

## Summaries

### **Nouria BENGHABRIT-REMAOUN: *The child, the school and the street like “a play space”: the example of Algeria***

*The subject of our contribution aims at restoring the context of childhood play, which in Arabic countries and mainly those third world ones, means the street, the “zanka” the “haouma”. Imposed as a fact on public authority, the massive presence of children on the streets transformed to play spaces is the sign of urban policy failure. To these kids on the street are associated misery and poverty. The lack of space in their tiny dwellings is given as the major reason for their presence out of doors.*

*How can a child appropriate his immediate environment, the street, and what does he find outside institutional socialisation spaces such as family and school? What needs does this massive and almost permanent street occupation meet? How does the child occupy the street? How does he establish management with the other sex when one knows all the educational prohibitions linked to co-education?*

**Keywords:** child - street - school - play space - social representation.

### **Khadidja KEDDAR: *Neighbourhood social influences on child development***

*This article aims at studying certain environmental influences on child development, in a socially poor district This neighbourhood, that is to say Hai Bouamama (formerly El Hassi/Pont Albin) situated on the western outskirts of Oran, chosen on plan, in an outer urban zone, shows particular characteristics in so much as the social functioning of groups which make it up. A great number of children occupy the streets and have taken to a diversity of activities. However the lack of appropriate socio cultural equipment in favour of a harmonious development, forces the children to develop compensatory strategies for this existing shortage.*

**Keywords:** Neighbourhood - influences - child development - out-of school-space - proficiency - fundamental apprenticeship.

### **Ibtissem CHACHOU: *The Algerian child/school learner: From the power of language to the language of power***

*It is urgent to anticipate the bad functioning of the Algerian school from a social linguistic point of view, without fear of being accused of a whatever identity offence. It's a matter of identifying the child's need as a learner at a linguistic cultural level again. From then on we can put integrated and didactic pedagogical strategies and didactic know how to work in the teaching/learning situation, taking the child's cultural universe into account, the mother tongue, what he is in his society that he is sometimes refused to being at school.*

*However subversive as Mohamed Lakhdar Maougal qualifies it, we can't*

*omit using the learner's socio linguistics and not political linguistics, the aim being to predict the reasons for the child's neglect of school, and to stop this conflict of two identities, the school one and the social one.*

**Keywords:** mother tongue - sociolinguistics - school establishment - child /learner - linguistic immersion - stigmatisation - evaluation - socio didactics.

**Zoubida SENOUCI: *A child/pupil's place in the educational system at the time of a Reform***

*We can't consider questions relating to children without meeting teachers and discovering the school. A child is without doubt a product of his school, but he is also the pupil of a primary teacher exhorted as part of the Reform to place this pupil at "the center" of the teaching-apprenticeship process. This article aims at showing some new dispositions in teacher training from the results of an on field investigation. Among the different dimensions which make up these measures, we focussed on the on field training period and formative tutor practices. We asked ourselves a simple question: to what extent the tutors welcoming the probationary teachers in their classes can they contribute to the recommended changes by this new training measure?*

**Keywords:** child - pupil - teacher - training measures - formative tutor.

**Aïcha BENAMAR: *Concerning child social status: what a study reveals***

*Starting from the fact that violence is regularly perpetuated by educators on primary school pupils, we investigated by interview in several Oran schools. We started on the internal school rules concerning the principle rules to be respected. If the discourse generated from these rules essentially concern prohibition, the question was to know if any place existed for child rights in the school institution? In what way the pedagogical organisation of an establishment and the educative practices allow the children to express themselves freely and to have some responsibilities? Our contribution puts the emphasis on some educators' representations and practices relative to child/pupil social status.*

**Keywords:** childhood - educators - social status - rights - obligations - autonomy.

**Badra MOUTASSEM-MIMOUNI: *Children deprived of Family***

*This article considers children deprived of family in Algeria. These children are taken care of in institutions called homes for needy children (FEA). These homes are increasing in number despite the progress noted here and there and a lot remains to be done to improve the care in these institutions. Specialists and government members are equally preoccupied by overcoming this institutionalisation, mainly the "kafala" (legal and benevolent charge).*

