



Université Ziane Achour- Djelfa- Algérie
Faculté des Lettres, Langues et Arts
Départements des Langues étrangères

Attestation de participation

Décernée à

Mme. Karima LADJEL

Pour sa communication présentée lors du colloque international « **Langue(s) et emploi : de la formation universitaire à l'insertion professionnelle** » qui s'est déroulé à l'Université Ziane Achour – Djelfa- Algérie les 29-30 septembre 2021, intitulée

The implementation of competency based approach in LMD system: New prospects towards teaching English for professional requirements

Le Doyen

Le Chef du département

Le Président du colloque





Le Département des Langues et de la Formation internationale de la Faculté des Lettres et des Langues de la Ziane Achour Université organise un colloque international sur le thème :

Langue(s) et emploi : De la formation universitaire à l'insertion professionnelle

29 et 30 Septembre 2021  ZOOM



Président d'honneur du colloque
Pr. Elhadj AILAM
 Recteur de l'université de Djelfa

Coordonnateur du colloque
Pr. Messaoud ABDELOUAHAB
 Doyen de la Faculté des Lettres et des Langues

Président du comité scientifique
Dr. Djelloul HABOUL

Président du colloque : Pr. Ameur LAHOUAL

Président du comité d'organisation
Dr. Ahmed SOUISSI





E. COLLOQUE INTERNATIONAL

Langue(s) et emploi : de la formation universitaire à l'insertion professionnelle

29 & 30 septembre 2021

- 9h00-9h10** : Mot du Recteur de l'université de Djelfa- Pr. AILAM Elhadj
9h10-9h20 : Mot du Doyen de la Faculté des Lettres et des Langues- Pr. Messaoud ABDELOUAHAB
9h20-9h30 : Présentation du colloque – Pr. Ameer LAHOUAL



SÉANCE 1. Modérateur : Djelloul HABOUL

9h30-9h45: Naima GUENDOOUZ-BENAMAR (ENS Oran- Algérie)

Le discours didactique en formation initiale : progression discursive dans la pratique pédagogique

9h45-10h00: Ourida HEDDOUCHE (U. Biskra- Algérie)

Emploi et compétences linguistiques : l'opinion du recruteur

10h00-10h15: Ali DJAROUN (ENS du Journalisme et des Sciences de l'Information- Alger)

Quelle place pour les professeurs de français dans le processus de formation spécialisée ? Le cas des techniciens supérieurs en informatique.

10h15-10h30 : Marie LEFELLE (U. d'Artois Arras- France)

La part langagière dans le domaine de l'aide aux personnes âgées et le recrutement de personnels étrangers

10h30-10h45: Houda HABBANE (U. Paris 8- France)

L'approche actionnelle et l'enseignement-apprentissage d'un anglais à visée professionnelle dans le supérieur en France

10h45-11h00: Narimane BENMEDJDOU et Mounir DAKHIA (U. Biskra)

L'enseignement-apprentissage du FOS aujourd'hui : enjeux et pratiques

11h00-11h15 : Débat



SÉANCE 2. Modératrice : Baya BENDERRAH

11h15-11h30: Fatma- Fatiha FERHANI (UFC d'Alger)

Management, polyglossie et culture : enjeux et perspectives

11h30-11h45: Mohamed NJAH (U. de Sfax- Tunisie)

Quelle approche de l'enseignement universitaire du Français sur Objectifs Spécifiques dans les licences nationales avec le référentiel tunisien des métiers et des compétences ? Cas de l'ISGI de Sfax.

11h45-12h00: Saoussen BOUCHEMAA (U. Constantine)

Techniques d'apprentissage des langues pour l'emploi : quelles techniques pour un public professionnel ?

