



A New Post Covid-19 Era for EFL: Using Technological Tools to Enhance EFL Learning by Djelfa University Students

*Abderrahim M'sabel**

*Faculty of Letters, Languages and Arts, University of Tlemcen.
Laboratory: Studies in Linguistics and Didactics (SILAD), (Algeria)*

abderrahim.msabel@univ-tlemcen.dz

Youcef Messaoudi

Faculty of Letters, Languages and Arts, University of Tlemcen. Laboratory: Studies in Linguistics and Didactics (SILAD), (Algeria)

youcef.messaoudi@univ-tlemcen.dz

Abstract

The outbreak of the Covid-19 pandemic is considered as the catalyst that hastened the integration of new technological tools and systems to improve learning. Many revolutionary strategies have been adopted. Nowadays, EFL learners have the chance to learn at their own pace by just few clicks on the screens of their electronic devices. Accordingly, this article tries to probe the new concepts, methods, techniques and applications that have been adopted in the post Covid-19 era by EFL learners. Consequently, the data collected and thoroughly analysed show that there is an increasing use of apps, language tools, websites and online videos by EFL learners.

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* Corresponding author

1. Introduction

English language teaching and learning English as a foreign language have been, for quite long time, the concern of many studies and researches; such studies have brought about plenty of approaches, methods and techniques that instructors could rely on in the teaching-learning process. The outbreak of the Covid-19 pandemic have influenced EFL learning immensely hastening the integration of new technological tools and apps and enhancing learning practices. Some traditional learning ways are being replaced by new methods brought about by technology. Virtual Reality classrooms, gamification, online teaching and learning, chatbots, video conferencing, automated learning and testing systems are some of the new concepts and tools that have been overwhelming the educational scene since the appearance of new technologies. Moreover, the roles of teachers and learners within the teaching-learning process have been reshaped as a result of such new practices. Accordingly, the teacher's role is redefined as a mentor and a user of technological applications in favour of the predefined learning aims and objectives. Within the same scope, learning English as a Foreign Language is not an exception. Stakeholders, decision makers and instructors have adopted many innovative concepts, strategies and methods as far as EFL is concerned. Nowadays, learners have the opportunity to learn at their own pace wandering from a website or an application to another by just few clicks on the screens of their electronic devices.

Also, they have the chance to get immersed in a native or a native-like atmosphere thanks to such technological revolution. According to Moqbel & College (n.d.), "technology can facilitate and encourage cooperative learning". Since then, the role of bricks and mortar classrooms has been looked at as a less effective and left behind teaching environment as a result of the prevailing tendency towards the newly introduced virtual methods and applications. Thus, learners are likely to prefer such new methods leading them towards a better grasp of knowledge and an enhancement of their skills. Eventually, these methods and approaches, among others, often overlap and each one of them was created to overcome the deficiencies of the previous approaches to language learning and teaching. However, as a result to technological advancements, the EFL realm has recently witnessed revolutionary new approaches, concepts, methods and applications as far as the learning of English is concerned. Though they existed before, the onset of the Covid-19 pandemic has hastened the use of new technological tools and apps by EFL learners. Little by little, English language learners and instructors have been turning into the use of Artificial Intelligence-driven systems of language learning. Applications, such as Duoilingo; chatbots, like ChatGPt or Bard; Assessment-Based Learning Environments and Text-To-Speech systems, to name but few, are new tools that learners rely on heavily to achieve their ultimate goals to ameliorate their learning of English. Accordingly, brick-and-mortar classrooms are being more and more uncommon in

recent schools of languages. In addition, introducing Artificial Intelligence-powered tools in EFL education has transformed the role of both teachers and learners. AI-driven platforms offer more personalized learning opportunities allowing learners to progress at their own pace and in accordance to their learning styles. Content, activities and tasks have been tailored to the learners needs fostering a more autonomous and engaging learning process. Gawate, D. S. P. (2019) tries to shed light on the use of AI-based tools by EFL learners in his scientific work *Artificial Intelligence (AI) Based Instructional programs in Teaching – Learning of English Language*. On the other hand, Moqbel, M. S. S., & College, Y. endeavour to elucidate how to enhance EFL teaching and learning through Technology. Also, some scientific works have been conducted to scrutinize the impact of using technological tools by EFL learners during the Covid-19 pandemic. For instance, Hidalgo-Camacho, C., Villacís, W. V., Escudero, G. I., & Silva, J. C. (2023) probe EFL educators' insights into online education and its impact on teaching during the COVID-19; meanwhile, Klimova, B. (2021) conducted a research entitled *An Insight into Online Foreign Language Learning and Teaching in the Era of COVID-19 Pandemic*. However, the post-Covid-19 era is still a fertile field of research that needs scientific endeavors to feed enquiries on the use of technology by Algerian EFL learners. Accordingly, to what extent and in what way has EFL learning been reshaped in post COVID-19 pandemic era? What are the new methods and ways used by EFL

