ABSTRACTS

INTERNATIONAL CONFERENCE ORGANIZED BY ENS-ORAN & ENS- LAGHOUAT

TIFLT 2020

People's Democratic Republic Of Algeria
Ministry of Higher Education and Scientific Research

INTERNATIONAL CONFERENCE ORGANIZED BY ENS-ORAN & ENS- LAGHOUAT ON:

"TRAINING INNOVATIVELY FOREIGN LANGUAGES TEACHERS
FOSTERING CRITICAL PEDAGOGY IN THE ALGERIAN SCHOOL"

January 14 & 15, 2020

AT   ENS OF LAGHOUAT

Official conference languages: English and French

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ARGUMENTAIRE

• *CALL FOR PAPERS*

In recent years, there has been a growing interest among educators in quality teaching to ensure that pupils use their comprehension tools in processing the information surrounding them, and effectively organize the content of their learning. For this, the 21st century school is interested in the integration of critical thinking into pedagogical programmes through specific methods, techniques and strategies of teaching based on the philosophical discursive process of argumentation.

It is therefore necessary to train our learners, at different levels of their schooling, to rationalize, analyze, and evaluate information so that to explore alternative options for problem solving relevant to a specific learning content. This reflection, aimed at both students and teachers, requires a scientific endeavour, within the epistemological frame of didactics and pedagogy, to uncover the scope of implementation and the range of implications of such an urgent and innovative approach to teaching.

Aiming to help students exploit their cross-curricular knowledge, acquired from both everyday life and their academic background, it becomes imperative to have them grasp the concepts and skills of critical reasoning. Indeed, training in critical thinking will certainly result in success not only in a specific area of academic knowledge but also in their own understanding and development in the realworld.

Considering the fact that teachers are the direct partners in the implementation and the success of this approach to education, they need to be fully aware of the importance of critical thinking as the mainstay of an effective comprehension of the pedagogical content. As a matter of fact, the teacher will undoubtedly increase the learner's autonomy and satisfaction by problematizing the subject of study and thus help them process, analyze and exploit their mistakes rather than reducing its acquisition to merememorization.

In this perspective, teaching the critical mind is not related to a particular subject but is the concern of all disciplines. The main focus is thus on the teaching of human and social sciences housing the school subjects: Arabic language and foreign languages, moral and civic education, philosophy, history and geography, which must henceforth place the foundation of reason through argumentation at the heart of their teachings. Indeed, this approach will by no means benefit the educational field alone. It will certainly have a positive impact on the relationship between the educational system and the socio-cultural and economic field by training citizens who can collect, assess and use information, and capable of communicating for the blossoming of the society which is currently in the grip of the blinddenial.

In this current context, the theme of this event aims at the following:

• Highlight the importance of integrating critical thinking into learning and teachingfor children andadolescents.

- Increase the autonomy, the satisfaction and the level of learning of the pupils by the problematization of the subject taught and not its memorization.
- Train students to think reasonably and alternatively to enjoy a high level of intellectual well-being and self-confidence.
- Promote and nurture curiosity and creativity in problem-solving situations as learners as well as social actors.
- Train them to use argumentation in communication in and outside class.
- Evaluate the effectiveness of current educational systems and contribute to the renovation of teaching intervention approaches and manuals.
- Raise teachers' awareness of eclecticism in the methods and practice of evaluation.
- Promote empathy in education.
- Contribute actively to the improvement of the learner-teacher and parents-teacher relationships.
- Draw attention to the need for a Media and information education to teach students the habit of getting credible and multiple-source-based information.
- Promote students' active learning and continuous self-assessment to increase their awareness of the nature of their difficulties and develop a positivist view of their progress.

The proposed topics to tackle the conference theme:

- The school and its environment.
- The didactics of the Arabic language, and foreign languages.
- Analysis of classroom practices.
- Pedagogies and new technologies.
- Literary texts in textbooks
- Information and communication technology (ICT) in education.
- The didactics of scientific disciplines and social sciences.
- The pedagogy of intellectual skills.

- ## *ARGUMENTAIRE*

On assiste depuis quelques années à un intérêt grandissant des pédagogues pour un enseignement de qualité qui assure aux élèves l'utilisation des outils de compréhension des informations qui les entourent et l'agencement efficace du contenu de leur apprentissage. Pour cela, l'école du XXIème siècle s'intéresse à l'intégration de la pensée critique aux programmes pédagogiques à travers des enseignements spécifiques se basant sur la visée philosophique de l'argumentation.

Il est donc nécessaire d'inviter nos apprenants, à des niveaux différents de leur scolarité, à trier les informations, les examiner pour évaluer l'intérêt des différentes options possibles pour résoudre un problème en relation avec l'apprentissage d'un sujet précis. Cette réflexion, à destination des élèves et des professeurs, engageun travail d'étayage scientifique, didactique et pédagogique sur ce sujet et sa mise en œuvrepédagogique.

C'est dans le but d'aider les élèves à maitriser leurs connaissances transversales, acquises,

à la fois, du quotidien et de leurs parcours scolaires, qu'il devient impératif de leur inculquer des concepts fondés sur la pensée critique. En effet, former à l'esprit critique se traduira certainement par la réussite dans un domaine de savoir précis àl'Université.

De surcroît, les enseignants, comme partenaires directs pour la mise en pratique de cette idée et sa réussite, doivent prendre conscience de l'importance du changement qui vise à l'utilisation de l'esprit critique pour développer une meilleure compréhension du contenu. Ceci permettrait d'accroître l'autonomie, la satisfaction et le niveau d'apprentissage des élèves en les aidant à mieux traiter leurs erreurs, les analyser et les exploiter. Par ailleurs, le rôle de l'enseignant est de transmettre le sujet d'étude en le problématisant plutôt que de le soumettre à la mémorisation.

Dans cette perspective, enseigner l'esprit critique n'est pas lié à une matière particulière mais est l'apanage de toutes les disciplines. Dans un premier temps, nous nous pencherons sur l'enseignement des sciences humaines et sociales englobant les matières suivantes: langue arabe et langues étrangères, éducation morale et civique, la philosophie, l'histoire et la géographie, qui doivent dorénavant mettre la constructionde la raison par l'argumentation au cœur de leurs enseignements. Néanmoins, cette recherche ne sera pas uniquement bénéfique pour le domaine pédagogique, elle aura également des retombées positives sur la relation entre le système éducatif et la vie socioculturelle et économique du pays en produisant de futurs citoyens capables de s'informer, évaluer, et communiquer pour un épanouissement de la société qui est actuellement sous l'emprise d'un négationnisme aveugle.

Dans ce contexte actuel, la thématique de cet événement vise ce qui suit :

- Mettre en exergue l'importance de l'intégration de l'esprit critique dans l'apprentissage et l'enseignement pour les enfants et les adolescents.
- Accroître l'autonomie, la satisfaction et le niveau d'apprentissage des élèves par la problématisation du sujet enseigné et non la mémorisation.
- Apprendre aux élèves à réfléchir raisonnablement et alternativement pour jouir d'une grande aisance intellectuelle et confiance ensoi.
- Éveiller la curiosité et la créativité dans l'élaboration des solutions à leurs problèmes et aux problèmes de la société.
- Apprendre à communiquer en se basant sur l'argumentation qui commence en classe pour apprendre à discourir dans son milieu social.
- Évaluer l'efficacité des dispositifs éducatifs actuels et rénover les approches et les manuels d'intervention pédagogique
- Sensibiliser les enseignants à la diversification des méthodes et pratiques de l'évaluation
- Promouvoir l'empathie dans l'éducation.

- Participer activement à l'amélioration des rapports élèves-professeurs, parents-professeurs,
- Éduquer aux médias et à l'information pour apprendre aux élèves l'habitude de s'informer régulièrement de sources variées.
- Promouvoir l'apprentissage actif chez les élèves, l'évaluation continue ainsi que l'analyse permanente de la nature de leurs difficultés et la vision positiviste de leurs progrès.

Les axes proposés :

• L'école et son environnement.

- La didactique de la langue arabe, et des langues étrangères.
- L'analyse des pratiques en classe.
- Les pédagogies et les nouvelles technologies.
- Les textes littéraires dans les manuels.
- L'éducation aux technologies de l'information et de la communication (TIC).
- La didactique des disciplines scientifiques et des sciences sociales.
- La pédagogie des compétences intellectuelles.

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WELCOME

BIENVENUE

Chèr(e)s collègue(s),

Au nom des deux Ecoles Normales Supérieures d'Oran et de Laghouat ENSO-ENSL, nous vous souhaitons la bienvenue à l'ENS de Laghouat (lieu du colloque). Cette année, c'est un honneur et un plaisir pour nous d'organiser le premier colloque international sur la didactique, la pédagogie et l'enseignements des langues, dans lequel seront présentés plus de 45 communications , ateliers et conférences plénières sur le thème « *Former Autrement les enseignants des langues : Vers le Développement la Pédagogie de l'Esprit Critique à l'Ecole Algérienne* ».

Inspiré par ce thème, le programme met en valeur une variété de présentations qui exploreront divers domaines de la didactique et de la pédagogie et qui mettront un accent particulier sur les contextes variées : l'école et son environnement, l'étude de l'interaction en classe et l'analyse des pratiques pédagogiques et les nouvelles technologies. L'apprentissage en ligne et à distance et l'éducation aux NTIC. Ce colloque bilingue et pluridisciplinaire réunit plusieurs chercheurs, professeurs, doctorants et étudiants de toutes les spécialités.

Nous tenons à remercier nos conférenciers qui partageront leur recherche et leur expérience sur le thème de ce colloque dans les diverses disciplines. Nous tenons également à remercier les membres des comités scientifiques et d'organisation pour leur participation, leur engagement, ainsi que leur enthousiasme.

Bon colloque !

