



University of Tlemcen
Faculty of Letters and Languages
Department of English
Section of English



The PRFU Research Team (PRFU: [H02L01UN130120230005](#)) under the Supervision of
FLPATP Laboratory organises:

The First Online International Conference on Second Language Writing



11-12 February 2026



09:00 a.m. – 03:00 p.m.



Google Meet Link:

Presidents of the conference:

Dr. Fatima Zohra BELKHIR, University of Tlemcen, Algeria.

Dr. Wafa ZEKRI, University of Tlemcen, Algeria

Second language (L2) writing refers to writing in a language that is not one's first language. Second-language writers, including language learners, perceive writing as a demanding skill that needs time for improvement (Pysarchyk & Yamshynska, 2015), due to its complex and multifaceted process (Silva, 1992; Archibald & Jeffery, 2000; Ferris, 2003; Tolchinsky & Jisa, 2017). L2 requires learners not only to develop a mastery of language structure and grammar, but also to raise an understanding of rhetorical conventions, to develop language proficiency, and to increase awareness of cultural nuances found in written texts. In second-language writing, the influence of cultural aspects cannot be detached from second-language compositions, which may hinder communication in texts. Therefore, effective communication in a second/foreign language writing necessitates learners to navigate linguistic, cultural, and rhetorical differences that could impact their writing styles, organisational patterns, and expectations in written communication (Inceciay, 2015; Kaplan, 2005). Hence, awareness of



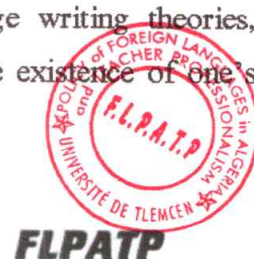
FLPATP

rhetoical conventions can also help learners in both the writing and analysis of compositions, which, according to Hyland (2019), are mainly concerned with structure, organisation of ideas, and the use of appropriate tone and register.

In the late 1970s and early 1980s, ESL writing theories shifted their paradigm to the writing process, with a focus on individual writing development, responding to teachers' interests in 'why' students did not write well (Wardatul, Suyansah, Nur Anneliza, and Iziana, 2021). Students in the writing process writing make efforts to set goals, plan, mind-map, organise, draft, and review (Kadmiry, 2022), the review process tends to engage both teachers and peers in collaboration, adapting assessment for learning (AFL), and assessment of learning (AOL), both can be used for evaluation purposes, with different objectives in the learning process. With computer-mediated communication, the debate about the effectiveness of feedback extended to synchronous and asynchronous feedback. Writing approaches, writing instruction, and teacher education are concerned with language proficiency in writing, which has been thoroughly explored and explained in second-language writing (Wang, 2003; Javadi-Safa, 2018; Myles, 2002). Kuiken and Vedder (2008) believe that fluency and accuracy are key determinants of language proficiency. To say, learners can achieve proficiency only when they demonstrate a capacity to use topic-related vocabulary, write correct sentence structure, and apply grammar guidelines (Solfiyatuzzahro, Santihastuti, and Erfan, 2019) to ensure the intended meaning in terms of clarity and cohesion.

The integrity of online learning has expanded the scope of second-language writing to writing instruction through visual materials, employing digital storytelling (DST) to investigate emotions (Perez, Martinez, & Pineiro, 2018). It has also introduced new methodologies, such as intercultural writing programs and collaborative autoethnographies (Zekri & Belmihou, 2024), that aim to support teacher professional development. Further research in this area has shifted writing approaches from the Global North to the Global South, motivating ESL writers belonging to countries of the periphery to design teaching materials that are relevant to their educational curricula and local needs.

Considering all the mentioned remarkable changes in second-language writing theories, approaches, and technology (Warschauer, 2007; MacArthur, 2006), the existence of one's



first language could not be denied, rather expanded through ‘translanguaging’ to validate learners’ use of multi-linguistic repertoires in discursive practices (Garcia, 2009) _a linguistic phenomenon that is greatly highlighted in multilingual contexts, involving ESL and English as a Medium of Instruction (EMI) pedagogies, as put by Rafi (2023a) translanguaging can help low-proficiency students, and develop their identities and agency in learning (Garcia, 2009).

