

***From Teaching Algerian Dialect to Teaching English:
Representations of the Algerian Facebookers,
What issues?***

من تدريس اللهجة الجزائرية إلى تدريس اللغة الإنجليزية

إقرارات الفايسبوكيين الجزائريين؟

Houda AKMOUN*

Received: 15/07/2020

Accepted: 16/09/2020

Published: 30/12/2020

Abstract:

This study examines the representations of Algerian Facebookers regarding the proposal by the former Minister of education Nouria Benghebri (August 2015) concerning the teaching of the Arabic dialect in primary school with a view to promoting the learning of Arabic. It also relates to the perceptions of Internet users regarding the decision of the Minister of Higher Education Bouzid Tayeb (July 2019) to replace the French language by English at the university. The analysis of the perceptions of the population concerned by the research enabled us to identify some issues related to the representations described.

Keywords: language war; representations; challenges; Arabic dialect; English; French.

ملخص:

تتناول هذه الدراسة تمثيلات الفايسبوكيين الجزائريين بشأن مقترح الوزيرة السابقة نورية بن غبريت (أغسطس 2015) بشأن تدريس اللهجة العربية في المدارس الابتدائية بهدف تعزيز تعلم اللغة العربية. كما تتعلق بتصورات مستخدمي الإنترنت بشأن قرار وزير التعليم العالي بوزيد طيب (يوليو 2019) فيما يخص استبدال اللغة الفرنسية باللغة الإنجليزية في الجامعة. مكنا تحليل تصورات الجمهور المعني بالبحث من تحديد بعض المشاكل المتعلقة بالتمثيلات الموصوفة. كلمات مفتاحية: حرب اللغات، التصورات، المشاكل، اللهجة الجزائرية، الإنجليزية، الفرنسية

responding author: Houda AKMOUN, e-mail houdaakmoun@yahoo.fr

* University of Blida 2, Professional Address E-mail:houdaakmoun@yahoo.fr

1. INTRODUCTION

This research, as its title indicates, is a comparative study between the representations of Algerian facebookers concerning the teaching of the Algerian dialect "daridja" at Algerian school and their perceptions about replacing French by English at University.

Benghebrit has launched the initiative of integrating Algerian Dialect in Primary schools in 2015.

Similarly, The Minister of Higher Education in 2019 decided to replace French by English at the university and promised to introduce the necessary mechanisms to consolidate its use at the universities and in research at large.

Objectives

I am interested in this study by describing the facebookers' representations, as far as two decisions are concerned, together with proposing a comparison between them. The performances of my informants during the study allowed me to identify the issues related to the two decisions. We will present them in the second part of our analysis.

Type of analysis

The analysis is of the enunciative type, it is therefore part of the discourse analysis and attempts, on the one hand, to take into account the context in which the discourse on the theme in question operates focusing on the verbal exchange. On the other hand, it also aims at studying the speech as an influence act, manifesting the presence of the transmitter and aiming at acting on the receiver.

To reach that aim, I have tried to identify the linguistic hints and the arguments that the studied statements contain. Furthermore, there has been an attempt to describe the modes of argumentation used by facebookers. This has been made by taking into consideration all the linguistic and contextual markers.

Research Problem

The question to be answered throughout this paper is: what are the representations in the speeches of facebookers about teaching Algerian dialect at primary school and about the replacing French by English at the University?

To answer this question, I propose the hypothesis that Algerian facebookers welcome the replacement of French by English at the

Algerian university context; however, they are more reluctant to the integration of Algerian Arabic at primary school.

2. Theoretical framework

From a theoretical point of view, I rely on the work of Khaoula Taleb Ibrahimy who, during a symposium held in July 2012 in Riyadh el Feth and in her article published in 2015 on Algerian school in the prism of languages of schooling, takes stock of the linguistic policies that were adopted by different decision makers following independence and she actually denounces the measures taken by the Algerian government with regard to languages and which, according to her, reflect the denial of language reality, the phobia of difference and the crushing of popular culture and all mother tongues (Taleb Ibrahimy, 2015).

