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## **The Challenges That Faced Teachers and Students' Communication During COVID 19 At The Faculty of Human Science**

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### **التحديات التي واجهت تواصل الأساتذة والطلاب خلال جائحة كوفيد-19 في كلية العلوم الإنسانية**

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#### **Abstract**

The COVID-19 epidemic affected individuals from all walks of life, as they were instructed to self-quarantine in their houses to prevent the virus from spreading. The lockdown has major consequences for mental health, resulting in psychological issues such as frustration, stress, and sadness. With the closure of educational institutions, the need for a rapid transition from traditional learning to the digital sphere of learning emerged. Online learning has been observed as a possible alternative to conventional learning. This research discusses the concept of evaluating university teaching, the perceptions of lecturers about evaluating universities, and its effects on higher education teaching and learning processes. A survey study was conducted on a group of lecturers from the Faculty of Human Sciences at Alasmarya University in Libya. This data was collected from English language students by using a questionnaire and interviews with teachers, and then it was analysed. As a result of the findings, the researchers recommended improving the teaching process from offline to online learning and found that the research has achieved what it aims to do by affecting students' learning for more than two years.

**Keywords:** COVID-19 epidemic, Online learning, Evaluation, Teaching process.



## المخلص

أثرت جائحة كوفيد-19 على الأفراد من جميع مناحي الحياة، حيث طُلب منهم الحجر الصحي في منازلهم لمنع انتشار الفيروس. كان للإغلاق آثار كبيرة على الصحة النفسية، مما أدى إلى مشاكل نفسية مثل الإحباط والتوتر والاكتئاب. مع إغلاق المؤسسات التعليمية، برزت الحاجة إلى الانتقال السريع من التعلم التقليدي إلى المجال الرقمي للتعلم. لقد تم ملاحظة التعلم عبر الإنترنت كبديل محتمل للتعلم التقليدي. تتناول هذه الدراسة مفهوم تقييم التدريس الجامعي، وتصورات المحاضرين حول تقييم الجامعات، وأثاره على عمليات التدريس والتعلم في التعليم العالي. تم إجراء دراسة مسحية على مجموعة من المحاضرين من كلية العلوم الإنسانية بجامعة الأسمرية في ليبيا. تم جمع البيانات من طلاب اللغة الإنجليزية باستخدام استبيان ومقابلات مع المعلمين، ثم تم تحليلها. نتيجةً للنتائج، أوصى الباحثون بتحسين عملية التدريس من التعلم غير المتصل إلى التعلم عبر الإنترنت ووجدوا أن البحث حقق ما يهدف إليه من خلال تأثيره على تعلم الطلاب لأكثر من عامين.

الكلمات الدالة: جائحة كوفيد-19، التعلم عبر الإنترنت، التقييم، عملية التدريس.

## 1. Introduction

Coronavirus disease 2019 (COVID-19), caused by the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2), first emerged in Wuhan, China, in December 2019. The disease rapidly spread globally, leading to the COVID-19 pandemic. The pandemic has significantly impacted education systems worldwide, particularly in Libya, where lockdown measures forced a sudden shift from traditional face-to-face learning to distance education. This transition posed challenges for institutions, educators, and students, who were often unprepared for online learning environments. The closure of universities disrupted the teaching process, assessments, and student activities, leading to cancellations and postponements of exams. Additionally, students faced psychological challenges due to the lack of access to necessary equipment and online materials.

Traditional teaching methods, once predominant, have gradually been replaced by more modern, student-centered approaches. Historically, education systems (from the 1800s to the 1930s) lacked formal teacher training and government oversight, with teaching conducted in informal settings like churches and community halls. Traditional methods, such as the Grammar Translation Method (GTM) and the Direct Method (DM), focused on teacher-led instruction. In contrast, modern methods prioritize student engagement and autonomy. The COVID-19 pandemic has further highlighted the need to adapt teaching strategies, as distance education becomes increasingly vital. The crisis has not only shifted the mode of instruction but also revealed the importance of psychological support and resource accessibility for students. The Grammar Translation Method (GTM), also known as the classical method, is one of the most traditional language teaching methods still in use today. According to Richards and Rogers (1986), GTM lacks a theoretical foundation and can be described through customary levels of approach, design, and procedure. Traditionally, education involved students sitting in orderly classrooms, listening to teachers, and completing



