

Mouloud Mammeri University, Tizi-Ouzou, Algeria
Faculty of Letters and Languages

Algerian Anglophone Studies Research Laboratory

Call for Papers

Teaching Foreign Humanities in the Algerian HE Language Course: What to teach? Why teach it? How to teach it?

(English version)

Conference Dates: 8-9 December 2025

Format: National, hybrid (In-person and Online)

Venue: Department of English, Mouloud Mammeri University, Tizi-Ouzou, Algeria

Ongoing discussions by the National Pedagogical Committee (CPND) reveal that the curriculum of foreign humanities (mostly circumscribed to the literature and “civilization” subjects) in Algerian higher education course in Foreign Languages remains a contentious subject. While specialists around the world are now approaching it through new lenses, the syllabi taught in Algeria vary from one university to another, often without considering the epistemic aspects of the curriculum and the mutations of a changing world. In addition, the different paradigms and approaches applied to the subject rarely account for the effective needs of students, nor try to adapt the syllabus to the national context.

Research has shown that, despite the LMD reform launched in 2004, many Algerian departments continue to rely on the same, age-old curriculum, teaching old contents in old methodologies. For example, the literary works discussed in the classroom follow a chronological, canonical approach, sometimes going as far back as the Middle Ages (e.g., *Beowulf*), while contemporary genres like fantasy, films, science fiction and digital humanities have not yet found their way to the foreign language classroom. Although limited access to recently published literature may partly explain this syllabus, it does not fully account for the paradigmatic and epistemic gap.

A lingering paradox reflects the disconnect between teaching practices and academic innovation in the Algerian HE foreign language classroom: while postgraduate research in

literature and "civilization" thrives and explores various theoretical avenues and genres, undergraduate students increasingly disengage from these classes!

Conference themes:

This conference seeks to address the place of foreign humanities in Algerian HE from a *paradigmatic and epistemic* perspective: *What* to teach in the foreign language classroom? *How* to teach it? Most importantly, *why* teach it? Suggested themes include:

1. What curriculum for Foreign Languages in Algeria? What is the place of foreign humanities, their contents and their objectives in the Algerian HE course?
2. Recontextualizing foreign humanities in Algerian HE curricula
3. Bridging the gap between undergraduate teaching and postgraduate research
4. Rethinking the "civilization" subject (cultural studies? international relations? Political science? ...) and engaging contemporary genres (e.g., film, fantasy, science fiction, digital humanities...) in the literature class
5. Alternative epistemes in understanding, teaching and learning of foreign humanities.

Submit your abstract by **30 September 2025** to: foreign.humanities@ummto.dz

Abstract Length: Maximum **400 words** (including contact details and a brief bio)

The conference keynote: Prof Amrouche Fouzia, university of Msila, chair of the National Pedagogic Committee for foreign languages

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Mrs. Achour Cherifa

Université Mouloud Mammeri, Tizi-Ouzou, Algérie

Faculté des Lettres et des Langues

Laboratoire de Recherche en Études Anglophones Algériennes

Appel à Communications : Conférence nationale

***L'enseignement des humanités étrangères dans l'université algérienne : enseigner
quoi ? Pourquoi ? Comment ?***

(Version française)

Date du colloque : 8-9 décembre 2025

Format : Hybride (Présentiel et en ligne)

Lieu : Département d'Anglais, Université Mouloud Mammeri, Tizi-Ouzou, Algérie

Contexte

Les débats en cours dans le Comité Pédagogique National des langues étrangères (CPND-LLE) révèlent que l'enseignement des humanités étrangères (principalement consacré aux matières de littérature et de « civilisation ») reste un sujet épineux, voire contentieux. Alors que les spécialistes de par le monde l'abordent aujourd'hui à travers de nouvelles approches, les programmes enseignés en Algérie varient d'une université à l'autre, souvent sans considérer les aspects épistémiques du curriculum et les mutations d'un monde en changement. Ajouter à cela, les différents paradigmes et approches appliqués à l'enseignement/apprentissage tiennent rarement compte des besoins des étudiants, ni font assez d'efforts d'adaptation au contexte national.

Les travaux de recherches menés au pays attestent qu'en Algérie, malgré la réforme LMD lancée dès 2004, de nombreux départements de langue étrangère continuent d'enseigner les mêmes contenus suivant les mêmes approches d'il y a plus d'un quart de siècle. Les œuvres étudiées, canonisés en majorité, suivent une approche chronologique, remontant parfois jusqu'au Moyen Âge, tandis que des genres plus récents (comme la fantasy, le cinéma, la science-fiction ou les humanités numériques) peinent à intégrer les syllabus. Si l'accès limité aux publications récentes explique en partie ce curriculum, il n'en justifie pas l'écart paradigmatique et épistémique.

Un paradoxe persistant reflète ce décalage : alors que la recherche en littérature et « civilisation » explore des genres et des thèmes variés au niveau de master et de doctorat, la majorité des étudiants en licence se désintéresse presque complètement de ces matières !

Thématiques du colloque

Ce colloque ambitionne d'apporter les éclaircissements essentiels afin de tout savoir sur la place et les finalités des humanités étrangères dans l'enseignement supérieur algérien sous les angles paradigmatique et épistémique. Il sera question de soulever les principaux questionnements et de contribuer à la recherche de solutions permettant une dynamique nouvelle et adaptée en matière d'efficacité, de viabilité et d'adaptabilité des dispositifs d'enseignement-apprentissage des matières de littérature et de « civilisation » :

Que faut-il enseigner ? Comment l'enseigner ? Et surtout, ***pourquoi*** l'enseigner ?

1. Quel curriculum national pour les langues étrangères ? Repenser la place, les contenus et les finalités des humanités étrangères et des pratiques pédagogiques dans le cadre de l'ES algérien.
2. Recontextualiser les humanités étrangères et les approches d'enseignement dans le curriculum national.
3. Ecart entre enseignement en licence et recherche en master/doctorat.
4. Repenser la matière de « civilisation » (études culturelles ? science politique ? relations internationales ? ...) et l'exploration de genres contemporains en littérature (cinéma, fantasy, science-fiction, humanités numériques...).
5. Repenser l'enseignement des humanités à l'aune des épistémès alternatives.

Soumission des propositions

Date limite : 30 septembre 2025

Format : Résumé de 400 mots maximum (incluant coordonnées et une brève bio)

Envoyer à : foreign.humanities@ummtto.dz

Conférencière invitée : Pr. Amrouche Fouzia, présidente du Comité Pédagogique National des Langues Étrangères.

