PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTERY OF HIGHR EDUCATION AND SCIENTIFIC RESEARCH
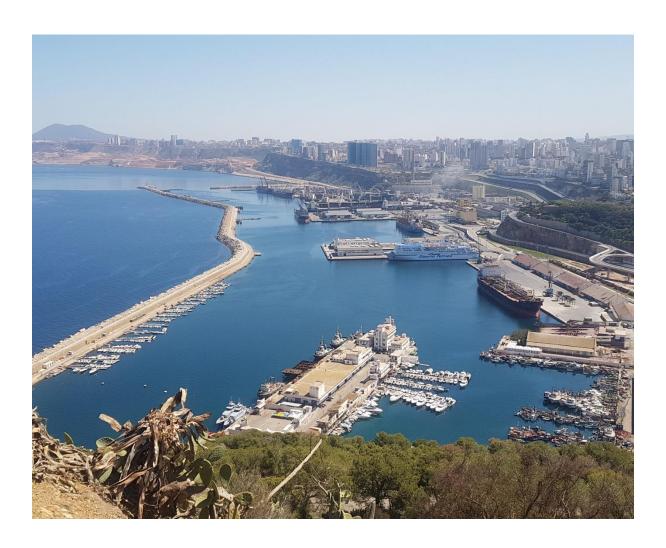
First International Blended Conference on
Integrating Content and English Language Blended Instruction in Algerian Higher Education:
Paradigms, Issues and Perspectives

Call for Papers

November 27/28, 2023

RATIONALE

The Algerian Ministry of Higher Education and Scientific Research has established a national commission to promote the visibility and ranking of higher education and scientific research institutions, conforming to Ministerial Decree No. 1400 of October 25, 2022. The Ministry has subsequently set up local committees who coordinate, at the regional level, with the national commission for the same purpose. The birth of these committees originates from the Algerian President's claims and instructions about the role of the University as one principal engine of economic growth and innovation, and therefore a significant instrument of national development, raising employability and contributing to the welfare of the country. Increasing the visibility and improving the ranking of higher education (Messekher & Miliani, 2017), in fact, go hand in hand as their influence is mutual. Optimal visibility attracts academic potentials, ambitious assets, sustainable support, and therefore strategic partnerships, that improve institutional ranking. International rankings allow assessing and comparing institutions' quality and performance, together with their academic systems. Enhancing the knowledge about how ranking functions could lead to a growing awareness of the importance of raising the international visibility of Algerian higher educational communities to gain better international network opportunities, and attract higher quality teachers and students.

To reach this objective of promoting global visibility and ranking, a set of strategies and means have been set, particularly in relation to the English language (Miliani, 2021). Both top-down and bottom-up belief in the fact that this language is an effective tool for becoming internationalized is increasingly gaining ground in Algeria. Nowadays, institutional potentials are largely visible through English which also paves the way for scholarship recognition. Moreover, the greater number of academic publications reaching internationality is mostly in English. The massive majority of indexed journals have opted for English for the purpose of increasing their impact and attaining wider authorship and readership around the globe (Al-Khalil, 2017). For this purpose, the Ministry of Higher Education has instructed the presidents of regional conferences of universities, based on a set of guidelines and indicators, to invite teachers specializing in different disciplinary domains to take part in the national English training program project launched in the course of this academic year 2022-2023. Its aim is to prepare them to instruct their content syllabus in English at the level of higher education. Academic institutions in charge of teacher language training include the University of Continuing Education (Universités de la Formation Continu (UFCs)), Intensive Language Training Centers (Centre d'Enseignement Intensif des Langues (CEILs)), English departments in Higher Teacher-Training Schools (Ecoles Normales Supérieures (ENSs)), and Universities. Alternative distance learning (Nait-Brahim, 2012) platforms are dedicated to content teachers within the same Algerian framework of the English program project.

On the other hand, another international professional development (Keskes, 2010) initiative, targeting the Algerian teaching staff, including English language instructors (ELI), English teacher trainers (ETT), subject matter instructors (SMI) from different higher education contexts, such as universities, ENSs, UFCs and CEILs, has been elaborated under the name of the Algerian Integrated Content and Language in Higher Education (ICLHE) Program. It contributes to enhancing English language in the Algerian Higher Education context by providing various instructional paradigms (e.g. Content-based Instruction (CBI), theme-based CBI, sheltered CBI, adjunct CBI, Content and Language Integrated Learning (CLIL), English as a Medium of Instruction (EMI), English for General/ Academic/ Specific purposes (EGP vs EAP vs ESP)) (Abrar (2012); Brinton & Show (2017); Hamada (2020)), in different learning environments (face-to-face learning, online learning, blended learning), and through up-to-date assessment (Boumediene, Kaid Berrahal & Hardji, 2018) models (e.g. learning-oriented assessment (LOA) (Turner & Purpura (2016); Purpura (2021), Purpura, (2022)). It is the result of a partnership between the Algerian Ministry of Higher Education and Scientific Research and Teachers College, Columbia University, New York (USA).