homework, a practice that has remained operationally unchanged for the past century despite modern advancements in infrastructure and technology. Language revitalization, as discussed by Hinton (2001), involves teaching endangered languages as second languages, which requires understanding effective teaching methods and potentially undergoing training. Teaching endangered languages presents unique challenges compared to teaching foreign languages or ESL, necessitating adaptation of established methods (Hinton, 1999).

Jacobson's (1973) work emphasizes that students and teachers often experience excessive tension, which can be managed to enhance performance. His book covers general learning and motivation, the influence of home and heritage, and methods to improve learning through relaxation, memory aids, and programming. It also addresses the role of emotions in education and strategies for tension control. The COVID-19 pandemic brought significant challenges to English language teaching, impacting cognitive, motivational, and affective aspects. Teachers adopted coping strategies to manage emergency online teaching, though increased stress and negative emotions were common (Gao & Zhang, 2020; MacIntyre et al., 2020). UNESCO reported that 107 countries had implemented national school closures by March 18, 2020, affecting 862 million students globally. Libya, similar to other Middle Eastern countries, faced significant disruptions, with the Ministry of Education moving to remote learning and launching the 'Let's Learn' platform in partnership with Microsoft. However, the transition faced resistance and concerns from teachers' unions about the risks of reopening schools amid rising COVID-19 cases (UNESCO, 2020).

According to Salem (2023), the COVID-19 pandemic significantly impacted instruction and learning, leading many colleges to adopt online education. Zoom was commonly used to replace face-to-face lessons, despite challenges for unprepared lecturers and students. Colleges provided technology support, including internet connections and laptop loans. The study found that Zoom positively impacted students' English proficiency and overall educational experiences, despite some technical issues. Effective communication between students and lecturers is crucial for successful online classrooms, which can offer more engaging and interactive learning environments. The study encourages the continued use of online education in higher institutions, highlighting its benefits and the need for lecturers to adapt to online teaching tools.

### **1.1. Statement of the problem**

The coronavirus pandemic has halted global activities, significantly impacting cities, businesses, social interactions, and education. The closure of schools and universities has disrupted classroom engagement, creating substantial challenges. This research seeks urgent solutions or alternative teaching methods to address these disruptions, focusing on the effects of lockdown on Libyan universities. The sudden shift to



distance education has unpreparedly involved institutions, educators, and students, affecting assessments and student activities. Consequently, the pandemic is likely to expand distance education as an alternative to traditional learning, with students also facing psychological and accessibility challenges.

### **1.2. Aims of the Study**

- To investigate the impact of new teaching methods on students.
- To examine the effects of COVID-19 on teaching practices.
- To explore innovative teaching methods that facilitate easier communication within universities.
- To provide recommendations for enhancing remote communication between teachers and students.
- To analyze the challenges faced by teachers and students in utilizing technology.

### **1.3. Research Questions**

- What are the primary problems faced by the education system during the COVID-19 pandemic?
- How has the COVID-19 pandemic affected the education system?
- How have learners utilized technology for education during the COVID-19 pandemic?
- What procedures, approaches, and techniques have teachers employed?

## **2. Method**

A sample of 50 students and 5 teachers were selected from English Department, Faculty of Human Science at Alasmarya Islamic University. The research used a quantitative method. The first type of questionnaire was close-ended, and it consisted of 20 statements to choose from: strongly agree, agree, uncertain, disagree, and strongly disagree. The second type of questionnaire was open-ended, and it consisted of 2 questions. A qualitative method is used too. 5 teachers were interviewed 7 questions (see Appendix).

## **3. Results and Discussion**

### **3.1. Analysis of Close- Ended Questions**

The first item of the closed ended questionnaire is "The modern teaching methods are geared to provide students with a native speakers' model". According to Figure (1), nearly half of the participants 44% agreement, while 22% strongly agreement. The 16% were neutral, on other side 18% of the participant's disagreement, that is mean if we use modern methods for teaching, we will learn language as native speakers.

