

**People’s Democratic Republic of ALGERIA**

**Ministry of Higher Education and Scientific Research**

**Mostefa Benboulaid, BATNA-2 University**

**Faculty of Letters and Foreign Languages**

**Department of English Language and Literature**

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**BLENDED LEARNING OF FOREIGN LANGUAGES:**

**A NEW REALITY IN HIGHER EDUCATION**

**L’APPRENTISSAGE HYBRIDE DES LANGUES ETRANGERES:**

**UNE NOUVELLE REALITE DE L’ENSEIGNEMENT SUPERIEUR**

The First Online International Conference On:

Honorary Chair:

**Dr. Hacene SMADI**

Rector of BATNA 2 University

CALL FOR PAPERS B IPSUM

**PRFU: The Effectiveness of Blended Learning Strategies on the EFL Learners’ Performances.**

**Code: H02L01UN050220220002**

Conference Chair:

**Dr. Souhila HELLALET**

May 12th, 2022

**Conference Theme**

Higher education has witnessed a number of innovative teaching and learning methods and strategies in response to globalization and the development of information and communication technologies (ICTs). Due to nowadays outstanding position of technology, focus is on the integration of ICTs in education, in general, and in second/foreign languages teaching and learning, in particular, as it facilitates easy and immediate access to target language resources whether in remote or in- class ways.

Blended learning (BL), which combines both ways, is relatively a new technique that arises from technology's influence on teaching and learning processes by the use of multiple ICT tools to develop students’ academic achievement (McGee & Reis, 2012). Practical research has brought evidence that such combinations increase learners’ motivation and interest to develop learning skills such as investigation, autonomy, and critical thinking (Saliba, 2013). We thought it, therefore, possible to design and implement new generation learning mediums that are authentic, practical and enthralling. Students’ access to the digital world would let them move between the virtual and the traditional mediums or even mix them together in what is usually introduced as blended learning (Graham et al , 2014).

In theory, BL allows FL teachers and learners to work with an interconnected mix of books, classroom presentations, activities and digital resources as a thoughtful fusion of face-to-face and online learning experiences (Garrison & Vaughan, 2008; Graham, Henrie, & Gibbons, 2014). In practice, BL would provide effective strategies to ensure a positive performance in learning foreign languages. BL is still not allotted the deserved attention in higher educational institutions where face-to-face models of learning are still in use. Pursuing the traditional instructions in teaching foreign languages for decades in Algeria did not really come with satisfied outcomes since learners of foreign languages still demonstrate remarkable deficiencies in the language performances.

**Conference Objectives**

The aim of this conference is to share scholars’, researchers’ and students’ experiences in different countries by discussing their theoretical knowledge and practical use of BL. The conference also seeks to achieve the following objectives:

* To explore FL teachers and students’ perceptions of, and attitudes towards using different BL models.
* To enquire on what online testing and assessment strategies are in practice.
* To exploit the correlation of BL to learners’ performances in a foreign language classroom.
* To denote the importance of integrating BL tools in a FL classroom for a better performance.
* To familiarize FL teachers with BL strategies for more professional development.

**Conference Tracks**

The conference scientific committee welcomes contributions that address, but not limited to:

* Blended Learning Models
* Practicing Testing and Assessment at distance (Synchronous/asynchronous)
* Designing lectures at distance: Teachers’ experiences
* Advantages and/or Challenges of Blended Learning
* Teacher Professional Development in Blended Learning in Higher Education

