicates that you possess all the necessary skills to be an autonomous person.
- Both phrases are connected to the notion of being responsible.
- Autonomy depends on the learner's capacity and self-direction to achieve their objectives.

- **Question 3: -how much time did you spend each week on an average on distance education?**

A) 1-3 hours ☐

B) 3-5 hours ☐

C) 5-7 hours ☐

Table 4: the weekly average of spending time in distance learning.

Option	Number of participant	Percentage (%)
1-3 hours	23	57.5
3-5 hours	17	42.5
5-7 hours	00	00
TOTAL	40	100

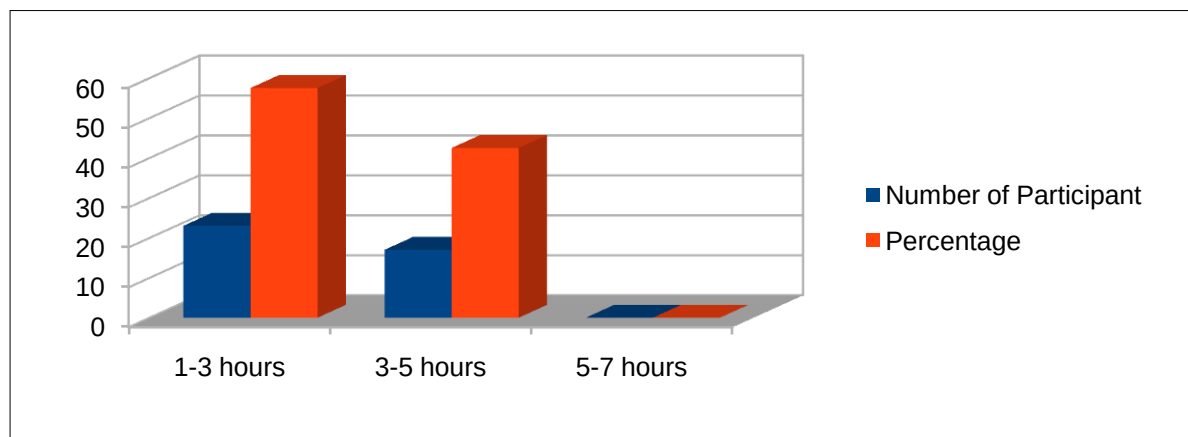


Figure 3: Histogram —the weekly average of spending time in distance learning

It was revealed from the above table that the majority of the student(57,5)spent about one to three hours on an average on distance learning Meanwhile, (42,5%) of the student reported that they spent three to five hours.

- **Question 4:-Which type of materials did you use in your EFL learning during the corona virus pandemic:**

- 1- Online courses
- 2- Classroom courses
- 3- Others

Table 5: the materials used during the CV pandemic

Option	Number of participant	Percentage (%)
Online courses	20	50
Classroom courses	18	45
Others	02	05
TOTAL	40	100

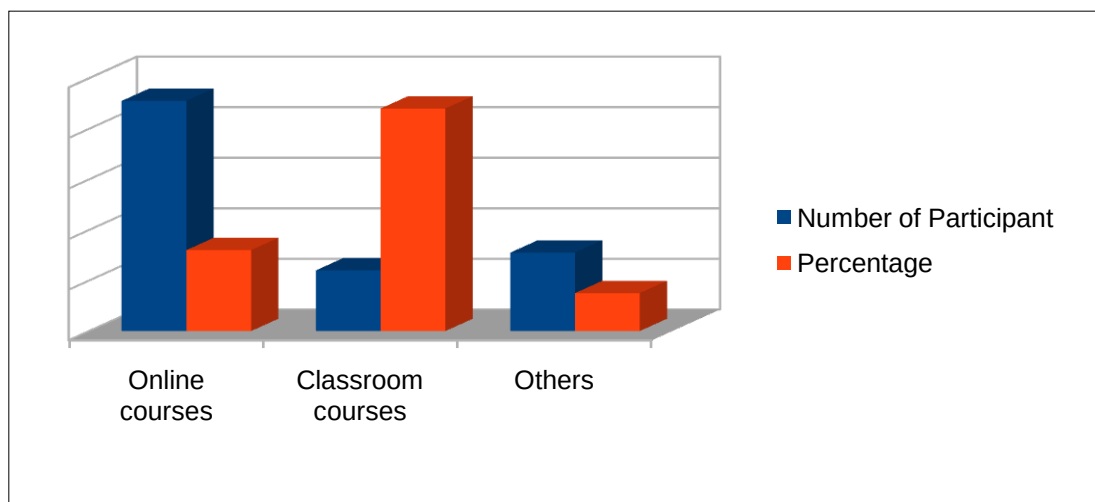


Figure 4: Histogram —the materials used during the CV pandemic

The purpose of this inquiry is to learn about the types of materials on which pupils depended during the outbreak. As shown in the table number, the majority of students (50%) prefer used online courses while (45%) choose classroom courses, and (5%) prefer other materials such as web articles, books, and videos.

