

**SOCIOLINGUISTIC PROFILE TO ALGERIA'S
LANGUAGE PLANNING AND POLICY**

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Abstract

Language education policies in Algeria changed according to the different historical and political periods Algeria went through. . Algeria's language policies went through three main phases. The first phase is the colonial era which consists of an educational system dominated by the French language. The second phase represents the socialist-era called the nationalist transition whereas the third corresponds to the transition to the free economic market with less assertive arabisation policies. After the civil war and reconciliation the educational system knew some reforms planned to remedy the educational system in order to meet the needs of the country facing the challenges of globalization.

Keywords: Sociolinguistic- Profile –Language- Planning – Policy- Algeria

الملخص:

تغيرت سياسات تعليم اللغة في الجزائر وفقا لفترات تاريخية وسياسية مختلفة فقد عرفت السياسات اللغوية في الجزائر ثلاث مراحل رئيسية. تتمثل المرحلة الأولى في الحقبة الاستعمارية التي تكونت من نظام تعليمي يهيمن عليه اللغة الفرنسية أما المرحلة الثانية فتتمثل في العهد الاشتراكي الذي دعا إلى الانتقال القومي في حين تتزامن المرحلة الثالثة مع التحول إلى اقتصاد السوق الحر رافقتها سياسات تعريب أقل حزما. بعد الحرب الأهلية والمصالحة عرف النظام التعليمي بعض الإصلاحات التي وضعت لمعالجة النظام التعليمي من أجل تلبية احتياجات البلاد و مواجهة تحديات العولمة.

الكلمات المفتاحية: المنظور - السوسيو لغوي - سياسة - التخطيط اللغوي - الجزائر

Introduction

Once decisions have been taken concerning the role and purpose of various languages within a state, policy has to be implemented within the educational system. The crucial initial choice is whether this language will function as a subject or as a

medium at the various educational levels. Language planning in Africa presents a picture of different outcomes in this respect.

Language planning refers to deliberate efforts to influence the behavior of others with respect to acquisition, structure or functional allocation of language. Typically it will involve the development of goals, objectives and strategies to change the way language is used. At a government level language planning takes the form of language policy. Many nations have language regulation bodies which are specifically charged with formulating and implementing language policies.

Language planning in Algeria went through several stages accompanying the historical and the social changes in the Algerian society.

1. Language policy eras in Algeria

Algeria's development history since its independence consists of three main phases each of which has had an impact on language education policies. The first phase is characterised by the colonial legacies amongst which was a network of schools and an educational system dominated by the French language with Arabic growing steadily in importance. The second phase lasted from the late 1960s to the late 1990s and corresponded to the socialist-era central planning economy, called the nationalist transition. The Arabic language was gradually imposed in the educational sector.

An extreme version of exclusive nationalism inspired by the 19th century European ideal of linguistic convergence marked this era. The third phase began in the

early 2000s corresponding to the transition to the free economic market with less assertive Arabization policies.

1.1. Language Planning During the Colonial Period (1830 - 1962)

Prior to the French settlement, the traditional system of education in Algeria consists of two types of institutions, on one hand the Quranic primary schools, known as Masjid, where young pupils are taught to read, write and memorize the Quran. On the other hand, the Quoranic secondary schools known as Zaouia or Madrassa where institutors give courses of Arabic language and literature as well as some basics in Islamic law.

After Algeria becomes a French colony, French language is inevitably brought to the country. The colonial authorities start adopting an assimilation policy, through imposing both French language and culture upon the whole society.

During the colonial period, France's educational policy was geared towards achieving what they called their "mission civilisatrice" (Murphy, 1977), the process of which was to inflict a change in Algerians' culture and language, and consequently to assimilate Algerians into the French culture (Djite, 1992;

Murphy, 1977). Hence, the general educational policy was to spread the French language as a national and official language (Murphy, 1977), whereas the status of Arabic was weakened and marginalized (Ennaji, 1991; Ezzaki and Wagner, 1992).

France closed all community schools where Arabic was taught and introduced Arabic as a second language in some schools (Ezzaki and Wagner, 1992). It also selected some Algerians known for their loyalty to the French, and offered them the opportunity to join French schools while other natives were not allowed to access education (Chaker, 1997; Walters, 1997).

In this respect, the colonizer strategies promote school as an effective arm for transforming the Algerian society. This argument is best summed up by Gordon who notes that: **“When the Portuguese colonized, they built churches; when the British colonized, they built trading stations, when the French colonize, they build schools”** (Gordon 1966:7).