learners? As a hypothesis, we assume that new technological tools and online learning have greatly reshaped EFL learning by introducing new methods and ways of learning.

2. Literature Review

2.1 EFL Learning in the Post Covid-19 Era

Certainly the onset of Covid-19 has had a great impact on education and on EFL in particular for it has reshaped the methods and ways of learning English; “As per the UNESCO, Corona virus epidemic had an influence on the education field. About 300 million students globally disrupted their academic practices and have to go for online learning” (Akhter, 2020). “Online education has become the only substitute for many universities in this special circumstance” (Zou et al., 2021). It has accelerated the use of new technological tools and online learning. Hakim (2020) Claims that regardless of obstacles to technology use in language teaching and learning, the COVID-19 pandemic has expedited the process of technology integration. “Covid-19 has certainly impacted how English language teaching is performed on a classroom basis” (Hall et al., 2021; Ng, 2021; Shi & Fan, 2021) cited in (Sandi Sukandi, 2022). In the post-COVID-19 era, there is a noticeable shift among EFL learners towards embracing new technological tools and online learning, a trend that contrasts with pre-pandemic times. “Generally speaking, the shifting models of face-to-face learning inside classroom environments to online and distance learning reveals various

perceptions, benefits, and challenges as well, which has an impact on learning objectives" (Tümen-Akyıldız et al., 2021).

According to Jiang (2022) cited in Abu Ghali et al., (2018) experts are developing learning models, algorithmic processes, and neural networks, Intelligent Teaching Systems (ITSs) to help instructors in the process of teaching and learning for a better grasp of knowledge. Within the same scope, some examples of such new technological systems are Pigaiwang (an English writing system used by Chinese students), Your Verbal Zone (a vocabulary learning tool used by Turkish students) and Robo-Sensei (an English learning tool used by Japanese students). Such technological systems have find their way into the learners' electronic devices and have been used intensively by both instructors and learners of EFL in such countries as China, Turkey and Japan. The use of such tools and apps in EFL learning has yielded positive results in such areas as grammar, vocabulary acquisition, writing development and reading comprehension as these technological tools provide an immediate and quick authentic feedback which enables instructors to tailor the learning content in accordance with their learners level, learning style and pace. (Xu et al., 2019) cited in (Alhalangy & AbdAlgane, 2023). Moreover, the scientific endeavors conducted on the use of innovative technology in EFL teaching and learning after the Covid-19 pandemic enrich the existing knowledge and sheds light on the importance of online learning and Artificial Intelligence- based system for EFL classes, and enhances the student's

performance of the language four skills, listening, speaking, reading and writing. "Research indicates that the online instruction of a foreign language seems to be effective especially in developing reading, listening skills and vocabulary" (Klimova, 2021). "Remote teaching during the pandemic has reshaped ... teaching practices and experiences, in such ways as considering purposeful and effective use of L2" (Yi & Jang, 2020). It also gives insight into the advantages of using AI-driven tools in ELT realm as well as the significance of teachers' performance development and learners cooperation and enthusiasm in tailoring and adapting their learning goals. "If we expect the transitions in all the sectors specifically in education field, AI must be employed as a support system" (Gawate, 2019). Nevertheless, educators and instructors of English as Foreign/Second Language need a thorough training on how to integrate Artificial Intelligence tools and systems in their language classes. (Alhalangy & AbdAlgane, 2023).

