

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA  
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH  
IBN KHALDOUN UNIVERSITY of TIARET  
FACULTY OF LETTERS & LANGUAGES  
DEPARTMENT OF ENGLISH  
LABORATORY OF GRAMMATICAL & LINGUISTIC STUDIES  
BETWEEN HERITAGE & MODERNITY IN ALGERIA



Formation Committee for the Doctoral Project:  
Didactique Générale et Cultures Etrangères  
“General didactics and foreign cultures”

## THE FIRST HYBRID NATIONAL CONFERENCE

The Advantages of Using Authentic Material in Teaching a Foreign Language



February 10<sup>th</sup>, 2025

## **ABOUT THE EVENT**

### **SUMMARY**

An immersive and effective pedagogical approach to teaching foreign languages is made possible in large part by the use of authentic materials. These resources provide a wide range of benefits that significantly improve learning. They include a vast array of authentic texts, videos, and other materials that are taken straight from contexts where the language is spoken by native speakers.

Teachers can give students a deeper cultural experience by using resources that people who speak the language regularly use, such as newspapers, magazines, online articles, movies, and podcasts. By exposing students to real culture, expressions, and linguistic nuances, this immersion helps bridge the often wide gap that exists between the classroom and the outside world. Using authentic materials in language training not only increases cultural relevance but also immerses students in more real-world scenarios related to language use, improving their ability to apply language skills in everyday situations.

This tactic significantly boosts students' engagement and motivation while making the learning process more engaging and relevant for them because the contents reflect current events, popular culture, and real communication habits. Additionally, it exposes students to the diversity of accents, dialects, and linguistic nuances through real resources—a feature that traditional textbooks usually omit.

Idioms, slang, and colloquialisms that are common in everyday speech are used to push students' linguistic competency by forcing them to understand and use language in new and creative ways. Since authentic materials mimic how language is used in everyday situations, they naturally support the full integration of speaking, listening, reading, and writing skills. This makes language learning more comprehensive and useful. Furthermore, the value of realistic materials as a foundation for real-world communication cannot be overstated. When students interact with materials drawn from real-world social, professional, and academic contexts, they are better prepared to speak effectively in a variety of scenarios, which boosts their confidence and practical language abilities.

In addition to enhancing language and cultural competency, the main advantage of utilizing authentic materials is that they promote a lifetime of respect for language learning and cultural diversity. The utilization of authentic materials is a fundamental component of comprehensive and enriching foreign language education, as learners are equipped to engage with confidence and competence in the global community in addition to learning the language's mechanics through this immersive and integrative approach.

In summary, the use of real materials in foreign language instruction provides a deep and comprehensive approach to language acquisition that is difficult for traditional approaches to match. These resources greatly raise motivation and engagement levels while also improving linguistic competency and cultural awareness by immersing students in the real-world context and culture of the language. Learners are better prepared for interactions in the real world when they are exposed to realistic language use in a variety of contexts. This exposure gives them the abilities and self-assurance needed to communicate effectively in a range of situations. The careful incorporation of real resources into language teaching methodologies ultimately fosters a more comprehensive, enjoyable, and lifetime learning experience that prepares students to succeed in a globalized culture and goes beyond traditional learning boundaries.

### **Conclusion**

The national conference on "The Advantages of Using Authentic Material in Teaching a Foreign Language" provides a comprehensive overview of the benefits of using authentic materials for language instruction. The discussions and presentations will demonstrate how these materials can improve language proficiency, enhance cultural understanding, and boost student motivation and engagement. Additionally, authentic materials help bridge the gap between the classroom and the real world, preparing learners for practical language use and developing critical thinking and analytical skills.

The conference also underscores the importance of differentiated instruction and the role of authentic materials in meeting diverse learning needs. By promoting autonomous learning and offering opportunities for authentic assessment, these materials support a more personalized and effective approach to language teaching. The discussions will emphasize the need for continued research and innovation, especially in integrating technology and adapting authentic materials to changing educational environments.

As we move forward, it is crucial to further explore and expand the use of authentic materials to ensure that they remain integral to foreign language education. Their ability to bring the richness of the target language's culture and real-world application into the classroom makes them invaluable tools for developing proficient, culturally aware, and motivated language learners.

