



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Setif 1 University - Ferhat Abbas
General Secretary
Intensive Language Teaching Center

Call for Papers

**ALGERIAN INTENSIVE LANGUAGE TEACHING
CENTRES (CEIL): FROM PLACEMENT TO PROFICIENCY
DEVELOPMENT. WHICH APPROACHES FOR WHICH**



14-15 DECEMBER 2026

Chaired by:

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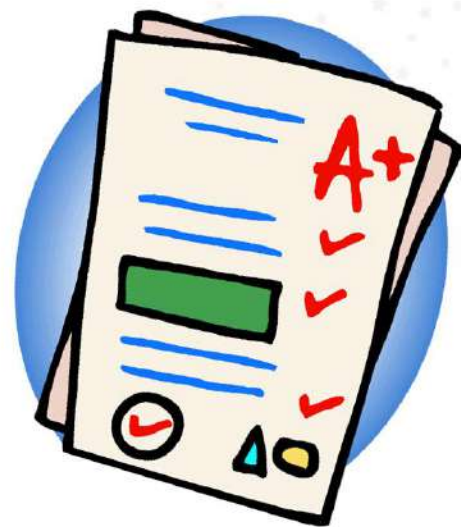
**Prof. Mohamed El Hadi LATRECHE Rector of Setif 1 University-
Ferhat Abbas**

Rationale

Algerian Intensive Language Teaching Centres (CEIL): From Placement to Proficiency Development. Which Approaches for Which Challenges?

Changing learning contexts and increasingly diverse audiences call for a strategic, forward-looking and didactic examination of the training models adopted by university language centres.

This conference extends the study day held on 5 October 2026 by the LAILEMM laboratory at the University of Béjaïa, which addressed the design, contextualisation and harmonisation of placement tests in CEILs.



Since the 2022-2023 academic year, the Ministry of Higher Education and Scientific Research has implemented an English-language training programme for university teacher-researchers. Institutions with a CEIL are required to train their own teaching staff, with a distance-learning platform complementing the scheme.

By the end of 2023, some 64,000 teachers were reported to be in training, either face-to-face or online. The programme now extends to intensive language improvement placements in English-speaking countries, which became a priority under the mobility scheme adopted in March 2026. Within this framework, the CEIL of Ferhat Abbas University Sétif 1 administered an English placement test in April 2026 to teachers and staff enrolled in the international mobility programme. This mission adds to the CEILs' primary vocation: general or tailor-made courses open to all faculties and to external learners, in some ten languages depending on the centre (English, French, Spanish, German, Italian, Chinese, Turkish, Russian, Tamazight, and Arabic for international learners), including pathways in languages for academic or specific purposes. Yet the placement test is only the starting point of a learning pathway. What becomes of learners once they have been placed? How can they be supported, and how can their progress be measured and certified? On what materials should this progress be built? What remains of the learning gains a few months after the course, or after returning from abroad? And how can centres with different tools, platforms and audiences make their results comparable without standardising their practices?

The term "proficiency development" (perfectionnement) refers here to the learner's progression beyond placement, towards target levels and towards academic and professional use of the language. It covers three settings: regular CEIL sessions, preparation for teaching in English, and intensive stays abroad framed by a pre-departure test.

Research Question:

To what extent can CEILs build, on the basis of the placement test, coherent training and assessment pathways that are tailored to their learners' actual needs, supported by relevant materials, and whose outcomes are both durable and comparable across centres?

Conference Strands

Strand 1: Post-Placement Strategies and Pathways

- Post-test protocol: assignment or integration?
- Mapping learner profiles by level: students, teacher-researchers, doctoral candidates, staff, international learners;
- Homogeneous grouping by level or specialisation by discipline?
- Academic requirements or labour-market demands? Preparing for mobility and stays abroad.



Strand 2: Methodological and Pedagogical Design

- Training and assessment design aligned with CEFR criteria: specification, standard setting, cut scores, validation;
- Language for specialists or language for specific purposes? FOS, FOU, LANSAD, Academic English, Medical English and EMI;
- AI and materials: authentic or generated texts, learner autonomy;
- Digitalisation and blended learning.



Strand 3: Literature and Culture for Linguistic and Interactional Proficiency Development

- Which materials for which textbooks: selection, didactic adaptation, authenticity, copyright.
- Oral interaction, mediation and academic discourse (seminars, viva voce, conference presentations).
- Authored texts and literature in intensive teaching: critical reading and decentring.
- Plurilingual and pluricultural competence (Arabic, Tamazight, French, English) and the cultural grounding of tasks.



Strand 4: Institutional, Scientific and Pedagogical Interventions

- The trainer's stance towards a university audience: training one's own colleagues, andragogy;
- National and regional coordination of CEILs;
- Trainer support and professional development;
- Quality assurance: published specifications, technical reports, annual test review;
- End-of-course feedback, case studies and field constraints; innovation;
- Cross-cutting theme: equity and accessibility (connectivity, disability, test anxiety, fraud).



Conference Objectives

- *To analyse the theoretical and methodological issues raised by the transition from placement to proficiency development;*
- *To share questions, approaches, constraints and field experience from a range of contexts;*
- *To propose avenues for intervention and operational recommendations for pedagogical and institutional stakeholders.*

The conference will draw on a rapid survey of CEILs launched upon publication of this call. The survey findings will be presented at the opening session. It is expected to produce a common specification template for placement tests and a Sétif1 Declaration addressed to university authorities. It will also lay the groundwork for a shared resource bank and a national CEIL working group for 2027.

References

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- 2- Board, L., & Tinsley, T. (2008). Le Cadre européen commun de référence pour les langues (CECRL) : apprendre, enseigner, évaluer. Conseil de l'Europe / Éditions Didier.
- 3- Carré, P. (2005). L'apprenance : rapport de formation et rapport au savoir dans la société contemporaine.
- 4- Coste, D., Moore, D., & Zarate, G. (1997). Compétence plurilingue et pluriculturelle. Conseil de l'Europe.
- 5- Hadji, C. (2012). Faut-il avoir peur de l'évaluation ? 10 idées fausses pour en finir avec un cauchemar. De Boeck.
- 6- Paquay, L., Altet, M., Charlier, É., & Perrenoud, P. (Eds.). (2001). Former des enseignants professionnels : quelles stratégies ? Quelles compétences ? De Boeck Supérieur.

Submission Guidelines

Target audience: CEIL teachers and managers, doctoral candidates, curriculum designers.

Conference languages: English, French.

Abstract of 300 to 400 words.

Two files: (1) the anonymised abstract, with title, strand and keywords;

(2) author, academic rank, affiliation, email, short biography (CEIL of affiliation).

KEY DATES

Call published: 15 October 2026

Submission deadline: 17 November 2026

Notification of acceptance: 25 November 2026

Conference dates: 14–15 December 2026

Proposals should be sent to the following address:

conference.ceilsetif1@gmail.com

Conference Chairs:

- Dr Ghazala Merazga, Setif 1 University - Ferhat Abbas
- Dr Amina Meziane Cherif, Setif 1 University - Ferhat Abbas

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