

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

### Spécialité 3 : Language Sciences

#### Cours obligatoire renforcement des connaissances

- semestre 01 -

#### 1. Course title: Sociolinguistic Variation

Language varies within speakers, across speakers, and over time. This course is a theoretical and practical introduction to variationist sociolinguistics, the subfield of linguistics concerned with understanding the relationship between variation and language change and with canvassing and accounting for variation in terms of the linguistic and social factors which underlie it. Adopting the line of thinking which proffers that variation is an inherent part of language functioning (Labov, 1969), this view is deemed to challenge much of the traditionally dominant thinking and practice in linguistic theory, from Ferdinand de Saussure to Noam Chomsky. Labov's endeavour when establishing sociolinguistic variation as an approach to investigating language was not merely to make what in many cases appear to be obvious correlations between social factors and language use, but to demonstrate how language changes spread through society (Chambers and Trudgill, 1988).

### *Course content*

1. Sociolinguistics as language variation and change
2. Social patterns
3. Dialectology
  - 3.1 Dialect continuum
  - 3.2 Regional dialects/Social dialects
4. Dimensions of language variation
  - 4.1 Phonological variation and Morphological variation
  - 4.2 Registers and communicative competence
  - 4.3 Diglossia
5. Speech communities and Social norms
6. Social networks
7. Gender and Language
  - 7.1 Communities of practice and gender identities
8. Sociolinguistics in language teaching

### **References**

- Britain, D. (1998). *Linguistic change in intonation: the use of High Rising Terminals in New Zealand English*. In P. Trudgill & J. Cheshire (eds.), *The Sociolinguistics Reader: Volume 1: Multilingualism and Variation*. 213-239. London: Arnold.
- Chambers, J. (2003). *Sociolinguistic Theory*. Oxford: Blackwell.
- Chambers, J. & P. Trudgill (1998). *Dialectology*. Cambridge: Cambridge University Press.
- Chomsky, N. (1986). *Knowledge of Language: Its Nature, Origin, and Use*. New York: Praeger
- Eckert, P. (1997). *Age as a sociolinguistic variable*. In F. Coulmas (ed). *The Handbook of Sociolinguistics*. 151-167. Oxford: Blackwell.
- Eckert, P. (2001). *Linguistic variation as social practice*. Oxford: Blackwell.
- Eckert, P and McConnell-Ginet, S. (1995). *Constructing meaning, constructing selves: Snapshots of language, gender and class from Belten High*, in K.Hall and M.Bucholtz. (eds), *Gender Articulated: Language and the Socially Constructed Self*, 459-507. London: Routledge.
- Eckert, P. (1989). *Jocks and Burnouts: Social Categories and Identity in the High School*. New York: Teachers College Press.
- Eckert, P. (2000). *Linguistic Variation as Social Practice*. Oxford: Blackwell.
- Eckert, P. and McConnell-Ginet, S. (1992). "Think Practically and Look Look Locally: Language and Gender as Community-based practice", in *Annual Review of Anthropology*, 21:416-90.

Eckert, P. and McConnell-Ginet, S. (1992). Communities of practice: Where language, gender and power all live. In Kira Hall, Mary Bucholtz and Birch Moonwomon (eds.), *Locating Power: Proceedings of the Second Berkeley Women and Language Conference*. Berkeley, April 1992. University of California: Berkeley Women and Language Group, 89–99.

Eckert, P. and McConnell-Ginet, S. (1995). Constructing meaning, constructing selves: Snapshots of language, gender, and class from Belten High. In Kira Hall and Mary Bucholtz (eds.), *Gender Articulated: Language and the Socially Constructed Self*. London: Routledge, 469–507.

Eckert, P. and McConnell-Ginet, S. (2003). *Language and Gender*. Cambridge: Cambridge University Press.

Ferguson, C., A. (1959). “Diglossia”. *Word* 15: 325.

Ferguson, C. and Gumperz, J. J. (1960). Introduction in Linguistic diversity in South Asia. Indiana U. Publications, in *Anth., Folklore & Linguistics*, Publication 13.

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

### **2. Course title: Language Contact and Multilingualism**

Language contact and multilingualism research area explores the complex interactions between languages and the ways in which they co-exist in multilingual individuals and societies. Language contact - the linguistic and social outcomes of two or more languages coming into contact with each other - inaugurates with the emergence of multilingual populations. Multilingualism can have various consequences beyond borrowing, interference, and code-mixing and -switching, including the emergence of lingua francas and new language varieties, as well as language endangerment and loss. This course seeks to dismantle major issues raised in this field, such as how languages influence each other in contact situations, how individuals navigate multiple languages and negotiate identities, and how language practices shape each other and evolve in multilingual communities. This will engage students with the manifold aspects of multilingualism and provides state-of-the-art research on the impact of population structure on language contact.

