



**19th-20th
November 2014**

3rd Sidi Bel Abbes International Conference on EFL/TEFL and Intercultural Understanding



**Djillali Liabes University of Sidi Bel Abbes
Faculty of Languages, Letters and Arts
Department of English**

CONFERENCE PROGRAMME

19 November 2014

From 8 .30 **Registration and Materials Pick-Up (ITMA)**

9.30 Welcome

Rector of University, Vice Rector of International Relations, Dean of the Faculty

Opening Remarks

Mohamed MELOUK, Belabbes OUERRAD and Fewzia BEDJAOUI

Tea and Coffee

10.30 -12.00 Questioning Intercultural Issues

Chair: Belabbes OUERRAD

- ✓ Jean Philippe IMBERT, DCU, Dublin, Ireland

A Pallimpsest of precarious powers: translation, culture and language in “The Táin”

- ✓ Fewzia BEDJAOUI, UDL, SBA, Algeria

From Interaction to interculturality: when the dialectical relationship is between culture and identity

- ✓ Smail BENMOUSSAT, Tlemcen University, Algeria

EFL teachers as agents of change in a globalized world

12.00-14.00 Lunch

14.00-15.30 Parallel Panels (Central Library)

Panel A: Intercultural Awareness

Chair: Smail BENMOUSSAT

- ✓ Mouna FERATHA , Constantine University , Algeria

The Intercultural Dimension in Language Teaching: An Investigation of Tertiary Teachers' Perceptions and Attitudes

- ✓ Hinde MOSTARI, UDL, SBA, Algeria

How to Implement the Intercultural Approach in an EFL Classroom?

- ✓ Ali BAICHE, Tlemcen University, Algeria

Cultural diversity across ELT textbooks in Algeria

[Tapez un texte]

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Panel B: Crossing Paths

Chair: Zouaoui MERBOUH

- ✓ Belabbes OUERRAD, UDL, SBA, Algeria

Designing Eportofolios to enhance learning and assessing EFL learners

- ✓ Tedj GHOMRI , University of Bechar, Algeria

Formative assessment of students of English as a tool for better quality teaching in the Algerian secondary school

- ✓ Nawal BENMOSTEFA, Tlemcen University, Algeria

ELT and the philosophical perspective; a springboard toward intercultural understanding

15.30-16.00 Tea and Coffee

16.00-17.30 Parallel Panels

Panel C: Teacher Challenges

Chair: Ekrem SIMSEK

- ✓ Tayeb BOUAZID, University of Msila , Algeria

Enhancing students' creative writing skills through literature model forms: an Algerian ELT tertiary case

- ✓ Fouzia BOUHASS BENAÏSSI, UDL, SBA, Algeria

The oral classroom's potential for enhancing learners' intercultural awareness

- ✓ Nouredine GUERROUDJ, UDL, SBA, Algeria

Creative drama: a genuine group work approach

- ✓ Nadia LOUAHALA, UDL, SBA, Algeria

Enhancing Reading intercultural Comprehension to Overcome Learners' Writing Deficiencies

- ✓ M.Y.BOULENOUAR, UDL, SBA, Algeria

Arab women written discourse to confront patriarchy and domination

Panel D: Teacher Perspectives

Chair: Nourredine GUERROUDJ

- ✓ Nadia KIES UDL,UDL, SBA, Algeria

Some aspects characterizing innovation in pedagogical practices in education

[Tapez un texte]

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- ✓ Khayreddine KHELIFI, UDL, SBA, Algeria

Promoting Teacher Professionalism in Algeria: A Constructivist Approach to Teacher Education

- ✓ Samiha Mokkeddem ; Samira Abid, UDL, SBA, Algeria

Knowing, analyzing and doing: the basic building blocks for an effective language teacher

- ✓ Khadidja BECHLAGHEM, UDL, SBA, Algeria

Motivating EFL students to become active readers

20 November 2014

9.00- 10.30 Parallel Panels (Central Library)

Panel A: Across Boundaries

Chair: Mohamed MELOUK

- ✓ Tina KINSELLA, National College of Art and Design, Dublin, Ireland

Eros as Transgression in Love: A Matrixial Perspective on Pedagogy as an Aesthetic Practice

- ✓ Azzeddine BOUHASSOUN, Ain Temouchent University, Algeria

Teaching the Discourse of Transgression

- ✓ Ekrem SIMSEK, Sabanci University, Istanbul, Turkey

Selfie vs. Altruism-scenes from the teachers' room

Panel B: Beyond Theories

Chair: Fouzia BENAÏSSI

- ✓ Mohamed MELOUK, UDL, SBA, Algeria

Master students' hindrances and challenges in doing research

- ✓ Zouaoui MERBOUH, UDL, SBA, Algeria

Intercultural communication barriers

- ✓ Mourad TOUATI, University of Msila, Algeria

Stepping beyond linguistic outcomes to critical thinking achievements to promote self directed learning: the case of Master 1 students

- ✓ Zohra GERYVILLE, UDL, SBA, Algeria

The importance of incorporating critical thinking in ELT university curriculum

[Tapez un texte]

10.30-11.00 Tea and Coffee

10.30 - 12.00 Parallel Panels

Panel C: Questioning Intercultural Spaces

Chair: Jean Philippe IMBERT

- ✓ Lucie RAMIERE, University of Paris, France
The English language as the best choice for peace and intercultural communication
- ✓ Hichem GHEMBAZZA, Saida University, Algeria
The importance of pragmatics and culture in developing EFL students' communicative skills
- ✓ Esmaa ZAHAF ; Imene ZELLAT,UDL, SBA, Algeria
Algerian Teenagers, globalization and the interest in English
- ✓ Abdellah BARAKA, Mascara University, Algeria
Social networks as innovative approach to teach and learn English: the case of Face book a study of the students at the English Department of the University of Mascara