**Axes**

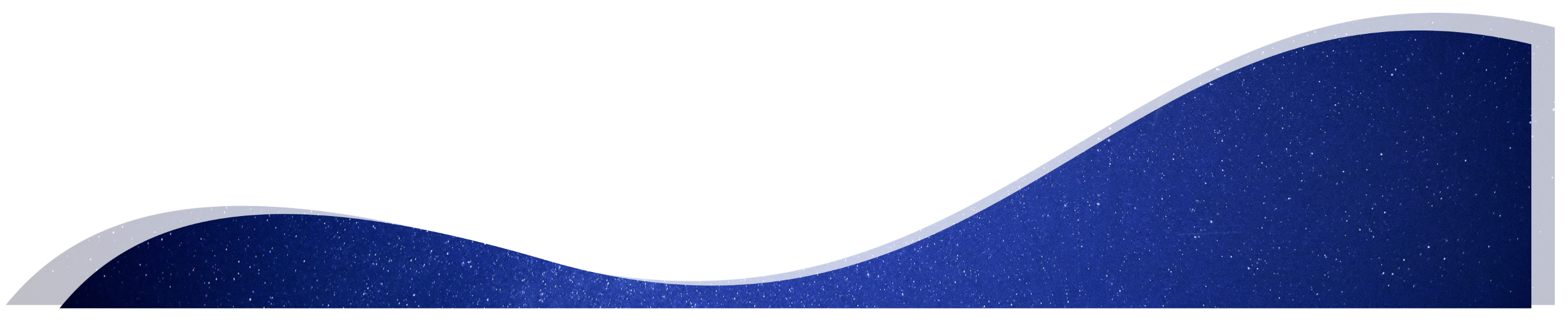
* Modeles d’hybridation et dispositifs hybrides
* Evaluation à distance (Synchrone/Asynchrone)
* Concevoir des cours à distance: retour d'expériences
* Avantages et Défis de l'apprentissage hybride
* Formation des formateurs à l'enseignement distanciel au Superieur

**Keywords:** Blended Learning; Distance Learning; Traditional Face- to-face Learning; Foreign Language(s)

**References**

1. Garrison, D. R., & Vaughan, N. (2008). *Blended learning in higher education*. San Francisco, CA: Jossey-Bass.
2. Graham, C.R., Henrie, C.R., & Gibbons, A.S. (2014). Developing models and theories for blended learning research, In A. Picciano, C. Dziuban, and C. Graham (Eds.). *Blended learning: Research perspectives*, *vol 2*. NY: Routledge.
3. McGee P. & A. Reis. (2012). Blended Course Design: A Synthesis of Best Practices, *Journal of Asynchronous Learning Networks 16*.4, 7-22.
4. Saliba, J.L. (2013). *Fundamentals of blended learning*. Western Sydney University Press, Australia.

**Keynote Speakers**



HDR en didactique du FLE à l’université Batna 2

-Membre fondatrice de la cellule de télé-enseignement à l’université de Batna ;

-Formatrice des enseignants nouvellement recrutés à la plateforme Moodle depuis 2014 ;

-Participation à des évènements nationaux et internationaux sur la didactique des langues et la formation de formateurs à l’enseignement à distance : Algérie, Emirats Arabes Unis, Espagne, France, Belgique, Maroc, Tunisie, Pologne, Canada, et Etas Unis ;

-Travaux sur la numérisation des contenus d’enseignement ;

-Projets en collaboration avec l’éducation nationale sur la formation des enseignants aux outils TICE et la vidéo pédagogique ;

-Membre de plusieurs associations d’enseignements des langues étrangères nationales et internationales.

**Scientific Committee**

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**Co-President: Dr. Samia MOUAS**

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▪ Dr. Fouzia ROUAGH, SETIF 2 University, ALGERIA

▪ Dr. Soumia HADDAOUI, SETIF 2 University, ALGERIA

▪ Dr. Mourad TOUATI M’SILA University, ALGERIA

▪ Dr. Tayeb BOUAZID, M’SILA University, ALGERIA

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**Publication Opportunities**

**Studies in Literatures, Languages and Civilizations Biannual Scientific International Journal** published by the Faculty of Letters and Foreign Languages will provide participants with the opportunity to publish their full papers after peer-reviewing process.

**Important Dates and Information**

**Abstract submission deadline: April 01st, 2022**

**Notification of Acceptance: April 15th, 2022**

**Conference Day: May 12th, 2022**

**Conference language(s): English and French**

Please send your abstracts to the electronic address below: [blendedwebinar14.5.2022@gmail.com](mailto:blendedwebinar14.5.2022@gmail.com)

**Submission Guidelines**

* Abstracts should ideally be no more than 250 words.
* The conference scientific committee will consider only the abstracts received by the published deadline.

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| **PARTICIPATION FORM** | |
| **Full Name** |  |
| **Degree** |  |
| **Affiliation: Department/ Faculty** |  |
| **University** |  |
| **Phone Number** |  |
| **Email** |  |
| **Selected Track** |  |
| **Participation Title** |  |
| **Abstract**  **(≤ 250**  **words)** | …………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………… |
| **Keywords**  **(Max 5 words)** |  |

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| **Nom et Prénom du Participant** |  |
| **Grade** |  |
| **Affiliation: Département/ Faculté** |  |
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| **N° de Téléphone** |  |
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| **Mots Clés**  **(Max 5 mots)** |  |

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