

**Innovations in Language Teaching and Learning is a  
Necessity - Post COVID ERA –  
الابتكارات في تعليم وتعلم اللغات ضرورة في عصر ما بعد الكورونا**

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## **Abstract**

Without education, human existence is just like fecund land. Education, however, is not restricted to a physical shape which we are accustomed to, but it takes a virtual nature, the so called 'online education or e-learning'. This type of innovative education has grown dramatically across the globe gaining much popularity due to global adoption of the Internet, confluence of new technologies and the intensive increase in demand for a trained workforce from under developed and developing countries. Evidently, nearly four years ago, the world faced unprecedented challenges with the outbreak of the COVID-19 pandemic, which changed the course of the educational system entirely and forced educators to shift to another mode of teaching. Therefore, the need for the implementation of innovation in the educational system in the post-covid-19 era became an ever-demanding necessity. This paper attempts to offer a comprehensive definition for innovation in education as a concept, identify the various paradigms of innovation in education after the pandemic, and the challenges for its implementation. It also aims at throwing light on some of the challenges that happened during the pandemic, their effect on the teaching and learning process, and how we are going to remedy the shortcoming and drawbacks to facilitate this process.

**Key words: Innovation in education, online education, E-learning, paradigms of innovation, challenges to innovation, pandemic, post-covid-19 era, teaching and learning.**

بدون التعليم، يعتبر وجود الإنسان مشابهاً للأرض الخسبة. ومع ذلك، لا يقتصر التعليم على الشكل المادي الذي اعتدنا عليه، بل يتخذ طابعاً افتراضياً، وهو ما يُسمى "التعليم عبر الإنترنت" أو "التعليم الإلكتروني". وقد شهد هذا النوع من التعليم المبتكر نمواً هائلاً في جميع أنحاء العالم، واكتسب شهرة كبيرة نتيجة الاعتماد العالمي على الإنترنت، واندماج التقنيات الجديدة، والزيادة الكبيرة في الطلب على القوى العاملة المدربة من الدول النامية والدول التي ما زالت في مرحلة النمو. ومن الواضح أنه قبل حوالي أربع سنوات، واجه العالم تحديات غير مسبقة مع تفشي جائحة كوفيد-١٩، التي غيرت مسار النظام التعليمي بالكامل، وأجبرت المعلمين على التحول إلى نمط آخر من التعليم. وبالتالي، أصبح تنفيذ الابتكار في النظام التعليمي في فترة ما بعد كوفيد-١٩ ضرورة ملحة. يحاول هذا البحث تقديم تعريف شامل للابتكار في التعليم كمفهوم، وتحديد النماذج المختلفة للابتكار في التعليم بعد الجائحة، والتحديات التي تواجه تنفيذه. كما يهدف إلى تسليط الضوء على بعض التحديات التي حدثت أثناء الجائحة، وأثرها على عملية التعليم والتعلم، وكيفية علاج النقص والعيوب لتسهيل هذه العملية.

الكلمات المفتاحية: التعليم المبتكر، التعليم عبر الإنترنت، التعليم الإلكتروني، نماذج الابتكار، تحديات الابتكار، جائحة، فترة ما بعد كوفيد-١٩، التعليم والتعلم.



## Introduction

In the last four years, the world as we know it has changed dramatically in every aspect of life due to the covid-19 crisis. The global education sector has been unprecedentedly disrupted and massively changed exposing vulnerabilities and challenges. Nevertheless, it has also unveiled golden opportunities and potential to change the course of education towards a new innovative approach. Despite the fact that the pandemic is gradually dissipating, the academic community, teachers, students and schools, must adjust to the new demands of the current situation and to prepare for the future of learning.

## Statement of the Problem

The COVID-19 pandemic has highlighted significant deficiencies in the global education system, including disparities in access to technology and a lack of preparedness for remote learning environments. Educational structures and curricula, primarily designed for in-person instruction, proved inadequate to address the demands of digital and hybrid teaching models. Consequently, learners and educators faced numerous challenges, ranging from inequitable access to resources to outdated pedagogical approaches (Zhao & Watterston, 2021; Wagner & Dintersmith, 2016).