Panel D: Towards Better EFL Learners Achievement

Chair: Fouzia Benaissi

- ✓ Mohamed GRAZIB, Saida University, Algeria
ICT and ELT classrooms
- ✓ Nadia MENEZLA, UDL, SBA, Algeria
Technology and culture in foreign language learning
- ✓ Samia MERAD ,UDL, SBA, Algeria
Teaching and preparing students for exams
- ✓ Nadjouia HALLOUCHE, UDL, SBA, Algeria
Second year students' conceptual difficulties in British civilization: the case of the University of Sidi Bel Abbas

12.00-12.30 Closure and Farewell

[Tapez un texte]

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A Pallimpsest of Precarious Powers:

Translation, Culture and Language in “The Táin”

by Jean Philippe IMBERT

Dublin City University

Abstract

Bringing together the three strands of the conference, this presentation focuses on the messages of *The Táin*, a contemporary rendering by Irish poet and academic Thomas Kinsella of the legendary tale from early Irish literature, *An Táin Bó Cúailnge*. Set in the 1st century AD, in an essentially pre-Christian heroic age, *the Táin* is the central text of a group of tales known as the Ulster Cycle. It survives in three recensions in manuscripts of the 12th and later centuries, the first a compilation largely written in Old Irish, the second a more consistent work in Middle Irish, and the third an Early Modern Irish version.

What happens to this text when translated into another language, and transposed into another culture, how the translator remains as faithful to the horizon of expectancies generated by the urtext, is first going to be addressed. Then we will look at the pre-Irish Indo-European matrix of the text, which generates a discourse on power and authority addressing the very fabric of cosmogonical texts from Southern India to Early Ireland to contemporary post-Celtic Tiger Dublin. Finally, we will look at how this text is first and foremost a text about female sexuality and feminine sensuality spoken by Meadhbh, High Queen of Connaught, and re-told by Poetess Nuala ni Ghomhnaill.

Dr. Jean-Philippe Imbert lectures in Comparative Literature and Sexuality Studies at Dublin City University, Ireland. He held the first Chair of Sexuality Studies of Ireland and co-runs EROSS (Expressions, Research, Orientations: Sexuality Studies). His fields of research focus on the literary and aesthetic expressions of conflict, pain, evil, anguish, the taboo, madness and sexuality in contemporary French, Irish and Mexican socio-cultures.

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From interaction to interculturality:

When the dialectical relationship is between culture and identity

by Fewzia BEDJAOUI

UDL, SBA

Abstract

Language is probably the cultural factor *par excellence*. This raises the question of building a society in a multilingual context, even in the context of globalization which tends to regard English as the *lingua franca*. Such an issue introduces factors of tension in interaction and culture / society / identity construction in an environment where young people can draw identity markers elsewhere, particularly within the media sphere. How can the construction of identity be fulfilled in a context of competition between several poles and various linguistic and socio-cultural components?

Culture and identity are indeed ambiguous concepts and have debateful meanings. The various tensions that accompany the process of cultural, national, state construction in an open world subject to diverse influences provoke interactions between multiple forces that challenge traditions and compel to compose along innovative paths and ways.

It is relevant to underline then, the difficulty of the concept "identity" used in the most different meanings without being in fact defined and the importance of avoiding and defining human identity as that of an object, following an essentialist perception, as if it could be fixed. Besides, it remains noteworthy to report that I will use this concept referring especially to identity components, identity markers used by people or individuals to stand out from others.... In this sense, identity markers vary according to times, situations, and what becomes outstanding is their usefulness to be differentiated, to be recognized as both similar and different.

Prof. Fewzia Bedjaoui lectures in Literature, Intercultural and Women Studies at the Department of English. She is the President of the Scientific Committee of the Department of English. She supervises Doctoral theses in Comparative Literature and Civilisation. She regularly participates in international conferences and publishes articles on post colonial woman writing, intercultural education and pedagogy of stereotypes.

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EFL teachers as agents of change in a globalized world

by **Smail BENMOUSSAT**

Tlemcen University

Abstract

The present paper entitled «EFL Teachers as Agents of Change in a Globalized World» is a plea for a reconsideration of the teacher roles specification and an attempt to redraw the profile of the teacher as an agent of change within the globalization framework. Educators have been talking on innovation and change for as long as one can remember, though it is only in recent years, *mondialisation oblige*, that the spirit of change agency has been promoted within foreign language learning, not least English Language Education. In order for teachers to bring about significant differences in the teaching-learning process aiming at improving learning outcomes and eventually move away from a 'routinized' way of work to recreational learning, it is believed that these language educators must be able to make responsible decisions based on a sound professional knowledge background and reflect a strong commitment to their profession. Teachers who aspire to be agents of change cannot content with merely replicating traditional teaching practices. This paper attempts to show that a teacher who wishes to incorporate the change agency club should be able to demonstrate some traits. These traits will be discussed in detail in the present paper.

Prof. Smail Benmoussat lectures at the Department of English in Tlemcen University. He supervises Doctoral theses in TEFL and Applied Linguistics.

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The Intercultural Dimension in Language Teaching:
An Investigation of Tertiary Teachers' Perceptions and Attitudes

by Mouna FERATHA

Constantine University

Abstract

It is now well-known that the role of modern education is to equip students with several types of competence necessary for their future personal and professional life. One of these types is intercultural communicative competence. It has a component whose development relies essentially on foreign language teachers. The aim of this paper is to investigate the importance given to intercultural communication by teachers of English as a foreign language at the University of Constantine1. It specifically explores the teachers' perceptions of the aims, contents and approaches characterising their teaching. More specifically, it explores how teachers perceive their teaching in an intercultural perspective or the extent to which current teaching practice can be characterised as intercultural. To achieve these aims, a questionnaire, made up of mostly closed questions in addition to some open ones, is designed and administered. Data are also collected by asking the following sub questions: (1) How familiar do teachers consider themselves with the cultural background of the foreign language they teach (English)? (2) What attitude do teachers have towards the various aspects of intercultural competence in foreign language teaching? (3) To what extent are teachers willing to interculturalize foreign language education and what factors affect this willingness? The Results reveal that teachers are familiar mostly with the traditional approach to teaching culture and communication. Many teachers feel they lack the appropriate knowledge and skills to successfully teach about culture and improve their student's intercultural communication skills. Some criticize language teacher education and the teaching materials used, which, in their opinion, do not pay enough attention to this dimension in teaching English as a foreign language.