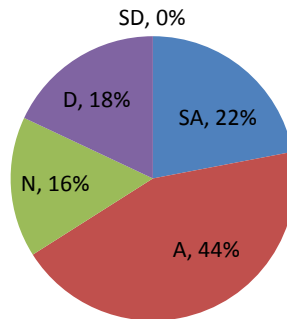


Figure 1. The modern teaching methods are geared to provide students with a native speakers' model.

The second point presents communication is important in the class for learning English language, more than half in the participants 54% agreed, whereas 36% of the participants strongly disagreement, followed by 8% of them were neutral. On the other hand, very small percentage 2% of the participants' disagreement about importance of communication inside the class (Figure 2).

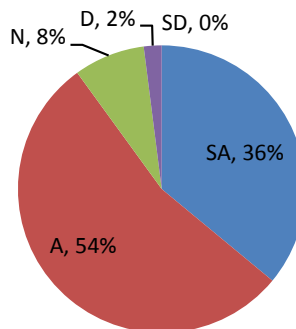


Figure 2. Learned language should be the vehicle of communication in class.

Figure (3) clarifies that there is 40% of the participants were strongly agreement and another 40% agreement as well. However, 20% of them were neutral about the errors are seen as a normal process in the development of communication skills.

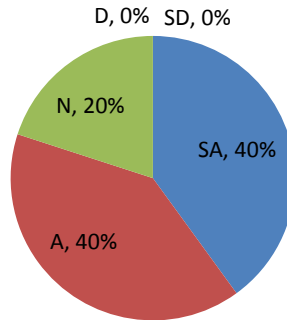


Figure 3. Errors are seen as a normal process in the development of communication skills

The fourth point of closed ended questionnaire is "The teacher's messages can become difficult to understand for students especially the young ones". According to Figure (4) nearly half of the participants 40% agreement and the 30% strongly agreement, that there are difficulties to understand messages and instructions, followed by 24% of the participants were neutral. However, very small percentage 6% of them were disagreement.

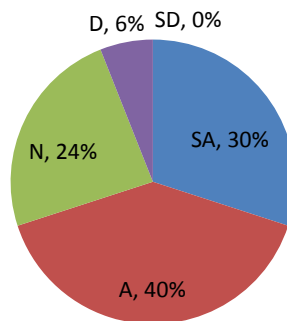


Figure 4. The teacher's messages can become difficult to understand for students especially the young ones.

Figure (5) argued that there is 14% strongly agreed and 18% agreement about the need to variety of classes systematically. Also, there is 36% of the participants' neutral, whereas the 30% disagreement. However, very small percentage 2% strongly agreement.

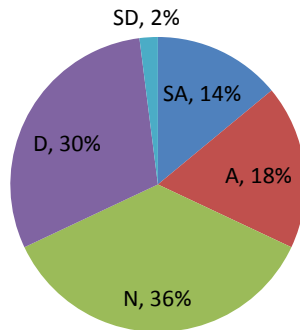


Figure 5. Classroom diversity cannot be over looked.

In Figure (6) the point represents and discusses the communication activities should base on as a foundation for teaching, nearly half of the participants 44% strongly agreement that encourage these activities, followed by 42% of the participants' agreement with that and 10% of them were neutral, while 4% were disagreement and 2% strongly disagreement.

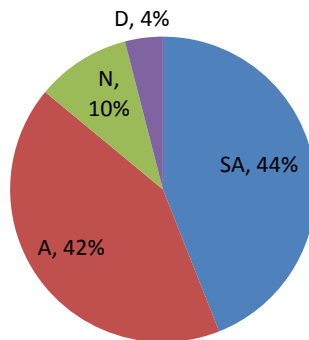


Figure 6. The teaching is based on communicative activities, which involves a great deal of preparation by the teacher.