## Aim of the Study

The study aims to identify and propose innovative paradigms that address the deficiencies in the current education system, focusing on curriculum transformation, integration of technology in pedagogy, and ensuring equitable access to educational resources. It seeks to outline strategies for fostering learner autonomy, enhancing teacher proficiency in digital tools, and creating inclusive and adaptable educational environments (Serdyukov, 2017; Zhao & Watterston, 2021).

## Literature Review: Innovation in Education

### Definition

It goes without doubt that “this crisis has stimulated innovation within the education sector” (United Nations, 2020, p. 2). Thus, the need for an innovative educational system is of a paramount



emergency. Innovation in education comes from identifying issues, observing and learning from others, creating fresh approaches to deal with these issues, and refining these approaches when first experiments do not yield the desired outcomes. The most well-known definition of innovation in education nowadays is provided by the Organization for Economic Cooperation and Development OECD (2016). It refers to the introduction of new or enhanced processes, goods, or services as well as fresh methods for organizing activities or new strategies for marketing

Thompson (2022), on the other hand, claimed that Innovation in education isn't a term with a predetermined meaning. The essence of innovation education is openness to viewing issues with new eyes and coming up with novel solutions. He continues to argue that it is an admission that we do not have all the solutions, and that we are open to new ideas for improvement, including creative teaching techniques and ways for information transmission. According to Serdyukov (2017), educational innovation can take the form of a new methodological approach, new pedagogical philosophy, instructional tools, teaching techniques, learning processes, or instructional structures that, when put into practice, will significantly improve the teaching and learning process and, as a result, improve student learning.

### **Paradigms of Innovation in Education**

Zhao and Watterston (2021) emphasized that the COVID-19 pandemic exposed vulnerabilities in education systems worldwide, requiring educators to rethink traditional practices. They identified key areas needing immediate transformation: curriculum content, teaching methodologies, and learning environments. Similarly, Wagner and Dintersmith (2016) argued that education must move beyond knowledge acquisition, emphasizing skills like creativity, collaboration, and problem-solving to prepare learners for the innovation era. The need for innovation has been further supported by the United Nations (2020), which highlighted the pandemic's role in accelerating the shift toward digital education. The report underscored the urgency of addressing inequities in access to digital tools and resources. This aligns with Zhao's (2012) perspective that



education systems should focus on nurturing entrepreneurial and adaptable learners capable of thriving in a globalized, technology-driven world.

Curriculum design has traditionally been centered on rote learning and standardized testing. However, Serdyukov (2017) noted that these approaches fail to equip learners with the skills needed to navigate complex, real-world challenges. Instead, he proposed a curriculum that prioritizes learner autonomy, interdisciplinary learning, and critical thinking. Moreover, Zhao and Watterston (2021) suggested that post-COVID curricula should allow learners to co-develop their learning pathways. This approach not only enhances engagement but also fosters a sense of responsibility and ownership over one's education. Wagner and Dintersmith (2016) reinforced this idea, advocating for curricula that focus on what learners can do rather than what they know, promoting practical application over theoretical knowledge.

The pandemic catalyzed the adoption of digital tools in education, revealing both opportunities and challenges. Nieves (2021) highlighted that while students, as digital natives, adapted quickly to online learning, many teachers struggled to navigate new technologies effectively. This gap has underscored the importance of professional development programs that equip educators with the skills to deliver engaging, learner-centered instruction in virtual environments. According to the OECD (2016), digital technologies offer unprecedented opportunities for innovation in education, enabling personalized learning experiences and real-time feedback. However, the report also cautioned against over-reliance on technology, emphasizing the need for a balanced approach that integrates digital tools with traditional pedagogical methods.