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How to Implement the Intercultural Approach in an EFL Classroom?

by **Hind Amel MOSTARI**

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Abstract

Before dealing with intercultural approach, we should know what is meant by intercultural communication. As its name indicates, it is concerned with communication across cultures (Gudykunst, 2000). Therefore, a plausible account of intercultural communication should provide answers to the following questions:

- What is cultural knowledge?
- How does cultural knowledge contribute to the context?

To know a given culture means to gain extensive knowledge about the fine arts such as literature, music, dance, painting, sculpture and theatre. It also embodies a wide variety of aspects including attitudes, assumptions, beliefs, forms of politeness and rules of interaction. Needless to say that language is also part of what we call culture, and it also reflects and interprets culture.

It is crucial to introduce the intercultural approach into EFL classrooms in order to realise a successful intercultural communication. However, there is another good reason; in fact, in many countries, there is still much intolerance towards and prejudice against other nations and cultures, and intensive intercultural education seems to be a good way to sow the seeds of tolerance, acceptance, understanding, and respect. Clearly, if EFL learners are to become successful intercultural communicators, it is essential to provide them with a thorough and systematic intercultural training. EFL students will benefit by gaining solid knowledge of the different world cultures, and they must also develop the ability to compare their native culture to other cultures, to evaluate critically and interpret the results of such comparisons, and to apply this knowledge successfully in both verbal and non-verbal communication, for both transactional and interactional purposes.

Throughout the present communication, we will endeavour to highlight the main stages of the intercultural approach implementation in an EFL classroom and some suggestions about intercultural activities. The purpose is to create a 'tolerant and inquiring' environment of intercultural exchange between the learners' native culture and the culture of the target language.

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Cultural Diversity across ELT Textbooks in Algeria

by **Ali BAICHE**

Tlemcen University

Abstract

Foreign language learning is generally conceived as learning a foreign culture. Thus, teachers should be aware that culture is an important dimension in the teaching/learning of a foreign language; and the ability to communicate and behave appropriately with people of other cultures or what is known as intercultural communication is another ELT aim. However, the question is whether ELT textbooks in our educational institutions present any teaching materials where students are exposed to cultural diversity. In fact, in order to prevent cultural shocks and isolation, it is very useful for learners to be familiar with a multicultural environment where they learn about the target language communities and their cultures that undoubtedly become valuable assets in cross-cultural understanding and tolerance.

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Designing Eportfolios to enhance learning and assessing EFL learners

by **Belabbes OUERRAD**

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Abstract

Formative evaluation examines the teaching/learning process to identify the processes, activities, and learners' pre-requisites. It is an essential and continuous control of learners' skills at intermediate stages before leading to a final judgment and decision. It consists of gathering information on partial learning results and not on competencies; this will allow to identify the objectives which have not been reached, and find the causes of poor learners' performance. Among the many tools which allow the teacher to gather information about his learners, the portfolio is the one which is becoming the most popular

In recent years, paper-based portfolio development has gained popularity, and with the escalating use of computers in language learning and teaching, these evolved into electronic portfolios. Electronic portfolios are collections of students' work that may be posted online (called 'webfolios') or saved onto a CD-ROM. They help students in sharing their work with a larger audience by giving them a wider audience outside the classroom; offer authentic assessment tools; motivate students; and contribute to their language development.

The electronic portfolio is a result of technology being readily and conveniently used in most classrooms today. It makes use of electronic technologies that allow the portfolio developer to collect and organize artifacts in many formats (audio, video, graphics, and text). It may be highly motivating for the students who are encouraged by exhibiting their work. The electronic portfolio, as an element of authentic evaluation, may capture the interest of many instructors who want a more comprehensive way to assess their students' knowledge and skills, to have students actively participate in the evaluation process, and to simultaneously develop students' skills of reflective thinking

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***Formative Assessment of Students of English as a Tool for Better Quality
Teaching in the Algerian Secondary School***

by Tedj GHOMRI

University of Bechar

Abstract

Formative assessment in which student responses may be assessed simply as correct or incorrect has proved less relevant for quality teaching in its modern sense. Feedback, however, provides the necessary highlights for proper formative assessment.

Three conditions for effective feedback are then identified as means for more realistic formative assessment whose end is better quality teaching.

1. Students need to be able to improve, and must develop the capacity to monitor the quality of their own work during actual production.
2. This in turn requires that students possess an appreciation of what high quality work is, that they have the necessary evaluative skill to objectively compare the quality of what they are producing in relation to the higher standard,
3. They also need to develop a store of tactics or strategies that can be drawn upon to modify/improve their own work.

With this in mind, a set of pertinent questions emerge:

- To what extent are Algerian teachers aware of the importance of formative assessment of student feedback?
- How far do secondary school textbooks implement formative assessment?
- How can formative assessment be used by teachers to equip students with the tools necessary for them to become more or less autonomous learners.

Questionnaires for teachers and students, in addition to a survey of textbook activities will be used to confirm the accuracy of the above hypotheses and resolutions.

