

The Linguistic History and the Ideological Inhibitions in Foreign Language Context in the Post-Independence Algeria

Soufyane KHELLOUL

English Department, Faculty of Letters and Arts
Abdelhamid Ibn Badis University, Mostaganem, Algeria

Fatima Zohra BENMAGHROUZI

English Department, Faculty of Letters and Arts
Abdelhamid Ibn Badis University, Mostaganem, Algeria

Abstract

The issues addressed in this work concern primarily the linguistic history and the different language policies that have been adopted from independence till today. Through this paper, the author aims to tackle the status of foreign languages in the Algerian educational system and the extent to which English has been promoted on the expanse of French. Henceforth, the higher education reforms and their influence on the process of teaching/learning English as a foreign language. Mainly, this study intends to uncover the ideological inhibitions exercised by the government to model up a citizen meets the requirements that it needs but not the requirements of the 21st century. More specifically, it exposes the trends of the Algerian decision-makers to maintain a position of a particular foreign language –French- over another foreign language, which is English among the Algerian speech community. This study will contribute to the reconsideration of the language policy of the government, the status of English as a foreign language, and the foreign language curricula. Yet, it bears a particular significance to the sociolinguistic situation in Algeria and its relationship to English as a foreign language context. It suggests the importance of promoting English to meet up the escalating waves of globalization.

Keywords: foreign language curriculum, higher education reforms, ideology, linguistic history, the foreign language hidden curriculum.

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1. Introduction

Though its linguistic background is very rich, Algeria has faced for a long time political, social, and cultural unrest and still. All this is due to its linguistic complexity which makes Algeria a specific Arab nation with the number of languages instructed and used either in academic or non-academic contexts as described by Tabory & Taboray (1987), “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...” (as cited in Rezig 2011, p2). The presence of this variety created a language crisis, either political or educational, it gave rise to outcries where everyone claimed a monopoly on the language issue: Arabization, French-Arabic bilingualism, the English language status, never reaching consensus (Lakhal-Ayat, 2008). Algeria has endeavored to establish an educational system allows meeting the needs of the population, it may address right after having its independence in 1962. Algeria was considering the French language as a cultural imperative until late in the seventies, when English started having more space in the globalized Algeria. A space that was created by the Arabization policy of 1971 and the socioeconomic changes taking place worldwide. Subsequently, the French began to fade away at the cross-roads creating more rooms to the teaching of English as a second foreign language (Mami, 2013). Lately, and right after the popular movement HAKKAR, which began on February 22, the language war is revived, and new language policy is meant to be considered in Algeria. According to the French newspaper “Le Monde,” and the Algerian newspaper “Echorouk,” the minister of higher education and scientific research, Tayeb Bouzid launched a proposal to promote English as an official language of teaching and administration at the country’s universities and research centers. It was after a national conference of the Algerian universities on August 20th, 2019. Such language policy aims to give a better status to English over the French language in the Algerian linguistic arena. “Le Monde” explained that the minister himself ordered the Algerian universities to use only Arabic and English in the correspondence and official documents, as a first step to replace the French language by English in education.

2. Historical Background

From the very outset, and right after occupying Algeria, the French authorities aimed to model up the Algerian citizen to the point that he meets their needs and requirements, civilized as they claim, compliant and manageable. Their aim can be fulfilled only through education as Hegony (1973, p.18, as cited in Bacher 2013, p. 21) succinctly puts it:

The attempt by France to control Algerians through the assimilation of Algerians into French culture was no more demonstrated than in the field of education. The imposition of French education norms and the denial of the Algerian of his legitimate cultural identity through controls of language, curriculum, and methods of instruction reveals the colonist policy in its most destructive. The French supplanted Arab educational values and moved to effect and maintain Algerian subordination through structural changes or pre-colonial education and inherent challenges to the spirit and direction of his knowledge.

