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The PRFU research team (PRFU: [H02L01UN130120230095](#)) under the supervision of
FLPATP Laboratory organises:



The First Online National Conference on Foreign Language Productive Skills Development: Approaches and trends



13thFebruary, 2025



10:00 a.m. – 15:00 p.m.



Google Meet

We are pleased to announce the Call for Papers for the upcoming conference on Foreign Language learning, with a specific focus on the development of productive skills in the EFL classroom.

There is no doubt that English as a Foreign Language (EFL) education centers on developing students' skills in listening, speaking, reading and writing. Among these skills, speaking and writing, as productive skills, are conceived important for effective communication (Richards & Schmidt, 2010). This is partly because speaking helps students build their confidence, fluency and pronunciation that are vital for communication in academic, professional, and social contexts; and partly because writing enables students to communicate complex information, convey ideas, and demonstrate their understanding of the target language which are essential not only for academic tasks, like writing essays, research papers, and dissertations but also professional communication such as emails, reports and proposals (Harmer, 2007).

In teaching, the interconnectedness between all skills is not a choice, rather a convention. For instance, reading and writing together enhance writing in particular. Good readers are good writers! Innovative teaching approaches emphasize the complementary role of each. A teacher of writing may design an activity in a writing class that has been dealt with in a reading or a listening class; this combination would increase learners' cognitive processing. In line with this thought, Beglar and Hunt state "Language is not the sum of its discrete parts and is best learned when oral language (listening and speaking) and written language (reading and writing) are integrated and mutually reinforced" (2020, p.102). Teaching the four skills in such a techno-informed world requires innovative practices as learners should be assessed not only on their

accuracy, but also on their performance and multimodal composing (Hafner, 2013; Jiang et al., 2022) using AI apps for personalized learning. This integration has led to new writing practices (Li, 2022), which call teachers to leverage their teaching methods and assessment approaches. However, these innovative approaches should always require ethical procedures, as learners should be well-instructed on how to read and write ethically.

Since the integration and the interconnectedness of all of listening, speaking, reading and writing in the EFL classroom is important for holistic language proficiency, this conference aims to bring together researchers, educators, doctorate students and practitioners in the field of English Foreign Language (EFL) education to share and discuss insights, issues, research findings and best practices related to boosting the development of productive skills among EFL learners.

The conference Scientific Committee seeks proposals for presentations related but not limited to:

- **Track 1:** Innovative approaches to teaching foreign language productive skills.
- **Track 2:** Effective strategies for developing speaking and writing proficiency.
- **Track 3:** Integration of technology in productive skills development.
- **Track 4:** Assessment and evaluation of foreign language productive skills.
- **Track 5:** Cross-cultural considerations in teaching and assessing productive skills.

Important Dates and Information:

- Abstract Submissions link: <https://forms.gle/UULWYmyYXEYyQBus9>
- Submission deadline: 05th January, 2025.
- Notification of acceptance: 07-14th January, 2025.
- The conference date is 13th February, 2025.
- The conference will be held online using a Google Meet link which will be provided in due course.

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

Conference Chair

Dr. Fatima-Zohra BELKHIR

Conference Co-Chair

Dr. Wafa ZEKRI

Scientific Committee

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