2.1. Background to the research

The context of our research is the Algerian school context, a country where learning at least three languages is compulsory because, in addition to Arabic¹, one of the components of the triptych of national identity and language of instruction of all disciplines at all levels of the educational system, both in the public and in the private sector, French² is required at all levels. It is valued socially and academically because of the important role it plays in schooling as it is taught from the third year of primary school without losing sight of the fact that it is still the language of knowledge transmission at the University³. In addition to Arabic and French, the first year middle school pupils are introduced to English as a third language. In the second year of secondary school it is possible to choose a fourth language among the following: Spanish, German and Italian. We can thus say that the Algerian school context is a multilingual context par excellence.

3. Methodology

Methodologically, my corpus is composed of two threads which are in turn composed respectively of three hundred and twenty-five and two hundred and ninety-seven comments made by informants on the social network Facebook about the two ministerial decisions in relation to the linguistic polemics in Algeria, an endless debate that is still shaking the Algerian society and has pushed some researchers, like Khaoula Taleb Ibrahimy to wonder whether the language war is revived in Algeria.

The corpus in question was translated from French into English or from Arabic into English;

Being aware of the effect of translation on the meaning of the statements produced, I have spared no effort so as to remain faithful to the original text.

The criteria of analysis on which I have relied refer to the markers of subjectivity used by enunciators, such as positive or negative adjectives, personal pronouns, adverbs of manners and deictics, verbs of opinion and verbs and different expressions of feeling.

4. First part of the analysis: Representations regarding the integration of English into the university

Regarding the decision to replace French by English, we have selected three main categories:

favorable, favorable with reserves and unfavorable representations.

Out of the three hundred and twenty-five comments analyzed, we received two hundred and twenty favorable comments on this decision. The reasons given can be summarized as follows:

- English is perceived as an international language;*
- it is the language of globalization and of openness to the other;*
- the language of commercial exchanges;*
- the language of progress and of freedom ;*
- the language of science.*

In the same category, in order to express their support for the Minister's decision and to justify their views, many facebookers describe French as:

- a poor language;*
- the language of the colonizer;*
- the language of philosophy ;*
- a language that leads nowhere;*
- The strongest argument, that caught our attention, according to the words of these Internet users, is that even in France English takes over especially in private schools.*

The second category refers to facebookers who have expressed reserves about this integration of English at university. The main reasons provided include the problem of the training of trainers, the impossibility of introducing it directly to university without prior preparation for the risk of dropping out and of anticipated failure. They

propose that its integration might be done at the level of primary school and then progressively in the other stages. Others prefer that this integration be done in parallel with the other languages taught and opt for the encouragement of the development of plurilingual competence.

The third and last category has only twenty-one comments and therefore includes facebookers whose perceptions and representations are rather unfavorable with respect to this decision and who regard it as hasty and rash decision imposed on people "taken hostages". This decision seems to be never thought of and nor discussed with experts. These are those who believe that English is a « dead » language namely in Algeria since it does not have clear social functions in the Algerian daily use of language. They go too far as to contrast it with French, which they consider to be a "mother tongue". They believe that the Minister's decision is "absurd" and "stupid" and "catastrophic" as we can see it in the corpus.

5. Second part of the analysis: Representations regarding the integration of teaching Arabic Dialect in primary education

The second part of the analysis focuses on the proposal made by the former Minister of Education Nouria Benghebrit concerning the teaching of the Algerian dialect at primary school. The thread we selected for our analysis contains 297 comments published since september 28, 2018 in response to a publication called "Save the school, save our children from obscurantism". Facebookers' reactions reveal two main categories of representations: positive, therefore, favorable to the decision of the Minister and negative, that is to say, unfavorable to this decision. The first includes 57 comments and represents 19.19% of the representations while the second has 240 comments, so 80.80% of the perceptions.

Favorable representations

What we found in this first category is that most of the facebookers who have expressed favorable opinions about this decision and who are in a minority compared to those whose representations are negative, seem to have a high level of cultural education and are supposed to be teachers. This is so because they seem to have a good grasp of pedagogical jargon (they even distinguish mother tongue from other languages and argue that teaching / learning from mother tongue to school facilitates and helps the assimilation of other languages such

as classical Arabic and the French language). Thus, they hold more or less a "scholarly" discourse which does not represent at all the overwhelming majority of young people who are against and who do not hesitate to express it. This category supports the minister against her opponents giving tribute to her achievements and virtues.