Conseil scientifique :

Président : Pr Amar Guendouzi, université de Tizi-Ouzou

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Mme Achour Cherifa

Conference Abstracts

Title: De-colonizing the Foreign Language Curriculum Through Integrating Algerian Humanities

Dr. Hammadi Somia

University and Department: Hassiba Benbouali University of Chlef, English Department
Email: hammadi021alger@gmail.com

Short bio: Hammadi Somia has recently obtained a PHD degree in Didactics of Literary Texts from Hassiba Ben bouali university of Chlef. She is also a secondary school teacher (ENS Bouzareah college), with an experience of about 13 years in the field.

Abstract:

The present study addresses the pedagogical imperative of decolonizing higher education (HE) foreign language (FL) curricula. In fact, the prevailing FL frameworks often perpetuate a colonial legacy that marginalizes the local culture and prioritizes Eurocentric works. This approach creates a remarkable disconnect between the learning materials and the students' lived realities, hindering authentic engagement and critical identity formation. Data were collected through content analysis of existing curricula to identify gaps and propose new modules that center on key Algerian literary works, historical events, and contemporary cultural movements. Ultimately, the study calls for re-centering the curriculum on local humanities to foster a generation of scholars who are both globally competent and deeply rooted in their own intellectual heritage.

Key words: Decolonization, foreign language pedagogy, Algerian humanities, curriculum development

Titre de la Communication : « **Réenchanter l'enseignement des humanités étrangères : étude critique auprès des étudiants de Master 1 (option littérature) à l'université Batna 2** »

Dr. HAMDAD Amèle

Faculté / département : Département de Français – Batna 2

Domaine : Didactique des langues/cultures, membre du Laboratoire de recherches LDIEFLE, membre fondateur du bureau national de l'ANECLEA.

Adresses électroniques : a.hamdad@univ-batna2.dz

Résumé

L'enseignement des humanités étrangères dans l'université algérienne reste marqué par une tension entre héritage académique et mutations contemporaines. Malgré la réforme LMD et l'ouverture institutionnelle aux nouveaux paradigmes pédagogiques, les contenus dispensés en littérature et en civilisation demeurent souvent figés dans des approches traditionnelles, éloignées des attentes des apprenants. Ce décalage est particulièrement perceptible auprès des étudiants inscrits en Master 1 (option littérature) en FLE à l'Université Batna 2, dont les pratiques langagières et culturelles sont désormais façonnées par la mondialisation des savoirs et les humanités numériques.

Cette communication propose une réflexion critique sur les modes d'enseignement des humanités étrangères en Algérie, à travers une étude de terrain menée auprès de ce public spécifique. Elle vise à comprendre les perceptions, les résistances et les aspirations de ces étudiants face à des contenus souvent canoniques (œuvres littéraires classiques, approche chronologique de la civilisation) et à explorer la manière dont des approches renouvelées pourraient raviver leur intérêt.

Sur le plan théorique, notre réflexion s'appuie sur :

- la sociologie de la culture de Pierre Bourdieu (1982),
- la pédagogie critique de Henry Giroux (2011),
- et les travaux en didactique des langues et cultures (Beacco, 2010 ; Cuq, 2003 ; Zarate, 1997), qui permettent de penser l'articulation entre savoir académique, identité étudiante et exigences contextuelles.

La méthodologie adoptée combine observations directes de cours de littérature et de civilisation, entretiens semi-directifs avec les étudiants et analyse des supports pédagogiques utilisés. Cette triangulation qualitative met en lumière les décalages entre curriculum officiel et besoins réels, tout en révélant les espaces possibles d'innovation.

Les résultats attendus mettent en évidence que l'intégration de nouveaux genres (fantasy, cinéma, science-fiction, humanités numériques) et l'adoption d'une pédagogie critique et

contextualisée pourraient réhabiliter l'intérêt des étudiants de Master pour les humanités étrangères. Au-delà du cas de Batna 2, cette réflexion ouvre la voie à une redéfinition du rôle des humanités dans l'université algérienne, non comme une survivance académique, mais comme un outil de formation citoyenne, critique et interculturelle.

Mots-clés : FLE – Master 1 option littérature – Humanités étrangères – Université Batna 2 – Didactique universitaire – Curriculum – Pédagogie critique – Humanités numériques

Title: Integrating AI in Civilisation Curriculum: Enhancing Learning through Innovation

Dr. METROUH Farid, Department of English, Faculty of languages and Letters, UMMTO

Dr. GOUIDER Ilyes, Department of English, Faculty of languages and Letters, University of
8 May 1945 Guelma

Abstract

The incorporation of artificial intelligence in educational systems is gaining significant traction in most educational institutions worldwide. Nevertheless, despite the acknowledged benefits of this approach in tailoring students' learning, its use in Algerian higher education classes is accompanied by inherent challenges and ethical dilemmas. Teachers often express concerns about students' actual use when engaged in tasks' completion. A considerable number of studies have been conducted on the integration of AI in Algerian higher education. However, the reviewed literature reveals no prior local studies addressing the integration of AI in one particular module, namely 'Literature' or 'Civilisation'. On the other hand, a significant body of research has been conducted in foreign contexts in an attempt to unravel the pros and cons of the integration of artificial intelligence (AI) in civilisation curricula. This integration is poised to transform conventional learning methodologies by fostering engagement, personalisation, and analytical competencies. This study synthesises findings from primary data by reviewing the quantitative metrics, and qualitative insights yielded by diverse studies targeting AI's role in improving the learners' comprehension of content. The findings demonstrate that the use of artificial intelligence in educational settings has been shown to result in enhanced retention rates and optimised assessment performance, thus confirming the efficacy of AI in educational contexts. Furthermore, educators and students emphasise the potential of AI in boosting critical thinking by reconfiguring historical debates and engendering contextual narratives. This study highlights the potential of AI in enhancing civilisation curricula through the integration of technological advancements not only in shaping pedagogical approaches, but also in answering those concerns regarding bias and accuracy. The efficacy of this approach is contingent upon its judicious application in conjunction with human instruction, and must be initiated with a shift in teachers' perceptions regarding its use. Based on these findings, it is recommended for decision-makers and experts in the field of foreign humanities to reconsider the content of the civilisation (cultural studies) curriculum, and the approach adopted in its implementation. Finally, this study has the potential to function as a catalyst, inspiring Algerian researchers to explore the role of AI in the teaching and learning of foreign humanities in general and civilisation subject in particular.

Keywords: AI in higher education, civilisation learning, adaptive learning, digital pedagogy

Paper Title: Towards an Effective Bildung: Interdisciplinarity in Teaching the Foreign Humanities in HE Language Courses

Author Bio

Dr. Khedidja Chergui is an associate professor of civilization and literature at the Department of English, ENSB in Algiers. Her main areas of research include, among others, postcolonial literature, decolonial methodologies, minority literature, refugee and migrant literature, and African female fiction. Khedidja is a 2018 fellow of the Multinational Institute of American Studies at New York University.

