VIRTUAL NATIONAL CONFERENCE ON
BLENDED LEARNING during and after Covid-19:
Present situation, innovative practices &
Future perspectives
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CONFERENCE PROPOSAL FORM	
Full Name	Sara Bouakaz
Degree/ Title	PhD student
Department/ Faculty	Department of English/ Faculty of Letters and Languages
University	Mohamed Khider/ Biskra
Phone	0554908138
Email	sarabouakaz5@gmail.com
Selected track	Innovative practices of blended learning in the Algerian blended classroom
Title of paper	Innovative Practices of Blended Learning in the Algerian Classroom in the Post-Covid-19 Pandemic Era: Some Teaching Tips
Abstract	Our classrooms, in the whole world, used to follow the traditional educational system where teachers were restricted in architectural academic settings and learners were mostly bench- bound interactive listeners. However, the Coronavirus Covid-19 epidemic has recently changed the teaching-learning process coercing it to be dwelled into the realm of technology. Particularly, although it seems as elusive as ever to adopt some teaching approaches to cope with the challenges that faced the Algerian classroom, blended learning has been selected as the conventional medium to reach the usual educational objectives. This study aims at highlighting a set of pedagogical, cognitive and metacognitive strategies and some innovative practices in order to reinforce the effectiveness of hyprid education through integrating both traditional and electronic learning. Besides, it probes the importance of enhancing students' virtual learning experience through shedding light on the notion of 'Metaliteracy'. Therefore, this study approaches a descriptive method to provide a new academic profile for students' ability to reflect on their own literacy capabilities apropos internalizing pertinent digital knowledge so as to elevate the quality of their virtual learning experience.

	Thus, the research at hand comes out with the fact that blending learning, such an interactive educational experience with different pedagogical online and offline methodologies, is very crucial in creating self-autonomous learners who apply certain metaliteracy strategies to acquire as much knowledge as possible from the place where they sleep and play; homes.
keywords	blending learning, Covid-19 epidemic, hyprid education, Metaliteracy strategy