People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Larbi Ben M'Hidi University, Oum-el-Bouaghi
Faculty of literature and languages
Department of French

Under the aegis of the DECLIC laboratory
Research Team 2 PRFU
Organises the national conference in hybrid mode

"Pedagogical innovations in the teaching/learning of foreign languages: challenges and opportunities"

April 15-16- 2025

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Background

In the changing landscape of foreign language teaching, the national colloquium entitled 'Pedagogical innovations in foreign language teaching/learning: challenges and opportunities' provides an opportunity to reflect on the transformations that are redefining these practices. Long characterised by traditional methods, language teaching is undergoing a metamorphosis as a result of technological and societal developments. Enriched by the integration of online platforms, mobile applications and immersive realities, they are now exploring ways in which interaction, personalisation and autonomy are reshaping learning.

However, these promising advances also raise major challenges. While technologies are transforming the educational experience by abolishing temporal and spatial boundaries, they are also exposing disparities, in particular a digital divide that could accentuate inequalities. Cognitive overload, resulting from a profusion of resources, and the need for teachers to appropriate these tools remain major pitfalls. In the face of these challenges, a balanced and inclusive approach to teaching is essential.

This conference aims to examine these dynamics from a critical and constructive perspective. Beyond the adoption of digital tools, it calls for a rethink of the educational act, reconciling humanity and innovation. In a rapidly changing world, teachers and learners need to be supported in their quest for an enriched linguistic experience, in which technology serves the varied needs and aspirations of each individual. A genuine educational revolution seems to be underway, driven by a spirit of innovation and collective reflection.

In foreign language teaching, educational innovation, while promising, comes with major challenges. Institutional resistance often hinders the adoption of new approaches, as educational structures are conservative in the face of change, perceived as a threat to the established order. Teachers, for their part, must not only master the technologies but also rethink their practices, a process that requires time, resources and ongoing training. Added to this is the digital divide: unequal access to technological tools, fuelled by socio-economic disparities, limits equity and hinders the spread of innovations, both in developed countries and in less-favoured regions.

However, technological advances offer revolutionary opportunities. Artificial intelligence, with its ability to personalise learning paths, creates adaptive environments where learners evolve according to their specific needs. Mobile applications, which encourage flexible, ubiquitous learning, abolish temporal and spatial boundaries, while collaborative online platforms bring together learners from all over the world in rich, multicultural forums. These tools diversify the teaching media, making learning more immersive, fun and interactive. To meet the challenges and make the most of this potential, a concerted transformation of educational policies and practices is essential.

In foreign language teaching, incorporating innovation requires a subtle balance between tradition and modernity. It is not enough to replace traditional methods with technologies; it is necessary to combine technological efficiency with cultural relevance. Prensky (2001) warns against technocentric enthusiasm: each tool must be assessed against the specific needs of learners and educational realities. Far from simplifying the language acquisition process, innovations must respect the cultural and social richness of the language, while promoting interaction and critical thinking.

Teachers play a key role in this transition. For Laurillard (2012), they must become mediators, not simply transmitters, guiding learners in the thoughtful use of technology. Initial and in-service teacher training must evolve, combining technical skills with pedagogical reflection. Professional learning communities, as described by Lave and Wenger (1991), offer a valuable solution: these forums encourage the sharing of experience, collective innovation and the gradual adoption of modern methodologies.

By exploring the challenges and opportunities, this national conference proposes to rethink the language education landscape. Its mission: to provide education players with tools and strategies for transforming learning, in a harmonious balance between human tradition and the digital revolution.

The symposium plans to explore a range of crucial themes, encompassing, but not limited to, the following areas:

- **Axis 1**: New technologies and digital tools for foreign language teaching.
- **Axis 2**: Innovative pedagogical approaches to motivate and engage learners.
- **Axis 3**: Use of social media and online platforms for practising and communicating in a foreign language.
- **Axis 4**: Integrating foreign culture and literature into language teaching.
- **Axis 5**: Assessment of language skills in a foreign language teaching/learning context.
- **Axis 6**: Teaching foreign languages to learners with special needs, such as learners with special educational needs or allophone learners.

Finally, this conference is intended to be an exceptional platform for exchange, bringing together researchers, teachers, practitioners and decision-makers from all backgrounds. By sharing experiences, research and innovative ideas, it aims to foster collective thinking, stimulate collaboration and encourage the emergence of new approaches to teaching. This meeting promises to play a crucial role in preparing learners for the linguistic and cultural challenges of an ever-changing world, placing educational innovation at the heart of foreign language learning.

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The scientific committee :

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- Dr. Lotfi Gouasmia, Université de Tébessa
- Dr. Mohamed Nar, Université de Tébessa
- Dr. Lazhar Benaissa, Université de Biskra

The organising committee

- Dr. Karim Boulehbal, Université d'Oum El Bouaghi
- Dr. Adel Lalaoui, Université d'Oum El Bouaghi
- Dr. Athmane Siafa, Université d'Oum El Bouaghi
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How to submit an abstract

- Papers will be in French
- Number of signs: 150 words.
- Keywords : 05 Mots
- Axis chosen
- Font : Times New Roman
- Font size : 12
- Single line spacing (1.15pt)
- Full name and e-mail address.
- Status and grade

Participation fees:

- Regular rate (2,000 DA): for teacher-researchers and trainers.
- Doctoral student fee (1000 DA): encourages the participation and dissemination of young people's work.

Calendar:

- Call launch: 25-12-2024
- Deadline for submission of abstracts: 25-02-2025
- Return of notices to authors: 15-03-2025
- Online conference: 15/16-04-2025

Contact: Abstracts should be sent to the following e-mail address

- Ouahab.salim@univ-oeb.dz
- dzair.bouzid@yahoo.com