Dr. Tedj Ghomri is the designer project supervisor of a license and Master in English Didactics that are currently taught at Bechar University and is the Head of the English Department

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ELT and the Philosophical Perspective:

A Springboard toward Intercultural Understanding

by **Nawal BENMOSTEFA**

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Abstract

The present paper addresses the newly established dogma that, in the light of the relentless globalization process, ELT at different education levels is witnessing a growing reconsideration. People from all walks of life are getting involved in the global market of goods, jobs, science and technology. To fully participate in economic, professional, scientific and technological arenas, a good working knowledge of the English language has become a *sine qua non* condition. Arguably, an excellent command of English is conducive to economic development, technological advancement and commercial expansion. This pragmatic reality of the capital importance of English, locally, regionally and globally, and in virtually all fields of specialization goes all the way back to Kachru (1985), who analogically considers that a knowledge of English is like possessing the fabled Aladin's lamp which provides linguistic power and permits one to open the linguistic gates to international business, technology, science and travel. In the light of such growing importance, one should note that English Language Education at large needs to respond positively to the new world order by devising adequate programmes designed to prepare both learners and teachers to better cope with the multi-dimensional aspects of globalization. The paper incorporates a discussion of the oft-held view that "the I-speak-English-fluently" assertion is generally regarded as a sign of a well-rounded education. This pedagogical-educational trend clearly illustrates the utilitarian perspective put forward by the educational authorities to redraw the boundaries of ELT in Algerian classrooms. Moving beyond this prescribed approach, what would be the place of the philosophical perspective in ELT? The answer to this question forms the general lay-out of the present paper.

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**Enhancing students' creative writing skills Through Literature Model
Forms:**

An Algerian ELT tertiary case

by Tayeb BOUAZID

University of Msila

Abstract

The present study displays the ways teachers could enhance tertiary students' creative writing through the writing of the autobiography and the stream of consciousness as literature forms. Master students, at first were reluctant to write but as the teacher introduced model forms through which he gave insightful guidance, the students started to write. Students found writing autobiographies about animals and inanimate objects very fascinating. So they quickly immersed themselves in creating situations and collecting raw material. Hence, a spirit of challenge and competitiveness started to grow among them. In addition, the teacher also resorted to writing through the stream of consciousness technique which was also greatly appreciated. In both cases, the teacher's centredness role was prevalent. The teacher set the writing guidelines and encouraged learners to write. This helped students engage in the learning of English and at the same time improve their communicative competence. Many good productions sprouted into readable pieces as the students themselves progressed in their individual writings. The process was learners' centred, and though the students' creative insights differed in terms of mistakes, flow of ideas, and text structure, they were individually valued. The students' output was rather appreciated. In a nutshell, learners proved great writers thanks to the teachers' modelling where students' perfectness grew constantly towards the best.

Dr. Tayeb Bouazid is a graduate and postgraduate lecturer in the English Department University Mohamed Boudiaf, Msila, Algeria. He has an MA in psycho pedagogy and TEFL, a Master degree in Education (with specialization in Environmental Education (UNISA) and a Teacher Trainer Certificate of Advanced Studies from Lancaster University, UK. In addition, he is recently awarded a completion certificate with middle East Partnership of the best practices in teacher training programs. Mr Bouazid is a freelance writer from London School of Journalism and a would be doctorate holder from the university of Batna Algeria. Mr Bouazid has already contributed with seventeen diverse national and international research articles and communications on academic issues.

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The oral classroom's potential for enhancing learners' intercultural awareness

by **Fawzia BOUHASS BENAISSE**

UDL, SBA

Abstract

Foreign languages are often learnt and taught so that different individuals around the world learn to communicate and understand each other. This can be attained if/when the target language together with its cultural dimension is taken into account.

This paper is centered on the enhancement of one aspect of target communicative competence namely the intercultural dimension in oral communication. Central to this work is the question of whether to help develop the target language with learners' local/ native culture or with the culture of this target language? The aim of this work is to highlight the link between the multilevel difficulties such as inappropriacy , misinterpretations, misunderstanding of paralanguage that learners may have when it comes to communicating orally in the TL; and what actually takes or, for that matter does not take place, in their classrooms. The present work acknowledges the often limited environment of the FL classroom, but it also stresses its unlimited communicative potential as well as impact on development of learners' cultural competence. It stands to reason that if we want to have genuine learner/learner and learner/teacher exchanges, it becomes necessary to revise our practices and reexamine the "parameters" that we generally tend to favour in our oral communication classes. Awareness that the target language is not only linguistic entity, but also a cultural manifestation is necessary in order to fully function as a member of a large intercultural community.

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Creative drama:

A genuine group work approach

by Nouredine GUERROUDJ

UDL, SBA

Abstract

A particular type of drama activity largely efficient in developing literary competence in an EFL context is the composition of plays in the classroom. The use of playwriting is likely to help students enhance their writing skill and be creative as language users. Further, it encourages students to work cooperatively. Therefore, helping students to write plays to be later performed is highly recommended by practitioners in the field of teaching drama. This article discusses the fact that through playwriting students are likely to develop greater self-esteem, become less dependent, and feel a sense of accomplishment. Additionally, it gives rise to much intensive language practice.

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*Enhancing Reading Comprehension to Overcome Learners' Writing
Deficiencies*

by **Nadia LOUAHALA**

UDL, SBA

Abstract

The reading skill is considered by researchers as the key to develop learners culturally, socially and emotionally because reading enables them to acquire knowledge, to construct what they know and to develop their imagination. Furthermore, it increases learners' vocabulary because whenever they read, they encounter new words they would rarely hear. Thus, E.F.L learners must be encouraged to read texts, novels, poems, magazines... etc in order to develop not only their knowledge and enthusiasm, but also their writing abilities. This paper focuses on the reading comprehension skill as an effective technique to help the learners reach the mastery of writing skill and overcome their difficulties. It tends to answer key questions such as: how can reading comprehension contribute to the development of learners' writing abilities? Is there any connection between reading and writing? ...etc. It attempts also to explore the different strategies that might be used by teachers to solve students' writing deficiencies.

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Arab women written discourse to confront patriarchy and domination

By M.Y.BOULENOUAR

UDL, SBA

Abstract

This study offers a literature review of current empirical research that addresses the authenticity of women 's lives in Muslim societies within some western geographical regions . For the reason that the significant literature on Muslim women has expanded a lot in the precedent decades . This study is without doubt selective in its treatment . It not only draws attention to key works but also points out readers attention to additional noteworthy research in extensive explanations.

Dr. M.Y. Boulenouar lectures at the Department of English in UDL. He supervises Doctoral theses in Didactics. He is the Vice Dean of Postgraduate Studies.