However, issues and challenges are expected to rise around ICLHE implementation in Algerian higher education as a context where various changes have emerged in the last decades. The prior non-satisfactory implementation of Competency-Based Approach to Language Teaching (CBLT) first took place in 2003-2004 (Bouhadiba, 2015). The introduction of the LMD system to the Algerian universities in 2004 has been described as a strong change, but with slow and progressive implementation (Miliani, 2017). Quality assurance system was subsequently established in 2010 to support the LMD system. It was later generalized to concern the whole Algerian higher education including the higher schools. But, it was perceived as incomplete and inefficient (Miliani, 2013). Another vital change that has more recently targeted the Algerian higher education has to do with traditional learning that has been combined with online learning (Voss, 2021) to give birth to blended learning with new distinct features to fulfil the requirements of the post-COVID-19 era. To put the ICLHE project into successful action, careful, efficient and strategic management and planning are essential. The project seems to offer ambitious opportunities to promote the position of English in tertiary education; yet, it can also meet unexpected barriers that could hinder its effective implementation.

The First International Blended Conference on Integrating Content & English Language in Blended Instruction in Algerian Higher Education is the fruit of collaboration between language and content faculties from ENS of Oran, the Higher School of Electrical and Energetic Engineering of Oran (Ecole Supérieure en Génie Electrique et Energétique d'Oran (ESGEE)), Polytechnic National School (Ecole Nationale Polytechnique d'Oran (ENPO)), Oran Graduate School of Economics (Ecole Supérieure d'Economie d'Oran (ESE)), and Higher School of Biological Sciences of Oran (Ecole Supérieure en Sciences Biologiques d'Oran (ESSB)).

Objectives

The conference will provide an interdisciplinary platform and will bring together participants from various international and national institutions including experts, researchers, curriculum specialists, content/ language teachers, institutional leaders, inspectors and administrators to advance contemporary expertise within the current project framework, share research outcomes, consider the practical challenges, and predict solutions for quality ICLHE implementation. The main objectives of the present conference are to,

- understand better the principles of the ICLHE program in relation to blended learning environments.
- check the extent to which the Algerian English language training program converges towards ICLHE principles.
- inquire about the level of preparation of the academic institutions in charge of the program, like UFCs, CEILs, ENSs and university English language departments, to provide these English courses effectively.
- examine the effectiveness of distance learning in content teachers' professional development with regard to the Algerian English language program.
- probe the subject matter teachers' readiness to instruct their content in English in blended learning environments in Algeria.
- seek a proper integration of content and English language in future disciplinary classrooms.
- Investigate how blended integrated content and language instruction, learning and assessment can develop the pro-social behaviour and well-being in disciplinary area classrooms.
- uncover issues associated with ICLHE project execution and offer recommendations

Conference Topics

Abstract submission should be related to ICLHE and include topics like

- Implementation of ICLHE in Algeria
- CBI, theme-based CBI, sheltered CBI, and adjunct CBI
- CLIL and EMI
- ICLHE vs CBLT in Algeria
- The Algerian English language program projects
- Needs Analysis and Current Materials
- Technology-based English instruction, learning and assessment
- Blended English learning, pro-social behaviour and well-being
- Bridging the gap between the content teacher (SMI) and the language teacher (ELI and ETT)
- EGP, EAP or ESP
- ICLHE curriculum design
- Learning-oriented Assessment and other assessment types
- English language proficiency and the meaning-oriented model
- Academic integrity and ICLHE
- ICLHE Opportunities, Challenges and Recommendations

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Abstract (200-250 words), including full name, affiliation, rank, phone number and email for all authors. Submissions will be evaluated by a peer-review committee.
Please submit to iclhe.conference.algeria@gmail.com
Conference Languages: English, Arabic, or French.

Key Information
Abstract Submission Deadline: September 30, 2023
Acceptance Notification: October 15, 2023
Paper Submission Deadline: November 15, 2023
Conference dates: November 27-28, 2023
Registration Fees: The conference fee (in-person participation) includes the following services

- Welcome Reception
- Access to all sessions
- Lunches and Coffee Breaks
- Access to Online Conference Proceedings

	Early Bird Fee (until August 31, 2023)	Late Fee (until October 31, 2023)
Local in-person participation	4000 dz	5000 dz
Local online participation	2000 dz	2500 dz
International in-person participation	35 €	40 €
International online participation	30 €	35 €

The conference fee does not include accommodation. Conference accommodation can be booked at the hotel, click here for more information.