Nowadays, artificial intelligence (AI) has accentuated learning to write; writers are using AI tools and apps for brainstorming, outlining, organising, editing, and revising their texts (Punar Özçelik & Yangın Ekşi, 2024). AI has become increasingly important for second language writers, as it helps them improve their writing skills through feedback and empowers their confidence in expressing themselves in the target language. It is worth noting that writing pedagogy in the age of technology is perceived either as a revolution or an evolution, which should be thoroughly thought out to meet learners’ writing needs and teachers’ expectations. Eventually, the popularity of AI since the introduction of ChatGPT in November 2022 has consolidated the existence of ethical considerations to harness the function of concepts, such as plagiarism, bias and academic integrity, especially at the university level (Hadj Ameur & Belkhir, 2024; Belkhir, 2024; Barrot, 2023; Casal & Kessler, 2023; Alexander, Savvidou & Alexander, 2023) within which students navigate the challenges not only of writing in a second language but also in conducting research and writing academic papers in a second language.

Like L2 writing, L2 research writing is also a multifaceted skill as it entails proficiency in both the target language and the research process (Myles, 2002). Considerably, research in L2 writing has often been perceived as critical for non-native speakers due to its research dynamic nature, i.e., researchers continuously explore new methods and approaches for teaching and researching writing (Polio, 2017). By recognizing the conventions of academic writing and the complexity of L2 research writing, teacher educators should cultivate L2 research writers with the necessary support and training to establish explicit instruction for research writing techniques and feedback strategies. In another note, teacher-researchers also need to learn how to approach research topics, engage with academic texts, cite references,



develop and present arguments, and structure and organise research articles (Shaw & Weir, 2007).

By understanding the nuances and challenges of L2 writing and research writing, collaboration between students, educators, academics, and support services (Writing Centres and Online Writing Labs) is highly required (Hoon, 2009; Okuda & Anderson, 2018). This is to offer and create inclusive and supportive learning environments that foster the development of strong writing skills among non-native English speakers. In this case, it helps the latter excel in ESL/EFL writing in general and academic writing endeavours in particular.

To this end, the conference brings together professional teachers, researchers, and doctoral students to discuss and share eminent areas of writing in Applied Linguistics and Second Language Writing.

The conference Scientific Committee seeks proposals for presentations that address any topic related to Second language writing, but not limited to:

- **Track 1:** Second language writing: theory, research, teaching, and assessment.
- **Track 2:** Professional development in teaching Second language writing.
- **Track 3:** Second language writing in interdisciplinary research.
- **Track 4:** Professionalization of Second Writing Teachers.
- **Track 5:** Second language research writing: Backward and Forward.
- **Track 6:** Second Language Writing and Generative AI.

Before submitting your proposals, you will be required to provide the following information:

- Complete contact information for the person submitting the proposal
- Names, email addresses, and affiliations of all presenters
- A 25-30-word biography statement for each presenter (Optional)
- Title of the paper.
- Select **Track (N)** under which your proposal falls.
- Abstract file uploading in a Word / PDF Format labelled by your full name.

Important Dates and Information:

- Proposals submission link:
https://docs.google.com/forms/d/e/1FAIpQLSeM3vmJ4_1pX4x9-flAXYR7XMiprOfzWCF8eL5W2R_7m97BcA/viewform?usp=pp_url
- Proposals submission deadline: 03rd January, 2026.
- Notification of acceptance: 10th January, 2026.
- The conference date: 11-12 February 2026.



- Full paper submission: 31st May 2026.
- The conference accepts proposals in English only, as it is the main language of the conference.
- The conference will be held online using a Google Meet link, which will be provided in due course.
- Accepted papers will be published in a journal that will be announced in due course.

We look forward to a stimulating and enriching exchange of ideas and experiences.

Presidents of the conference:

Dr. Fatima Zohra BELKHIR, University of Tlemcen, Algeria.

Dr. Wafa ZEKRI, University of Tlemcen, Algeria

Honorary Chairs

Prof. Mourad Meghachou, Rector of the University of Tlemcen, Algeria.

Prof. Abderrahmane Kherbouche, Dean of the Faculty of Letters and Languages, the University of Tlemcen, Algeria.

Prof. Frid Daoudi, Head of the Department of English, University of Tlemcen.

Dr. Fatima Zohra Adder, Director of FLPATP Research Laboratory, University of Tlemcen.

Honourary Guest Speaker

Dr. Maureen Rooney, Writing Specialist from Rhode Island University, U.S.A.

Keynote Speakers

Day 1 Speakers:

Morning Session Speakers:



Dr. Tara Keenan, John Cabot University, Rome, Italy.