2.2 Artificial Intelligence and EFL

Artificial Intelligence provides learners with the opportunity of being immersed within a native or a native-like atmosphere of learning. Wang (2019) in Nur Fitria (2021) stated, "Artificial intelligence offers a good learning atmosphere for immersive English learning". Also, "It has been discovered that having students interact with 3D avatars improves their capacity to comprehend spoken English, particularly in the context of English as a foreign language classes" (Lan et al., 2018) cited in (Alhalangy & AbdAlgane, 2023). Thus, the

notion of immersion could be well integrated within EFL learning process for better performance of the language and eventually better learning outcomes. Accordingly, virtual reality (VR), augmented reality (AR) and mixed reality (MR) for learning English as a foreign language, could offer immersive experiences that would enhance language learning by giving learners access to interactive simulations, virtual environments and native or native-like real-world context. Moreover, “During the Hem agglutinin Neuraminidase (H1N1) pandemic, interactive voice response Interactive Voice Response can also be utilized to maintain ESL students' attention in their Zoom virtual classes” (Obari, 2020) cited in (Alhalangy & AbdAlgane, 2023). “However, the deployment of IVE in the context of EFL is being hampered by the prohibitively expensive cost of the technology and a dearth of readily accessible network resources” (Cowie & Alizadeh, 2022) cited in (Alhalangy & AbdAlgane, 2023).

2.3 Technology Based Language Learning Tools

As a result to the shift in education caused by Covid-19, many innovative technological tools and systems have been used widely; such tools and systems have brought about revolutionary impact on the teaching quality and learning results. “For some professors, online teaching represented an opportunity to explore new teaching platforms and strategies” (Hidalgo-Camacho et al., 2023). According to Clark & Mayer (2016) cited in Sutrisna (2021) “E-learning is a kind of instructional

method delivered by using digital device in order to support teaching and learning activity”. Furthermore, “online learning refers to the learning condition that enables learners to utilize cyberspace to retrieve the content and increase their educational chances” (Benson, 2002) cited in (Tanjung & Utomo, 2021). First of all, Text-to-speech tools can be defined as tools that convert written passages and texts into oral pronounced speeches; “they can convert computer-generated texts into audios where the resulting pronunciation can be adjusted for speed, intonation” (Nur Fitria, 2021). Second, English ABLE is an Assessment-Based Learning tool designed to enhance English learners use of grammar. It refers to an adaptive, scaffolded learning environment that is based merely on tests, relying on a TOEFL CBT job library to improve learners' performance of grammar. Moreover, ELSA is another application that harnesses Artificial Intelligence and voice recognition to help one improve their pronunciation of English. Learners are supposed to provide the pronunciation of some words, phrases and sentences then the application will offer an interactive corrective feedback. The outcomes help the application to tailor a personalized learning experience focusing mainly on the strengths that need reinforcement and the weaknesses that need tweaking. In addition, the Chatbots can play the role of a language partner as they offer a good opportunity for learners to get involved in conversations. To practice conversation training through chatbots some features are required such as grammar error correction and daily progress tracker feature.

Accordingly, spotting errors location and providing alternative words, phrases, sentences and expressions would lead to the refinement of the learner's use of English. The daily log feature would provide the learner with the opportunity to check his or her own progress and development. In addition, gamification is one of the most prominent features used in some applications designed to learning English. Duolingo is one of the widespread applications that is used worldwide to learn languages. "After taking the test, Duolingo users will know what level of English they are at. Only then will Duolingo provide English material that has been adapted to the user's abilities. Not only about grammar, but Duolingo is also equipped with learning vocabulary, terms, and so on. Duolingo's English teaching method is also designed to be gaming-like and "competitive" with other users." (Nur Fitria, 2021)

3. Into the Field

3.1 Methodology

The method that has been used to conduct the current scientific endeavor is survey. A questionnaire has been addressed to the students of English language at the University of Djelfa, Algeria. The questionnaire is based mainly on two types of questions: multiple choice and open-ended questions. The questionnaire starts with a brief introduction revealing the theme and aims of the study. It also contains two sections. In section one the respondents are supposed to answer personal questions revealing their study level and gender. Section two contains

