

## **About our PhD Program .**

### **1- Domiciliation of the doctoral training**

Hassiba Ben Bouali University of Chlef- Faculty of Foreign Languages- Department of English

### **2- Head of the doctoral training committee CFD .**

Dr. Samir Arab

### **3- Objectives of the Doctoral Training Program.**

This doctoral program is an extension of the two graduation programs (bachelor and master). It focuses on literature, language Sciences, and didactics. It paves the way for holders of master's degree in English language to pursue their postgraduate studies and develop their competencies to be more competitive in the job market. This doctorate program is made to prepare a new generation of PhD holders who will meet the expectations of the Ministry of Higher Education and Scientific Research which seeks to modernize the educational system through implementing new strategies of teaching and integrating ICTs.

In terms of impact for the short and medium terms, this program will develop researches in the field of contemporary literature, sociolinguistics, and didactics to optimize and bring to light new research axes.

The research objectives assigned to this doctoral program can be summarized as follows:

#### **a. Core Knowledge, Methods, and Scholarship:**

Students will acquire general knowledge of the range of theories, methods, research protocols, and scholarly practices that are necessary for strong research, teaching, and service in our discipline

#### **b. Specialization knowledge, methods, and scholarship:**

Students will demonstrate comprehensive knowledge of the wide range of topics that they will deal with in the accepted option. They will also exhibit acquaintance and comprehensive knowledge of the scholarly questions that inform research and teaching in the field. This will include a clear sense of the theories, methods, research protocols, and scholarly practices that have defined and currently define work in their specific options.

#### **c. Creative synthesis and critical thinking:**

Students will learn a number of strategies for sorting through the applicability of and connections among a range of scholarly approaches to those works. This program will allow them to produce original insights about the literary works, linguistic phenomenon, and methods of teaching whose explanatory power is most compelling.

#### **d. Scholarship:**

Doctorate students will produce original scholarship that contributes to the growth of knowledge in the field.

#### **e. Independent and Autonomous Learner:**

### **4- Link with the strategic and priority axes :**

This doctoral program responds to the strategy of the Ministry of Higher Education and Scientific Research and touches its strategic and priority axes. First, in terms of language, PhD students will pursue their studies in English language which is the target of the Algerian Government that seeks to expand its use and make it the second medium of communication in different domains, including education, business, politics, science and technology. Second, this program valorizes the use of ICTs and makes PhD students participate in developing teaching methods and inventing new strategies. It also encourages students to pursue multi-disciplinary research that utilizes multiple methodologies—quantitative, as well as qualitative—to conduct researches in literature, socio-linguistics, and didactic; specialties which are highly needed in the Algerian university. It is intended to encourage students to be more productive and contribute to the startups and drive innovations to make the university the ideal platform for entrepreneurial spirit.

## **5- Support structures for the doctoral training project:**

### Ticelet Laboratory

#### 6- About Materials and Infrastructure:

For the doctoral training, PhD students will study at the doctoral rooms which are equipped with projectors, computers, speakers. The faculty puts at their service a pedagogical laboratory for conducting researches on language and phonetics for PhD Students of socio-linguistics and didactics in case it is needed.

For the workshop and viva voces, the faculty of foreign languages has two modern conference rooms which are equipped with fast internet, projector, tv screens, and interactive whiteboards.

#### 7- PhD admission criteria & application:

Ministerial Decision No. 1548 of December 18th, 2024

Methodological note No. 455 of December 18, 2024 concerning the mechanisms for organizing contests

#### 8- Supervisory Team:

Full Name	Rank	Field	Specialty	University
Arab Samir	MCA	English Language	English Literature	Hassiba Ben Bouali University of Chlef
Senkadi Abdelkader	Professeur	Translation	English -arabe-English	Hassiba Ben Bouali University of Chlef
Babou Amina	ASSOCIATE PROFESSOR CLASS A	English Language	Sociolinguistics	Hassiba Ben Bouali University of Chlef
Terriche Abdallah Amin	ASSOCIATE PROFESSOR CLASS A	Translation	Didactics	Hassiba Ben Bouali University of Chlef

