

**4<sup>e</sup>**

# CONGRESS

Middle East and Muslim Worlds  
Studies

28 June - 2 July 2021



## Panel 48

### Language education in Algeria and Morocco: curricula, teaching practices and identity-building

Language policies in national school systems in the Maghreb countries are the focus of heated political, ideological, and social debates since the end of the colonial periods. The Arabisation of education has remained partial and challenged by the omnipresence of French, the ex-colonial language. In Morocco and Algeria, the movements of activist groups have recently led to the recognition of Amazigh or Tamazight as an official language and its introduction as a school subject. Besides, while English and Spanish are taught as foreign languages, English is particularly valued as a symbol of access to globalization with no colonial background. Numerous sociolinguist and sociological studies analyze how these issues have widened cultural, social and professional inequalities. This interdisciplinary workshop offers a different perspective by focussing on how these languages are designed in curricula and taught in classrooms and how they are invested by school actors in their identity-building practices.

**Person in charge and discussant : Pellegrini Chloé (Aix-Marseille University, IREMAM)**

#### Program

##### **Chariet Mounira (Political Studies Institute, CHERPA)**

*Language politicization in Algeria: a generational issue?*

This paper will focus on the relationship (representations and behaviors) of different generations with the French language in Algeria during Bouteflika's presidency. Using original data from interviews with Algerian teachers of French of various age groups, we will discuss how they relate differently to language issues and political prescriptions in contemporary Algeria. While French is politically and historically loaded, how do teachers, who were trained in the past decades, teach this language? How do they situate themselves about its place in curricula, especially since the last reforms?

##### **Jacob Camille (University of Portsmouth, United Kingdom)**

##### **Messekher Hayat (ENS, Bouzaréah, Algeria)**

*Becoming an English teacher in Algeria: between plurilingual practices, monolingual representations and narratives of conflict*

The place and definition of multilingualism in public discourse, be it political, commercial or academic, plays a major role not only in the production and implementation of education policies but also in the way in which languages are understood in everyday life by teachers and students. Our research examines the impact of these discourses on representations and practices in and outside the classroom in Algeria. It is based both on ethnographic fieldwork in teacher training institutions and on interviews with teachers in

training or in their first years of teaching. This paper highlights the pedagogical contradictions generated by the mechanisms of knowledge production about «English», constructed as a «neutral» referent within a linguistic situation seen as conflictual. It examines the impact of tensions between plurilingual practices and monolingual representations on the conception that these young teachers have of their professional role.

**Kabil Ouisal (Chouaïb Doukkali El Jadida University, Morocco, LERIC / Bourgogne Franche-Comté University, Besançon, ELLIAD, France)**

---

*Mother language(s) and teaching-learning of French in Moroccan high schools: discourses, practices and representations*

Contemporary researches in language didactics highlight the significant role of linguistic and cultural diversity in a foreign language(s) acquisition and formal knowledge transmission in educational contexts. We will discuss the impact of plurilingualism on teaching-learning practices of French at the high school level in Morocco. Using a qualitative approach, our paper seeks to give an overview of declared and actual language practices among teachers and students during classroom interactions in French classes in two state high schools in the Marrakesh-Safi region, one in an urban area, the other in a semi-rural province. We will also show how these actors' practices relate to their representations of the different languages and their usages and analyze the impact of institutional discourses on these representations.

**Kaddouri Lahcen (Sultan Moulay Slimane University, Béni Mellal, Morocco (LRALLARC))**

---

*Values in education programs of Amazigh in Morocco*

The selection of educational content often leads to violent debates over identity-building and socialization processes for generations to come. In Morocco, the teaching of Amazigh as a school subject was introduced in 2003. This paper seeks to analyze the value system brought forward by official education programs for the teaching of this language in primary schools. Drawing on these values, we will highlight the identity-building stakes at work in the teaching of Amazigh in Morocco. Based on the categorizations by R.K. White & M. El Achhab, our paper will focus on specific value areas such as practical values, moral and personal values, political and civic values, social and religious values.