



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Kasdi Merbah University-Ouargla Algeria
Faculty of Letters and Languages
Department of Letters and English Language



The Second International Conference
on
The Reality of The Linguistic Policy in The World:
EFL Teaching and Learning in the Light of 21st Century Skills
May 10 - 11, 2022 - Ouargla, Algeria

CERTIFICATE OF PARTICIPATION

This certificate is awarded to

Dr. Faycal SAOUDI

Abbas Laghrour University, Khenchela, Algeria

For the paper titled

Implementing Global Citizenship in English Teaching Syllabus at University: Attitudes and Procedures

Presented at The Second International Conference on The Reality of The Linguistic Policy in The World: EFL Teaching and Learning
in the Light of 21st Century Skills (ICRLPW)

Head of the Department

Dr. Samira SAYAH LEMBAREK

رئيسة قسم الآداب واللغة الانجليزية
العضوة صديرة السات المبارك



Conference Chair

Dr. Khaoula HAKKOUM



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The Second International Conference

**The Reality of The Linguistic Policy in The World:
EFL Teaching and Learning in the Light of 21st Century Skills**

May 10 – 11th, 2022 - Ouargla, Algeria

CONFERENCE PROGRAM



<https://www.univ-ouargla.dz/icrlpw/>



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Day one:

Link: https://		
Moderator: Dr. Nawal DIB, Kasdi Merbah University Ouargla-Algeria		
8:30 – 8:40	OPENING CEREMONY	Opening Holy Quran recitation
		The National Anthem
		Welcome Remarks
8:40 – 8:50	INAUGURATION	Introductory Speech by: Prof. Laid DJELLOULI, the Dean of the Faculty of Letters and Languages <i>as</i> An Honorary Chair
		Inauguration Speech by: Prof. Mohammed Tahar HALILAT, the Rector of Kasdi Merbah University, Ouargla <i>as</i> An Honorary Chair
8:50 – 8:55	WELCOME WORD OF CONFERENCE CHAIR	Dr. Khaoula HAKKOUM, Kasdi Merbah University-Ouargla
8:55 – 9:15	KEYNOTE SPEECH	Fan FANG Associate Professor at College of Liberal Arts, Shantou University, China Language policy and choice in EMI from a linguistic minority group: A case study
9:15 – 9:35		Dr. Sofiane MALLOULI, University of Sfax, Tunisia Teaching 21st Century Skills: formal vs informal instructions
9:35 – 9:55		Prof. Nadia IDRI, University of Bejaia Language Planning and Policy in Multilingual Algeria: A Sociolinguistic Study
9:55 – 10:00	MODERATOR (organizational remarks)	

SESSION 1	Theme: Assessment in the 21st Century: Perspectives and changes
Time	Chairperson: Dr. Nawal DIB, Kasdi Merbah University-Ouargla-Algeria
10:00 – 10:10	1- Dr. Meryam KEHAL, University of Mohammed Seddik Ben Yahia, Jijel, Algeria The Importance of Pragmatic Assessment in Foreign Language Classrooms
10:10 – 10:20	2- Dr. Madiha SENOUCI, Mohamed Lamine Dabaghine Setif2 University, Algeria Online Assessment during Covid19 Pandemic: EFL Students' Perceptions
10:20 – 10:30	3- Dr. Fatiha SAHLI, Frères Mentouri University of Constantine The Influence of Online Assessment on the Typology of Test Design during the Covid-19 Pandemic: The Case of the Research Techniques Course
10:30 – 10:40	Debate