Abstract

In foreign language teaching and learning circles, it is commonly believed that foreign languages are better learned in civilization and literature classes due to the diversity and breadth of their content. This belief hinges upon the idea that civilization and literature classes expose students to a range of disciplines, however insufficiently and overlapping these disciplines may be sometimes imparted to students. This paper presents an alternative perspective on the traditional modes of teaching foreign humanities in Algerian higher education classes, highlighting their epistemic limitations and disciplinary boundaries, particularly in a civilization and literature class. The underlying argument is that for an effective student Bildung (self-cultivation, or a holistic development of a student's character and vision, and intellectual maturity), 'interdisciplinarity' can be an effective pathway in HE language courses. This alternative proposition can be categorized as follows:

How? A. Interdisciplinarity (teaching a civilization class by applying the methodologies and principles of both related and unrelated disciplines like linguistics, anthropology, philology, archeology, religion, politics, etc). B. Using both textual (traditional) and nontextual sources (digital humanities).

Why? Effective Bildung, historical empathy, cultivating competencies like critical thinking, and fostering intercultural understanding and learning

In a swiftly mutating globe, an effective student self-cultivation, accompanied by a rigorous and multifaceted approach to teaching and learning, should be recentered in our HEFL[1] classes.

Title of paper: **Teaching a Civilization/History Course in the Foreign Language Classroom: The Case of EFL within the Algerian Higher Education Context. .**

Dr. El Ghalia KAABECHE

Short bio: Degree: Ph.D. (Doctorat en Sciences) in American Studies, Affiliation: Department of English Language and Literature Mohamed Lamine Debaghine University-Setif2

Email Address: e.kaabeche@univ-setif2.dz

Topic of interest: What curriculum for Foreign Languages in Algeria? What is the place of foreign humanities, their contents and their objectives in the Algerian HE course?

Abstract:

The present paper is an attempt to shed light on the reality of the teaching of the Civilization/History Courses in the EFL Classroom within the Algerian Higher Education Context with specific focus on the syllabi being taught. At first, the paper attempts to answer the question: Why is it important to teach History/Civilization to EFL students? Then, it moves on to deal with the contentious issue of the syllabi being taught. In doing so, the paper attempts to unveil the reality of the gap existing not only between undergraduate studies and possible postgraduate studies/doctoral research but even the gap existing at the level of undergraduate studies themselves (between Licence and Master syllabi and contents). In the end, the paper tries to provide some recommendations for bridging such gaps.

Key words: Civilization/History, EFL, Algerian HE, curriculum.

Title: **Between Global and Local: Reconceptualizing Teaching Practices in the Humanities through Non-Western Epistemes**

Biography

Dr.Rakai Nafissa is an assistant professor in the Department of English at Jijel University. She has a Ph.D degree in Applied Linguistics & TEFL. She published two articles in international journals and took part in various national and international conferences across the country

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Track 5: alternative epistemes in understanding teaching and learning of foreign humanities

Abstract

The teaching and learning of the humanities have long been framed within Western epistemological traditions that prioritize Universalist paradigms of knowledge and pedagogy.

While these frameworks have contributed significantly to academic development, they often marginalize local, indigenous, and alternative epistemes that offer valuable insights into human experience. This paper explores the possibilities of reconceptualizing teaching practices in the humanities by integrating non-Western ways of knowing, thereby bridging the gap between global discourses and local realities. Drawing on decolonial and intercultural perspectives, the study examines how epistemic plurality can reshape curricula, pedagogical approaches, and classroom interactions in foreign language and humanities education. It argues that the incorporation of local knowledge systems, whether through literature, oral traditions, philosophies, or cultural practices, enriches students' critical engagement, fosters epistemic justice, and challenges the hegemony of Western canon. Methodologically, the paper relies on a qualitative analysis of selected case studies from diverse contexts where alternative epistemes have been successfully embedded in teaching practices. Findings highlight that acknowledging and valorizing local epistemologies not only enhances student identity and belonging, but also cultivates a more dialogic and inclusive learning environment. By positioning the humanities as a space of encounter between global and local knowledge, the study contributes to rethinking pedagogical practices in a way that foregrounds multiplicity, cultural relevance, and epistemological diversity. Ultimately, the paper calls for a paradigm shift that moves beyond assimilation into dominant frameworks towards a genuinely pluralistic approach to teaching and learning in the humanities.

Keywords: Humanities, pedagogy, Universal paradigm, Epistemes, hegemony

Title: **The Need to Reframe Programs in Literature and Civilisation in Algerian Universities**

Brief Biography:

Mrs. Belfar Boubaaya Naciera, M.Phil in Literature, Glasgow University , UK PhD in literature, Badji mokhtar University, Annaba, Algeria Accreditation, Tizi Ouzou, Algeria

Teacher in the English and literature department at The faculty of letters and languages, Faculté des lettres et des langues, University Mohamed Lamine Debaghine, Sétif 2, Algeria. Research interests: Maghrébine literature in French, British literature, American literature and Comparative literature.

Abstract:

There is no denial that in Algerian higher education, the National Pedagogical Committee (CPND) has worked to great extents to improve curriculums of foreign humanities. The subjects that Foreign Languages need for the acquirement of language skills remain contentious. This article addresses more particularly what ‘Literature and Civilisation’ would need to encompass in a challenging context of harmonisation of programs in Algerian Universities. Building bridges to fill gaps between civilisation and literature is necessary. This article encourages the consideration of literature and civilisation simultaneously rather than separate entities. These subjects could be united by the advantageous educational assets they contain. Dealing with historical figures and the texts of notorious writers composed in relation to Historical events would bring the reality of both history and literary writing. These subjects need to appear as both men and history have impacted language, its learning and its effective use. The basics of literature and civilisation are necessary in all curriculums as their implementation can open the door to a variety of useful examples from different genres in literature and different periods in history with a direct impact on the mastery of English. Additionally the problematic points to the necessary and urgent need in harmonisation of programs at the Algerian University. The University must reinvent itself to enable equitable opportunities for all students across the country. Mobility of students should take into account the baggage acquired in whichever University for students to smoothly carry on with their studies when they move to a different University. In the fields of literature and civilisation, students need to be familiar with the related terminology of each subject in order to be equipped with the proper tools that enable learners to recognise materials they deal with and to analyse texts in their context, whether ancient or modern. Creativity and imagination are to be encouraged by learning more in literature and observing historical writings. Building bridges to fill gaps between civilisation and literature is irrefutable.