Unfavorable representations

For this second category, representations regard the proposal as a joke, as an attack on national unity or as a violation of the constitution. Algerian Arabic is considered the language of the street by several Internet users. For some, it poses a threat since we are talking about the risk of "clobbering" the school. For many others, it is a colonial project that resurfaces because the minister has long been accused of being the legitimate child of the colonizer. According to their remarks, it is a question of destroying the Algerian people and separating or alienating them from their true identity, which is based on the classical Arabic language as one of its pillars. Other facebookers link this desire to teach the dialect in school with the consolidation of French as the dominant foreign language in Algeria and particularly in the school context since the daridja is a mixture of Arabic and French.

6. Issues related to the teaching of Algerian Arabic and the replacement of French by English at university

Even though we are aware that the issues related to these two decisions can be of several orders, religious, identity, political and ideological, the speeches retained within the framework of this analysis allowed us to identify two categories of issues: religious / identity and political.

Indeed, as for the first category, it has been noted that mother tongue education is perceived by some Facebookers as a conspiracy against the Arabic language and against religion. They find that the Arabic language is a sacred language and that the use of Algerian Arabic in the classroom constitutes a threat to the latter and risks destroying it. They even think that anyone defending this decision can only be against Islam and against the nation.

Concerning the political issue, it manifests itself through numerous comments which join the position of Khaoula Taleb Ibrahim who finds that "The agitation around this question [concerning the decision to replace French by English] is linked to a tense political conjuncture, but also personal position of the current minister. He

belongs to this group of academics who advocate English as the dominant foreign language in the Algerian education system.

7. CONCLUSION

To conclude, since the project is still underway and a commission of experts has officially been set up to study the issues and the prospects for the decision to replace French by English, I think, firstly, that my initial hypothesis is validated to the extent that the representations of Algerians are more favorable to English as a language of instruction despite the reservations expressed than in dialectal Arabic. However, I think that what is mostly important is not only to know if the Algerians (including facebookers) are for or against the two decisions but also and above all to know if it is possible to replace French by English given the omnipresence of the former in our daily life for decades and the lack of identifiable strategies and means, at least up to now, that could guarantee the success of the project of promoting the use of English in tertiary education.

8. Bibliography:

ASSELAH-RAHAL S., BLANCHET P. (2007), *Plurilinguisme et enseignement des langues en Algérie*, Fernelmont, EME.

BENRABAH, Mohamed, « Politique linguistique en Algérie : insécurité au sommet, ouvertures à la base » in LAMBERT, Patricia, MILLET, Agnès, RISPAIL Marielle et TRIMAILLE Cyril (éd.), *Variations au cœur et aux marges de la sociolinguistique, des mélanges offerts à Jacqueline Billiez*, Paris, L'Harmattan, 2007, p. 55-64.

DOURARIA. (2003), *Les malaises de la société algérienne*, Alger, Casbah Éditions.

KhaoulaTaleb Ibrahimi, (2015), « L'école algérienne au prisme des langues de scolarisation », *Revue internationale d'éducation de Sèvres*, 70, 53-63.

6. Appendices

Corpus

1^{er} fil de discussion

| Position favorable | Favorable avec réserves | Position défavorable |
|---|--|--|
| 1.faut vous réveiller mon pauvre ami, vous êtes un peu en retard, l'anglais est la langue qui est la plus utilisée dans toutes les relations diplomatiques, et les traductions en français sont uniquement utilisées pour la France (no comments🐱 (!).) | 1.Pour la continuité ! Après comme il a été dit ailleurs, commencer en primaire bah ce serait l'idéal. Mais bon l'environnement compte donc autant garder le français pour des petites choses et enseigner l'anglais à côté.. | 1.Vous êtes trop obtemiste pour une langue morte qui est moins parlée que l'ARABE. C'est décevant d'entendre un ministre tenir de tels propos!! Non et non le français est notre 2em langue maternelle, c est grâce a elle que nous avons obtenu des diplômes !!!de meme que lui |
| 2.Ok en même temps quand on voit que même en France l'anglais prend le dessus dans les écoles privées et que les diplômes | 2.Il faut travailler UN tel projet des maintenant dans les écoles primaires. | 2.C'est décevant d'entendre un ministre tenir de tels propos!! Non et non le français est notre 2em langue maternelle, c est |