eleven questions that has been designed to reveal how students of English language at the university of Djelfa use technological tools to Enhance EFL learning in the post Covid-19 pandemic. The whole population to which the study is directed consists of more than 100 students of English language at the university of Djelfa Algeria. However, the number of the students who responded to the electronic questionnaire on Google Form was 37 students. Consequently, the data gathered through the research tool has been deeply analyzed and carefully studied in both a quantitative way, using numerical information, and a qualitative way using descriptive analysis and discussion. The data provided in such endeavor has thoroughly responded to the research enquiry about the use of new technological applications and systems in learning English as a foreign language after the Covid-19 pandemic. Accordingly, such scientific results have reinforced the underpinning theory of using new technologies in learning EFL in the post Covid-19 era. Henceforth, researchers, instructors, stakeholders and decision makers can rely on such theory in their search of new updates in what concerns EFL. Eventually, the ultimate aim of conducting such survey research is attaining a deep holistic and comprehensive understanding of how learners have shifted to the intensive use of new technologies to enhance their learning of EFL in the post Covid-19 era.

3.2 Results and Discussion

Based on the questionnaire that has been addressed to the students of English language at the University of Djelfa, Algeria, the results show that most of the respondents are female students belonging to different levels (university years) of Bachelor course.

Table 1. Students' Gender

	Percent	Frequency
Female	67.6	25
Male	32.4	12
Total	100	37

Source: Electronic Survey

Table 1 shows that the percentage of female respondents among the whole of participants is 67.6%, i.e. 25 out of 37 students, whereas the male students answering the questionnaire form 32.4% of the total respondents. This is mainly due to the fact that the majority of the students belonging to the English language department, University of Djelfa, are female students. On the other hand, we may tend to explain that by assuming that male students are less willing to respond to surveys and more reluctant to take part in helping to conduct scientific research.

Table 2. Students Year of Study

	Frequency	Percent
Year1	18	48.6
Year2	6	16.2
Year3	13	35.1
Total	37	100

Source: Electronic Survey

Based on the information shown in table2, the majority of the students responding to the survey are in their first year of study representing 48.6 % which means eighteen students of the total number of respondents. Respondents of third year are thirteen students who form 35% while second year students, 6 students, and represent 16.2% of those who took part of the survey. Such results show that first year students, who represent almost the half of respondents, tend more to use technological tools and applications to enhance EFL Learning and practice.

Table 3. EFL Students Use of Technological Tools

Percent	Frequency	
100	37	Yes
00	00	no

Source: Electronic Survey

When asked whether they use new technological tools, apps or online sites to enhance their learning and performance of English in the post-Covid-19 era, all students of different levels (university study years), said that they rely on such apps, chatbots and online sites. This fact confirms the students growing tendency towards the use of new technology to enhance their learning of EFL as a result to the shift caused by the Covid-19 pandemic.

Table 4. Tools or Applications Used by EFL learners

	Frequency	Percentage	Cumulative Percent
Chatbots	4	10.8	10.8
Chatbots ;ELSA	1	2.7	13.5
Chatbots ; ELSA ; Google Translate; Other	1	2.7	16.2
Chatbots ; Google Translate	1	2.7	18.9
Chatbots ; Google Translate ; Other	2	5.4	24.3
Chatbots ; Google Translate ; Text-to-Speech Tools	4	10.8	35.1
Chatbots ; Other	3	8.1	43.2
Duolingo ; Chatbots ; ELSA ; Other	1	2.7	45.9
Duolingo ; Chatbots ; English ABLE ; Google Translate ; Text-to-Speech Tools	1	2.7	48.6
Duolingo ; Google Translate	2	5.4	64.9

Duolingo ; Chatbots ; Google Translate ; Other	1	2.7	67.6
Duolingo; Chatbots ; Other	4	10.8	78.4
Duolingo ; Google Translate	1	2.7	81.1
Duolingo ; Google Translate ; Other	2	5.4	64.9
Duolingo ; Chatbots ; Other	1	2.7	67.6
Duolingo ; Google Translate	4	10.8	78.4
Duolingo ; Google Translate ; Other	1	2.7	81.1
Duolingo ; Text-to-Speech tools ; Other	1	2.7	83.8
Google Translate	2	5.4	89.2
Google Translate ; Other	2	5.4	94.6
Other	2	5.4	100
Total	37	100	