#### **The Importance of Innovation in Education: E-learning / Online Learning**

E-learning has become a crucial subject in Algeria too that there was a national project for e-learning at the universities that started in 2007 (Salaa & Nechad, 2020). There are various ways that teachers can conduct their lessons. Using educational platforms significantly improves the fun and engagement of teaching. You



may share links, post recorded movies, make video calls, and more. Online learning environments are therefore crucial for educational purposes

Digital platforms have significantly transformed education globally, particularly during the COVID-19 crisis. These technologies have broadened access to education, allowing students and teachers to connect beyond geographic limitations. Tools such as Google Classroom and Coursera played a crucial role in maintaining educational continuity by providing virtual classrooms and free access to quality learning materials, thereby minimizing disruptions caused by school closures (De Vynck & Bergin, 2020; Nishant, 2021). Additionally, they have created new avenues for lifelong learning, enabling individuals to acquire new skills or enhance existing ones to adapt to changing job market requirements (Wagner & Dintersmith, 2016). While these advancements promote educational equity by reaching underserved populations, barriers like the digital divide remain a challenge (OECD, 2016).

In addition to improving accessibility, online platforms have revolutionized how education is delivered, focusing on personalized and learner-centered approaches. Applications like Zoom and Learning Management Systems (LMS) facilitate real-time interactions and adaptive learning, fostering greater engagement and collaboration (Prat et al., 2021). These platforms also support innovative instructional methods, such as flipped classrooms and project-based learning, which emphasize active involvement rather than passive knowledge absorption (Serdyukov, 2017). Moreover, they integrate multimedia resources, gamification elements, and data-driven feedback, allowing educators to customize teaching strategies to meet diverse learner needs (Zhao & Watterston, 2021). As a result, online platforms are pivotal in developing adaptable, inclusive, and future-oriented educational frameworks worldwide.

### **Case Studies: Analysis and Interpretation**

#### **Curriculum Reformation**

Wagner and Dintersmith (2016) conducted a study across the United States, analyzing the educational approaches in schools that prioritize creativity and skill development. Their findings revealed





that schools with curricula emphasizing real-world problem-solving and interdisciplinary learning produced students who were better equipped to adapt to a rapidly changing job market. Moreover, Zhao and Watterston (2021) performed a global analysis of educational responses during the pandemic, emphasizing the shift towards student-centered curricula. They found that institutions incorporating learner autonomy and well-being into their curriculum design reported higher student engagement and resilience during remote learning. Therefore, both studies highlight the necessity of moving away from traditional, knowledge-heavy curricula to more adaptive, skills-oriented frameworks. They underscore the importance of empowering learners to take ownership of their education, which fosters lifelong learning and critical thinking skills.

### **The Integration of Technology in Education**

A report by the OECD (2016) evaluated the impact of digital technologies on education in 20 OECD countries. The study found that while technology-enhanced personalized learning and provided access to diverse educational resources, there were significant disparities in implementation due to socio-economic factors. In addition, Nieves (2021) conducted a qualitative study on the challenges faced by teachers in adapting to digital learning environments. The research revealed that lack of training and access to digital infrastructure were the primary barriers to effective technology integration. As a consequence, These studies reveal a dual narrative: while technology offers immense potential to revolutionize education, its benefits are contingent upon addressing systemic inequities and providing educators with adequate training and resources. Policymakers must prioritize closing the digital divide to ensure equitable access to these opportunities. The application of ICT in language learning and teaching benefits teachers as well. Connelly and Clanandin (1988) believed that technology allowed teachers to design their own curricula. Consequently, teachers are able to adjust assignments and guidelines in order to sustain a positive conversation that will increase students' excitement and engagement. In order to increase



their students' communicative competence, language teachers also had to adapt their teaching strategies and add new concepts after CLT was developed in the 1960s. Teachers can now utilize communicative exercises that take advantage of the information gap, allow the speaker control, and provide feedback to the other person.

