Ministry of Higher Education and Scientific Research

Mohamed Seddik Ben Yahia University of Jijel

Faculty of Letters and Languages

Department of English Language and Literature

Laboratory of Research in Literary, Linguistic, Educational Studies and Translation

Organizes the Onsite National Conference:

Inclusive and Equitable Language Education: Translanguaging, Plurilingualism, Differentiated Instruction, and Beyond

December 14, 2026

Honorary President of the Conference:

Prof. Noureddine Bennali Cherif, *University Rector*

Under the Supervision of the Dean of the Faculty:

Prof. Toufik Gueham

President of the Conference:

Dr. Boukhentache Slimane

President of Scientific Committee: Dr. Benhabiles Bakir

President of organizing Committee: Mansour Afaf

The Scientific Committee

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05	Sissaoui Abdelaziz	Prof.	Mohamed Seddik Ben Yahia, Jijel	**Member**
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08	Benhamma daLokmane	PhD student	Mohamed Seddik Ben Yahia, Jijel	Member

Submission Guidelines

- Papers should be 6–10 pages in length, including references.
- Papers written in Arabic: Use Traditional Arabic, 16 pt for the main text.
- Papers written in English or French: Use Times New Roman, 14 pt for the main text.
- Each submission must be accompanied by a separate short biographical note.
- Papers may be submitted in Arabic, English, or French.
- Papers written in Arabic or French must include an abstract in English.

Important dates:

Abstract submission deadline: November 20, 2026

Notification of acceptance: December 5, 2026

Conference date: December 14, 2026

Contact Email: bkt.slimane@gmail.com

Phone: 0772 84 42 37

Participation Form:

Full Name:

Academic Rank:

University /Institution:

E-mail Address (professional):

Phone number:

Conference Theme (Axis):

Title of the Paper:

Abstract: (200-300 words)

Keywords: (3 to 5 words)

Conference Objectives:

-Address linguistic diversity in Algerian classrooms.

-Promote equal opportunities in access to language learning.

-Encourage the use of learners' linguistic repertoires and build on them in the learning process.

-Support differentiated instruction in classes with mixed proficiency levels.

-Integrate translation as a pedagogical tool in language teaching.

-Promote inclusive and learner-centered teaching practices.

-Encourage the adoption of innovative and technology-supported approaches in language education.

-Provide a platform for Algerian researchers and teachers to share research findings, classroom experiences, and best practices related to inclusive language education in Algeria.

-Raise awareness among teachers, researchers, and curriculum developers about the importance of inclusive and equitable language learning.

Conference tracks:

1. Inclusive, Multilingual and Learner-Centered Language Pedagogies

2. Innovative and Technology-Supported Language Education

Conference Preamble:

Classrooms are diverse: students arrive with different abilities, backgrounds, motivations, and language skills, yet many teaching methods assume an "average learner" who doesn't exist (Ur, 1991; Bernstein, 1971). Standard approaches can leave some students behind, particularly in language classes where disadvantaged learners may start with limited skills (Perrenoud, 1997; Allwright, 1984).

To promote equity, innovative teaching approaches focus on meeting individual needs. Translanguaging and plurilingualism let students draw on all their linguistic resources, reducing educational disadvantages (García, 2009; García& Wei, 2014). Differentiated instruction adapts content, processes, and learning environments to ensure all students can succeed (Tomlinson, 1999). The Common European Framework of Reference (CEFR) also emphasizes building on learners' existing language repertoires (Council of Europe, 2001). Other inclusive approaches, like integrated pedagogy (Roegiers, 2000), project-based learning, and technology-supported instruction, aim to make education accessible to everyone.

This conference invites teachers and researchers to share experiences, innovativepractices, and research on inclusive and equitable language teaching, with a focus on Algerian education. Contributions may explore practical strategies, case studies, or theoretical insights that help every learner thrive