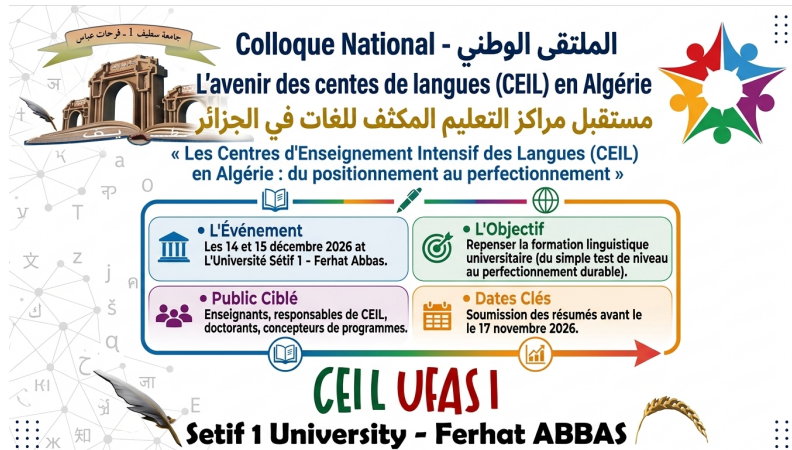


Algerian Intensive Language Teaching Centres (CEIL): From Placement to Proficiency Development. Which Approaches for Which Challenges?



lundi 14 décembre 2026 - mardi 15 décembre 2026

Programme Scientifique

Post-Placement Strategies and Pathways

Post-test protocol: assignment or integration?

Mapping learner profiles by level: students, teacher-researchers, doctoral candidates, staff, international learners;

Homogeneous grouping by level or specialisation by discipline?

Academic requirements or labour-market demands? Preparing for mobility and stays abroad.

Methodological and Pedagogical Design

Training and assessment design aligned with CEFR criteria: specification, standard setting, cut scores, validation;

Language for specialists or language for specific purposes? FOS, FOU, LANSAD, academic English, Medical English and EMI;

AI and materials: authentic or generated texts, learner autonomy;

Digitalisation and blended learning.

Literature and Culture for Linguistic and Interactional Proficiency Development

Which materials for which textbooks: selection, didactic adaptation, authenticity, copyright.

Oral interaction, mediation and academic discourse (seminars, viva voce, conference presentations).

Authored texts and literature in intensive teaching: critical reading and decentring.

Plurilingual and pluricultural competence (Arabic, Tamazight, French, English) and the cultural grounding of tasks.

Institutional, Scientific and Pedagogical Interventions

The trainer's stance towards a university audience: training one's own colleagues, andragogy;

National and regional coordination of CEILs;

Trainer support and professional development;

Quality assurance: published specifications, technical reports, annual test review;

End-of-course feedback, case studies and field constraints; innovation;

Cross-cutting theme: equity and accessibility (connectivity, disability, test anxiety, fraud).