Pr. / Dr. KAID-BERRAHAL Fatiha,
Présidente TIFLT

Dear colleagues,

On behalf of ENS Oran and ENS Laghouat, we are delighted to welcome you to ENS Laghouat (venue of the conference). This year, it is a great pleasure and honour for us to organize our first international conference on didactics, pedagogy and language teaching, with over 45 papers, workshops and plenary sessions on the theme of *"Training Innovatively Foreign Languages Teachers: Fostering Critical Pedagogy in the Algerian School" (TIFLT).*

To explorle this theme, the programme includes a variety of presentations that explore various areas of didactics and pedagogy, with a particular emphasis on the variety of contexts: the school and its environment, the study of interaction in class, analysis of pedagogical practices and new technologies, online and distance learning and ICT education. This bilingual and multidisciplinary conference brings together several researchers, professors, PhD students majoring in various fields.

We would like to thank our speakers who will be sharing their research and their experience in the conference theme in various disciplines. We are also very grateful to scientific and organizing committees' members for their participation, commitment and enthusiasm.

Enjoy the conference!

Prof. / Dr. KAID-BERRAHAL Fatiha,
TIFLT chairwoman

KEYNOTE SPEAKER

CONFÉRENCIÈRE INVITÉE

Prof. Madhubala Bava Harji, Multimedia University, Melaka (Malaysia)

«Critical Thinking Competences in a Technology Rich Environment»

Biodata

Associate Professor Dr MadhubalaBavaHarji has been serving in Multimedia University for more than 20 years. She has held various administrative positions, including, Dean of Faculty of Applied Communication, Dean of Learning Institute for Empowerment, Director of Institute of Modern Languages and Communication, Director of Centre of Modern Languages and Communication. Head of Centre for Diploma Programs and Head of Effective Teaching Methodology. Her most recent administrative post is the Director of MMU Pressand she has successfully launched five international journals in one year.

She has successfully set up the Effective Teaching Methodology Unit, Centre of Diploma and Affiliation Programs), Learning Institute for Empowerment and Faculty of Applied Communication and most recently MMU PRESS. She has also been in more than 40 committees at university level, and also chaired an International Conference and an International Seminar on English/Foreign Languages.

As a panel member of Malaysian Qualification Agency, she reviews diploma, bachelor, master and PhD English, Education and TESL programs of other institutions and makes recommendations for the Malaysian Ministry of Education to approve or accreditate programs.

She has vast experiences in teaching at all levels, i.e. from certificate to PhD courses and was award the Gold Medal Award for Teaching as well as 'The British High Commissioner's Award. She is highly competent in curriculum design and has designed various programs at the certificate (English Language), foundation (English), degree and master levels programs on Communication, which is a niche and Malaysia's very first program on Strategic Communication.

Passionate about research, she is actively involved in research projects and has published numerous SCOPUS indexed journal papers, ISI indexed conference proceedings, non-indexed papers, textbooks as well as MMU's 20th Commemorative Coffee table book. She actively reviews journal papers with various international journals. She also supervises undergraduate capstone projects, Masters and PhD students. She looks forward to carry out international collaborative research and welcomes academic to collaborate on research projects of common interest in TESL, Communication, and Critical Thinking.

ABSTRACTS IN ALPHABETICAL ORDER

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RESUMES PAR ORDRE ALPHABETIQUE

ABDELHALIM Mohamed Taha
Ecole Normale Supérieure de Laghouat (Algérie)
"Enhancing College Students' Critical Thinking Skills in Writing Classes"

Abstract

Schools should do more that teach students how to read and write; they should show them how to think critically, to express themselves freely, and to share knowledge thoroughly. Critical thinking is a crucial quality that ought to be developed in learners. This essay investigates the importance of critical thinking skills that can be enhanced by teachers through various methods, emphasizing the crucial role of writing classes to motivate students to think critically. Written assignments, if done properly, can help college students think and write more effectively. To do that, teachers must provide a propitious atmosphere by making the students feel comfortable enough, so that they can speak and write plainly. In addition, the right and convenient choice of writing topics will ensure a successful interaction on the part of the students, hence a greater possibility of a prosperous learning process. Also, giving students the chance to not only write down their viewpoints, but also defend and share them in the classroom with their classmates will motivate them to learn from one another, and there by think more broadly. Accordingly, this research came to the result that teachers can improve critical thinking skills among college students in writing classes by providing a suitable learning environment and choosing relevant topics that the students can relate to.

Keywords: Critical thinking, college students,writing,discussion, groupwork, assignments

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ABDERRAHMANE Djahida
Université de Mascara (Algérie)
"The use of Edmodo as an online instructional tool on promoting critical thinking"

Abstract

Learning process starts with curiosity and is followed by planned learning activities. In the same vein of thoughts, critical thinking has become the bulk of the issue in any discipline and the objective of nowadays educational reforms. However, teachers are in an urgent to develop students' critical thinking skills such as gathering knowledge, comprehension, applications, analysis, synthesis, and evaluation, in a supportive operative learning environment. Hence, teachers are obliged to find out appropriate teaching/learning strategies, practices, and materials. In this regard, they should provide applicable pedagogy and effective instructional tools to foster students' critical thinking. Teachers can be assisted by a host of online tools due to the world- proliferation of technology. This study will cost light on the use of EDMODO, an online social learning application, as a modern teaching material on promoting students' critical thinking skills.

As a matter of fact, this study aims at providing how modern teaching practices can be endowed with critical thinking strategies through the use of online instructional materials.The use of Edmodo can foster students' critical thinking and independent learning. It can promote students writing skills through project based learning process asit facilitates collaborative learning between students and teachers. Students may also have positive attitudes toward Edmodo tasks and discussions.

Keywords: critical thinking, instructional technology, online application (*EDMODO*)

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ACHAB Djamila
Ecole Normale Supérieure d'Oran (Algérie)
« Former Autrement les enseignants des langues : Vers le Développement la Pédagogie de l'Esprit Critique à l'Ecole Algérienne »

Résumé

L'enseignement/ apprentissage ce couple désigne l'activité des acteurs de l'éducation, l'enseignant ou le formateur d'une part et l'élève ou l'apprenant d'autre part. Longtemps, la pédagogie ne s'est intéressée qu'au point de vue de l'enseignant : les contenus à enseigner, quelles méthodes et quels résultats ? Et l'on a constaté que cela ne suffisait pas pour que l'élève apprenne. En effet, l'élève n'étant pas une page blanche que l'on noircit, il ne peut maitriser le savoir que s'il effectue un véritable travail de reconstruction de ce savoir. Aujourd'hui la question « comment apprendre ? » devient prioritaire à la question « comment enseigner ? ». la pédagogie se centre désormais sur l'apprenant et le comment optimiser ses apprentissages notamment par la pédagogie de l'esprit critique qui vise à amener progressivement les apprenants au stade des opérations formelles pour qu'ils maitrisent les opérations intellectuelles nécessaires à leurs apprentissages.

Pour mettre en pratique cette pédagogie, plusieurs stratégies d'enseignement peuvent être sollicitées par l'enseignant, parmi ces stratégies, la mise en place de « la classe inversée » pourrait être un facteur d'aide à l'installation d'une éducation cognitive qui permettrait à l'apprenant de construire son apprentissage au lieu de le subir.

Cette nouvelle stratégie « classe inversée » est un outil dans le sens d' « *objet pédagogique nouveau qui aide à faire, qui permet de réfléchir et de mémoriser* » *(Taurisson, Herviou, 2015 :10)*. Cette citation nous définit la classe inversée comme étant une méthode pédagogique qui va permettre à l'élève de « faire » donc de l'action, ensuite de « réfléchir » l'élève va apprendre à argumenter, à penser et donc à développer son esprit critique, enfin l'élève va « mémoriser » ce qui va lui permettre de retenir l'essence du savoir.

Nous souhaiterions à travers cette communication, présenter cette nouvelle stratégie qui est « la classe inversée » et déterminer si son application au sein des écoles permettrait de développer l'esprit critique des apprenants.

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ACHOURI Karima
Mohamed Kheider – Université de Biskra (Algérie)
LAICHE Sara
 Moustapha Benboulaid- Université de Batna (Algérie)
"A Cornerstone Model of Critical Thinking in EFL Writing Classrooms"

Abstract

In English language learning and teaching contexts, critical thinking becomes progressively dynamic wherein EFL teachers tend to be concerned with developing their learners' thinking abilities to draw correct decisions independently for the sake of preparing the students for 21st century requisites. In English language learning and teaching arena, critical thinking becomes one of the fundamental requirements for any EFL learner, and it is worth mentioning that one of the most skills where critical thinking is highly required is "the writing skill". One way that may foster the students' critical thinking is the so-called Think Pair Share (TPS). This latter, can be considered as the hallmark of the critical thinking through which students could experience lifelong learning. TPS is considered as an effective strategy to develop critical thinking wherein teachers can actively engage their learners through problem solving activities. Students are supposed to work collaboratively to solve a problematic question, starting by thinking individually, share their piece of writing and then provide their peers with a critical feedback. Working in pairs would positively enhance their critical thinking skills. This endeavour aims primarily at investigating the impact of implementing TPS on promoting students' written performances. The results revealed that through such a model students elaborate their writing capacities and accomplish better written communication using the language in different situations. Considering the results of this study, some pedagogical suggestions for EFL teachers have been provided in order to use practical activities to foster their students' critical thinking.

Keywords:Critical thinking, EFL, Think Pair Shair, Learning strategies, writing skill

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AOUMEUR Hayat
Abdelhamid Ibn Badis- université de Mostaganem (Algérie)
« *Exploring the Role of the School Text book in Enhancing the EFL Learner's Pragmatic Knowledge : An Assessment of the Content of Two Textbooks"*

Abstract

There is no doubt that technology has enhanced and changed teaching in many ways. This is especially true about teaching languages. Computers, laptops and even tablet PCs are used in abundance by teachers and learners in search for innovation and motivation. However what seems to stand in the face of these high tech gadgets is the school textbook, one of the most common resources in the classroom. EFL textbooks arespecifically designed to make the language easy and enjoyable to learn. They provide reading texts, generally accompanied by colourful illustrations, and specific language-based activities. Research indicates that in order to communicate successfully in a foreign language, learners should develop pragmatic and sociolinguistic knowledge besides acquiring the grammatical and the formal competence. Numerous studies have been conducted to show that EFL textbooks should be designed to provide learners with clear instructions on dialect and style varieties and explicit information on cultural components and specific

speech acts in the target language. My purpose in this paper is to explore whether the EFL text books used in the Algerian schools provide sufficient instruction on how language is used in context to accomplish pragmatic goals. To this end, two textbooks have been selected for assessment.