Meharet Sarrah	ASSOCIATE PROFESSOR CLASS A	English Language	Didactics de la littérature	Hassiba Ben Bouali University of Chlef
Hadj Henni Imane	ASSOCIATE PROFESSOR CLASS A	English	Literature	Hassiba Ben Bouali University of Chlef
Mehdi Tayeb	ASSOCIATE PROFESSOR CLASS A	English	Esp	Hassiba Ben Bouali University of Chlef
Makhlouf Kouider	ASSOCIATE PROFESSOR CLASS A	English	Didactics	Hassiba Ben Bouali University of Chlef
Djerouane Fathi	ASSOCIATE PROFESSOR CLASS A	English	Didactics	Hassiba Ben Bouali University of Chlef
Bourouina El Hadj	ASSOCIATE PROFESSOR CLASS A	English	Didactics	Hassiba Ben Bouali University of Chlef
Bentaleb Ibtissem	ASSOCIATE PROFESSOR CLASS A	English	American Civilisation	Hassiba Ben Bouali University of Chlef
Bouakel Toufik	ASSOCIATE PROFESSOR CLASS A	English	Didactics	University of Oran
Braik Fethia	ASSOCIATE PROFESSOR CLASS A	English	Civilisation	Hassiba Ben Bouali University of Chlef
Dr. Nacéra Benali Reguieg	ASSOCIATE PROFESSOR CLASS A	English	ESP	Hassiba Ben Bouali University of Chlef

## Spécialité 2 : Didactics of English Language

Cours obligatoire renforcement des connaissances

- semestre 01 -

### 1. Course title: Recent Approaches and Methods in ELT

The teaching-learning process and the related issues have been discussed for many years by considering the contents at stake in different layers of organization and functioning of school and educational systems. These discussions encompass the definition of formal educational contents present in curricula, the elaboration of teaching resources (e.g., manuals, teaching units, lesson planning, digital learning environments, etc.), the way in which syllabuses take shape in the interactions between teachers and learners in classrooms (seeking appropriate approaches or methods), and then checking over through assessing whether the learning objectives attained. Thinking systematically about teaching and learning in relation to the knowledge contents and domains structured in the curriculum traditionally belongs to the broad field of Didactics (Ligozat, et al., 2023).

### Course content

#### **Introduction to Didactics and Pedagogy**

##### **1. What is Didactic(s)**

- 1.1. Etymology/origin
- 1.2. General didactics Vs Subject-specific didactics

##### **2. Key terms related to Didactics**

- 2.1. Didactics versus Pedagogy
- 2.2. Pedagogy versus Andragogy
- 2.3. Educational Psychology

##### **3. Characteristics of Didactics**

##### **4. Reflective Teaching.**

##### **5. On-going Methods/Approaches for ELT**

###### **5.1. The Communicative Approach (CA/CLT/CLL)**

- History, advantages, and disadvantages
- Roles of the teacher and the learner within the CA
- Nature of teacher-student and student-student relationships in CA/CLT
- Nature of task and activities in the CLT
- Evaluation procedures within CLT

###### **5.2. Task-Based Approach (TBA/TBLT)**

- History, advantages, and disadvantages
- Roles of the teacher and the learner within the TBA
- Nature of teacher-student and student-student relationships in TBLT
- Nature of task and activities in the TBLT
- Evaluation procedures within TBLT

###### **5.3. Objective-Based Approach (OBA)**

- History, advantages, and disadvantages
- Roles of the teacher and the learner within the OBA
- Nature of teacher-student and student-student relationships in OBA
- Nature of task and activities in the OBA
- Evaluation procedures within OBA

#### 5.4. **Competency-Based Approach** (CBA/CBLT)

- History, advantages, and disadvantages
- Roles of the teacher and the learner within the CA
- Nature of teacher-student and student-student relationships in CA/CLT/CLL
- Nature of task and activities in the CA
- Evaluation procedures within CA

#### 5.5. **Eclecticism**

### Spécialité 2 : Didactics of English Language

#### Cours obligatoire renforcement des connaissances

- semestre 02 -

## 2. Course title: Recent Approaches and Methods in ELT

The teaching-learning process and the related issues have been discussed for many years by considering the contents at stake in different layers of organization and functioning of school and educational systems. These discussions encompass the definition of formal educational contents present in curricula, the elaboration of teaching resources (e.g., manuals, teaching units, lesson planning, digital learning environments, etc.), the way in which syllabuses take shape in the interactions between teachers and learners in classrooms (seeking appropriate approaches or methods), and then checking over through assessing whether the learning objectives attained. Thinking systematically about teaching and learning in relation to the knowledge contents and domains structured in the curriculum traditionally belongs to the broad field of Didactics (Ligozat, et al., 2023).