Key words: literature, civilisation, programs, English, skills

Title: **Beyond Dates and Facts: Developing Critical Thinking in Civilization Studies with Digital Media**

Short Bio

Dr Saadia Ouldayerou, University of Mustapha Stambouli, Mascara

Dr. Saadia Ouldayerou is a Lecturer in Civilization and History at Mustapha Stambouli University of Mascara, Algeria, where she has been teaching since 2018. She has taught a wide range of courses, including oral and written expression, research methodology, grammar, history of ideas, and British and American civilization. She earned her Magister degree in 2016 with a dissertation on the Southern Christian Leadership Conference and its role in the Selma Campaign (1963–1965), and completed her PhD in 2021 with a thesis entitled *Reshaping the Past: The Oscillation of Memories of Slavery between Past and Present in the American Miniseries Roots (1977) and its 2016 Remake*. Her current research explores the intersections of film studies, politics, and history, with a comparative focus on the Algerian Black Decade and African American experiences. She is also engaged in didactics and ESP, particularly in rethinking the teaching of history to address contemporary issues.

Dr Djamila Benchennane, University of Mustapha Stambouli, Mascara

Dr. Djamila Benchennane is a Lecturer in English for Specific Purposes (ESP) at Mustapha Stambouli University of Mascara, Algeria, where she has taught since 2011. Her teaching experience covers Reading and Listening Comprehension, Grammar, Phonetics and Morphology, Oral and Written Expression, Research Methodology, and ESP for disciplines such as Computer Science and Psychology. She has also taught literature and civilization, reflecting her interest in broadening students' cultural and critical perspectives, and has supervised research projects in these areas. She holds a Licence in English from the University of Es-Senia Oran, a Magister in Languages for Specific Purposes from the University of Mascara, and a Doctorate in ESP from the University of Tlemcen. Her research interests focus on ESP, didactics, and pedagogy, with publications addressing distance education, the impact of technology on self-directed learning, cinematic discourse on the Algerian War of Independence, and challenges in ESP instruction.

Abstract

In Algerian higher education, the teaching of “civilization” within foreign language courses often follows rigid, traditional approaches that emphasize historical facts and chronological events. While these methods provide essential knowledge, they frequently fail to capture undergraduate students' interest or develop their critical thinking skills. This experimental research addresses these shortcomings by exploring how film and digital media can reframe the teaching of civilization in ways that are both engaging and pedagogically effective. The study was conducted with third-year students enrolled in the English Department at University Mustapha Stambouli, Mascara. The research design adopted a two-phase approach. In the first session, students were asked to articulate their vision of the civilization module and to reflect on whether they possessed the skills and strategies to apply critical thinking

when analyzing cultural and historical content. Their responses revealed a narrow perception of the module, often limited to rote learning and memorization of facts, with limited awareness of how to question, evaluate, or contextualize knowledge. Subsequently, a series of lectures were conducted using carefully selected films and digital media. Examples included historical dramas, documentaries, and digital archives that represented themes such as colonial encounters, cultural identity, and power relations. These audiovisual resources were not used as mere supplements but as primary teaching tools to encourage comparative analysis, intertextual connections, and reflective discussions. Students were guided to identify biases, narrative framing, and the socio-political contexts shaping these cultural products, thereby fostering an applied practice of critical thinking. At the conclusion of the intervention, the same initial questions were posed to students regarding their vision of the civilization module and their confidence in using critical thinking. The findings demonstrated a notable shift: students reported perceiving civilization not as static historical knowledge but as a dynamic field connected to contemporary media and cultural debates. Moreover, they expressed greater confidence in their ability to analyze, critique, and contextualize cultural narratives.

This research highlights the pedagogical value of integrating films and digital media into civilization teaching in Algerian higher education. It argues that such an approach not only bridges the gap between students' academic requirements and their everyday media practices but also equips them with transferable analytical skills. Ultimately, the study suggests that rethinking civilization through contemporary genres and digital tools can make the subject more engaging, relevant, and transformative for today's learners.

Keywords: Civilization, critical thinking, film, digital media, Algerian higher education, experimental study

Title: Student Attitudes toward Dialectical Teaching in Civilization Courses in Algerian EFL Classrooms: A Case Study of L3 Students at the University of 8 Mai 1945- Guelma

Ms. Belkiss Sadaoui / Dr. Mourad Aty

Biography of Belkiss Sadaoui:

Belkiss Sadaoui is a second-year PhD student in Civilization at the University of 8 Mai 1945 Guelma. She holds a Master's degree in English Language and Culture from the University of 8 Mai 1945 Guelma, a Middle School English Teacher Diploma from École Normale Supérieure El Katiba Assia Djebbar Constantine. Her research interests are history, foreign policy, international relations, liberation movements, and the civil rights movement.

Biography of Mourad Aty:

Mourad Aty is an Associate Professor "A" at the University of 8 Mai 1945, Guelma. He holds a PhD and specializes in U.S. Military History, mercenarism, U.S.-Africa relations, and U.S.-Algeria relations. He currently serves as the CSD President and as the Vice-President of CEAUP at the University of Porto.

Abstract:

Most civilization courses in Algerian universities follow a chronological approach, presenting historical events and figures in linear sequence. Given growing concerns about this traditional pedagogy, this study investigates student attitudes toward a dialectical two-lens approach. The approach pairs dominant Western narratives with alternative perspectives and organizes content thematically. Research in EFL pedagogy has demonstrated that both students and instructors recognize the need for methods that connect historical content to contemporary issues, rather than focusing solely on memorization. Despite that, limited empirical research exists on student attitudes toward dialectical approaches specifically designed for EFL civilization courses. Therefore, this research addresses a significant gap between traditional civilization pedagogy and the demands for more engaging, critically oriented instruction in Algerian higher education. This gap is particularly important in Algeria's postcolonial context, where students need opportunities to examine both dominant Western narratives and alternative perspectives rather than passively receiving single-sided historical accounts. Specifically, two main questions rise: What are Algerian third-year undergraduate EFL students' views regarding a thematic, dialectical two-lens approach to teaching Western civilization? Additionally, to what extent do they believe this approach could enhance critical thinking, cultural literacy, and classroom engagement compared to conventional chronological methods? These questions build on studies in Algerian EFL contexts, where research consistently reveals student dissatisfaction with traditional approaches, since they are seen as repetitive and disconnected from contemporary realities. To investigate these questions, a questionnaire will be administered to third-year undergraduate English students at the University of Guelma, complemented by a questionnaire for teachers of civilization courses to capture their perceptions of students' attitudes toward civilization courses and toward a potential dialectical approach. This study anticipates finding evidence of student

support for dialectical teaching methods and recognition of benefits for critical engagement. Results are expected to highlight the need for reforms in EFL civilization courses and suggest a framework that uses dialectical approaches to build critical thinking and respond to the needs of postcolonial countries.

Key words: Dialectical Teaching; Civilization; Student Attitudes; EFL Teaching; Algerian Higher Education.

