



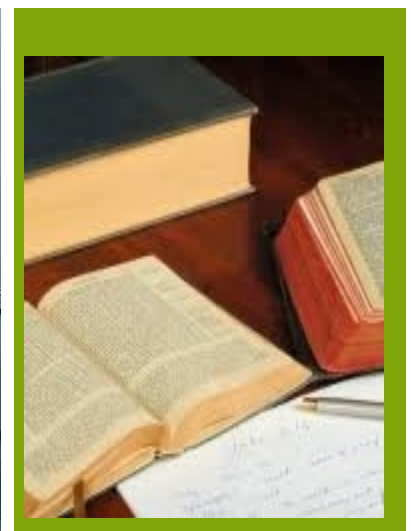
# CALL FOR PAPERS

27-28/02/2022

Laboratory of artificial intelligence applications for language processing and discourse analysis (A.I.A.D.T.L.A.D) and PRFU unit of developing metacognitive skills in a web-based learning environment & Department of English language organize an

ONLINE INTERNATIONAL CONFERENCE ON

**DESIGNING A LEARNER-CENTERED SYLLABUS:  
INNOVATIVE PRACTICES IN TEACHING ENGLISH  
FOR SPECIFIC PURPOSES**



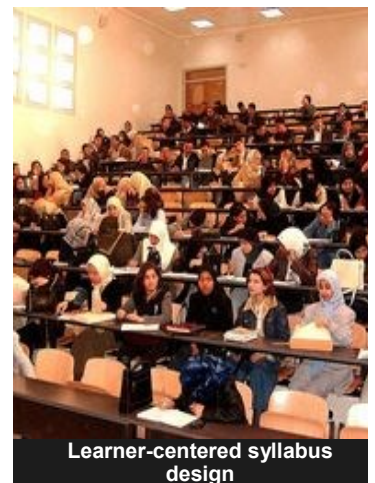
President of the conference: Dr. Saihi HANANE- Mohamed Khider University—Biskra/Algeria



ESP is a learner-centered approach to teach English which focuses on promoting the learners' communicative competencies in a specific discipline such as medicine, engineering, and academics. In other words, it is an approach that enables them to use their English to learn more about English of the field that they are interested in. It further motivates them to interact with its users and their writings.

A learner-centered syllabus departs from analysing and seeking to match the needs of the learners and their learning process. It serves as the handshake between the teacher and the learner. It facilitates the development of higher level thinking abilities. A learner-centered syllabus differs from the traditional syllabus which focuses on listing texts and concepts that is represented as a document about language learning along a semester.

Furthermore, this type of syllabi is a tool for teaching learners how to learn a foreign language. It is a kind of a learning contract about how to prepare to class and exam times. A learner-centered syllabus can provide opportunities for students to acquire and develop their critical thinking, problem solving and decision making. **However, designing a learner-centered face challenges that can hinder its success and can struggle with students' target needs and their abilities, especially if a syllbus designer is in front of a multi-levelled class.**



ESP is an approach to language teaching in which all decisions as to content and method are based on the learners' reason in learning.

(Hutchinson & Waters, 1987, p. 19)

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“Those where the syllabus and the materials are determined by the prior analysis of the communication needs of the learner.”

(Munby,1978:2)

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“An integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge.”

(Hutchinson and Waters, 1987:65)



English for specific purposes

## Conference main tracks

- Challenges in designing and implementing the learner-centered syllabus
- Curriculum development and evaluation
- Effectiveness of approaches to language teaching and learning
- Teacher's qualifications and ESP syllabus design
- Needs analysis and syllabus design
- Pitfalls of learner-centered curriculum
- Syllabus design and digital learning
- Assessment and evaluation in a learner-centered syllabus
- Course materials development in a learner-centered syllabus
- Course expectations from a learner-centered syllabus
- Models for learner-centered syllabus
- ESP innovations and learner-centered syllabus

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**Important dates:**

**Abstract submission:**

30/12/2021

**Notification of acceptance:**

20/01/2022

**Full paper submission:**

20/02/2022

**Date of conference**

27-28/02/2022

**Submissions must be sent to:**

[internationalconfbiskra2022@gmail.com](mailto:internationalconfbiskra2022@gmail.com)

**Event languages:**

English/ French /Arabic





