

**RETHINKING THE TEACHING
OF TEFL COURSE TO THE ALGERIAN PRE-SERVICE EFL
TEACHERS IN POST-PANDEMIC ERA:
CASE OF FOURTH YEAR (ENSB) STUDENTS**

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Abstract

The TEFL course is considered as a key component of the Algerian pre-service EFL teacher training program. It consists of two parts: Theoretical courses on campus and the practicum. The Covid-19 pandemic had strongly affected the normal delivery of the course. Therefore, this qualitative small-scale study aims to investigate the Algerian (ENSB) student-teachers 'points of view regarding their learning/ teaching experiences and the challenges they encountered during Covid-19, and most importantly, is to obtain deeper insight of their envisioning of the TEFL course in post pandemic era. Thirty –five Algerian EF (ENSB) student teachers participated in this study. A semi-structured interview was used to collect data. Qualitative thematic analysis was used to analyse the data gathered from the interview. The findings revealed that The Algerian (ENSB) student teachers faced many challenges in online learning, especially poor internet connectivity, and time allocated to the practicum phase, where they were unable to appropriately employ and practice their learnt pedagogical and teaching skills. The findings suggested some implications in terms of rethinking the TEFL course in the Algerian pre-service teachers' education curriculum in the new normal post-pandemic time.

Keywords: practicum, pre-service teacher training, rethinking TEFL in post-pandemic era, the Algerian ENSB students