Title of the Paper: **Introducing Digital Humanities in Algerian Higher Education Curriculum**

Dr. Selma DJABALLAH/ Dr. Asma BELAZOUZ

Abstract:

In our current state of postmodern – or metamodern – era, digital complexities define nearly every aspect of our lives, from cultural formations to human relations. This new reality should introduce substantial changes in the Algerian curriculum of foreign humanities. With the rise of artificial intelligence as the new totem of our society, universities in Algeria should encourage open discussions about the urgent need of restructuring the humanities curriculum.

The present paper focuses particularly on the field of literature and literary criticism to offer an instigation into the technological outlook that could reshape the techniques and processes of traditional literary analysis – and by extension literary interpretation, – shifting its functions from strictly close and cognitive quest to digitalized and quantitative data analysis. The issue at hand is how to meet new researchers' needs – and younger students' interests – while keeping pace with more up to date mutations of literary criticism. Concepts such as digital humanities, distant reading and machine leaning should make their way into Algerian HE classrooms, particularly those concerned with studies of literature. This paper aims to introduce these concepts, – as perchance for an academic revolution in Algeria – as well as the methods and approaches used in ever-evolving algorithmic methods shaping contemporary literary criticism. By merging human interpretive skills and digital methodologies, the field of literary criticism could modernize its mediums while preserving its essence – one that, as the etymology of the word indicates, remains rooted in the humanities.

Keywords: Algerian curriculum, Digital Humanities, foreign humanities, interpretation, literary criticism.

Title: Rethinking the Curriculum of Foreign Humanities in Algeria: Recontextualisation and Epistemic Renewal

Dr. Kessar Sara, Doctor of Philosophy in Linguistics (MCB), Mouloud MAMMERI University, Tizi- Ouzou

Ms. Ahlam Yahia Bacha, M.A. Graduate, Department of English, Mouloud MAMMERI University, Tizi-Ouzou

Abstract

This paper interrogates the epistemic and pedagogical foundations of English and foreign humanities teaching in Algerian higher education, particularly within the field of Linguistics, revealing how outdated teaching models and materials continue to shape this discipline. It argues that such persistence reflects a deeper form of epistemic inertia, rooted in the continued dominance of Eurocentric and transmissive curricular models. The problem lies not only in the pedagogical approaches employed but also in the reliance on obsolete content that no longer reflects contemporary linguistic, and communicative realities. Drawing on a preliminary survey set to be expanded in the next research phase, and a Pedagogical Self-Ethnography, the study identifies two key disconnections: one between teaching delivery and learner engagement, and another between academic content and evolving epistemic frameworks. Undergraduate students critique the instructional materials, describing them as visually uninspiring and conceptually outdated, while oral interaction remains marginalised in favour of passive knowledge transmission. Online teaching largely reproduces traditional lectures, simply transferring passive instruction to digital platforms: the medium has changed, yet the epistemology remains the same. At the postgraduate level, Master's students display theoretical disorientation due to limited exposure to contemporary paradigms in linguistics. Across both levels, students perceive the taught content as detached from their sociolinguistic environment and professional aspirations, revealing an urgent need to recontextualise foreign humanities and didactic knowledge within local and applied realities.

These findings, together with the curriculum analysis, directly inform the study's four interrelated objectives, particularly the need to interrogate outdated epistemological frameworks and to develop pedagogical models that are culturally grounded, theoretically current, and responsive to Algerian students' realities. Specifically, the study seeks: first, to examine the epistemic and pedagogical foundations of Linguistics teaching within Algerian HE, situating them in relation to both local contexts and global disciplinary developments; second, to identify the gap between contemporary advances in this field and current classroom practices, particularly the persistence of Eurocentric and outdated content that impedes epistemic renewal; third, to explore culturally responsive and context-sensitive strategies that recontextualise foreign humanities; and finally, to propose innovative pedagogical models that foster epistemic fairness, didactic pluralism, and critical intercultural awareness.

Title: Designing EFL curricula to Foster Reflective Learning at the Algerian University: A Survey Study

Dr Akli Aouine

born in 1979 in Tizi-ouzou (Algeria). He studied in the Institute of Foreign Languages at Mouloud Mammeri University of Tizi-ouzou from 1998 to 2002. During his postgraduate studies at the same university, Aouine wrote a dissertation entitled English Language Assessment in the Algerian Middle and Secondary Schools: A Context Evaluation for which he earned a Magister degree in 2011. From 2008 to the present day (2025), Aouine has been teaching in the Department of English at Mouloud Mammeri University of Tizi- ouzou. In 2025, Aouine became a Doctor in Linguistics and EFL Teaching and Learning.

Abstract

To teach EFL at university in an effective way, both students and teachers need to base their practices on curricula that foster reflection. The purpose of the present study was to evaluate first-year students and teachers' views in the Department of English at Mouloud Mammeri University of Tizi-ouzou towards the design of curricula that align with the principles of reflective learning. The study adopts Boud's et al., (1985) framework of reflective learning incorporating: 'experience', 'reflection', and 'learning'. To collect data, a mixed method approach was used. Indeed, a questionnaire was administered to the students, and an interview was conducted with the teachers. To analyse the data collected, qualitative content analysis and SPSS were adopted. Findings show that the majority of teachers (99%) and students (90%) hold positive views towards the development of curricula that implement the principles of reflective learning as set by David Boud et al.,. The results discussed in this article are mainly intended to contribute to the design of teaching materials that stress reflective leaning at university, mainly in the teaching and learning of humanities.

Key words: Reflective Learning, EFL, Curricula, University.

Title: Adapting the Literature Syllabus to Algerian Realities: Contextualizing Foreign Humanities for Student Engagement and Local Relevance

Dr. Souhali Hichem, University of Batna 2

Dr. Bouzidi Souraya, University of Khenchela

Abstract:

The teaching of foreign literature in Algerian higher education faces a critical paradox: while postgraduate research thrives with diverse theoretical approaches and contemporary genres, undergraduate students increasingly disengage from literature courses. This paper examines the hiatus between imported canonical syllabi and the lived realities of Algerian students, proposing a framework for adapting literature curricula to local contexts without compromising academic standards.

Current literature syllabi in Algerian universities predominantly follow chronological, Western-canonical approaches—often beginning with medieval texts like *Beowulf*—with minimal consideration for epistemic relevance or student needs. This paper argues that effective literary pedagogy requires contextualization: selecting texts and approaches that resonate with students' cultural backgrounds, contemporary concerns, and future professional needs while maintaining critical literacy and analytical skills.

The proposed adaptation framework includes: (1) integrating comparative approaches that connect foreign literature with Algerian and Maghrebi literary traditions; (2) incorporating contemporary genres (postcolonial literature, graphic novels, film, digital narratives) that reflect students'; media consumption patterns; (3) employing thematic rather than strictly chronological organization to address relevant issues (identity, migration, globalization, technology); and (4) developing assessment methods that encourage creative engagement rather than passive memorization.