The seventh point in closed ended questionnaire is "Instructions in class are made directly in the target language". That presents most of teachers lead the class in target language into communicative frame. According to Figure (7), nearly half of the participants 46% agreement as a communication between students and teachers, followed by 22% of them strongly agreed with that and 18% were neutral, on the other hand, the 14% disagreement about that.

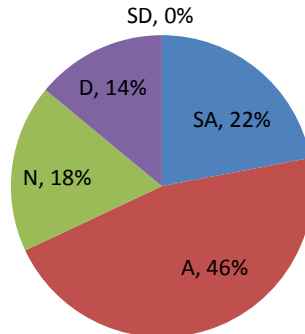


Figure 7. Instructions in class are made directly in the target language.

Figure (8) shows the 28% of the participants strongly agreed, followed by nearly half of them 42% agreement. However, very small percentage 4% of the participants' disagreement about questions between teacher and their students exchange to make communication.

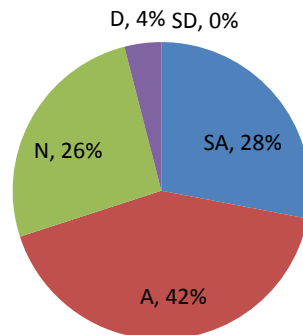
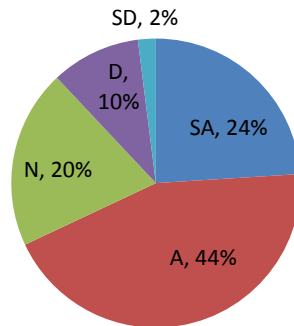


Figure 8. Communicative skills are taught gradually using question answer exchanges between teacher and students.

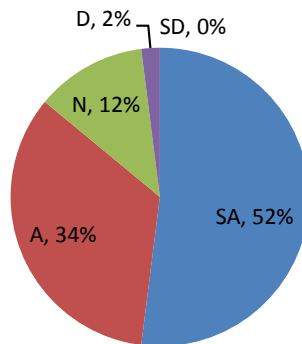
The ninth point presents that the traditional methods aim to develop speaking skill and vocabulary unconsciously by communication as shown in Figure (9), 24% of the participants strongly agreement. Therefore, nearly half of the participants 44% agreement, while 20% of them were neutral. On the other hand, the 10% disagreement. Whereas only 2% of the participants strongly disagreement.





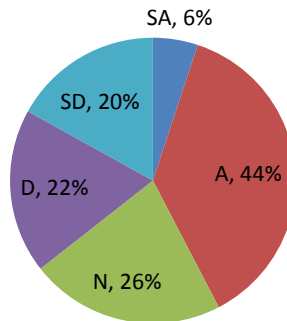
**Figure 9. The main objectives of traditional methods are to develop oral proficiency in the language through a wide choice of vocabulary, and to make the students capable of communicating using language learned automatically.**

According to Figure (10), more than half of the participants 52% strongly agreement and 34% agreement, whereas 12% are neutral. On the other side, very small percentage 2% of the participants' disagreement about the teachers should encourage direct and unplanned use of the language learned in class.



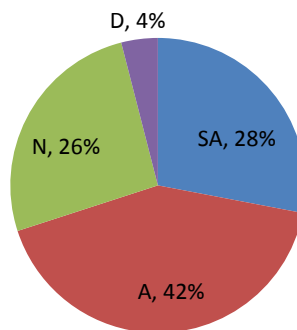
**Figure 10. Teachers should encourage direct and unplanned use of the language learned in class.**

The eleventh item aims at The controlling of the classroom is the teacher and the main skill to learn is reading and writing. So, according to Figure (11), nearly half of the participants 44% agreed, following it neutral with 26% and 6% of them were strongly agree. However, 22% of the participants followed by very small percentage 2% strongly disagreement.



**Figure 11. Authority (controlling) in the classroom is the teacher and key skills to be learned are reading and writing.**

Figure (12) presents 28% strongly agree with students can learn the language and influence grammatical rules with modern techniques and nearly half of the participants 42% were agreement, at the same time there are 26% with neutral. Finally, very small percentage 4% disagreed with that.