In fact, within this strategy, the aim of the French colonial policy is to crush the very components of Algerian identity namely Arabic and Islam **“considered as crucial factors that would lead to national consciousness that the colonial authorities were determined to fight energetically”**. (Mostari 2005: 41)

1.1.1. Consequences of French influence in French Algeria (1882-1962)

There are three major consequences of the propagation of French and the dispossession of Arabic between 1882 and 1862. Firstly, was the rise of anti-French, pro-independence nationalist groups as early as the 1920s. The most important protagonists' persons who symbolised the Algerian nationalism are:

- ✚ Messali Hadj (1898-1974), pioneer of contemporary Algerian Nationalism, his life coincides with the Algerian political organisations that he will cease to animate North African Star in 1926, Algerian People's party in 1937 and Algerian National Movement in 1945. His ideals were a mix of populist socialism coupled with nationalist and religious doctrines based on traditional rural Islamic dogma (Collot & Henry, 1978: 39, 52).
- ✚ Sheikh Abdelhamid Ben Badis (1889-1940), reformist founder of the Association of Algerian Muslim Ulema in 1931, his major claim is to restore the Arabic language and Islam considered as **“effective forces of resistance against the attempt of the colonial regime to depersonalise Algeria”** (Gordon, 1966: 137). Ben Badis' famous creed is :

‘Arabic is my language, Algeria is my country, Islam is my religion’ (Stora & Daoud, 1995 : 403)

✚ Ferhat Abbas (1899-1985) founder of the Democratic Union of the Algerian Manifesto (UDMA) in 1949. One of his major claims is the recognition of the Algerian cultural specificity and the Arabic language as a national language with the same right as the French language. (Stora & Daoud, 1995).

The second principal consequence of the French influence in Algeria was the refusal of many Algerians who refused to send their children to public colonial schools. Thirdly, the introduction of French triggered an ideological division within the new generation of bilingual Algerians born in the early twentieth century who went through the colonial education system. One side advocated for the preservation of French along with Arabic in defining the Algerian character, while the other sought for the complete elimination of French while promoting Arabic.

This consequently paved the way to a revolution on 1st November 1954. The consequences of the French influence played a vital role in shaping the language education policies of the Front Libération Nationale (FLN), the first Algerian government in post-independence in 1962. Hence, to sum up

this period, French was the official language of education in Algeria while Arabic was marginalized.

1.2. The post-independence period : The Arabization era (1962-1979)

The post-independence Algerian governments had a socialist orientation with a one-ruling political party (Malley, 1996). Education was free and compulsory for all Algerians and a process of Arabisation which is the policy that states that the Arabic language is the national and official language (Tabory and Tabory, 1987; Ennaji, 1991; Chaker, 1997) and that it should be used in all levels of the Algerian official context mainly in education. The policy involved Arabising the educational system by providing Arabic teachers and Arabic-written materials. Literacy programs were also launched in all cities of the country (Ezzaki and Wanger, 1992).

Algeria's first president, Ahmed Ben Bella, initiated the policy of linguistic arabisation in primary schools and as early as October 1962, he declared that Literary Arabic was to be introduced to the educational system (Grandguillaume, 2004: 27). Arabic teaching became obligatory in all programmes and at all levels during the period 1963 – 1964 and the amount of time spent on French-language teaching decreased gradually (Bennoune, 2000: 228). Hence, French turned out to be “the first target of arabisation” (Lewis, 2004). The following year, Grade

One (for 5-6 year old) of the primary cycle was fully arabised and the amount of time devoted to Arabic-language teaching rose to 10 hours in all other levels.

After the June 1965 military coup led by Colonel Boumediene, arabisation gained momentum under the latter's presidency (1965-1978). President Boumediene's arabisation drive is best illustrated by the following declaration made by his first Minister of Education, Ahmed Taleb Ibrahimi, during a government session in the 1960s: "This [arabisation] will not work, but we have to do it..." (Grandguillaume, 1995: 18). In September 1967, Taleb Ibrahimi initiated total arabisation of Grade Two in primary schools. But the arabisation of the first two primary grades coupled with the lower educational quality led many parents to delay the registration of their children until the third year where French remained dominant (Saad, 1992: 61).

