

**CONFERENCE PROPOSAL
FORM**

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Selected track	Designing English language curriculum for elementary school
Title of paper	An Outlook on the Two English Language Implementations for Primary Algerian Pupils
Abstract (Max 300 words)	Algeria has a great linguistic landscape. Throughout its history, the country has been in numerous language contacts. The latter generated several linguistic phenomena and varieties coexisting, as well as diagglossic situations. This sociolinguistic richness made the language planning in the country paradoxical. Different language and language education policies were adopted before and after the colonisation. The conflict about the national/official language the first/second language and foreign language has always been an issue generator. The divergence, between which of the French or the English language to adopt as a second language, is still a controversial matter. After the arabisation of the country, French was given the second language status and has been taught in the three cycles of education. Being aware of the importance of the English in the world to the global development; as due to the political, economical, social, educational, science and research changes and needs, the Algerian government encouraged teaching the language in Algerian schools. At the primary school in particular, English has been under experimental processes during the last decades. To update the status of English in the country, educational reforms and systems have been adjusted for the purpose in the 1990's and 2020's. The aim of this paper is to compare between the two reforms, the setting in which the reforms emerged and the different approaches adopted in both attempts, as well as the syllabus designed and the curriculums followed. It also tackles the difficulties, the weaknesses and the drawbacks of the first reform as major guidelines for a plausible successful update.
Key words (Max 5 words)	Sociolinguistic Profile, Language Education Policy, Educational Reforms, Language Instructions