SESSION 2	Theme: Exploring Specific Strategies to enhance learners' 21st Century learning Skills
Time	Chairperson: Dr. Abderrahim CHEIKH, Kasdi Merbah University-Ouargla-Algeria
10:40 – 10:50	1- Dr. Nadjia BOUSSEBHA, Naama University Center-Algeria Contextual/Retrieval-Based Learning Strategy to Enhance Vocabulary Long-Term-Memorization: A Perspective for Communicative Skills
10:50 – 11:00	2- Dr. Ammar SAOUD, Eloued University, Algeria Differentiated Instruction in 21st Century: English Language Teaching Classrooms
11:00 – 11:10	3- Dr. Noureliman BAJADI, Kasdi Merbah University-Ouargla-Algeria Exploring the Impact of EFL Student-Writers' Self-Efficacy Beliefs on Writing Performance
11:10 – 11:20	4- Dr. AMEL MEBARKI, Belhadj Bouchaib University of Ain-Temouchent- Algeria Teaching Strategies for Enhancing Critical Thinking in ELT Classrooms
11:20 – 11:30	5- Dr. Faycal SAOUDI, Abbas Laghrour University, Khenchela, Algeria Implementing Global Citizenship in English Teaching Syllabus at University: Attitudes and Procedures
11:30 – 11:40	6- Dr. Rima MEDJEDOUB, Mila University Centre, Algeria Exploratory Research: Paving the Way for Practitioner Research in the EFL Classroom
11:40 – 11:50	7- Aya GUERFIA, University of Menouba, Tunisia & Nadjiba HADDOUCHE, University of Badji Mokhtar- Annaba, Algeria Economy Students' Perceptions towards the Value of Metacognition in Developing Oral Skills
11:50 – 12:00	Debate

SESSION 3	Theme: Learner's/Teacher's development and training in the light of the 21st Century Skills and Job market requirements
Time	Chairperson: Dr. Yousra SEDDIKI, Kasdi Merbah University-Ouargla-Algeria
12:00 – 12:10	1- Dr. Yousra SEDDIKI, Kasdi Merbah University-Ouargla-Algeria The Relation between English Language Proficiency and Employment Opportunities in 21st Century: Obstacles and Challenges
12:10 – 12:20	2- Abderrazak BEDDIAF, Abbes Laghrou University-Khenchla, Algeria & Halima BEDDIAF, Badji Mokhtar Annaba University, Algeria The Employability/Market Implications of English Proficiency in 21st Century Algeria
12:20 – 12:30	3- Abdelhak KORICHI, Kasdi Merbah University-Ouargla-Algeria 21st Century Job Market Requirements and English Language
12:30 – 12:40	4- Dr. Malika KOUTI, Ghardaia University- Algeria Considering Genre and Register in Analysing Written Discourse
12:40 – 12:50	5- Mr. Mohamed Lamine BENABDERAHMANE & Dr. Ahmed Nouredine BELARBI, Kasdi Merbah University-Ouargla-Algeria Exploring Beliefs and Attitudes of High School Teachers and students on the Implementation of 21st Century Skills in Algerian EFL Classes
12:50 – 13:00	6- Dr. Abderrahim CHEIKH, Kasdi Merbah University-Ouargla-Algeria Reflective and Collaborative Teaching: Towards Teacher's Professional Development
13:00 – 13:10	Debate

SESSION 4	Theme: Online and blended Learning
Time	Chairperson: Dr. Sabrina SAIGHI, Kasdi Merbah University-Ouargla-Algeria
13:10 -13:20	1- Dr. Tahar ABBOU, University of Adrar Distance Teaching / Learning: Advantages and Drawbacks at the Department of English -University of Adrar-
13:20 – 13:30	2- Dr. Karima ACHOURI, Mohamed Khider Biskra University The Use of Blended Learning as a Potential Solution in the Age of Globalisation: Challenges and Prospects
13:30 – 13:40	3- Dr. Sabrina SAIGHI, Kasdi Merbah University-Ouargla-Algeria Teaching Speaking Skill: A Blended-Learning Model
13:40 – 13:50	4- Abdelhadi CHADLI, University of Mohamed Ben Ahmed Oran 2 Moodle and Social Networks as Alternative Refuge to Algerian EFL Students in Learning during Covid-19 Outbreak: The Case of L3 English Students at Naama University
13:50 – 14: 00	5- Dr. Amina OMRANI, ENS Ouargla, Algeria The Efficiency of E-Learning in the Teaching of EFL Speaking Course the Case of ENS – Ouargla- Second Year Students
14:00 – 14:10	6- Dr. Nawal DIB, Kasdi Merbah University-Ouargla-Algeria Fostering Foreign English learners' Speaking Skills through the Use of Discord Application as a Teaching Tool
14:10 – 14:20	Debate