| | | |
|--|---|---|
| anglosaxons ont la cote, ça donne à réfléchir. Pourquoi devrions nous être plus francophiles que les Français eux mêmes ?! | | grâce a elle que nous avons obtenu des diplômes !!!de meme que lui |
| 3.Mon avis C'est une langue très pauvre, et surtout trop philosophe ... "future plus que parfait ect.. | 3.Et lorsqu'ils arrivent en France comment vont faire pour remplir les dossiers de la CAF et autres Aides Sociales ? | 3.Vous êtes trop obtemiste pour une langue morte qui est moins parlée que l'ARABE. |
| 4.Cependant, l'anglais demeure la langue des publications scientifiques , l'ARABE et le français étant en RETARD ... | 4.Toute initiative politique qui vise à favoriser l'unilinguisme devrait inquiéter et porter à la réflexion. Pourquoi pas le multilinguisme, rien n'empêche les enfants d'apprendre les deux langues secondes, la langue maternelle d'un pays où d'une région devrait toujours être | 4.désolé, je suis contre mais malheureusement l'Anglais a déjà une grande place ! y aura-t'il des cours pour les "ploucs" comme moi ? |

| | | |
|---|---|---|
| | privilégiée quoiqu'il en soit. | |
| 5.Cette mesure est la plus intelligente qu'un pays francophones peut prendre. Le français ne mène nul pars. | 5.Remplacer le français par l'anglais est une œuvre de longue haleine. | 5.Je trouve que changer le français par l'anglais est une idée stupide,on est un pays francophone qu'on le veuille ou pas ,en plus est ce que le français est le vrai problème de la crise que traverse l'Algérie ? Non bien sûr, alors il faut résoudre les vrai problèmes |
| 6.Le changement est inévitable ... vu que toutes les recherches et les matières de science sont beaucoup plus accessibles en Anglais, je parle sur mon domaine l'architecture ou la langue française ne trouve plus sa place devant l'Anglaise. fait juste une petite | 6.Qu'il le fasse, et tous que ceux qui veulent abandonner le français pour l'anglais le fasse également : ils iront se former ailleurs... | 6.c'est encore une catastrophe qui s'annonce avec cette décision absurde , le français existe en Algérie qu'on le veuille ou pas , vous allez dans n'importe quel commerce vous demandez n'importe quel produit en français on vous l'apportera à commencer par la |

| | | |
|---|---|---|
| <p>recherche sur les sites ou même pas youtube, tous les détails et les informations sont disponibles en anglais pas du tout en français car vous partagez pas votre savoir faire et c'est pas la bonne manière pour garder la place d'une langue dans le classement mondial</p> <p>-</p> | | <p>baguette de pain aux crevettes</p> |
| <p>7.Très bonne initiative mais pour pour quoi pas les deux c'est pas interdit d'avoir plusieurs cordes à son arc en plus motiver les jeunes à apprendre chaque année une nouvelle langues est bénéfique pour tout le monde</p> | <p>7.Il faut rendre obligatoire la langue anglaise depuis la primaire</p> | <p>7.Tayeb Bouzid « Il ne s'agit pas de remplacer le français par l'anglais » zzIl s'agit juste de diviser le peuple ياخبائة Mais le peuple est conscient de vos manœuvres stupides Tayeb Bouzid « Nous ne pouvons accueillir les étudiants étrangers que si l'enseignement supérieur se fait en anglais. Nous avons des universités de</p> |

| | | |
|--|---|--|
| | | <p>niveau pour pouvoir attirer les étudiants étrangers mais ils doivent faire leur enseignement en anglais », a-t-il expliqué, ajoutant que « nous n'allons pas aller vers le suicide ».</p> <p>zzz Suicide 😊 si on te laisse à la tête de ce ministère ça sera un génocide</p> <p>zzz Le المنجل à raté sa tentative de division , le peuple est conscient ...on gagnera et تتناحر قاع</p> |
| 8.Tant mieux ! C'est une excellente nouvelle | 8.Pourquoi abandonner une langue au profit de l'autre et ne pas faire le choix du plurilinguisme, au lieu du bilinguisme? | 8.Il a raison. Le français se cherche à travers le monde avec oif. L'anglais n'a pas son oia (organisation internationale de l'anglophonie)ou bien j'ignore si cela existe |

