Language planning and policy attitude in the Algerian context

Yassamina Abdat-Hadjadj [1], University of Tlemcen, 22, Abi Ayed Abdelkrim Street, BP119, 13000, Tlemcen, Algeria. yassab83@yahoo.fr

Hadjadj Choayb, University of Tlemcen, 22, Abi Ayed Abdelkrim Street, BP119, 13000, Tlemcen, Algeria. choayb.h@gmail.com

Abstract

Undisputedly, it is no secret that the globalization process has resulted in the spread of the English language as a lingua franca of the 21 century. The English language has progressively gained a relevant portion and has therefore occupied a prominent place across the globe in different fields including science, technology, trade, business, tourism, and mainly education. Pegged on this idea, the main aim guiding the present theoretical-based paper is to spotlight and provide a clear picture of globalization and its effect in shaping language policy in the Algerian setting mainly from the linguistic side. From the linguistic side, globalization has affected the local language situation in the Algerian context and foreign language policy is a new challenge for the Algerian society and decision-makers. From the pedagogical perspective, though it is not the primary medium of instruction in the Algerian elementary and secondary stages, it is seen as a compulsory linguistic tool that is vitally needed in higher education mainly to fulfill numerous utilitarian purposes.

Key*words:* Foreign languages; language planning; language policy; linguistic attitude; local languages.

* ADDRESS FOR CORRESPONDENCE: Abdat-Hadjadj Yassamina University of Tlemcen, 22, Abi Ayed Abdelkrim Street, BP119, 13000, Tlemcen, Algeria. *E-mail address*: yassab83@yahoo.fr

1. Introduction

Before clarifying the complexity of the linguistic situation in the Algerian context, it is indeed imperative to mention that the relevance of any conducted research study is undisputedly best appreciated if it is approached from the perspective of the context in which it takes place, viewed from this perspective, certain linguistic facts about Algeria have interplayed in molding a plethora of attitudes toward its educational system in general and ELT in more particular that are significant to this study and therefore needs to be considered throughout the present research paper.

Not surprisingly, Algeria being an Arabo-Islamic country is characterized by its multilingualism. This linguistic phenomenon can be well described in Tabory's (1987) lines

> *"The Algerian situation is complex as it is at a crossroad of tensions between French the colonial language and Arabic, the new national language; classical Arabic versus colloquial Algerian Arabic, and the various Berber dialects versus Arabic. The lessons from the Algerian situation may be usefully applied to analogous situations by states planning their linguistic, educational, and cultural policies"*

The availability of all these varieties gave birth to a language crisis from the political and educational sides and even rise to the outcries where everyone claimed a monopoly on the language issue: Arabization, Bilingualism, and the English language status never reaching consensus (ibid).

Algeria absorbed an extremely heavy French colonial impact, which influenced not only the economic business, and political domain, s but also education and even the most intellectual life for more than a century. The French occupation in Algeria endeavored to eliminate and suppress the Algerian cultural identity and remold its society asserting that French "(...) *is the only language of civilization and advancement"* (bourhis,1982, p. 44). Pointing out the policy of depersonalization and acculturation of Algeria, Taleb Ibrahimi says that (cited in Dendane, 2007: 81)

> *"Le Français langue imposée au peuple Algérien dans la violence, a constitué un des éléments fondamentaux utilisés par la France dans sa politique de dépersonnalisation et d'acculturation à l'égard de l'Algérie"*

During this phase of colonial legacy (Benrabah, 2007) Algerians found themselves very obliged to learn French as a national language while Arabic was redefined as a foreign language in 1938. Furthermore, Arabic with its different dialects was neglected and henceforth was not taught at schools, yet they were a symbol of Algerian identity and nationalism even though French on the other hand turned out to be an imposed language and part of the spoken dialect even more *"there are regions in Algeria where people talk everyday using Academic French until the present day"* (Nadia, 2011).

Giving such value to the French Language led Algeria to be classified as the second-largest-speaking French country after France. Since then, this linguistic tool represented at that time, a cultural imperative vis-à-vis the Algerian government. This diarabization enterprise started to fail after the removal of the French in 1962.

1.1. Purpose of study

The main aim guiding the present theoretical-based paper is to spotlight and provide a clear picture of globalization and its effect in shaping language policy in the Algerian setting mainly from the linguistic side.

