

Language planning and reforms in the Algerian education
key words: language planning implementing curriculum
education policy¹

Abstract

Dealing with Foreign Language in education has existed for centuries. Our 21st century entrance into the new millennium has brought renewed interests and contestation around the educational alternative, global and political interdependence are more than ever acknowledged realities of today's world and all of them put pressure on the educational system. The implementation of foreign languages in education offers the best possibilities for preparing coming generations to participate in more and just democratic societies in our global intercultural world, however, it is not problematically achieved, there are many other unanswered questions that are tackled by this article. Language planning may affect all areas of language use but typically concentrates on the more observable ones because language planning typically responds to problems that are sociopolitical in nature, sociologists or political scientists may first identify and assess the need for some sort of action. Educators incorporate language planning legislation into action and develop programs to fulfill the needs.

1.Introduction

The issue of the English language in the educational system has been the subject of a considerable debate in Algeria. The educational reforms that aim at reforming and introducing English are not simply an educational issue. English as the second mandatory foreign language was introduced in the first year of pupil's intermediate education. In order to explore alternatively the educational system, Algeria implemented a policy of reforms which aimed at getting rid of the old educational structures. Language use in the school is a topical issue. A specific institute or agency has to be created to serve as a vehicle to drive the corpus and status language plans into existence through planning for English in the Algerian school for both intermediate and secondary education. The most important notes of this chapter is to shed some light on the English language position in Algeria especially in the Algerian school from an educational and linguistic angles.. The new

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status assigned to English in the light of the relentless globalization process had an impact on pupil's achievements in English. The researcher focuses on describing briefly the educational system in Algeria. She speaks about the position of the foreign language and the importance in the current linguistic market. She also mentions the introduction of different reforms in the Algerian educational system. The middle school has witnessed the introduction of English in the first year of pupil's entrance. being in contact with this foreign language did not solve the problem because pupils proficiency is still unrealized and they face obstacles once they had finished inter intermediate education and move to the secondary school. English being the second a logical outcome of status planning is studied as a second language.

2.The importance Of English in the Algerian education

English has been the language universally used for communication nowadays; few people may live without being concerned with commercial, industrial, medical, scientific business or technical matters. It is a key which opens many doors and offers actual opportunities for social mobility. Algeria is aware of that fundamental need for English. This shift can easily be noticed from French to English as a subject in the educational curricular. Helping pupils to set realistic and achieve goals is very important especially when the matter is an official examination at the end of the year, it is related to the teacher job of course. By means of setting long-terms goals pupils would have a clear picture achieving their goals in English. They would make great progress and upgrade the level of English study. The focus on English as a language of instruction in schools and how it works. The place of pride the English language occupies in the current Linguistic market is great thanks to the efforts done primarily by language policy makers of educationalists. In the present context of Globalization, Algerians are aware of the importance of English as a language of wider communities. It is worth thinking of the new place of the “international language” in the economic domain as well as education. Pupils in the intermediate school feel the need and express more freely in English ‘than in French, English is perceived as a “neutral” language.

Language planning is a component that determines how language is going to be acquired and maintained by the pupils. Including the issues related to language and education such as school programs and teaching materials to be utilized for language acquisition through content instruction as Benson,(2001) pointed out:

«Nothing benefits a country more than to treasure
the languages and cultures of it's various

peoples because in doing so , it fosters inter group understanding and realizes greater dividend in the form of originality creativity and universality”

Benson(2001: 165)

in the minds about what to do European culture and the English language dominated the Algerian schools during decades, it is used to conduct business in the community, converse through the net and communicate between the netters. The implementation of English in the educational domain give a status to it. Children come in contact with it from the first year in middle school and it was even introduced in the primary level. Research indicates that learning an additional language takes time to develop language fluency necessary for developing cognitive conceptual knowledge.

3.Aims beyond studying English in Algeria

English has traveled to many parts of the world and has been used to serve various purposes. This phenomenon has created positive interaction as well as tensions between global and local forces. The role that English has played in the lives of individuals as well as communities is great. The language needs continue to expand established arguments and positions regarding policies, politics, pedagogies and practices of English as an international language.