**Figure 12. Students will be able to learn the language and influence grammatical rules.**

Figure (13) discusses the system Education in Faculty of Human Science still based on traditional methods. Thus, nearly half of the percentage of answers 46% were strongly agree, following it agree with 24%. While neutral with 12%. Whereas the 14% disagreement was clarified by the participants. Lastly comes to strongly disagree with the smallest percentage of 4%.

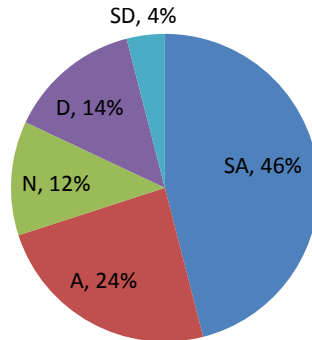


Figure 13. Education system in Faculty of Human Science still based on traditional methods.

In Figure (14) shows the necessity to combine traditional education with the latest educational tools for better and more sophisticated education system. The percentages of answers were strongly agreeing 40%, agree 32%, neutral 18%, and 10% disagree.

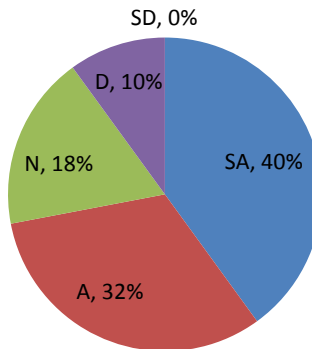


Figure 14. There is a need to combine the traditional teaching with modern teaching aids for a better and advanced education system.

This point clarifies disagreements among people regarding the use of traditional and modern teaching methods. There is more than half agreement, following it strongly agree with 22% and of participants as well, lastly comes to strongly disagree and disagree with the same percentage of 2% for each as shown in Figure (15).

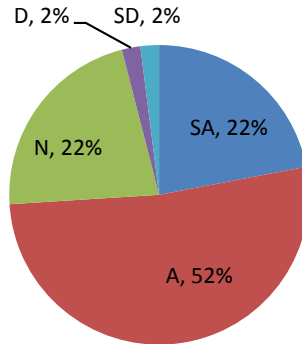


Figure 15. There is a difference in the opinion of the people regarding the use of traditional teaching methods and modern teaching methods.

According to Figure (16), there are 12% strongly agree and 24% agreement, other 22% of participants with neutral. On the other hand, there are the 26% participants' disagreement and the smallest percentage strongly disagree with 16%.

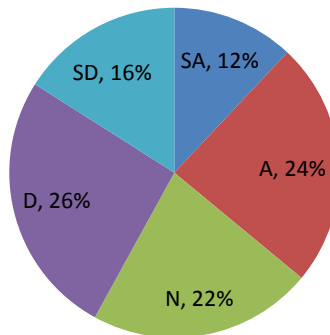


Figure 16. GTM in this method while the textbook is used, the teacher will translate every word and phrase from English into mother tongue.

Figure (17) presents nearly half of participants 40% strongly agreement about the teaching in traditional methods is deeply teacher centered. Whereas 28% agreed. Lastly comes to neutral and disagree with the same percentage of 16% for each.

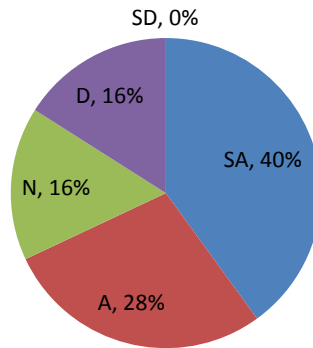


Figure 17. In traditional methods the teaching is deeply teacher-centered.

Figure (18) presents Educational professional organization and communities have provided the first response to school closure. It's distance learning using digital technology. The 16% strongly agreement and 24% agreement. While 20% neutral. On the other hand, 14% disagreement, whereas 26% strongly disagreement.