| | | |
|---|---|---|
| <p>9.La francophonie a toujours été la corde au cou à des générations de jeunes algériens condamnés de rester dans l'univers français n'ayant aucune autre porte ouverte pour le savoir et l'émigration.</p> <p>Les algériens veulent êtres libres dorénavant.</p> <p>Ce qui compte c'est l'avenir de l'Algérie dans un monde ouvert et pas de menottes impériales depuis 1830.</p> | <p>9.L'école dite "publique" (contenus, méthodes d'enseignements, finalités) est à revoir de A à Z afin de dispenser une instruction profane</p> | <p>9.C'est un ignorant tout court ,il parle en français ,il fait ces courses en France et en français ,ces enfants parlent français ,il veut un projet d'analphabétisme au pauvre peuple mais nous refusons ce suicide ,s'il veut du bien pourquoi pas ajouter plusieurs langues ,ça sera mieux</p> |
| <p>10. C'est dur de l'entendre et cru venant d'un ministre, mais la réalité est là. Dans les pays dits francophones, lorsque tu postules pour une offre d'emploi, même en France, il est toujours exigé l'anglais malgré</p> | <p>10.Vaut mieux une décennie et être sur du bon résultat, que de passer sa vie a traduire d'anglais en français pour pouvoir comprendre la science international ! Mais ce n'est pas autant que le français ne mène nul part ,</p> | <p>10.Les personnes qui ne maîtrisent pas la langue française et pour s'opposer à leur élite , ils prônent l'anglais alors qu'ils ne sont bons en rien .</p> |

| | | |
|---|--|--|
| toutes tes compétences. Je ne sais pas si dans les pays anglophones le français est exigé. L'évolution du monde penche pour l'anglais. | faut être reconnaissant. | |
| 11.ah oui , si je prends le domaine médical comme exemple , toute publication intéressante les dernières recommandation ou bien exposant les dernières nouveautés est publié en anglais avec une large bibliographie permettant d'avoir un nombre conséquent de point de vue de méthodologie d'information contrairement à la langue française. | 11.Soyons lucides, au jour d'aujourd'hui l'anglais est un passeport international, cela ne posera pas problème dans le cas ou cette langue sera enseignée des l'enfance, et puis ça sera une langue que tu as en toi plus besoin de traducteur | 11. je trouve cela peu constructif car, d'une part, l'anglais est déjà enseignée à partir du secondaire. D'autre part, nos administrations et enseignements (tous les cycles) + après l'arabe dialectal et les dialectes berbérophones: le français est couramment utilisée. |

| | | |
|--|--|--|
| | | |
|--|--|--|

1st thread : translation

| Favorable position | Favorable withreservations | Unfavorable position |
|---|--|---|
| <p>You have to wake up my poor friend, you are a little late, English is the language that is most used in all diplomatic relations, and the French translations are only used for France (no comments 🐱 (!).)</p> | <p>For continuity! After, as has been said elsewhere, to start in primary school would be ideal. But the environment is important so keep the French for little things and teach English next ..</p> | <p>1.You are too optimistic for a dead language that is less spoken than ARAB. It is disappointing to hear a minister say such things !! No, not French is our 2nd mother tongue, thanks to her we have obtained diplomas !!! as well as him</p> |
| <p>Ok at the same time when we see that even in France English takes over in private schools and that Anglo-Saxon degrees are popular, it gives food for thought. Why should</p> | <p>2.It is necessary to work on such a project now in primary schools.</p> | <p>2.It is disappointing to hear a minister say such things !! No, not French is our 2nd mother tongue, thanks to her we have obtained</p> |

| | | |
|---|---|--|
| we be more Francophiles than the French themselves ?! | | diplomas !!! as well as him |
| My opinion It is a very poor language, and especially too much philosopher ... "future more thanperfectect .. | And when they arrive in France how will they do to fill the files of the CAF and other Social Aids? | 3.You are too optimistic for a dead language that is less spoken than ARAB. |
| However, English remains the language of scientific publications, ARABIC and French being late | 4.Any political initiative aimed at promoting monolingualism should be worrying and thought provoking. Why not multilingualism, nothing prevents children from learning the two second languages, the mother tongue of a country where a region should always be privileged anyway. | 4.Sorry, I'm against but unfortunately the English already has a big place! will there be courses for "hicks" like me? |
| This is the smartest measure that a francophone country | 5.Replacing French into English is a long-term task. | 5.I find that changing French into English is a stupid idea, one is a |