Source: Electronic Survey

The results show that of the EFL students using technological tools and applications, 35.1% use Chatbots (e.g. ChatGbt), Google Translate, and Text-to-Speech tools. This would be explained as chatbots provide EFL learners with the opportunity to have an authentic use of linguistic and communicative competence of language, Also, Google Translate and Text-to-Speech tools are considered as linguistic tools that enable EFL learners to translate vocabulary, phrases and sentences into their first language and ease their pronunciation. Thanks to Text-to-Speech apps, EFL learner can transform written texts into pronounced input which enable them to adjust their pronunciation to seem

native-like and, accordingly, enhance their speaking skill. Moreover, 45.9% of the respondents claimed that they rely on apps and games to learn and enhance their performance of English such as Duolingo, Chatbots, ELSA and other apps. ELSA, which stands for English Language Speech Assistant, is a mobile application designed to help users improve their English pronunciation and speaking skills. It uses speech recognition technology to analyze users' pronunciation and provides feedback and suggestions for improvement. ELSA offers various exercises and lessons tailored to users' proficiency levels and learning goals. It is a useful tool for language learners looking to enhance their spoken English abilities. Noticeably, the language systems and apps that are mostly used by the students of English language at University of Djelfa to improve their performance of English are Chatbots (e.g. ChatGbt), games such as Duolingo, Google Translate and Text-to-Speech tools.

Table 5. Table5: Other Tools Used by EFL learners

	Frequey	Percent	Cumulative Percent
Audio books	4	10.8	10.8
BBC Learning English	1	2.7	13.5
English Score , English Pronunciation , Youtube videos	1	2.7	16.2
English speaking friends.	1	2.7	18.9
Gemini, other websites	2	5.4	24.3
Google Bard / Duet Ai	4	10.8	35.1

Grammarly	3	8.1	43.2
IStory /character Ai / Google bard / You AI / Elsa speak / Pingo/ Grammarly			
Istory	1	2.7	48.6
Memrise and British Council English Score	2	5.4	64.9
Merriam-Webster No	1	2.7	67.6
Quillbot	4	10.8	78.4
Quizlet	1	2.7	81.1
translation app	2	5.4	64.9
You ai	1	2.7	67.6
you.com	4	10.8	78.4
YouTube	1	2.7	81.1
	1	2.7	83.8

Source: Electronic Survey

Table5 contains the answers of the students to the following open-ended question: "If you use any other, mention it below". One of the respondents said that they use English Score, English Pronunciation and YouTube videos whereas another student stated they prefer using Gemini and other websites. Markedly, AI-driven tools such; Google Bard, Duet AI, Grammarly, IStory , Character AI, You AI, ELSA Speak and Pingo, are frequently utilized by EFL learners to improve their English proficiency. Accordingly, the reliance on such new technological tools by EFL learners shows the rising dependency on modern electronic systems and the outstanding shift from traditional brick and mortar EFL classrooms to modern methods of learning based on screens of electronic devices especially after the Covid-19 pandemic.

Table 6. Frequency of Using Language Tools and Apps by EFL Learners

	Frequency	Percent
Often	10	27
Regularly	3	8.1
Rarely	2	5.4
When needed	22	59.5
Total	37	100

Source: Electronic Survey

When asked how often they utilize language learning tools and apps, the majority of students of English language at university of Djelfa-Algeria, representing a percentage of 59.5%, replied that they use them when needed. EFL learners turn to such tools as Google Translate, Text To Speech , Online Dictionaries and websites whenever they come cross new vocabulary, difficult phrases or idioms that need to be looked up. Moreover, ten respondents, representing 27 % of the whole students, stated that they often turn to their screens to use Chatbots, online websites such as BBC Learning English, YouTube videos or language check tools such as Grammarly. Students consider such language tools and websites as valid resources of learning new vocabulary, checking their spelling errors and; consequently, rectifying them, and adjusting their pronunciation of words and

phrases. In addition, Such apps an tools, especially AI-driven tools, provide EFL learners with the opportunity to be immersed in authentic language conversations and, hence, improving their speaking skill.

When asked “What skills or language points you try to improve using new AI-driven tools or applications?”10.8% of the respondents (four students) answered that they focus much more on listening, speaking, reading, writing, grammar, pronunciation and vocabulary; meanwhile, 8.1% (three students) stated that they use new AI-driven tools or applications to enhance their writing skill. Moreover, four informants representing 10.8 % claimed that they prefer using such applications and tools to look up new vocabulary and enhance their speaking proficiency. Noticeably, most of the students rely on such new technology tools to improve their listening and speaking skills, look up new vocabulary and practice pronunciation of words and phrases. One of the respondents answered, “Just to expand my knowledge scope... As far as language goes, I hope that by listening to audiobooks I will get to develop my [speaking] fluency”.