- **Question 5: -Have you ever going to your teacher during her/his free hours to review assignment or to ask question?**

a- Yes ☐

b- No ☐

Table 6: Asking for teacher's assistance

Option	Number of participant	Percentage (%)
Yes	20	50
No	20	50
TOTAL	40	100

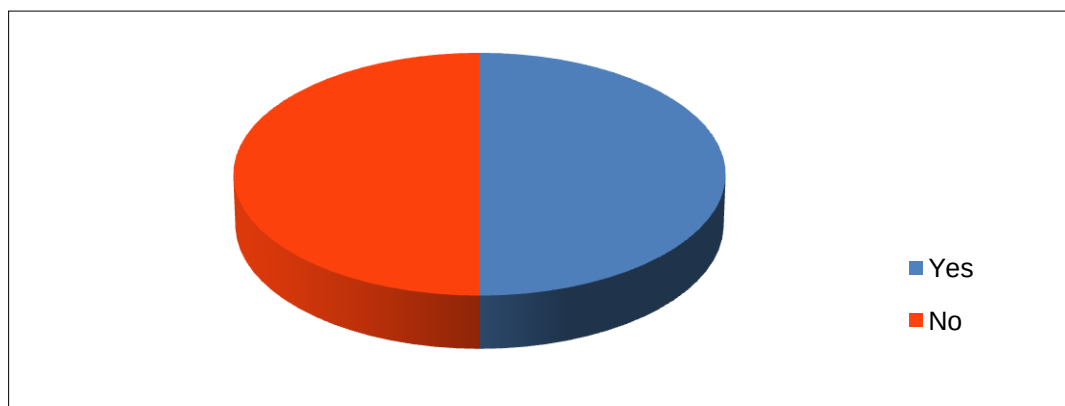


Figure 5: Pie chart —asking for teacher's assistance

As it is noticed from the table(50%) of students stated that they went to their teachers during their leisure time to review assignment or to ask questions, while the other half (50%) did not do that.

- **Question 6: How effective has remote (distance) learning been affect for you?**

a- not at all effective ☐

b- slightly effective ☐

c- effective ☐

Table 7: the effectiveness of remote learning

Option	Number of participant	Percentage (%)
Not at all effective	02	05
Slightly effective	28	70
Effective	10	25
TOTAL	40	100

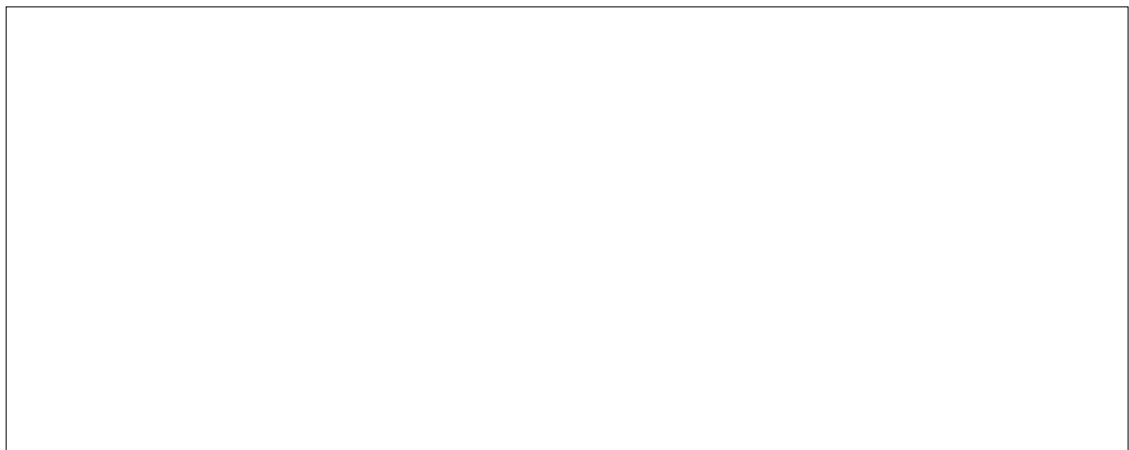


Figure 6: Bar chart —the effectiveness of remote learning

In this question, we sought to determine the effectiveness of distance learning on students, according to the table (70%)of them thought it was just marginally successful (slightly effective), (25%) declare that it was effective and only (5%) said it was ineffective.

