

REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE
MINISTRE DE L'ENSEIGNEMENT SUPERIEUR
ET DE LA RECHERCHE SCIENTIFIQUE

CONFERENCE REGIONALE DES ETABLISSEMENTS
UNIVERSITAIRES DE LA REGION EST

OFFRE DE FORMATION DE 3^{ème} CYCLE
EN VUE DE L'OBTENTION DU DOCTORAT
AU TITRE DE L'ANNÉE UNIVERSITAIRE 2024/2025

La qualité de l'Établissement d'enseignement supérieur :

Etablissement « Point focal » ☐

Etablissement « Partenaire » ☒

Projet de Formation Doctorale par Filière

Etablissement	Domaine	Filière(s)
Université Echahid Cheikh Larbi Tebessi	Langues étrangères	Langue anglaise

Structures d'adossement du projet de formation doctorale

☒ Code(s) du Laboratoire(s) de Recherche : E0281900

☐ Autre (Centre de recherche ou unité de recherche) :

Type d'Ecole Doctorale

Type	
☒	Ecole doctorale régionale
☐	Ecole doctorale nationale

Responsable du Comité de Formation Doctorale CFD

Dr. Salah DAIRA

1- Domiciliation de la formation doctorale :

Établissement	Faculté / Institut	Département
Université Echahid Cheikh Larbi Tebessi/ Tébessa	Faculté des lettres et des langues	Département de lettres et langue anglaise

2- Responsable du comité de formation doctorale CFD :

Nom & prénom : DAIRA Salah

Grade : M.C.A

☎ Tel : 0661393848

E - mail : salah.daira@univ-tebessa.dz

Joindre un CV succinct en annexe de l'offre de formation (selon modèle joint).

3- Bilan des formations doctorales en cours dans la filière

Y a-t-il des formations doctorales en cours ? ☐ OUI ☒ NON

Si oui, veuillez renseigner le tableau suivant :

Année d'habilitation	Nombre total d'inscrits	Nombre de doctorants ayant soutenu	Nombre de doctorants n'ayant pas soutenu

4- Objectifs assignés à la formation doctorale (Joindre synthèse selon annexe2)

Rédiger une synthèse faisant ressortir :

- Les objectifs de cette formation doctorale ;
- Le lien avec les axes stratégiques et prioritaires.

5- Les capacités effectives : Moyens humains et matériels déployés (annexe 3)

Citer avec précision et exactitude les moyens humains (Enseignants de rang magistral, compétences externes,...) et moyens matériels (Laboratoires, équipements,...) disponibles, à même de garantir l'élaboration et l'aboutissement du projet doctoral proposé.

6- Comité de formation doctorale:

Nom et Prénom*	Grade	Filière	Spécialité	Etablissement de rattachement	Qualité (Responsable, directeur de thèse, directeur de labo d'adossement, VDPG/DAPG)
DAIRA Salah	M.C.A	Langue anglaise	Applied Linguistics	Université Echahid Cheikh Larbi Tebessi/ Tébessa	Responsable CFD
Douib Azzedine	M.C.B	Langue Arabe	Literary Criticism 'Arabic'	Université Echahid Cheikh Larbi Tebessi/ Tébessa	VDPG
Khelif Abdelkader	Professeur	Langue Arabe	Literary Criticism 'Arabic'	Université Echahid Cheikh Larbi Tebessi/ Tébessa	Directeur de labo d'adossement
TAYAA Karima	M.C.A	Langue anglaise	Language Sciences	Université Echahid Cheikh Larbi Tebessi/ Tébessa	Directeur de thèse
BOUAZIZ Amina	M.C.A	Langue anglaise	Civilisation	Université Echahid Cheikh Larbi Tebessi/ Tébessa	Directeur de thèse
ELBAH Zoulaikha	M.C.A	Langue anglaise	Discourse analysis in language teaching	Université Abbes Laghrour - Khenchela	Directeur de thèse
BOULMAIZ Djallel	M.C.A	Langue anglaise	Applied Linguistics	Université Larbi ben M'hidi, Oum el Bouaghi	Directeur de thèse

Le nom et le prénom du responsable de la formation est mis en première position, il doit être de la même filière que la formation doctorale.

(*) Joindre CV selon annexe 1.

7- Équipe d'encadrement* des thèses de doctorat (Pr, MCA, DR, MRA) :

Nom et Prénom**	Grade	Filière	Spécialité	Etablissement de rattachement	Nombre de thèses en cours d'encadrement	Nombre de thèses à encadrer
DAIRA Salah	M.C.A	Langue anglaise	Applied Linguistics	Université Echahid Cheikh Larbi Tebessi/ Tébessa	00	03
TAYAA Karima	M.C.A	Langue anglaise	Language Sciences	Université Echahid Cheikh Larbi Tebessi/ Tébessa	00	01
BOUAZIZ Amina	M.C.A	Langue anglaise	Civilisation	Université Echahid Cheikh Larbi Tebessi/ Tébessa	00	01
ELBAH Zoulaikha	M.C.A	Langue anglaise	Discourse analysis in language teaching	Université Abbes Laghrour - Khenchela	00	01
BOULMAIZ Djallel	M.C.A	Langue anglaise	Applied Linguistics	Université Larbi ben M'hidi, Oum el Bouaghi	01	01

(*) Equipe d'encadrement = Directeurs de thèses mentionnés dans le tableau 6 (CFD).

(**) Joindre CV selon annexe 1.