Responding to the question: “What are the benefits of using such new technological tools and applications for EFL learners?” some of the informants claimed that they are available at any time and everywhere on electronic devices unlike traditional brick-and mortar classrooms. Some students believe that such apps and tools offer a cooperative feature, i.e. using such tools and apps enable learners to cooperate with other learners from different levels

and backgrounds. Moreover, they are not time and effort consuming. In addition, some other respondents stated that such tools and applications boost motivation to improve EFL learners' performance, offer personalized path of learning, enable learners to progress at their own pace and provide an immersive and exciting learning environment. One of the students answered, "Accurate information throughout multiple search engines combine...making these technologies much more efficient".

The students have been asked whether they think that the use of AI-driven tools and apps has had a huge impact on the learning of English as a foreign language in the post-Covid-19 era and If yes, in what way. Most of them answered positively while two of them claimed, "not really". Most students believe that the utilization of AI-driven tools and apps has a considerable impact on the learning of English as a foreign language because, according to some of them, it provides a lot of opportunistic choices and numerous updated ways to easily get the hang of any language. Moreover, it has a significant impact on learning English as a foreign language by being accessible (reaching all people around the world) and motivating (it motivates learners to continue their studies). A respondent declared, "Yes, [It did] in a good way"; another one added, "Yes ... It helps the learners". One of the responding students believes that it has a huge impact as learners learn faster in distance, and in this era, after Covid-19, new technological tools give learners the opportunity to cooperate with other

learners from different levels. One of the informants said, "After the covid-19 pandemic, new technological tools have been prevailing, helping us a lot in a way that I enjoy using them and learning online". In addition, an informant claimed, "It definitely did, some would say it is a positive impact and some would say the opposite" he added, "I think the usage of AI-driven tools [have] positively affected English language learning in the post Covid-19 era for multiple reasons". Moreover, some students believe that the use of such tools and apps in the post Covid-19 era "has great impact in progression of EFL learners". The use of online and virtual tools and apps has made learning easier and more exciting. Noticeably, one of the informants declared, "Yes of course, they make the process of learning easier and help learners to improve their skills in short time." Also, another one said, "Yes, especially the development of artificial intelligence or programming, because the use of AI now[after Covid-19] is not like before , so we need English more than any time"

Moreover, according to the electronic survey on which the current study has been based, 45.9% of the students of English language at university of Djelfa, Algeria, think that AI-driven tools and apps have replaced traditional methods of learning EFL and brick-and-mortar classrooms after Covid-19 pandemic. One of the students said, "They replaced the old methods such as paper dictionaries and books." While another student stated, "They replaced traditional learning methods as they provide learners with authentic materials

and a personalized way of learning.” Some of the respondents think that the use of such new technological tools after the pandemic has reshaped the way of learning; “Now it's rare to see someone still using the traditional methods because AI tools has a great impact at learning and it's more easier and less time[consuming]”, said one of the informants. Also, according to one of the students, “[one of the pros is] the use of smartphones and the urge to search during the lecture as well as having the hand-outs on our smartphones instead of papers”. However, some of the students think that AI tools have not really replaced traditional tools since other traditional methods are still being used in EFL classes.

To assure validity and reliability of the results obtained through the tool of questionnaire, a second tool, which is the interview, has been used with some teachers at the department of English language, University of Djelfa, Algeria. Eight teachers have been interviewed. When they were asked whether the onset of the Covid-19 pandemic has caused a real shift in EFL learning, all the teachers said yes. “That pandemic pushed our students to the gradually growing use of online learning”, said one of them. According to another respondent, in the era that followed the pandemic the world, all fields, “is not the same as it used to be before the pandemic”. EFL learning, too, has been greatly affected. There has been a growing tendency towards the use of technology, especially online learning, in learning English by students of the department of English language at the University of Djelfa. Interestingly, one of the teachers