- **Question7: Please, put a cross (x) where necessary to express your degree of agreement with the statements in the table below.**

Table 8: Students' Opinions Concerning the application of self-reliance in the classroom and the teachers role

Statements	Strongly disagree		Disagree		Unsure		Agree		Strongly Agree		Total	
Option	N	%	N	%	N	%	N	%	N	%	N	%
A	02	05	02	05	12	30	22	55	02	05	40	100
B	06	15	18	45	06	15	10	25	00	00	40	100
C	00	00	02	05	14	35	16	40	08	20	40	100
D	02	05	02	05	10	25	22	55	04	10	40	100
E	00	00	04	10	12	30	16	40	08	20	40	100
F	04	10	04	10	06	15	24	60	02	05	40	100

Comment: The above table seeks students' opinions on the role of the teacher in developing the student's ability to rely on himself. as well as, the extent to which they applied the theory of self-reliance in their studies and developed their English language, whether with or without the teacher's assistance.

The first statement shows that (55%) argued that they can develop their autonomy without the teachers help, whereas (30%) were unsure. In the second statement, the majority of learners (45%) confirmed that they have the study aides and materials that allow them to learn independently, in contrast,(25%) of them were disagree.

The third statement analysis reveals that the majority of students (40%) agreed with that the three years health protocol encourage out-of-class tasks and online courses which require learners to use the internet and develop their self-reliance, otherwise (20%) strongly agreed.

Diversely, (35%) were unsure. Furthermore, (55%) of the respondents assumed that Learning language is difficult without teacher's guidness, In the same context (60%) of participants confirmed that They have their own ways for learning and developing their skills in the learning process, but they believe that the instructor is the only one who determines whether or not a student is progressing in the learning process.

II-3-Section three: identifying the extent to which the health protocol is applied among students .

- **Question 1:- Were you aware of the seriousness of the health situation and the necessity of your commitment to the procedures?**

a- Yes ☐

b- No ☐

Table 9: the student's awareness about the health situation

Option	Number of participant	Percentage (%)
Yes	30	75
No	10	25
TOTAL	40	100

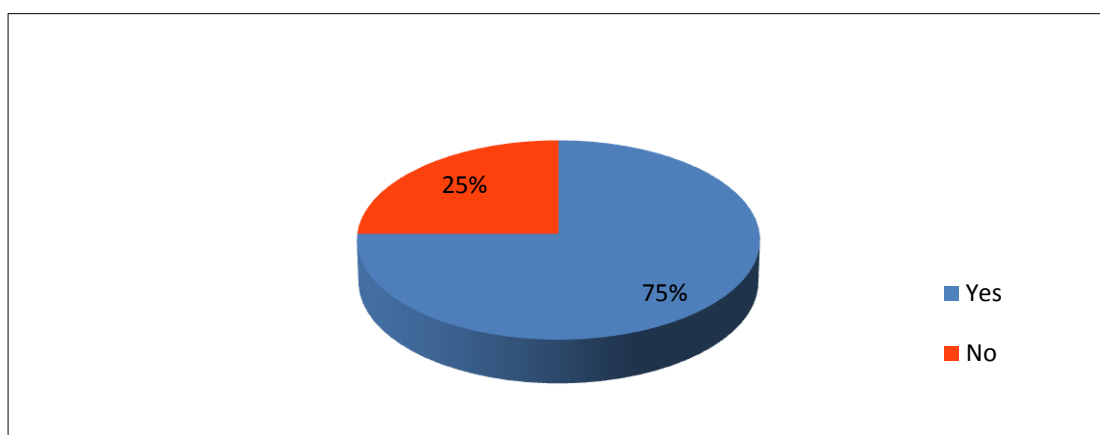


Figure 7: Pie chart —the student's awareness about the health situation

The purpose of this section was to see how students followed the recommended instructions during the health protocol and the Corona pandemic. The table shows that (75%)of the participants were aware of the seriousness of the health situation and the necessity of the commitment to the procedures .