8- Sujets des thèses proposés :

(Les enseignants ayant dépassé le nombre maximal d'encadrement autorisé ne peuvent pas proposer de nouveaux sujets de thèses-sauf filières stratégiques-) :

Sujet de thèse proposé(*)	Filière du sujet de thèse	Spécialité du sujet de thèse	Directeur de Thèse
Deploying New Technologies for Effective Language Learning: A Critical Analysis of Mobile Apps and Online Platforms in the Context of EFL Students at Tebessa University	langue anglaise	Applied Linguistics and New Technologies	DAIRA Salah
The Role of Graphic Design in Building Brand Identity in Algerian Social Media	langue anglaise	Applied Linguistics and New Technologies	DAIRA Salah
Digital video-conferencing to Develop Intercultural Citizenship	langue anglaise	Applied Linguistics and New Technologies	DAIRA Salah
Exploring Globalized Multimodal Communication: Understanding Cultural Hybridity and Variation in Online Discourse	langue anglaise	Applied Linguistics and New Technologies	TAYAA Karima
Exploring the Impact of AI-Based Writing Assistants on EST Learners' Academic Writing Skills	langue anglaise	Applied Linguistics and New Technologies	TAYAA Karima
The use of Social Media Language to Transmit the Political Ideologies: the case of Palestinian and Israeli Leaders	langue anglaise	Applied Linguistics and New Technologies	BOUAZIZ Amina
Critical analysis of students' written discourse on social media: An evaluation of teaching practices.	langue anglaise	Applied Linguistics and New Technologies	ELBAH Zoulaikha
Developing EFL Learners' Speaking Fluency through technology-mediated task-based language teaching: The Case of First Year EFL Students at the English Department- Larbi Tebessi University	langue anglaise	Applied Linguistics and New Technologies	BOULMAIZ Djallel

(*) Les sujets de thèse doivent répondre aux objectifs et priorités cités dans la note méthodologique. Pour Chaque sujet de thèse, prière de renseigner, le plan de recherche correspondant (Voir annexe 4).

9- Parcours de formation ouvrant droit à la participation au concours d'accès :

L'offre de formation de 3^{ème} cycle correspond à une filière impliquant toutes les spécialités de la même filière, avant ou après harmonisation, dispensés à l'échelle nationale.

10- Programme de la formation de renforcement des connaissances:

Activités	Semestre 1	Semestre 2
Cours de renforcement de spécialité en rapport avec la formation Doctorale	Intitulé du cours et volume horaire	Intitulé du cours et volume horaire
Cours de renforcement de spécialité en rapport avec la formation Doctorale	1. English for Science and Technology 2. Research Methods in Applied Linguistics (02) heures par semaine	1. Artificial Intelligence and Language 2. Introduction to New Technologies (02) heures par semaine
Séminaires	1. Discourse Analysis	1. Critical applied linguistics
ateliers	1. Presenting Your Research Proposal A Workshop for New PhD Students" Workshop Objectives: To provide new PhD students with the opportunity to present their research proposals to a supportive and constructive audience. To help students receive feedback on their research proposals from experienced researchers and peers.	1.ICT-Based Language Learning Materials: This workshop would focus on the development of ICT-based language learning materials, such as online courses, interactive exercises, and multimedia presentations.

Important :

- Les cours dispensés entrent dans le cadre des charges pédagogiques des enseignants chercheurs.
- Le volume horaire des cours de renforcement des connaissances est fixé à deux (02) heures par semaine. Ces cours peuvent être organisés par spécialité ou regroupés par filière.
- Une formation complémentaire est assurée selon la réglementation en vigueur.
- Le carnet de doctorant est obligatoire pour la validation des acquis et pour le suivi du doctorant, qui sera introduit dans la plateforme numérique PROGRES.

11- Intervenants dans la formation de renforcement des connaissances :

Noms et Prénoms	Qualité*	Nature de l'intervention (Cours, atelier, conférence, etc...)
BOUAZIZ Amina	Conférencier	Enseignement
Khelalfa Nawal	Conférencier	Cours, Atelier
TAYAA Karima	Conférencier	Enseignement
Mizab Manel	Conférencier	Cours, Conférence
Hamzaoui Aissa	Conférencier	Cours, Atelier
ELBAH Zoulaikha	Enseignant invité	Séminaire et atelier
BOULMAIZ Djallel	Enseignant invité	Séminaire et atelier
DAIRA Salah	Conférencier	Enseignement
SOUAHI Mohamed Salah	Enseignant invité	Cours (TIC et e-Learning)

(*)Enseignant invité, associé, conférencier, ...

12- Conventions de partenariat : accords nationaux et internationaux :

(Joindre obligatoirement toutes les copies de conventions)

❖ Convention de partenariat liant les établissements partenaires concernés par l'école doctorale :

(Etablissements d'enseignement supérieur)

Etablissements d'enseignement supérieur: Annaba, Guelma, Souk Ahras, El Tarf, Skikda, Tebessa

❖ Convention de partenariat liant l'établissement au partenaire socio-économique, instances administratives, collectivités locales...etc(conformément à la note n°242/SG/2024 du 28 février 2024)

❖ Direction de l'Education de la Wialaya de Tébessa

❖ Convention de partenariat liant l'établissement à un centre de recherche(conformément à la note N°242/SG/2024 du 28 février 2024)

.....

.....

13- Structures d'adossement et de soutien à la formation :

❖ Laboratoire de recherche :

Dénomination du laboratoire	Directeur du laboratoire
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Laboratoire d'Etudes Linguistiques littéraires et Critiques et d'Approches	Pr Khelif Abdelkader
/	/

❖ **Autres structures :**

Dénomination de la structure	Directeur/Responsable
/	/
/	/

14- L'offre de formation doctorale fait-elle partie de la carte de formation de votre établissement ?

Oui ☒ **Non** ☐

Si oui, joindre copie d'arrêtés.