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*Some Aspects Characterizing Innovation in Pedagogical Practices in
Education*

by **Nadia KIES**

Abstract

My talk will concentrate on the introduction and definition of some new aspects characterizing innovation in pedagogical practices in education today. We have indeed, to recognize that educational goals, teaching practices and learning outcomes are no more the way they used to be in the past thirty years. The intrusion and inclusion of new information and communication technologies in our interactive world imposes re-thinking our way of conceiving our teaching methods, contents as well as evaluation and assessment. Major shifts are happening in the field of education today, and we can no longer avoid taking them into account in our instructional practices. Therefore, we will define some concepts as: Moocs, Badging, Learning Analytics, Seamless Learning, Crowd Learning, Digital Scholarship, Geo learning, Learning from Gaming, Maker Culture, Citizen Inquiry, Rhizomatic Learning and Personal Inquiry Learning. As a next step, we will illustrate some of them through some pedagogical examples and finally discuss their adaptability into our Algerian educational context.

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Promoting Teacher Professionalism in Algeria:

A Constructivist Approach to Teacher Education

by Khayreddine KHELIFI

Abstract

Teacher professionalism requires immense day-to-day efforts from teachers and teacher educators to bring to light the inner potentialities they have. Research has however shown that teachers teach the same way they were taught and that traditional approaches to teacher education are proving their inefficacy to promote professionalism. Thus, constructivism has been recently adopted by policy makers, educational authorities, educationalists and practitioners worldwide. Constructivist teacher education encourages teacher reflection on their own practices, doing research, sharing experiences, building new understandings, theories and knowledge, changing beliefs and attitudes and more significantly "learning how to teach".

Accordingly, this paper is an attempt to provide teacher educators, pre- and in-service teachers with a new approach towards professionalism drawing on constructivist principles. It is therefore a call to rethink, reassess and redesign teacher education programmes in Algeria to be in harmony with the premises of constructivism; the philosophy upon which the educational system has been reformed.

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Knowing, Analyzing, and Doing:

The Basic Building Blocks for an Effective Language Teacher

by Samiha MOKEDDEM and Samira ABID

UDL, SBA

Abstract

When difficulties arise in the language classroom, those problems are often taken to result from a variety of issues such as a lack of teacher procedural knowledge, a lack of knowledge about language learning and language teaching, a lack of student motivation, teacher's unawareness of learner needs, cultural differences and many others. Yet, as successful language teaching involves not only responding effectively when problems occur, but preventing the frequent occurrence of problems, the need for proficient capable teachers in our language classrooms becomes a must.

The present paper highlights a number of teacher-related factors for consideration in relation to effective language teaching. More specifically, the paper stresses the importance of *knowing*, *analyzing*, and *doing* as three basic building blocks for an effective language teacher. *Knowing* encompasses a set of manageable and closely connected types of knowledge, namely, professional knowledge, procedural knowledge, and personal knowledge. *Analyzing*, however, is based on the notion that in order to accomplish their duties successfully, language teachers have to develop the skill to analyze and understand learner needs, learner motivation, and learner autonomy. Yet, it is worth noting that *knowing* and *analyzing* will lead to naught without *doing*. The *Doing* part of the language teacher in the classroom involves in turn a range of components that nurture each other: the doing of teaching that boosts target learning outcomes, the doing of theorizing from the classroom, and finally, the doing of dialoguing that appeals to critical conversations with others on matters related to learning and teaching.

Prof. Samira Abid lectures at the Department of English in UDL. She supervises Doctoral theses in Sociolinguistics

Samiha Mokeddem is a Doctoral student in Sociolinguistics

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Motivating EFL Students to Become Active Readers

by Khadidja BECHLAGHEM

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ABSTRACT

Engaging students in reading is a priority for the majority of teachers because many students are at risk of reading failure for motivational reasons. Therefore, determining the reasons why students in general and EFL students in particular lack motivation to read helps to identify strategies that these teachers may use when dealing with reluctant readers. This investigation seeks to identify the general characteristics and traits that reluctant or unwilling readers share. It also reviews some of the literature that explores why these students lack this love of reading. At the end, the paper focuses on the motivational strategies for teachers to use in the classroom to help students get beyond their barriers and become engaged, lifelong and competent readers.

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Eros as Transgression in Love:

A Matrixial Perspective on Pedagogy as an Aesthetic Practice

by Tina KINSELLA

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Bracha L. Ettinger, *Eurydice nu*

descendrait no. 2 2006-2013

Abstract

Drawing on the Matrixial theory of artist and psychoanalytic theorist, Bracha L. Ettinger, this paper explores pedagogy as a praxis that is not only founded upon language as the strategic articulation of knowledge, but as modality of *Eros* (love) founded in the transgressive transmission of non-verbal *aesthetic* affects. In a radical re-reading of Plato's *Symposium*, Ettinger argues that in the figure of Diotima of Mantinea we encounter *Eros* as the spirit of an aesthetical intermediary communication embedded in affective conceptualisations of 'mediation, passage and connection' that transgress beyond, and are prior to, received notions of identity and community. From such a perspective *Eros* translates as a desire for co-becoming, co-transformation and co-belonging that do not adhere to notions of collective community premised upon humanist reifications of identity and recognition. Rather, in Ettinger's conceptualisation of *Eros*, we are in the domain of non-verbal and non-discursive aesthetic affective intensities of primordial hospitality and primary compassion that impinge upon the ethical by way of a primary openness to the other that one does not have to identify or recognise as part of any particular socio-cultural, religious or political group. This investigation takes Ettinger's articulation of primary *Eros* forward to explore the potentialities for expressive and aesthetically affective pedagogical practices and communications so as to interrogate the educational situation as productive of subjectivity rather than productive of compliant biopolitical subjects.