| | | |
|---|---|--|
| can take. French does not lead anywhere | | French-speaking country like it or not, and is French the real problem of the crisis Algeria is going through? No, of course, so you have to solve the real problems |
| Change is inevitable ... since all research and science is much more accessible in English, I speak in my field architecture or the French language no longer finds its place before the English. just do a little search on the sites or not youtube, all the details and information are available in English not at all in French because you do not share your know-how and it's not the right way to keep the place of a language in the world ranking | 6. That he does it, and all those who want to give up French for English do it too: they will go to train elsewhere ... | 6.It is still a disaster that announces with this absurd decision, the French exists in Algeria whether we like it or not, you go to any trade you ask any product in French we will bring you to start with the baguette bread to shrimps |

| | | |
|---|---|--|
| <p>Very good initiative but why not both is not forbidden to have several strings to his bow and motivate young people to learn each year a new language is beneficial for everyone</p> | <p>7.The English language must be made compulsory since elementary school</p> | <p>7.Tayeb Bouzid "It's not about replacing French with English"</p> <p>zzzIt's just dividing the people ياخبائة</p> <p>But the people are aware of your stupid maneuvers</p> <p>TayebBouzid "We can only welcome foreign students if higher education is in English. We have level universities to attract foreign students but they have to do their teaching in English, "he said, adding that" we will not go to suicide. "</p> <p>zzz Suicide 😊 if you are left as the head of this ministry it will be a genocide</p> <p>zzz The المنجل missed his attempt to divide, the people are aware ... we will win and تتناحوقاع</p> |
|---|---|--|

| | | |
|--|---|--|
| Good! That's excellent news | 8. Why abandon one language for the benefit of the other and not choose plurilingualism instead of bilingualism? | 8. He is right. French is looking around the world with oif. English does not have its oia (international organization of Anglophonie) or I do not know if it exists |
| The Francophonie has always been the rope around the neck to generations of young Algerians condemned to remain in the French universe having no other open door for knowledge and emigration. Algerians want to be free now. What matters is the future of Algeria in an open world and no imperial handcuffs since 1830. | 9. The so-called "public" school (contents, teaching methods, finalities) is to be reviewed from A to Z in order to provide a secular education | 9. It is an ignorant, he speaks French, he does these races in France and in French, these children speak French, he wants a project of illiteracy to the poor people but we refuse this suicide, if he wants of the good why not add several languages, it will be better |
| It's hard to hear and believe it from a minister, but the reality is there. In so-called French- | 10. Is better a decade and be on the right result than to spend a lifetime translating from English to | 10. People who do not speak the French language and to oppose their elite, they advocate |

| | | |
|---|--|---|
| speaking countries, when you apply for a job offer, even in France, English is still required in spite of all your skills. I do not know if in English speaking countries French is required. The evolution of the world is leaning towards English. | French to understand international science! But it is not so much that French leads nowhere, must be grateful. | English when they are good at nothing. |
| ah yes, if I take the medical field as an example, any publication concerning the last recommendation or exposing the latest news is published in English with a large bibliography allowing to have a significant number of information methodological point of view unlike the French language. | 11. Let's be lucid, today, English is an international passport, it will not be a problem if this language is taught in childhood, and then it will be a language you have in you more need translator | 11. I find it unhelpful because, on the one hand, English is already taught from secondary school. On the other hand, our administrations and teachings (all cycles) + after Arabic dialect and Berber dialects: French is commonly used. |
| Frankly, the French leads to nothing as well as the Arabic | 12.exactly provided you prepare for childhood and make | 12.This is his point of view but French remains the |

| | | |
|---|--|--|
| that had been imposed by General De Gaulle and his minister Debré of jouissance, I am for the English language and I vote with closed eyes. | each subject in that language that is rather simple and really fantastic | diplomatic language and progress in the world thanks to the Francophonie ... The nuances are more important than in the English language. |
|---|--|--|