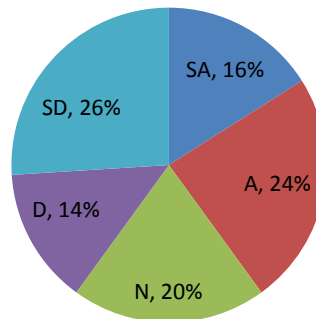


Figure 18. The organizations and the community of education professionals offered the first response to the closure of schools: distance education with the use of digital technologies.

In Figure (19) nearly half of the participants 46% agreement, following it strongly agree with 22% while 16% of them neutral and 12% disagreement. However, the smallest percentage is 4% with strongly disagreement about the distance learning can be used to complement learning or in emergency situations in elementary, high school, vocational, youth and adult and special education and higher education.

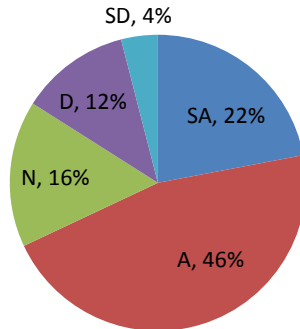


Figure 19. Distance learning can be used to complement learning or in emergency situations in elementary, high school, vocational, youth and adult and special education and higher education.

The last point aims at closing schools and remotely creating an activity plan for learners and teachers is very different from planning a face to face school activity. So, the 36% of participants strongly agreement, following it agree with 30%, whereas 20% neutral. However, the 10% of them were disagreement, and the smallest percentage is strongly disagreement with 4% as shown in Figure (20).

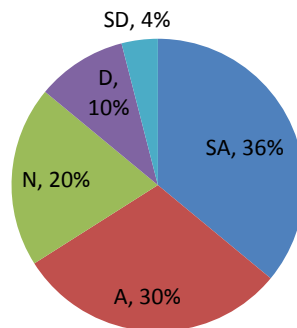


Figure 20. Closing schools and designing an activity plan for learners and teachers at a distance is something completely different from planning face-to-face school activities.

### 3.2. Analysis of Open- Ended Questions

#### 1) What were the difficulties that you faced at the holiday of the COVID19 in studying?

The responses from students regarding their experiences during the COVID-19 pandemic-affected semester reveal several critical issues. Eleven students felt the semester was exceedingly long, likely due to the adaptation to new online learning methods. Seven students reported a lack of communication with their teachers, highlighting a significant disconnect that hindered clarifying doubts, receiving feedback, and



maintaining engagement. Five students described the semester as boring, indicating a lack of engaging and interactive elements in the online learning environment. Four students mentioned difficulty in understanding their subjects due to time constraints, suggesting that the rushed format of online classes impeded effective learning and retention. Additionally, some students struggled to comprehend and explain lessons properly, which can be attributed to the shift from in-person to online platforms lacking direct interaction and immediate feedback.

Interestingly, two students reported no problems during the holiday period while studying online, indicating that some adapted well to online learning outside the structured semester timeline. However, eight students admitted to forgetting a significant amount of curriculum information, pointing to challenges in long-term retention. Four students criticized the college for inadequate distance education, reflecting a gap in institutional support and infrastructure. Five students felt a lack of encouragement during this period, underscoring the importance of psychological and motivational support in education, especially during crises. Overall, the analysis indicates that the transition to online learning during the COVID-19 pandemic faced numerous challenges, including extended semester duration, communication gaps, lack of engagement, difficulties in understanding and retaining course material, insufficient institutional support, and a lack of motivational encouragement. Addressing these issues is crucial for improving the effectiveness and satisfaction of online education in future scenarios.