Hayane (1989) assumes that teaching foreign languages in Algeria and, more specifically, French is closely linked to political ends and implications rather than pedagogical. He quotes Ageron¹ who outlines the objectives of the Ligue de l’Enseignement en Algérie (LEA):

...the teaching of the natives was a political work rather than a school work ... if we want the native to obey without hesitation ... the children will be entrusted not to teachers with all kinds of the patent but Native instructors ... having for gerbils school worth 150 or 200 francs ... the French school should wisely be limited to a small number where we raise the future propagators of our influence.” (MOT)², (as cited in Bacher, 2013, p. 22)

Clearly, the French colonial authorities endeavored to form future propagators to help in positioning the French language thought, and culture. Hence, denigrating the local population's sociocultural practices. Furthermore being masters of Algerians as being declared by Pierre Foncin³: “we'll never be masters of Algeria until Algeria speaks French”(Bacher,2013,p26.)

In the same vein of thought, Britain, as another high colonial power, raised a rivalry to France in Asia, creating a halo of myths about its culture, language, and civilization. Considering English as an agent of civilization as it is reported by Macaulay, “English is the most important agent of civilization for the colored of the colonies” (as cited in Philipson, 2006, p. 15). This historical competition between French and English raised a controversial issue in the post-independent Algeria and still. English became a direct threat to French in the Algerian sociolinguistic arena.

English versus French in Post-independence Algeria

In post-independence Algeria, the linguistic policy of the French colonial authorities had and still has its effects on the country's language planning and policy, as well as on its social cohesion as Beer and Jacob (1985, p. 139) eloquently states it: “Algeria...continues to face problems of national cohesion and cultural identity, but to date, social and cultural fissures in Algeria are a minimal threat to national integrity” (as cited in Bacher, 2013, p. 25). The teaching of French continued up to date but attenuated through the years as the country launched a new policy in education, i.e. Arabization in which Arabic became the official national language through which both scientific and literary school subjects are taught. What made better worse, is launching English as a main foreign language in schools in 1996. Then, in summer 1999, the president Abdelaziz Bouteflika came to affirm: “Algeria doesn't belong to Francophonie...” (Baldauf & Kaplanm, 2004, p. 10)The process of Arabization and the consideration of English as a second foreign language have been considered as an undesirable manner of French imperial linguicism, which had an intention to replace or displace the local population's language and culture.

English is the language of another imperial power, which is Great Britain. Paradoxically, the Algerians have embraced English meanwhile reacting negatively towards French. In his book *linguistic imperialism*, Philipson (2000) attempts to clarify the differences in the conception of linguists' policies of the two most powerful European empires in the periphery. He states: “the overall goals of the colonial powers were conceived differently, the French aiming at la France outre-mer and ultimate union with metropolitan France, the British accepting the principle of trusteeship, leading ultimately to self-government and independence” (p. 12). Therefore, the English language is not associated with colonialism and linguicism in Algeria, and it is not a rival to the local language, which created a positive attitude towards English.

As moving forward towards the 21st century, English became the language of power, economy, and information. Many countries found themselves obliged to reconsider the English language in their language policies. Algeria is a case in point. English today is more needed than ever before. It opens the gate towards globalization, modernism, and a key player on the international scene. Ruby and Saraceni (2006, p.117) state that “knowing English is like possessing the fabled Aladdin’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” (Bacher, 2013, p. 28). Yet, English and power became two facets of the same coin. If Algeria wanted to get more political and economic power, it should then give English precedence over any other foreign language.

2.2. Political Dimensions and Ideological Inhibitions

Though it seems a field of educators, teachers, and knowledge experts, education and more specifically, foreign language integration is a political order. Giroux (2000) cites Johnson, who professes the view that:

Teaching and learning are profoundly political at every moment of the circuit: in the conditions of production (who produces knowledge? For whom?), in the knowledges and knowledge forms themselves (knowledge to what agenda? Used for what?), their publication, circulation, and accessibility, their professional and popular uses, and their impacts on daily life. (pp3-4)

Van Else (1994), in turn, states that several of questions of political order need to be addressed beforehand in any language policy statements. The questions are explained by Bacher (2013) to be ranged from the identification of would-be taught languages (which languages?), their number and ordinal arrangement (how many languages? And in what order?), the competences or skills to be targeted and the academic level or grade (what skills to be taught? And, at what level?). Yet, the integration of any foreign language in the educational curriculum is first and foremost connected to the political leadership and its political agenda.

