To what extent do they contribute to developing professional and academic skills? What linguistic obstacles hinder teaching quality (transition from Arabic to French, poor command of English, identity tensions around languages)? How can we train teachers capable of combining disciplinary excellence and linguistic competence?

This study day aims to examine the link between language teaching, pedagogical quality, and graduate employability, by bringing together perspectives from researchers in didactics, linguistics, educational sciences, sociology, and economics of education, within a framework of sustainable development and equal opportunities.

Objectives of the Day

To examine the notion of quality in Algerian university education from a sustainable development and inclusive education perspective: criteria, indicators, perceptions of stakeholders (teachers, students, employers).

To analyze the role of languages (Arabic, French, English, Tamazight) in developing transversal skills essential to sustainable development: critical thinking, communication, collaboration, creativity.

To identify linguistic obstacles to academic and professional success as factors of inequality: discontinuities between educational cycles, linguistic insecurity, ideological tensions.

To highlight innovative pedagogical practices integrating languages as vectors of active learning and skills development for quality and equitable education.

To propose concrete pathways for a coherent university language policy serving pedagogical excellence, professional integration, and sustainable development.

Rationale

Within the framework of the Sustainable Development Goals (SDGs), and particularly SDG 4 aiming to "ensure inclusive and equitable quality education for all," this study day examines the contribution of language teaching to academic excellence and inclusion in Algerian higher education.

In a globalized context where Algerian universities aspire to academic excellence and international competitiveness, the question of university education quality arises acutely. This quality is no longer measured solely by the accumulation of disciplinary knowledge, but by the university's ability to train competent, versatile graduates capable of thriving in a multilingual and intercultural professional environment.

Languages, whether Arabic, French, English, or Tamazight, are no longer mere communication tools: they have become strategic levers for developing essential transversal skills such as critical thinking, creativity, collaboration, problem-solving, and adaptability. Mastering multiple languages means multiplying perspectives, enriching cognition, and accessing diverse knowledge and cultures.

However, despite successive reforms and the adoption of the competency-based approach, many questions remain: How are languages actually taught and utilized at university?

CALL FOR PAPERS

Study Day
Quality of University Education and the Role of Languages in Sustainable Development

December 17, 2025

Conference rom of the Faculty of Letters And Languages

احتفاءً بـــ

اليومِ العالَمِيِّ للُّغَةِ العَرَبِيَّةِ

Honorary Presidents
Prof. Zoheir DIBI, Rector of the University of Oum El Bouaghi
Prof. Badis SAOUDI, Dean of the Faculty of Letters and Languages

President of the Day
Prof. Ikram Aya BENTOUNSI

احتفاء بـ
اليوم العالمي للغة العربية

Bibliography

Coste, D., Moore, D. & Zarate, G. (2009). Compétence plurilingue et pluriculturelle. Strasbourg: Council of Europe.

Grandguillaume, G. (2004). L'arabisation au Maghreb. Revue d'aménagement linguistique, 107, 15-40.

Maurer, B. (2011). Enseignement des langues et construction européenne: le plurilinguisme, nouvelle idéologie dominante. Paris: Éditions des archives contemporaines.

Miled, M. (2005). Un cadre conceptuel pour l'élaboration d'un curriculum selon l'approche par les compétences. La refonte de la pédagogie en Algérie. Défis et enjeux d'une société en mutation. Algiers: UNESCO-ONPS.

Moirand, S. (1990). Enseigner à communiquer en langue étrangère. Paris: Hachette.

Taleb Ibrahimi, K. (1997). Les Algériens et leur(s) langue(s). Éléments pour une approche sociolinguistique de la société algérienne. Algiers: Éditions El Hikma.

Taleb Ibrahimi, K. (2004). L'Algérie: coexistence et concurrence des langues. L'Année du Maghreb, I, 207-218.
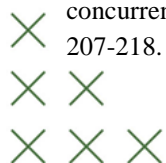
Research Axes

Axis 1: Quality of University Education and Development of Language Skills for Sustainable Development

This axis examines the links between pedagogical quality, language proficiency, and graduate employability from a sustainable development perspective (SDG 4, 8). It explores how languages contribute to developing transversal skills and sustainable, inclusive professional integration.

Axis 2: Linguistic Obstacles and Inequalities in Higher Education

This axis analyzes linguistic difficulties encountered by students (discontinuities between cycles, linguistic insecurity, identity tensions) and their impact on academic success as factors of exclusion and inequality, compromising the objective of quality education for all (SDG 4, 10).

Axis 3: Innovative Pedagogical Practices and Teacher Training

This axis highlights pedagogical approaches integrating languages as levers for active learning, as well as the challenges of training university teachers in language didactics to ensure quality and sustainable education.

Axis 4: Language Policies, University Internationalization, and Sustainable Development

This axis explores language policy choices in Algerian higher education, the place of different languages, and internationalization prospects in alignment with sustainable development and inclusive education objectives.