

Presentation Title: Innovating the EFL Classroom Using a Blended Learning Method: Teaching Grammar for Second Year students of English at the University of Guelma

Abstract:

Because of the Covid-19 pandemic, Algerian Higher education was obliged to change in order to cope with its effects especially after the closure of the university by its rapid widespread. Even though researchers and EFL teachers and practitioners have always been referring to the importance of integrating blended learning to teaching foreign languages, it was only after the special circumstances of the Covid-19 pandemic that Algerian university teachers and students turned to this method. This sudden and fast resort to this method of teaching/learning has consequently created a space to integrate more innovative teaching and learning strategies to the EFL experience. Nevertheless, it also caused some obstacles and challenges to both teachers and students. Hence, the focal point of this article is to highlight the innovative strategies that can be used in a blended EFL classroom. In addition, it also examines some of the challenges that may face both teachers and students during the process of teaching/learning in using the blended method. It also sheds light on students' reactions towards this approach. In order to do so, this research makes use of the teacher's experience of teaching the module of grammar for second year students of the English department at the University of May, 8th, 1945, Guelma in the classroom and via the Moodle platform of the university's website. It will also highlight some of the solutions to those problems. Moreover, questionnaires have been distributed to students of this class to inquire about their experience of learning grammar in this way. The question that this paper attempts to answer is whether such experience has been positive or negative in developing these students' grammar knowledge and practice.

Keywords: Blended learning/teaching, grammar, Moodle, innovative strategies, challenges and solutions.