The aim behind the Arabisation policy was, according to the government, to re-establish Algeria's Arab-Islamic heritage (Mize, 1978) and to reinforce Algeria's strategic position within the Arab world (Malley, 1996). However, although Algeria claimed political sovereignty, it depended greatly on France in many sectors, mainly in science and technology (Hayane, 1989). Hence, this period was characterised by a bilingual educational system. French language was used in the teaching of science and

technology, whereas Arabic was used in the teaching of the Social Sciences.

Furthermore, two great events marked this period in terms of English language teaching: the first in 1969, when a General Inspectorate of English was established, and the second in 1972, when the government decided to “Algerianise” (Mize, 1978) the English teaching textbooks and methods (Hayane, 1989). In terms of provision of teachers, the Ministry of Education relied heavily on expatriates from all over the world to compensate for the lack of teachers, while at the same time it started a process of rapid recruitment and training of prospective Algerian teachers. Primary school teachers were offered teaching positions without any formal training, middle school teachers had to do a one year training course at the Institutes of Education (ITE), and secondary school teachers had to do a three year teaching degree (called “Licence d’Enseignement).

1.2. The economic-liberal period: Arabisation reforms in education (1980-1991)

In this period, the government’s political and economic policy changed to be politically liberal and economically open towards the West. Its first task was to spread the Algerian economic market beyond the French market, to other countries in the world, mainly to the UK and to the USA. Consequently, the 1990’s for instance witnessed an increase of American and

British investments in the Algerian oil and gas industry (Kheir Allah, 1997; El Nather, 1997).

The government continued its policy of Arabisation of the education sector. Arabic became the main language of instruction for all curriculum subjects and French was made a foreign language starting in the fourth year of primary schools. English was taught from the second year of middle schools. Teacher training courses were also reformed and extended to 2 years at the ITE for primary and middle school teachers, and a four-year License degree for secondary school teachers. By that time the number of Algerian teachers has increased to overtake the number of expatriates. This period also witnessed the opening of more English departments in universities and the design and publication of Algerian-made English language teaching textbooks and learning materials.

The most important event in that period remains the process of political, economic and educational reforms. Politically, a new constitution, which allowed political pluralism, was adopted and many political parties were formed. Economic reforms involved the encouragement of private businesses and investments, and many people turned to importing from China and Dubai. Another economic policy was to encourage tourism in Algeria and to provide a potential labour force that speaks foreign languages. Hence, the need to use foreign languages was

necessary to meet the above economic objectives. The government increasingly trained foreign language teachers and inspectors. It opened more departments of foreign languages at universities throughout the national territory.

Educational reforms also involved the appointment of the National Commission for the Reform of the Education and Training System in January 1989, the purpose of which was to get all educators, students and parents involved in these reforms. Hence, working groups were formed at the level of each educational institution to discuss and to write a report on ways to improve the educational system, before each report was taken up to the National Commission. That was seen by teachers as a big milestone in the history of education in Algeria. A report was then submitted to the government in May 1989. One important point to note in this report on foreign language teaching is the fact that the majority of educators and parents wanted English to be taught in primary schools rather than French (Ministry of Education, 1989).

Unexpectedly, a civil war broke out in early 1992 after parliamentary elections were annulled where Islamists won by a wide majority (Fuller, 1996; Ciment, 1997). The army then declared a state of emergency and the country entered a phase of political and economic unrest (Fuller, 1996; Ciment, 1997). The

1989 educational reforms were consequently frozen until further notice.

1.3. The political-crisis period: The Algerian civil war (1992-1999)

This period is characterised by the country's internal instability because of political and ideological conflicts, which led to an armed confrontation in 1992 between the Algerian government on the one side, and on the other side, the Islamic armed group (Fuller, 1996; Ciment, 1997). This was described by the foreign press as a civil war in which more than 100,000 Algerians have been killed from both sides (Sweeney, 1997). Many reconciliation attempts have been tried, but with no success.

Some important events took place during this period. Arabic was re-confirmed in the 1996 Constitution as the "only" national and official language, and that by law it had to be generalised and used in all state sectors by July 1998 (El-Hayat, 1996; Al Ahram International, 1996; Grandguillaume, 1997). The law also stated that it was strictly forbidden to use any foreign language in official deliberations, debates and meetings, (El-Hayat, 1996; Al Ahram International, 1996; Grandguillaume, 1997). This law was criticised by Berber language proponents, who claimed that the law was passed at the expense of minority languages, namely Berber, and therefore viewed the Arabisation

policy as unfair and undemocratic (Congres Mondial Amazigh, 1997).