#### Course content

#### **Introduction to Didactics and Pedagogy**

#### **6. What is Didactic(s)**

6.1. Etymology/origin

6.2. General didactics Vs Subject-specific didactics

#### **7. Key terms related to Didactics**

7.1. Didactics versus Pedagogy

7.2. Pedagogy versus Andragogy

7.3. Educational Psychology

#### **8. Characteristics of Didactics**

#### **9. Reflective Teaching.**

#### **10. On-going Methods/Approaches for ELT**

##### 10.1. **The Communicative Approach** (CA/CLT/CLL)

- History, advantages, and disadvantages

- Roles of the teacher and the learner within the CA
- Nature of teacher-student and student-student relationships in CA/CLT
- Nature of task and activities in the CLT
- Evaluation procedures within CLT

#### 10.2. **Task-Based Approach** (TBA/TBLT)

- History, advantages, and disadvantages
- Roles of the teacher and the learner within the TBA
- Nature of teacher-student and student-student relationships in TBLT
- Nature of task and activities in the TBLT
- Evaluation procedures within TBLT

#### 5.3. **Objective-Based Approach** (OBA)

- History, advantages, and disadvantages
- Roles of the teacher and the learner within the OBA
- Nature of teacher-student and student-student relationships in OBA
- Nature of task and activities in the OBA
- Evaluation procedures within OBA

#### 5.4. **Competency-Based Approach** (CBA/CBLT)

- History, advantages, and disadvantages
- Roles of the teacher and the learner within the CA
- Nature of teacher-student and student-student relationships in CA/CLT/CLL
- Nature of task and activities in the CA
- Evaluation procedures within CA

#### 5.5. **Eclecticism**

### **Cours obligatoire (semestre 2)**

#### **2. Course title: Assessment and Evaluation in ELT Classroom**

Since the beginning of the 21<sup>st</sup> century, language testing, evaluation, and assessment have seen unprecedented expansion as they are considered part of modern life. As a result, there is an increasing need for the language testing profession to consider more what “assessment and evaluation” really mean especially in the field of ELT, and to articulate its role in the creation of new pedagogic materials and programs in language testing and learners’ knowledge measurement to meet the changing needs of teachers, learners, and other stakeholders for a new age (Fulcher, 2012). Through dealing with such important module at the PhD level, we, as stated by Fulcher & Davidson (2007) aim at:

- ✓ providing an innovative and thorough review of a wide variety of issues from practical details of test development to matters of controversy and ethical practice;
- ✓ investigating the importance of the philosophy of pragmatism in assessment, and coins the term ‘effect-driven testing’;
- ✓ exploring test development, data analysis, validity and their relation to test effects.

#### *Course content*

##### **1. General Introduction**

##### **2. Historical Background (Language Assessment and Testing)**

##### **3. Concepts Under scrutiny:**

- 3.1. Evaluation
- 3.2. Assessment
- 3.3. Testing
- 4. Language Assessment : from Theory to Practice**
  - 4.1. Implicit Assessment vs Explicit Assessments
  - 4.2. Formal Assessment vs Informal Assessments
  - 4.3. Traditional Assessment & Alternative Assessment
  - 4.4. Self-assessment & Standardised Assessment
  - 4.5. Criterion-referenced Assessment vs Norm-referenced Assessment
- 5. Purposes Behind Assessment**
  - 5.1. Formative Assessment
  - 5.2. Summative Assessment
- 6. Quality Standards in Language Assessment**
  - 6.1. Practicality
  - 6.2. Validity
  - 6.3. Reliability
  - 6.4. Authenticity
  - 6.5. Washaback
- 7. Language Testing: A Developmental Overview**
  - 7.1. Approaches to Language Testing
  - 7.2. Types of Language Tests

## **Common Courses: (Literature, Didactics & Language Sciences)**

### **1. Course title: Research Methodology**

**-Semester 01 & 02-**

This course provides an introduction to the basics of research methodology to familiarize PhD students with basic concepts of research. It also acts as a preparatory course for students undertaking research for their 'Final Theses'. The course examines current research paradigms, principles of research design, instruments of data collection, and commonly used research methods to conduct qualified research.