Tara Keenan received her BA and MA from New York University. She attended a study abroad program in Ireland where she first learned about intercultural dialogue and global citizenship. Afterward, she taught high school English in New York and then decided to attend Dublin's Trinity College for her Ph.D. in European History, focusing on feminism in Ireland. Upon finishing that program and publishing a book entitled, "Irish Women and Street Politics", she moved back to New York, where she directed a local office of the New York Civil Liberties Union for three years. During that time, she taught history and politics at various colleges and universities in New York, including Fordham University and CUNY. She's currently a writing instructor and the coordinator of the John Cabot University Writing Center in Rome.



Prof. Touria Drid, University of Ouargla, Algeria.



Dr. Abu Saleh Mohammad Rafi, University of Liberal Arts Bangladesh.

Abu Saleh Mohammad Rafi, PhD, is an Associate Professor of Linguistics at the University of Liberal Arts Bangladesh and a Visiting Research Fellow at the University of Groningen. He also serves as a Senior Research Fellow on an Australian Research Council-funded project at the University of South Australia. He has published extensively, co-edited volumes on linguistic justice, and delivered keynotes and invited talks at the University of the Witwatersrand, China Three Gorges University, McGill University, James Cook University, and Buriram Rajabhat University. A transdisciplinary scholar in sociolinguistics, translanguaging, and critical AI studies, Dr Rafi's work advances equity in multilingual education.



Afternoon Session Speakers:



Mr. Laurence Cleary, Limerick University, Ireland.

Director of the Regional Writing Centre at the University of Limerick (UL), Lawrence is an Educational Developer for the Centre for Teaching and Learning, UL. His background is in English, Rhetoric and Composition Studies (BA in English, Illinois State University) and English Language Teaching (MA in ELT, University of Limerick). Lawrence has facilitated writer development in several disciplines. He currently teaches writing to first-year Engineers in the BEng course, and the module leader for ME6051 Advanced Technical Communication for Engineers for the ME and MSc programmes in Mechanical and Aeronautical Engineers. His interests are in Rhetoric, Critical Theory, Writing Pedagogy, Language Teaching, Systemic Functional Linguistics, Stylistics, Corpus Studies, Learning Styles and Strategies.



Dr. Kamal Belmihoub, English Department at Baruch College in the City University of New York, US

Dr. Kamal Belmihoub is a faculty member in the English Department at Baruch College in the City University of New York. He began his studies at M'hamed Bougara University in Boumerdes and completed his PhD at Purdue University in Indiana, USA. He teaches and researches issues in writing studies and applied linguistics.





Day 2 Speakers:

Morning Session Speakers:



Prof. Irene Verde Peleato, University of Valencia, Spain.

Prof. Irene Verde Peleato has a degree and a PhD in Pedagogy from the University of Valencia. She has a master's degree in Spanish as a foreign language from the University of Southern California (USA). Now, she is professor of the Department of Educational Theory of the University of Valencia (Spain) in the Degrees of Teaching, Social Education and Pedagogy as well as in the Masters of Social and Educational Action and Teacher Training in Secondary School of the University of Valencia in the specialty of technology, and the member of the GIPU-EA (Research Group on University Pedagogy and Teaching and Learning Strategies).

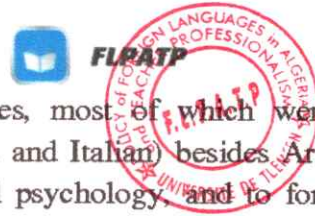


Prof. Ahmed Bacher, University of Biskra, Algeria

Professor Ahmed Bacher earned a B.A from the University of Algiers (1994) and Magister from Mohamed Khider University of Biskra (2005). Prof. Bacher started his professional career teaching English to high school and middle school students (1994). He also taught a two-term French course to middle school students (1997- 1987). Prof. Bacher joined the English teaching staff in 2005-6 at The English Department at Mohamed Khider University of Biskra. Prof. Bacher supervised seven doctoral students (now all completed and defended their PhD theses) in literature, discourse analysis, and language teaching methodology. Prof. Bacher examined 30 doctoral PhD theses and hundreds of Master's



FLPATP



participated in different national and international conferences, most of which were in Algeria. Prof. Bacher speaks three languages (English, French, and Italian) besides Arabic. His interests range from research methodology, to educational psychology, and to foreign language teaching methodology.

Scientific Committee

President of the scientific committee: Dr. Fatima Zohra Adder, University of Tlemcen, Algeria

Members:

Prof. Karen Barto, the University of Arizona, USA

Prof. Andrea Révész, IOE, University College London, the UK

Prof. Madhubala A/P Bava Harji, SEGi University & Colleges, Malaysia.