In the current Algerian educational curriculum, there is a considerable number of foreign languages:

- ❖ French: it is taught from the second grade of the primary school, and it is given particular interest in all the education strata, even the tertiary. (All scientific subjects are taught in French).
- ❖ English: it started as from the third grade in middle school. Now, it is tutored from the first grade. It is tutored in university as an academic branch, and as an optional module in the curriculum of the scientific departments.
- ❖ German and Spanish are being taught only in some high schools either in the west of the country or Algiers. And they are integrated into the university as academic branches.
- ❖ Italian, Russian, and Turkey are made part of the curriculum only in tertiary education.

Baker (2006) sees a foreign language to intelligence as food to fitness. But, which kind of food is more beneficial? For sure, not all types of food have the same impact on the body. Menu should be selected according to the weight of the sporty, the body’s needs, and the type of exercise. Yet,

the foreign language policy meant to be adopted by any country's decision-makers should come along with the new era demands.

The Algerian decision-makers recognize very well the necessity of food to fitness. But in fact, they do not give an interest in the type of food that should be taken. I.e., they recognize the importance of foreign languages to knowledge, but they do not consider the language worth given that amount of interest to reach the zenith of intelligence. That is to say, the language that meets the 21st - century requirements. English is the language meant in this case.

It is worth mentioning that the Algerian decision-makers take into account the necessary needs of the information era. In the Ordonnance of April 1976, five goals beyond learning foreign languages those cited in Bacher (2013) are eloquently listed in the following:

1. To communicate with different parts of the world.
2. To have access to top modern sciences and technologies
3. To encourage pupils' creativity in its universal dimension
4. To make pupils autonomous and self-sufficient in exploiting and exploring material having relation with their field of study
5. To successfully sit for examinations. (chibani2003)

Barka (2002) in turn, comes to gather these goals in two significant dimensions. He quotes from the national chart this much: "while opening up to others and knowing (...) the knowledge of foreign languages that would facilitate the constant communication with the outside world that is to say with modern sciences and techniques and the creative spirit in its universal dimension the most fertile..." (As cited in Bacher, 2013, p. 33) (MOT)

The openness to the outer world and having access to modern sciences and technologies are primary goals for the decision-makers. However, realizing these goals requires a good command of a language that permits being integrated into the global issues of the 21st century. That is to say, a good grasp of English language which has, at least for the time being, the power to integrate any nation in the world into the global village whose motto: "think globally, act locally."⁴ Therefore, English is needed, more than ever before, to be reconsidered in our educational curriculum and to have precedence over all other foreign languages. And, foreign language policy of the country should be reordered according to the degree of importance of any communication in the social, economic, and political arenas.

2.2.1. English versus French in the Algerian Media

Confirming the ideological trends of the Algerian decision-makers to maintain the French language position among the Algerian speech community, even with the advance of technology, French is the widely used language in the sector of media. The number of newspapers is more edited in French than in Arabic. In this respect, Benrabah (1999) pointed out that the journals issued in French everyday outnumber those published in Arabic with 880.000 copies in contrast to just 30.000 copies. As in the sector of the press, French is much more used in radio than on television. A high number of transmissions are broadcasted in French. Other communications are either in Arabic or a mixture of French and Arabic, as it is the case in many radio programs (radio

El Bahdja) (as cited in Arab 2015, p.6). In this respect, English remains far beyond the expectations to make a real rival to French in the Algerian society. Yet, it's high time the Algerian government promoted the status of English in the Algeria media to keep pace with the needs of modern time. English language speakers are raising a challenge to improve English in the Algerian society through the use of the internet and its related services; social networks like Facebook and Twitter, chat rooms, YouTube, downloadable materials, e-books, e-journals and so on. This is what makes English seem imposing itself without an apparent language policy.