SESSION 5	Theme: Inter/cultural Competence as an indicator of the 21st Century learner
Time	Chairperson: Dr. Djalleddine AMRANI, Kasdi Merbah University-Ouargla-Algeria
14:20 – 14:30	1- Asma RAHMOUNI, Limerick University Ireland The pragmatic Aspect of Multilingual and Multi-model code-switching between Vernacular Arabic, French, and English: A Study of Algerian EFL Learners on Facebook
14:30 – 14:40	2- Dr. Khadidja HAMDJ, Kasdi Merbah University of Ouargla-Algeria Integrating German as a foreign language in teaching EFL in Ouargla University: An aspect of developing cultural awareness
14:40 – 14:50	3- Nourelhouda BAAZIZI, Kasdi Merbah University of Ouargla-Algeria & Dr. Nadia GHOUNANE, Saida University The Inclusion of the Different English in EFL Classes through Literature: The case of Flora Nwapa's EFuru
14:50 – 15:00	4- Dr. Amina BADIDJA, Kasdi Merbah University of Ouargla-Algeria Teaching Arabic Literature Written in English: Critical Perspectives on a Palestinian Voice in Diaspora, Susan Abulhawa's The Blue Between Sky and Water
15:00 – 15:10	5- Haifa BAFFI, Lab-LeFeu-Kasdi Merbah University-Ouargla (Algeria) & Dr. Halima BENZOUKH, Kasdi Merbah University of Ouargla-Algeria Using Critical Thinking Skills in Interpreting Literary Texts in the EFL Classroom The Case of Second Year Master Students of Literature at the University of Hamma Lakhder: El-Oued
15:10 – 15:20	Debate

SESSION 6	Theme: Using Technology in the EFL classroom
Time	Chairperson: Fouzia BAHRI, Kasdi Merbah University-Ouargla-Algeria
15:20 – 15:30	1- Maroua ROGTI, Ecole Normale Supérieure de Laghouat, Algeria Current Trends on Integrating Multimedia Technology in a Social Learning Environment: Towards a Constructivist Framework and Practice
15:30 – 15:40	2- Rim KELTHOUME, Abbess Laghrour University- Khenchla, Algeria The Integration of ICTs in Class and Teacher's New Roles
15:40 – 15:50	3- Dr. Saadia OULDYEROU, University Mustapha Stambouli Mascara Inhabit the Past or Memorize it: Harnessing the Digital Sphere to Promote Critical Thinking in Teaching/Learning History
15:50 – 16:00	4- Dr. Fattoum MOUISSA, University of Amar Telidji- Laghouat A Propel Towards Instilling Technology in Literature Classes: Innovative Practices
16:00 – 16:10	5- Dr. Radia BOUGUEBS, ENS-Assia Djebbar-Constantine, Algeria Digital Literacy as the best Indicator of 21st Century Teacher's Profile: Teachers' Perceptions and Reality
16:10 – 16:20	Debate

Day two:

Link: https:		
Moderator: , <i>Kasdi Merbah University Ouargla-Algeria</i>		
8:30 – 8:50	KEYNOTE SPEECH	Prof. Nanette BOUVIER , <i>director for the Program in American Language Studies at Rutgers University in Newark, New Jersey, USA</i> The Powerful Gift of Reading
8:50 – 9:10		Nadia HASHISH , <i>University of Sfax, Tunisia</i> Teaching 21st Century Skills: formal vs informal instructions
9:10 – 9:20	MODERATOR (organizational remarks)	

