

## Summaries

### **Philippe BLANCHET : *Impact of sociolinguistic contexts on practices and transmissions of family plurilingualisms***

*Practices and transmissions of family plurilingualisms were subject of many studies in recent decades. They were mainly examined in families conveying languages in situation of minorities, migrant families, autochthons, challenged with prevalent languages in societies often monolingual.*

*The present paper provides a synthesis of the major obstacles and facilitators encountered, of the many variables which are worth to consider, illustrated with various case studies.*

**Keywords :** Transmission - family - languages - migration - minority.

### **Marinette MATTHEY: *The family as a place of transmission of minority or minorized languages. Elements for reflection for a political-theoretical framework***

*This contribution proposes a reflection on the transmission of minority languages, the role of families and states, by proposing a clarification of certain theoretical notions. Point 1 illustrates, through concrete cases, the questions that parents ask themselves when they have to make a language choice for their child. Point 2 returns to the notion of diglossia, in connection with that of the sociolinguistic situation in Algeria. Point 3 briefly returns to the notion of family language policy. Point 4 on heritage language, by discussing J. Fishman's proposed categorization of different types of heritage languages. Point 5 deals with ELCO/EILE courses and the transmission of Arabic in France.*

**Keywords :** Family language policy - diglossia - heritage languages - migration - colonization.

### **Abdelhamid BELHADJ HACEN: *Literacy practices and plurilingual practices of the youths of Maghrebian immigrant backgrounds***

*The promotion of social and cultural aspects arising from teaching/learning of reading-writing processes remains prevalent. The fact of acquiring/or not sufficient literacy skills can significantly affect schooling achievement and job insertion of the involved individuals.*

*Our inquiry involved among the youth, mostly French-Maghrebian, who "anticipate" in terms of linguistic practices, demonstrates that appealing to plurilingualism, together with hiring and de/coding, allows these young people to communicate, identify within a group and develop their innovative idiom. Focus may be drawn onto the linguistic practices and strategies that allow them to make use of the source language to foster oral and written skills in the target language.*

**Keywords :** Literacy - linguistic strategies - socialization - plurilingualism - Maghreb.

**Mohamed Zakaria ALI-BENCHERIF:** *Regular mobility of migrants onto the country of origins: parental strategy for placing siblings in contact with language (s) and culture*

*The present contribution questions the regular mobility operated on to the country of origins from the perspective of parental strategies, through which they not only intend to place their siblings in connection with relatives but also to maintain the language and culture of origins. It is a follow-up to the various researches undertaken with families of migrant background observed in the country of origins, during the summer holidays, and one of the objectives of which was to survey the linguistic practices and issues that could generate.*

*The fact, thus, is to review, inspired by data of sociolinguistic investigation near migrant families on holidays in Algeria, the outlines of this parental strategy (regular mobility), like one of the fundamentals of linguistic and cultural approach implemented by parents, and whose main intent is to maintain, transmit and sustain cultural and linguistic heritage.*

**Keywords :** Spatial mobility - linguistic mobility- migration -language transmission.

**Chahrazed Meryem OUHASSINE :** *Family transmission of languages of origins in an immigration context: case of Algerian-Arabic*

*Transmission of languages within familial sphere is an interesting field in case it convenes several disciplines; see sociolinguistics, sociology, anthropology, etc.*

*Our contribution focused on the transmission of the language of origins (Algerian-Arabic) in a family whose parents are of immigrant backgrounds. Indeed, in this family, parents made a point of transmitting Algerian-Arabic to children, the fact which allowed developing bilingual competence to varied degrees. Our research aims to report on the different processes and casual means approved by an Algerian immigrant family in France to pass on the language of their origins to children.*

**Keywords :** Immigration - family transmission - language of origin-representation - sociolinguistics.

### **Nawal BOUDECHICHE : *Introspection in one's bilingual act***

*The objective of this paper is to evaluate and compare the representations of students of French language to their bilingual act. Wishing to finish their studies in France, the majority of the interviewees believe that mobilizing their bilingual verbal directory is a clue to the lexical handicap, confirmed, in French language, to the advantage of a short-term communications strategy and against automation of verbalization in the language of apprenticeship.*