12h00-12h15 : Nesrine NACER (ENS d'Alger)

Les besoins langagiers des étudiants en Sciences de la Nature et de la Vie : Cas de compte rendu de TP



Mercredi 29 septembre 2021



Mercredi 29 septembre 2021



SÉANCE 3. Modérateur : Ahmed SOUISSI

14h00-14h15: Fatima Zohra SAKRANE (U. de Béjaia)

Enseignement-apprentissage du FOS : entre identification des besoins des étudiants et processus de formation. Cas de la filière Presse écrite

14h15-14h30 : Belkhir BOUHALI (U. Alger 2)

Enseignement des langues étrangères et marché du travail dans le cadre du système LMD : quelle offre pour quel marché ?

14h30-14h45: Nesrine BAHIA & Cherifa ZIDOURI (U. de Tiaret)

FOS et ESP dans le contexte universitaire algérien : une concurrence pour la suprématie. Cas du corps médical et paramédical

14h45-15h00 : Samira BENYOUSRI (U. de Biskra)

Vers un enseignement intensif du français médical. Cas des étudiants de l'Institut National de Formation Supérieure Paramédicale de Biskra.

15h00-15h15: Nawel KHERRA (U. Sétif 2)

Pour un master en didactique du FOS : quelles compétences pour quels publics ?

15h15-15h30: Naima MEDJAHED (CU d'EL Bayad)

Le monde du travail et l'enseignement du français : quels sont les besoins langagiers des futurs agronomes ?

15h30-15h45: Falek BOUCHEMAL (ENS de Constantine)

De la formation à la profession : Les étudiants et la valeur significative de la formation didactique à l'ENSC

15h45-16h00 : Débat



Jeudi 30 septembre 2021



SÉANCE 4. Modérateur : Hicham BOUKHECHBA

9h30-9h45: Turki BARKAT (U. Biskra) et **Ouafa OUARNIKI** (U. Djelfa)

Language, Technology and the Communication Network :An Assessment of the Junctional Role of ESP in Students' Career Development

9h45-10h00: GHEDEIR BRAHIM Mohammed (U. El Oued)

Preparing EFL Learners for Recruitment Interviews: Towards an Eclectic Approach for Teaching Speaking Skills

10h00-10h15: Abia AHMED KADI (U. Djelfa)

Challenges of Integrating English as a Medium of Instruction in the Algerian University: Teachers' Perspectives

10h15-10h30: Asma DJAIDJA (U. Khenchla)

The Perspective of Professional Teaching and Learning Foreign Languages

10h30-10h45: Karima LADJEL (U. Djelfa)

The implementation of competency based approach in LMD system: New prospects towards teaching English for professional requirements

10h45-11h00 : Hicham BOUKHECHBA (U. Djelfa)

The digitalization of English for specific purpose to meet the demands for English proficiency

11h00-11h15: Débat





11h00-11h15 : Mohamed Laid NADJI (U. Tizi-Ouzou) & Tahir MAHAMMED (Alger 2)
Pratiques langagières et contact de langues en milieu hospitalier : Le cas du Médecin- Malade

11h15-11h30 : Attia SELT (U. Béjaia)
Les tendances éminentes de l'alternance des langues dans le milieu hospitalier algérien

11h30-11h45 : Djelloul HABOUL (U. Djelfa)
Les langues étrangères entre exigences du recruteur et compétences du demandeur

11h45-12h00 : Mansour LARBI (U. Blida 2)
Langue(s) de communication et nature des échanges linguistiques dans les entreprises. Cas des banques et sociétés d'assurance à Djelfa

11h45-12h00 : Tayab BENDAKFAL (ENS de Boussaada) et Cristina UNGUREANU (U. Pitesti-Roumanie)

Pratiques langagières dans l'entreprise algérienne. Cas de la Sonalgaz de Boussaada

12h00-12h15 : Ahmed SOUISSI (U. Djelfa)
Enseignement des langues étrangères à l'université: doit-il garder l'aspect académique actuel ou répondre aux besoins professionnels ?

12h15-12h30 : Baya BENDERRAH (U. Djelfa)
Pluralité linguistique algérienne, formation universitaire et marché du travail: quels rapports ?

12h30-12h45 : Messaoud ABDELOUAHAB (U. Djelfa)
Les étudiants de langue entre la formation académique et la formation professionnelle.