Keywords: textbook, pragmatics, teaching foreign language, grammar instruction

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BELABES Ali
Université de Mascara (Algérie)
« *The Influence and Power of Social Networking Sites on Adolescents and the Need for Empowering Learners with Critical Media Literacy Instruction*"

Abstract

The need to integrate media literacy pedagogy in Algerian schools is crucial to help teenagers comprehend the visual media world within which their interactions take place. The actual world is currently a place where our youth are inundated by information transmitted via social networking sites that must be received, interpreted and critically analyzed. The dilemma which deserves special attention is not so much the analysis of media texts by discourse analysts. Rather, the dilemma lies within media audiences' abilities of interpretation and critical analysis of received texts. This paper describes a study that was conducted to investigate the influence and power of social networking sites on adolescents. It took place during the course of English students' enrolment at the University of Mascara in 2017-2018.

Such investigation is a prerequisite for filling the gap of the integration of critical media in our system of education.The aim of the study was to examine the role of social networking sites in adolescents' social lives. First, we investigated the relation between SNS use and several aspects of adolescents' social lives in Algeria. Second, we investigated educational theories and learning models which could provide the basis of a new pedagogical model aimed at reflecting our postmodern culture through empowering educators to guide young adolescents while navigating a range of media content. The theoretical framework employed consists of two main parts: First, an exploration was conducted to determine the extent to which the media are a location where ideological battles take place. Second, an exploration of the connection between an adequate critical media education and the protection of young people from exploitations was carried out. The paper provides relevant theoretical frameworks and some of the last empirical research findings in the area of critical media literacy.

Keywords: Critical Literacy, Media Literacy, Argumentative Analysis, Adolescents, Ideology, SocialTheories, Educational Practices, Learning Experience, Educational Resources, Social Theories, Educational Practices, Learning Experience, Educational Resources

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BELADJOUZ Amel
Université de Laghouat (Algérie)
« The Promotion of Innovation in the Algerian Universities: The Implementation of Critical Pedagogy by Foreign Language Teachers in ELT Classrooms »

Abstract

The implementation of critical pedagogy and critical thinking has always been a concern for educators in the Algerian educational landscape due to its importance and the urgent need to use such methods in classrooms, particularly in the field of foreign language teaching because learners are encountered by new languages and cultures. Critical pedagogy is considered as a crucial educational goal that encourages teachers to think innovatively and help learners to think critically and reflect upon their world. Paulo Freire presents various methods that should be used by teachers to raise learners` critical consciousness through urging them to be sceptical and analytical towards general truths. Due to the pivotal role that teachers play in teaching learners to analyze, scrutinize their society and help them better understand that knowledge can be positive and constructive in terms of using it properly to become themselves and achieve what Freire referred to as " Self-actualization", teachers are required to shift from the role of language teaching to the role of the source of knowledge and inspiration and urges learners to be constructive and think critically and individually. Thus, the teacher becomes what Douglass Brown calls as " The Agent of Change" who uses critical pedagogy to foster critical consciousness and the learner becomes himself an "Agent of change". Along these lines, critical pedagogy introduces different methods including problem posing model in which the role of the teacher is to create an environment that fosters learners` critical thinking. Thus, this paper aims at discussing the crucial role of foreign language teachers of Algerian universities in enhancing learners` critical thinking through a critical pedagogy approach referred to as problem posing model in ELT classrooms. In essence, the findings of this paper will reveal the importance of critical pedagogy in ELT classrooms and demonstrate the role of foreign languages teachers in enhancing learners` critical thinking through using multiple methods by critical pedagogy mentioning the problem solving approach.

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BELFERD Lamia
Ecole Normale Supérieure de Laghouat (Algérie)
« Including WebQuests in literature classrooms: the Case of 1st Year MA Students at Laghouat University »

Abstract

The significant development of Information Technology (IT) has empowered the inclusion of innovation into University Classes. One such combination is the utilization of WebQuests as an instructional tool that not only fosters students' critical thinking and autonomy, but also helps in the renovation of curricula contents.The purpose of this experimental study is to evaluate the feasibility of the webQuest new method of teaching and its implementation in the Literature Classroom. It is considered as a requisite initial step in exploring WebQuests intervention at a larger scale. A random sample of fifteen 1st Year MA students in Laghouat University took part in the study. The interventions of short-term WebQuests were administered in a Literature Classroom and observations and results were recorded during the sessions which lasted three weeks.Students'Questionnaire was administered in order to examine students' attitudes

towards the implementation of the WebQuest innovative tool in the Literature University Class. The results of the final test were calculated and the test value was 0.96 which meant that the method was reliable and trustful and can be applicable with the larger scale literature EFL students for a future intervention.

Keywords: Short-term WebQuest, innovative tool, Literature Classroom, EFL students.

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BENCHERIF Sarah
Université Mustafa Benboulaid-Batna 2 (Algérie)
« *Une approche cognitive de la Créativité : La pensée divergente un atout pour l'apprentissage du FLE* »

Résumé
La créativité est une propriété vitale de l'espèce humaine, incontestablement source de toute interrogation ontologique, associée également, à toute valeur montante de nos sociétés, en constante évolution scientifique, technique et culturelle. Cette notion, aujourd'hui au centre du monde, reçoit tant d'attention de la part des chercheurs dans divers domaines, notamment en éducation, les concepteurs pédagogiques et éducateurs de tous les niveaux d'enseignement s'interrogent de plus en plus sur les façons de l'intégrer dans les activités d'apprentissage, et sur la manière dont elle favorise l'apprentissage du FLE. Dans cet ordre d'idées et loin des arts artistiques, la créativité dont il est ici question, est associée essentiellement à un aspect formel qui requiert un processus mental (Guildford, 1950 ; Beaudot, 1981 ; Lubart, 2003) engageant la mise en œuvre de certains facteurs cognitifs, comme éléments impactant positivement des facettes de la pensée chez l'individu. L'accent est mis, ici, sur la pensée divergente, qui représente une faculté indispensable à la résolution des problèmes de manière générale autorisant ainsi à l'apprenant, sujet en question, de procréer des issues nouvelles et originales dans les situations conflictuelles d'apprentissage.

Dans ce contexte voué à la pédagogie de la créativité relevant des apprentissages cognitifs (Guildford, 1950) tels que la production de textes, construction des représentations des connaissances en langue étrangère, cet article propose dans un premier temps, un cadre théorique pour articuler la notion en question à l'apprentissage du FLEqui situe l'école dans une visée révolutionnaire (Beaudot, 1979). En second temps, et dans le but de concrétiser cette refonte pédagogique, nous nous engageons dans une situation expérimentale qui met en jeu l'usage des pratiques de simulations globales (Debyser, Carré, 1985; Yaiche, 1996) comme espace novateur ressuscitant la créativité chez l'apprenant, notamment en production en langue étrangère. Cette expérience est réalisée et vécue avec un public constitué d'apprenants du cycle moyen plus précisément, des apprenants de deuxième année moyenne, le choix n'est pas aléatoire, en effet, en lien avec leur programme scolaire, les apprenants de ce niveau ont un plan d'apprentissage axé sur l'imaginaire, qui relève des contes utopiques, les fables…etc. Une progression annuelle orientée dans cette optique, nous a procrée une certaine commodité à l'usage du support simulateur de la réalité.

Cette contribution implique les apprenants dans des séquences d'apprentissage qui visent la stimulation de leur créativité à partir de consignes partiellement ouvertes autours d'une variété de thèmes. Cela fera preuve de l'imagination, notamment la créativité des apprenants quant à l'appropriation du FLE en matière de production.

Nous aurons là, l'illustration d'une conséquence langagière, produite par des apprenants de 11 et 12 ans qui sera évaluée sur une grille affichant les critères d'évaluation de la pensée divergente (flexibilité, fluidité, originalité des idées) (Lubart, 2003)

Mots clés: La créativité, didactique du FLE, apprentissage, la pensée divergente

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BENNOUIOUA Hanane
Université Sétif 2 (Algérie)
"The Effects of Implementing the Directed Reading Thinking Activity on the Inferential Comprehension of Tertiary Grade Learners"

Abstract

Inferential comprehension is an intellectual endeavour that requires higher-order thinking skills at the level of implicit meaning decoding. In this vein, teaching learners how to infer the pragmatic meaning stimulated the current scrutiny through the investigation of the effects of integrating the Directed Reading Thinking Activity on the inferential comprehension of first year students of English at l'Ecole Normale Supérieure of Sétif-Messaoud Zougar- Algeria. This inquiry proceeded by exploring reading comprehension problems of the target population via employing a focus group discussion with the learners and a semi-structured interview with the teacher in charge of the reading module. As a corollary, inferential reading difficulties were instantiated. Ergo, the empirical remedy to the aforementioned problem was manifested in the rational choice of the Directed Reading Thinking Activity. Moreover, myriad constraints confined the non-random purposeful sample selection of an intact group of **34** students and the volunteer sample assignment of **17** students into the experimental group and the remaining **17** students into the control group. By this token, a quasi-experimental pre-test/post-test design that was grounded in a mixed-method approach constituted the methodological framework. Furthermore, a process-based spectrum to cast light on the progress of the participants' inferential reading was approached. Fundamental to this study was the incorporation of a culturally-biased axis via the intentional injection of some culturally-based aspects of the American society during the 1920's through the selection of a realistic narrative entitled The Great Gatsby. Ultimately, the statistical outcomes of the independent samples t-test on the performance of the post-test revealed a significant difference of **p = 0.000** at the probability level of $\alpha < 0.05$ in favour of the experimental group; the fact that accentuated the positive effects of the intervention on the inferential reading comprehension. Over and above, the qualitative findings generated from the documentation of the participants' predictions and justifications delineated an in-depth window into the developmental mechanisms of their inferential comprehension. Additionally, it was disclosed that the implementation of the Directed Reading Thinking Activity can be inextricably intertwined with the acculturation of the participants as foreign learners within the target culture.

