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Selected track : Benefits and pitfalls of implementing blended learning in the Algerian university

Title of the paper : Reflecting on the Use of Blended Learning as a Classroom Extension Tool : Why and Why not ?

Abstract

Providing effective instruction is considered one of the major challenges that encounter many EFL teachers, particularly at university level. These challenges are mainly fueled by the lack of appropriate instructional materials and how to match that to learner expectations and the dearth of students' motivation. Recently, great deals of studies have highlighted the impact of implementing blended learning. Blended learning is seen to be a valuable tool for learning as it takes advantage of blending face-to-face instruction with online learning. This blend helps with improving the efficiency of classroom instruction and therefore students' performance. However, it is hard to disagree that there is a significant amount of work involved in the early stage of blended learning where you set everything up. In other words, it is not easy to switch to a new method if you are already accustomed to a traditional approach. Teachers might wonder how to balance face-to-face training with online training. The aim of the study is to provide how teachers and students view the use of blended learning in the Algerian university. The ultimate aim of this study is to shed light on the benefits and pitfalls of implementing blended learning in the Algerian university in the Covid-19 era in order to foster students' involvement and learning potential. In order to achieve the aims of the study, both university teachers and students were involved. They responded to a questionnaire and interview as reflective tools to measure their attitudes towards the implementation of blended learning.

Key words : blended learning, benefits and pitfalls.