12h45-13h00 : Ameer LAHOUAL (U. Djelfa)
Formation universitaire en langue(s) étrangère(s) et marché du travail en contexte algérien : Quelle adéquation ?

13h00-13h15 : Débat

Recommandations et clôture



The Implementation of Competency Based Approach in LMD System: New Prospects Towards Teaching English for Professional Requirements

Abstract

The educational system in Algeria has recently witnessed a great shift called a reform which is characterized by the use of the Competency Based Approach (CBA). Its main objective is to modernize and promote teaching English to meet the standards of employability requirements, i.e., a shift from understanding the theoretical concepts (a content based approach) to developing the ability to process these concepts particularly in the ESP labor situations. Along this line of thought, the present investigation aims at applying this approach to the contexts of teaching English for specific purposes in order to meet the standards of employability requirements. Therefore, this study examines the effect of implementing the CBA in the context of ESP to help students acquire professional and academic competencies which meet the standards of the globalization requirements. To glean adequate data for this study, an action research was undertaken at the department of Political Sciences; M'sila university. The students were taught English for specific purposes using the CBA during the intervention phase, After the teaching sessions, students were provided with a post-test which examines their ability to process information in professional situations. The results collected from both pre – intervention, post-intervention phases, and questionnaires were analyzed and compared to each other. The overwhelming bulk of the amassed data from the research instruments have yielded a wide range of insightful findings. This investigation confirmed that the CBA shares the same objective of the higher education which is grooming up students from becoming effective leaders in their chosen field and gaining labour skills.

Keywords: English for specific purposes, competency based approach (CBA), educational reform, employability skills, ESP labor situations.

Summary

The educational landscape in Algeria has recently undergone a transformative reform marked by the adoption of the Competency-Based Approach (CBA). This reform seeks to modernize and enhance the teaching of English with the explicit aim of aligning educational outcomes with the requirements of employability. In essence, the shift entails moving from a traditional content-based approach that prioritizes theoretical understanding to a focus on developing the ability to apply and process these theoretical concepts, particularly within the context of English for Specific Purposes (ESP) related to professional settings. The present investigation is motivated by this educational reform, which introduces the CBA into the ESP context, with a specific objective of preparing students to meet the global employability standards by acquiring the requisite professional and academic competencies.

To carry out this study, an action research methodology was employed within the Department of Political Sciences at M'sila University. During the intervention phase, students received instruction in English for specific purposes using the CBA. Subsequently, after the teaching sessions, the students underwent a post-test designed to evaluate their ability to apply acquired knowledge in professional scenarios. Data were collected in both pre-intervention and post-intervention phases, complemented by questionnaires to provide comprehensive insights into the impact of the CBA.

The findings of this research are instrumental in shedding light on the efficacy of the CBA in enhancing the competencies of students within the ESP context. The data analysis revealed that the implementation of the CBA in ESP aligns closely with the broader objectives of higher education, aiming to equip students with the skills and knowledge essential for becoming effective leaders within their chosen fields. The CBA fosters the development of labor skills, while emphasizing the acquisition of professional and academic competencies. For instance, students who received instruction through the CBA exhibited a notable improvement in their ability to apply theoretical knowledge to practical, professional situations. They demonstrated a higher level of adaptability, critical thinking, and problem-solving skills, indicative of their readiness to meet the demands of the global workforce.

The implications of this study are multifaceted. Firstly, it underscores the significance of integrating the CBA into ESP instruction to equip students with the skills necessary to excel in their respective professions. This pedagogical approach aligns with the evolving demands of the job market, where practical application of knowledge is of paramount importance. Additionally, the research highlights the importance of aligning higher education with employability standards, emphasizing the role of universities in nurturing future leaders and professionals. It is recommended that educational institutions further embrace and adapt the CBA to ensure graduates are adequately prepared for the complexities of contemporary

professional settings. This study reinforces the importance of an outcomes-based approach in education, emphasizing not just theoretical knowledge but also the development of practical competencies that are vital in a globalized and competitive job market.