2. Materials and Method

This research was a theoretical-based paper that discussed the concept of lingualism in the Algerian context. The study uses previous literature and materials as the source of data for this study. These cited materials were referenced to adhere to ethical standards.

3. Results

Based on the literature review, the term Arabization has witnessed three important trends: pro-Arabization, anti-Arabization, and undecided Arabization (Al-Abed & Al-Haq: Dekhir). While the first trend stresses the importance of Arabic for religious matters and purposes, the second one comprises protagonists for nationalistic reasons. The third trend, however, is not conscious of the advantages of Arabization nor the maintenance of the target language (French & English) (Dekhir, 2003).

This policy was undertaken after achieving independence from France seeking to eradicate all that could represent 130 colonization years from public life and restore Arabic to its role as the national language (McLeod et al., 2022). According to Benrabah "Starting from 1962, the Algerian government that inherited the remnants of the education system focused on European contexts and conducted in a foreign language by foreign teachers sought to gradually increase Arabic sessions in all levels and all subjects were taught in Arabic and there was a decrease in the amount of time for teaching French. This policy of course favoured the national integrity and unity and religion" (Nadia, 2011, p. 999). Nonetheless, in spite that the fact that President Ahmed Benbella made a speech on October 5 1962 in which he declared that "Arabic is the National Language of independent Algeria" he could not disregard the important position of the French language in the acquisition of the Algerian modern technique. Besides, Taleb Ibrahimi, the former minister of education and one of the proponents of the Arabization policy, viewed Arabic as the appropriation of the Algerian soul and the French language as the window open to the world.

Because the French language was profoundly rooted in the most essential sectors predominantly in education and administration, the decision which would restore the use of Arabic as the language of the nation was a bit difficult and extremely complex for the simple reason that the majority of teaching staff and administrations were French. As Moatassime (2001, pp. 19-20) put it:

> *"Jamais le Maghreb n'a été autant francophonisé que pendant son Independence suppose être une période propice à sa fausse re-arabisation. Mais aussi jamais le Maghreb notamment en Algérie ne s'est autant interrogé sur son identité et son devenir culturel et civilisationnel qu'en le début du troisième millénaire"*

In the same line of thought, Benrabah (2007, p. 203) claims that *"*Algeria has done more to assist the spread of this language than the colonial authorities did throughout the 132 years of French presence".

The impact of the supremacy of the French language was so strong to such an extent that the Algerian authorities understand that the most convenient solution would be to keep it considering Algeria bilingual in French and Arabic at least until it would be able to function with Arabic. Thus, several measures have so far been taken to implement the policy of Arabization; without however stopping the use of French; by working out a program of gradual Arabization that would have to go through a long phase of Arabic-French bilingualism (Dendane, 2007; Gazzola et al., 2023; Wen, 2022).

Yet, from the socio-political perspective, a linguistic issue was born once implementing the process of Arabization which resulted in dividing the Algerian society into two parts: on the one hand, those who were entirely against an adversary (favoring Arabization) and on the other hand those who supported bilingualism. While the former (hence monolingualism) looks to Islam or Arab nationalism to strive to restore the importance of Arabic and instill a non-western identity claiming that "bilingualism is a source of suffering and a sign of alienation or acculturation" (Ennaji, 1991, p. 21). In other terms, this trend devalues the dominance of the French through a process called "Linguistic Cleansing". This process has been the result of a language shift where Arabic has displaced French in various areas of social life. The latter does not reject Arabic yet remains attached to the idea of maintaining French as a prerequisite linguistic tool that helps Algerian people access modernization.

Thus, confining ourselves to the policy of Arabization at different levels of instruction one may say that starting from October 1962, Arabic was introduced for seven hours per week in all schools. And, at the start of 1963, 10 hours of Arabic instruction were introduced per week. While in 1964, the Algerian authority decided to Arabize the first grade of primary school. Nevertheless, due to the lack of teacher personnel, low-skilled Algerian tutors and more than one thousand Egyptian primary school teachers were recruited in 1964.