Prof. Chokri Smaoui, Sultan Qaboos University, Oman

Prof Rana Khan, Canadian College, Kuwait 'Algonquin', Kuwait

Mrs. Sonia Wei Jie Tiao, Chaoyang University of Technology, Taiwan

Dr. Kamal Belmihoub, City University of New York, USA

Dr. Natalia Borzykh, Moscow State Pedagogical University, Russia

Prof. Hakan Emekci, TED University, Ankara, Turkey

Prof. Nadia Ghounane, University of Saida, Algeria

Prof. Drid Touria, University of Ourgla, Algeria

Prof. Radia Guerza, University of Batna 2, Algeria

Prof. Amine Belmekki, University of Tlemcen, Algeria

Prof. Hafida Hamzaoui, University of Tlemcen, Algeria

Prof. Boumediene Berrabah, University of Tlemcen, Algeria

Prof. Wassila Bouklikha, University of Tlemcen.

Prof. Ahmed Bechar, University of Biskra, Algeria

Prof. Faiza Senouci Mebarbeche, University of Tlemcen, Algeria



Dr. Ramzi Merabat, University of Leeds, UK
Dr. Nadjat Khenioui, Algiers University 3, Algeria
Dr. Fouzia Bennacer, University Centre of Mila, Algeria
Dr. Yasser Benmoussa, University of Biskra, Algeria
Dr. Hadia Hakem, University of Tlemcen, Algeria
Dr. Maliha Yamina Abi-ayad, University of Tlemcen, Algeria
Dr. Hydayate Amina Hemche, University of Tlemcen, Algeria

Organizing Committee

President of the organizing committee: Yassamina Abdat, University of Tlemcen, Algeria

Members:

Dr. Assia Benettayeb, University of Tlemcen
Dr. Kamila Ghouali, University of Tlemcen
Dr. Sarra Menal Ferkache, University of Tlemcen
Mrs. Asma Belkhir, University of Tlemcen
Mrs. Karima Benheddi, University of Tlemcen
Mr. Abdelkader Guendouz, University of Tlemcen
Mr. M'sebbel Abderrahim, University of Tlemcen
Ms. Fatma Zohra Hadj Aneur, University of Tlemcen
Ms. Romaissa Nechad, University of Tlemcen
Ms. Sarah Nesrine Hamidi, University of Tlemcen
Ms. Zahira Belaidouni, University of Tlemcen
Ms. Zineb Benayad, University of Tlemcen
Ms. Nardjes Labed, University of Tlemcen
Ms. Bouchra Benaicha, University of Tlemcen
Ms. Meriem Rayene Lamraoui, University of Tlemcen
Ms. Dallal Grini, University of Tlemcen



FLPATP

References

- Alexander, K., Savvidou, C., & Alexander, C. (2023). Who wrote this essay? Detecting AI-generated writing in second language education in higher education. *Teaching English with Technology*, 23(2), 25-43.
- Archibald, A., & Jeffery, G. C. (2000). Second language acquisition and writing: a multi-disciplinary approach. *Learning and instruction*, 10(1), 1-11.
- Barrot, J. S. (2023). Using ChatGPT for second language writing: Pitfalls and potentials. *Assessing Writing*, 57, 100745.
- Belkhir, F.Z. (2024). Assessing Attitudes of Artificial Intelligence Tools in Academic Research: A cross-sectional survey among EFL doctorate students. *Revue Algérienne des Sciences du Langage*, 10 (2), 204-216.
- Casal, J. E., & Kessler, M. (2023). Can linguists distinguish between ChatGPT/AI and human writing?: A study of research ethics and academic publishing. *Research Methods in Applied Linguistics*, 2(3), 100068.
- Canagarajah, S. (2011). Translanguaging in the classroom: Emerging issues for research and pedagogy. *Applied linguistics review*, 2.
- Ferris, D. R. (2004). The "grammar correction" debate in L2 writing: Where are we, and where do we go from here?(and what do we do in the meantime...?). *Journal of second language writing*, 13(1), 49-62.
- Hadj Ameer, F.Z. & Belkhir, F.Z. (2024). Embracing ChatGPT for Enhanced English as a Foreign Language Learning and Teaching: Teachers' Attitudes. *ATRAS Journal*, 5 (3), 196-209.
- Hoon, T. B. (2009). Assessing the efficacy of writing centres: A review of selected evaluation studies. *Pertanika Journal of Social Sciences and Humanities*, 17(2), 47-54.
- Hyland, K., & Hyland, F. (2006). Feedback on second language students' writing. *Language teaching*, 39(2), 83-101.
- Hyland, K. (2019). *Second language writing*. Cambridge university press.
- Incecay, V. (2015). Contrasting rhetorical patterns: discovering effects of first and second language writing conventions. *Eurasian Journal of Educational Research*, (61).
- Javadi-Safa, A. (2018). A brief overview of key issues in second language writing teaching and research. *International Journal of Education and Literacy Studies*, 6(2), 12-25.
- Kadmiry, M. (2022). The impact of a process-oriented writing training on EFL writing anxiety. *Global Academic Journal of Humanities and Social Sciences*, 4 (4). 137-147.