2^{ème} fil de discussion : texte original

| favorable representations | Unfavorable representations |
|--|---|
| 1. pourquoi êtes vous si complexés de votre langue maternelle !! Meme le fief des purs arabes parlent leur langue propre a leur société !! | 1. Il ne manque plus que d'enseigner le langage de la RUE à l'école algérienne ! |
| 2. nous devrions étudiés notre langue maternelle... c'est à dire "adardja"... | 2.Introduisez plutôt l'anglais à la place de la DERJA , langage de la RUE , et encouragez les enfants à parler la langue littéraire ARABE , à la maison ... |
| 3.Désolé il s'agit d'utiliser la " langue de l'environnement " comme un outil pour favoriser / faciliter l'apprentissage de l'arabe scolaire langue officielle et du | 3.Pour vous donner mon avis la langue arabe c est pour uniquement la poésie alors laissant la de côté |

| | |
|---|---|
| français comme langue étrangère. | |
| 4. Tous les experts du monde dans le domaine de l'éducation sont d'accords sur le fait qu'un enfant apprend plus vite quand l'enseignement lui est donné avec sa langue maternelle ,la langue que parle ses parents à la maison.plus tard il peut facilement assimiler les langues classiques | 4. Ils veulent clochardisé l'école, chapeau bas Mme la ministre |
| 5. لقد تابعت الحصة التلفزيونية مباشرة .5. على القناة الجزائرية الثالثة الوزيرة لم تصرح ابدا بهذا الكلام اتقوا الله و اوقفوا هذه الفتنة ،كلام موجه الى جريدة الصدق والمصادقية والتي افتخر اني من بين قراءها ، | 5. Hihhi intellectuelles arabophones, Partis politiques , vous plaisantez j'espère Madame la sinistre n'a cessée depuis sa nomination de choquer le peuple algérien , ses soi-disant experts français n'ont qu'un seul but , anéantir cet état indépendant |
| 6.Une très bonne initiative | 6. Je pense que NouriaBenghebrit, ministre de l'Education, a un sérieux problème avec la langue arabe |

| | |
|--|--|
| <p>7.RENIER SA LANGUE C'EST SE RENIER SOIT MEME À QUAND LA PRISE DE CONSCIENCE D' NOS DECIDEURS À DÉVELOPPER L'ARABE DIALECTAL L'HISTOIRE LES JUGERA POUR CELA</p> | <p>7. C'est une vraie atteinte à l'unité nationale et une violation de la constitution</p> |
| <p>8.enez bon madame ces va nupieds , ces rapaces ne represententqu eux memes et les interets de leur mentors moyens orientaux . Ns , parents d eleves vs soutenons et vs remercions pour ce que vs faites ds l interet de l ecole , de nos enfants et de l algerie , merci encore allahyahafdhak in challah</p> | <p>8. un projet colonial qui veut redonner à la langue française la position dominante qui était la sienne avant l'arabisation</p> |
| <p>9. BRAVO. Md la MINISTRE,ces SALAFISTES. BAATHISTES,ne savent rien de l'enseignent.....commentUN PETIT. ANGLAIS,QUANT IL RENTRE A L'ECOLE APREND DANS LA LANGUE,QUE LUI PARLE SA MAMAN A LA MAISON, DE MÊME POUR LE PETIT ALLEMAND.....ESPAGNOLE..PORTUGAIS...ET</p> | <p>9.partisan du retour à la langue française, c'est stupide. Vieux projet colonial !!!</p> |

| | |
|---|--|
| <p>L'ALGERIEN EST PERDU ET NE PIGE RIEN DANSCE QU'ONT LUI APPREND...dans sa premiere ANNEE...EDERIDJA L'AIDE A BIEN APPRENDRE</p> | |
| <p>10. Surtout ne baissez pas les bras Mme la ministre, toute l'Algérie vous soutient, votre école prend de l'élan, ne ménagez personne. Nous sommes fiers de vous.</p> | <p>التغبريط لا دين له أنشأ الله بصر لها كي. 10. بن يونس ن إستعمال العامية في التعليم بدل العربية مشروع بدأه الإستعمار في الثلاثينات من القرن الماضي ولم يستطع إتمامه بسبب الحرب والاستقلال الوطني. وهذه المبادرة بالرجوع إلى ذلك ما هو الا إستمرار في المخطط لفصل العربية والقرءان عن الهوية الوطنية. بإضعاف العربية لإضعاف فهم القرءان وهو المقصود من كل هذه الإصلاح المزعوم ..ارجعوا إلى التعليم في العهد الاستعماري</p> |
| <p>11. Désolé pour les tenants de l'arabisation à outrance qui veulent faire de l'école algérienne une école de la régression . Nous devons soutenir Mme Benghebrit pour mettre en place une école républicaine tournée vers la modernité .</p> | <p>11. Mi hâta al3amiya fi dezayer s3iba fahminawachnkrawdziriyawala wahraniyawalaannabiya ...fahmina yahmara l3amia yet3almoha f dar w beramachi l'école</p> |