The process of Arabization continued and by 1975, the Algerian primary school was fully Arabized in the first three levels two years later, president Houari Boumediene appointed Lachraf as the minister of education while Rahal was nominated as the minister representing higher education yet, even though the period was so short for it coincides the death of the president in 1993, the introduction of French as a first foreign language was postponed to the fourth grade as it is shown in table 1 below:

Table 1

Status of Arabization in Primary Schools (1973-74)

Grade	Status of Arabization
1st	- Arabized.
2nd	- Arabized.
3rd	- Arabized.
4th	- Arabized. - French is a foreign language.
5th	- 1/3 of the classes are Arabized. - French is a foreign language.
6th	- 1/3 of the classes are Arabized. - French is a foreign language.

Source: Adapted from Grandguillaume (1983, pp. 100)

In the same year (1993), the Algerian educational system favored the implementation of the English language to enhance foreign language teaching at a very early age by giving primary school pupils the chance to either choose French or English as a compulsory foreign language. Nevertheless, it was noticed that a small percentage of parents tended to favor French rather than English language. Accordingly, French was reinstated as the first foreign language taught in the fourth year of primary school. However, English was taken back from primary school to be taught till in the subsequent level of instruction.

In the intermediate schooling system, all subjects were taught in Arabic except for French and English i.e., this type of education was Arabized for one-third of the section. Following the election of Lachraf Mostapha as a minister of education the Algerian ministry implemented French in teacher training and subjects such as maths and biology were delivered in French, whereas English "was taught at the age of 13 which is not beneficial for learners" (Steinberg, 1993, p. 209). The status of Arabization in Intermediate Schools between 1973-1974 is displayed in Table 2.

Table 2

Status of Arabization in Intermediate Schools (1973-74)

Grade	Status of Arabization
1st 2nd 3rd	- In each of the first three grades, 1/3 of the classes were Arabized whilst the remaining 2/3 were bilingual. Scientific subjects were taught in French.
4th	- All subjects were taught in Arabic except Mathematics, Natural Sciences, and geography.

In secondary education, the humanities section was Arabized together with 1/3 of the maths and science sections. The teaching of Standard Arabic began to be gradually introduced in higher education

and French remained the main language for instruction despite the demands of Arabists. Initially, the degrees of Arabic literature, philosophy, and History had been Arabized and by 1973, pedagogy, sociology, and geography were also Arabized. Yet, only 19% percent of all students were in Arabized sections. Conversely, medicine and engineering continued to be taught in French.

Besides Arabic, the Berber language represents the local variety that was spoken by the first inhabitants of Algeria before the Arab expansion. Because it constitutes one of the most fundamental linguistic components of Algerian identity, the Algerian government implemented it at all levels of instruction to a greater or lesser extent.

As an afterthought, learning foreign languages proves to be exceptionally instrumental as the language functions as a linguistic tool that helps learners open the out world and access modern sciences and technologies (Yu-Ju, 2019). Therefore, it is judiciously thought to classify the aforementioned goals stated in the national chart of 1976 in Table 3 which juxtaposes the two lists of foreign language teaching goals:

Table 3
Classification of the National Chart Goal

Openness- Targeted Goals of the National Chart (1976)	Science and Technology Targeted Goals of the National Chart (1976)
1- To communicate with the different parts of the world.	2- To have access to top sciences and technologies.
4- To make the pupils autonomous and self-sufficient in exploiting and exploring material having relation with their field of study.	3- To encourage pupils' creativity in its universal dimensions.
5- To successfully sit for examinations.	

3.1. English language teaching status: a pre-tertiary descriptive phase

Doubtlessly, English is neither the language of kings and queens nor the patrimony of Anglo-Saxon, but rather a genuinely global language that is vitally required in people's daily life mainly for fulfilling different communicative and utilitarian purposes. In this regard, Askari (2013) contends that English:

> *"Is now a universal public property. By the English colonial train, it traveled almost the entire world, came in touch with myriad people and their languages, and enriched itself as a world's number one language."*

Although it does not represent the official language of a nation (Algeria for instance), it has been emerging as the chief foreign language to be encountered in schools and universities. Au fond, English currently seems to be increasingly used in every corner of the globe in miscellaneous fields such as science, trade, business, transport, tourism, and more importantly in the world of technological advances.

Linguistically and politically speaking, compared to French linguistic policy, which was said to have used coercive- based tactics to substitute Arabic with French as it is mentioned in Poddar's (2008, p. 124) line, we will never be the masters of Algeria until Algeria speaks French.