Today, when English is one of the major languages in the world It requires an effort of the imagination to realize that this is a relatively recent thing that in Shakespeare’s time, for example, only a few million people spoke English, and the language was not thought to be very important by the other nations of Europe, and was unknown to the rest of the world. English has because of it's establishment as a mother tongue outside England, in all the continents of the world. Because of it's status as a global Lingua Franca,

English is taught from the first year of the middle school. However only a tiny number of Algerians speak English, in accordance with younger people. People who speak the English language fall into one of three groups: Those who have learned it as a second language in a society. That is mainly bilingual. And those who are forced to use it for practical purpose administrative professional or educational. Incredibly, 75% of the world’s mail and 60% of the world’s telephone calls are in English. Geographically, English is the most widespread language on earth.

A foreign language situation is one in which the target language is not the mother tongue of any group with the country where it is being

learned and has no internal function either. The aim of teaching the language is to increase ease of contact with foreign language speakers inside and/or outside the country. Sometimes there is a prediction of the kind of contact that is anticipated.

The researcher has seen how this anticipation operates for the individual, i.e. a person prepares himself for certain communication proficiency to interact with native speakers once abroad. For, it is undoubtedly known that wherever one goes, using English, his / her messages get across. These people are surely conscious about the fact the English language has imposed itself as the most widely spread means of communication and most importantly the language of the entire world. However, foreign language teaching needs to cater for wider social interests too. Increasingly, the expansion of overseas trade is provided by the necessary conditions of FLT in Algeria .

4. language planning in Algeria

Language planning in education in particular still is a subject of great importance that concerns all the countries of the world. The development of its strategy and how it fits framework of contemporary language teaching and learning is reviewed. Therefore Language planning in the Algerian education deals with the sociolinguistics profile in Algeria. It highlights the situation in the country, as well as the role and status of different languages, with special emphasis on the official and educational position of English in Algeria. Some polities have taken a positive stand through which English and other Languages prosper. There has been neither Language policy evaluation nor comprehensive research projects to illuminate the processes that could lead to future Language planning or reveal underlying causes for the failure or success of education policy in Algeria. Language planning is normally thought in terms of Language scale usually national planning, often undertaken by Governments and meant influence, if not change ways of speaking or literacy practices with a society. Language policy has dominated current work in the education field. However over the past decade Language planning has taken on a more critical edge and it's ecological context has been given greater emphasis, leading to an increasing acceptance that Language planning can occur at different levels. It is based on a methodological reflection that defines the concepts and masters the coherence of the process. It determines educational projects, decisions and choices. The present research work seeks to find out the problems that lie beyond pupils' level in English. Several changes have occurred in the Algerian educational system, pupils have been as a laboratory where experiments were tested to see

their efficiency. Introducing the L2 in the first year of their entrance to school aimed at promoting pupil's interest and desire for English. The situation is confusing because the reforms could fail at any time. Language planning in Algeria coincided with the adaptation of different educative systems that led to an impact on pupil's evaluation in English and affect their level. The aim through introducing reforms in secondary education is not reached yet. With regard to the performance of the education system, although major efforts have been made, the Algerian education system has a long way to go to meet society's legitimate demands. When trying to evaluate language planning and education in Algeria, the researcher has looked at various factors that can lead to its success or failure. Language planning is becoming more and more essential in an increasingly multilingual society. A coherent and informed legislative response to the social and political questions raised by the changing composition of the population is needed so that legislators and educators can make informed choices about language policy in areas such as educational policy and access to basic services. The Algerian educational system has gone through curriculum issues with dynamic issues. Algeria has witnessed significant changes in the educational field. During the fundamental system English was introduced in the second grade. It was an experience of Canadian people who wanted to introduce it in the Algerian Education but it was not a successful one, it lasted for a short time. English as a schooled subject witnessed changes that led to some negative consequences. The fundamental system failure was due to many reasons. Algeria found itself in front of a critical situation, a recall was made to the first system, the old one some changes occurred such as period of learning, programs, text books, materials etc. Education faces significant changes. The successive Governments have always tried to introduce some new aspects conducive to the promotion of EFL and improvement of ELT. The experience of Algeria with different systems and the introduction of new syllabuses and reforms as an illustrative example but the poor achievement scored by our learners in EFL classes can be traced back to many factors. The recent reforms in 2003 put the focus on the early teaching of the foreign Languages. The teaching of English at pupil's entrance to Middle school. Nevertheless, this Language taught and learnt as foreign Language but is still facing obstacles and its issue is still unresolved. The following research questions were set to conduct the current study:

To what extent can the reformed system contribute positively or negatively to improve learner's linguistic competence in foreign languages mainly the English language?