Annexe n° 1 : Modèle de CV à joindre pour tout participant à la Formation Doctorale

Nom et Prénom : DAIRA Salah

Dernier

Diplôme et date d'obtention : 22-06-2022

Spécialité : Linguistique Appliquée

Grade : Maître de conférence A

Fonction : Enseignant-chercheur

Etablissement de rattachement : Université de Larbi Tébessi- Tébessa

Tel mobile : 0661393848

Tel/fax :

Mail : salah.daira@univ-tebessa.dz

Domaines d'intérêts scientifiques: Linguistique Appliquée, sciences du Langage, phonétique, Stylistique

Indiquer les publications réalisées durant les cinq (05) dernières années :

1. Daira, S. (2020). The Significance of Using Literary Texts in EFL Classrooms. Journal of Arabic Language Sciences and Literature, ISSN: 2661-7412, 10(2), 294-303.
2. Daira, S. (2023). Exploring interculturality: Insights into culture, diversity, and the encounter between cultural realms. Apuleius: Journal of Arts and Languages, 10(2), 294-303. <https://doi.org/10.2661-74123>.
- Laadjal, S. & Daira, S. (2023). Representations of Culture, Cultural Diversity and Intercultural Competence of Teachers and their Influence on their Teaching Practices. International Journal of Innovative Studies in Sociology and Humanities, 8(1), 352-359. <https://doi.org/10.20431/2456-4931.080137>

Nom et Prénom : Dernier Diplôme et date d'obtention : Spécialité : Grade : Fonction : Etablissement de rattachement : Tel mobile :

KHELIF Abdelkader Doctorat en Science Critique
Littéraires Professeur Enseignant Chercheur et Directeur de Laboratoire Université de Tébessa 0665605558

Tel/fax : 037511277

Mail : abdelkader.khelif@univ-tebessa.dz

Domaines d'intérêts scientifiques:

Critique Littéraires, Etudes terminologiques, l'identité culturelle, études poste-colonialisme.

Indiquer les publications réalisées durant les cinq (05) dernières années :

- African Dimension in Algerian Contemporaneous Novel: The Case of 'Ziwan Kingdom', 'Comrade' and 'Manna' novels of Essedik Hadj Ahmed, revue Ziglôbitha, N° 8, Volume 2, décembre 2023, **classe B**, Université Péléforo, Cote d'Ivoire
- La question linguistique dans la réception de la terminologie critique grecque parmi les philosophes musulmans », Journal Al-Qa'ir d'études littéraires, critiques et linguistiques, volume 6, numéro 2, juin 2023, classe C, Université Lakhdar - El- Oued
- Acculturation terminologique entre référence occidentale et travail arabe, les théories de la terminologie critique d'Ahmed Matloub comme modèle », Journal des sciences et de la littérature de la langue arabe, volume 12, numéro 2, septembre 2020, classe C, Université -El-Oued
- Une approche cognitive du dictionnaire des termes Covid-19 entre les contrôles du terme et les exigences du concept », Al-Kalem Magazine, 2020, Université Ahmed Zabana - Oran 1.
- Le poème arabe haïku et la recherche de la légitimité poétique , Journal de langue arabe, classe C, Conseil suprême de la langue arabe, Algérie, numéro 44, mars 2019.

Nom et Prénom : Dernier Diplôme et date

Douib Azzedine

d'obtention : Spécialité :Grade :Fonction :

Doctorat 2019

Littérature moderne et contemporaine

Maitre de ConférencesEnseignant- chercheur

Etablissement de rattachement :

Université Echahid Cheikh Larbi Tebessi

Tel mobile :

0671916360

Tel/fax :

Mail : azzedine.douib@univ-tebessa.dz

Domaines d'intérêts scientifiques Littérature générale et comparée, critique littéraire,

: Littérature moderne et contemporaine.

Indiquer les publications réalisées durant les cinq (05) dernières années :

-التشكيل الشعري الوطني في ديوان محمد الشبوكي

,مجلة الرسالة للدراسات و البحوث الإنسانية, جوان

2024

-البوح الذاتي والتشكيل الوجداني في شعر زهور

العربي.

,مجلة القارئ للدراسات الأدبية والنقدية واللغوية .

المجلد

،04العدد،01مارس 2

Nom et Prénom : Bouaziz Amina

Dernier Diplôme et date d'obtention : Doctorat Science 18/07/2022

Spécialité : Anglais (Civilisation)

Grade : MCA

Fonction : Enseignante Chercheuse

Etablissement de rattachement : Echahid Cheikh Larbi Tebessi-Tebessa-

Tel mobile : 0657589093

Tel/fax : /

Mail : amina.bouaziz@univ-tebessa.dz

Domaines d'intérêts scientifiques:

Enseignement de la langue anglaise et de l'anglais à des fins spécifiques, des études culturelles, des études historiques, des études politiques et des études économiques

Indiquer les publications réalisées durant les cinq (05) dernières années :

Bouaziz, A. (2024). History Essay Writing in Algerian Higher Education. The Journal of El-Ryssala for Studies & Research in Humanities, 8(4), 56-63.
<https://www.asjp.cerist.dz/en/article/238560>

Bouaziz, A. (2021). Women's Education in Colonial America and Colonial Algeria: A Historical Perspective. The Journal of El-Ryssala for Studies & Research in Humanities, 6(3), 411-420. <https://www.asjp.cerist.dz/en/article/165042>

Bouaziz, A. (2020). Education and Marriage in Colonial Algeria. Mediterranean Dialogue, 11 (2), 371- 390.
<https://www.asjp.cerist.dz/en/article/129563>