*This work has rightly taken this situation into account and has brought some recommendations.*

**Keywords:** children deprived of family - home for children in care - Kafala - legal guard - impact - gradual change.

**Hanifa SALHI-BENCHERIF: *Family and child violence: a real or virtual relationship?***

*Violence is a widespread phenomenon in Algerian society, because it makes up one of the fundamental characteristics of our daily life.*

*We think that a danger is about to fall on us and our children without any objective reason, as if we lived in a common psychic climate of anguish. To this effect we question ourselves about the reasons for this increase in violence which is strange in a society like ours, especially when we observe children under 15 who are actors of this problem.*

*A first observation reveals that "criminal children" are the natural result of socialisation failure, in broken delinquent families. Studies have confirmed this hypothesis and show that children play several roles within this phenomenon, since they are victims of violent parents from whom they have learnt the hard side. They are victims of their eccentric behaviour which predicts a personal socially delinquent path.*

*They look for value references which foster their whims and which send signs to their parents' responsibility.*

**Keywords:** family - socialisation - retarded childhood - value systems - parental model - social changes - violence.

**Hossain BENDAHDAN: *In favour of bicultural clinics. The example of foster children or children of foreign origin***

*From the question of culture, of language and the body as identity markers, confronted with the trials of difference in the context of cultural or familial change, the author defends the idea that language forms impulses. A first name is often a representation of cultural impulse.*

*Culture deposits in a language inclusive elements which are handed down for generations. This article illustrates the thesis that the relationship to language forms the relationship to the world.*

*A subject speaking possesses a culture which is translated in language, and this culture can't be rejected in the cure and the treatment. This opens two perspectives:*

*- the first one, a clinic focussed on listening to the subject, to his intra psychic resonance.*

*- the other shows the subject acts as a support to translate the subconscious according to his specific cultural characteristics.*

*Going from a cultural or familial space, to another necessitates an intermediary space, a latency chamber for incompatible ordeals of these two cultural spaces, the time of their metabolism.*

**Keywords:** introspection - incorporation - the ideal Me - intercultural - the language of dreams - cultural cocoon - difference topic.

**Djamila BOUTALEB: *The deaf child and family***

*This article reveals some answers to the following questions: How does an Algerian deaf child develop within his family? How does the family support*

*contribute to elaborate therapeutic and pedagogical projects?*

*Deafness is plural depending on the loss of audition - slight and average deafness result in language behaviour and psychological differences from severe deafness. In the same way several types of families discover this plurality at each care session, like the child of divorced parents, the orphan, or abandoned child, or adopted child.... Thus this deafness plurality forms a great deal of family behaviour and inversely, a deaf child strengthens himself daily according to the affective economic and cultural particularities of his family.*

*The well known psychologist, Christiane Mottier, confirmed appropriately in 1978 "To each one his deafness". We also believe "To each society its deaf", considering the linguistic, historical, anthropological and economic diversities, which reveal dissimilar characteristics from one country to another and from one society to another.*

**Keywords:** deafness - language - deaf child - non verbal communication - parental relationship - family support - sociability - schooling.

**Madeleine KABORE-KONKOBO: *Children's rights to education in Burkino-Faso***

*The right to education is an important question concerning all human societies. Burkino-Faso, a developing country, wants to make children's rights to education, a priority. Plans for action have been drawn up and applied at all educational levels and at all scales of real life, such as: free education till 16 years of age, equal chances for education without discrimination. Applying these rights comes up against several sociological and economic obstacles. However thanks to the support of international organisms, a child's right to education is becoming a reality more and more and we have noticed an increase in the rate of schooling at a national level. Nevertheless, efforts still need to be made, to offer Burkina-Faso schools an education and teaching of quality, and not simply mass education.*

**Keywords:** child - right - duty - education - equal chances.