3. English World Roles and Functions

To justify the assumption that English should be given precedence over any other language, we should know the roles and functions can English do all over the world that any different language can ever play or do. Bacher (2013) says that “*in knowledge-based societies and market-driven economies, English has proved its pass-partout language which fills many world roles that no other language can do*” (p.29).

Building on Dhamija's (1994) of English world roles, Tomlinson (2012) puts his detailed list of English world roles:

- English as a conference language
- English as an academic language
- English as Internet language
- English as business language English as a commercial language
- English as industrial language
- The language of air and sea control
- A language of social intercourse
- English as a diplomatic language
- A language of sports, entertainment, and popular songs.
- English as travel language, migration, and holidays
- English as an access language of news and views
- English as a language of self-expression.

3.1. English Educational Roles in the Global issues

It is no doubt that English witnesses unprecedented critical need in Algeria. This due mainly to globalization, economic interdependence, and the information revolution. Yet, having a commercial presence on the world stage is presumably; having a society whose workforce is an excellent management of English and technology henceforth. The good command of any foreign language is necessarily a result of having positive attitudes towards that language. The society's tendency to give value to a foreign language, culture, and ideology may account for their preparedness to embrace or reject the entities mentioned above. In other words, the more positive the attitudes are, the more the society appears ready to be responsive. And, the more negative the opinions are, the more it takes counterproductive stances. This goes with the same line of thought of Baker's (1990, p. 12) view, who in turn, quotes Lewis (1981): “Any policy for language, especially in the system of education, has to take account of the attitude of those likely to be affected.” He adds, “in the long run; no policy will *succeed* which doesn't do three things: conform to the attitudes of those involved; persuade those who express negative attitudes about the rightness of the policy, or seek to remove the causes of the disagreement.” Policymakers and curriculum

developers need, therefore, to take into consideration these steps and work to eradicate all causes of disagreement and strengthening the positive attitudes in schools, institutions, and universities to get all society's categories aware of the demands of the new era, and fully integrated into the global issues.

Arguably claimed, the fittest society of the 21st century is said to be that make provisions for quality education in which foreign languages, mainly, English are at heart. Schools, institutions, and universities are "the physical realization of the socio-political and socio-economic needs of state-nations to generalize education to their citizens." (Bacher 2013, p. 51). And, any failure the state policies or societies lead to is mainly attributed to the educational systems. Nelson, Polonski & McCarthy (2004) argue, "...schools are usually at the center of public arguments about education since schools are the social organization that takes on the formalized task of educating."(p.2). Schools are the mirror that reflects the contradictory views of decision-makers, and the conflicting philosophies of different civilizational eras.

However, it is no short of amazing to notice that quality education is not only the one which puts foreign languages at heart. But also, the one which takes into consideration the technological boom and the roles it may play in teaching, learning English qualitatively. It's clear that 21st-century citizen is quite different from that of the previous century. The former face global issues such as globalization, democracy, global warming, the internet, social networks, student mobility, cross-border terrorism, cross-culturally issues, incurable diseases, and so on. The later, had to do with the requirements of the industrial revolution. Yet, it's high time the Algerian stakeholders rethought their policies, and better reflect their views in the school mirror by giving ICTs or technology significant importance in education in general, and Foreign language teaching/learning in particular so that its roles will be well played.