SESSION 7	Theme: Autonomous learning in a digital Era
Time	Chairperson: Dr. Fouzia GUERROUDJE , <i>Kasdi Merbah University-Ouargla-Algeria</i>
9:20 – 9:30	1- Dr. Djamila BENCHENNANE , <i>Mustapha Stambouli University, Mascara- Algeria</i> Learning through Technology to make Learners Autonomous
9:30 – 9:40	2- Dr. Fouzia GUERROUDJE , <i>Kasdi Merbah University of Ouargla-Algeria</i> The Importance of Developing Algerian EFL Student's Media Literacy
9:40 – 9:50	3- Arcade NDUWIMANA , <i>Ecole Normale Supérieure du Burundi Doctoral School, University of Burundi</i> Going Digital: Fostering Autonomous EFL Learning in the 21st Century
9:50 – 10:00	4- Asma BELMEKKI , <i>PhD Student at Abbes Laghrour University, Khenchela</i> Promoting Learner Autonomy in the 21st Century Algerian EFL Secondary Classrooms: Teacher's perceptions and Challenges
10:00 – 10:10	Debate

SESSION 8	Theme: The 21st Century Literary Class
Time	Chairperson: Prof. Mohammed Seghir HALIMI, Kasdi Merbah University-Ouargla-Algeria
10:10 – 10:20	1- Dr. Rawiya KOUACHI, Mohamed Lamine Debaghine University Setif 2, Algeria Fostering Learners' Critical Thinking in Literature Class in the 21st Century: William Faulkner's "A Rose for Emily"
10:20 – 10:30	2- Dr. Ibtissam TOUHAMI, Centre Universitaire Aflou The Synergy of Critical Thinking and Creative Thinking in Teaching Literature
10:30 – 10:40	3- Dr. Lila MESSAOUDI, University Mustapha Stambouli – Mascara Teaching Literature through Film: Film Adaptations as a Coping Tool for Teaching Literature in a Digitized Learning Context
10:40 – 10:50	4- Sara ABDERRAZAG, Mustapha Stambouli University-Mascara Literature Classes as a Means to Build Future Critical Thinkers
10:50 – 11:00	5- Dr. Amina BERRARBI, University of Djillali Liabes –Sidi Belabess The Potential Relevance of Studying Literature and Civilization in Constructing Learners' Critical Mind
11:00 – 11:10	Debate

SESSION 9	Theme: Teaching EFL during and post the pandemic
Time	Chairperson: Dr. Noureliman BAJADI, Kasdi Merbah University-Ouargla-Algeria
11:10 – 11:20	1- Fouzia BAHRI, Kasdi Merbah University-Ouargla-Algeria A Quest for Designing a New EFL Curriculum for Post Covid Era
11:20 – 11:30	2- Nadia GHOUNANE & Dr. Naima GUERROUD, Moulay TAHAR University – Saida The Effectiveness of Bichronous Online Learning in Teaching EFL Students during the Pandemic
11:40 – 11:50	3- Rania BOUDAUD, ENSB Constantine, Algeria ICT and Reading Self-regulation During COVID19
11:50 – 12:00	4- Sonia IMERZOUKEN, Bejaia University, Algeria EFL Teacher-Student Relationship during the pandemic. Case study: Department of English at the University of Bejaia
12:00 – 12:10	5- Asma DJAIDJA, University of Khenchela & Abla Ahmed KADI, University of Djelfa Inhabit the Past or Memorize it: Harnessing the Digital Sphere to Promote Critical Thinking in Teaching/Learning History
12:10 – 12:20	6- Bachir BOUHANIA, University of Adrar, Algeria Emergency Remote Teaching at the University of Adrar during Covid-19
12:20 – 12:30	Debate