Drawing on pedagogical experiences and student feedback, this paper demonstrates how adapted syllabi can revitalize literature teaching, bridge the undergraduate-postgraduate gap, and prepare students for the complexities of a multilingual, multicultural Algeria within a globalized world.

Keywords: curriculum adaptation, contextualization, student engagement, Algerian higher education, literature pedagogy, comparative literature, contemporary genres, cultural relevance, LMD reform

Title: Student Agency as the Missing Component in Algerian University Language Courses

Short bio: Dr. Bezari Wahiba

Assistant Lecturer, Department of English, Faculty of Foreign Languages, University of Algiers 2 Abulkacem SaadAllah

Abstract: The evolution in technology is reshaping the way students conceive and experience learning. Today's students, immersed in digital environments and instant access to information, tend to disconnect with the knowledge received in their university courses and look for more dynamic engagement and self-direction to "navigate the unknown" outside of university (OECD, 2019). In this context, student agency emerges as a more crucial component than knowledge (Marin et al, 2020). However, it remains an underexplored dimension of higher education; in particular in Algerian university context. This paper examines why student agency must be incorporated as an essential component of teaching and learning in the Algerian university courses. It further provides a practical framework for educators to integrate the student agency in their teaching practices, in humanities in general and in teaching language skills in particular. The aim of this paper is to offer both theoretical insights and practical guidance for educators in the Algerian university.

Keywords: Higher Education, Teaching, Learning, Student Agency, University Courses

Title: La formation des enseignants de FLE à l'Université algérienne : pour une perspective civilisationnelle et socio-culturelle.

Notice biobibliographique de la première participante:

Amina AZZEDINE, Maître de conférences « A » au département de langue et littérature françaises, à l'Université de Mascara, Algérie et HDR en Sciences du langage et didactique du FLE. Elle a participé à des manifestations scientifiques internationales et nationales et est auteure de plusieurs publications scientifiques portant sur la linguistique, la sociolinguistique urbaine, la didactique du FLE, le plurilinguisme, etc.

Notice biobibliographique de la seconde participante:

Sara AZZEDINE est maître de conférences « A » à l'institut de traduction, université d'Oran1. Elle consacre ses travaux à la didactique et la sociolinguistique.

Résumé :

Notre recherche est axée sur l'enseignement/apprentissage des langues, des cultures et des civilisations. Nous tâchons à travers notre communication de subvenir aux interrogations suivantes: comment se concrétise la composante civilisationnelle dans le programme du cursus universitaire en FLE? L'intérêt est-il porté exclusivement sur la finalité linguistique en matière de connaissances théoriques et de la maîtrise du fonctionnement du français ou plutôt sur l'acquisition d'un ensemble d'atouts à la fois linguistiques et civilisationnels de cette langue?

L'objectif scientifique de la présente étude est de tenter d'apporter quelques éclaircissements sur le degré de présence de la civilisation de l'Autre dans le programme universitaire des étudiants inscrits en spécialité de langue et littérature françaises, et la façon dont ils la conçoivent.

Nous ambitionnons donc de voir quel statut occupe la civilisation française dans la formation universitaire en FLE et si le programme aide à la découverte des éléments culturels et civilisationnels de l'Autre en vue de permettre à l'apprenant d'avoir un œil comparatif, lucide et tolérant quant aux différences socio-culturelles et par là, à se retrouver et à interagir avec l'autre culture loin de tout risque de déculturation, car il ne s'agit pas de déposséder l'apprenant de sa culture d'origine au profit d'une culture nouvelle.

Notre travail mettra l'accent, en premier lieu, sur la relation langue/culture/civilisation dans l'enseignement/apprentissage d'une langue étrangère pour passer, en deuxième lieu, à la dimension socioculturelle de la langue. Ensuite, nous aborderons le lien entre compétence communicative et compétence socio-culturelle ainsi que les différentes démarches permettant d'aborder la culture en FLE.

Il sera question par la suite, d'analyser les résultats de l'enquête que nous avons menée auprès des étudiants de master de français, à l'Université de Mascara, en vue de voir si les

composantes civilisationnelles et socio-culturelles sont incluses dans le programme des modules enseignés.

Title : Changing Lenses: From Traditional Historiography to Critical and Social Perspectives in the Study of British Civilization

Dr. Bouhaba Ikram, Institutional Affiliation : University of Tissemsilt Email Address : i.bouhaba@univ-tissemsilt.dz

Abstract

The teaching of British civilization in Algerian higher education has traditionally followed an event-oriented and elitist narrative, emphasizing political milestones, royal successions, and imperial achievements. While this framework offers valuable historical insight, it often limits students' engagement by presenting history as a distant record rather than a shared and dynamic human experience. This paper proposes a shift in both theoretical and pedagogical perspectives, suggesting that the curriculum can be enriched through approaches that highlight the social, cultural, and intellectual experiences of ordinary people. In line with Michel Foucault's (1972) notion of the power-knowledge nexus, the paper explores how dominant narratives come to define what counts as historical truth while marginalizing alternative voices. To foster a more inclusive understanding, the discussion draws on Marxist and social historiography, particularly the works of E. P. Thompson (*The Making of the English Working Class*), Eric Hobsbawm (*The Age of Revolution*, *The Age of Capital*), and Christopher Hill (*The World Turned Upside Down*). These historians demonstrate the value of reading history "from below," foregrounding class, resistance, and collective experience. Integrating such perspectives into the study of British civilization can help students situate historical knowledge within broader human and social contexts, making the discipline more relevant to their own intellectual and cultural realities. The paper also proposes a comparative teaching approach that places traditional event-based materials—royal chronicles and political accounts—alongside alternative narratives emerging from social history, labor movements, and cultural production. This balanced method encourages critical reflection and analytical thinking, enabling students to recognize the plurality of historical interpretations and to question how knowledge and authority are constructed within the discipline.

Ultimately, this shift in theoretical and pedagogical orientation aims to revitalize the "civilization" module in Algerian universities. By bridging Marxist historiography and Foucauldian analysis, the teaching of British civilization can evolve from the passive transmission of facts into a participatory exploration of history as a living process—one that connects past and present, structures and experiences, and power and meaning.