4. Educational Reforms in Algeria

Right after getting back its sovereignty in 1962, Algeria has aimed to adopt an eradication policy of the French rule and culture, hence shaping its Arab-Islamic identity. This forged the Government of Colonel Boumediène to import hundreds of Arabic teachers and imams from the Middle East to help to realize his pursuit and secure his meant policy of "Arabization." This policy faced by strong resistance of thousands of French and Algerian French teachers who had been sent to secondary schools during the 1960s and 1970s. A few years later, mainly within the years 1976-1979, a turning point in the Algerian educational system came to announce the end of the French authority and declare "Arabic" the language of instruction for all subjects except sciences and medicine courses. Though it's been looked upon as "the out-dated methods of teaching," as it is referred to in the 2008 World Bank Report; Mass higher education and Arabization have reformed the worldview of the mid-1980s generation. As stated by Krichen (1986) : "Arabization, in the region, is not only a question of words and symbols, but a fundamental question concerning the very conception of the world." (Cited in N. Abdelatif Mami 2013, p.2). By the early 20s, Algeria, which was confronted by a new era marked by information and market-driven societies, and which was also getting out of bloodshed, felt the need for urgent educational reforms to heal the socio-cultural, and socio-economic problems of the Algerian population. Unfortunately, instead of introducing English as a language of science and technology to keep pace with a time of Globalization, the Algerian government reintroduced the French at an early stage in school and

as a language of instruction for sciences and medicine courses still, considering the “Arabization” policy the colossal mistake the government have ever committed repeating the expression “doomed schooling system”⁵

4. Higher Education Reforms in Algeria:

Right after having its independence and getting control over its ministry of higher education in 1962, significant changes were introduced to facilitate access to higher education for more significant number of Algerians. One of the most significant reforms introduced in 1971, sought to mobilize the full potential of the Algerian universities so that they would be in a position to support the ambitious economic, social and cultural transformation and development of the newly independent country. The 1971 Reform suggested a change in teaching/learning methods, including teaching contents, assessment methods, structure, and organization, besides the university management and the creation of new branches, subject matters, and modules to respond to the development requirements of the country more likely. A modular scheme was introduced. The academic year was elongated and divided into two semesters. (Simon Eseau, Hocine Khelfaoui 2016)

Other significant reform was in 1999. This Reform intended to prepare the Algerian universities to support the transition from a centralized to free-market economy and to address the vulnerabilities and opportunities of globalization to the Algerian economy. The new economic, social, and political challenges brought forth by globalization trends incited a reconsideration of the role the universities in the provision of science and technology through education and research accomplishments. This Reform was also expected to certify that the Algerian university system was not driven only by the objective to increase the quantity of output, but rather by the aim to improve quality that would enhance credibility.

The dominant centralized approach, coupled with the lack of a knowledge-sharing culture, has had the effect of rendering this coordination complex, and unattainable despite of the creation of a large number of the committee sat the national and regional levels. There was also a lack of adequate and consistent follow-up scheme for cooperative projects. This means that the integrated or holistic approach has not yet taken root as a way of doing things in Algeria. The disintegration of decision-making networks has the effect of preventing the surfacing of consensus, which is identified by Esau & Khelfaoui (2016) as the main preconditions for technological development through the application of the “triple helix” model of innovation.

The Algerian framework of university degrees is currently under reform with the traditional system, modeled on the French structure, to be gradually replaced with a three-tier system deemed more internationally compatible. Their form, known as the “L.M.D.,” is set to introduce a degree structure based on the new French model of Bachelor’s, Master’s, and Doctoral degrees (*Licence, Master, and Doctorate*). Introduced by executive decree in 2004, their forms are being undertaken as a pilot project at 10 Algerian universities, which are working in consultation with several European universities. The new degree framework is similar in structure to their forms being undertaken in Europe through the Bologna Process :

- The *Licence degree*; corresponding to three years of study beyond the *Baccalaureate*

(BAC+3); it is awarded for the accumulation of 180 credits.

- The *Master's degree*, corresponding to two years of further study beyond the *Licence* (BAC+5); it is awarded for the accumulation of 120 credits.
- The *Doctorate*, corresponding to three years of research beyond the *Master* (BAC+8). It is generally awarded after a three to five years course of study.

