

Ministry of Higher Education and Scientific Research



University of Djillali liabes
Faculty of Economics, Business and
Management



Call for papers

Abstract submission deadline:

December 30, 2024

Notification of Acceptance:

January 30, 2025

Camera Ready paper:

April 15, 2025

THE SECOND INTERNATIONAL HYBRID
CONFERENCE ON

**Englishization of the Algerian University under ICLHE-based
Program: From Policy to Practice Dilemma
On May 20-21, 2025**

Plenary speakers



M. Robert Wilkinson



Dr. Joyce Kling



Prof. Antonio Jose
Monteriro de Oliveira



Dr. Katalin Egri Ku-
Mesu



Prof. Fatiha KAID



Prof. Patrik Studer



Dr. Leila Djouimaa



Prof. Atta Gibril



Prof. Zohra Labeled



Prof. Mohamed Miliani

Conference Chair : Prof. Kaid Nassima





Honorary chairs:

Prof. Merahi Bouziani, Rector of Djillali Liabes University
Dr. Fethi Hafid, Dean of the Faculty of Economics, Business and Management
Dr. Tarik Saïdi, Director of Higher School of Management – Tlemcen

Plenary speakers

Mr. Robert Wilkinson, Maastricht University, the Netherlands
Prof. Mohamed Miliani, University of Oran 2
Prof. Fatiha Kaid Berrahal, ENS of Oran
Dr. Leila Djouima, ENS of Constantine
Prof. Patrick Studer, University of Applied Sciences, Switzerland
Prof. Zohra Labeled, ENS of Oran
Prof. Antonio jose monteiro de Oliveira, ISCAP – Portugal
Dr. Joyce Kling, Lund University, Sweden
Dr. Katalin Egri Ku-Mesu, Leicester University, United Kingdom
Prof. Atta Gebril, American University of Cairo. Egypt

Rationale

Over the past decades, Higher Education has witnessed significant changes, notably in the language of instruction. The increasing prevalence of English as a Lingua Franca (Galloway & Rose 2015) has led university faculty members worldwide to deliver disciplinary content in English. Accordingly, English-medium instruction or EMI as defined by Macaro (2018, p.19) refers to “the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language (L1) of the majority of the population is not English” is considered by many universities as the main means to increase their visibility and ranking. Unlike CLIL (Content and Language Integrated Learning), EMI has emerged as the preferred model in Higher Education focusing predominantly on content delivery in a foreign language (Wannagat 2008).

Given the language’s prevalence in business and innovation, enhancing English proficiency and acquiring subject-specific knowledge is becoming increasingly essential for university faculty and prospective entrepreneurs. Furthermore, EMI not only boosts teachers’ careers but also fosters entrepreneurial education, equipping students with the necessary language skills to communicate effectively in global business contexts. Additionally, it facilitates access to resources and networks that transcend national boundaries, promoting an entrepreneurial mindset characterized by flexibility, creativity, and self-reliance. Consequently, EMI serves as a driving force for student entrepreneurship in today’s interconnected global marketplace.

In September 2022, the Algerian Minister of Higher Education and Scientific Research implemented a policy requiring subject-matter instructors to adopt English as the medium of instruction to align with the global university system. While this top-down policy has generated apprehension and concerns among instructors, some universities have already initiated the delivery of disciplinary content in English during the current academic year.

The conference is designed to enhance knowledge and awareness about the significance of Integrating Content and Language (ICL) within the context of blended teaching in Algerian higher education, particularly in light of the gradual implementation of the ministerial directive and the uncertainty of subject matter instructors to modify their teaching approaches. It will serve as a platform for addressing educators’ concerns, pedagogical obstacles, and the feasibility of ICLHE, a concept introduced in 2003 that denotes “the conscious design of programs that integrate both content and language goals” (Wilkinson 2004, p.10). The aim of the conference is two-fold: (i) it examines the pedagogical challenges and strategies used by SMIs by investigating their current experiences and the actual outcomes of their classroom teaching practices and (ii) to explore the interconnection of ICLHE and the development of an entrepreneurial mindset among students.

Objectives of the conference:

The conference will present empirical research related to Integrated Content and Language in Higher Education from the perspective of Subject Matter Instructors. Additionally, participants will engage in discussions regarding the potential opportunities for both English language and specific-content discipline students to meet up as cocreators of startups across various sectors. The conference will contribute to the ongoing debate surrounding the Englishization process in Higher Education by providing an interdisciplinary platform bringing together participants from different international and national institutions including researchers, curriculum designers, language and content teachers, institutional leaders, and members of the entrepreneurial community to reflect on the implications of ICL in higher education, share insights and experiences, address the practical challenges, and devise strategies for the effective implementation of ICLHE. The primary objectives of this conference are to:

- examine the way English impacts the classroom, the stakeholders, and society;
- unveil Subject Matter Instructors’ worries and resistance to the new measures;
- investigate content adaptations, course and program design brought forth by teaching in English;
- consider the pedagogical and methodological issues involved in the integration of language and content in Higher Education;
- demonstrate the importance of EMI as an impetus for student entrepreneurship and lifelong learning;
- examine students’ participation and role in improving EMI or ICLHE programs;
- explore the linguistic and professional benefits of EMI;
- explore interdisciplinary collaboration by examining the symbiotic relationship between subject matter instructors and language specialists;
- Carry out the state-of-the-art of Higher Education professional development.





Conference tracks:

The call for proposals is open and we are accepting submissions for a limited number of presentations for topics related to:

- **Policy:** Language education policy in Algeria/ EMI as a national strategy in higher education / Implications of ICLHE implementation for national, international, and institutional education policies.
- **Content:** Content adaptation/ course design; teaching methods; Subject Matter Instructors' perspectives and experience as EMI instructors, blended learning and teaching
- **Entrepreneurship and Professionalization:** Professional career development, employability and promotion of students' entrepreneurial mindset; educational entrepreneurship.
- **Professional Development:** Teacher development in CLIL, EMI, ESP.
- **Language and Translation:** Subject matter instructors and students' language proficiency in ICLHE programs; translanguaging
- **Collaboration:** Interdisciplinary collaboration between SMEs and language specialists.

Email : ic lengconference.algeria@gmail.com

Conference Website : <https://sites.google.com/view/eaups/home?authuser=0>

Registration fees :

Local in-person participation	4000 DA
Local online participation	2000 DA
International in-person participation	50 €
International online participation	40 €

The Registration fee for onsite participants includes:

- Admission to all sessions
- Possibility to present the full paper through an oral or poster presentation
- Conference bag
- Conference Proceedings e-book
- Certificate of Attendance
- Lunches and Coffee Breaks
- Closing Dinner at the end of the second Conference day

The Registration Fee for online participants includes:

- Admission to all the virtual Conference sessions
- Possibility to present the full paper in synchronous or asynchronous modes
- Conference Proceedings e-book
- Certificate of Attendance (PDF)





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