



CALL FOR PAPERS

THE FIRST NATIONAL CONFERENCE ON TEACHING EFL: *Integrating Culture in EFL Teaching and Learning, Methods, Potentials and Limitations*

28 & 29 April 2013

Culture plays a significant part in learning and teaching English as a foreign Language. In fact, it is widely accepted today that learning and teaching EFL cannot be reduced to rigid instructions in linguistic systems and that intercultural awareness is essential. As such, the term “intercultural competence” has taken a central position these years in discussions on promoting foreign language learning around the world. Broadly, recent research has found that culture and language are inseparable and that for learners to be successfully bilingual, they must be bicultural. This view then presupposes that integrating culture in EFL classroom is inevitable.

Many educators however seem to disagree regarding how culture should be integrated in the classroom and to what extent is it really efficient in and relevant to learning EFL. Many educators encounter plenty of difficulties in finding and elaborating practical techniques to teach culture and, more importantly, in identifying which aspects of culture to impart. Consequently, in language skills courses (grammar, written expression and oral expression) the cultural aspect is usually minimally used not to say utterly overlooked.

The conventional way to introduce intercultural material to EFL students has been through teaching literature and civilization. But even here, there exists also a great deal of disagreement among educators such as, and without limitation to, which literature is the most applicable, popular or elite and which part of civilization is the most relevant, ancient or modern. Others question the relevance of teaching foreign literature and civilization putting forward arguments about the risk of cultural assimilation and acculturation and suggest incorporating the learner's own cultural background instead.

In Algeria, this dilemma is further complicated by the fact that the majority of Algerian students are monolingual learning English while living in Algeria and therefore they do not have a direct access to the cultures of English-speaking countries. It is also true that for the majority of Algerian EFL teachers the use of culture in the classroom remains intuitive rather than based on authoritative theoretical and empirical research, which can result into misconceptions, misuse and lack of clear and specific objectives in incorporating cultural materials.

This National Conference then is intended to explore the significance of culture in EFL teaching and learning. It invites EFL educators across the country to examine the foundation, the impact and the practical integration of culture in their courses. It seeks as well to introduce and share theoretical and empirical findings that might help teachers in elaborating methods, capitalizing potentials and overcoming limitations of teaching culture.

We welcome any proposals for papers regarding these ideas. Possible topics include:

- Practical techniques and methods for integrating culture
- The potential risks of integrating and learning culture
- The importance and benefits of integrating culture
- Culture in skills-based courses (grammar, written expression, oral expression, reading, listening)
- Culture in literature and civilization courses
- Culture and translation

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III- Important Dates:

Deadline for submission of proposals: **31 January 2013**

Notification of acceptance of proposals: **15 February 2013**

Full paper submission deadline: **28 March 2013**

Please fill and send the attached Proposal Form to the following email address:

ouargla.conference@gmail.com

Contact :

English Section Office Tel/Fax: 029 64 17 51

To download the Proposal Form:

University Website : www.univ-ouargla.dz

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