Third year pupil's achievements in exams still reflect an insufficient linguistic competence. The informants in this study are third year pupils both scientific and literary streams. To make the results more reliable, questionnaires, observation and model of exams are all used to collect data. Thus, a description of what actually occurs in the secondary school was possible through observation. Difficulties were analyzed through a questionnaire for both pupils and teachers. The objectives they wanted to reach when teaching with new reforms. Data collection results were analyzed and interpreted in order to test the hypotheses motivating the present research which are questionnaires since they were touched by changes and successive reforms in English to know their attitudes about that subject and test their consideration for English as a 2nd language (L2). The second Questionnaire was directed to teachers who dealt with 3rd year classes and to the ones who witnessed change in the educational system. In this research an observation of reformed books. Samples of back exams were set in this research of different academic years to show the impact of the changes on pupils in English. To emphasize on that point, an analysis of final results is being a part of the current research.

5. The situation of English in the Algerian education..

There are aspects of Language use in secondary schools in which the government can intervene consequently there are decisions to be made. In making these decisions there are many questions and subsidiary questions to be asked, each one admitting many different and opposed answers. Take for example, English in Education: Did The introduction of reforms English develop pupils proficiency in English in the Algerian school? with its regard and radical changes, seems more pressing than the past. The study of the foreign language opens all kinds of doors into our personalities and backgrounds and into the lives of these with whom people interact. To understand and appreciate pupils' use of language is a major step along the road to understand them as people:

“The evaluation of Language to illuminate the process that could lead to language planning or reveal underlying causes for the failure or success of language policy in Algeria». What to teach? What do pupils want to learn the English language for? What do they want to be able to do with this language? The content and structure of the syllabus are related to the objectives of the learner society. How teachers who are supposed to be guiders and prompters in the class teach English?

Holmes (1992: 148)

Any particular solution to the problem of what to teach in secondary school if it is embodied in a set of teaching materials carries with it an implicit solution of the question of how to teach a language? Language is at the heart of human life. Without it many of our most important activities are unconceivable. Helping pupils to set realistic and achieve goals in English in the Algerian secondary education is a very important job for English teachers. Most of pupils do not have clear goals in dealing with a foreign language. They study it just because they have to but seldom set clear goals during the course. when describing English Cook stated that:

“It is an essential medium for the gaining of knowledge.”

Cook (1994:62)

By means of setting up the short-term and long-term goals, learners in the secondary school would have a clear picture in their mind about what to do at the pace of achieving their goals in English. Another problem is that pupils in the secondary school cannot cope with the new projects because they aren't prepared to do so. Indeed, the Algerian National Charter (1976) considered English together with other foreign Languages as a “means” to facilitate a constant communication with the world, to have access to modern sciences and technologies and encourage creativity in its universal dimensions. At the age of 12, generally, Algerian pupils start getting in touch with English. The latter is implemented the first year of the Middle school and it's teaching is carried out in the first year of the secondary school. English curriculum and materials of Algerian secondary schools are enrolled by the national Ministry of education. Text books are designed and written in accordance with a syllabus approved by the Ministry of education and teachers have to follow them strictly. Therefore in these schools, language teaching materials and methodology tend to be identified throughout the country. Through classroom instructional strategies based on sound, science and research knowing when to use them and with whom is more of an art. In the art and science of teaching English, a comprehensive framework for effective instruction. Ensuring the quality teaching that balance the necessity of research, a vital need is demanded to understand the strengths and weaknesses of individual pupils. For classroom to be truly effective, educators must examine every component of the process with equal resolve. Filled with rubrics, charts, diagrams etc. Apart from other disciplines, the study of the English language, contribute to the cultural progress of children, their personalities. The functional knowledge of this language provides an efficient means for the opening on the world. A discovery of horizons which permits scientific and cultural research. The general objectives of

teaching the English language during the fundamental system had two poles.