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BESSEDIK Fatima Zahra
 Université Oran 2 (Algérie)
"Critical Thinking: Some lessons from Deconstruction"

Abstract

In his crucial essay "The Death of the Author" (1986), Roland Barth significantly shifts his attention from structuralism to poststructuralism by announcing the well-known expression of the death of the author and the birth of the reader. That expression is a

rhetorical way of claiming the independence of a literary text and its impossibility of being unified or limited to any notion by whatever author might have intended. The birth of the reader would be given attention in this presentation to be discussed as the birth of critical thinking itself. This presentation tends to offer some theoretical insight on the idea of "deconstruction" as a critical thinking approach to be exploited in literature, linguistics, history, and many enterprises in the humanities. Though this poststructuralist method appeared as early as the 1960s, it is still unnoticed by our educational institutions. Contrary to the traditional "radical" methods of textual analysis which concentrated on the surface meaning of words, and which brought with it less-admired results when it comes to critical thinking, deconstruction seeks to expose the repressed meaning(s) of a given discourse. Therefore, part of this discussion will reflect on the concept of deconstruction as a postmodern/ poststructuralist critique,as initiated by the philosopher Jacques Derrida. Then, a second reflection will focus on some of the strategies of deconstructive criticism as key lessons to be absorbed for a critical thinking exercise.

Keywords: Critical thinking; Deconstruction; Jacques Derrida; Strategies of deconstruction.

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BISHOP Elizabeth
Université Oran 2 (Algérie)
"Fostering Critical Pedagogy About Algeria"

Abstract
I would like to present on my experiences, assigning an English-language translation of primary documents from the wilaya d'Oran archive for students' critical historical analysis. These documents date from the Oran dockworkers' strike, from police records within the wilaya archives in Oran (Wilaya d'Oran, Serie 1F, sûreté Générale, 1832-1957, F 1(2), 1F 273, dated March 1923). The earliest document notes the workers' decision to strike against the Ambrosina and Pugliesse shipping firms which pushed dockers to work outside their signed contracts, exposed dockworkers to danger, and—finally—increased wages of "european" workers higher than those of "indigenous" workers.

I taught these documents in a HIST 4350R course, a lecture course for advanced undergraduates at Texas State University in San Marcos TX. As a general principle, the course argues that of 255 million people in 22 predominantly-Arab countries in North Africa and the Middle East over the past 150 years, most have worked at some kind of job or another (which challenges the definition of "worker" used by the International Labor Organization).

The U.S. Department of Education acknowledges Texas State to be a "Hispanic Serving Institution." The Developing Hispanic-Serving Institutions (DHSI) Program (Title V, Part A) provides grants to assist HSIs to expand educational opportunities for, and improve the attainment of, Hispanic students with grants which enable HSIs to expand and enhance their academic offerings, program quality, and institutional stability.

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BOUCHIBA GHLAMALLAH Zineb
Université Oran 2 (Algérie)
"Pour une didactique intégrée à l'école primaire »

Résumé

La présente communication propose une réflexion sur la pertinence d'une didactique intégrée pour l'enseignement de la langue arabe à l'école primaire. Elle s'appuie sur une recherche réalisée dans le cadre d'un enseignement centré sur l'apprenant et sur ses acquis linguistiques antérieurs. Les données de cette recherche ont montré que l'absence d'implication de l'élève dans son propre apprentissage à l'école peut avoir des conséquences non seulement sur l'apprentissage des langues étrangères programmées dès la 3ème année primaire, puis au collège et au lycée, mais aussi sur celui de la langue étrangère choisie pour la carrière universitaire.

Après quelques précisions sur la notion de langue maternelle, on essaie de montrer que l'enfant qui parle une première langue a déjà des connaissances intuitives sur les éléments de cette langue, et que non seulement la réflexion sur la langue qui s'apprend est possible à l'âge scolaire, mais qu'elle permet de développer des stratégies qui lui faciliteront les apprentissages ultérieurs. On s'appuie pour cela sur les travaux qui considèrent l'apprentissage comme un processus intégré et récusent cette "cécité linguistique" qui isole la langue acquise de la langue étudiée, ainsi que sur les différentes approches qui réhabilitent le recours à la langue source en tant qu'auxiliaire facilitateur d'apprentissage d'une langue cible.

Des exemples concrets et spécifiques à la langue arabe montrent que la pratique réflexive sur des éléments qui posent problème peuvent amener l'élève à établir des liens entre les langues en présence, à apprendre à activer et verbaliser ses connaissances intuitives, et par là même à développer des aptitudes métalinguistiques qui lui ouvriront l'accès à d'autres nouvelles langues.

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BOUDJELAL Mustapha
Université Abd Elhamid Ibn Badis-Mostaganem (Algérie)
"Pedagogical Reform in Higher Education: Investing the Spell of Creativity in Mitigating Learners' Reading Phobia"

Abstract

Among the manifold advantages of reading, one may underscore, developing learners' savoirs and critical thinking, among many others. Despite its immense pedagogical boons, the status quo of targeted skill in higher education is not that promising. To put it in a nutshell ' learners of English barely read to further the information they acquire in English classes. The reasons behind such reading phobia can be partly attributed to learners' personal traits and short-sighted instrumental aims as well. However, other reasons that need further research and exploration, tightly relate to certain routine teaching practices, whereby teachers' monotonous scenarios loom large in the afore-mentioned calsses. Undeniably, this passive instruction in which the necessity for prolonged reading is mentioned en passant as an embellished theory, undermines learners' motivation to read, let alone to do it critically. Based on the author's teaching experience, this paper proposes 'reading sessions' as a creative technique to develop

learners' involvement in classes by means of generating their motivation to read within a framework of group work. This technique embraces different practices such as a guided visit to the library, teacher's assistance, and classroom discussion. It, after one year of use, proved to display many benefits as it encouraged learners' co-construction of knowledge and mitigated their reading phobia to a promising extent.

Keywords: Reading, reading phobia, creativity, motivation, reading sessions.

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BOUGUEBS Radia
Ecole Normale Supérieure - Constantine 3 (Algérie)
"Adopting a Flipped EFL Learning Classroom in Higher Education: Knowledge and Practices"

Abstract

Higher education environments have witnessed the introduction of new pedagogies due to the wide spread of information computer technologies. The "Flipped Learning" teaching approach represents another facet of Blended Learning where the traditional and the virtual instructions are harmoniously combined in an inverted classroom. Yet, the events that generally occur during class time occurs at home such as introducing materials, lecturing, note taking…etc, and what is intended to be completed at home as assignments and home works occurs during class session. This offers a teaching/learning environment that enhances students' learning outcomes, and makes an efficient use of class time. Because this innovative approach has proved efficient in multiple EFL settings, developing teachers' knowledge and practices about how to flip their EFL courses is deemed necessary. This descriptive exploratory study digs deep in flipped learning methodology to uncover what literature has to say about the what(s), the why(s), and the how(s) of this teaching/learning approach to enable EFL teachers overcome the major challenges that hinder the appropriate implementation of a Flipped classroom.

Keywords: Blended Learning, EFL Flipped Classroom, EFL Learners, Flipped Learning Model, Higher Education, Information Computer Technology

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BOULEFAA Khelifa
Ecole Normale Supérieure – Laghouat (Algérie)
"Didactique de linguistique et phonétique arabe »

Résumé

Ce papier a pour objet de traiter la didactique de linguistique et phonétique arabe, qui est née avec l'expansion de l'Islam (fin du 1ers. de l'ère hégirienne) VIII⁰S. de l'ère chrétienne. On peut expliquer cette précocité, selon le linguiste algérien, *Abderrahman El- Hadj- Saleh*, s'explique par le besoin pertinent que connaissait la nouvelle communauté de connaitre la langue du Coran, langue officielle à cette époque là(Etat omeyade).

Il existe en fait une relation étroite entre l'apparition de la grammaire arabe et à celle du droit canon (fiqh) , de l'exégèse coranique et orthoépie(la science des qira.āt).

Lors de la troisième génération d'orthoépistes qui ont réalisé des recherches minutieuses et systématiques sur le terrain, et de vastes enquêtes linguistiques pour recueillir le plus

grands possible de donnés linguistiques orales en plein désert de l'Arabie(péninsule arabique). Ensuite ils établissaient le *nahw*en constituant la partie qui traite le système phonétique, ainsi les signes graphiques, et de distinguer les différentes fonctions grammaticales des éléments linguistiques. Et pour bien préciser, on opte à se focaliser sur les axes suivants :

- Les méthodes de recherches et les fondements scientifiques de linguistiques et phonétiques arabes.
- Les actes de discours et les notions connexes
- Grammaticalité et interprétation sémantique
- La phonétique arabe
- Caractérisation formelle des lettres arabes
- L'influence de la phonétique arabe sur les actes de langage
- La prononciation et l'interprétation des versets coranique.

Enfin, bien que ces recherches intenses ne s'éloigne des théories linguistique et pragmatique réalisé en Occident, à savoir les didactiques des langues, pragmatique et la philosophie du langage.

Mots clés : Didactiques -linguistiques- phonétique arabe- grammaticalité- prononciation-interprétation.

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BOULKROUNE Meriem
Ecole Normale Supérieure de Constantine (Algérie)
« Teaching Critical Thinking in Language Based Instruction through Socratic Questioning "

Abstract

In the past, only the elite educational institutions placed emphasis on teaching higher order thinking skills (HOTS) in general, and critical thinking in particular. Today, many scholars advocate teaching HOTS (Parrot: 1993, Skehan: 1998); consequently, developing critical thinking has become a chief concern in higher education.

In language classrooms, the most natural/effective way to make learners practice the language is through discussions (Ur: 1981). For this reason, discussions (ranging from the simple question-answer process to the complex political and philosophical debates) have always been part of the teaching/learning scene. Discussions can provide a way to promote not only leaners' communicative competence but also their critical thinking (Moore: 1973). Socrates –the great educator- taught by asking questions and drawing out answers from his pupils; his method, also known as Socratic questioning, can be adopted in oral classes to develop learners' communicative competence on the one hand and their critical thinking on the other.