Algerians and other Arabs conceive the British policy as innocuous as far as language is concerned. This reason may account for the growing number of Arab-owned all-English language channels, the ever-increasing numbers of students of English in both Algerian and other universities across the Arab world, and more importantly the partnerships with Anglo-American universities. This implies that English does not appear a threat too much sought Arab culture and language. Differently stated, English has almost nothing to do with colonialism and linguicism as far as its incorporation in post-independence. Algeria as was the case of the French language, rather it enjoys a most favorable kind of additive bilingualism, where the addition of a second language and culture is unlikely to replace or displace the language and culture.

It is indeed imperative to note that the explicit recognition of English as a single lingua franca across the globe is thanks to the advent of the globalization process worldwide which dates back to the 1990s. Metaphorically speaking, compared to other languages of wider communication (Kachru, 1986, p. 01):

> **"***Knowing English is like possessing the fabled Aladin's lamp, which permits one to open as it were, the linguistic gates to international business, technology, science, and travel. In short, English provides linguistic power***."**

The widespread of the English language is indeed noticeable in Kachru's (2006) concept of world Englishes in which she explained and described the type of spread of the English language in three concentric circles namely inner circle, outer circle, and expanding circle. As far as the inner circle, it considers the countries where English enjoys the status of primary language. An illustrative example of such kind is USA, UK, Canada, and Australia. The outer circle comprises the former colonies where English alongside other local languages serves the role of an official language such as India and Singapore (Pinto da Costa, 2021). The expanding circle refers to the speakers of English as a foreign language. As an EFL country, Algeria belongs to the third circle where English is primarily used at high schools and universities as a second foreign language.   By and large, English has proved it a "passe-partout" language that fills many world roles that no other language can do. Building upon Dhamija's (1994) long list of English world roles, Tomlinson (2005, p. 139) outlines the different roles English currently plays. The following Table 4 juxtaposes the two lists of English world roles:

Table 4

English world roles and Function

Dhamija's List of English World Roles	Tomlinson's List of English World Roles
1- English as a link language.	1- English as a conference language.
2- Medium of literary and creativity.	2- English as an academic language.
3- Medium of science and technology.	3- English as an internet language.
4- Language of reference and research.	4- English as a business language.
5- A source language or media language.	5- English as a commercial language.
	6- English as an industrial language.
	7- English of arts and control.
	8- English as a social intercourse.
	9- English as a diplomatic language.
	10- A language of sport, entertainment, and popular song.
	11- English as a travel language, migration, and holidays.
	12- English is access to the language of news.
	13- English as a language of self-expression.

Undeniably, the present section mentioned above is believed to be more or less represented in the ordonnance of April 16th, 1976 which outlines the main goals of teaching, and learning foreign languages in the Algerian schools. As previously mentioned in the preceding section the Algerian pre-tertiary educational system comprises three levels of instruction, notably the primary school (lasting for 5 years), the middle school (lasting for 4 years), and secondary school (lasting for 3 years). The first five years of schooling are compulsory for all children (usually age six and above). At this level, the pupils are taught mainly in standard Arabic, while French is the only foreign language that is introduced in the second year of primary education.

As for the English language, it was not taught in primary school until 1992. From that year, and in a small number of schools, parents had to choose either the teaching of French or English for their children. Nonetheless, this reform did not prove to be fruitful. English is taught in the first year of intermediate education and continues till the third year of secondary school level as a compulsory subject. While at higher education it has undisputedly become an obligatory subject in all fields of study such as physics, biology, medicine, political sciences, Arabic Literature... and so forth or it may be simply a field of study whereby students can obtain a license degree in English. Suffice it to say, EFL

learners accumulate an EFL learning experience of seven years. At the end of basic education, students take the national basic education examination BEM (Brevet d'Enseignement Moyen) which grants them access the secondary school.