6.The Position of English among other languages

The position of English in Algeria is nearly the same as that of the other countries of the world where English is regarded as a foreign language. However things are rather different with the French language which has been left over from a period of colonial rule. Yet, two conflicting views arise when touching the issue related to the status of the French language in Algeria. One educated by the politician and policy maker is that Arabic is the national and official language of the democratic and popular republic of Algeria and French is a foreign language of the democratic and popular republic of Algeria. English being the second one a logical outcome of status planning. This classification of French and English in terms of L1 and L2 respectively is an educational one, i.e. How these two languages are ranked in the education system and school curriculum. Classical Arabic is the official language in Algeria and English is taught as a foreign language. Officially it is considered to have equal status with the other foreign languages, namely Spanish and German. It is included in the school curriculum as a compulsory subject. It takes the lead in the fields of scientific and technological research in Algeria; In Algeria the French language has its fair share as the language of access to science, technology and international business. However, the 2004 reform of the educational system reinstated French as the foreign language to be taught as a compulsory subject from the second year of the primary education cycle. Studying English in Algeria involves being with an ability to use the linguistic resources provided by the language. There is no doubt that a good command of a language of wider communication, not least English is necessary to facilitate international communication. Yet far beyond the linguistic knowledge, there are other major assets. What comes to mind for many people when they encounter the phrase studying a foreign language is the experience they had at school. Pupils when they were engaged in the study of one or more foreign languages. Bilingual education for example has been a reality in many parts of the world for years. According to Cook:

“There are several methods for bilingual education programs. English as a second language for most people of the world has increasingly become the international language for business and commerce, science and technology, and international relations and diplomacy. In short, not only does second language have a place in school, they also affect many other aspects of people’s lives. In the interdependent worlds of today,

second language acquisition and use are ubiquitous. The study of English is fascinating in its own right. It is a true conundrum.”

Cook (1965:45)

People have been interested in studying a foreign language since antiquity, but in modern times much of the research emphasis was in fact placed on language teaching.

methods were conducted. Ambitious studies focused upon the most efficient way to teach a particular skill to sequence structures in a syllabus. The assumption seemed to be that if language was made more efficient, then learning naturally would be more effective.

7.The concept of the educational reformed programs

programs are defined on the basis of their educational content as an array or sequence of educational activities which are organized to accomplish a pre-determined objective or a specified set of educational tasks Objectives can be , for example, a preparation for more advanced study, qualification for an occupation or range of occupations, or simply an increase of knowledge and understanding it often means the presence of a set of structured learning experiences that lead to a completion point which sometimes is formally certified through an award or other form of recognition. Usually educational programs, while containing courses and other learning experiences are not merely the sum of their components because they are supposed to be organized. In many cases – though not always – it is required that an institution or other provider recognize There is another serious limitation with a programmed-based taxonomy of the levels of education. Although it is reasonable to assume that educational activities will result in an increase of skills and competences for an individual so that the pathway of an individual through the education system can be understood as an ordered increase in the educational attainment, the underlying educational programs can often be ordered only to a limited extent: individuals can arrange their educational pathways in many ways. To respond to this, education systems provide multiple branching paths, alternative program sequences, and ‘second chance’ provisions. There is also an increase in ‘horizontal’ movements through education systems in which a participant can broaden his or her education with only a partial increase in the ‘level’ of education. It thus becomes increasingly difficult to attribute the program itself to a particular level of education. A taxonomy which is program based necessarily loses partly the information on the pathway of the participants through the education system.

A hierarchy of educational programs that faced pupils in the secondary school. The new reform is centered on the pupil and based on his active participation in the learning process. Keeping in mind that the pupil's gradual autonomy is one of the main objectives. As language is used to establish and maintain personal relationships with other people, it should be used and learnt in a social context. Thus we have to know which variety of language is appropriate according to the situations and people. The reform is put to provide opportunities through activities. The introduction of a new language and topics to be covered during the academic years. It is designed to look attractive and stimulate the pupils' interests and enjoyment. It is also based on the building up of competencies. It has been designed to provide socialization through group work and situations in which the pupil's imagination can find a variety of topics and settings in which he/she can play different roles.

7.1 The Pedagogical principles for the improvement of pupil's competency

As one would expect, The New curriculum is the last of a series of three course books designed for the teaching of English to secondary school pupils. The procedures followed here are similar to those adopted for the making of the first two books. They comply with the recommendations issued in the official syllabus set down by the Ministry of National Education (2006). Its main principles rest on communicative language teaching, which engages learners in real and meaningful communication. By real, we mean that the learners are given opportunities to process content relating to their lives and backgrounds, and to develop both fluency and accuracy.

