

CONFERENCE PROPOSAL FORM

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Field of expertise (specialization)	Applied Linguistics
Selected theme (s)	Innovative practices of blended learning in the Algerian blended classroom
Title of paper	The Contribution of Data-Driven Learning in the Enhancement of Academic Writing: A case of EFL Doctoral Students
Short Bio (Max 100 words)	Ahmed BACHER, PhD., received his doctoral degree from Mohamed Kheider University of Biskra in 2013 and is currently an associate professor (Maitre de Conference A) at the same University where he teaches <i>Research Methodology and Social Sciences & Humanities</i> . Beside his teaching responsibilities, he is serving as pedagogy office chair. His recent research interests have focused on research methodology, literary criticism, and educational psychology.
Key words (Max 5 words)	DDL- Academic Writing- corpus- concordancer- EFL doctoral students- blended learning
Abstract (Max 300 words)	This paper, which qualitative in nature, sets out to [1] demystify data-driven learning (aka, DDL), [2] outline its merits and demerits, and [3] point out to its contribution to the enhancement of EFL doctoral students' academic writing. As it appellation denotes, DDL is about <i>learning by researching</i> : Language students are meant to become "language detectives". Johns explains "[...] the language-learner is [...] a research worker whose learning needs to be driven by access to linguistic data (Johns 1991a). Being empowered by autonomy, foreign language learners conduct corpus-based search of authentic everyday language with a view of enhancing learning, communication, and interaction by identifying patterns at all linguistic levels (and by the same token at semantic/ discoursal and/ or pragmatic levels). DDL is basically linked to consciousness raising: intentional drawing of learner's focused attention to the formal properties of the target language (Rutherford and Smith 1988). The <i>corpus</i> can

	<p>be provided by <i>concordancers</i>, i.e., software programs. These would provide EFL doctoral students with words/expressions in context, and thanks to the learners' inductive reasoning, the latter would <i>discover</i> the rules by themselves. DDL is believed to be useful to advanced tertiary EFL students to overcome their pitfalls in writing up research papers and dissertations (viz, word choice, discorsal and pragmatic failure, linguistic inconsistencies, and mechanics of writing, etc.). By its very nature (personalization of learning), DDL sits well with blended learning: It requires the use of search engines, which presupposes the availability of and skillfulness in the manipulation of electronic devices such as PCs, Laptops, and smart phones.</p>
<p>References (Min 3)</p>	<p>Coleman, J. A. and Klapper, J. (2005). <i>Effective Learning and Teaching in Modern Languages</i>. Psychology Press</p> <p>Gavioli, L. (2005). <i>Exploring corpora for ESP Learning</i>. John Benjamins Publishing</p> <p>Johns, T. (1991). <i>Teaching and learning by doing corpus analysis</i>.</p> <p>Johns, T. (2000). Data Driven Learning: The perpetual challenge in <i>teaching and learning by doing corpus analysis: Proceedings of the 4th Graz Conference</i>. pp 105-117</p> <p>Thompson, P. and Diani, G. (2015). <i>English for Academic Purposes</i>. Cambridge Scholars Publishing</p>