Outline:

- 1. Introduction to Research in English Language Studies
  - ☐ Nature of research
  - ☐ Research traditions and key concepts
- 2. Research in Context
  - ☐ Sample journal articles
  - ☐ Useful journals in literature and linguistics
  - ☐ Literature review and identifying a research need
- 3. Components of research

- ☐ Research topic, questions, and hypotheses
  - ☐ Data and variables
  - ☐ Reliability and validity
- 4. Research Design and Administration
  - ☐ Qualitative research: case studies, ethnography, narrative inquiry
  - ☐ Quantitative research: experiment/quasi-experiment, surveys
  - ☐ Mixed Methods: triangulation
- 5. Analysing and Interpreting Data
  - ☐ Models or theories for interpreting data
  - ☐ Descriptive and inferential data
  - ☐ Software tools
- 6. Presenting Research Findings
  - ☐ Writing research papers
- Oral presentations for research papers

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- Palys, T., & Atchison, C. (2014). *Research decisions: Quantitative, qualitative, and mixed methods approaches* (5th ed.). Toronto, Canada: Nelson Education.
- Patton, M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice* (4th ed.). Thousand Oaks, CA: SAGE Publications.



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## **2. Course title: Introduction to Pedagogy**

**- Semester 01 & 02-**

This course explores contemporary assumptions about teaching and learning. The course deals with a variety of topics such as educational philosophy, teaching and learning theory, developmental psychology, and changing society. The goal of the course is to develop a fundamental knowledge that can facilitate the student's progress in mastering educational approaches.

Outline:

Semester 01:

- Introduction to Pedagogy
- Teaching diverse students; Social forces
- Getting to know your students; Human development
- Getting to know your students; Human development
- Characteristics of effective teachers
- Reflective skills of effective teachers

Semester 02:

Integration of technology in education

- Definition
  - Methods of integration of ICTs in the educational system
  - The levels of integration of ICTs in the education system
  - Models of integration or appropriation of ICT by teachers
  - Obstacles to the integration of ICT in the education system
- 
- Pedagogical Training: Practical traineeship in teaching at the department of English (L2 and L3)

References

- Farné, Roberto. "Pedagogia Visuale/Visual Pedagogy." *Proceedings* 1, no. 9 (November 24, 2017): 872. <http://dx.doi.org/10.3390/proceedings1090872>.
- Gow, James. "Strategic Pedagogy and Pedagogic Strategy." *International Relations* 20, no. 4 (December 2006): 393–406. <http://dx.doi.org/10.1177/0047117806069401>.
- Syabarrudin, Agus, Imamudin Imamudin, and Marlina Saptariana. "CRITICAL PEDAGOGY IN THE DIGITAL ERA." *JURNAL EDUSCIENCE* 10, no. 1 (April 15, 2023): 159–64. <http://dx.doi.org/10.36987/jes.v10i1.3917>.

### **3. Course title: Information and Communication Technologies in Education**

#### **Semester 1 & 2**

This course equips PhD Students with essential ICT skills, pedagogical approaches and awareness of emerging technologies. It addresses various aspects, including the responsible use of technology, fostering collaboration and applying digital assessment methods. During the two semesters, students will be introduced to a wide range of educational resources to gain knowledge in various areas of ICTs. The main objective of this course is to make PhD student improve their teaching practices, promote effective student learning, and prepare them for the evolving landscape of education in the digital age.

## **Outline**

### **Semester 01:**

- Introduction and Guidelines
  - a. Introduction to the course – ICTs in Education
  - b. 21st Century Skills – the need of the day
  - c. What are ICTs?
- ICTs Integration, Standards and Competencies for Teachers
  - a. ICTs Integration – Why and What it means; objectives; misconceptions
  - b. ICT competencies for Teachers
  - c. Introduction to electronic Portfolios – setting up for the course
- Learning through custom-designed/ready-made applications
  - a. Exploring the custom-designed multimedia resources
  - b. Instruction using available applications for teaching
    - Using movies in education
    - Using split-video technique in classroom

### **Semester 02:**

- Learning through Internet (applications, etc.) (Examples for different content/subject and pedagogy areas – Teaching of Science, language-development, improving communication skills, etc.)
  - a. Concept of globalization – ‘Global Teacher Community’
  - b. Online tutorials
  - c. Browsing for a purpose - Seeking and filtering information
  - d. Online tools for communication and collaboration
  - e. Introduction to Digital Libraries, archives and eBooks
- Planning for ICTs Integration
  - a. Planning for ICTs Integration (SWOT analysis, building support networks, etc.)
  - b. Developing a Technology Plan for Classroom and School
  - c. Barriers for effective ICT use in schools and suggestions

## **References:**

Agency, Z. N. S. (2009). *Information and Communication Technology (ICT) business survey, 2009: Report*. Zimbabwe National Statistics Agency.