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Table of Contents

	Preamble		I
1.	<i>Claustropolitanism at the End of the World: Rethinking Post - Pandemic Globalization and Higher Education</i>	Tara BRABZON	01-14
2.	<i>Les neuromythes dans le système éducatif algérien : prévalence chez les enseignants du cycle secondaire : cas de la ville de Blida –Algérie</i>	Leila MAKHLOUF	15 -38
3.	<i>Informal Distance Learning as an Aiding Tool in the Teaching-Learning Process at Times of Pandemics</i>	Asma BOUDJELAL	39-58
4.	<i>Unveiling the Immense Impact of a Novel and Eminent Approach in Delivering Lessons amid the Turmoil of Covid-19 Pandemic</i>	Sarra BOUTOUIL	59-64
5.	<i>Grammatical Exclusivity in English Communication Situations; the Case of Adjective “Only” Misplaced as Adverb</i>	Samson Olusola Olatunji & Anjola A. Robbin	65-80
6.	<i>“Word”, “Honour”, and Forced Marriages: Depiction of Matrimonial Custom of Pakistani Tribals in Bapsi Sidhwa’s The Bride</i>	Muhammad Naeem- Ur-Rahman	81-92
7.	<i>Challenges Facing EFL Teachers/ Learners Associated With Online Teaching</i>	Nesma BARA & Sabrina BAGHZOU	93-104
8.	<i>The Efficiency of Online Assignments as an Asynchronous e-Learning Tool</i>	Imane FERSAOUI & Neema GHENIM	105-119

9.	<i>Challenges Associated with E-learning on MOODLE Platform during COVID 19</i>	<i>Nesrine ELKATEB</i>	120-133
10.	<i>Overcoming Online Assessment Challenges in Time of a New Normal: Case Study of Belhadj Bouchaib University</i>	<i>Chahrazed HAMZAOUI</i>	134-147
11.	<i>ICT Training at the Algerian University: Insufficient Teacher Training and Complete Neglect of Learner Training</i>	<i>Ibtissam BENTALEB</i>	148-153
12.	<i>The Role of Yemeni Translators in Promoting The Humanitarian Action in Yemen During the Civil War</i>	<i>Ahmed Mohammed Moneus</i>	154-177
13.	<i>أثر الاستراتيجيات ما وراء المعرفية في تنمية الكفاية اللغوية لمتعلمي المرحلة الثانوية من ذوي الإعاقة السمعية: "دورة التعلم الخماسية والتساؤل الذاتي نموذجاً"</i>	<i>الحسين أوباها ومحمد الفران</i>	178-203

Preamble

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

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

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

Editorship