Socratic questioning is a constructivist practice that involves asking good questions that promote thoughtful responses. Teachers may use it in order to determine how much their students know about a given topic, to help students analyse a given concept, and most importantly to probe thinking (Padesky: 2014, Pall: 2006). This method has been tried with first year English students at l'EcoleNormale Supérieure -Assia Djebar- de Constantine (Algeria) for a period of three months. At the end of the experiment, students showed a

better command of the target language, more confidence and self-esteem, and above all a curiosity that they did not exhibit before. They turned from passive learners who accepted everything that was presented to them with a nod to active learners who take nothing for granted. Asking questions and looking for answers by means of personal reading or debates became part of their learning habits.

This presentation provides some guidelines on how to incorporate Socratic questioning in oral classes so as to train students to use it in reasoning, understanding the world, and drawing conclusions about their own thinking and the thinking of others, all while working on their oral skills.

In a nutshell, by connecting a classical learning method to the contemporary classroom, we can answer the urgent need to teach thinking skills. In other words, incorporating Socratic questioning in oral classes will promote critical thinking in students and develop their higher order thinking skills.

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BOUNAR Wissam
Université de Sétif 2 (Algérie)
"The Role of Videos in developing EFL learners' critical thinking"

Abstract

Due to the technological development witnessed in the last decade or so, the language teaching and learning process has undergone a globalised turn. Teachers and learners alike are increasingly exposed to props andmaterials in the target language that invited mostly everyone to make critical analyses and activate their critical thinking skills. English is undeniably the ultimate lingua franca, which creates several opportunities for both EFL (English as a Foreign Language) teachers and learners to be exposed to the language in its authentic and most realistic form as well as its artificial and manipulated one. Videos have become a very important resource in EFL classes, as they could well cover the four skills of language, listening, speaking, reading, and writing. Based on Anecdotal evidence, a relatively large number of teachers incorporate videos in the EFL classroom as a prompt for discussion or debate. Students are most likely to think critically when given the floor in such situations. Therefore, this study aims at investigating the effect of using videos in EFL classrooms on developing learners' critical thinking and analytical skills. This research study was conducted in "Royal School of Languages", a private school in Jijel, Algeria. It focuses on investigating the ways videos in the target language (English) are integrated within the EFL teachers' practices and their role in developing learners' critical and analytical thinking skills. Both a questionnaire for students and an interview with teachers were used to gather the data. Based on the results of the data analysis, it can be concluded that the use of videos in the EFL classroom has remarkably augmented the learners' interest and motivation for learning as well as their critical thinking abilities.

Keywords: English Language teaching (ELT), critical thinking, videos, teaching methods, ELT pedagogies and methods.

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CHAMI Nidhal
Université Oran 2 (Algérie)
« *How to Approach a Literary Text:An Exercise in Critical Thinking"*

Abstract

It is assumed that a text is silent unless the reader makes it speak. What a text says, infers, connotes,implies or suggests necessarily leads to an exercise in critical thinking,sometimes referred to as discourse analysis. Achieving this task, namely in literature, requires that studentsrespond both intellectually and emotionallyto a literary text. During this process, the teacher's role is determining as s/he has not only tosupply students with tools to examine and explore these texts,but also to create an atmosphere in class that would develop and sustain their curiosity, draw their attention and invite them to think, interpret, discuss and criticize. Penetrating the world of literature would depend largely on the teacher's ability to drive students in what Mary Layoun defines as "cultural and textual sites" be it through a novel, a short story , a play or a poem. In my paper, I propose to present one of the main strategies a teacher of literature could resort toin order to developstudents' analytical skillsand argumentation. This would rely on the implementation of theoretical approaches(structuralism, gender, psychoanalysis..) as a means to decode, interpret and question a text,which is a very effective way to provoke and foster critical thinking.

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CHERFAOUI Samia
Université de Laghouat (Algérie)
"Prospects for Developing the Educational Process in Algeria"

Abstract

In the recent decades, the educational process in Algeria has witnesses some radical changes at all levels. Those changesare due to the use of technology in our classrooms. Thus, computers have gained a significant role. Nowadays, several teachers rely heavily on the use of Information Computer Technology (ICT) in their classes when delivering their lessons especially when it comes to teaching a Foreign Language (FL). In fact, research has shown plenty of benefits that the use of computers can provide teachers with. Computer programmes such as Computer-Assisted Language Learning (CALL), Computer-Assisted Writing (CAW), can handle the task of teaching language skills pretty easily. This study aimed to investigate teachers' perceptions of computer softwares use in FL classrooms in general and its use in teaching writing skill in particular and see whether its use can enhance EFL students' writing skill.

Key words: ICT, CALL, CAW, FL.

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CHERIGUENE Anissa
Ecole Normale Supérieure - Laghouat (Algérie)
"The Role of Metacognitive Knowledge in Fostering Students' Critical Thinking in Writing"

Abstract

Critical thinking (CT) has emerged as a standing out trait in modern education . The inlusion of CT into the teaching of the writing skill in particular has received considerable attention in research. Previous research rightly clarifies that writing is a tool through which students can make their critical thinking visible. . The present study is an attempt to examine the correlation between metacognitive strategies and critical thinking in writing . Four university students with noticeable cognitive ability, thinking disposition and academic achievement yet different levels of critical thinking performance were chosen as a case study for this work (two skilled and two less skilled. They were tested after thinking tasks using think-aloud protocols . Results indicated that good critical thinkers are engaged more in metacognitive activities. The significance of metacognitive knowledge as a load-bearing factor for effective metacognitive regulation was also highlighted. Our research findings then, urge the importance of reconsidering how writing is taught and adopt a new approach that fosters learners' critical thinking and metacognitive knowledge

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DALI YOUCEF Lynda
Ecole Normale Suéprieure-Oran (Algérie)
« *Exploring Teachers' Perceptions of Critical Thinking in English language Classrooms in Higher Education*"

Abstract

Teachers can inspire and motivate students to develop critical thinking. According to the Oxford dictionary critical thinking is, "the objective analysis and evaluation of an issue in order to form a judgement". In the Algerian educational system, the development of critical thinking is not given importance, spanning from Early Childcare education to tertiary education. The purpose of this study is to explore teachers' perceptions of critical thinking among their students and how this could influence the manner in which they teach and whether they are able to encourage this form of thinking among their students. This study looked at definitions of critical thinking and methods used for teaching critical thinking. A questionnaire was used to generate data for this investigation. Ten teachers were asked to answer a questionnaire with a total of 4 questions. It has been found that although teachers perceive that they are encouraging critical thinking in the classroom, they lack support in their implementation.

Keywords: critical thinking, teaching methods, teacher attitudes

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EL OUCHDI MIRALI Ilhem Zoubida
Université de Tlemcen (Algérie)
« *L'enfant à l'école entre l'acquisition des savoirs et Les savoirs acquis* «

Résumé

Dans le processus de socialisation de l'enfant, l'école joue un rôle déterminant dans l'acquisition du savoir et l'insertion sociale de l'apprenant. Dés l'âge de six ans, l'enfant

arrive à l'école en parfaite maitrise de sa langue maternelle, ainsi qu'une connaissance des valeurs socioculturels de la société ou il évolue. Cette investigation a pour but d'étudier le rôle de l'école primaire dans l'évolution cognitif, métacognitif et psycholinguistique de l'enfant ainsi qu'identifier les différents paramètres qui handicape la réussite scolaires. Ce travail multidisciplinaire se base sur une analyse diachronique, de deux classes, de l'école primaire. Un profil d'entré est dressé en premier lieu suivit d'une étude de terrain qui expose une analyse des résultats des examens de la première et cinquième année ce qui a pour but de dresser un profil de sortie de nos élèves et d'identifier à quel point l'école primaire contribue au développement mental des apprenants qui déterminent tout le processus scolaire futur de nos enfants. Les résultats de cette étude ouvrent des perspectives à d'autres recherches ainsi qu'à plusieurs propositions et suggestions afin de remédier à un échec scolaire encré dans notre école depuis plusieurs décennies.

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GHLAMALLAH Nahed Rajaa
Université Oran 2 (Algérie)
"*Developing Writing through Critical Thinking: Practical Strategies***"**

Abstract

On higher education curricula, the association between critical thinking and writing is not explicitly formulated. Instead, much attention is consistently devoted to form in the teaching of Written Expression, even though most assessment questions are analytical. Students still face serious difficulties when writing, and their struggle is not limited to language proficiency alone. The rising tendency to depend solely on descriptive writing in dissertations and verbatim delivery of memorised lessons during assessments is an increasing concern for teachers and students likewise. The objectives of this paper are first to investigate students' struggles when writing critically and second to point out a few solutions in order to overcome them. In fact, this study deals with strategies that develop critical thinking in order to improve students' writing skills. Such understanding is necessary to analyse students' critical thinking process and the impact the latter has on their writing progress. Using Master students' written productions, this work examines some strategies used during writing and recommends some others to develop it. The identification of critical thinking strategies will comprehend a few text extracts for practical purposes and will provide pedagogical applications that gradually develop arguments from descriptive to analytical to evaluating.

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GHOUAR Nesrine
Université de Annaba (Algérie)
"Learning to Think Critically through the Tally Sheet"

Abstract

With the shift of focus to learner centredness, Critical thinking becomes one of the 21st century requirements. In order to alter the traditional passive classroom to an active one, teaching learners how to be critical thinkers - implicitly or explicitly- becomes a need in education. Critical thinking refers to the higher order mental skills of analysis, synthesis

and evaluation. It leads to the development of a questioning mind. Allowing learners to think for themselves and take decisions will provide them the opportunity to be involved in an experiential learning cycle. They observe their learning experiences, analyze them, theorize, and then act. It is a cycle of reflection, hypothesizing, problem solving, and change making. Critical thinking is beneficial in raising learners' awareness of themselves, enhancing their self-confidence and raising their autonomy. In order to increase learners' awareness and promote their problem-solving, first year students of English at Badji Mokhtar University- Annaba- were involved in a continuous self-assessment of the nature of their difficulties and their progress through the use of the tally sheet in the study skills session. It is a counting system of the numbers of distractions in and outside the classroom, their types – internal or external-,their reasons, and the possible solutions to avoid them. Students first provide a week report then they end with a month report. The results show that the majority of students developed their metacognitive skills as they better monitor, assess and evaluate their learning considering how they use their time, select learning strategies, and make decisions. Reading their reports to their classmates and exchanging solutions and strategies raised learners' critical thinking skills and opened the door to communication. This experience proved that students can learn to think critically for themselves if they were provided with the opportunity to do so while the teacher acts as a facilitator or counselor. This sheet helped the learners to develop awareness of themselves and of their learning process.