This conference will, undoubtedly, lay a strong foundation for future initiatives and research in this area, and we are eager to witness how the ideas and strategies discussed here will be implemented and further developed in language classrooms nationwide. We extend, in advance, our thanks to all the participants for their contributions to this vital and dynamic field.

## Objectives of the National Conference

The conference sets out to underscore a number of crucial aspects in foreign language instruction. Conferring on these matters by practitioners is hopefully likely to bring insights into the essence of each of them and the ways it can be deployed optimally to benefit foreign language learning. The aspects in question are specified hereafter.

1. **Enhancing Language Proficiency:** We aim to improve students' skills in listening, speaking, reading, and writing by exposing them to natural, real-world language use.
2. **Promoting Cultural Competence:** We strive to foster understanding and appreciation of the cultural contexts, norms, and values related to the target language.
3. **Increasing Motivation and Engagement:** We aim to boost learners' interest and involvement by providing relevant and meaningful content.
4. **Developing Critical Thinking:** We encourage learners to analyze and interpret complex, real-life scenarios in the target language.
5. **Preparing for Real-Life Communication:** We seek to equip students with the confidence and skills needed for practical, everyday language use.
6. **Supporting Differentiated Instruction:** We cater to diverse learning needs and styles, allowing for personalized and effective learning experiences.
7. **Encouraging Autonomous Learning:** We promote self-directed learning by providing resources that students can explore independently.
8. **Enhancing Listening and Speaking Skills:** We aim to improve comprehension and fluency through exposure to various accents and conversational dynamics.
9. **Supporting Accurate Assessment:** We enable authentic assessments that reflect real-life language abilities.
10. **Facilitating Vocabulary Acquisition:** We aid in learning and retaining vocabulary through contextual, meaningful usage.

## Conference Axes

### Axe 1: Pedagogical Strategies for Authentic Material Integration

The emphasis should be on the methods and techniques of instruction that make it easier to incorporate authentic materials—like real-world texts, audio, and video—into language learning.

### Axe 2: Cultural Competence and Awareness in Language Teaching

This axis emphasises how cultural competence plays a role in language education and improves language learning by recognising and appreciating cultural differences.

### Axe 3: Technology Integration in Language Education

This axis examines how technology can enhance language learning, especially when real materials are used.

### Axe 4: Assessment and Evaluation of Authentic Material Usage

This axis evaluates students' performance and advancement when they use real materials to acquire a language.

### Axe 5: Future Directions and Research Opportunities in Language Education

This axis takes into account how language education is changing and highlights new developments, trends, and areas for future study about the use of real materials.

### Axe 6: Intercultural Communication Skills

Explore how incorporating real materials can improve students' ability to communicate across cultural boundaries and their understanding of the world.

### Axe 7: Differentiated Instruction and Inclusivity

Discuss strategies for using authentic materials to cater to diverse learning needs and inclusive education in language classrooms.

### Axe 8: Teacher Training and Professional Development

Focus on the importance of preparing educators to effectively select, adapt, and implement authentic materials in language teaching.

### **Framing the forum:**

Honorary Chairmen of the conference: **Prof Belgoumane Bezerroug**, Rector of Ibn Khaldoun University of Tiaret, and **Prof. Abdelkader Zerrouki**, Dean of the Faculty of Letters and Languages,

Conference Chairmen: **Dr. Ghlamallah Hemaïdia** Member of the committee of 'CFD' and Grammatical and Linguistic Studies Laboratory, and **Dr. Younes Behira**, Member of the department teaching staff.

Chairman of the Scientific Committee: **Prof. Mohamed Hemaïdia**, Head of Doctoral Project "Language Didactics and Foreign Cultures".