## **2) What are the traditional methods that teachers are still use nowadays? Are they effective or not?**

The majority of respondents (20) believe that traditional methods are ineffective primarily due to the lack of communication in the classroom. This highlights a significant drawback of traditional approaches, where teacher-centered instruction limits student engagement and interaction, leading to a passive learning environment. Conversely, a smaller group of participants (10) recognize some traditional methods, such as the Grammar Translation Method (GTM), as effective. They argue that while these methods can provide a substantial amount of information, there is a need for incorporating new techniques to prevent student boredom and enhance learning experiences. A few respondents (4) mentioned that traditional methods are sometimes effective, indicating that the effectiveness of these methods may vary depending on the context and implementation. Additionally, the use of the board (3) and translating context into the mother tongue (2) were noted as specific traditional practices still employed in some classrooms. Interestingly, several participants (5) reported the use of the Arabic language in class, which could suggest a reliance on translation and explanation in the students' native language to facilitate understanding. This practice aligns with the GTM approach, emphasizing comprehension through direct translation. A minority of respondents (2) mentioned that traditional methods are not widely used nowadays due to curriculum updates, reflecting a shift towards



more modern and interactive teaching strategies. Similarly, a few noted that some teachers use modern techniques (2) and that there is a lack of online methods and interaction (2), pointing to an emerging preference for digital and interactive tools in education. Additionally, it was highlighted that teachers do not let students speak enough in the classroom (2), underscoring the need for more student-centered practices that encourage active participation and communication. Generally, the responses indicate a recognition of the limitations of traditional methods, particularly concerning classroom communication and student engagement. However, there is also an acknowledgment of their informational value, suggesting a potential for integrating traditional and modern approaches to create a more balanced and effective teaching environment.

### **3.3. Analysis of lecturers' interview**

The COVID-19 pandemic had a significant and adverse impact on the educational system at Alasmarya Islamic University, particularly within the Faculty of Human Science. According to Speaker A, the extended lockdowns created a substantial gap in the academic schedule that was challenging to address. Speaker B highlighted that the university ceased operations for seven months, during which communication with students was attempted, but many discontinued their studies due to the pandemic's severity. This interruption not only disrupted the academic flow but also necessitated a focus on preserving lives. Speaker C underscored the dual challenge of time and content delivery, emphasizing the struggle to cover the required syllabus within the constrained timeframe caused by multiple stoppages. This issue remains a concern for future academic planning, with a need for preparedness to handle similar disruptions.

The pandemic's effects were multifaceted, as detailed by other speakers. Speaker D noted the recurring need to restart instruction from scratch due to ongoing interruptions, though it also provided an opportunity for personal improvement and skill enhancement. Meanwhile, Speaker E, who had ceased teaching two years' prior, observed that students' fear of attending classes resulted in incomplete course coverage, affecting future academic progress. The overall sentiment among the speakers indicates that COVID-19 not only disrupted the immediate educational process but also posed long-term challenges in terms of maintaining academic continuity and ensuring comprehensive content delivery.

The responses from the speakers regarding their communication with students during the COVID-19 pandemic reveal a range of experiences and approaches. Speaker A and B both utilized various online communication tools such as email, Google Classroom, and social media platforms like Facebook and WhatsApp to stay connected with their students. They emphasized the necessity of finding alternative solutions due to the lockdown and the closure of physical classrooms. Speaker D, focusing on graduation projects, used platforms like Messenger and Gmail to guide and correct students' work, demonstrating a





commitment to maintaining academic progress despite the challenges. In contrast, Speaker C admitted to not maintaining contact with students due to the lack of institutional guidelines for communication during such crises, highlighting the need for contingency planning. Speaker E, who had not been teaching during this period, acknowledged the value of online lessons as a potential solution.

The diversity in communication methods underscores the varying levels of preparedness and adaptability among educators at Alasmarya Islamic University. Speakers A and B's proactive use of online tools reflects an immediate response to the crisis, ensuring continuous support and instruction. On the other hand, Speaker C's experience points to a gap in institutional support and planning, which hindered effective communication. Speaker D's targeted approach for final year students shows a strategic prioritization, while Speaker E's reflections suggest a broader acceptance of online teaching's potential benefits. Overall, these responses highlight the critical role of institutional support and the need for flexible, adaptable teaching strategies in maintaining educational continuity during unprecedented times.

#### **4. Conclusion**

The COVID-19 pandemic significantly impacted the educational system at Alasmarya Islamic University, leading to the suspension of classes and creating numerous challenges for students. They struggled to connect with teachers and lacked motivation to study, expressing frustration towards the Ministry of Education for not finding solutions to continue teaching despite the pandemic. The prolonged break resulted in a decline in students' language skills, as the university failed to implement distance education, forcing students to study independently online without adequate support.