### **Innovative Teaching Methodologies**

Serdyukov (2017) explored the role of innovative teaching practices in enhancing student outcomes. By analyzing case studies from diverse educational settings, the study demonstrated that active learning techniques, such as project-based and inquiry-based learning, significantly improved students' critical thinking and problem-solving abilities. Another study conducted by Zhao (2012). He examined the effectiveness of entrepreneurial teaching approaches in preparing students for a globalized economy. His findings suggested that incorporating real-world challenges into the classroom curriculum not only increased engagement but also developed students' creativity and adaptability. These studies underline the importance of rethinking traditional teaching models in favour of practices that prioritize student engagement, creativity, and real-world application. The pandemic has further amplified the need for these approaches as educators navigate new learning modalities.

The COVID-19 pandemic has greatly hastened the integration of online learning platforms, transforming educational practices on a global scale. The following case studies illustrate the rise and influence of these platforms on teaching and learning since the pandemic began. Many online platforms appeared around the world. For instance, Coursera, a prominent online education provider, experienced substantial growth during the COVID-19 pandemic. In 2020, the platform saw a 65% increase in registered users compared to 2019, reaching approximately 77 million learners globally. This surge was largely attributed to the pandemic-induced shift towards digital learning. Coursera also partnered with over 330 government agencies across 70 countries and 30 U.S. states and cities as part of its Workforce Recovery Initiative, offering free courses to



individuals affected by the pandemic (Nishant, 2021; de León, 2021). Moreover, Zoom, a video conferencing tool, became integral to education during the pandemic. In December 2019, Zoom had 10 million daily meeting participants; by December 2020, this number had skyrocketed to 350 million. At the peak of online learning, over 90,000 schools were utilizing Zoom for virtual classrooms, facilitating real-time interaction between educators and students (Molla, 2020; Iqbal, 2022). Furthermore, Edgenuity, an online learning platform for K-12 education, saw increased usage during the pandemic as schools transitioned to remote learning. The platform provided digital curricula and instructional services, supporting educators and students in maintaining continuity of education amid school closures (Molnar, 2016; LaRoue, 2020). The pandemic prompted higher education institutions to adopt Learning Management Systems (LMS) to deliver courses online. A study reported that student submissions and activity on LMS platforms nearly doubled during the initial school closure period (March to June 2020) compared to pre-pandemic levels. This shift highlighted the critical role of LMS in sustaining academic activities during disruptions (Prat et al., 2021).

The Moodle activities are services provided by the platform to facilitate the teachers-students or/and students-students interaction and to help in providing knowledge for students. From the official website of Moodle, it was stated that there are 14 activities provided in their platform.

These activities are: assignments, chat, choice (multiple choice questions), a database, feedback, forums, creating glossaries, H5P activity (creating a content bank to be added to courses as an activity in an easy way), (LTI) external tools (different materials and interactive learning that are complementary to Moodle's resources and activities), quiz, SCORM (Sharable Content Object Reference Model), survey, wiki, and workshops. All these activities are available in the Moodle platform to enrich the e-learning system and to help fulfil the needs of the participants; moreover, to facilitate the job of teacher/trainers (Moodle documentation, 2020).



A study in the University of Tizi-Ouzou regarding teaching through the Moodle platform during COVID-19 outbreak in 2020 showed that Moodle faces a lot of challenges. For instance, The results showed that the teachers were not prepared for this change and held negative perceptions towards teaching through Moodle. The majority of the teachers preferred traditional face-to-face teaching to online instruction. In addition, it is found teaching through Moodle less appealing, mainly owing to the absence of interaction with students and lack of training and technological knowledge.

Another study was conducted in the University of Hassiba Ben Bouali – Chlef –by physical education and sport teachers in 2022. The findings show that the level of teachers' vinteraction of Chlef University teachers with e- learning was medium to low in many activities. Teachers' interaction is linked to the continuous availability of Internet. This result is also attributed to the fact that Chlef University teachers were not prepared to start implementing the method of e-learning. Furthermore, The inadequate speed of the internet flow in some areas, which created a disparity in the reception and exchange of information.

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