Apropos of teaching methodologies, which are said to be an inherent part of the school reforms and practically a recurrent pattern that accompanies each school reform, Algeria like any other country has progressively been witnessing a slow but prominent shift regarding its teaching curriculum. This shift is indeed supposed to manifest as an urgent solution to the ills of merit learning and whose tenet and whose tenet and objective consists in obtaining hopefully- guaranteed outcomes. Differently stated, after long series of methodologies that have mirrored the historical eras in Algerian education (Ho, 2022) namely, Audio Lingual Method ALM (the 1960s), Functional National Approach (NFA) in the early 80s, and the Communicative Approach (in the mid-80s), a newly trendy fashionable approach labeled Competency- Based Approach/ Education (CBA/E) has been adopted in 2002 based on developing learners' autonomy, creativity and enhancing their problem-solving skills in their fields (Zein & Coady 2021).

This approach to teaching and learning is Chameleon- in nature as it appears as a substitute to an otherwise known approach or attributed various colorful labels; Comprehension Based Education (CBE), Competency-Based Education and Training (CBET), Competency-Based Approach (CBA), Competency-Based Learning (CBL), Competency-Based Instruction (CBI), Competency-Based Program (CBP) and Competency-Based Language Teaching (CBLT). Yet, CBA seems to be the umbrella term that is more frequently used as compared to the aforementioned terms and acronyms.

From the bulk of the literature, one may come across ample definitions of CBA. Yet, we will attempt to provide the most comprehensive one that is presented by the Ministry of National Education (2003, p. 04). In relation with the term competency, it is defined as:

> *"... a know-how-to-act process which interacts and mobilizes a set of capacities, skills and an amount of knowledge that will be used effectively in various problems situations or in circumstances that have never occurred before."*

In other words, competency may be simply defined as the ability of a student to understand what he/ she is supposed to do to accomplish tasks most conveniently and more importantly find solutions and utilize them in and out of the context of school. Comparatively speaking, Competency-Based Education/ Training seems to be very different from the traditional paradigms in several ways. In this respect, CBE/ T is characterized by its, "self-paced, learner cantered and task-specific nature. The following Table 5 will therefore juxtapose the divergent nature of both conventional/ traditional education and CBE.

Table 5

Traditional Education vs Non-Traditional/ CBE

Processor Issue	Traditional	Non-traditional (CBE)
Admission	Once a year.	Any time during the year.
Scheduling	Fixed starting date for all students.	Flexible schedule based on the availability of facilities and instructors.
Teaching	Teacher-centered/ lecture.	Student-focused.
Methodology	Method to large groups of students. Students copy notes written on the board. Quality of learning largely depends on the quality and commitment of the teacher.	The teacher serves as a resource when students require clarification of learning materials. Demonstration of skills. Quality instructional materials provide the basis for students learning.

Evaluation	Demonstration of practice skills may be effectively seen by a few students in teaching large classes.	Individual or small groups of students receive assistance from the teacher when such help is required
	Normative according to class average and group performance.	Objective criteria-based written examinations demonstrated competence.
	Regardless of the evaluation results, the teacher proceeds to the next topic in the program.	Students must prove competency before proceeding to the new learning.

In light of this newly- adopted teaching approach, the Algerian authorities have decided to consider the necessary changes regarding the reorganization and reorientation of the Algerian educational system and the adaptation of newly designed textbooks for all levels by the beginning of the academic year 2002/2003. As a result, the National Commission in charge of reforms was assigned to revise as far as the syllabuses for teaching English at the middle school. Therefore, the first reform was first applied in primary and middle school and later secondary school level and new textbooks have been designed aiming at improving the standards of English as well as meeting the pupils' needs, which are shown in Table 6 below:

Table 6

New English Textbooks of the Algerian Middle School

Cycle	Grade	Title	Authors	Years of publication	Number of pages
Middle School	First	Spot Light on English -1-	Merazga et al.	2004	189
	Second	Spot Light on English -1-	Merazga et al.	2004	125
	Third	Spot Light on English -1-	Arab.S. A et al.	2005	188
	Fourth	On the Move	Arab.S. A et al.	2006	192

Before speaking about the teaching of English and its major objectives at secondary school, it seems imperative to mention that this level lasts for three years, comprising two different common courses: Literary and Scientific and each of them contains three sub-branches with different time allotted to the teaching of English as it is shown in table 7 below:

Table 7

Time Load of ELT for Secondary School Students

Level	Common core	Stream	Weekly time load	Yearly time load
1 AS	Literary	/	3	81
	Scientific	/	2	54
2 AS	Literary	Arabic Literature and Human Sciences	3	81
		Islamic Sciences	3	81
		Arabic Literature and Foreign Languages	4	108
	Scientific	Natural Sciences	3	81
		Exact Sciences	3	81
		Technology	3	81
3 AS	Literary	Arabic Literature and Human Sciences	3	81
		Islamic Sciences	3	81
		Arabic Literature and Foreign Languages	4	108
	Scientific	Natural Sciences	3	81
		Exact Sciences	3	81
		Technology	3	81

At the end of the third year of secondary education, and admission to the tertiary-level institution, students sit for the Baccalaureate examinations, which is a requirement for university entrance. Thus, the examination is based on student performance in each subject studied during their final year.Thus, by the aforementioned teaching goals envisaged by the Algerian authority, one may realize once scrutinizing this quotation that teaching English at the secondary school level is meant to fulfill four main categories of objectives: linguistic and communicative, methodological, cultural, and socio-

professional objectives. Thus, by the aforementioned teaching goals envisaged by the Algerian authority, one may realize once scrutinizing this quotation that teaching English at the secondary school level is meant to fulfill four main categories of objectives: linguistic and communicative, methodological, cultural, and socio-professional objectives. The following Table 8 juxtaposes the four chief goals of ELT at the secondary school level (syllabus of English of 1st year, 2005; syllabus of English of 2nd year, 2006; syllabus of English of 3rd year, 2011).

Table 8

Objectives of ELT in the Algerian Secondary School

Linguistic/ communicative objectives	Methodological objectives	Cultural objectives	Socio-professional objectives
To consolidate the learner with the basic knowledge he has already acquired in the intermediate school to help the learners carry on with their learning of the English language. To keep them equipped with the necessary tools to pursue.	To consolidate and develop the strategies of learning and of self-evaluation that the learners have already acquired in the intermediate school. Reinforce and strengthen the study skills and techniques of what has already been acquired.	Stimulate the learners' curiosity to contribute to the broadening of their minds by exposing them to the various contexts of culture and civilization of the English language. To place the learners in an environment that suits their needs and interests in conceiving and planning activities in real-life situations. To favor the pedagogy of success by creating an environment in which the learners will develop positive attitudes towards learning English.	Allow the learner to be an active participant in life after finishing his studies.

All in all, and to recapitulate what has been discussed and explained previously, it may seem essential to consider the following diagram which summarizes the structure of the Algerian pre-university school system.

3.2. ELT at higher education: tertiary descriptive phases

Likewise, the implementation of English within the curriculum of middle and secondary schools has also a fundamental role at higher educational levels. Access to post-secondary studies is open to students who hold their baccalaureate or foreign equivalent. Besides, they are supposed to meet the requirement set annually by the Ministry of Higher Education and Scientific Research on the following consideration:

- Students' choice/ computer.
- Field of the study is the secondary level.
- The number of available seats in each field.

The enrolled students being Baccalaureate holders from different streams namely; Life and Natural Sciences, Mathematics, and Foreign Languages choose to specialize in the particular branch that fits the average obtained in the BAC exam. As far as the English language is concerned, students enrolled to major in the English language, study it for three years to obtain a license degree (the equivalent of the BA in the Anglo-Saxon educational system). During this period the students are trained to become either future teachers of English at all levels of instruction, or upon the admission test to carry out their post-graduate studies.

Apart from the English department in which English is taught as a branch of study for Academic/ general purposes (EAP/ EGP) English is also introduced in different curricula at different Departments nationwide and holds the status of an additional module but compulsory in response to specific

occupational graduate and postgraduate courses (Hammou & Kesbi, 2023). Thus, students enrolled in scientific branches such as mathematics, physics, chemistry, Economic and Political sciences, Architecture, and Biology, in addition to some other specialties of Human Sciences including Islamic Sciences and Arabic Literature are required to follow ESP courses depending on their area of research and their needs as well. In other terms, the teaching of English:

entails the provision of English language instruction devised to meet the learners' particular needs related to themes and topics it designated occupation or area of a study, selective (i.e., not general) as to language content were indicated restricted as to the language skills included.

In this respect, different ESP courses are provided under different labels depending on the aforementioned specialties. The most common ones are English for Science and Technology (EST), English for Social Sciences (ESS), and English for Business and Economics (EBE). Accordingly, English is taught alongside their current modules. This, tendency toward teaching English in the aforementioned fields of study is the result of the impact of the globalization process (Hammou & Kesbi, 2023).