It is hoped that the new system will make program offerings from Algeria universities more compatible with those around the world, thereby increasing the international mobility of Algerian faculty and students. Besides, their forms are aimed at improving student flexibility in choosing and transferring courses and credits; making the system more efficient as relates to the time it takes for students to graduate; increasing lifelong learning opportunities; and increasing institutional autonomy while producing learning outcomes more attuned to the needs of the labor market. (Clark, 2006, as cited in Khelifaoui, 2015).

Educational reform has emphasized on teacher training, improving the educational programs and general reorganization of the sector. It has fortified initial training for new educators and set up national training and an update program for working teachers and a variety of procedures to improve their status. Curricula have been reviewed, strikingly for language teaching, textbook content, and the criteria used for selecting the appropriate disciplines. Science has been accentuated, and new technology has been introduced as a teaching tool and a means of access to knowledge (OECD, 2005).

4.1. Current Challenges of the Higher Education Reforms

The main objective of the reforms done by policymakers in the field of higher education and scientific research is the establishment of an efficient, high-quality system of training and research, ensuring that Algerian qualifications are internationally recognized and that their general quality is improved and facilitating the employment of graduates. Graduate employability is now one of the leading indicators of the quality, relevance, and socio-economic utility of higher education (Benstaali, 2013).

These objectives currently face several challenges. One of them is how to reconcile the needs of democratic access to higher education with the need for more top quality of training in a changing world characterized by the advent of knowledge and information society, economic globalization and knowledge explosion. Another challenge for higher education is to do more than dispense knowledge and know-how, to go further by introducing a vocational dimension focused on satisfying the needs of the labor market. Furthermore, one of the strategic challenges is to train to a high standard the large numbers of teachers needed to look after a student body estimated to be 1 500 000 strong (Benstaali, 2013).

As for technology, ICT presents a challenge to the Algerian university, not in terms of the network, which is in the process of development, but because many students do not have their laptops and because there are insufficient workplaces within the universities. The government has been asked to help by giving financial support to students to buy laptops. (Rasa and Reilly 2011)

.This seems to be a burden that couldn't be considered by the government, especially with the continuously growing numbers of students.

These challenges require a gradual transition from a bureaucratic and administrative model of student services towards a management system based on the principles of "governance." This system should also involve greater participation of the whole community in the management of institutions. The ultimate goal is to reinforce decentralization and move towards genuine autonomy.

Accordingly, The Algerian government has made throughout the years considerable efforts resulting in the extension of the university network and the training of hundreds of thousands of executives. These efforts must continue to achieve the desired objectives, both quantitatively and qualitatively. Concerning the general level of qualifications in comparison with the EU and internationally, a special Commission has been established to promote the reform process and identify areas of weakness. Remarkably, the Ministry has recently inaugurated a new salary structure, which will give additional increments for the university staff those utilize e-learning in their teaching as well as undertaking other work. A new system of promotion is linked to the salary-based reward system. Besides, most academics have their laptop, and the university has helped staff to buy PCs (Benstaali, 2013).

Languages are a further area of concern, and the objective is to increase the number of students and teachers speaking English. The formal languages of instruction in the Algerian university are French and Arabic. Though it's the language of modern technology and science, English is still absent in the technology and science areas of study in the Algerian university. It is taught as a module once or twice a week for specific purposes, or as a specialty in the English department.

5. English Department Reforms:

The Algerian universities are divided into faculties which are subdivided into departments. The English language department is one of them, and it is found almost in every single university all-over Algeria. The Algerian system of higher education had witnessed a transitional process from the traditional structure (four years Licence, two years Magister, and three years Doctorate) to the new LMD system (3years Licence, 2years Master, 3years Doctorate).

The English department took part in this reform, and the LMD system is generalized over all the English departments in the Algerian universities. This system is semester-based; all students are meant to move automatically from the first semester of each academic year to the second. The European Credit Transfer and Accumulation System (ECTS) is being phased in, and a semester counts for 30 credits; i.e., students are required to have 180 credits to get a Bachelor's degree and to progress automatically to the second cycle to have a Master's degree for 120 credits. Semesters are assessed through final examinations and several continuous assessment elements such as supervised assignments, homework, practical tests, reports, and presentations. As for the third cycle, new instructions have been added to the previous reforms in the executive decree of 02 June 2016 in which the Doctoral candidate must have 180 credits when it comes to present the doctoral thesis prepared in (3 to 5) year's period of time.

