

**VIRTUAL NATIONAL CONFERENCE ON  
BLENDED LEARNING during and after Covid-19:  
Present situation, innovative practices &  
Future perspectives**

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*Challenges Encountering EFL Teachers and 1<sup>st</sup> Year Learners towards the  
Shift from Face-to-Face to Blended Learning*

*The case of First Year Students of English at Mohamed Khider University of  
Biskra*

| <b>CONFERENCE PROPOSAL FORM</b>     |  |
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| <b>Selected track</b>               | Students and Teachers' attitudes and perception towards blended learning during and after the Global Pandemic.   |
| <b>Title of paper</b>               | <b>Challenges Encountering EFL Teachers and 1<sup>st</sup> Year Learners towards the Shift from Face-to-Face to Blended Learning:<br/>The case of First Year Students of English at Mohamed Khider University of Biskra</b>  |
| <b>Abstract<br/>(Max 300 words)</b> | <p>The COVID-19 pandemic has touched everyone's lives, and in particular learning. For that reason, teachers and learners are in need to navigate new ways of meeting education goals. The effects of this global pandemic urged the shift in the delivery of teaching in all Algerian universities as well as at Mohamed Khider University since March 2020. The present study is an attempt to shed light on challenges encountering EFL teachers and 1<sup>st</sup> year learners towards the shift from face-to-face to blended learning. This latter one is challenging for many teachers and 1<sup>st</sup> year learners since the latter ones get used to have only the traditional learning, i.e., the traditional environment of learning; classroom and teachers. We delve in this paper by looking more closely at the nature of the obstacles facing both EFL teachers and 1<sup>st</sup> year learners to make this type of learning effective. The study is based on a qualitative research. In other words, a questionnaire was sent via e-mail and shared on Facebook account to teachers who teach 1<sup>st</sup> year and to 1<sup>st</sup> year students of the same university in order to collect data. This contribution aims to <b>1) Explore challenges facing both EFL teachers and 1<sup>st</sup> year learners when using blended learning 2) Shed light on the norms of effective blended learning and 3) Suggest and recommend some solutions to facilitate the new way of learning (BL).</b> The results obtained from the study are: <b>1) First year EFL learners need an introductory training in order to bridge for blended learning, 2) The administration is recommended to revise the curriculum of computing module for sake of preparing novice learning (1<sup>st</sup> year) to the new way of learning (i.e. BL) and 3) Teachers are invited to allocate their first sessions of teaching in EFL classes to introduce their modules and how they teach electronically.</b></p> |
| <b>Key words<br/>(Max 5 words)</b>  | blended learning , 1 <sup>st</sup> year EFL learners, EFL teachers , COVID-19<br>Pandemic  |