



Oum El Bouaghi University

Faculty of Letters and Languages

Department of English



Supervision of Master's Dissertations 2025-2026

List of M2 Students' Supervisors (TEFL)

Adjadj	Khallout Fatima Zohra Manal	The Effectiveness of e-Portfolio Analytics in Enhancing EFL Teachers' Instructional Strategies for Teaching Writing Skill(The Case of Algerian Secondary Schools)
	Siouane Yousra and Menaceur Manel	
Aliouche	Chergui Assala	
	GADOUCHI Miloud	
Ayadi K.	Belkhiri Ali	The impact of early childhood education on long-term English Sounds Pronunciation Proficiency (startup)
	Bouslah Achouak	Investigating Perplexity as AI tool to Enhance Acoustic Competence in the EFL Context
Azeroual	HABES Mohamed Elbahri BENAYACH Tarek Aziz	Early Foreign Language Learning and Its Impact on Intercultural Identity Development: Examining Teachers' and Parents' Perspectives in Algerian Primary Schools
	Boumaza zahia Nourhene and Sigha Takoua	The implementation of English in primary school difficulties and obstacles
Bouchene	Salma Hamli & Douaa Djabelkhir	Students' Engagement in a Disengaging Era
	Aymen Benghida	Behavioural Psychology and Teaching
	SAIGHI Farouk- Ahmed-amine	
Belghoul	Djouad chaima / Maamri Wissem	Motivation, Self-Efficacy, and Academic Achievement in Teacher Education: A Comparative Discourse Analysis of ENS and LMD
	Guidoum Sara and Benecer Oaima	Exploring teachers' Consensus on the Role of Artificial Intelligence in Developing Students' Emotional Intelligence in Higher Education
	Nezzar Lina	
Benhamlaoui	Smaali lemya/ kenzari Aisha	Academic and research challenges faced by students admitted directly into Master 2 English didactics programs in Algeria.
	Abbabsa Nour & Ounissi Malak	Larbi Ben M'hidi university third year English students perceptions of how informal English social media (Instagram) influences their formal academic writing.
	BELGHARBI Sihem Wided and Bensayeh Aya	
Bouaziz	Meziane Zaki & Mezghiche Inesse	The Impact of Previous Negative Experiences on Writing Skills in English Learnin
	Remache Abderaouf & Belakhdar	Contributing Factors to AI Overreliance among EFL University Students

	Marwane	
Boulmaiz	Benchikha Djihane	
	Gourari Abderraouf & Ghouar Mohamed Anis	
Bouri	Gourzi Chams khouloud	The Impact of TPR on Motivation and Classroom Engagement in EFL Contexts (Startup)
	Aymene Aliouche	AI and student engagement: how technology affects English learning motivation
	Mokdad Selma and Smail chaima	A corpus-based analysis of vocabulary frequency and lexical richness in youtube english learning videos
Chergui	HANEICHE Amina	
	Fridja oumaïma / Zerrouki Bouchra	
Chaira	Bareche Nour El Yakine & Chabou Farah	The power of storytelling in learning English (Startup)
	ZIDANI Abd Elmalek and Derghal Khalil	
Gourari	Lemouchi Dhikra Wissal/ Lemouchi Rofaida Imane	Reading Critically in the Age of AI: Investigating the Influence of ChatGPT on EFL Students' Reading Skills
Guendouze	Yakoubi Hadjer	
	NAOUN MOHAMED LAMINE	
Guerfi	Kalkoul Douaa/ Bensizrara nour el kamar	Exploring how growth and fixed mindsets beliefs shape academic resilience.
	BOUSSAID Imane	
Hamadouche	Bakha kaouthar	Novice EFL Teachers' Perspectives on Learning-Oriented Assessment in Algerian Middle Schools
	Khellafi Amina & Chekaoui Maya Wissal	
Hattab	Bahloul Hamida	
	Dilmi Hani	
Hiouani	Hamoudi Meriem	Exploring the hybrid linguistic identity and soft skills among Algerian university students' communicative practices
	SELLAM Aya	Exploring the intersection of work demands and burnout among senior teachers of the English department at L'Arbi Ben M'hidi University
	Guesmia Duaa	A digital ethnography of online identity negotiation in English among Algerian students on social media
Kellil	HADJAB Mohammed Nadjib	
	HAMZA Chirine	

Khoualdi	KALLACHE Abir	
	Salhi Hanine	
Maamouri	REZAM Ibrahim	
Mansouri	Ghozlane Iheb	Symbolic Storytelling as a Pedagogical Tool: Integrating Mythological Narratives into Grammar Teaching.
	Laifa Belkis & Loucif Rania Mabrouka	Post graduate adult EFL learners' motivational challenges and self-directed learning strategies
	Allali Raoua	Linguistic Representations of Validity, Reliability, and Trustworthiness in EFL Research: A Corpus-Based Comparison
Melgani	Guellati kods	Teachers' Perceptions of Translanguaging in EFL Classrooms at Larbi Ben M' hidi University
	Aymen Amiar	Algerian Teachers and Learners' Beliefs about the Effectiveness of Data-Driven Approach in Fostering English Speaking Proficiency in EFL Contexts.
Merabet	HANECHE Amina	
	OUTTAR AHMED RAMI	
Merrouche	Merazgua Maria	
	Asma Benalia & Gueminni Chahinez	
	Berrah Raouane and Lekbir Amel	
Senoussi	Debbache Khissal and Keghouche Narimane	
	BOUMERGOUD Aya	
Selougui	AYADI Lamia and Zerara Rahma	
	Aroua Myriam Hadda, Chellouf Makarim	
Zaidi	Boumaaza Yassamine and Sdira Ikram	
	DJENANE Ahmed Yacine / BOUMECHTA Rania	Examining the Relationship Between Teachers' Implementation Fidelity and Students Social-Emotional Learning Outcomes in Algerian Primary Schools
Zerrouki S.	CHABBI Lamia	
	Khammar Nour el Houda	