Nom et Prénom : Karima TAYAA
Dernier Diplôme et date d'obtention : 22-06-2022
Spécialité : Science de langage
Grade : Maître de conférence A
Fonction : Enseignante-Chercheuse
Etablissement de rattachement : University de larbi tebessi- Tebessa
Tel mobile : 0659064688 /
Tel/fax :
Mail : karima.tayaa@univ-tebessa.dz
Domaines d'intérêts scientifiques: Language sciences, didactics, ESP, educational psychology
.....
2020 article Entitled Identidad Y Expectativas En La Comunidad Marroquí De Navarra, Navarra, Spain
https://ec.europa.eu/migrant-integration/librarydocument/identity-and-expectations-moroccan-communitynavarra-womens-perspective_en31
October 2023 published article entitled Non-Verbal Modalities and Vloggers: The Deployment of Hand Gestures in The Rani Za3fan Video
<https://www.asjp.cerist.dz/en/article/23584610> **10 june 2022**
: published article entitled : Vocabulary Profiling Of Third Year Students Of English In Critical Essays
<https://www.asjp.cerist.dz/en/downArticle/65/15/1/192756>

Indiquer les publications réalisées durant les cinq (05) dernières années :

Nom et Prénom : BOULMAIZ Djallel

Dernier Diplôme et date d'obtention : *Habilitation universitaire* 01/06/ 2022

Spécialité : Applied Linguistics

Grade : Maître de conférences classe A

Fonction : Enseignant chercheur

Etablissement de rattachement : Université Larbi ben M'hidi, Oum el Bouaghi

-Number of doctoral theses being supervised : 01

-Number of years at the university : 12 years

Tel mobile : 0674011220

Tel/fax :

Mail : boulmaiz.djallel@univ-oeb.dz

Domaines d'intérêts scientifiques: General linguistics, applied linguistics, language teaching, second language acquisition research.

Indiquer les publications réalisées durant les cinq (05) dernières années :

1. Incorporating the Principles of the Multiple Intelligences Theory into EFL Textbooks: A Comparative Analysis of the Algerian and the French EFL Textbooks ('At the Crossroads' and 'Fireworks 1re'). 2021. Applied Linguistics.
2. A Comparative Evaluation of the Algerian and the French EFL Textbooks ('GETTING THROUGH' and 'FIREWORKS 2De') Using Bloom's Digital Taxonomy. 2022. Algerian Journal of Research and Studies.

Nom et Prénom: Elbah Zoulaikha.

Dernier Diplôme et date d'obtention: Ph.D en 27/01/2019.

Spécialité: L'analyse du discours dans l'enseignement de la langue anglaise.

Grade: MCA.

Fonction: Enseignant Chercheur.

Etablissement de rattachement: Université Abbes Laghrour - Khenchela

Tel mobile: 0672066633.

Tel/fax: /

Mail: elbahzoulikha@gmail.com

Domaines d'intérêts scientifiques: Linguistique générale et appliquée, l'analyse du discours, l'analyse critique du discours, English for Specific Purposes, la Didactique, et la philosophie.

Indiquer les publications réalisées durant les cinq (05) dernières années :

Articles:

1. Speech Act Theory: The Force of an Utterance.
2. The Tripartite Structure of Speech Act.
3. Intertextuality: Raising the Issue of Originality
4. On-Screen Discourse on Terrorism: Hollywood Representation of Arabs and Muslims pre- and post 9/11 Attacks.
5. American Dream for African-American Women: A Reality or an Illusion- The Case Study of Theodore Melfi's Film Hidden Figures (2016).
6. On Bertrand Russell's Logical Atomism.
7. Ideological Discourse Analysis of On-Screen Discourse on Terrorism.
8. Needs Analysis in ESP Context: A Case of Third Year Natural Sciences Students at ENS Kouba, Algiers, Algeria.

Books:

Student Workbook on Discourse Analysis for Master One Students:
100 Exercises for Developing Discourse-Analytic Skills.

Handouts:

Course in Discourse Analysis.

Curriculum Vitae

Nom et Prénom :

Dernier Diplôme et date d'obtention :

Spécialité :

Grade :

Fonction :

Établissement de rattachement :

Tel mobile :

Tel/fax :

Mail :

Domaines d'intérêts scientifiques:

Indiquer les publications réalisées durant les cinq (05) dernières années :

HAMZAOUI Aissa

Docteur en Langue Appliquée 20 Février 2020

Applied Languages

Assistant Professor

Teacher- Researcher

Université Chahid Cheikh Laarbi Tbessi-Tebessa

00 213 6 62 81 73 61

/

aissa.hamzaoui@univ-tebessa.dz

Applied Linguistics, Discourse

Analysis, cultural studies, Research

Methodology, Analyse de discours,

Artificial Intelligence and Teaching,

Artificial Intelligence and ESP.

- A Study of the Systemic Functional Revisions in EFL Writing- A social Semiotic Analysis of the Compositional Metafunction in the Posters Claiming the Stretch of English Use During Algerian Political Crisis of 2019- Decoding the Cultural Identity : A Systemic Functional Perspective to Multicultural Interviews

Nom et Prénom : KHELALFA NAWAL
Dernier Diplôme et date d'obtention : Doctorat LMD February, 2021
Spécialité : TEFL/ Applied linguistics
Grade : MCB
Fonction : Enseignante Chercheuse
Etablissement de rattachement : Echahid Cheikh Larbi Tebessi-Tebessa
Tel mobile : 0656579432
Tel/fax : /
Mail : manel.mizab@univ-tebessa.dz
Domaines d'intérêts scientifiques: TEF, Applied linguistics, Research Methodology, Writing, time Management, Critical thinking

Indiquer les publications réalisées durant les cinq (05) dernières années :

Khelalfa, N., & Kellil, M. (2023). Reconsidering the Use of L1 in the Algerian EFL Classroom. *SAGE Open*, 13(3), 21582440231193521.
 Khelalfa, N., & Kellil, M. (2023). Anxiety and writing achievement of EFL learners: A path analysis. *Ex Professo*. 8(1). 37-50.
 Khelalfa, N., & Merrouche, S. (2019). Interaction effect of dual N-back working memory training and anxiety levels on L2 writing performance 148-137. *مجلة العلوم الإنسانية*.