- **Question 2:-were there a strict application of the health protocol in your faculty?**

a- Always ☐

b- sometimes ☐

c- never ☐

Table 10: the application of the health protocol in the English faculty

Option	Number of participant	Percentage (%)
Always	08	20
Sometimes	28	70
Never	04	10
TOTAL	40	100

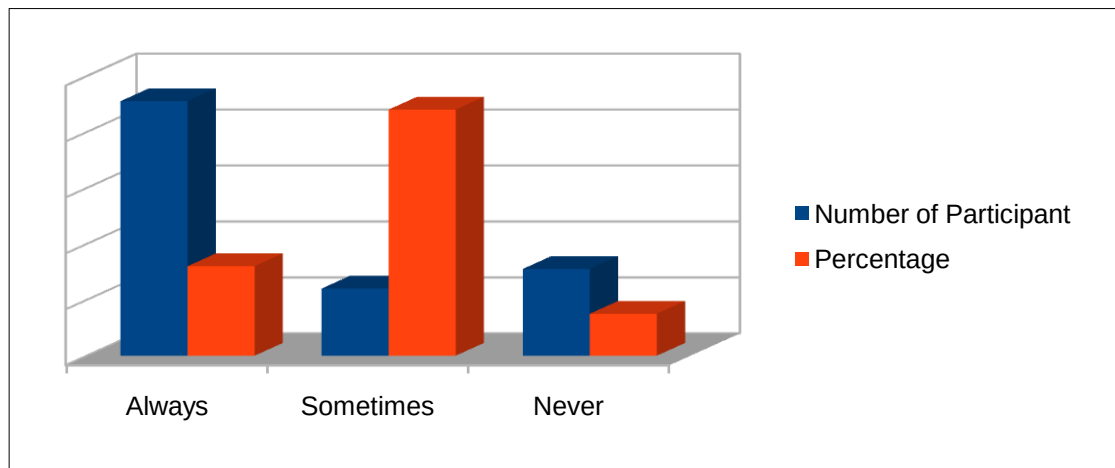


Figure 8: Bar chart —the application of the health protocol in the English faculty

According to the table,(70%) of the students confirmed that there was a strict application of the health protocol in the English faculty.

- **Question 3 :-Are you committed to all the health protocol approved by your university ?**

a- Always ☐

b- sometimes ☐

c- rarely ☐

Table 11: the commitment of applying the health protocol

Option	Number of participant	Percentage (%)
Always	14	35
Sometimes	18	45
Rarely	08	20
TOTAL	40	100

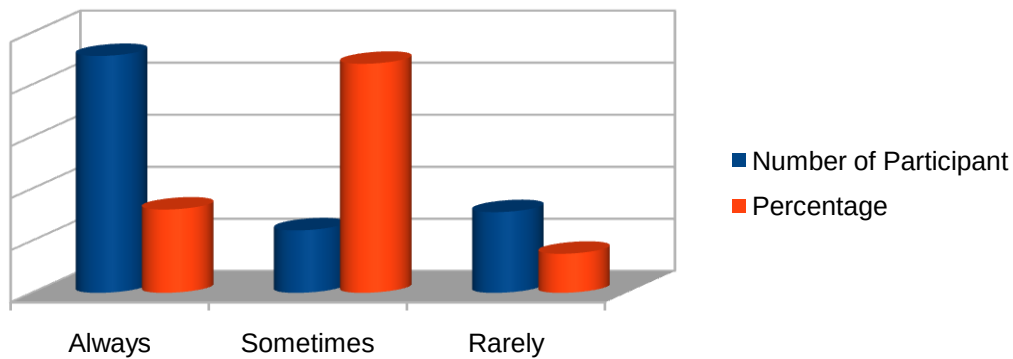


Figure 9: Bar chart —the commitment of applying the health protocol

As shown above (45%) reported that they were sometimes committed to the health protocol approved by the university, and only (35%) of them said that they were always do that.

