Abstract

COVID 19 has transformed education like no other event has done before. It became clearer than ever that online learning is no longer an option but a necessity for this age' learners, as it does not only offer more accessibility to learning materials but it can have a radical effect on their achievement, skills and eventually job success. Although there is strong evidence in the literature on the positive effects that online learning has, there is a huge gap about the topic in higher education in Algeria. Accounts about its successful implementation are almost nonexistent. The majority of the produced research revolves around the area of attitudes towards online and Blended learning, without concrete efforts to enhance their implementation and support learner involvement. Accordingly, the aim of this research paper is to examine Algerian EFL teachers' and learners' beliefs and experiences of the best strategies to foster engagement in online and Blended learning environments. A particular focus is put on collaborative strategies. A questionnaire was used for the collection of the data from 100 students and 40 teachers at the Universities of Skikda and Constantine 1. Data analysis was carried out using the SPSS software, with reference to the three dimensions of learner engagement: cognitive, behavioral and emotional. This study has implications for the improvement of online learning engagement by understanding learners' preferences and triangulating them with teachers' beliefs. In the light of the results, recommendations are made for teachers and policy makers to increase learner engagement in online learning and subsequently its implementation and impact.