Nom et Prénom : MIZAB Manel

Dernier Diplôme et date d'obtention : Doctorat LMD 2020

Spécialité : TEFL

Grade : MCB

Fonction : Enseignante Chercheuse

Etablissement de rattachement : Echahid Cheikh Larbi Tebessi-Tebessa-

Tel mobile : 00213670457919

Tel/fax : /

Mail : manel.mizab@univ-tebessa.dz

Domaines d'intérêts scientifiques: Intercultural Communication, ESP, EMI, Research Methodology, Writing

Indiquer les publications réalisées durant les cinq (05) dernières années :

- An article

Manel MIZAB. (2024). Cross-linguistic Influence of English on French: The Case of Third Grade at Bahloul Rachid Primary School Tebessa (Algeria). *CRAC, INSAAC*.

<https://doi.org/10.48734/AKOFENA.N012.VOL.1.13.2024>

- An academic book

Mizab, M. (2024). *English Grammar for You: Grammar Guide*. Ilyaa Publication House. ISBN: 978-9969-537-38-3.

<https://www.dariliaa.com/book/82>

- An article

Mizab, M. (2022). Conducting Factor analysis in Educational Research. *Social and Human Sciences Journal* 15(3), 296-312

- An article

Mizab, M. & Bahloul, A. (2020). Targeting the development of intercultural communicative competence through designing an interculturalized oral expression syllabus. *Revue EL'BAHITH ENSBOUZAREAH -ALGER* 12(3), pp. 349 – 358. ISSN :9577-1112. EISSN : 2602-5388

Nom et Prénom : Mohamed Salah SOUABI

Dernier Diplôme et date d'obtention : Octobre 2020, Doctorat en sciences

Spécialité : Informatique

Grade : MCB

Fonction : Enseignant chercheur

Etablissement de rattachement : Université Larbi Tébessi. Tébessa

Tel mobile : 0555027732

Tel/fax :

Mail : msouabi@univ-tebessa.dz

Domaines d'intérêts scientifiques:

Intelligence artificielle, systèmes embarqués

Indiquer les publications réalisées durant les cinq (05) dernières années :

2020 : NUCA-2A: A new adaptive and behavior aware block placement process

Annexe n°2 : Objectifs du Projet Doctoral

The increasing importance of English communication across various fields has spurred the need for effective language instruction, particularly in Algeria. Recognizing this, the University of Tebessa has established a specialized doctorate program in "Applied Linguistics and New Technologies" to address this growing demand. This program aims to enhance the quality of English teaching and learning within the university's English department, specifically focusing on the integration of new technologies.

Overall Objective:

- To advance the quality of English teaching and learning at the University of Tebessa, with a strong emphasis on integrating new technologies.

Specific Objectives:

- Equip graduates with the expertise and skills to excel in diverse professional settings related to English language teaching.
- Foster expertise in applied linguistics, language sciences, and the application of new technologies in language learning.
- Address critical issues within the field of English language teaching through the strategic use of technology.
- Cultivate graduates into effective educators and researchers, contributing to the advancement of English language teaching and learning at the University of Tebessa and beyond.
- Equip students with the latest technological skills for language learning and teaching.
- Develop expertise in technology-assisted language learning, language assessment, and computational and corpus linguistic methods.
- Explore the potential of AI for enhancing language learning and teaching.
- Investigate the ethical and social implications of AI in Higher education.
- Prepare graduates to be leaders in the field of AI.

✓ Le lien avec les axes stratégiques et prioritaires :

The doctoral program in "Applied Linguistics and New Technologies" aligns with numerous strategic and priority areas, demonstrating its significance for the University of Tebessa, and the Algerian Higher education system.

Evaluation of each thesis topic in relation to the prioritized topics:

1. Social Media Language in Political Discourse:

- **Alignment:** Aligns with priorities **preparation for University 4.0, socio-economic impact, and visibility and influence**. Promotes understanding of political communication in the digital age and its societal impact.
- **Contribution:** Insights into how political ideologies are shaped and disseminated through social media, valuable for educators, researchers, and policymakers.

2. Student Discourse Analysis on Social Media:

- **Alignment:** Aligns with priorities **preparation for University 4.0, supervisory needs, and visibility and influence**. Provides insights into student online communication and informs effective teaching practices.
- **Contribution:** Understanding how students use language on social media and adapting teaching to address evolving communication patterns.

3. Intercultural Citizenship through Video Conferencing:

- **Alignment:** Aligns with priorities **preparation for University 4.0, socio-economic impact, and visibility and influence**. Explores technology's potential for intercultural understanding and collaboration.
- **Contribution:** Development of innovative teaching methods using video conferencing to foster intercultural dialogue and understanding.

4. Globalized Multimodal Communication Analysis:

- **Alignment:** Aligns with priorities **preparation for University 4.0, socio-economic impact, and visibility and influence**. Analyzes how language and culture are shaped by online communication.
- **Contribution:** Insights into the impact of online communication on language and culture, valuable for educators and researchers in intercultural communication.

5. EFL Learners' Speaking Fluency through Technology:

- **Alignment:** Aligns with priorities **strategic and priority sectors, preparation for University 4.0, supervisory needs, and visibility and influence**. Focuses on effective technology-mediated language teaching for EFL learners.
- **Contribution:** Understanding the effectiveness of technology-mediated task-based language teaching for EFL learners, informing the development of improved teaching methodologies.

6. Mobile Apps and Online Platforms for Language Learning:

- **Alignment:** Aligns with priorities **strategic and priority sectors, preparation for University 4.0, and visibility and influence**. Analyzes the effectiveness of mobile apps and online platforms for language learning.
- **Contribution:** Insights into the effectiveness of different mobile apps and online platforms, helping educators and learners make informed choices about language learning technologies.