SESSION 10	Theme: Teaching writing and Reading in the 21st C	
Time	Chairperson: Dr. Ahmed Nouredine BELARBI , <i>Kasdi Merbah University-Ouargla-Algeria</i>	
12:30 – 12:40	1- Ikram LECHEHEB , <i>University of Skikda Algeria</i> The Importance of Critical Reading in Analysing Texts for First Year English Students	
12:40 – 12:50	2- Lamia ELMECHTA , <i>Frères Mentouri Constantine 1 University</i> & Imène BILOUK , <i>University of Blida 2</i> Investigating researchers' challenges when writing in English for scientific research: the case of the institute of Nutrition, food and Agro-food Technologies	
12:50 – 13:00	3- Faiza HAIRECH & Radia BENYOUCEF , <i>University of Mostaganem Abdelhamid Ibn Badis, Algeria</i> The Use of Corpus Linguistics in Exploring Informality Features in Master Theses	
13:00 – 13:10	4- Dr. Ahmed Nouredine BELARBI , <i>Kasdi Merbah University-Ouargla-Algeria</i> Rethinking Translation as a Motivating Tool to Reading literary Texts	
13:10 – 13:20	5- Imane SAIDIA , <i>University of Guelma</i> The Role of Creative Writing in Promoting the Students' Critical thinking Skills	
13:20 – 13:30	6- Dr. Clement NDORICIMPA , <i>Ecole Normale Supérieure du Burundi</i> Construing a critical stance in L1 and L2 university students writing in English literature	
13:30 – 13:40	7- Dr. Khaoula HAKKOUM , <i>Kasdi Merbah University-Ouargla-Algeria</i> Can EFL readers move to the next level? Implementing Critical Reading sub-skills	
13:40 – 13:50	Debate	

Closing session		
Time	Conference Recommendations	Dr. Khaoula HAKKOUM as The Conference Chair
13:50 – 14:10		Iman ALLAoui University of Ghardaia -Algeria

**THE SECOND INTERNATIONAL CONFERENCE ON THE REALITY OF THE
LINGUISTIC POLICY IN THE WORLD
EFL TEACHING AND LEARNING IN THE LIGHT OF 21ST CENTURY SKILLS:
Expectations, Perspectives and Challenges
May 10th -11th , 2022 – Ouargla, ALGERIA**

**Implementing Global Citizenship in the EFL Syllabus at the
Algerian University: Attitudes and Procedures**

By Dr Fayçal Saoudi

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Introduction



The **21st Century** is the **One Home Era**: sustainable development, peace, growth, global wellness, environmental awareness and preservation, etc.



Global Citizenship

being a citizen of the world, not only of your own country. It encompasses all the knowledge and skills that enable the individual to fit in the world at the cultural, social, economic, environmental and political levels, and be a global positive activist who contributes to the development and sustainability in the world and the spread of peace, equality and co-existence in spite of all differences.

“Education gives us a profound understanding that we are tied together as citizens of the global community, and that our challenges are interconnected.”

Ban Ki-moon, UN Secretary-General

Global Citizenship Education (GCE)

- ▶ The [Global Citizenship Foundation](#) defines Global citizenship education as "a transformative, lifelong pursuit that involves both **curricular learning and practical experience** to shape a mindset to **care for humanity and the planet**, and to equip individuals with **global competence** to undertake responsible actions aimed at forging more just, peaceful, secure, sustainable, tolerant and inclusive societies."

Global Citizenship Education covers three conceptual dimensions or domains of learning (**UNESCO, 2015, p. 29**):

- ▶ **Knowledge** (Cognitive)
- ▶ **Socio-Emotional** (Affective)
- ▶ **Behavioral** (Psychomotor)

GCED domains of learning and expected learning outcomes

GCED DOMAIN OF LEARNING

The cognitive domain includes thinking processes that involve the acquisition, organization and use of knowledge and information.

The socio-emotional domain includes the development of skills that facilitate learners' emotional welfare and successful interactions with others, including peers, teachers and family members and those in their community (UNESCO et al., 2017, p 14).³