Keywords: critical thinking, higher order skills, experiential learning, tally sheet.

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HACHELAF Ahmed Abdelhakim
Ecole Normale Supérieure -Laghouat (Algérie)
"Teaching for "Teaching to Transgress""

Abstract
ENS is a perfectly multiplying space. teaching teachers who can pay forward criticality and transgression is a necessity in an age of complexity and volatility. The need for such skills and predispositions are particularly important for citizenship (local/ global) that is arguably the ultimate objective of schooling.

The presenter will speak to his own experience teaching two classes (one undergraduate and the other graduate) at ENS laghouat. He will discuss lessons learnt and best practices from his attempt to introduce critical pedagogy in the syllabi he taught using minute teaching autonomy he obtained and the window opportunity he found when a teaching a class on social cognition and leadership and the other on didactics. The presentation aims to start a discussion on the importance of teaching students through leadership for critical thinking and critical action, concepts that have to become articulated as both philosophical ideals andset of classroom and community practices.Instances from his classes will be discussed relating to teaching power distribution and inclusive practices to transgress marginalization and exclusionary perspectives.

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HEDJAZ Ahlem
Université de Mascara (Algérie)
"Developing Students' Critical Thinking Skill Through the Use of Portfolio Assessment"

Abstract

As the 21st century world keeps on changing, it becomes a must for educators to develop learners skills of global citizens . Students critical thinking skill has always been a concept under consideration in education. Today many institution around the world acknowledge the importance of developing critical minds as a way to ensure long-life learning process and respond to the globalization demands. However teaching critical thinking as a skill can be challenging for many educators. Thus, portfolio assessment is an ongoing process which proves its effectiveness on developing higher order thinking skills including critical thinking. Portfolios train learners on how to think critically as they offers opportunities to learners to make decisions, reflect on and evaluate their learning process. This research is a case study aims at investigating the impact of involving EFL students in portfolio assessment on promoting their critical thinking skills. The researcher used students portfolios, attitude questionnaires and interviews as research tools to collect qualitative data. The very detailed data gathered along investigation revealed that those learners who have been engaged in portfolio assessment didn'tonly develop their critical thinking skills but also their linguistic and writingskills. Moreover, compiling portfolios has helped learners to promote their autonomy and self-confidence. . Results also highlighted the positive learners attitudes towards portfolio tasks as they had control over their learning process. The study suggested the use of portfolios not only as an assessment tool but also as a   teaching strategy used to promote students critical thinking skills.

Keywords: globalization demands,global citizens; students critical thinking skills; portfolio assessment.

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HAMANE Soraya
University of Oran 2 (Algeria)
"Implementing Critical Pedagogy through methods, which suit the current educational system"

Abstract

This article explores the literature behind the implementation of critical pedagogy in the classroom settings which suits the current educational system. While there is much literature concerning the theory of critical pedagogy, there is significantly less literature that addresses the methods on how teachers should approach this theory in practice.

Critical thinking and autonomy remain objectives of the utmost importance in higher education, therefore this article attempts at investigating the effect of certain classroom practices and strategies including: permeable curriculum; experiential activities and the use of Critical media pedagogy in the classroom. This research also sheds light on the social justice-oriented nature of these innovative approaches.

Key words: Implementation. Critical pedagogy. Critical thinking. Autonomy. Classroom practices. Critical media pedagogy.

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HEZIL Khadidja
Université de Mascara (Algérie)
« Integrating Culture in The Algerian Second Generation Syllabus: Third Year Middle School Text-book as a Case Study"

Abstract

The common paradigm while teaching a foreign language is to teach its culture in order to facilitate the learners' communication with the "other". The EFL teacher's role is to develop the learner's understanding of the target culture as a goal to help the learners comprehend and master the English language learning. However, this is not the case with teaching EFL in Algeria. The reforms, adapted by the Algerian Educational system throughout the second generation program in 2016, have shifted this standard paradigm from implementing the target culture to introducing the local culture. For this "strange" unusual reason, the salient purpose of the present article is to tackle the intention behind shifting from teaching the target culture in English to highlighting and enhancing the Algerian local culture and values in English. This study is also to portray the ambivalence of presenting the local culture and values through the English language in EFL education in Algeria. To conduct this research, the third year middle school level is selected as a case study. The research data are obtained via the exploration of the curriculum, the analysis of the teacher's guide, and the observation of the learning objectives throughout the sub-sequences and lessons at third year middle school. The results of the analyses put in the limelight the huge gap between the theoretical aspect of the implementation of the cultural insights in the teaching of English as a foreign language and the practical dimension that is highly influenced by political perspectives.

Keywords: culture integration, reforms, second generation, textbook, political dimension, target culture, local culture.

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HOCINE Aicha
University of Laghouat (Algeria)
"Thinking, Reading and Writing Critically to Interpret Literature at Algerian High and Middle Schools: A Completion, Separation or Duplication"

Abstract

It is not out of necessity to reinforce thatthe role of schools to produce critics and writers as much as it is to explore and engender critical practices as being an essential ingredient in the restoration of the professional status of teaching literature.Schools are evolving practical policies to streamline their research portfolios and to concentrate on existing areas of strength. They are best developed through regular exposure to assignments that are process oriented and that require critical thinking. Most importantly, the lessons of these recent experiences also have greatly contributed to the current strategic thinking. Paradoxically, it is the upgrading of the thinking skills through the analysis of literary texts that remains the greatest defaulter when it comes to comparing Algerian high and middle Schools. This convergence has important implications; yet, much research about fostering critical thinking through literary analysis proceeds devoid of theory. Turning adolescents at the threshold of their teens into rational thinking beings needs to be the pedagogues' credo. Thus, the main purpose of this paper is to investigate this issueas an attempt to dislocate our education from becoming obsolete and irrelevant within new global practices. Despite such broad shifts, the core practices of education remain essentially unchanged. It is time for some imaginative thinking - new ideas for better introducing literary classes to our learners. Analysis of facts to form a judgment is clearly at the very centre of this trend, and it is, at bottom, a theory that has interested

educators.Although it may be premature to conclude that the quality of teaching will improve, the idea itself is a milestone in the development of teaching literature to high and middle school learners. It would be interesting to assess the necessity to further critical thinking in the Algerian curricula to design new courses that fit the contemporary era as it can be successfully implemented and managed to acquire a broad range of essential literary and cultural knowledge in addition to the need for updating and developing existing courses on some aspects of critical minds.

Keywords: Critical thinking, Algerian curricula, literary and cultural knowledge, analysis, judgment

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HOUICHI Asma
University of Mostaganem, (Algeria)
"Video-Based Applications "Effects on EFL Learners' Autonomy""

Abstract
Eager to be autonomous, learners of the digital era are seeking responsibility for their own learning. Typically, they rely on technology in order to communicate and interact through listening to music, watching movies, using applications and social networking sites. Since they are comfortable when using phones, laptops, or I-pads to practise English, the current probe aims to discover the effects of using video-based applications on improving EFL learners' autonomy. This research study conducted an experimental pre-test/post-test design to utterly retort the research question; that is how can video-based applications improve EFL learners' autonomy? and to empirically test the research hypotheses. The research sample embraced thirty participants of first year from Mohamed Lamine Debaghine University, Sétif; fifteen were randomly assigned to each of the experimental and control groups.The randomly assigned experimental group was asked to use an application that is video-based for five weeks. Adopting the quantitative approach, a pre-test/post-test and a questionnaire were administered to examine the participants' autonomy, as well as the experimental group's perception towards using such applications. The results of the study showed that video-based applications were effective in improving EFL learners' autonomy and encouraged them to take charge of their own learning process. Moreover, the participants' perceptions of the use of video-based applications were consistent with the results as they felt that it enhanced their language learning autonomy.
Pedagogical implications for EFL instructions, especially where multimedia technology tools may be limited is that, video-based applications can be deemed as a promising media tool to develop language learning in general and autonomy in particular .
Key Words: video-based, applications, autonomy, EFL learners, and language learning

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FETTERS Jeffrey
Duke University, Durham, North Carolina / ENS Oran
"Supporting Critical Inquiry Through Context in Literary Analysis"

Abstract
While contemporary literary theory has expanded to include diverse perspectives representative of our pluralistic societies, a traditional social reading remains an important analytical approach, especially in regard to promoting global competency.

Students may engage more critically with the literature by proposing questions appealing to historical context or author's ideology and intent, for example. To fully ascertain the benefits of such rigor, an explanation of the four dimensions of the Inquiry Arc as they pertain to the humanities must first be established, followed by an understanding of questioning strategies within an inquiry based classroom. Finally, as global competence encourages a capacity and disposition for understanding and communicating issues of global significance, a critical study of literary context offers learners a process through which they may gain a deeper understanding of perspective, others' and their own, while bridging cultural, linguistic, and ideological barriers.

