

PEOPLE'S DEMOCRATIC REPUBLIC OF
ALGERIA MINISTRY OF HIGHER
EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF IBN KHALDOUN – TIARET
FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF ENGLISH



The Department of English in coordination
with the research Team PRFU:

*Investigating Language Variation and
Change among the Algerian Speech
Community, vocabulary , phonology and
morphology*

Reference: H02L01UN14012023000

Organizes a Study Day Entitled:

***Exploring Sociolinguistics in
Language Education: Bridging
Language, Culture, and Society***

25th April 2024

President of the Study
Day: Dr. BELARBI
Khaled





Preamble

Sociolinguistics critically informs foreign language education by analyzing the interplay between language and societal contexts, which is pivotal for developing effective teaching and learning strategies. It explores three key dimensions: attitudes towards foreign language learning, the integration of cultural content in language instruction, and the impact of language planning on education. Understanding learners' sociocultural backgrounds and attitudes enables the creation of positive, motivating learning environments, addressing potential challenges in language acquisition. Incorporating cultural elements into teaching materials enriches learners' linguistic understanding and cultural competence, crucial for proficient communication. Additionally, sociolinguistic research guides language planning by offering insights into language variation and attitudes, thus informing policy decisions, curriculum design, and pedagogical practices. It ensures that language education aligns with learners' needs, reflects societal linguistic diversity, and considers the global linguistic landscape. Sociolinguistics also sheds light on the role of English as a global lingua franca, emphasizing that no single nation holds ownership over English, thereby supporting its inclusive and international pedagogical integration. Ultimately, by embedding sociolinguistic insights into foreign language education, educators can foster more engaging, culturally responsive learning experiences that promote both linguistic proficiency and intercultural communication skills.

The conference welcomes submission of papers related to the conference theme including, but not limited to the following topics:

a. Linguistics:

- Language Attitudes and Motivation: Understanding the Role of Sociolinguistics in Fostering Positive Language Learning Attitudes
- Cultural Inclusion in Language Education: Incorporating Sociolinguistic Perspectives to Enhance Intercultural Competence
- Sociolinguistics and Multilingualism: Nurturing Linguistic Diversity in Language Education
- Sociolinguistics and Technology in Language Education: Exploring Digital Tools for Language Learning and Intercultural Communication
- Identity and Language Education: Empowering Learners through Sociolinguistic Understanding of Language and Identity
- Sociolinguistic Research Methods in Language Education: Exploring Approaches and Techniques for Investigating Language Use and Variation.

b. Didactics

- Sociolinguistics and Teacher Training: Integrating Sociolinguistic Knowledge into Language Teacher Education Programs.
- Sociolinguistics and Language Assessment: Examining Language Variation and Standardization in Educational Contexts.
- Language Planning and Policy in Language Education: Harnessing Sociolinguistic Research for Effective Language Curriculum Development.
- English as an International Language: Sociolinguistic Perspectives on Teaching and Learning English as a Lingua Franca



IMPORTANT DAYS

Abstracts Submission deadline:

20-04-2024

Notification of Acceptance:

23-04-2024

Study Day:

25-04-2024

Abstracts Submission:belarbi14021@gmail.com

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