FLPATP

Kaplan, R. (2005). Contrastive rhetoric. In *Handbook of research in second language teaching and learning* (pp. 375-391). Routledge.

Kuiken, F., Vedder, I., & Gilabert, R. (2010). Communicative adequacy and linguistic complexity in L2 writing. In I. Bartning., M. Martin. & I. Vedder (eds), *Communicative proficiency and linguistic development: Intersections between SLA and language testing research* (pp.81-100). Rome: Eurosla.

MacArthur, C. A. (2006). The effects of new technologies on writing and writing processes. *Handbook of writing research*, 248-262.

Myles, J. (2002). Second language writing and research: The writing process and error analysis in student texts. *Tesl-ej*, 6(2), 1-20.

Okuda, T., & Anderson, T. (2018). Second language graduate students' experiences at the writing center: A language socialization perspective. *Tesol Quarterly*, 52(2), 391-413.

Perez, M. E. D. M., Martinez, L. V., & Pineiro, M. R. N. (2018). Instructors' perception about emotional and creative school children development, coming from collaborative design of digital storytelling. *Facultad de Education*, 21, 345-374.

Polio, C. (2017). Second language writing development: A research agenda. *Language Teaching*, 50(2), 261-275.

Punar, Özçelik & Yangın Ekşi, G. (2024). Cultivating writing skills: the role of ChatGPT as a learning assistant—a case study. *Smart Learning Environments*, 11(1), 10

Pysarchyk, O. L., & Yamshynska, N. V. (2015). The importance of integrating reading and writing for the EFL teaching. *Advanced education*, (3), 77-83.

Rafi, A. S. M. (2023a). Students' uptake of translanguaging pedagogies and translanguaging-oriented assessment in an ELT classroom at a Bangladeshi university. In R. Khan, A. Bashir, L. B. Basu, & E. Uddin (Eds.), *Local research and glocal perspectives in English language teaching: Teaching in changing times*. Springer Nature.

Shaw, S. D., & Weir, C. J. (2007). *Examining writing: Research and practice in assessing second language writing* (Vol. 26). Cambridge University Press.

Silva, T. (1990). *Second language composition instruction: Developments, issues, and directions in ESL*. Second language writing: Research insights for the classroom/Cambridge University Press.

Solfiyatuzzahro, S., Santihastuti, A., & Erfan, E. (2019). Grammatical accuracy using teacher's written Corrective feedback. *Eralingua: Jurnal Pendidikan Bahasa Asing dan Sastra*, 3(2), 75-85.

Tolchinsky, L., & Jisa, H. (2017). The multifaceted development of writing. In *Writing Development in Struggling Learners* (pp. 53-72). Brill.



FLPATP

Wang, L. (2003). Switching to first language among writers with differing second-language proficiency. *Journal of Second Language Writing*, 12(4), 347-375.

Wardatul, A. Suyansah, S. Nur Anneliza, A., & Iziana, I. (2021). The process approach to the teaching of writing: Focus on process rather than product. *Journal of Information System and Technology Management*, 6 (23).63-71.

Warschauer, M. (2007). Technology and writing. *International handbook of English language teaching*, 907-917.

Ware, P. D., & Warschauer, M. (2006). Electronic feedback and second language writing. *Feedback in second language writing: Contexts and issues*, 2, 105-122.

Zekri, W. & Belmihoub, K. (2024). 22 Challenges and Opportunities of Developing an EFL Writing Course in Algeria: A Collaborative Auto-Ethnographic Study. *EFL Writing Teacher Education and Professional Development: Voices from Under-Represented Contexts*. In: Enc, E., Gilliland, B., Henderson Lee, S., Saenkhum, T. & Seloni, L. (Eds.), *EFL Writing Teacher Education and Professional Development: Voices from Under-Represented Contexts*. (pp.240-261). Multilingual Matters.



FLPATP