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KAÏD Fatiha
Ecole Normale Supérieure Oran& INRE (Algeria)
TOUHAMI Ibtissem
INRE (Algeria)
BAVA HARJI Madhubala
MMU, Melaka Campus (Malaysia)
"The eight years Journey from rote learners to critical thinkers: A reflective analysis of laghouat university neophyte teachers of literature learning process from know-what to know-how (2009-2016)"

Abstract
Professional development of teachers has usually been measured by knowledge acquisition of
savoir-faire rather than training them to develop some specific skills, other than speaking, listening, reading and writing, that would better improve their instructional practices to raise students' achievement.
This paper tends to be a reflective ongoing analysis of the impact of critical thinking-based strategies on some classes of literature at laghouat university from 2009 to 2016 so as to mentor the learners' minds within that complex process of observing, understanding, analysing, evaluating, criticising and innovating.
The point in focus draws, first, on some strategic innovative teaching of literature with a use of interdisciplinary thinking decoding to make learners drift away from rote learning habits. Then, we would examine the potential transfer of the know-how already acquired along with the know-what through their literature classes to other classes by developing individual thinking processes and the learning experience that could possibly enhance their teaching practices.
A questionnaire is administered to 13 neophyte teachers, being the samples of this research, to invesitigate their experience as learners of literature and the impact of that innovative teaching method in developing their critical thinking skill with a specific aim of transfer possibilities transcending, therefore, mimicking a teaching practice of an inspirational teacher.
Currently, Some of these former students are not necessarily teaching literature, however, the know- how acquired through their classes of literature illustrates the positive transfer of knowledge. The first part of the questionnaire pertains to the former student's experience, it involves (motivation, attitude and comprehension). The second part as current teachers , it involves their teaching objectives and strategies. Combining the two parts in our analysis would allow us to compare and contrast, and observe the correlation between the know- what and the know- how and the everlasting impact.

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KAÏD Nassima
University of Djillali Liabés (Algeria)
"Developing Critical Thinking in ESP Classrooms: the Case of Master 1 students in Finance and Accounting at Djillali Liabés University"

Abstract

Critical thinking is a key 21st Century skill and an important component of academic success. Exploring "Socratic Questioning" is increasingly pervasive in many educational institutions around the world. Educators are concerned with finding the best practices in developing and enhancing their students' fair-minded thinking in Higher Education. Such skill not only determines the qualities of the educated person, but also entails a more suitable design of the educational process for teachers, students, and anyone looking for higher level of reasoning. However, few studies have been conducted on how to incorporate critical thinking skills in English for Specific Purposes classrooms.
The present paper aims to present some ways of teaching English for Master 1 students in finance. It further provides insights for teachers to reconsider their teaching practices by incorporating Critical thinking into an ESP classroom.

Keywords: Critical Thinking - ESP – Higher Education – 21st Century – language acquisition.

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KISSI-SEBBAH Khalida
Ecole Normale Supérieure Oran (Algeria)
SEBBAH Djamel
Ecole Normale Supérieure Oran (Algeria)
"Critically-Based Mental Strategies to Control Errors in Foreign Language Learning"

Abstract

In its mostly approached definitions an error could never escape from the learning process of a foreign language. It is either recognized in the learner's language use or inspected in the learner's perceptive behaviour towards the rules of the foreign language. Alongside, the role of applied linguistics is determined to initiate the study of errors as a linguistic issue that hinders the ongoing hierarchy of foreign language learning, then to propose a convenient solution to predict errors and to decrease their occurrence. Applied linguistics also looks for solutions to existing errors and the way they can be dissolved from the learner's mind. The latter being the most important biological device having control over all human actions and perceptions is assigned a particular attention, one which, in the present paper, aims at implicating critical thinking for the control of errors through both the systematic adoption of linguistic theories and the examination of the self. Human beings are endowed with the will and the tendency to understanding, and to planning for success in one prevailing specialization, one that generally represents the individual's career. This strong desire and motivation to realize a target in humans' life will grant the certainty of serving critical thinking under an anonymous mechanism which interprets the readiness of the mind for analyzing the individual's and the environmental acts . However, some learning forms still need to be mentally enhanced to

develop ways of thinking about what each individual is doing with the foreign language, hence what each individual should or should not do with the same language. Succinctly, the present paper proposes a critically-based mental strategy named attentive thinking, to generate another one similar in the foreign language learner's mind in order to predict , recognize, understand and avoid errors.

Keywords: errors, critical thinking, attentive thinking, learners, foreign language, mental strategies.

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KORICHI Ouassila
ENS de Laghouat (Algeria)
"Introducing M-Learning to EFL Grammar Classrooms in Algeria
through Kahoot. The Case of Second-Year ENSL Students"

Abstract

It is undeniable that this generation connects with their mobiles more than humans. In an educational context, many teachers in EFL classrooms in general, and Grammar in particular suffer from their students' lack of concentration and interest in their sessions. As a solution to this issue, this study introduces a shift from the traditional pedagogy of Grammar into an innovative one by approaching students through their mobiles. It suggests that instead of accusing technology of being a negative tool that affects students' involvement and concentration, it can be used for educational purposes through m-learning. To this end, a gamification tool that is called Kahoot is introduced to second-year Grammar classrooms at ENSL. In this research, I intend to introduce the idea of m-learning at first through studying its advantages and disadvantages and encouraging teachers to implement it and the Algerian policy makers to help with the internet access. Moreover, this study can be useful for ENSL teacher trainees because they themselves are going to become teachers in schools. Hence, they can spread the practice of m-learning all over the country.

Keywords: M-learning, gamification, technology, Grammar, ENSL, Algeria, kahoot.

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KORICHI Souhila
University of Laghouat (Algeria)
"The Effect of EFLStudents' Metacognitive Awareness on Their Critical Thinking Skills'
Development"

Abstract

Every student in the process of learning English as a foreign language approaches a specific problem from a unique perspective. Each learns differently due to the use of his / her own style and strategies that differentiate him/her from others. As teachers, we continue to search and explore new ways to design and deliver instruction in order for our students to reach their learning potential, starting them from where they are and moving them forward on a learning continuum. Thus, EFL teachers share a common goal: to enhance students' achievement and develop in them the ability to learn independently. Developing critical thinking skills of students in EFL context has long been a sore topic of interest and research. The present study is an attempt to highlight the impact of teaching metacognitive strategies upon EFL university students' ability to monitor their approach

to problem solving, knowledge building, self-regulation and continuous self-reflection.The study explores the students' metacognitive awareness and critical thinking skills interrelationships. It points out whether the use of metacognitive strategies ignites the learner's thinking and can lead to more profound learning and improved performance.

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LATRECHE Khadidja
University of Biskra (Algeria)
"Active Learning Strategies as an Avenue to Enhancing Students' Level of Engagement: The Case of Second-year Middle SchoolPupilsin Mila"

Abstract

Engaging students in learning activities is a primary goal for all teachers for it correlates positively with students' improvement. In traditional-oriented environment, students' engagement tends to decline.To no surprise, traditional means of teaching which are in support of the "one size fits all" stance have proved to be no more effective. Active learning is one way to create an inviting learning environment where students are actively engaged in the learning process. Accordingly, this study investigates the use of Active Learningas a precursor to fostering second-year pupils' level of engagement at the middle level. Basically, this research aims at highlighting the significant importance of Active Learning as an engagement-boosting tool for middle school pupils. In collecting data, this study adopted two data collection tools mainly the questionnaire and the observation. The obtained results indicated that students' level of engagement had seemingly enhanced and that these students showed great enthusiasm towards the use of Active Learning strategies. Therefore, this investigation implied that integrating Active Learning at the middle levelis rather a comprehensible input since it enhanced second-year pupils' engagement and created an optical learning environment where students were placed at the epicenter of their learning and were actively engaged.

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LEBBAL Anfal
University of Oran 2 (Algeria)
The Big Shift of Focus Within Classroom Practices: From What is knownto How one comes to know

Abstract

There is no denying that the new age of digital and global simplification has brought a need for a change; a change of not only materials but that of methodology and approaches in all given aspects of disciplines and day-to-day activities. Education --being the leading doctrine in advocating for both change and simplicity-- has already taken a new face and a new attire through implementing the different ICT formats and tools to better its overall

results. Nonetheless, the Algerian education context is yet to fully take advantage of this new digital age. In that, educators are still relying on rather outdated material and tools. Which, in consequence, is proving to be time-wasteful and non-resourceful. This paper will shed light on the different practices and implementations of technology and ICT throughout the worldwide educative system and its main shift in focus towards creating and developing creative knowledge and critical thinking, rather than its initial focus on "just knowing". i.e. "teaching bymoving beyond a curriculum focused on *what is known* to anemphasis on teaching *how one comes to know*." –John Seely Brown (p.75).

Keywords: Digital age, change, shift, focus, critical thinking, creative knowledge.

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MEKHANET Youcef
 ENS of Laghouat (Algeria)
"The implementation of virtual classroom technology and strategies to encourage and develop critical thinking skills for the google generation"

Abstract

In an industrialized world and an age of information, the 21st century human being became lazier and less shrewd than his 20th century counterpart. Despite the great contributions of technology to the educational field like the unlimited and easy access to online data bases, today's students tend to google the end result to their assignments instead of going through the process of research themselves which implies the lack of critical thinking. Unlike the public opinion of the role of technology in education, teaching the google generation today is a real challenge due to their assumption that knowledge is always just 'a search away' which greatly decreases their use of critical thinking skills. Therefore, the development of critical thinking abilities through the proper "re-use" of technology is essential for all disciplines alike which means the wide implementation of pro-critical thinking strategies is of the essence. On the basis of the aforementioned issue, this research is two-fold. First, a virtual classroom experiment will be conducted through the use of easy-access and easy-use applications like "zoom" and "google hang-out" to deliver lectures about literary theory to M.A. students in ENS of Laghouat. Second, the virtual classroom experiment will be based on the idea of how to teach google generation "google-lessly". In other words, strategies will be used to make activities and assignments "google-proof" so that the teacher can promote and increase the use of critical thinking skills within his students.