5.1. Foreign Language Hidden Curriculum

In the field of foreign languages, language curriculum development has always been a controversial issue. It is stated that alongside the ‘official’ curriculum, there is an ‘unofficial’ or ‘hidden’ curriculum (Apple, 1979). This hidden curriculum, though it seems that it is widely underestimated both theoretically and empirically compared to the official one, remains vital entity that needs to be reconsidered so that foreign language teaching and learning process becomes more efficient and successful. According to Nunan (1989), the hidden curriculum is conveyed to learners through disparities or mismatches between what is said and what is done. Teachers are often unconscious of the covert messages they transmit, verbally and non-verbally, and these messages usually reveal teachers’ attitudes towards many different aspects of the teaching-learning process. He further points out that there is evidence of disparity between what teachers believe they do and what they actually do in the classroom. Yet, it is recommended that teachers and institutions should give the hidden curriculum its real worth.

The concept “hidden curriculum” is tackled by so many scholars and specialists and, their definitions of the term varied according to their views. Peng (2015) defines the term as “everything carried out by the teacher and the learner that is not planned or required by the official curriculum in a language classroom” (p.2). Farrel and Jacobs (2010) simply regard the hidden curriculum as “the knowledge, values, and beliefs that schools present the student” (p.18). Hedge (2000), in turn, describes the hidden curriculum as:

The learning goes on in covert ways beneath the surface of what the teacher sets out to teach. It encompasses the shaping of learners’ perceptions about learning, their own role in it, and the nature of the subject they are studying, their teachers, and so on, and their attitudes towards all of these (p 83).

Differently approached, the hidden curriculum is referred to by Johnson (1989) as a “hidden syllabus” and “alternative curriculum” to indicate that teachers may use the methods, materials, or activities that are not in conformity with the requirements stated in the official curriculum. In the same line of thought, Nunan (1989) comes to employ the term “hidden agenda” to imply that “learners have their own agendas in the language lessons they attend. These agendas, as much as the teachers’ objectives, determined what learners take from any given lesson or teaching/learning encounter” (p. 176). Generally, the hidden curriculum is referred to as a covert, unofficial, or alternative curriculum as opposed to the overt, manifest, explicit, formal, or official curriculum. According to Peng (2015), it manifests itself in two parallel perspectives: the teacher’s perspective and the learner’s perspective:

Hidden curriculum in terms of teachers, which predicts two kinds of teaching acts in a language classroom. First, teachers convey socially-approved knowledge unconsciously while teaching what is required by the official curriculum. This knowledge could indicate social morals, habits, attitudes, beliefs and so on. That is to say; teachers, often teach obedience, conscientiousness, regularity, punctuality, gender identity, and even political awareness. These practices are taught indirectly in schools and institutions, and they are not scheduled as sessions in a foreign language curriculum. There is no session called obedience, conformity, or even consciousness. Peng has discovered that nowadays, in a foreign language classroom, teachers

usually think highly of or also reward those students who are hard-working learners and active participants in the teaching process. At the same time, they may show dislike or disapproval to those who are always late for class, lazy in following teacher's instructions and those who never answer the teacher's question voluntarily. This contributes to the students' unconscious learning of things like what constitutes a good student in the eyes of a particular teacher or what behaviors are undesirable or unacceptable. The reasons beyond teaching this social learning according to her have to do with the society, the local culture of the schools and institutions, and the teacher's values and beliefs on what constitutes a good student. What is taught by teacher is dictated to a large extent by the expectations and demands set by society. Hence, it will be instilled into students consciously or subconsciously.

