



PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA MINISTRY OF HIGHER  
EDUCATION AND SCIENTIFIC RESEARCH  
MOHAMED BOUDIAF UNIVERSITY OF M'SILA  
FACULTY OF LETTERS AND LANGUAGES



**Theoretical and Practical Linguistic Studies Laboratory**

**and**

**The PRFU Team Research**

**Organize**

**A StudyDay Entitled:**

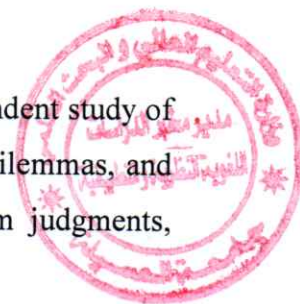
**DIDACTICS OF CIVILIZATION IN HIGHER  
EDUCATION EFL CLASSROOM:  
INSIGHTS & PERSPECTIVES**

**January 27<sup>th</sup>, 2021**

**Call for papers**

In the Algerian higher education establishments, the teaching of American or British Civilizations in EFL classrooms is still based on the traditional system in which the teacher occupies one of the central roles and is, therefore, the "most important resource" of information facing the monotonous lectures that often focus on history or government instead of conventional views of everyday life and popular culture. This fact makes students suffer from the boredom of being exposed to tiresome lectures. However, irrespective of its content, the Civilization course, if well-exploited, can be of enormous cognitive and intrinsic value, since it serves as the basis for students' cultural and moral growth, their civic and social development. More importantly, it helps them to address a variety of pedagogical issues, such as academic discussion, reading or listening comprehension, and vocabulary development. Furthermore, Civilization course might enhance their ability to analyze past and present events with

a critical eye and to reach one's own conclusions on the basis of independent study of historical sources, as it might bring students face to face with ethical dilemmas, and might also provide them with the opportunity to earn the right to form judgments, based on their decisions about history's ethical problems.



Therefore, the content of Civilization course as an academic discipline should form the focal point and core of social studies courses in Higher education EFL classrooms, and changes should take place in education to open up substantial opportunities for creativity and innovative methods of Civilization teaching by concretizing the objectives, syllabi content, course design, tasks and methods to be used by Civilization teachers. Moreover, an increasing stress on the necessity of integrated courses combining history and geography, economics and history, and culture and history is highly recommended. i.e., Higher education establishments should, make it possible to reconstruct entirely the cultural-historical dimensions of Civilization course and abandon the one-sided state/political interpretation of history that is the hallmark of the current Civilization courses.

In this regard, this study day is intended to satisfy the aforementioned recommendations by affording EFL educators and practitioners, history and Civilization teachers, and culture researchers the opportunity to introduce, discuss, and promote the exchange of their theoretical and empirical findings and expertise regarding Civilization didactics in EFL classroom in a variety of perspectives with a focus on its contribution to enhancing the students' achievement.

### **Related Topics:**

- Innovative teaching methods of Civilization
- Employing ICT's in CIV teaching
- Teacher-centeredness Vs. Learner-centeredness
- Assessment methods of Civilization
- Syllabus & Course Design
- Continuing professional development

**Honorary Chairman: Pr. Saleh Ghilous** (President of the Laboratory of Theoretical and Practical Linguistic Studies)

**Study day Chair: Dr. Assia Baghdadi**



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**Mrs. Nassima Amirouche**

**Mr. Mohammed GUOUFI**

**Mr. Bachir SAHED**

**Mrs. Zine Amel**

### **Important Dates:**

- Deadline for abstract submission: January 15<sup>th</sup>, 2021
- Date of acceptance notification: January 17<sup>th</sup>, 2020
- Date of the study day: January 27<sup>th</sup>, 2020

**All proposal abstracts should be sent to this email:**

**assia.baghdadi@univ-msila.dz**



### **Abstract/ Paper Submission Guidelines:**



- Abstract/ Paper should be written/ presented in English covering one or a combination of the suggested themes.
- Abstracts should not exceed 250 words (3-5 keywords). The abstract must describe the aims, method (s), (expected) results and implications/ conclusions of the contribution. The abstract/ paper writing style should conform to APA style (6th edition).
- Co-authored papers can be accepted, but not exceeding two authors per paper.
- Presentations will be allocated 10 minutes.
- An electronic presentation certificate will be sent via email to the participants after the study day.