7. Graphic Design for Brand Identity in Algerian Social Media:

- **Alignment:** Aligns with priorities **preparation for University 4.0, visibility and influence, and creation of innovative structures**. Explores graphic design's role in building brand identity on social media.
- **Contribution:** Insights into how graphic design is used to build brand identity on social media, valuable for businesses and organizations in Algeria.

Overall Assessment:

The proposed thesis topics are well-aligned with the prioritized topics and address various aspects of University 4.0, strategic sectors, socio-economic impact, and university visibility and influence. Their research questions are relevant and have the potential to make significant contributions to their respective fields.

Le lien entre les projets proposés

Synthesis: Connections Between Proposed Projects

The proposed doctoral projects, while diverse in their specific focus, share several underlying connections that contribute to a cohesive and impactful research agenda. These connections can be summarized as follows:

1. Focus on Language and Communication in the Digital Age:

All seven projects explore different aspects of language and communication in the digital age. This shared focus reflects the increasing importance of digital technologies in shaping how we communicate, interact, and consume information. By examining various aspects of online communication, from social media discourse to technology-mediated language learning, these projects contribute to a deeper understanding of the evolving landscape of language use in the 21st century.

2. Emphasis on Technology and Innovation:

Several projects explicitly focus on the role of technology in language learning and communication. This includes projects investigating the use of social media, digital video conferencing, mobile apps, and online platforms for educational purposes. This emphasis on technology reflects the growing recognition of its potential to transform language education and enhance communication across borders.

3. Intercultural Communication and Global Perspectives:

Several projects address the challenges and opportunities of intercultural communication in a globalized world. This includes projects examining the use of social media by political leaders, exploring cultural hybridity in online discourse, and developing intercultural citizenship through digital encounters. These projects contribute to a better understanding of how language and culture interact in the digital environment, fostering greater understanding and collaboration across diverse communities.

4. Socio-economic Impact and Relevance:

Several projects highlight the potential socio-economic impact of their research. This includes projects examining the role of language in political communication, promoting effective language learning for EFL students, and exploring the use of graphic design for brand identity building. By addressing real-world challenges and opportunities, these projects demonstrate the relevance of applied linguistics research to various sectors of society.

5. Contribution to the Visibility and Influence of the University:

Several projects highlight their potential to contribute to the visibility and influence of the university. This includes projects focusing on cutting-edge research areas, addressing current and controversial issues, and showcasing the university's expertise in language education and technology. By pursuing research with high visibility and impact, these projects contribute to the university's reputation as a leading center for research and innovation in applied linguistics.

Conclusion:

In conclusion, the proposed doctoral projects, while diverse in their specific focus, share several important connections that contribute to a cohesive and impactful research agenda. This agenda emphasizes the importance of language and communication in the digital age, explores the potential of technology for language learning and communication, addresses the challenges and opportunities of intercultural communication in a globalized world, highlights the socio-economic impact and relevance of the research, and contributes to the visibility and influence of the university. By pursuing these interconnected projects, the doctoral program in "Applied Linguistics and New Technologies" can make significant contributions to the field of applied linguistics, language education, and digital communication, while also enhancing the university's reputation as a leading center for research and innovation.

Annexe n°3 : Les Capacités Effectives

✓ Compétences humaines mobilisées :

Ressources humaines :

Le programme doctoral bénéficie d'un éventail diversifié de ressources humaines, notamment :

1. Encadrement interne :

- Une équipe de 6 enseignants-chercheurs expérimentés : 3 Maîtres de Conférences Classe A et 3 Maîtres de Conférences Classe B.

2. Encadrement externe :

- 2 enseignants-chercheurs invités : 2 Maîtres de Conférences Classe A.

3. Support technique :

- Des spécialistes en informatique : Fournissant aux doctorants les logiciels nécessaires, la gestion des bases de données et l'assistance technique.

4. Personnel de bibliothèque :

- Des bibliothécaires spécialisés : Assistant à la recherche, à la gestion des ressources bibliographiques et à l'utilisation des bases de données en ligne.

1. Encadrement interne

Nom, prénom	Diplôme	Grade	Etablissement de rattachement
DAIRA Salah	Doctorat ès Linguistique appliqué	MCA	Université de Tébessa
TAYAA Karima	Doctorat ès sciences du langage	MCA	Université de Tébessa
BOUAZIZ Amina	Doctorat ès didactique	MCA	Université de Tébessa
HAMZAOUI Aissa	Doctorat LMD langue appliqué	MCB	Université de Tébessa
MIZAB Manel	Doctorat LMD TEFL	MCB	Université de Tébessa
KHELALFA Nawal	Doctorat LMD Linguistique appliqué	MCB	Université de Tébessa

2. Encadrement externe

Nom, prénom	Diplôme	Grade	Etablissement de rattachement
ELBAH Zoulaikha	Doctorat ès sciences	MCA	Université Abbes Laghrour - Khenchela
BOULMAIZ Djallel	Doctorat ès sciences	MCA	Université Larbi ben M'hidi, Oum el Bouaghi

3. Synthèse globale des ressources humaines :

Grade	Effectif Interne	Effectif Externe	Total
Maîtres de Conférences (A)	03	02	05
Maîtres de Conférences (B)	03	00	03
Total	06	02	08

✓ Moyens matériels déployés :

Pour notre formation doctorale, la faculté nous a réservé exclusivement deux salles:

1. Salle de cours :

- Équipée d'audio-visuels.
- Moyens de télécommunications pour visioconférence.
- Idéale pour donner des cours interactifs à distance et en présentiel.