3.3. ELT in the Light of the LMD System: An Overview

In the shade of Globalization, the English language has an indispensable status as a universal language across the globe and the most dominant linguistic tool in many European languages. Its pervasive importance has been observed to gradually increase in every single field of human beings' daily life. Thus, pedagogically speaking, Algeria like many other countries has saliently witnessed an immense quantitative evolution regarding its teaching, and learning process, especially at higher educational levels. Accordingly, it has launched in recent years a series of reforms at different levels of instruction whereby to update and refresh the educational system, political, economic, commercial, and educational needs of the country.

Based on this thought and as mentioned in the guideline of the Algerian Ministry of Higher Education and Scientific Research, the aims behind this reform tend to be ordered to:

- Provide quality training.
- Making a real osmosis with the socio-economic environment develops all possible interactions between the university and the outside world.
- Developing mechanisms for continuous adaptation to changing jobs.
- Be more open to global development especially those of science and technology.
- Encourage diversity and international cooperation by the most appropriate terms.
- To lay the foundations for good governance based on participation and consultation (In Megnounif).

As a matter of fact, and as previously mentioned, the Algerian university found itself obliged to go through different reforms according to the needs of the country. The most salient one dates back to 1971, in which "Higher Education in Algeria intended to Arabize and algerianize all higher education." (In Megnounif). Accordingly, this reform proved to be inadequate and the Algerian universities displayed dissatisfaction regarding the classic system simply because:

- The educational programs no longer meet the new socio-economic data.
- Training mono disciplinary in classical approach where the concept of general culture is completely absent.
- A significant failure rate is due primarily to uncertainty about the future among students.
- Lack of motivation among teachers and students.
- Centralized management of the university. (Ibid)

In a nutshell, and taking the aforementioned deficiencies into account, one may state that the classical system (four-year bachelor, two years magister, four years doctorate) system "did not respond to the main challenge imposed by the changing situation of economy of policies and the society in Algeria, an important shareholder of many European countries."

3.4. LMD system: Definition and Features

In response to what was witnessed in Algerian higher education, the policymakers have decided since 2001 to diagnose the situation whereby to suggest some alternative and sustainable solutions that correspond to the socio-economic situation. Accordingly, the choice fell on the new LMD system (Licence- Master- Doctorate) which has been initially implemented. As a pilot project at Algerian universities in collaboration with several European universities, in 2004 (Reforms des enseignement superieurs June 2007, Ministry of Higher Education)

Historically speaking, the emergence of the so-called LMD (or BMD; acronym standing for Bachelor- Master- Philosophia Doctor) goes back to the Sorbonne - Bologna Process" that involves approximately 45 countries. This system was originally designed for the Anglo-Saxon countries whereby "enhance the attractiveness of European education and make it more competitive as an international market", (Bologna process, 2007).

The adoption of this novel system is widespread in other countries out of the European boundaries and one of which is Algeria, aiming to improve the quality of university education and encourage students' mobility and orientation and more importantly improve the transparency of qualification on the job market. As aforesaid in the light of the LMD system, the design of the studies in Algerian Higher Education is articulated around three main grades:

- The Licence: granted after three years of study, (BAC+ 3).
- The Master: corresponding to two years of study, (BAC+ 5).
- The Doctorate: conferred after the completion of research for at least 3 years and defending a thesis, (BAC+ 8).

All the studies are broken down into semesters with examinations (first and second sessions) held at the end of each semester, and each module is worth a certain number of ECTS (European Credit Transfer Systems)

In what follows, some features characterizing the LMD system can be summed up in Figure 1:

Figure 1
LMD System Features

Among the most crucial aspects that this novel system has brought into Algerian universities is the new role of the teachers and the students as well.   Regarding the evaluation of this reform, two conflicting views may appear that is some would say that the LMD system seems to be one of the most fundamental alternative and fruitful solutions to the Algerian Higher educational issues.

In contrast, other speculations tend to oppose what has already been uttered by the vice rectorate as is clearly understood in the following lines:

> *"Given its newness, the LMD system encountered a considerable number of problems though the financial estimation was positive. Our statement of the problem was based primarily on the misunderstanding of some or non-understanding of others of the system's goals and objectives. Can we relate these problems to the factor of newness?"* (Idri, 2005, p. 05).

