



Ecole Normale Supérieure Assia Djébar Constantine  
Department of English  
Research in English Language Teacher Education Laboratory  
Code : E2880600



Research Team 1: Research in English Language Teaching Methodology  
(RELTM)

PRFU : Action Research in Language Teacher Education at the English  
Department of the Ecole Normale Supérieure Assia Djébar  
Code : HO2LO1EN250120230002

**Call for Papers**  
**A National Hybrid Conference**  
**«Action Research as a Tool  
for Reflective Practice in  
English Language Teacher  
Education»**



**November 26<sup>th</sup> and 27<sup>th</sup> , 2024**

## 1. Topic

In the fast evolving realm of English language teacher education, there is an urgent need for efficient strategies that would empower teachers to continuously better their teaching practices. Traditional methods of teacher development have not been able to provide teachers with the necessary framework to critically evaluate and improve their teaching practices. Many teachers of English around the world are struggling to meet their students' ever evolving educational requirements and needs. The solution to bridge this gap offers itself in the form of reflective practice which enables teachers to gain awareness of their implicit knowledge and to learn from their experiences. Making reflective practice an inherent part of daily teaching routines in a structured and impacting manner is significantly challenging. Therefore, innovative approaches, such as action research, offer themselves as solutions that systematically promote reflective practice, appropriate research methodologies, and professional development among English language teacher educators.

Action research is a form of self-reflective enquiry carried out by members in a social situation, like teachers in a classroom, for the sake of improving their own practices, understanding and the situations that involve these practices (Kemmis & McTaggart, 1988). It is by its own definition an efficient means used for the enhancement of reflective practice among teachers, and more specifically in the field of English language teacher education. Reflective practice is defined by Schön (1983) as the process that empowers professionals to gain awareness of their implicit knowledge base and learn from their experiences. In reflective practice, teachers are actively involved in a critical evaluation of their teaching methods in an attempt to assess their effectiveness and bring about the necessary adjustments to improve their teaching strategies. Many researches have proved that action research plays a significant role in developing reflective practice among teachers of English. To cite but a few, Zeichner and Liston (1996) for example, maintain that action research is the means by which teachers are empowered to systematically investigate their own teaching in such a way as to lead them to deeper reflections and more meaningful professional development. Burns (2010), too, argues that teachers critically analyse their classroom practices and bring modifications thanks to action research that is based on empirical evidence.

## 2. Objectives

The conference on Action Research as a Tool for Reflective Practice in English Language Teacher Education seeks to raise awareness about the need to develop effective professional development strategies that foster reflective practice for the sake of professional improvement among teachers of English language. It provides an opportunity for participants from national higher education institutions including researchers, doctorate students, and language teachers to share their expertise on the proposed theme. The conference aims at achieving a number of objectives, namely,

1. Exploring the integration of action research in teacher education,
2. Facilitating collaborative communities,
3. Sharing case studies and empirical evidence,
4. Adopting appropriate research methodologies,
5. Highlighting best practices and innovative approaches and

6. Developing practical skills.

### 3. Conference Tracks

The theme of the conference **Action Research as a Tool for Reflective Practice in English Language Teacher Education** includes, but is not limited to, the following tracks:

1. Theoretical Frameworks for Reflective Practice in Teacher Education
2. Implementing Action Research in English Language Teacher Education Programs
3. Case Studies of Action Research in Classroom Settings
4. Collaborative Action Research and Professional Learning Communities
5. Innovative Methodologies for Reflective Practice through Action Research
6. Impact of Reflective Practice on Teacher Development and Student Outcomes
7. Challenges and Solutions in Conducting Action Research
8. Action Research for Curriculum Development and Pedagogical Innovation
9. Technology Integration in Action Research and Reflective Practice
10. Policy Implications of Action Research in Teacher Education

### References

- Burns, A. (2010). *Doing Action Research in English Language Teaching: A Guide for Practitioners*. Routledge.
- Kemmis, S., & McTaggart, R. (1988). *The Action Research Planner*. Deakin University.
- Schön, D. A. (1983). *The Reflective Practitioner: How Professionals Think in Action*. Basic Books.
- Zeicner, K. M., & Liston, D. P. (1996). *Reflective Teaching: An Introduction*. Lawrence Erlbaum Associates.

### 4. Submission Guidelines

Authors are invited to submit abstracts of no more than 300 words by September 30th, 2024. Submissions should include:

- Title of the paper
- Names and affiliations of all authors
- Contact information of the corresponding author (s)
- Abstract (300 words max)
- Keywords (up to five)

Please use the following link to submit your abstracts : .....

### 5. Important Dates

- **Abstract Submission Deadline:** September 30th, 2024
- **Notification of Acceptance:** October 15th, 2024

- **Full Paper Submission Deadline:** November 15th, 2024
- **Conference Dates:** November 26-27th, 2024

## **6. Keynote Speaker**

**Prof. Hamada Hacene ENSC**

## **7. Plenary Speakers**

**Prof. Zohra LABED ENSO**

**Dr. Rafik FADEL UMC1**

**Dr. Leila DJOUIMA ENSC**

**Dr. Samih AZOUI ENSC**

**Dr. Amina HADDAD ENSC**

**Dr. Lamine BENHAMLAOUI U Oum Elbouaghi**

## **8. Bodies of the Conference**

### **8.1. Honorary President**

Prof. Tabdjoune Rabah, Director of the Ecole Normale Supérieure Assia Djabar  
Constantine

### **8.2. Scientific Committee**

#### **President of the Scientific Committee:**

Dr. Soraya MEZHOUD ENSC

#### **Members of the Scientific Committee:**

1. Prof Farida ABDERRAHIM
2. Prof. Doudja SLOUGUI ENSC
3. Prof. Hacene HAMADA ENSC
4. Prof. Nacif LABED UMC1
5. Prof. Riad BELOUEHEM UMC1
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21. Dr. Fatiha SAHLI UMC1
22. Dr. Mohamed Rafik FADEL UMC1
23. Dr. Saliha BELEULMI UMC1
24. Dr. Khadidja KOUICEM UMC1
25. Dr. Fatima Zohra SMAKDJI UMC1
26. Dr. Manel MOULEM UMC1
27. Dr. Slimane BOUKHENTACHE U Jijel
28. Dr. Malika ZOURGUI U Chlef
29. Dr. Nacéra BENALI REGUIEG U Chlef

### **8.3. Organizing Committee**

#### **President of the Organizing Committee**

Dr. Amina HADDAD

#### **Members of the Organizing Committee**

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24. Mme. Yasmine HAMADOU ENSC

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26. Melle. Naima GUENDOZ ENSC
27. Mr. Mehdi GRIDI ENSC