II-4-Section four: identifying the impact of corona virus and the three-year health protocol on students' attitudes:

- **Question1: - How likely it is that the corona virus effects your learning experience?**

Table 12: the learning effects of CV and three year health

Option	Number of participant	Percentage (%)
Likely	10	25
Unlikely	18	45
Very likely	12	30
TOTAL	40	100

a- likely ☐

b- Unlikely ☐

c- Very likely ☐

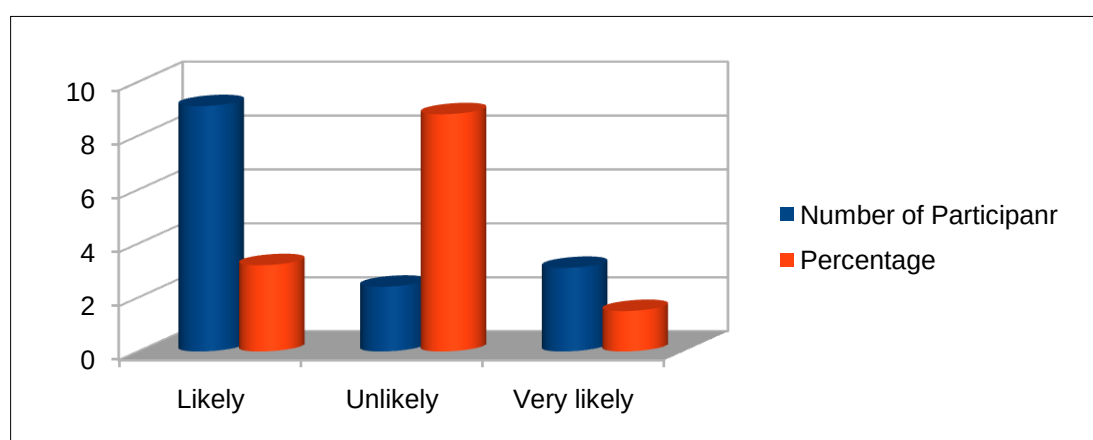


Figure 10: Bar chart —the learning effects of CV and three year health

Section four aims to identify the impact of corona virus and the three-year health protocol on student attitudes .

In the first question (45%)asserted that the corona virus effects their learning experience unlikely while (30%)maintained that it was very likely

- **Question 2: -which impact does corona virus protocol have on your learning experience?**

a- Positive ☐

b- Negative ☐

Table 13: the impact of CV

Option	Number of participant	Percentage (%)
Positive	04	10
Negative	36	90
TOTAL	40	100

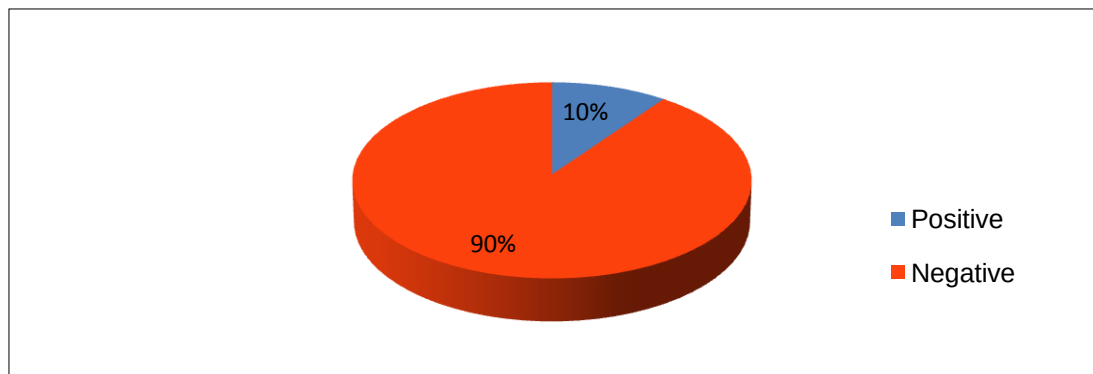


Figure 11: Pie chart —the impact of CV

Based on what was stated in the table (**90%**) considered that the Corona virus had a negative effect on their learning experience.

- **Question 3: according to you, what are the challenges you encountered during the pandemic protocol? (please rank the following one from the most encountered to the least one).**

- Lack of support / interaction with teachers.
- Bad learning condition at home.
- Technical problem (lack of internet and materials).
- Finding ways to understand courses.
- Lack of self-regulated learning.