2. Salle pour ateliers et séminaires :

- Équipée d'un écran interactif.
- Parfaite pour des activités pratiques et des sessions de formation.

3. Bibliothèque :

- Riche en ouvrages spécialisés.
- Catalogue en ligne pour un accès rapide et facile à la documentation nécessaire.

Annexe n°4 : Plan de recherche

:

Intitulé du sujet de thèse proposé Critical analysis of students' written discourse on social media: An evaluation of teaching practices.

✓ **Contexte de la recherche :**

Exchanges between university students on social media.

✓ **Résumé et mots clés :**

Evaluating the teaching practices is a very important step in the teaching-learning process at different educational levels especially that of higher education. Several methods can be used to evaluate the effectiveness of education policy as well as the teaching practices, among of which students' written feedback on social media. Despite the fact that this discourse might reflect a certain subjectivity that is controlled by students' attitudes towards teachers and subjects they teach, this discourse can always reveal a certain reality about the teaching practices and the evaluating procedures. This study, that adopts a Critical Discourse Analysis methodology, claims that a critical analysis of this type of discourse can contribute to understanding the reasons behind the success or failure of students in developing certain competencies and skills. Using Van Dijk's Ideological Discourse Analysis (1998) can help identify the gap between a positive Self and a negative Other. This study also suggests a set of recommendations that would strengthen teacher-student dialogue and look forward attaining pedagogical requirements and responding to students' needs. Finding a balance between both parts is not always a straightforward process as it requires the contribution of different practitioners and not only the teacher's responsibility.

Mots clés :

Critical discourse analysis, higher education, Students' written feedback, evaluation, social networks.

Intitulé du sujet de thèse proposé :

Deploying New Technologies for Effective Language Learning: A Critical Analysis of Mobile Apps and Online Platforms in the Context of EFL Students at Tebessa University

✓ Contexte de la recherche :

The topic "Deploying New Technologies for Effective Language Learning: A Critical Analysis of Mobile Apps and Online Platforms. The Case of EFL Students at Tebessa University" falls within the broader field of applied linguistics, specifically focusing on the use of new technologies to enhance language learning.

✓ Résumé et mots clés :

This proposal investigates the potential of new technologies for effective language learning, focusing on the use of mobile apps and online platforms by first-year EFL students at the English Department of Larbi Tebessi University. Through a critical analysis of existing research and an empirical study involving students' experiences and learning outcomes, the thesis explores the affordances, limitations, and impact of these technologies on language learning. The findings provide insights into the effectiveness of mobile apps and online platforms for vocabulary acquisition, grammar practice, and communication skills development. Additionally, the thesis examines the role of gamification, artificial intelligence, and virtual reality in personalized language learning and their potential to enhance student motivation and engagement. By critically analyzing the case of EFL students at Tebessa University, this thesis aims to contribute to the ongoing discussion about the role of new technologies in effective language learning and provide recommendations for educators and policymakers seeking to integrate these technologies into language education programs.

Keywords : EFL, mobile apps, online platforms, language learning, vocabulary acquisition, gamification, personalized learning, Tebessa university

Intitulé du sujet de thèse proposé:

Developing Intercultural Citizenship through Digital Video Conferencing Encounters

✓ Contexte de la recherche :

The context of the study is the teaching of Algerian and Foreign university freshmen who have never been exposed to intercultural pedagogy and Sustainable Development Goals (SDGs) for a certain period of time. After that, the same groups of Algerian and Foreign students are put in contact with each other via the use of Digital Video Conferencing (DVC).

✓ Résumé et mots clés :

Most researches on the “intercultural” have had the tendency to deal with international contexts where different nationalities’ worldviews collide. Indeed, given the commonly agreed-upon definition, the international/global context is a prerequisite to any intercultural encounter (Byram, 1997; Knight, 1993). Besides, some research confined the “intercultural” to sojourns who visit other countries other than theirs (Byram, 1997). Some other studies consider interculturality to be related to context where communication with culturally-distinct others is inevitable, such as military bases (Knight, 1993).

However, the conception of the “intercultural” shifted attention and was reoriented to be no longer bound to people from different countries only. The “intercultural” rather refers to whoever is different from oneself even if one is from the same country (Jones, 2014). Therefore, the “intercultural” is shifted to the local level (Jones, 2014), wherein cultures of societal organizations, institutions, families, individuals’ physical abilities and sexual orientations, religions (interfaith), to name a few, within the country per se create intercultural settings.

Local ICC entails encouraging individuals to know more about who they are first, before attempting to know others and to collide with them. Indeed, knowledge of the self proved to be essential in the path to ICC, for knowing one’s culture fosters a sense of identity and belonging upon which one depends in identifying, comparing and differentiating oneself (Mizab, 2022). Moreover, knowledge of the self develops one’s repertoire to appropriately and effectively communicate with culturally-distinct others. Therefore, appropriate attitudes and skills are externalised as required by the intercultural, communicative context.

Mots clés :

Digital-video Conferencing, Intercultural Communicative Competence, global, local

Intitulé du sujet de thèse proposé : *The Role of Graphic Design in Building Brand Identity in Algerian Social Media*

✓ Contexte de la recherche :

1. Cultural context

This topic is ripe with potential for exploration, given the unique cultural and digital landscape of Algeria. First, with regard to the cultural landscape, Algeria has a rich visual heritage, deeply influenced by Berber, Arab, and French influences. Understanding this visual language is crucial for designers building brands that resonate with the Algerian audience. Second, the religious and societal values affects the designing of brands advertising. Islam plays a significant role in Algerian society, and brands need to navigate these values carefully in their visual communication. Third, Algeria has a young and rapidly growing population, heavily engaged in social media. Understanding their visual preferences and online behavior is critical. Finally, Algeria has a complex social and political history, and brands need to be mindful of sensitive topics and cultural nuances in their messaging.