The second thing Peng (2015) disputes is that teachers teach in a way that is not consistent with what is required in the official curriculum. She adds factors like teachers' academic qualifications, their previous teaching experience, their preferred teaching strategies, as well as their proficiency in the target language, may also influence the teaching acts and lead to the occurrence of the hidden curriculum. For example, where the teachers' own beliefs, previous teaching experience, or proficiency in the target level differ radically from the official curriculum, they insist on using the grammar-translation method instead of the communicative approach. They refuse to use group or pair work even if this curriculum is designed for it.

Hidden curriculum in terms of learners through which learners often learn things other than what has been taught. This is quite usual, according to Nunan (1989), because learners all have their own 'hidden' agendas or curriculum in the language lessons they attend. This hidden curriculum of the learners is at least as essential as the overt curriculum in determining learning outcomes. Nunan (1989) provided some evidence from research and classroom observation to show that there are often mismatches between teachers' and learners' views of what is important in the learning process, especially in the communicative language teaching classrooms where teachers value some communicative activities, the learners surveyed place higher value on 'traditional' learning activities. He concluded:

“Classroom orientation of the learner will often have a marked influence on his/her classroom behavior and the attention given and the learning efforts made. These orientations of the learners will constitute a hidden agenda and will largely dictate what is learned.” (p.180).

Moreover, Nunan (1989) puts forward three kinds of reasons related to the occurrence of the students' hidden curriculum: (1) “Learners may simply be unaware of the ‘official’ curriculum” (p. 185). That is, they do not know the content the teacher wants to convey to them and what are the objectives of the official curriculum. (2) “Learners may have different priorities from those of the teacher” (p. 186) in the learning process. (3) “Some contents of a course may simply be unlearnable given speech processing constraints and a given learner's current stage of development” (p. 186). This is to say: There can be a natural ordering in the process of (foreign) language learning which decides a learner's learning capacities concerning a particular stage of development.

Conclusion:

Algeria has thrived to establish its linguistic identity and still. This is all due to its linguistic complexity, which led, in turn, to several reforms in the national educational system where the status of foreign languages, mainly French and English, still raises a significant problem. Seemingly, the French language is getting displaced by English. This sounds very reasonable since English is the only language for the time being that allows people to meet their needs and face the escalating waves of globalization. However, the linguistic crisis in Algeria leads to social, political, and cultural unrest, which presumably makes the field of education a battleground for the different ideological views, and the learners remain the scapegoat of such a battle. Yet, it's high time the Algerian decision-makers took practical measures to establish the linguistic identity of the Algerian nation and save the educational field the ideological conflicts.

Footnotes

¹Charles-Robert Agero (1923-2008) is a French historian whose book *les Algeriens Musulmans et la France (1871-1919)* has had great impact on a wide range of readership.

²MOT: My Own Translation

³Pierre Foncin (1841-1916) was a teacher of geography and later promoted to the post of inspector general for public instruction (1890). He was known for his advocacy in favor of the colonial policy.

⁴ This statement was first said by a Scotsman by the name of Patrick Geddes (1854-1932), and who was an architect by calling. In the field of education, Stuart R. Graur, Ph.D. An American educator is claimed to have been the first advocator.

⁵President Abdelaziz Bouteflika, before his elections as head of state in April 1999. Mentioned in: Millian, M. "teaching English in a Multi-lingual context: the Algerian case." *The Mediterranean Journal of Educational Studies*, 2000) Vol 6(1). Cited in N, Abdelatif Mami 2013)

About the Authors:

Soufyane KHELLOUL is a doctoral candidate in Abdelhamid Ibn Badis University, Mostaganem (Algeria). His research interests focus on Sociolinguistics, language variety, the use of ICT in language teaching and learning, and gender studies.

ORCID ID: 0000-0002-9951-3353

Prof. Dr. Benneghrouzi Fatima Zohra is a Professor of Language and communication at Abdelhamid Ibn Badis University. Her interest areas include translatability of metaphor, gender and intercultural studies.

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