Another important event was the fact that the government introduced English as the first foreign language in primary schools instead of French (Campbell, 1996). In 1993, English was introduced in the fourth year of some pilot primary schools, before it was generalised throughout the national territory in early 1995. This was seen by experts as a considerable change in the history of foreign language teaching in Algeria (Daoud, 1996; Campbell, 1996).

1.4.The national reconciliation period: Education system in crisis (2000-present)

“For Algeria, I will speak French, Spanish and English, and if necessary , Hebrew. Let it be known that an uninhibited opening up to other international languages does not constitute perjury ... This is the price that we have to pay to modernize our identity.”

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Abdel-Aziz Bouteflika (2002)

1.4.1.Political rise of Abdel-Aziz Bouteflika and new educational reforms

Following the period of political unrest in the 90s, a process of peace and reconciliation was initiated in early 2000 by the Algerian government in the hope of bringing back stability to the country. Upon the election of the current Algerian president Abdel-Aziz Bouteflika in April 1999, a series of political and economic reforms were consequently launched to meet the objectives underlying the process of reconciliation. These reforms involved the sector of education and its language educational policies, as the Algerian government saw it as an important element towards any political and economic prosperity (Toualbi-Thaalibi, 2006; Tawil, 2006).

In a televised address to the nation in 1990, Bouteflika criticized the state of the education system: “The level (of the education system) has reached an intolerable threshold”. Prior to his election, Bouteflika as a presidential candidate had utilized the term “doomed schooling system” numerous times in public to describe the situation of the education system. Likewise, in 1992 two months before his assassination, President Mohamed Boudiaf delivered a short speech expressing similar sentiments about the decline of the Algerian education system:

“Our education system is broken. Our education system produces rejects on the streets, Hittistes without qualification and unemployed graduates. We must consider nothing less than a complete

overhaul of our education system. Schools must be a place for the transmission and production of knowledge. They must be placed outside of the spheres of political, partisan, and ideological interests. The future of our children compels us to devote the maximum attention to this task.”

Boudiaf’s and Bouteflika’s call for language reforms resonated with a similar demand within the Algerian population at the time: In 1999, a general survey conducted by the central Algerian authorities showed that as many as 75% of Algerians were in favor of teaching scientific subjects in French, as opposed to teaching them in Modern Standard Arabic (MSA). The Ministry of Education (2006a) notes for instance that:

“Recent social changes were triggered by the new political and economic visions of our country, the need of the Algerian society for development and progress, the opening on the world through modern technology, lead us to define new educational system. (p. 17-18) [translated from French].”

The need for reform also emerged from the political efforts of Algerian leaders to adapt to globalisation because it was assumed that globalisation had an inevitable impact on new conceptions of education in the world (Tawil, 2006; Toualbi-

Thaalibi, 2006). This initiative was paralleled by a series of meetings between Algerian and UNESCO officials, leading to a contract signed on 2nd October 2003, in which the UNESCO accepted to fund these educational reforms (Tawil, 2006). The project, called the Programme of Support for the Reform of the Algerian Educational System (PARE), was followed by series of meetings and conferences between Algerian and UNESCO officials in the period of 2003 and 2006 to assess the progress of these reforms and to put forward future directions (Tawil, 2006). Other international agencies also contributed to the funding of the project, amongst which were the French Agency for Development (AFD), the European Union, and the United States Aid (USAID).

In this respect, the Algerian government appointed a National Commission for the Reform of Education (CNRE) in May 2000, the task of which was to evaluate the situation of the educational system and to provide some recommendations on the necessary reforms in line with the country's new philosophy of democracy, reconciliation and economic development. The CNRE gave their report back in 2001. The report confirmed the need to reform the educational system to meet the challenges of the 21st Century (Tawil, 2006). The main issue highlighted by the CNRE was a deterioration of the educational system reflected primarily in:

- a) A decline in the number of students who pass their national examinations.
- b) An increase in the proportion of students who re-take their levels.
- c) A considerable proportion of students who drop-out from school before the age of 16. (Tawil, 2006).