2. Digital Context:

Social media has penetrated in the Algerian society. Social media platforms like Facebook, Instagram, and TikTok are hugely popular in Algeria, serving as primary channels for communication and brand interaction. Furthermore, the algerian society is becoming a mobile-first society: Smartphones are ubiquitous in Algeria, influencing the design and format of visual content. Digital literacy is evolving: Digital literacy is growing, with users becoming increasingly discerning and demanding in their interactions with brands.

Résumé et mots clés :

This study aims at exploring the role of graphic design in building brand identity in Algerian social media. Particularly, it focuses on investigating how graphic design practices in Algeria are utilized to create and promote brand identities across social media platforms. The study will be carried out following a semiotic framework to decode how the semiotic elements are employed, focusing on how they communicate brand values and engage with the Algerian audience. To this end, the research questions would include : What are the key graphic design principles and strategies used by Algerian brands on social media? How do these strategies leverage semiotic codes and visual language to resonate with the local audience? What are the cultural influences on brand identity design in Algeria? To answer these question, a range of methods will be used: A semiotic-content analysis of brand visuals, interviews with designers and marketers are appropriate tools that woul yeild empirical data.

Mots clés : Semiotics, technology, Advertising, , Softwares, Graphic design

Intitulé du sujet de thèse proposé :

Didcourse analysis and technology Exploring Globalized Multimodal Communication: Understanding Cultural Hybridity and Variation in Online Discourse

✓ Contexte de la recherche :

✓ Résumé et mots clés :

As digital communication continues to transcend geographical boundaries, understanding how cultures intersect and influence online discourse becomes paramount. This doctoral research aims to investigate the dynamic interplay between globalization, cultural hybridization, and multimodal communication in digital environments. By examining how diverse cultural and linguistic communities engage with and adapt multimodal communication practices online, this study seeks to unravel the complexities of globalized discourse and shed light on the emergence of hybrid communication styles in the digital era.

Keywords : Globalisation ,Hybridation, Online Communication Multimodal Communication ,Cross-cultural Analysis ,Digital Discourse Linguistic Diversity ,Cross-cultural Interaction

Intitulé du sujet de thèse proposé:

The use of Social Media Language to Transmit the Political Ideologies: the case of Palestinian and Israeli Leaders

Contexte de la recherche :

This study examines how social media shapes political discourse and influences public opinion in the Israeli-Palestinian conflict. It focuses on how Israeli and Palestinian leaders use social media to promote their narratives, legitimize their causes, and sway public opinion. The study explores the strategic use of ICTs by both sides to influence the ongoing conflict and analyzes the language and content of social media messages to understand the complex dynamics of political communication in a contested digital environment.

Résumé et mots clés :

Social Media has always played a vital role in informing ideas, Ideologies, and policies. The Israeli and Palestinian leaders worked with Information and Communication Technologies (ICTs) to develop an Internet -based distribution of information using social media. The two rivalries, Israeli and Palestinian leaders depended on social media to convince their people and the world with the legitimacy of their cause, and to pass their political ideologies.

Keywords: social media, Politics, ICT, Rivalries, language

Intitulé du sujet de thèse proposé :

Developing EFL Learners' Speaking Fluency through technology-mediated task-based language teaching: The Case of First Year EFL Students at the English Department- Larbi Tebessi University

✓ Contexte de la recherche :

This study explores how technology-mediated TBLT can improve speaking fluency among first-year EFL students at Larbi Tebessi University's English Department. It investigates the effectiveness of this approach in addressing the challenges faced by students in developing their spoken English skills.

Abstract:

This PhD study investigates the effectiveness of technology-mediated task-based language teaching (TBLT) in enhancing speaking fluency among first-year EFL students at the English Department, Larbi Tebessi University. The study aims to address the challenges faced by students in developing their spoken English skills and explore the potential of TBLT to create engaging and collaborative learning environments. The research employs a case study approach, focusing on the implementation of technology-mediated TBLT activities and analyzing their impact on students' speaking fluency. The findings will contribute to a better understanding of how technology can be leveraged to improve EFL learners' speaking abilities, specifically within the context of first-year students at Larbi Tebessi University.

Keywords:EFL, speaking fluency, tblt, first-year students, technology integration, case study

Annexe n° 5 : Fiche de synthèse

ملحق بالقرار رقم المؤرخ في

والمتضمن تأهيل جامعة لضمان التكوين لنيل شهادة الدكتوراه

ويحدد عدد المقاعد البيداغوجية المفتوحة بعنوان السنة الجامعية 2024-2025

Domaine	Filière	Responsable de la filière (Formation doctorale)	Spécialités	Nombre de places pédagogiques par spécialité	Total (Filière)
LLE	Langue anglaise	DAIRA Salah	Applied Linguistics and New Technologies	07	07

Annexe 6 : Avis et Visas des organes administratifs et scientifiques

Signature du responsable de la formation doctorale :

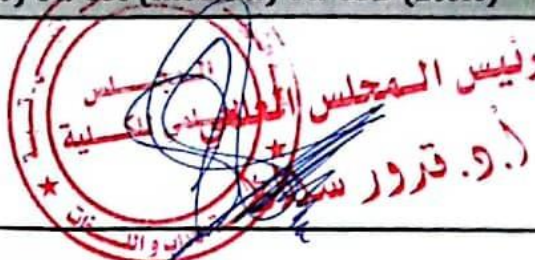
Langue anglaise Daïra Salah



CSF (faculté) ou CSI (institut) ou CSD (Ecole)

Avis et visa:

Date : 2024 ماي 28



Conseil du laboratoire ou autres structures

Avis et visa:

Date : 2024 ماي 28



Chef d'établissement

Avis et visa du Chef d'établissement:

Date : 2024 ماي 29