said that the students attendance to onsite classes (cours) has been gradually decreasing in the post Covid-19 pandemic era as an indirect effect of the distance learning method used due to the pandemic. Moreover, the Algerian authorities have invited both learners and teachers to use online learning apps like Zoom and Google Meet. One of the teachers stated, “We got accustomed to the use of such apps as Zoom and Meet thanks to the urgent procedures imposed by the pandemic”. He added, “After the pandemic we found ourselves and our learners well-trained on how to use such apps”. Accordingly, this confirms the increasing reliance of EFL learners on technological apps and online learning in the post Covid-19 pandemic. According to most of the interviewed teachers, using new technologies, apps and online learning in EFL learning has been widely encouraged after the pandemic. Today we notice students relying heavily on their screens to search for info in search engines, watching educational videos on YouTube, chatting using Artificial Intelligence apps, or even learning through games (Duolingo as an example). It is obvious that such learning practices used to exist before the pandemic, though the outbreak of the pandemic has hastened the integration of such new educational practices in the EFL learning process.

3.3 Implications and Recommendations

Based on the results of the study of using technological tools by English Language Department bachelor students of Djelfa University to enhance their learning of EFL in the post Covid-19

pandemic, some implications and recommendations could be derived. First, decision makers and stakeholders in the field of higher education are advised to consider the new growing tendency towards the use of online learning and new technologies by students to learn English as a foreign language. Syllabi and programmes are to be reconsidered taking into consideration the shift into language apps and AI-driven tools and chatbots. Second, English language teachers are supposed to be up to date in what concerns the use of such technology based tools. They should be well trained on how to design an e-learning content-based lectures and lessons. Also, they ought to take into consideration the new social and psychological needs of their learners as a result of the new shift towards a more technology based learning of EFL. On the other hand, students, as EFL learners, should reconsider their learning of English as a foreign language by focusing more on the use of new technological language learning tools and apps. EFL learners now have the chance to get involved in chatbots and authentic chat apps for the sake of enhancing their speaking skill. They have the opportunity to be immersed in a native or a native-like atmosphere by just clicks on their screens. Moreover, they can watch videos and listen to natives using

English in an authentic context which would lead them to enhance their listening skill. In addition, they have an access to a plenty of resources and books to read and improve their reading skill. They can utilize online dictionaries and sites to look up new vocabulary and difficult terms they come across while reading. Text to speech site also offer students the chance of adjusting their pronunciation of words, terms and phrases.

4. CONCLUSION

This scientific endeavor tries to scrutinize the different aspects of the shift towards the use of new technological tools and apps to learn English as a foreign language after the Covid-19 pandemic. The research population on which the study has been conducted is the students of English language at the University of Djelfa, Algeria. Accordingly, an electronic questionnaire has been addressed to students of different levels (Batchelor study years) and answers have been analyzed, discussed and commented upon. To assure validity and reliability of the results, a second tool, interview, has been used with teachers at the Department of English Language, University of Djelfa, Algeria. The results of the study show that there is a growing tendency towards the reliance on apps, chatbots, language tools,

websites and online videos by EFL learners; a tendency that has been existing for a while yet has been hastened after the Covid-19 pandemic. In addition, the study reveals that students, as EFL learners, harness chatbots to take advantage of the opportunity to engage in authentic language conversations, with the aim of enhancing their speaking skill and enriching their vocabulary. They often look up new vocabulary, specific terms, idioms, etc. they come across using online dictionaries and sites designed to elucidate meaning of English words and phrases such as WordReference. In addition, students utilize Text to Speech tools, like ISpeech or Google Text-to-Speech, which convert texts into spoken words, for the purpose of adjusting their pronunciation of words and phrases. Also, one of the motivating features of some language tools is gamification. Language learning apps based on games feature make of learning an enthusiastic and enjoyable process. Students, especially beginners, use such apps as Duolingo to gain a basic knowledge of the language harnessing an interactive content provided by the app. Noticeably, the majority of the learners utilize such new technology tools to enhance their listening and speaking skills, look up new vocabulary and adjust their utterance of words and phrases. Accordingly, they use their receptive

skills to grasp linguistic input produced by native speakers to build a linguistic productive competency which enable them to produce accurate language output, hence improve their speaking fluency. For all the results and findings attained and discussed through the current study, one can assume that its aims to feed the research enquiry have been achieved. The current study significance lies in shedding light on the different aspects of language learning practices shift as a result of the changes brought about by the Covid-19 pandemic. Thus, this scientific endeavor adds new insights into language learning in an era of modern technology practices.

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