Table 14: the challenges encountered by students during the CV and HP

Option	Number of participant	Percentage (%)
A	35	87.5
B	20	50
C	25	62.5
D	30	75
E	10	25

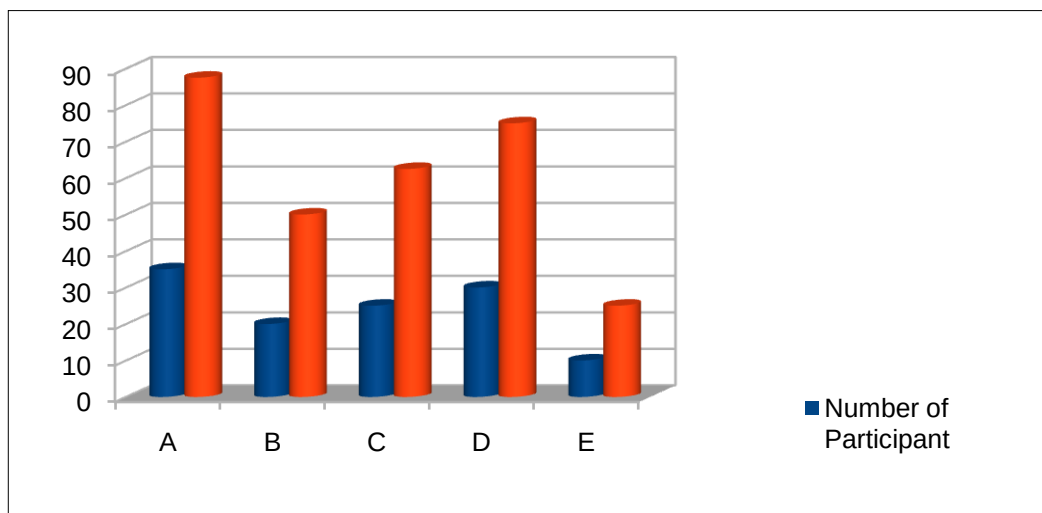


Figure 12: Bar chart —the challenges encountered by students during the CV and HP

This question was asked to students in order to indicate the difficulties that they may face during the three years protocol. It is observed from the above table that interestingly, (87,5%) considered lack of support /interaction with teachers as the most encountered challenge.

The second difficulty is finding ways to understand courses as it reported by (75 %) of the students, the third issue is the lack of internet and materials(62,5%),the fourth one is the bad learning condition at home, and the last was the Lack of self-regulated learning.

- **Question4: how did you cope with those challenges?**

We listed some of the answers as bellow:

- Use video channels and web sites articles.
- Online books.
- Reading books and searching.
- Keeping up with Moodle platform and the teachers' courses.

Comment:

Many students confirmed that it was very difficult to cope with the challenges they encountered during the pandemic protocol. But, the most claimed that they used video channels, web sites articles, and online books to switch for online learning. Also, they read books, and kept up with Moodle platform where the teachers' courses are loaded.

- **Question5:according to you what do you need to be self-reliant?**

Students' responses to this question were diverse and varied from one another, however most of them stated that encouragement from professors and parents, research, striving to succeed, and hard work , are the most significant items that help them develop their self-reliance .

Comment:

The majority of student percept that self-reliance is a skill that may be developed through enhancing self-confidence either, from family and teachers' support, or, motivation and hard effort.

II-5-Discussion of the Results :

The questionnaire results showed several intriguing facts about the learners' attitudes toward self-reliance over the three-year health protocol. Eventually, the data collected have shown both beneficial and bad effects of pandemic and the health protocol on students. It also mentioned certain difficulties that students faced at the time .

- First, the data has revealed that the three-year health protocol period had an effect on students' attitudes and self-reliance, because most of them acknowledged that they relied primarily on themselves and on distance learning, highlighting how this period helped them to develop the idea that they needed to be self-reliant in order to succeed in their studies.
- In the same context, the students confirmed that the lack of constant communication with the teachers and their inability to comprehend the lessons on their own was one of the most challenges they faced, stressing that the epidemic period was challenging and that it had adversely affected their learning experience .
- Moreover, the majority of students stated that they were all the time aware about the seriousness of the health situation and that there was a strict application of the health protocol from
- both students and the faculty Which helped to their protection and well being throughout that time period.

Finally, the students submitted several needs that, in their opinion, may help them enhance their ability to be self-reliant.

II-6-Pedagogical Recommendations:

In accordance, to the finding ;students' experience and their attempts to cope with the pandemic effects and rely on themselves to learn. We developed a set of recommendations that wethink are key to help both learners and institutions in case of unexpected conditions.

