

<b>CONFERENCE PROPOSAL</b>	
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<b>Selected track</b>	Innovative practices of blended learning in the Algerian blended classroom
<b>Title of paper</b>	The Impact of Computer-Generated Corrective Feedback on Students' Grammatical Competence.
<b>Abstract</b>	<p>Grammar has always held a central role in EFL classrooms. Undoubtedly, grammar is the essence of any language since language cannot be accurately mastered without knowledge of its grammar. For this reason, grammar lessons represent the heart of any language course. Significantly, pursuing learners with formative feedback about their performance helps them achieve the ultimate level of accuracy and therefore enhance their grammatical competence (Sauro, 2018). Recently, a notable attention has been addressed to learner-centred pedagogy wherein learners are encouraged to be actively engaged in the learning process. Additionally, with the advent of modern technologies, the incorporation of Computer Assisted Language Learning (CALL) becomes inevitable in the teaching / learning process particularly within this global Covid 19 pandemic which necessitates the shift towards blended learning in universities all around the world including Algerian universities. Trinidad and Ngo (2019) pointed out that technology plays a central role in engaging students in active learning as it can assist in assessment as well as feedback. Despite the fact that feedback needs necessarily to be a learning-centred process, modern technologies may also be a key factor in providing feedback. Moreover, technology incorporation in teaching/ learning as well as assessment is seen to be advantageous in EFL context ( Merç, 2015). This paper , therefore, aims at investigating the impact of Computer-Generated Corrective feedback on First year EFL students' grammatical competence development at the English Department at the University of Msila.</p>
<b>Key words</b>	feedback , CALL, grammatical competence