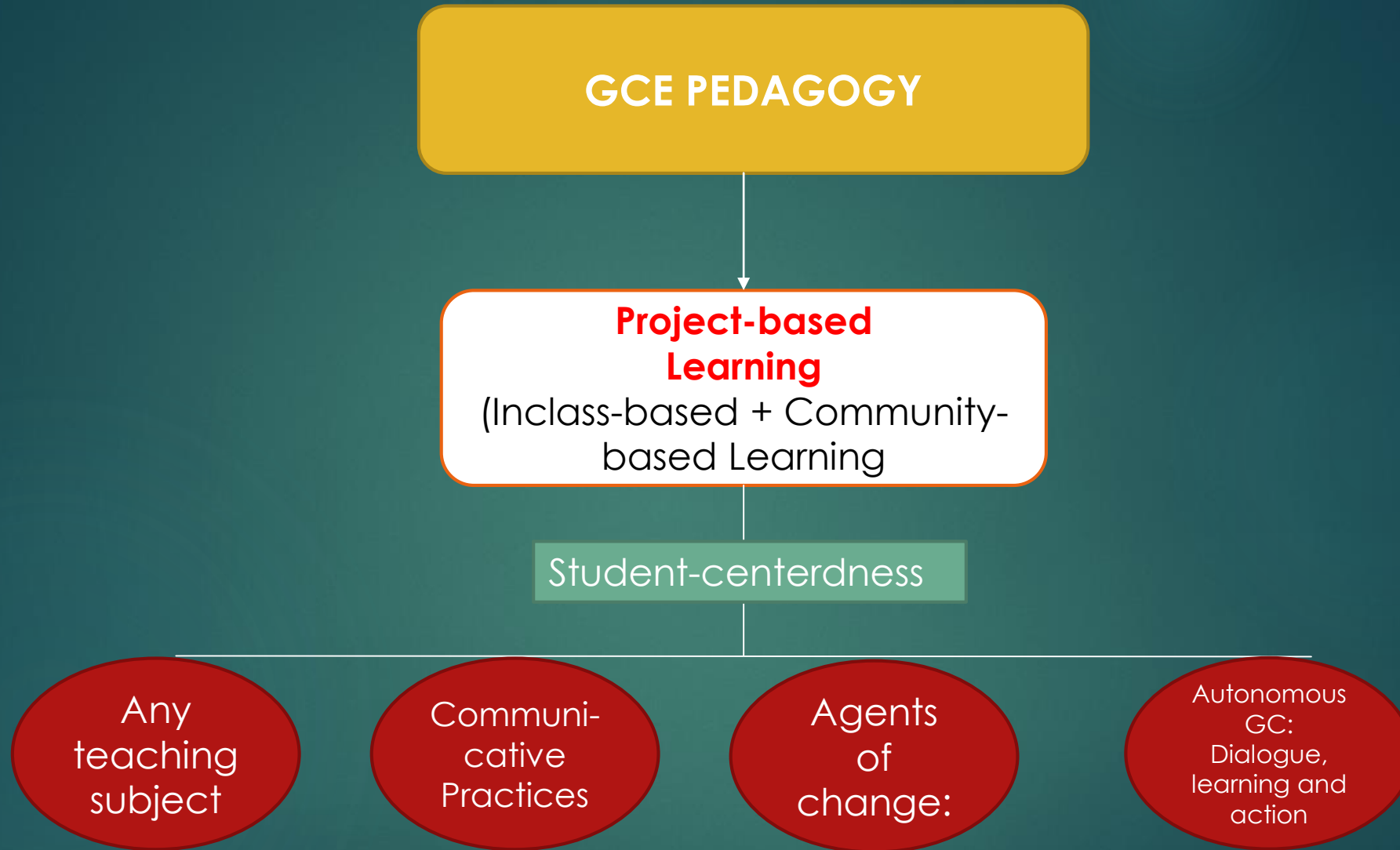
The behavioural domain includes the development of the ability to use learned materials or to implement material in new and concrete situations.

GCED EXPECTED LEARNING OUTCOMES

- Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations
- Learners develop skills for critical thinking and analysis

- Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights
- Learners develop attitudes of empathy, solidarity and respect for differences and diversity

- Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world
- Learners develop motivation and willingness to take necessary actions



This chart is created based on Tarrant, 2010:442; Dill, 2013:14; Melaville et al, 2006; Catalano, 2013:3; Bourn, 2009

Research Objectives & Questions

This study is concerned with **GCE** in the Algerian Higher education **EFL Major**

It sheds light on two key issues:

- **the status of global citizenship** in teaching English as a major, and how the professors perceive this concept from its different angles
- **the best procedures and mechanisms of implementing** GCE

Thus, it touches upon two main questions:

1. Is GCE **included and strengthened** in the EFL syllabus and how the professors perceive and view it?
2. If not included, **what are the best mechanisms and procedures** for its implementation?