**Keywords :** Act bilingually - representations - communicative competence - lexical competence - academic standard.

### **Matthieu MARCHADOUR : *Linguistic diversity at French school : so that “allophones” are kept out of order***

*In French educational system, stigmatized by “glottophobia” (Blanchet, 2016: 121) and monolingualism, a locution is raising questions regarding the representation of the languages and the speakers it conveys. This locution is that of “allophone”, which succeeded, since 2012, to that of “Not-French” used hitherto. Despite the removal of the denying denomination, this swap in terminology is not without significance, because it points now no longer to the absence of “Francophonie”, but to the presence of “alterity”. Does this mean that whoever speaks a language other than that which one does not even need to name is considered “other” in France and in French school? The denomination attributed to these children, often immigrants, mobile for having experienced “mobility”, does it not express a desire to “maintaining the established linguistic order”, caused by the immobility that represents the “same”? This article examined, through quotations of interviews with experts in schooling in a French college, the debates conducted on children termed “allophones”. Thus, the context debated here is that of French schooling, and the most important discussed issue is that of “insertion”, of the provided place and of the granted value, in so-called “ordinary” classes, to children, whose denomination emphasizes the alterative character because of their “linguistic peculiarities”. The outcomes of our survey near the educational actors manifest both doubt and requalification of matters due to the presence and insertion of these “allophone” children in “ordinary” classes, yet the lack of facilities of assistance and coaching in issues linked to a number of peculiarities of these children for whom seem to suffer several interviewed specialists.*

**Keywords :** Education - school - plurilingualism - immigration - alterity.

**Naziha BENBACHIR : Multilingual experiment of Mediterranean Writers: a mapping of Languages and Mobility**

The present study attempts to shed light on the multilingual experiments and mobilities of eight Mediterranean writers. It represents an analysis of interviews conducted as part of a radio program. Our corpus comprises interviews carried out by Patrice Martin and Christophe Drevet and published in a compilation work of thirty-nine accounts realized as part of a Radio program "French as seen from elsewhere" from 1997 to 2003 and broadcasted on "Radio Médil". The book states the many experiments of authors who expose their account on French and other languages as well as the various displacements undertaken in France, in different Mediterranean countries and Europe.

**Keywords :** French language - Algeria - plurilingualism - Mediterranean - mobility.

**Azzeddine MAHIEDDINE and Mohammed Zakaria ALI-BENCHERIF : Dynamics of verbal of Algerian students in academic mobility in France**

The present article examines the dynamics of verbal directories of Algerian students during academic mobility in France. From a (socio) linguistic view point, this mobility in geography is usually mingled with a plurilingual dynamics insofar as it causes the development of a verbal directory. Thus, the two-fold dynamics, spatial and linguistic, is processed through the analysis of linguistic biography, migrant itineraries as well as the relevant linguistic elements derived from a corpus of semi-directive interviews.

**Keywords :** Students - linguistic mobility - linguistic biography - migration - plurilingualism.

**Marie BERCHOUD : Education for multilingualism from childhood: realities to means of action (Maghreb, Algeria particularly)**

What psycholinguistics teaches us, especially researchers who work on several languages and in an intercultural perspective, is the essential character of first acquisitions: not only language through language 1, but with language through language 1, the fundamentals of thought, framework concepts and relationships.

We note that the school then makes a sudden transition to the language of schooling, and refuses the language1; however, it could play the essential transitional role (1<sup>st</sup> primary year, for example) in order to link the first socio-cognitive and language acquisitions with school learning.

**Keywords :** First language(s) - acquisition - learning - basic knowledge - socio-family environment.

**Colette NOYEAU : *Admission to the writing : case of Arabic-French bilingualism among Mauritanian students***

*The present work originates from a field survey in Mauritanian schools, examining the serious problems that pupils meet till the end of the primary to enter the “writing of French” standard, which constitutes yet the second language schooling in the country. It is in French that they will take exams by the end of primary school in mathematics and science, alongside literal Arabic, which represents the main teaching and qualification medium.*

*The essential contribution of the article is an explanation of a psycholinguistic point of view on Arabic and French writing processes and the acquisition of cognitive processes that originate from it. Teaching practices conducted in Arabic and French, enlightened by psycholinguistic approach, make it possible to determine school cognitive achievements, to attempt to comprehend the nature of the blockade and thwart it.*

**Keywords :** Schooling - learning - mental lexicon - Mauritania - Arabic language.

**Tarek SAOUD : *The linguistic identity of young students in “Kabylie” between transmission and preservation***

*The subject of linguistic identity in “Kabylie” always aroused much controversy. Particularly in the campus, which, despite socio-cultural configurations, a priori, conducive to plurilingualism, Tamazight remains the only linguistic identity reference recognized and claimed by students of the region. That is to say, in spite of this attachment to the vernacular language, the university environment, by its usual French and Arabic disposition, has a significant contribution to the acquisition of plurilingual language practices, such as the image code switching in this category of language in young people of Berber-speaking cultural origins.*

*It is with this in mind that the purpose of this article was formulated, which is to report on the influence of this university environment on these language practices, in this region where the vernacular language wholly differs from the languages of academic education. .*

**Keywords :** Students - “Kabylie” - socialization - linguistic practices - plurilingualism.



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