The absence of effective teaching strategies and communication further compounded the students' difficulties. While audio recordings, group work, and presentations are effective for improving listening and speaking skills, many teachers resorted to traditional methods due to the lack of technological resources. The university's regulations did not adapt to the changing circumstances, leaving students and staff without clear guidance on transitioning to online classes during lockdown. Some teachers were prepared to teach online, but many students were unprepared or lacked reliable internet access.

This study recommended the educational system should require gradual changes to effectively adapt, including emergency rehabilitation of higher educational institutions. Universities should prioritize online teaching platforms such as Google Classroom, Zoom, and dedicated websites to address disruptions like the COVID-19 pandemic. Teachers must develop alternative communication methods, including online classes, emails, websites, and WhatsApp, to maintain continuity. They should manage their time effectively to balance the curriculum under such circumstances. Implementing well-planned strategies like cooperative



learning can foster class discussions. Students need online practice to maximize their time and should have reliable internet access to attend classes, submit assignments, and utilize online resources. Ensuring the course material is appropriately challenging and suited to students' maturity levels is crucial.

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## Appendix



**Ministry of Higher Education  
Alasmarya Islamic University  
Faculty of Human Science  
Department of English Language**

***The Challenges That Faced Teachers and Students' Communication During COVID 19 At  
Faculty of Human Science***

This questionnaire is very important in the field of teaching English language, and it helps to know the effective using of different methods during the COVID 19. This Questionnaire also aims to compare teaching methods between old and new method. This is important for this graduation project which aims at exploring the new teaching methods to teach easily in the university during this epidemic. This researcher hope, through the answers to the following questionnaire, to make the recommendation for teachers and students' communication in order to be improve teaching in the future. So, would you be kind enough to answer this brief questionnaire? Your answers will play an important role in the success of this graduation project .

The researchers will appreciate your assistance and look forward to receiving your response.

Age: 18-19 ..... 20-21..... 21-more .....

Semester : .....

**Close- ended Questions:**

**You are kindly requested to choose the most suitable answer by putting tick in front of the following answers.**

Items	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1) The modern teaching methods are geared to provide students with a native speakers model.					
2) Learned language should be the vehicle of communication in class					
3) Errors are seen as a normal process in the development of communication skills.					



4) The teacher's messages can become difficult to understand for students especially the young ones.

5) Classroom diversity cannot be over looked .

6) The teaching is based on communicative activities, which involves a great deal of preparation by the teacher.

7) Instructions in class are made exclusively in the target language .

8) Communicative skills is taught gradually using question answer exchanges between teacher and students.

9) The main objectives of this method are to develop oral proficiency in the language through a wide choice of vocabulary, and to make the students capable of communicating using language learned automatically.

10) Teachers should encourage direct and spontaneous use of the language learned in class.

11) Authority in the classroom is the teacher and key skills to be learned are reading and writing .

12) Students will be able to learn the language and induce grammatical rules.

13) Education system in Faculty of Human Science still relies on traditional methods.

14) There is a need to combine the traditional teaching with modern teaching aids for a better and advanced education system

15) There is a difference in the opinion of the people regarding the use of traditional teaching methods and modern teaching methods.

16) GTM In this method while the textbook is used, the teacher will translate every word and phrase from English into mother tongue.

17) In traditional methods the teaching is deeply teacher-centered.

18) The organizations and the community of education professionals offered the first response to the closure of schools: distance education with the use of digital technologies.



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19) Distance learning can be used to complement learning or in emergency situations in elementary, high school, vocational, youth and adult and special education and higher education.

20) Closing schools and designing an activity plan for learners and teachers at a distance is something completely different from planning face-to-face school activities.

**Open- ended Questions:**

1. What were the difficulties that you faced at the holiday of the COVID19 in studying?

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2. What are the traditional methods that teachers still use nowadays? Are they effective or not?

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**Thank You.....**