- Students should be aware of the importance of being self-reliant, knowing their directions, and the steps required to reach their goals. They should Make autonomous decisions, be intrinsically motivated, and confident, Manage Their Time and ask for help in order to learn more and better.
- The educational process should have better programs to evolve ICT skills and provide the Internet connection in the traditional face-to-face learning.
- Encourage out-of-class tasks and online courses which require learners to use other materials and develop their self-reliance.
- Establishing structures and setting up laboratories for the benefit of teachers and students, especially in the field of media and communication.
- There is no doubt that positive learning attitudes and high motivation can lead to success in learning a language. In other words, teachers can create a motivating learning environment by eliciting learners' prior experience or knowledge and arousing their interest and desire to learn more, and encouraging them to value themselves or express their ability to rely on themselves.
- Activities that promote social presence and connection should be a part of the learning session to keep students from feeling alone and cut off from their teachers and peers, for example teachers may Use online discussion boards or chat rooms, group projects, peer-to-peer review exercises, virtual office hours, or live sessions.
- Since a modern, dynamic society is driven by new knowledge, new technologies, and new information and communication skills, students' self-reliance should serve as a benchmark for the curriculum's strategic development. This will encourage students to participate in entrepreneurial activities. To help students reach their maximum potential, teachers should design their lesson plans to fit their lifestyles. Since instructors have a significant influence on them, they should serve as role models for

students when it comes to implementing good deeds for both individual and group benefit.

II-7-Conclusion:

The present investigation is descriptive in nature, it aims to explore students' views about self-reliance during the course of a three-year health protocol. This chapter analyzes and discusses the data obtained from the students' questionnaire. Tables were created to arrange the findings, which were then analyzed and debated. Students reported on their attitudes toward self-reliance, as well as the problems they encountered and the necessities that enable them to be self-reliant.

GENERAL CONCLUSION

The major aim of this study is to investigate EFL learners' attitudes towards self-reliance during the three years of the COVID-19 health protocol.

First, it seeks to examine third-year EFL students at Mohammed Boudiaf University's attitudes towards self-reliance throughout the Corona virus three-year health protocol. Second, it tries to explore the problems and difficulties that EFL learners face, as well as whether they acquire favorable attitudes toward self-reliance.

This investigation has been subdivided into two chapters. The first chapter is divided into two sections: the first describes self-reliance and its relevance in EFL learning, as well as the role of both teachers and learners in improve it. The second half, on the other hand, covers the Corona virus and the three-year health protocol, as well as its influence on the learners' perceptions toward self-reliance and the necessity of having positive perceptions throughout and after COVID-19 pandemic.

The second chapter refers to the practical section, which summarizes, analyzes, and interprets the key results acquired from the questionnaire According to the study's findings; despite the negative impact that the Corona virus had on students and their academic experience, we can confirm that the Corona virus had a positive effect on the students' perceptions toward self-reliance considering of the professor's compulsory absence, In fact, and according to the students it contributed in one way or another to developing their ability to rely on themselves during and after that period.

At the same time, students reported that the corona virus and the three years health protocol had a negative impact on their learning experience. This may be justified by the different challenges encountered at their distance learning, such as the lack of support / interaction with teachers, finding ways to understand courses, and facing technical problem. In the light of the results and information Obtained, it is felt as a necessary learning strategy

to enhance learners' self-reliance in ordinary time and in the long term it would serve as a solution for all that might happen.

As a result, the first research hypothesis which shows that Third 3rd year EFL learners sought their education, and turned the negative effects of the pandemic positively relying on themselves is confirmed, and learners improved that they have a positive perceptions towards the strategies used during the pandemic period in their EFL courses.

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APPENDIX

Appendix : Questionnaire

Section One: General Information

1-Is it your choice to study English?

a- Yes ☐

b- No ☐

If yes say why:

.....

.....

Section Two: EFL Learners' Attitudes towards self- reliance:

1. According to you what is the deference between autonomy and self-reliance?

.....

.....

2-Do you consider self -reliance as a crucial component of being an -autonomous learner?

a- Yes ☐

b- No ☐

3-how much time did you spend each week on an average on distance education?

1-3 hours ☐

3-5 hours ☐

5-7 hours ☐

4-Which type of materials did you use in your EFL learning during the orona virus pandemic :

Online courses ☐

Class room courses ☐

Others

5- Have you ever going to your teacher during her/his free hours to review assignment or to ask question?

a- Yes ☐

b- No ☐

6- How effective has remote (distance) learning been effect for you ?