Keywords: Critical thinking, google, ENS, technology, virtual classroom

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NAIT-BRAHIM Abdelghani
Ecole Normale Supérieure -Oran
« *A Knowledge Named Ignorance: For an Agnotological Approach to Pedagogy"*

Abstract

As educators, according to classical pedagogy, we are supposed to spread knowledge and help enlighten the students' minds with valid information. Curricula and syllabi are designed by the ministry and teachers to answer the need for a sum of specialized

knowledge necessary for the making of citizenry and the practice of a job. Subject and course contents draw on unquestioned scholarship from sciences and disciplines, and emphasize exclusively epistemology, "the study of how we know", making it a postulate that to become a learned person, one should accumulate canonized knowledge available in the books. This pedagogy had probably had its successes, and its failures, mostly because it functioned within a knowledge market where *paper* used to stand as the only source of supposedly reliable knowledge. Today, in a drastically different arena where Internet has come to be much more powerful and influential in spreading information, competing harshly with official paper expertise, students' minds can no longer be deemed virgin, somehow gullible, ready to be filled. Applying classical pedagogy in today's classes can certainly allow students to answer exam questions and get pass marks, but it does by no means ensure the development of critical minds, capable of questioning canonized cultures, including theirs, and produce *intellectuals*, in the Saidian sense (Said 1996), prone to practise *free speech* (Balibar 2018). These minds, in this new context, should rather be dealt with as crucibles in which there is already knowledge, a knowledge of a special type, drawn mainly from the Internet, *a knowledge named ignorance*, one which selects, masks, alters, and fakes facts, more than it ever did before. This ignorance is not a lack of knowledge, but a type of it. In this pedagogy, a critical pedagogy (Freire 2003), the epistemological approach is replaced by the *agnotological* one, where educators in schools and universities pay more attention to ignorance than to knowledge, to "how and why we don't know" (Proctor 2008). Inasmuch as knowledge is constructed, ignorance, too, is engineered and has then to be deconstructed to allow conscious and critical learning to take place, where, to quote Paulo Freire (2003), "Studying is not an act of consuming ideas, but of creating and recreating them."

Keywords: Critical pedagogy, classical pedagogy, knowledge, ignorance, agnotological approach, intellectual, free speech.

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OUARNIKI Ouafa
University of Oran 2
LABED Zohra
Ecole Normale Supérieure -Oran
MAKOUF Soumia
Ecole Normale Supérieure -Oran
"Implementing Critical Thinking Procedures in Teaching EST at Tertiary Level"

Abstract

The teaching of English for Science and Technology (EST) is generally seen as one of the most significant developments in English language pedagogy in recent years. EST is concerned with meeting the specific language needs of learners in various scientific and technological fields. These needs should be taken into consideration when planning and implementing English language courses or specialized courses to students of science and technology.Hence,this research is an attempt to investigate some issues involved in the teaching and learning of EST by integrating critical thinking and thus suggest possible solutions. Thinking critically is to accept evidence that contradicts one's reasoning, make conclusions from actual facts, and/ or solve given problems(Willingham, 2007).Acoherent and systematized procedure is required however so that critical thinking process takes place relevantly. This research will particularly focus on the reading comprehension of scientific and technical texts written in English, the teaching and learning of functional

grammar, and the teaching and learning of lexis. These are regarded as some of the crucial(sub-)skills to be acquired by the students of science and technology to help them gain quality scientific information in English and reach a satisfactory level of achievement in their academic studies. The contention here is that there is an urge to adopt a new set of critical thinking-based assumptions and criteria specifically relevant to EST instead of employing those of General-English courses.

Keywords: teaching, English; science; technology, critical thinking

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SAKRAOUI Amel
Université de Annaba (Algérie)
"Achieving Excellency in EFL learning through the Development of Intellectual and Aesthetic Sophistication: The need for a Transformation Metanoia ?"

In recent years, a substantial number of research inquiries in educational psychology have centered around the significance of assisting English language learners in acquiring skills that do not solely qualify them for a good job and position in the future but rather help them build skills applicable in the widest variety of life experiences. Thus, learners should be provided with diverse 'survival' instruments namely, cognitive, affective, ethical and spiritual that would help them manage a multitude of complex, changing and non-linear hindrances. The current study attempts to uncover the ways teachers perceive critical thinking and their influence on developing some epistemological, sophisticated faculties in EFL learners such as; breath of mind, self-reliance, flexibility, adaptability and self-insight- all deemed as the foundation of critical thinking. Based on a qualitative research design, a semi-structured questionnaire was developed to generate data for the study and was given to a sample of ten EFL teachers from the department of English language at the university of Badji Mokhtar-Annaba. Rooted in an interpretive approach, the analysis of responses recorded in the questionnaire was carried out using the process of topic ordering. The findings highlighted thought-provoking conclusions regarding what teachers 'think' they do for developing critical thinking in learners and what actually ought to be done for learners. The implications would imply a strong need to further discuss the concept of critical thinking in order to find out strategies that would help teachers in higher education institutions bridge the gap between content delivery and active learning for the promotion of intellectual and aesthetic sophistications in EFL learners.

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SOLTANI Souhila
Ecole Normale Supérieure –Oran (Algérie)
FALLER Christine
ESPE de Nice (France)
« Les TICE pour le développement des compétences professionnelles et de l'esprit créatif : cas des enseignants et de leurs apprenants de l'ENS d'Oran et de l'ESPE de Nice »

Résumé

Nous souhaiterions présenterune expérimentation d'échange entre les néo-enseignants stagiaires de l'ENS d'Oran et l'ESPE de Nice,qui se traduit parla mise en relation de ces professeurs stagiaires respectifs accompagnés de leurs élèves. Une correspondance a permis d'organiser les enseignements et les apprentissages sous une nouvelle forme de

travail. En effet, la conception de projet pédagogique en binôme d'étudiants algérien/français convoitait le développement des compétences professionnelles, langagières mais aussi culturelles. Ainsi cette organisation des apprentissages entre pairs de nationalités différentes orientera les participants à s'adapter à de nouvelles situations d'échanges pour une**co-construction des projets pédagogiques**(Perrenoud, 1999).

Par la suite, il en découle des séquences problématisées répondant à la fois au contexte d'apprentissage, aux besoins et à la formation de l'enseignant-stagiaire, mais aussi à**l'éveil culturel des élèves** qui se découvrent dans leurs particularités nationales, favorisant ainsi la tolérance et la connaissance de la diversité.

Ce travail collaboratif induit une **adaptation en matière de méthodologie** de la part des différents binômes et de leurs élèves.

Les projets pédagogiques interdisciplinaires sont soutenus par le numérique éducatif et raisonné dans l'objectif d'acquisition des compétences du XXIème siècle (Romero, 2017).

A partir de la collecte des projets élaborés entre les différents partenaires, une analyse des productions suivra pour rendre compte de l'apport ou non de l'adaptation d'un tel dispositif innovant dans le secteur de la formation au niveau du supérieur pour les étudiants-stagiaires, ensuite au niveau des apprenants novices.

Ce premier bilan ainsi que les premiers résultats de ce projet d'échange représententla phase expérimentale. Ils sont obtenus à partir de retours d'expériences, sous forme de curriQvidéos, réalisés par les étudiants-enseignants dans le cadre de leur diplôme. **Nous retrouvons un double contexte ; celui des néo-enseignants et celui de leurs élèves (français et algériens) sous la houlette de leurs professeurs stagiaires respectifs.**

Cette imbrication des espaces finit par donner suite à des témoignages vis-à-vis de l'apport d'un apprentissage par le numérique, des difficultés rencontrées mais aussi des satisfactions à la suite de la réalisation des projets. Il apparaît qu'il s'agit ici d'un dispositif innovant qui permet d'intégrer les TIC et qui finit par bouleverser les habitudes de la classe. Il permet, si nous le comparons à l'exposé qui est une pratique des plus courantes, d'obtenir des productions personnalisées en relation avec le contexte d'apprentissage.

Cette action de collectes des représentations des participants, s'est faite par des focus groups ou autres recueils de données des ressentis des étudiants-professeurs sur leur expérience.

A la fin de notre communication, il nous reviendra de démonter l'aspect innovant du dispositif, de présenter le bilan partiel et d'escompter les possibilités des évolutions souhaitables pour l'amélioration du dispositif. Autrement dit, quelles orientations doit-on envisager pour le projet et quels autres aspects d'innovation doit-on considérer pour un meilleur usage du dispositif curriQvidéo ?

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STIHI Oumnia
Université Alger 2 (Algérie)
"Critical Thinking in the EFL Classroom: Teachers' Conceptions and Methods"

Abstract

Rooted in critical philosophy, critical thinking is said to be one of the pillars on which education stands and its enhancement has long been the ultimate goal of teaching and learning. Nonetheless, its entry in language education is relatively recent and has become particularly relevant in the 21st century due to globalization. The present paper reports on a study investigating the conceptions of ten high school teachers of English regarding critical thinking in the language classroom. The study attempts to capture their views of the concept and its importance for high school pupils within the context of language education. It also looks at the challenges that the teachers face in their endeavor for fostering criticality in their learners. This exploratory research relied on a semi-structured interview to yield the data which revealed that the ten teachers hold quite consistent conceptions of the notion of critical thinking with all definitions including terms such as decision-making, reflection, questioning, problem-solving, autonomy of thought and thoughtful adherence to popular opinions. The teachers unanimously highlighted the importance of promoting critical thinking skills in learners and reported using an array of techniques to develop it such as creating opportunities for argumentation, initiating debates and discussions, providing tasks that require analysis and evaluation, etc. Nevertheless, teachers confessed encountering many difficulties when trying to implement criticality in their learners ranging from class size and time constraints to deeper issues like the lack of materials, curricular limitations and governmental restrictions.

Keywords: Critical thinking, conceptions, methods, critical pedagogy, language education.

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YAHIAOUI Habib
Universty of Mascara
"Classroom Management Strategies for Information Age Learners"

Abstract

The teacher's role is to provide an instructional program in a classroom environment where every learner finds it plain sailing to improve his/her capacities to the fullest. This critical role is highlighted in the words of Bronfenbrenner (1970) when he states that the brightness of a nation's prospects hinge upon the teacher 's expertise in affording the youth of that nation all that is needed to understand the world so as to acquire the wisdom to change it. In a world characterised by a speedy technological development, a worldwide information age with all the challenges that it entails, teachers have been left gasping for breath. Learners are not what they once were. There is an urgent need to dust and rethink our   classroom management strategies that are no more effective. Obedience, and dedication and persistence have been displaced by 21st centuries values: innovation, initiative, individuality and self-control. The present article tackles the issue of what strategies to deploy so as to maintain a consistent environment suitable for autonomous and self-regulated learners.

Key-words: classroom management, technology, information-age, strategies, autonomy, self-regulated learners.

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