Dr. Tina Kinsella lectures in the Department of Visual Culture, National College of Art and Design, Dublin, and the Centre for Gender and Women's Studies, Trinity College Dublin, Ireland. Her doctoral research on Bracha L. Ettinger's Matrixial Theory was funded by a Government of Ireland Irish Research Council Postgraduate Scholarship. Kinsella's research publications focus on creative intersections between psychoanalysis, philosophy, aesthetics and the visual arts. A monologue entitled *Aesthetic Otherities* will be published by Punctum Books in late 2014.

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Teaching the Discourse of Transgression

by **Azzeddine BOUHASSOUN**

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Abstract

This paper shows that teaching transgression can be controversial and a source of a passionate debate, but a helpful means to understand culture and discover oneself. The discourse of transgression is always risky, and challenging the control of the discourse is even riskier. Transgression is a violation of the code upon which a society, politics tacitly agrees on. It is trespassing the boundaries drawn by the culture of a particular community and go beyond the sociocultural and political conventions. Transgression can be religious, moral and sexual, historical, political and economic. Although part of the sensitive subjects, transgression can be a discourse for teaching literature and a development of intercultural competence, communication and self-cultural awareness.

Literature is very often the battlefield between the suppressed and the political order (Horlacher 16). How is the university teacher going to teach world literature where transgression is well established? It is no use to follow the ostrich's policy and stick heads in the sand. If we do not try to understand, regulate the incoming waves of transgressive cultural influences, there comes a day we will be overwhelmed by a deadly flood. A teacher needs to develop a clear method when dealing with transgression. The Skopos theory developed by Christian Nord can be a channel to explain methodically transgression and its effects on a holistic movement of enlightenment involved in civil awareness, freedom and empowerment in a fast changing world and a snake crawling globalization.

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Selfie vs Altruism- Scenes from the Teachers' Room

by Ekrem Şimşek

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Abstract

Welcome to the age of digital narcissism where ostentation recognizes no boundaries. Showing off has never been easier nor has it been celebrated and accepted as standard behaviour before. We seem to be connected more than ever to different kinds of medium like the encyclopaedia of common people (Facebook) and your own TV Channel (Youtube) . What about the repercussions? Are we connected to our colleagues as much as we are to the social media? Could the low levels of "altruism" and "empathy" be reversed among colleagues?

It is suggested that one's being in harmony with himself, peers and surroundings supports relationships in his world. Contrary to the common belief, happiness does not stem from selfish attitudes, which people believe they are imperative to make sure subjective wishes are satisfied. In order to sustain a healthy environment in the staff room certain qualities and concepts need to be revisited. These concepts include integrity, kindness, sympathy, consolation and trustworthiness. Related terms can be gathered under the umbrella term "altruism". Successful communicators manage relationships, thus creating a joyful and prudent setting. This paper aims to analyse case studies from the Teachers' Room and will try to raise awareness about positive qualities that may help make lives easier in professional life as much as personal.

Dr. Ekrem Şimşek is an English instructor and teacher trainer at Sabancı University, Istanbul. He is also a member of the Learner Development Team where he was responsible for organizing the LASIG (Learner Autonomy Special Interest Group- IATEFL) Conference in May 2014. He holds a B.A. in ELT from Marmara University and an MBA (Human Resources Management) from Istanbul University. He has taught at secondary level and has been teaching at tertiary level for the last 18 years. He currently teaches freshman courses. His interests include learner autonomy, teacher training, classroom management and conference organizations.

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Master Students' Hindrances and Challenges in Doing Research

by **Mohamed MELOUK**

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Abstract

Doing a research is a challenging and rewarding experience, and this opportunity enables a student researcher to pursue a study in-depth about a topic of interest like the ones done in writing research papers and/or the requisite extended essays or dissertations in both English "B.A" and "M.A" Degrees. This research has to be well conducted to produce knowledge that is applicable beyond the investigation setting with practical implications outside the study population.

The present communication will shed light on some hindrances and challenges of EFL students in doing research with an illustration of a particular Master case study in the department of English at Djillali Liabes University. This would provide possible answers to some pertinent questions in research in general and research methodology courses in particular. The communication will also point at the most common mistakes done by students consciously or through carelessness.

Dr. Mohamed Melouk is the Head of the Department of English in UDL. He supervises Doctoral theses in TEFL and Applied Linguistics. His main research interests are teaching writing, writing assessment, foreign language methodology, teacher education, ICTs and education.

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Intercultural Communication Barriers

by Zouaoui MERBOUH

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Abstract

One effect of the globalization of the English language is a significant increase in the number of intercultural interactions. More people than ever before are involved in interactions with foreigners and communities are becoming increasingly multilingual and multicultural to mix with people from their own community rather than interact or communicate with people from other cultural backgrounds. An understanding of intercultural communication is crucially related to an understanding of the ways in which the spoken word may be interpreted differentially, depending on the context. The message received is not always the one intended by the speaker. Although speakers engaged in intercultural communication typically choose a single language in which to communicate, individuals typically bring their own sociocultural expectations of language to the encounter. Speakers' expectations shape the interpretation of meaning in a variety of ways. To manage intercultural interaction effectively, speakers need to be aware of the inherent norms of their own speech practices, the ways in which norms vary depending on situational factors and the ways in which speakers from other language backgrounds may have different expectations of language usage and behaviour.

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*Stepping beyond Linguistic Outcomes to Critical Thinking Achievements to
Promote Self directed learning*

The Case of Master 1 Students

by Mourad Touati

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Abstract

For decades, learning English as a foreign language has been mostly limited to the acquisition of language through memorization of facts and knowledge that learners might come across within their different subjects where teacher-centred mode has prevailed. However, learning English as any other course at an advanced level should be directed towards intellectual achievements and autonomous learning that are key competences for an EFL student rather than mere linguistic outcomes.

The following paper discusses the utility of redirecting leaning, language material and assignments towards the development of intellectual traits and skills among Master 1 EFL learners through a learner-centred mode where any learning achievement is assessed in terms of standards of thought that probe critical thinking and foster self directed learning.