In this curriculum language learning is often viewed as a developmental process through which the learners make errors as a natural part of that process, and self-correct. It also regards the mastery of grammar as the cornerstone of a good command of English. It hasn't made of it an end in itself, but a means to an end particularly through a constant 'transliterating' of grammar rules into language functions, thus ensuring the learners' competencies.

A large number of effective learning tasks through which pupils are brought to notice is provided by the New curriculum, it reflects and analyses how English is used. The tasks devised are supposed to provide ample opportunities for learners to interact in the classroom and negotiate meaning. Most of these tasks involve the use of 'discovery learning' (inductive learning), and are intended to enhance individual learning as well as learning with peers.

These tasks are divided in such a way as to encourage pupils to use more complex utterances, more fluently and more accurately than in previous years of education. The cumulative effect of the diversity of tasks will enable them to gradually analysing their knowledge and recall the language acquired with greater control and ease during production. It is naturally up to the teacher to opt for the most appropriate tasks, in accordance with the needs of the classroom(s), i.e. whether the emphasis should be more on vocabulary building and on grammatical structures, or on reading and writing skills.

In this pursuit, there will be necessary returns to previously studied aspects of language, to skills and strategies approached during the first and second years. Teachers will expect their pupils to revise, practise and consolidate their knowledge in so doing. On the other hand, the present course book, with its six thematically based units, will be geared to raising more awareness of the complexities of the English language in terms of lexis and discourse. Thus the texts selected present language in different types and styles: radio interviews, dialogues, news reports, encyclopaedia entries, newspaper and magazine articles, excerpts from works of fiction, poems, etc. The pupils will thus be prepared to interact with various language situations they will encounter in real life.

7.2 The use of the mother tongue in the Algerian classroom

Pupils learn the foreign language using translation, they switch between L1 and L2. They use L1 during pedagogical performance of tasks by planning one thing to another. It becomes a habit that occurs without teacher's encouragement. This is a misguided behavior. Another cause of mother's tongue use that happens during the learning process, teachers made pupils comfortable when using the mother tongue frequently. Pupils could be forced with failure especially in communicative activities. They waste time and are unwilling to learn English.

7.3 Learner's academic Performance in the Algerian High School

The rapid global change has actively promoted the educational development

to enhance education quality to achieve the goals. Governments seek to offer pupils an

education that equip them with skills, knowledge, and wider perspectives so that they participate in the social, economic and political lives of their nations (UNESCO, 2009).

Education at upper secondary level is the foundation for higher education. After upper secondary school, pupils should have capacity to continue their studies at higher education or to specialize their studies. To achieve this goal, pupils are provided options to select the program of study: sciences and social studies. Additionally, pupils are required to study at least ten subjects which are compulsory to complete upper secondary education. To completely graduate from upper secondary school, students are assessed based on the scores earned at Grade 12, the final grade of upper secondary education, and the score of the national examination (UNESCO, 2008).

8. Historical view on the implementation of English in the Algerian education

After the 1990's Algeria entered new relations with the USA Government. During that period little importance was attached to English. That foreign language was taught in the middle school from the eighth grade to the third at the secondary school up to 2005. Because of the lack of interest and other factors such as economic, religious, political, educational and so on. Teaching and learning English was disastrous at that time. Some experienced teachers said that pupils were showing interest towards mathematics and other fields mostly except English. They were dominated by their social life. The syllabus didn't attract teacher's attention because they found it boring and meaningless. Pupils were supposed to learn at the pace imposed by their teachers using text-books or courses only and that was enough. As a step to the National Committee of the educational reform other reform was adopted by the cabinet on April 30th, 2002. The Minister of Higher education and scientific research adopted a ten-year strategy to improve the sector for the period 2004-2013. Educational programs were included and upgraded by the Minister of Education through a reform BMD or LMD, developing an overall and reforming the educational system. The system to the worlds of work; the reform aimed at strengthening learning skills.

