Call for Papers

National Conference

On

The Algerian EFL Student and University Work

December 2ⁿᵈ- 3ʳᵈ, 2019

Honorary President
Prof. Abdelkarim Gouassmia, Rector of M. C. Messaadia University

Event Chair
Dr. Nacereddine Benabdallah

Introduction

It is nowadays widely recognized that teachers, educationalists, and academicians all over the world have subscribed to the belief that the major and ultimate goal of education is imparting essential knowledge and skills necessary for producing learners who will be able to solve real world problems that await them after school. In other words, education aims at shaping students' character, and ensures their successful transition into a responsible adulthood. These future normal and well-adjusted adults will be more inclined to take risks, serve and care about their community. They will be identified with the virtues of discipline, self-control, respect, and thoughtfulness. In all, education is not, as John Dewey stated, preparation for life; education is life itself. It may sound idealistic but still realistic and achievable. The role of schools and universities is to prepare young and adult learners to be creative, cooperative, well-balanced and armed with a firmly-rooted sense of citizenship and public-spiritedness.

Higher Education in a Changing World

It is well-known that because of the global shift, education has become a process that takes place not only in a formal instructional institution but throughout all areas of learners' daily life. When referred to as

an institution, education relies upon a set of well-established norms and rules that direct and regulate each student's social life. And consequently, enabling them to adopt and adapt the appropriate plans, procedures, and strategies in order to attain their goals. Their learning is based on required knowledge and skills that reinforce the way they behave appropriately in their dealings with others. In fact, what education tries to accomplish when intervening in a student's life is to change them into good people living in a good society.

Throughout the world, over the last 150 years, many debates were dominated by the idea that the main aims of education have to be moral guidance, maintaining social order, and advocating the idea of the nation. Students who live in different communities and who share the same beliefs and values with their neighbours and with whom they daily interact, find themselves shifted into new educational settings (universities) and among strangers who do not share the same beliefs and values. However, they have to do their best in order to render social life possible within these settings. Emile Durkheim, one of the founding fathers of modern sociology, referred to it as social integration that can be realized when rules that are necessary for orderly social life are strictly enforced. Moreover, the French sociologist contended that education should the idea of the nation through which students could develop a sense of collective belonging and that they have a stake in society and that their efforts are valued. In fact, Durkheim's views still have a contemporary resonance because students need discipline and necessary skills as well as to take pride in the nation.

By the same token, Algerian higher education institutions aim at producing a particular type of student who is modeled in accordance with the qualities of character that are considered desirable of a normal adult. It is obvious that the idea of normal well-adjusted adult changes from one place to another due to different political, social, and cultural realities. Nevertheless, there is a tendency among scholars and reformers to consider three major goals of any contemporary public instructional institution:

a. Providing adequate skills like creativity, communication and collaboration and deep knowledge in order to prepare students, the future adults, to get a job and pursue a career in a highly competitive society. The future adults will, henceforth, contribute to the economic growth of the nation they belong to.

b. Preparing and inspiring students to participate in the civic life and become fully vital and trusted members of society. The chosen curricula must be based upon instilling in students the qualities of character of committed good citizens who are ready to take part constructively and democratically in the civic affairs.

c. Transforming and enriching the student's life through the transmission of values, ideals, and ideas. As consequence, students will develop and reflect upon their character, talents, and attitudes in order to become good persons.

Taking Stock of the Situation

University teachers argue that a great number of students lack necessary techniques and skills to build up and maintain their learning. They are unaware and unable to take control of their own learning. Indeed, the idea of meta-learning relies upon their perceptions, beliefs, and reflections on their learning. When students have a low level of meta-learning, they will find it more difficult and more demanding to adapt themselves successfully. Instead, education is restricted to filling the pail and testing. Learners are prepared only to pass from primary, to middle, then secondary school. Even in higher education, there is a clear-cut divide between what is actually taught and learnt through memorization and the main educational goal which is the successful transition into adulthood.

The objective of the conference is to bring together the different stakeholders (teachers, researchers, students, and administrators) to share their insights and research findings in order to generate an academic debate on procedures and strategies that would help students take control and develop their learning on the basis of respect, responsibility, relationship and rigour.

Main tracks

Areas of interest include **(but are not limited to):**

1. Merits of time management.
2. Importance of efficacious study and use of the adequate techniques of memory, memorization, and concentration.
3. Harmful effects of distractions, stress, and anxiety
4. Motivational learning strategies
5. Benefits of both individual and group work.
6. Effective test/exam preparation.
7. Performance assessment.
8. Receptive and productive learning skills.
9. Note taking.
10. University research process.
11. Getting informed: library and online documentation.
12. Academic equity and integrity
13. Fighting plagiarism.
14. Digital competence.
15. Intercultural competence

Scientific Committee

Prof. Naima Hamlaoui	University of Annaba
Prof. Hacène Hamada	ENS Constantine
Prof. Nacira Hocine	University of Annaba
Prof. Hocine Maoui	University of Annaba
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Dr. Bachir Saadia	University of Souk-Ahras
Dr. Haroune Bouras	University of Souk-Ahras
Dr. Nacereddine Benabdallah	University of Souk-Ahras

Organizing Committee

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Mrs Houda Djaouad	University of Souk-Ahras
Mrs Chahira Blanchet	University of Souk-Ahras
Mrs Amel Boukamoum	University of Souk-Ahras

Submission

1. Conference language: **English.**
2. Participants should submit an abstract that does not exceed 350 words.
3. Information regarding name and institutional affiliation should be included in the body of the email.
4. Topics should be novel and never dealt with, or published before.
5. Proposals are to be emailed to: universitywork41@gmail.com / n.benabdallah@univ-soukahras.dz
6. Proposals submission deadline: November 10th, 2019
7. Notification of acceptance: November 20th, 2019
8. Conference days: December 2nd- 3rd, 2019
9. Selected papers will be published in **Journal of Studies in Language, Culture and Society** (Editor in Chief: Dr. Nadia Idri, University of Bejaia)

Participation Fees

- Faculty: DA 3,000
-Students: DA 1,000

The fee covers conference folder, certificate of attendance, refreshments during coffee breaks, and lunches.

Conference Venue: Faculty of Letters and Languages (Former Campus)