Mr. Mourad Touati is an assistant lecturer at the English Department, University of M'sila, Algeria. He has a Magister in psycho pedagogy and TEFL Mr. Touati is a would be doctorate holder from the university of Batna, Algeria and has already contributed with diverse research articles and communications in national and international seminars on TEFL, LMD reforms, globalisation and multiculturalism. Recently, he successfully completed the AEI elearning course winter 2014 in Critical Thinking in Education at Oregon University.

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***The Importance of Incorporating Critical Thinking In Elt University
Curriculum***

by Zohra GERYVILLE

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Abstract

With the vast technological and informational changes accompanying the 21st century, there is a growing need for integrating critical thinking in the tertiary education. As students graduate, they will be expected to perform tasks that require different and new ways of thinking. It is believed that the successful incorporation of the critical thinking skills in the teaching of English as a foreign language has a central role. This belief is based on the premise that there is a close relationship between knowledge and thinking and between language learning and thinking processes. The first part of the present work presents a short literature review on critical thinking skills and the importance of integrating this thinking in the classroom. Then, this work examines the different practices and methods that the teachers employ to foster critical thinking throughout the curriculum.

To fulfil the study's purpose, the researcher, in addition to document analyses, interviewed some teachers at the English Department at the Faculty of Letters, Languages and Arts through which she explored their perspectives regarding the importance of incorporating critical thinking in their classrooms as well as the practices and methods they use to cultivate it. The findings of this study provide recommendations for regular classroom teachers.

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*The English language as the best choice for peace and intercultural
communication*

by **Lucie RAMIERE**

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Abstract

It is widely agreed that English is the current predominant language for intercultural communication. Supported and sometimes imposed by powerful English-speaking countries, English is often under suspicion of being an accessory to an American plan to dominate the world and possibly repress all other cultures and languages.

This assertion must be challenged: firstly, English does not present the characteristics nor the history of a hegemonic language. Research into what scholars call "World Englishes" sheds an interesting light on how English was singled out in the context of intercultural communication, and how it is now moving away from an American or Anglo-Saxon context. An ideologically non-colonialist language, in a global world without a well-defined underlying cultural context, it mostly aspires to be a facilitator for intercultural communication.

Secondly, we will show that the English language is not only a pragmatic tool, but also a way to smooth out identity issues (religion, history, culture) related to local languages. Whereas national linguistic policies deal with these issues, English can afford to be a neutral tool, reappropriated by any national and local culture; it is a convenient and acceptable communication instrument for any community to use for intercultural communication. From this perspective, the case of India is very telling, all the more so than it shares some features with Algeria : English does not bear the same symbolic value and connotation in the countries formerly colonized by the British, as French does in some of the countries formerly colonized by France.

English could be just the opposite of the usual linguistic juggernaut: the best option in a perspective of peace and intercultural communication.

Lucie Ramiere is a French Ph.D. student in political theory and international affairs at Sciences Po-Paris. She also has a background in public and international law. Her researches mainly focus on linguistic issues in a multilingual and multicultural context.

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The Importance of Pragmatics and Culture in Developing EFL

Students' Communicative Skills

by **Hichem GHEMBAZZA**

Saida University

Abstract

Abstract: As a teacher of oral comprehension and production at the University of Saida-Algeria, I noticed that our students, despite the fact that they show high motivational level in engaging actively in the learning process, tend to exhibit a relative lack of EFL pragmatic skills. The aim of the present study is threefold. Firstly, it tries to assess EFL students' pragmatic competence. Secondly, it aims at offering possible remedies to the mentioned problem. Thirdly, some suggestions concerning the introduction of pragmatic instructions in the teaching practices via the use of particular language corpora are to be made. An empirical study was undertaken at the department of English, university of Saida - Algeria. It involved 45 second year students preparing a license degree of English. The most salient objective of the study consists of assessing students' pragmatic skills and awareness. Thus, the use of DCTs (Discourse Completion Tasks) as main data collection tool was opted for. The researcher then proceeded to analyse and interpret the main data obtained from both DCTs and observational practice of EFL oral classes' students. Results have shown that there is a pervasive lack of EFL pragmatic skills among students. Such deficiency roused my attention concerning the implementation of pragmatic instructions in the language classes at an early stage. Yet, such a strategy will be doomed to failure if we neglect the use of language corpora as a salient source for actual pragmatic research and practice.

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Algerian Teenagers, Globalisation and the Interest in English

by Esma ZAHAF and Imene ZELLAT

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Abstract

The objective of the present study is to bring to light some of the reflections of Algerian teenagers' on the importance of learning the English language in the present time within a globalised world. The case study exploited a sample of twenty (20) Algerian students – selected at random – in Draa Fatima secondary school, in Sidi Bel Abbes. It makes use of some interview data collected from the selected sample. The learners interviewed for the study are aged between sixteen and nineteen, learning different branches (letters and philosophy, letters and foreign languages, sciences, management, mathematics, technical streams, etc...). The study tries to explore the causes of such a wide spread of the use of the English Language in the bounds of modernisation as well as some teachers' perceptions of teenagers' interest in English. The condition of cohabitation, interchanging habits, customs, and even learning the tongues of one another vis-à-vis the wide electronic opening to the world's culture and economy make together very important to master English which has become widely viewed as both a global language and a lingua franca. As today's teenagers are much more closed to the exploitation of the Internet, the analysis of the study has arrived to demonstrate their reflections on and their awareness of the significance of using the English language among non-English speaking countries – Algeria as a sample – to be able to prove their existence. The study concludes suggesting that such perceptions and concerns might be a source of strength to the implementation of new programs or at least new techniques to teaching English rather than having negative attitudes towards the spread of this language.

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**Social Networks as Innovative Approach to Teach and Learn English:
*The Case of Facebook; Students at the English Department of the University
of Mascara***

by Abdellah BARAKA, Mascara University

Abstract

During the recent years, social networks have proliferated on the Internet and are becoming increasingly popular. They are achieving an unusual success especially among youth and also among professionals looking to expand their professional network. These networks are indeed a great way to create new opportunities for their career. However, these social networks seem to hide another benefit rarely emphasized: they facilitate the learning of foreign languages, particularly English. Often criticized as being responsible for the impoverishment of language by the massive use of abbreviations and shortcuts of any kind, yet they prove to be effective additions to the language learning process.