- Not at all effective. ☐

- Slightly effective. ☐

- Effective. ☐

Section three : identifying the extent to which the health protocol is applied by students

1- Were you aware of the seriousness of the health situation and the necessity of your commitment to the procedures?

a- Yes ☐

b- No ☐

2- Were there a strict application of the health protocol in your department ?

Always ☐

sometimes ☐

never ☐

3- Are you committed to all the health protocol approved by your university :

Always ☐

sometimes ☐

rarely ☐

Section four : identifying the impact of corona virus and the three year health protocol on students attitudes :

1- How likely it is that the corona virus effect your learning experience ?

Likely ☐

unlikely ☐

very likely ☐

2- Which impact does corona virus protocol have on your learning experience?

Positive ☐

Negative ☐

3- According to you ,what are the challenges you encountered during the pandemic protocol ?(please rank the following one from the most encountered to the least one).

- a) Lack of support /interaction with teachers ☐
- b) Bad learning condition at home ☐
- c) Technical problem (lack of internet and materials) ☐
- d) Finding ways to understand courses ☐
- e) Lack of self-regulated learning ☐

4- **How did you cope with those challenges?**

.....

.....

5- **According to you what do you need to be self-reliant?**

.....

Great thanks for your Cooperation.

الملخص:

أدى تفشي مرض فيروس كورونا 2019 والتحول المفاجئ من التعلم التقليدي وجها لوجه إلى اعتماد التعلم عن بعد (التعلم الإلكتروني) إلى خلق فجوة أدبية في كل من عمليات التعلم والتعليم ، حيث لم يتم استخدام هذا النهج الجديد بشكل أساسي من قبل في العملية التعليمية. وبناء على ذلك، تهدف الدراسة الحالية إلى استكشاف مدى تغير سلوك المتعلمين واعتمادهم على ذواتهم خلال جائحة كورونا. وعلاوة على ذلك، تسعى هذه الدراسة البحثية إلى استكشاف الصعوبات التي واجهها المتعلمون في تطوير اعتمادهم على الذات. وفي المقابل، تحاول الأسئلة البحثية المطلوبة سد الفجوة لهذه الدراسة، حيث يسعى السؤال الأول إلى اكتشاف الفرق بين الاعتماد على الذات و الاستقلالية. ولذلك، تبين الإحصاءات أن هناك عدة طلبية لم يحددوا الفرق بين الاستقلالية و الاعتماد على الذات. في حين أن الأسئلة المولية تسعى للكشف على الصعوبات التي واجهها المتعلمون في ظل البروتوكول الصحي المفروض في جامعة محمد بوضياف - المسيلة- مثل تقلص فترة التعلم الحضورى و الاعتماد على الأستاذ و الاتجاه إلى التعلم الإلكتروني والذي بدوره يعد نهجا جديدا لم يتم اتباعه من قبل. إذ تحول هذه الصعوبات دون تنمية الاعتماد على الذات و معرفة السلوكيات الواجب على المتعلم اتخاذها ل لاعتماد على الذات وفي المقابل، تبين غالبية الإجابات أن عدم وعي الطلاب يمنعهم من تعزيز اعتمادهم على الذات. ومع ذلك، يسعى السؤال الأخير إلى التنبؤ بمدى تأثير الجائحة و الصعوبات المرافقة لها إيجابا على تطوير اعتماد المتعلمين على ذواتهم و تغيير سلوكهم لتحقيق نتائج أفضل، إذا كان التدريب الجيد والممارسة الكافية موجودة. وعلاوة على ذلك، تمت صياغة فرضيتين؛ يفترض الافتراض الأول أن الاعتماد على الذات هو افضل سلوك ينتجه المتعلم و هو ما تم اثباته. كما يشير الافتراض الثاني الى ان المتعلمين استغلوا الظروف المفروضة خلال فترة الجائحة للتطوير من ذواتهم و تحقيق نتائج افضل في سلوكهم و تعلمهم، و بالتالي يتم اتباع أسلوب كمي كفي، حيث تتكون العينة من 40 طالب في السنة الثالثة من مجموع 171 من قسم اللغة الإنجليزية في جامعة محمد بوضياف ولاية المسيلة. ومنه تم إعداد استبيان شبه منظم للطلاب، والذي تم تحليل بياناتها المتحصل عليها إحصائيا باستخدام تقنية الإحصاءات البرامترية للاستبيان .

الكلمات المفتاحية : الاعتماد على الذات، جائحة كورونا، البروتوكول الصحي المفروض، تصورات المتعلمين.