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Selected track	Students and Teachers' attitudes and perception towards blended learning during and after the Global Pandemic.
Title of paper	"*The principle is brilliant; reality does not always match*": Uncovering the Challenges Algerian EFL Teachers Encounter in Emergency Online Instruction
Abstract (Max 300 words)	Due to the circumstances imposed by the COVID-19 outbreak, many higher education institutions around the world suspended their face-to-face (f2f) classes and replaced them with urgent remote education programs to limit the spread of the virus (Charles Hodges, Stephanie Moore, Barb Lockee, Torrey Trust, & Aaron Bond, 2020). Similarly, Algerian EFL university programs have shifted to emergency online instruction (EOI) (Lassoued, Alhendawi, & Bashitialshaaer, 2020). This sudden switch to online instruction comes at a time where reports have repeatedly indicated that Algerian university teachers are often faced with technical and institutional challenges when delivering online courses. Therefore, it is only plausible that this emergency online language teaching will be accompanied by another set of challenges. This paper showcases the preliminary findings emerging from an exploratory study investigating the factors affecting EFL teachers' switch to emergency online language instruction (EOLI) during times of a health crisis in Algerian universities. To collect data, semi-structured questionnaires and interviews were used. Both data collection tools addressed teachers' perceptions and attitudes towards policies, resources, and training related to emergency online language teaching. In addition to statistical analyses, inductive thematic coding was employed to derive units of meaning from teachers' accounts. This approach paved the way to identify meaningful patterns that can be classified into categories and themes. The results of this study unveil a number of discrepancies between the actual needs and deficiencies, namely in equipment, access to internet, pedagogical training and digital literacy, and the EOI plan put forward by higher education institutions. The findings can help university EFL teachers and policymakers from Algerian and similar higher education contexts foresee the challenges associated with EOLI. Furthermore, the preliminary insights particularly call for the development of students' and teachers' digital skills and equitable access to adequate online platforms and resources.
Key words (Max 5 words)	Emergency online language instruction (EOLI), Emergency online instruction (EOI), English as a foreign language (EFL), Algerian EFL university teachers.