Furthermore, the commission raised concerns over the quality of teachers, who were criticised for not having the necessary teaching qualifications to undertake their jobs in an efficient way (Tawil, 2006). Hence, the proposed curriculum reforms centered round three platforms:

- Platform 1: Reforming the school structure which involved:
 - a) Introducing a pre-school level for 5 years old pupils.
 - b) Restructuring the duration of primary school from 6 to 5 years, and middle school from 3 to 4 years.
 - c) Restructuring the post-compulsory education in secondary school (lycée) into three streams: general, technical, and vocational.
- Platform 2: Reforming teacher training which involved:
 - a) Improving the knowledge and skills of teachers and inspectors.

- b) Coordinating and evaluating teacher training and development.
- Platform 3: Reforming teaching syllabuses and textbooks which involved:
 - a) Elaborating and introducing new teaching resources and materials.
 - b) Introducing new teaching methodologies to meet the programmes' objectives.
 - c) Setting up systems for information and communication technology in schools.

Hence, a new curriculum based on a socio-constructivist approach to education, which views learning and teaching as a process of social construction based on interaction and critical reflection, was therefore introduced to the Algerian educational system in 2003. New teaching syllabuses, textbooks and teaching materials were designed to meet the objectives of reforms, and teacher development programmes were initiated to enable teachers to adapt to the new curriculum (Le Soir d'Algerie, 20/12/06).

As far as foreign language teaching is concerned, French was re-instated as the first foreign language taught in the 2nd year of primary schools, English, however, was taken back from primary school level to be taught in the 1st year of middle schools. Table 1 provides a summary of these reforms.

Table 1: New structure for foreign language teaching in Algeria

	Primary (6 years-age 6-11)	Middle (4 years-age 12-15)	Secondary (3 years-age 16-18)
French	Year 2 to Year 6	Year 1 to Year 4	Year 1 to Year 3
English	Not taught	Year 1 to Year 4	Year 1 to Year 3

Furthermore, a new teacher training system has been developed to meet the demands and challenges of the new curriculum. In fact, this new system of teacher training has become more qualitatively-orientated than the old system, the latter of which emphasized quantity over quality. The Ministry of Education (2006c) states the general philosophy of teacher training as follows:

“Training is a continuous process for all educators at all levels, and its purpose is to allow the participants to gain professional knowledge

and to enhance competence, culture and awareness about the mission that educators are set to accomplish. (p.1) [Translated from Arabic].”

All teachers for all school levels, primary, middle and secondary are now trained at the National School of Teachers (ENS) run in partnership with the Ministry of Education and the Ministry of Higher Education. Generally, candidates who hold the baccalaureate and who choose to become teachers enroll for a one-year foundation course before they are referred to their specialist route according to the grades they obtain in the foundation course. Hence, there are those who study four years to become primary and middle school teachers (called PEF) and those who study five years to become secondary school teachers (called PES). Table 2 below provides a summary of the current training system for French and English language teachers:

Table 2: Training for French and English language teachers in Algeria

SUBJECT	Primary/Middle teachers	Secondary teachers
French	Bac + 4 years	Bac + 5 years
English	Bac + 4 years	Bac + 5 years

The Ministry of Education has also run in-service courses (INSET) and seminars to meet the demands of the new curriculum (Le Soir d'Algerie, 2006). This involved the organisation of training days and seminars with inspectors and local officials from the different Directorates of Education. Continuous professional development (CPD) courses have also been organised to ensure that teachers gain appropriate qualifications to meet the demands of the new curriculum. Recently, for instance, the Ministry of Education had made it compulsory for primary and middle school teachers to have a degree in their specialist areas by a set deadline. The degree courses are run in partnership with Algerian universities. The local directorates were instructed to plan and implement this policy.

1.4.2. Challenges in changing the Algerian language policies

Boudiaf's and Bouteflika's assessments of the deterioration of the education system were correct: low scholastic achievement rates were due to the failure of language policies – in MSA and French – to meet the linguistic needs of students. However, the main challenge in changing language policies to improve scholastic achievement rates is rooted in the fact that language policy-making in Algeria has been traditionally based on satisfying ideological convictions first, as opposed to addressing the practical needs of the country.

As discussed in previous sections, French was introduced in Algeria based on the French colonialist ideology of “civilizing” Algerians. In 1962, when gained independence, ideology again became the main impetus for the Arabisation process, in an attempt to rid Algeria of French and completely replace it with MSA. The rhetoric of ideology as a basis for language policy-making is no more evident than in the Algerian Ministry of Education’s statement of missions, created in 1962. The ministry’s education manifesto declares that “The teaching of Arabic must be developed so that it can be the language of communication in all aspects of life.” [Translated from French], thereby installing “Arabic” (which refers to MSA) as the de-facto language of instruction of all subjects except foreign language classes.