#### *Course content*

1. Introduction: History of language contact research
2. The foundations of the theory of languages in contact
3. Bilingualism and Multilingualism
4. Linguistic outcomes of language contact
  - 4.1 Linguistic borrowing
  - 4.2 The Sociolinguistic dimensions of Code Switching
  - 4.3 The Markedness Model of Code Switching
  - 4.4 Linguistic interference and Code Mixing
5. Mixed Languages, pidgins and creoles
  - 6.1 Translanguaging and Lingua Franca
6. Language shift, maintenance and death
7. Language planning and policy

## References

- Bouamrane, A. (1986.) Aspects of the Sociolinguistic Situation in Algeria. Unpublished Ph. D Thesis. University of Aberdeen: United Kingdom.
- Campbell, L. (1993). On proposed universals of grammatical borrowing. In Aertsen, Henk, & Jeffers, Robert J. [Eds], *Historical Linguistics* 1989: Papers from the 9th International Conference on Historical Linguistics 1989. Rutgers University, 14-18 August 1989. Amsterdam: John Benjamins Publishing Co., pp 91-109.
- Dendane, Z. (1994.) Sociolinguistic variation in an Arabic Speech Community: Tlemcen. In: *Cahiers de Didactique et de Linguistique Contrastive* IV, 1-2: 62-77. ILE: University of Oran.
- Dendane, Z. (2007.) *Sociolinguistic variation and Attitudes towards Language Behaviour in an Algerian Context: The Case of Tlemcen Arabic*. Unpublished Ph. D. thesis. ILE: University of Oran.
- Myers-Scotton, C. (1998). A way to dusty death: The matrix language turnover hypothesis. In: L.A. Grenoble and L.J. Whaley, eds., *Endangered languages: Language loss and community response*, 1st ed. Cambridge: Cambridge University Press, pp. 289–316.
- Myers-Scotton, C. (2002). *Contact linguistics. Bilingual encounters and grammatical outcomes*. Oxford: Oxford University Press.
- Oesch-Serra, C. (1998). Discourse connectives in bilingual conversation: The case of an emerging Italian-French mixed code. In: P. Auer, ed., *Code switching in conversation. Language, interaction and identity*, 1st ed. London: Routledge, pp. 101–124.
- Poplack, S. (2018). *Borrowing – loanwords in the speech community and in the grammar*. New York: Oxford University Press.
- Romaine S. (1998). *Bilingualism*, Blackwell Publishers, Oxford. [This book gives a thorough analysis of all possible aspects of bilingualism focusing on its universal characteristics on one hand but also concrete examples of bilingual situations on the other.
- Spolsky, B. (2017).** Language Policy in Education: Practices, Ideology, and Management. In McCarty, T. L., and May, S. (Eds.), [Language Policy and Political Issues in Education \(Third Edition\)](#) (pp. 3 – 16). Cham Switzerland: Springer International Publishing AG.
- Spolsky, B. (2021).** [Rethinking Language Policy](#). Edinburgh UK: Edinburgh University Press.
- Thomason, S.G. and Kaufmann, T. (1988). *Language contact, creolization, and genetic linguistics*. Berkeley: University of California Press.
- Torres Cacoullos, R. and Travis, C.E. (2018). *Bilingualism in the community. Code-switching and grammars in contact*. Cambridge: Cambridge University Press.
- Weinreich, U. (1963). *Languages in contact*. The Hague: Mouton

## 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

## References

- Babbie, E. (2010). *The practice of social research* (12th ed.). Belmont, CA: Wadsworth.
- Esterberg, K. G. (2002). *Qualitative methods in social research*. Boston, MA: McGraw-Hill.
- Garfinkle, H. (1967). *Studies in ethnomethodology*. Englewood Cliffs, NJ: Prentice Hall.
- Gubrium, J. F., & Holstein, J. A. (2000). Analyzing interpretative practice. In N. Denzin & Y.S. Lincoln (Eds.), *The handbook of qualitative research* (2nd ed.), (pp. 487-508). Thousand Oaks, CA: SAGE Publications.
- Heritage, J. C. (1984). *Garfinkel & ethnomethodology*. Cambridge: UK. Polity Press.
- Krippendorff, K. (2004a). *Content analysis: An introduction to its methodology* (2nd ed.). Thousand Oaks, CA: Sage.

Krippendorff, K. (2004b). Reliability in content analysis: Some common misconceptions and recommendations. *Human Communication Research*, 30(3), 411-433. <https://doi.org/10.1111/j.1468-2958.2004.tb00738.x>

Lombard, M., Snyder-Duch, J., & Campenella Bracken, C. (2010). Practical resources for assessing and reporting intercoder reliability in content analysis research projects. Retrieved from <http://matthewlombard.com/reliability/#How%20should%20researchers%20calculate%20intercoder%20reliability%20What%20software%20is%20available>

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.

Saylor Academy. (2012). *Principles of sociological inquiry: Qualitative and quantitative methods*. Washington, DC: Saylor Academy. Retrieved from <https://www.saylor.org/site/textbooks/Principles%20of%20Sociological%20Inquiry.pdf>

Schutt, R. K. (2012). *Investigating the social world: The process and practice of research*. Thousand Oaks, CA: SAGE Publications.

Sheppard, V. A., & Fennell, D. A. (2019, August). Progress in public sector tourism policy: Toward an ethic for non-human animals. *Tourism Management*, 73, 134-142. doi: <https://doi.org/10.1016/j.tourman.2018.11.017>



## 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>.

## **1. 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.