Chairman of the Linguistic Organization and Follow-up Committee: **Dr. Mohamed Soudani**, member of the Department Scientific committee

### **Members of the scientific committee:**

Prof. Benabed Ammar .....	University of Tiaret
Dr. Amina Abdelhadi .....	University of Tiaret
Dr. Sahli Naima .....	University of Tiaret
Dr. Belarbi Khaled.....	University of Tiaret
Dr. Behira Younes .....	University of Tiaret
Dr. Benamor Youcef .....	University of Tiaret
Dr. Belaidouni Djillali .....	University of Tiaret
Dr. Belaid Louiza.....	University of Tiaret
Dr. Boughena Khaldia .....	University of Tiaret
Dr. Lahmar Mokhtaria .....	University of Tiaret
Dr. Seraa Nadia .....	University of Tiaret
Dr. Boukhelif Naima .....	University of Tiaret
Dr. Berrabah Ali .....	University of Tiaret
Dr. Mehdaoui Ahmed .....	University of Tiaret
Dr. Moulai Hacene Yacine .....	University of Tiaret
Dr. Madani Habib .....	University of Tiaret
Dr. Mouri Djillali .....	University of Tiaret
Dr. Berzeg Maymouna.....	University of Tiaret
Dr. Mokhtari Walid .....	University of Tiaret
Dr. Fasla Allal Bilal .....	University of Tiaret
Dr. Bensalah Hiba .....	University of Tiaret
Dr. Bouguessa Amina.....	University of Tiaret
Dr. Belmerabet Fatiha.....	University of Tiaret
Dr Chikhi Latifa.....	Maghnia University Center
Dr. Hamidi Badra.....	University Center of Aflou

Dr. Arab Kheira.....	University of SBA
Dr. Bouzouina Ahmed.....	University of Tiaret
Mrs. LakhdarToumi Asma.....	University of Tiaret
Mr. Toubaida Mustapha.....	University of Tiaret
Prof. Bendjelloul Mokhtar .....	University of Tiaret
Prof. Hamidani Aissa .....	University of Tiaret
Prof. Belarbi Belgacem .....	University of Tiaret
Prof. Mostefaoui Ahmed .....	University of Tiaret
Prof. Zekri Abderrahmane.....	University of Tiaret
Prof. Bouacha Abderrahmane.....	University of Tiaret
Prof. Bouzekri Ali.....	University of Tiaret
Prof. Malki Belaid .....	University of Tiaret
Prof. Kharroubi Siham.....	University of Tiaret
Prof. Hadouara Mohamed .....	University of Tiaret
Prof. Ait Ameer Ouardia.....	University of Tiaret
Dr. Benamara Mohamed .....	University of Tiaret
Dr. Mehdi Amir.....	University of Tiaret
Dr. Simerabet Mohamed.....	University of Tiaret
Dr. Aounallah Soumia .....	University of Tiaret
Dr. Benyoucef Mahfoudh .....	University of Tiaret
Dr. Mokhtari Fatima .....	University of Tiaret
Dr. Doulat Serouri Hamida .....	University of Tiaret
Dr. Issad Djamel .....	University of Tiaret
Dr. Djamal Eddine Nourredine.....	University of Tiaret
Dr. Benferhat Hakim.....	University of Tiaret
Dr. Belguittar Imane.....	University of Tiaret
Mrs. Meraim Malika.....	University of Tiaret
Mrs. Mihoub Kheira.....	University of Tiaret
Dr. Khaled Brahim .....	University of Tiaret
Dr. Soudani Mohamed .....	University of Tiaret
Dr. Boubekour Abed.....	University of Tiaret
Prof. Belhocine Slimane .....	University of Tiaret
Prof. Belhocine Mohamed .....	University of Tiaret
Prof. Hadouara Omar .....	University of Tiaret
Prof Daoud M'hamed .....	University of Tiaret
Prof Hamida Madani .....	University of Tiaret
Prof. Mehidi Mansour.....	University of Tiaret
Prof. Belkacem Aissa.....	University of Oran 2
Prof. Zouaoui Choucha.....	University of Oran 2
Prof. Khalida Touil.....	University of Tiaret
Dr. Turki M'hamed.....	Univ. of Mostaganem
Dr. Karima Taleb Abderrahmane.....	Univ of Mostaganem
Dr. Belkanichi Ali .....	University of Tiaret
Dr. Chereit Rabah.....	University of Tiaret
Dr. Belaadjine Sofiane.....	University of Tiaret
Dr. Debbih Mohamed.....	University of Tiaret
Dr. Kaddour Kamel.....	University Khemis Miliana
Dr. El Mehdi Soltani.....	University Khemis Miliana
Dr. Amina Baghdadi.....	University Khemis Miliana