The manifesto further declares it as a necessary component of the Algerian society, stating that “The Arabic language, like Islam, constitutes the foreign of the cultural identity of the Algerian people and an essential elements of its national conscience,” and that “it is capable of expressing our Algerian-Meghrebo-Arabo-Mediterranean-African universe, of accessing a universal civilization, and of participating in scientific and technological progress.”[Translated from French].

The deliberate omission of French in the manifesto and in official Algerian language policy-making, despite its visible

presence in Algeria, is significant as it is clear that the marginalization of French and the privileged status of Arabic in Algerian schools are inextricably tied to ideological beliefs on how Algerian identity should be expressed.

1.4.3. The nature of the new foreign language teaching curriculum

The recent reforms that affected the educational system led to the re-definition of the aims and objectives of the teaching and learning of foreign languages in the Algerian school. A new teaching curriculum was therefore designed to meet the principles and philosophies that underlie these reforms. This is reflected in two syllabuses drafted in 2005 by the Ministry of Education respectively for the teaching of English (Ministry of Education, 2005a) and French (Ministry of Education, 2005b). The Ministry of Education (2005a) for instance summarises the Algerian government's policy of learning foreign languages as follows:

The teaching of [foreign language]... has to be perceived within the objectives of “providing the learner with the skills necessary to succeed in tomorrow's world”... It is helping our learner to catch up with **modernity** and to join a linguistic community that uses [these foreign languages]... in all **transactions**. The learners will develop

capacities and competencies that will enable them to integrate their society, to be aware of their relationship with others, to learn to share and to cooperate... this participation based on the sharing and the exchange of ideas and scientific, cultural and civilisational experiences will allow them to identify themselves and to identify others through a process of constant reflection... In mastering [foreign languages]... every learner will have the chance to know about science, technology and universal culture and at the same time to avoid acculturation. Hence, they will blossom in a professional and academic world and will develop **critical thinking, tolerance and openness towards the others.** (p.4) [text translated from French-words in bold as in original text]

Hence, according to the Ministry of Education, the objectives of teaching and learning foreign languages are not solely functional, but are also social and ideological. These objectives centered round:

- * An academic platform, which is the development of linguistic skills to catch up with science and technology in the world.

* A cultural platform, which enables students to communicate with and to know people from other countries and cultures, and to exchange ideas and experiences.

* A socio-cognitive platform, which allows students to reflect on themselves and their environment and hence to identify themselves and their society.

These objectives seem to reflect an overall philosophy based on a socio-constructivism approach to education (Anderson et al.,1991), which the government seems to have adopted for the Algerian school as part of their reforms. Socio-constructivism generally entails an emphasis on ‘the importance of students thinking and construction of meaning through interaction with others about complex, authentic problems’ (Anderson et al., 1991:1). In this approach the student interacts with teachers and community through negotiation of knowledge based on critical reflection towards using knowledge in her/his social context and community (Kemmis et al., 1983; Calderhead, 1996). In this respect, the teaching of foreign languages in the new curriculum is seen as a means towards the construction of knowledge about science and technology, and intercultural communication. In this respect, the Ministry of Education (2005a) defines learning as:

...comprehending, changing mental representations, but most importantly integrating

and not accumulating knowledge. Learning is the interaction of what we know with what others know which would lead to create new knowledge that the individual would re-invest and use in the social world. (p.9) [translated from French]

The role of the student is therefore defined as the following:

The learner engage[s] in a process of construction of knowledge...she/he will be responsible for her/his learning and will consequently be able to transfer her/his knowledge to her/his academic and social activities. She/he will have developed certain **autonomy**, **creativity** and sense of **initiative** and **responsibility**. (ibid: 9)[translated from French – words in bold are in original text]

And the teachers' role comes to fulfill the above principles. It is defined as follows:

The teacher...become[s] a mediator between knowledge and the learner. She/he must create an environment that enhances learning and the development of the learner. Her/his task will be to guide, stimulate, accompany and encourage the learner in her/his learning path. (ibid: 9) [translated from French]

Conclusion

Due to the historical complications of language hegemony between Arabic and French, Algerian language policy-making has traditionally been based on politics and ideology. It was seen that in general foreign language teaching has always been given importance since the country's independence in 1962 because foreign languages were always seen by policy-makers as tools for scientific and technological progress, and economic prosperity.

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