3.5. ELT and the implementation of the LMD System

 The world has changed, and so must the education system. Pegged to this assumption and boosted by the globalization process, which is indeed an irresistible tide sweeping across the world, the educational system tends to gradually change as an immediate response to this important trend in this new millennium and more importantly the need to raise one's competitiveness in all walks of life.

In this vein, and from the educational perspective, the Algerian system; like any other country is influenced by the strong impact of globalization; has saliently survived gradual changes punctuated by tremendous ongoing reforms in different fields that can correspond and respond to the socio-economic mutations contributing to the significant evolution of this country. As a matter of fact, and from the pedagogical standpoint, the LMD system, one amidst these reforms has been introduced in the Algerian tertiary levels in 2003 in all specialties except the medical sciences. At Tlemcen University, however, and more precisely the Department of Foreign Languages, this system was not launched until after 2008 whose ultimate aim consists in bringing the Algerian diploma to the universality and the Algerian students to a higher level of learning on the one hand and to the business world on the other.

Comparatively speaking, as teachers with teaching experience in the classic and the LMD systems, it has been noticed that they tend to be different from each other, especially in:

- *Several courses.*
- *The time allotted.*
- *The syllabi content.*
- *The evaluation tools.*
- *Student workload, which represents the core of this novel system.*

These dissimilarities can be well noticed, especially at the first-year level in Table 9 which juxtaposes both systems.

Table 9

Differences between Classic System and LMD System Teaching Components

LMD			Classic	
Teaching Components	**Hours**	**Credit**	**Teaching Components**	**Hours**
Techniques in Oral Expression	3 h	5	Oral Expression	3 h
Written Expression	3 h	5	Written Expression	3 h
Grammar	6 h	5	Grammar	3 h
Phonetics	3 h	3	Phonetics	1h 30 min
Linguistics	1h 30 min	3	Linguistics	1h 30 min
Discourse Comprehension	3 h	3	Reading Comprehension	1h 30 min
Literary Studies	1h 30 min	2	Arabic	1h 30 min
Anglo-Saxon Culture and Civilization	1h 30 min	2		
Research Methodology	1h 30 min	1		
I.C. T	1h 30 min	1		
Total	**25 h 30 min**	**30**	**Total**	**15 h**

In this frame of mind, it is apparent that both systems are different from each other, especially in terms of teaching courses/ modules and the time allotted to each of them. The reason for this discrepancy tends to be because time spent on the license degree was reduced to three years (4years in the classic system, whose modular courses as indicated above were taught for 1h30 for each except for some such as Grammar, Oral Expression, and Written Expression as well in which they have three hours instead. The new system, however, has eleven modular courses as far as first-year classes which differ from the classic system in terms of its intensive teaching time weekly allotment (twenty-five hours three years have the same amount of time) and its loaded and full programs. In addition, the major difference between these systems can be well noticed in the percentage devoted to the students' workload which has a strong impact on their success and failure since the mark once is accredited will not be changed.

4. Conclusion

In very down-to-earth terms, the basic underlying principle behind the implementation of the LMD system in Algerian universities, more particularly in English Studies Departments consists in bringing novel ideas in terms of its narrative pedagogic practices hopefully to develop the quality of the

teaching-learning process and improving the output at the pedagogy university level, ensuring employment and modernizing management.

Yet, giving reference to the evaluation of this new endeavor, one should say that we are not at the stage of assessing the success or failure of this reform as it has recently been implemented in the Algerian higher educational system. Notwithstanding its negative aspects related to its novelty, it is believed that this system is Perceived to be more beneficial and valuable for both EFL students and teachers compared to the classical system applied previously. For students, it refers to internationally recognized degrees and a profound acquisition of English. For teachers, it endorses improving their professional, pedagogical knowledge and skills.

The population learning English as a foreign language, not least the Algerian people is increasing rapidly and remarkably. It occupies a very primordial place in the Algerian education system, especially after the advent of the globalization process. Although English is not the primary medium of instruction, accessing key information in diverse fields is often dependent on having a reading ability in English. Reading is therefore the most essential requirement for native readers as it is for non-native readers.

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