



Abbas Laghrour University of Khenchela

Faculty of Letters and languages

Department of English language and literature



Organize

THE FIRST NATIONAL CONFERENCE

**Theme: TEACHING FOREIGN CULTURES IN THE ALGERIAN SCHOOLS
PERCEPTIONS AND PRACTICES**

On April 18th -19th, 2021

Virtual conference

CALL FOR PAPERS

Over the years, including culture in the foreign language classroom has been the main concern for many scholars. As Lessard-Clouston (1997) notes, in the past, people learned a foreign language to study its literature, and this was the main medium of culture. 'It was through reading that students learned of the civilization associated with the target language' (Flewelling, 1993,p.339).

Since the 1960s, a great many educators have concerned themselves with the importance of the cultural aspect in foreign language learning. According to Qu (2010), a monolingual environment can limit individuals' understanding of the world. In 1905, Jespersen claimed that the purpose of teaching language was to "access the spirit" of the nation espousing the language being studied (p. 9).

In the foreign language classroom, the ability to use the proper linguistic forms in the appropriate cultural context generally falls under sociolinguistic competence (Canale & Swain, 1980). Without understanding cultural meanings and usage, it is not possible to understand and use language as natives do (Kitao, 1991). Thus, culture teaching is necessary for the foreign language classroom because "culture lies behind sociolinguistic competence" (Tseng, 2002, p. 12). Besides helping learners become interculturally competent, many researchers consider the goal of culture teaching to be culture awareness that leads to a transformation of learner behavior (Chen, 2005). Hall (1959) argues that the objective of foreign language and culture study is to grow in understanding of our own culture.

As learners develop this awareness of self, the presentation of another culture can then lead to a "third kind" of culture where meaning and being is not regulated by either culture (Kramsch, 1993, pp. 13-

14). Culture teaching aims at helping students when they come in contact with the foreign culture by providing information and skills needed for adequate communication. It also raises their awareness of their own culture and makes them more tolerant of other ways and people.

It is widely accepted that developing language learners' communicative competence is the major goal of foreign and second language teaching practices. One of the competencies of the communicative model is the intercultural competence (Byram, 1997; Usó-Juan & Martínez-Flor, 2006), which can be defined as "the ability of a person to behave adequately in a flexible manner when confronted with actions, attitudes and expectations of representatives of foreign cultures" (Meyer, 1991, p. 137). Nonetheless, intercultural competence is not always fostered in the SL and FL classroom and when it is integrated, the approach taken is not necessarily appropriate. In Tseng's words (2002), "culture is often neglected in the EFL and ESL teaching/learning, or introduces as no more than a supplementary diversion to language instruction". Omaggio (1993) argues that although teaching culture seems to be considered as an important issue, it is still seen as "insubstantial and sporadic in most language classrooms". This could be related to time constraints, teachers' insufficient knowledge about which aspects should be covered when teaching culture and lack of practical techniques. In addition to this, another aspect which could affect the treatment of intercultural competence is that traditional syllabuses and traditional language materials such as English language textbooks rarely incorporate activities to increase intercultural competence in the language classroom.

The scientific committee welcomes original research contributions, classroom research and practices, as well as ongoing research works (with preliminary achieved results) pertaining but not limited to the following tracks:

Tracks of the conference:

- 1-Importance of culture in foreign language teaching
- 2-Approaches of teaching culture
- 3-Enhancing Intercultural competence in higher education
- 7-Innovative teaching practices
- 4-English language textbooks : perceptions, practices and challenges
- 5-Teaching culture by the textbook and beyond the textbook
- 6-Learning and teaching cultures strategies
- 8- Field experiences in teaching culture
- 9- Techniques of teaching foreign cultures
- 10- Challenges and obstacles in teaching foreign cultures



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Important dates

Final manuscript submission: **Mars 06th, 2021**

Acceptance notification: **March 28th, 2021**

Confirmation of participation: **April 1st, 2021**

Days of the conference: April 18th-19th, 2021

Languages of the conference: English- French -Arabic

Submit conference proposal form to: cultureconf2020@gmail.com

The national conference will be held on live streaming. The webinar link will be shared later.

**CONFERENCE PROPOSAL FORM**

Authors Full Names	
Degree/ Title	
Department/ Faculty	
Institution	
Phone	
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Field of expertise (specialization)	
Selected theme (s)	
Title of paper	
Abstract (Max 300 words)	
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