Key Words : Event-oriented historiography-social history, Michel Foucault-Marxist historiography-critical pedagogy

Title: **Teaching Humanities through Netflix Series: The Case of The Crown for Teaching British History**

Prof Souryana Yassine, Department of English, Mouloud Mammeri University of Tizi Ouzou
Laboratory of Algerian Anglophone Studies

Abstract

The rapid expansion of streaming media has transformed how contemporary learners engage with narratives, culture, and history. In Algerian Foreign Language (FL) departments, however, the teaching of humanities—mainly cultural studies and history (Civilisation)—remains largely text-bound, relying on traditional chronological approaches that struggle to resonate with digital-native undergraduates. This paper argues that Netflix series, and *The Crown* in particular, offer a rich pedagogical resource for teaching British history in EFL classrooms. Through multimodal narratives, affective storytelling, and dramatized historical reconstruction, *The Crown* enables students to connect major historical events with human emotions, political complexity, and cultural symbolism. Drawing on multimodal analysis, screen-literacy pedagogy, and narrative theory, the paper examines how selected episodes can be used to teach key themes of twentieth-century British history, including the monarchy, decolonisation, political crises, public opinion, gender roles, and class dynamics. It also provides a critical evaluation of representational bias, fictionalisation, and the ethics of using dramatised series in academic contexts. The paper suggests that streaming media, when used critically, can bridge the gap between traditional humanities teaching and students' media-rich learning environments. It concludes with recommendations for integrating Netflix series into Algerian HE curricula as a means of fostering engagement, critical literacy, and contemporary cultural understanding.

Key words: Algerian higher education, Cultural studies, British history, Multimodal pedagogy, Screen literacy

Title of the presentation: **Teaching Foreign Humanities in the Age of Global Mutations: Towards a New Epistemic Paradigm.**

Hadjer Sara

Bio: I am Hadjer Sara, a PhD student at the University of Algiers 2, specializing in literature and civilisation. I currently work as a substitute teacher at the University of Mouloud Mammerie in Tizi Ouzou and have been teaching Civilization for three years. My academic work reflects a strong engagement with cultural studies, interdisciplinary inquiry, and contemporary perspectives within the humanities.

Abstract:

This paper discusses how present-day global changes (climate instability, migration, AI, digital media, new global conflicts) impact the established basis of foreign humanities courses in Algerian universities. Even though global events are changing rapidly, the curricula of most university programs continue to rely on chronological and textual approaches to history, which do not provide a suitable reflection of the experiences of students today; therefore, leading to a greater disconnection from the subject matter among undergraduate students. The paper calls for an adoption of a new epistemological paradigm for foreign humanities courses that redefines what can be considered appropriate knowledge and how that knowledge is presented to students. Using research from cultural studies, digital humanities, and crisis-based models, the paper presents a curriculum model using recent forms of genre including climate fiction, migrant stories, war stories and other digital media-based texts. The new model will focus on critical thinking skills, ethical decision making, digital literacies and intercultural competencies, all of which are required for students to comprehend and navigate the changes occurring globally. Ultimately, the paper suggests that imagining foreign humanities differently is essential for creating an educational environment that is reflective of the needs of the 21st century, intellectually, technologically and culturally.

Keywords: Global mutations; epistemic paradigm; foreign humanities; curriculum reform; digital humanities; cultural studies.

Title: “There’s a Hole in Reality through which We Can Look if We Wish”:Teaching American Civilization through Literary Peepholes

Dr. Chaker MOHAMED BEN ALI is Associate Professor at the Department of Letters and Foreign Languages, the Faculty of Letters and Foreign Languages, University of 20th August 1955, Skikda, Algeria. He has published several articles on John Steinbeck in *The Steinbeck Review* and *Steinbeck Studies*. He has also published an article “Reading Ernest Hemingway in Algeria” in *The Hemingway Review*. His English co-translation of Mohamed Dib’s *L’incendie* with American professor Nicholas P. Taylor from French to English is published by Sedia.

Abstract:

Undoubtedly, literature and history are so inextricably intertwined that they can be taught with the help of each other. In my capacity as a teacher of American civilization for about three years, I aim to foreground, through my paper, the importance of teaching American civilization to Master One students of the Department of Letters and Foreign Languages at the University of 20th August 1955, Skikda, Algeria. To illustrate this strategy, in my lecture on “The United States and World War One,” I explained the participation of Ernest Hemingway as an ambulance driver for the Italian front and how he was badly wounded and how his experience is fictionalized in *The Sun Also Rises* (1929). In “The Roaring Twenties,” I discussed the characteristics of this era in *The Sun Also Rises* and F. Scott Fitzgerald’s *The Great Gatsby* (1925). In the “The Great Depression and the Dust Bowl,” I revealed how John Steinbeck’s *The Grapes of Wrath* depicts the woes of this period and its impact on the farmers in the Midwest in particular. In “The Rise of Dictatorship in Europe,” I stressed the Spanish Civil War 1936-1939 that culminated in Francisco Franco’s ascent to power and how this proxy war is reflected in Hemingway’s *For Whom the Bell Tolls* (1940) when he acted as a war correspondent for the North American Newspaper Alliance. In “Operation Torch,” I focused on Steinbeck’s *Once There Was a War* (1958) with the emphasis on his dispatches while he was in Algeria in 1942. In “McCarthyism,” I tackled Arthur Miller’s *The Crucible* (1953). Teaching approach helped my enhance their learning process and changed their perception of this module, which was thought to be hard to understand, and motivated them to analyze chapters in American history and politics from a literary lens.

Keywords: American civilization, literature, Ernest Hemingway, F.Scott Fitzgerald, John Steinbeck, Arthur Miller

Title: **Vers une reconfiguration épistémique des humanités étrangères**

Badreddine LOUCIF - MCA, Université de Khenchela

Résumé

L'enseignement des humanités étrangères en Algérie, notamment en littérature et "civilisation", traverse une crise structurelle marquée par un décalage épistémique entre des programmes obsolètes et les attentes contemporaines. Comme le souligne Bourdieu (1970) dans *La Reproduction*, les institutions éducatives reproduisent souvent des inégalités structurelles, et ce phénomène se vérifie ici : les départements de langues étrangères font face à une démobilité généralisée. L'absentéisme étudiant, lié à l'inadéquation des contenus et aux contraintes socio-économiques, s'accompagne d'une démotivation enseignante, souvent causée par un manque d'outils pédagogiques adaptés ou des affectations inadéquates. Par exemple, des spécialistes de littérature postcoloniale se retrouvent contraints d'enseigner des cours de "civilisation" centrés sur des récits historiques essentialistes (comme la Révolution française ou la monarchie britannique), déconnectés des enjeux contemporains. Les programmes, tels que l'enseignement de la littérature médiévale en Licence, ignorent les débats actuels sur l'identité ou la mondialisation (Chartier, 2007), ce qui accentue le désintérêt étudiant et rappelle les critiques de Debord (1992) sur l'aliénation dans *La Société du spectacle*.

Cette crise reflète une rationalité mimétique (Astolfi, 1992), où se reproduit un canon occidental et une tradition académique (primat de l'érudition sur la critique), créant une fracture méthodologique entre un savoir enseigné en Licence, perçu comme inerte, et une recherche en Master/Doctorat, jugée pertinente (migrations, identités hybrides). Cette dissociation évoque les analyses de Derrida (2001) sur la déconnexion entre enseignement et recherche dans *L'Université sans condition*.