Method

Case:

Department of English, University of Abbas Laghrour, Khenchela

Population

- ▶ Professors = 27 – Academic year 2021-2022

Sample

- ▶ 14 informants (as per replies)
- ▶ Data collection: Questionnaire
- ❖ 17 questions (yes/no – open-ended)
- ❖ Administered **online** through Google forms

Results

Question	Answers (%)
Do you think global citizenship is a need in today's world?	Yes = 92.9% No = 7.1%
Is global citizenship receiving much attention from governments and institutions?	Yes = 78.6% No = 21.4%
How is the media, especially your local one, dealing with global citizenship?	Promoted= 14.3% Inadequate attention= 28.6% Totally neglected= 57.1%
Should we shed more light on global citizenship?	Yes= 92.9% No= 7.1%
Should global citizenship be included in the educational system in Algeria?	Yes= 71.4% No = 21.4% Neutral = 7.1%
Is global citizenship necessary for the university students, especially those of English?	Yes = 78.6% No = 21.4%

Question	Answers (%)
How do you think global citizenship would help the students?	<ul style="list-style-type: none"> - Strengthens communication/social relationships - Promotes cultural tolerance, respect and understanding - Open-minds - Citizens of the world
Have you ever introduced global citizenship in your lectures?	Yes = 57.1% No = 42.9%
Should it be included in the courses and syllabus for the students of English	Yes = 71.4% No = 28.6%
If your answer is "yes" to the previous question, At what level should global citizenship be included?	Bachelor = 57.1% Master's = 42.9%
Should we devote a separate course for it or include it in other courses?	Seperate = 35.7% Other courses = 64.3%

Question	Answers (%)
If your answer to the previous question is "other courses", what is/are it/they?	<ul style="list-style-type: none"> - Culture and Civilization - Intercultural Communication - Literature
What method is more suitable to teach global citizenship?	<p>Theory-based = 14.3%</p> <p>Project-/task-based = 85.7%</p>
Any further suggestions please?	<ul style="list-style-type: none"> - Promoting GC cautiously (western cultures threat) - GC promoted in all educational levels - Must be looked after by gov

* First three questions are related to general info about the informants

Discussion

- GC is **essential** in today's world
- GC is neglected = **must be promoted** and given more attention in **Algeria**
- The right place to promote GC is **education** (*especially in EFL in higher education*)
- **GCE** builds the **successful global student**
- **GCE** trains people to be **global positive agents of action**
- **GCE** must be a **governments'** project

References

- ▶ Bourn, D. (2009) Students as Global Citizens. In: Jones, E. (ed), *Internationalisation and the Student Voice: Higher Education Perspectives*. London: Routledge
- ▶ Catalano, T., 2013. Occupy: A case illustration of social movements in global citizenship education. *DigitalCommons@UniversityofNebraska-Lincoln*
- ▶ Dill, Jeffrey S. (18 July 2013). *The Longings and Limits of Global Citizenship Education: The Moral Pedagogy of Schooling in a Cosmopolitan Age*. Routledge. [ISBN 978-1-136-69024-2](#).
- ▶ Melaville, A., Berg, A.C., and Blank, M.J., 2006. Report: Community-Based Learning – Engaging Students for Success and Citizenship. *Coalition for Community Schools*.
- ▶ Tarrant, M.A., 2010. A Conceptual Framework for Exploring the Role of Studies Abroad in Nurturing Global Citizenship. *Journal of Studies in International Education*, Vol. 14, No.5, pp. 433–451.
- ▶ UNESCO (2015). [Global Citizenship Education: topics and learning objectives](#) (PDF). Paris, UNESCO. pp. 20–21, 44–46. [ISBN 978-92-3-100102-4](#)
- ▶ ‘What is Global Citizenship?’. (2017). Global citizenship foundation. Retrieved March 21, 2022. <https://www.globalcitizenshipfoundation.org/about/global-citizenship-education>



*Warmest Thank
for Your
Attention*

*Looking Forward to your questions and valuable
comments*