8.1 The concept of the educational reformed programs

The basic point in evaluating pupils in exam classes remains the educational program which is defined on the basis of their educational content as an array or sequence of educational activities which are organized to accomplish a pre-determined objective or a specified set of educational tasks. Objectives can, for example, be a preparation for more advanced study, qualification for an occupation or range of occupations, or simply an increase of knowledge and understanding. It often means the presence of a set of structured learning experiences that lead to a

completion point which sometimes is formally certified through an award or other form of recognition. Usually educational programs, while containing courses and other learning experiences are not merely the sum of their components because they are supposed to be organized. In many cases – though not always – it is required that an institution or other provider recognize. There is another serious limitation with a programmed-based taxonomy of the levels of education. Although it is reasonable to assume that educational activities will result in an increase of skills and competences for an individual so that the pathway of an individual through the education system can be understood as an ordered increase in the educational attainment, the underlying educational programs can often be ordered only to a limited extent: individuals can arrange their educational pathways in many ways. To respond to this, education systems provide multiple branching paths, alternative program sequences, and ‘second chance’ provisions. There is also an increase in ‘horizontal’ movements through education systems in which a participant can broaden his or her education with only a partial increase in the ‘level’ of education. It thus becomes increasingly difficult to attribute the program itself to a particular level of education. A taxonomy which is program based necessarily loses partly the information on the pathway of the participants through the education system.

A hierarchy of educational programs that faced pupils in the secondary school that's why the new reform is centered on the pupil and based on his active participation in the learning process. Keeping in mind that the pupil's gradual autonomy is one of the main objectives. As language is used to establish and maintain personal relationships with other people, it should be used and learnt in a social context. Thus we have to know which variety of language is appropriate according to the situations and people. The reform is put to provide opportunities through activities. The introduction of a new language and topics to be covered during the academic years. It is designed to look attractive and stimulate the pupils interests and enjoyment. It is also based on the building up of competencies. It has been designed to provide socialization through group work and situations in which the pupil's imagination can find a variety of topics and setting

8.2 Attitudes to mother tongue use in the classroom

The idea that all use of the mother tongue in the language classroom should be avoided stems from the advent of the Direct Method at the beginning of the twentieth century. More recently, however, attitudes to the use of the pupil's mother tongue have undergone a significant

change. No one is in any doubt that pupils will use their L1 in class, whatever teachers will say or do; the question is whether we should try and stop it. There is no evidence that this would improve learning efficiency according to some linguists. Two issues seem to arise herein the first place since pupils are likely to use their L1. There is a little point in trying to stamp it out completely. Such an approach will not work and may only discourage the pupils who feel the need for it in some stages. However a lot will depend on when pupils will use their L1. If they are working in pairs studying reading text, for example, the use of their L1 may be quite acceptable since they are using it to further their understanding of English. If on the other hand they are doing an oral fluency activity. So, teachers will try and insist on the use of English in language study and oral production activities, but be more relaxed about it in other pedagogic situations, though teachers will continue to use it as often as possible. As for teachers, they are a principal source of comprehensible input. Teacher-talking (TT) has an important part to play in language acquisition, makes sense for them to speak English as much as possible in the class, especially since pupils will not see the need to speak too much English either. However there are times, especially at lower levels, where the use of L1 may help both teacher and pupils such as in an explanation for discussion of methodology, or the giving of announcements which would be impossibly difficult in English. There are a number of actions which teachers can take to promote the use of English and explain clearly what is expected of pupils. Pupils need to know when mother tongue use is permissible and when it is not. Part of the agreed code of conduct with a class will be just this understanding of when it is more or less okay and when it is seriously counter-productive. Pupils need to be aware of when English is absolutely essential. If teachers create an English environment, making English the classroom language as well as the language to be learnt, then there will be more chance of the pupils making in the classroom truly English themselves. The art of persuading pupils to have a go in English depends on the guidelines that were set, the agreement teachers made with them and the friendly encouragement and persuasion they use while activities are taking place, this together with other measures that have been suggested, generally ensures that most pupils are speaking English most of the time.

Conclusion

Learning in a world of information age led the country to modernize and plan for a great change in the education system. The preparation for

a great and powerful work force began to take place in the educational institutions. Implementing a school reform and learn from the previous experience will pave the way for the new generation and led students contribute to the realization of a better future. Education is the heart beat of the society fo that teaching students how to think and be confident in themselves and how to be tolerant .By integrating teaching methodologies teachers could overcome some obstacles. in the process of teaching the three or four years have not achieved the assigned objectives yet still much to be done to improve the teaching of English by involving the contribution of experts in implementing reforms efficiently. Any reform needs to be remedied. A reform brought to education is not easily done. It is a long term process that can be completed with the perseverance and knowledge acquired from others and various practices of foreigners.

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