Pour y remédier, une reconfiguration épistémique est proposée, inspirée des épistémologies du Sud (Mbembe, 2013) et des études culturelles (Hall, 1997). Elle s'articule autour de deux axes :

1. Changement d'objet : Remplacer les contenus essentialistes par des études culturelles appliquées (médias, migrations, sous-cultures urbaines) et intégrer des genres contemporains (humanités numériques, science-fiction). Une matière sur Les représentations de l'Afrique dans les jeux vidéo pourrait croiser sémiologie, histoire postcoloniale et enjeux de soft power.

2. Changement de méthode : Adopter une rationalité téléologique, centrée sur des finalités critiques et sociales :

- Production de savoirs critiques : Décrypter les mécanismes de pouvoir (médias, discours politiques), en s'appuyant sur les travaux de Bourdieu (1970).
- Pertinence sociale : Ancrer les enseignements dans des enjeux locaux (Les langues et identités en Algérie, combinant sociolinguistique et création littéraire).

- Utilité existentielle : Aborder des questions individuelles, mêlant littérature et psychologie, en écho aux réflexions de Derrida (2001) sur la dimension existentielle de l'éducation.

Cette reconfiguration vise à transformer les humanités en outils d'interprétation du monde, capables de répondre aux défis globaux (migrations, crises écologiques) tout en éclairant les enjeux existentiels, comme le propose Mbembe (2013).

En définitive, cette proposition plaide pour un alignement curriculaire critique au sein des universités algériennes, articulé autour de trois dimensions complémentaires.

D'abord, une réforme des contenus s'impose, visant à intégrer des études culturelles et des humanités numériques dans les programmes. Cette transformation permettrait de remplacer les approches traditionnelles, souvent déconnectées des réalités contemporaines, par des enseignements dynamiques et ancrés dans les enjeux actuels. En intégrant des modules innovants, comme l'analyse des médias, des migrations ou des sous-cultures urbaines, les humanités pourraient retrouver une pertinence sociale et intellectuelle, tout en offrant aux étudiants des outils pour décrypter les défis du monde moderne.

Ensuite, une formation des enseignants centrée sur les pédagogies critiques et les méthodes participatives devient indispensable. Cette formation permettrait aux enseignants de dépasser les modèles transmissifs pour adopter des approches interactives et réflexives. En développant des compétences en pédagogie différenciée et en animation de débats critiques, les enseignants pourraient mieux répondre aux attentes des étudiants et favoriser un apprentissage actif et engagé, en phase avec les principes d'une éducation libératrice.

Enfin, une évaluation par projets collaboratifs pourrait remplacer les méthodes traditionnelles, souvent perçues comme rigides et peu stimulantes. Des initiatives comme la création de podcasts sur les mémoires locales, combinant recherche historique, témoignages et analyse critique, offriraient aux étudiants une occasion concrète d'appliquer leurs connaissances tout en développant des compétences transversales (travail d'équipe, créativité, communication). Cette approche, en valorisant la production collective de savoirs, renforcerait à la fois la motivation des apprenants et la visibilité sociale des humanités, tout en ancrant les apprentissages dans des réalités tangibles et significatives.

Ainsi, cette triple transformation — contenus, formation et évaluation — permettrait de redonner aux humanités leur place centrale dans la formation des citoyens critiques et engagés, tout en répondant aux défis contemporains de l'enseignement supérieur en Algérie.

Mots-clés : Épistémologie des humanités, rationalité mimétique, alignement curriculaire, études culturelles, épistémologies du Sud, pertinence existentielle

Title: Master II Students of literature and Methodology Difficulties: The Department of English in Tizi Ouzou as Case Study

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Abstract:

Master students of literature in the Department of English in Tizi ousou face serious difficulties related to their research methodology mainly during their Master II dissertation writing. This is noticeable through the considerable rates of MII students' unsatisfactory performances in conducting their research and the longer than usual duration they take for the completion of their dissertations. As a teacher of Contemporary Cultural and Literary Theories courses for Master students of literature and Inter-Disciplinary Approaches, I consider the task complex as my module in this case is intended to teach aligned courses to students whose levels of prior knowledge on research methodology are different and whose needs of literary and or cultural theories are specific. This contribution argues that the conceptual complexity of theoretical concepts like hegemony (Gramsci), habitus (Bourdieu), deconstruction (Derrida), or discourse (Foucault) are inherently abstract. Students struggle to grasp such ideas without concrete examples or clear pedagogical mediation. The philosophical underpinnings (especially from Marx, Freud, or Foucault) further complicate understanding. This article seeks also to show that most students face linguistic barriers as many theories are articulated in dense, academic English or translated from French, German, or other languages. Terms often lose nuance in translation (e.g., habitus), making comprehension harder for non-native speakers. For students in contexts such as the Department of English, where English or French may be a second or third language, linguistic difficulty adds another layer of challenge.

Key Words: Methodology Difficulties, Master II Literature- Cultural Theories- Language Barriers

Titre : Réinventer l'enseignement de la civilisation à travers l'intégration des dispositifs techno-andragogiques

Dr Samia MOUFFOUK (Université Batna 2)
Pr Fouzia AMROUCHE (Université M'Sila)

I. Résumé

Le curriculum de civilisation dans les humanités étrangères au sein de l'enseignement supérieur algérien traverse une crise paradigmatique profonde. Malgré la mise en place du système LMD en 2004, les programmes et les pratiques d'enseignement demeurent largement prisonniers des approches canoniques, chronologiques et transmissives. Cette situation engendre un désengagement massif des étudiants de Licence, en contraste majeur avec la vitalité de la recherche postgraduée.

La présente étude défend la nécessité d'une rupture épistémique par l'intégration de la techno-andragogie, définie comme l'usage stratégique des technologies numériques au service des principes d'apprentissage de l'adulte. Une expérimentation menée auprès d'étudiants de première année LMD au module « Culture et civilisation de la langue » a permis de mettre à l'épreuve un dispositif hybride basé sur la Classe Inversée et l'utilisation de la Carte Mentale numérique comme outil d'évaluation critique.

Les résultats démontrent que l'intégration synergique de la Classe Inversée et de la Carte Mentale augmente significativement la richesse conceptuelle, la pertinence documentaire et la capacité d'analyse critique des productions étudiantes. L'étude plaide pour une recontextualisation urgente du syllabus de civilisation dans la perspective des Études Culturelles contemporaines et pour la généralisation des dispositifs techno-andragogiques destinés à aligner l'enseignement supérieur algérien sur les standards académiques internationaux du XXI^e siècle.

Mots-Clés : Pensée critique ; Techno-andragogie ; Enseignement hybride ; Classe inversée ; Carte mentale ; Humanités numériques ; Civilisation ; Curriculum LMD