In fact being connected to one or more social networks involves being part of a virtual community the members of which speak various languages. The contributions of those different users transform the content of such social networks into multilingual atmosphere where each user is constantly exposed to foreign languages. Sites such as Facebook, Twitter, Lang 8, My Happy Planet, Italki, Live Mocha and My Space can indeed help people not only to learn a foreign language but also to regularly practice it. Social networks are so innovative ways to improve one's English. The network Twitter, for instance, allows tracking news in foreign language on topics as broad as politics, economy, travel, new technology or even the weather. Tweets are limited to 140 characters; sentences are easily accessible and simple to remember. This allows acquiring vocabulary and common expressions specific to many daily life areas and memorizing sentence structures. Twitter users can also train to write concisely in any given foreign language especially English.

Students all over the world are being addicted to such social networks. Our students at the University of Mascara make no exception to the rule, 08 out of 10 are members in different social networks. The most famous virtual community is no doubt the Facebook considering the high rate of students who possess Facebook account. Therefore, this little contribution aims to clarify the issues raised by the use of social networks for language learning and, more specifically, by the use of Facebook. The research is an attempt to investigate and to check out two questions: (1) Are our students really enhancing and fostering their English abilities through the use of such virtual communities? (2) To which extent may social networks be effective methods to teach and learn English?

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ICT and ELT Classrooms

by **Mohamed GRAZIB**

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Abstract

After more than one decade of its official insertion in the Algerian educational system, ICT hasn't yet shaped a place in ELT classrooms. Many reasons affect its normal use and prevent both teachers and learners from the best it can offer as learning facilities. In this context, "ICT and ELT Classrooms" is an attempt to tackle the main problems and difficulties that face ICT application and discuss the possible solutions according to the available pedagogical means. The present paper deals with the suitable methodologies that can fit adequately ICT tasks within ELT classrooms as well as the main major post-era approaches and the ways they could be converted into measurable pedagogical objectives. The present paper focuses also on the main advantages of information and communication technology in education (ICTE) and how it reinforces learners' motivation and autonomy.

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Technology and Culture in Foreign Language Learning

By Nadia MENEZLA

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Abstract

Actually, globalization and the complexity of information exchange affect all areas of life. Therefore, social, economic, political, scientific, educational, cultural and even personal relationships are changing by the great progress of the new technologies. Accordingly, in this new context of interrelations, the knowledge of foreign languages and of English particularly is purely a methodological, linguistic and cultural issue. This paper focuses on the cultural dimension in the didactic exchange and on the world of Multimedia in foreign language learning. On the one hand, the challenge is methodological, because when considering the running innovations in technology, the teaching/learning process of English as a foreign language will be greatly modified via the new approaches that will suit the different needs of the learner, including the construction of his own learning competence, and giving a new definition to the role of the teacher. On the other hand, it is linguistic when the language constitutes both a tool for communication, and a learning content, and when technology introduces changes in the language teaching content, creating a meta-language that requires assimilation. Through contact with other languages, new technical and scientific terminology may modify or even distort the semantic, morphological, syntactic, etc. field of the target language culture. Finally, the issue is cultural because the target language teaching/learning process utilizes a complex register of both collective and individual knowledge, beliefs, identities, artistic and moral values, customs and traditions carried by teachers and learners, and that will influence this process.

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Teaching and Preparing Students' for Exams

by **Samia MERAD**

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Abstract

Preparing students for an exam requires disciplined teaching and good time-management skills. Our task is to get all our students to the required level, usually within a limited period of time. To prepare students for an examination is a special responsibility since the exam results can have a significant effect on students' lives and careers. Teachers find that teaching students for exams is satisfying, simply because there are many reasons for this; the students have a shared goal and strong motivation to succeed in their studies. Teachers need to persuade them of the importance of homework, and of practising the skills in which they are weakest. At the end of all the efforts, when the exam results are good, the teacher feels that his or her teaching has contributed to the success enjoyed by the student. Teachers also have to cope with student anxiety in the weeks leading up to the exam; this may include counselling students who are not going to do well in the exam, perhaps because they have not used their study time effectively. Most students start with a strong belief that they can succeed, and teachers need to support them by understanding and supporting such a belief. Finally, teachers must help students to develop their autonomous learning skills, since more independent students will learn more and have a better understanding of their abilities than students who rely solely on what they have been taught in class.

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Second Year Students' Conceptual Difficulties In British Civilisation:

The Case of the University of Sidi-Bel-Abbes

by **Nadjouia HALLOUCHE**

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Abstract

One of the main objectives of teaching civilisation is to enable the student to have a clear conception. Students do not come to their classrooms empty handed. They bring with them ideas based on how the world works. These ideas can be helpful to the teacher of civilization. In fact, students need some key concepts for the study of civilization. Such substantive concepts include political concepts such as power, government and state, and economic concepts such as trade, wealth and tax. But understanding civilization involves also other concepts such as evidence, cause and change.

Many students who had been used to learning by heart think that this is the only way to remember all the historical events. This kind of students who are mostly concerned with content cannot answer indirect questions and are not able to discuss or analyze.

The present paper focuses on the way the British civilization course is taught. It aims at assessing second year students' conceptual difficulties through third semester examination in British civilisation in particular. It will also suggest some remedies to overcome these difficulties.

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The province of Sidi Bel Abbes is located 85 km West of Oran. The city is an important center for education since there are more than 6 faculties and 32 research laboratories.

The University of Sidi Bel Abbes gained its university status in 1989 as it was an academic center whose activity began in 1978. The University has several campuses in the ring around the city. The latter is composed of six Faculties (Science, Law, Engineering Sciences, Medicine, Economic Sciences and Humanities) spreading over 9 sites.

(<http://www.univ-sba.dz/index.php/fr/universite/historique>)