**Organizing and Follow-up Committee:**

Dr. Abbar Ghalem .....	University of Tiaret
Dr. Ayada Mohamed Amine .....	University of Tiaret
Dr. Bensmisha Nadia .....	University of Tiaret
Dr. Seferti Bakhta .....	University of Tiaret
Dr. Zerrouki Dalila .....	University of Tiaret
Dr. Bouharket Lebia .....	University of Tiaret
Dr. Brahim Khaled.....	University of Tiaret
Dr. Samira Hennous.....	University of Tiaret
Dr. Mohamed Tahri .....	University of Tiaret
Miss. Marhoum Rafika .....	University of Oran 2
Mr. Dekkiche Mohamed Amine .....	University of Tiaret
Mr. Touaibia Mohamed Zahir.....	University of Tiaret
Miss. Marhoum Rafika.....	University of Tiaret
Mr. Simerabet Mohamed Larbi .....	University of Tiaret
Mr. Ait Mechdal Oussama .....	University of Tiaret
Mr. Yacine Bouzid Gatcha .....	University of Tiaret
Mr. Abdelghani Hamdani .....	University of Tiaret
Miss. Chifa Adda Sekrane .....	University of Tiaret
Mr. Kheir Abdelkader.....	University of Tiaret
Mr. Goudjil Bouzinane.....	University of Tiaret
Mr. Amani Lakhdar.....	University of Tiaret
Mr. Kafi Khaled.....	University of Tiaret
Mrs. Mihoub Kheira.....	University of Tiaret
Dre. Turki Mohamed.....	University of Tiaret
Dre. Mekkia Belmekki .....	University of Tiaret
Dre. Nasri Kheira.....	University of Tiaret
Dre. Khelifa Fatima.....	University of Tiaret
Dre. Amaria Chenaoui .....	University of Tlemcen
Dr. Samira Hennous.....	University of Tiaret
Mrs. Noura Aoudia .....	University of Tiaret
Mr. Amine Nahel.....	University of Tiaret

**Person in charge of media, programming and communication technologies:**

Mr. Damine Samir



## **Participation Conditions**

- The topic of the article should be relevant to one of the forum's topics.
- The research intervention should comply with the requirements specified for academic scientific research.
- The research should be original and not copied from any previous work.
- The written paper should be written in Traditional English font size 12. Footnotes and references should be in the same font and size 10.
- References should be placed at the bottom of the written intervention.

## **General instructions**

- Research will be overseen by a scientific committee.
- The Scientific Committee reserves the right to decline any research without giving reasons for rejection.
- The Forum may publish contributions in its affiliated magazine or a special book.
- Once a researcher has submitted their article, they cannot participate in another scientific demonstration or modify and publish it as an article.
- The researcher will be notified of the acceptance of their article via email or phone.

### ***NOTE:***

If you would like to participate, please complete the participation form and send it, along with the abstract and a brief CV, to the Chairman of the Scientific Committee at the forum's email address (provided below) by December 20<sup>th</sup>, 2024, at the latest.

## **Important Dates**

- The deadline for submitting abstracts is **December 20<sup>th</sup>, 2024**
- The date for response to the abstracts is **January 15<sup>th</sup>, 2025**
- The date for responding to accepted abstracts and sending invitations is **January 25<sup>th</sup>, 2025**
- The forum will be held on **10<sup>th</sup> February 2025**

Please remember to send the abstract to the following email addresses:

### **English**

**To Dr. Ghlamallah Hemaïdia**

E-mail: [hemaidiaghlamallah@gmail.com](mailto:hemaidiaghlamallah@gmail.com)

**To Dr. Younes Behira**

E-mail: [behirayounes@gmail.com](mailto:behirayounes@gmail.com)

## Participation form

Name and Surname: .....

Qualification: .....

Academic rank: .....

General specialization: .....

Specialty: .....

University of Affiliation: .....

Professional email: .....

Phone Number: .....

The Axe of the intervention: .....**Axe No:** .....

Title of the intervention: .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**Key words:** .....

