

<p>REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE</p> <p>MINISTÈRE DE L'ENSEIGNEMENT SUPERIEUR ET DE LA RECHERCHE SCIENTIFIQUE</p> <p>UNIVERSITE HASSIBA BENBOUALI CHLEF</p> <p>DÉPARTEMET D'ANGLAIS</p>		<p>الجمهورية الجزائرية الديمقراطية الشعبية</p> <p>وزارة التعليم العالي و البحث العلمي</p> <p>جامعة حسيبة بن بو علي الشلف</p> <p>كلية الآداب واللغات</p>
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## The 1<sup>st</sup> International Conference

### Teaching Literature: Between Traditional and Innovatory Pedagogies

November 17 and 18, 2010

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#### Call for Papers

The issue of teaching English literature in a non-native context has raised much controversy among researchers and teachers. Though many teachers use literature to assist the students' development in linguistic competence and to enhance their understanding of English, course outline and methodology generally vary from one teacher to another. Teaching literature is still an "uncertain" business, for no subject can be more bewildering to students than literature which remains inaccessible for many of them. The reasons are numerous: 'cultural strangeness' of literary texts, the students' low linguistic competencies... EFL learners' inability to read and respond to literary texts is a serious issue; for 'the teaching of literature is an arid business unless there is a response' (Long 1986: 42). Thus, the overall aim of this conference is to describe and to evaluate teachers' strategies currently used in our universities and to explore ways in which the traditional approaches of teaching literature can be re-invented to foster both students' literary appreciation and greater language understanding, and also to encourage students to think creatively and independently.

How to make the teaching of literature compatible with the necessity and the pedagogical value of developing the students' critical awareness so that they become critical readers of literary texts and not passive accumulators of whatever is being taught to them? For it is to be noted that education could be and should aim to be a means of empowerment. Faced with these challenges together with the changing shape of teaching in all sectors of education with the implementation of LMD system, teachers are more than ever before required to critically revise their teaching practices, their pedagogical architecture and curricula so as to meet the

requirements of the new educational exigencies.

It is our hope that this conference will give the opportunity to teachers to evaluate their paradigms, to present case studies of their current practices in the teaching of literature and culture in which colleagues have (successfully) experimented with new ideas, and to give shape to their concrete contributions as to what strategies and pedagogies should be changed, why and how?

**We welcome proposals for papers that are pertinent to any of the following strands:**

- 1 Teaching literature under the current system: objectives, approaches, experiences, constraints, assessments
- 2 Teacher-centered versus Learner-centered approaches
- 3 Teaching Literature and culture
- 4 Teaching literature and Language
- 5 Literary criticism and teaching literature
- 6 Renovation of pedagogical methods
- 7 Teaching literature and the new technologies
- 8 Teaching Literature and LMD requirements

The language of the conference: English

**Please send proposals for papers (approximately 100-150 words) to:**

E-mail: [mahchaouche@yahoo.fr](mailto:mahchaouche@yahoo.fr)

postgraduationservice@gmail.com

Phone/fax: 027 72 01 71

Deadline for receipt of proposals: September 7<sup>th</sup>, 2010

Notification of acceptance: September 28<sup>th</sup>, 2010

Deadline for submission of papers: October 14<sup>th</sup>, 2010



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Teaching Literature:  
Between Traditional and Innovatory Pedagogies  
November 17 and 18, 2009**

**Participation Form**

Name:.....

University:.....

Country:.....

Address:.....

Phone number:.....

Fax:.....

E-mail:.....

Title:.....

Abstract:.....

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Signature