2nd tread : translation

| | |
|---|--|
| Favorable opinion | unfavorable |
| 1. why are you so involved with your mother tongue !! Even the stronghold of pure Arabs speak their own language to their society !! | 1. The only thing left to do is to teach the language of the RUE to the Algerian school! |
| 2. we should study our mother tongue ... ie "adardja" ... | 2. Instead, introduce English instead of DERJA, the language of the RUE, and encourage children to speak the ARAB literary language, at home ... |
| 3. Sorry, it is a question of using the "language of the environment" as a tool to promote / facilitate the learning of official language school Arabic and French as a foreign language. | 3. To give you my opinion the Arabic language is for poetry only so leaving it aside |
| 4. All the experts in the world in the field of education agree that a child learns faster when education is given with his mother tongue, the language spoken by his parents at home. later he can easily assimilate classical languages | 4. They want to tramp the school, hat down Minister |

| | |
|--|---|
| 5. لقد تابعت الحصة التلفزيونية مباشرة على القناة الجزائرية الثالثة الوزير لم تصرح ابدا بهذا الكلام اتقوا الله و اوقفوا هذه الفتنة, كلام موجه الى جريدة الصدق والمصادقية والتي افتخر اني من بين قراءها, | 5. Hihhi Arabic-speaking intellectuals, Political parties, are you kidding me Madam the disaster has not ceased since his appointment to shock the Algerian people, his so-called French experts have only one goal, to destroy this independent state |
| 6. A very good initiative | 6. I think NouriaBenghebrit, Minister of Education, has a serious problem with the Arabic language |
| 7. RENIER SA LANGUE IS RENIER EVEN EVEN WHEN SHOULD OUR DECISION-MAKERS BE AWARE OF THE DEVELOPMENT OF ARAB DIALECTAL HISTORY WILL JUDGE THEM FOR THIS | 7. It is a real attack on national unity and a violation of the constitution |
| 8. come on good madam these go barefoot, these raptors represent only themselves and the interests of their middle eastern mentors. Ns, parents of students vs support and vs thank for what vs doing in the interest of the school, our children and Algeria, thank you again | 8. a colonial project which wants to give back to the French language the dominant position which was its before Arabization |

| | |
|--|---|
| allahyahafdhak in challah | |
| <p>9. BRAVO. Md MINISTER, these SALAFISTS. BAATHISTS, don't know anything about teaching how A LITTLE. ENGLISH, WHEN HE GOES TO SCHOOL LEARNS IN LANGUAGE, THAT HIS MOM SPEAKS TO HIM AT HOME, Likewise FOR THE LITTLE GERMANSPANISH PORTUGUESE ... AND THE ALGERIAN IS LOST AND CANNOT PIG ANYTHING IN WHAT THEY LEARNED ... in his first YEAR ... EDERIDJA HELPS IT TO LEARN WELL</p> | <p>9. supporter of the return to the French language, it's stupid. Old colonial project !!!</p> |
| <p>10. Above all, don't give up Madam Minister, all of Algeria supports you, your school is gaining momentum, spare no one. We are proud of you.</p> | <p>10.The use of colloquial in education instead of Arabic is a project that was started by colonialism in the thirties of the last century and could not be completed due to war and national independence. Patriotism. By weakening Arabic to weaken the understanding of the Qur'an,</p> |

| | |
|--|---|
| | which is meant by all of this alleged reform. Refer to education in the colonial era. |
| 12. Sorry for the supporters of excessive Arabization who want to make the Algerian school a school of regression. We must support Ms. Benghebrit to set up a republican school geared towards modernity. | |

Journal article :

¹*In our context of study, we distinguish standard Arabic (also known as classical or literary) taught in the school from dialectal or Algerian Arabic which ensures mutual intelligibility among the majority of Algerian speakers and which is used in communication on a daily basis, in informal and family exchanges, in trade and even in certain media.*

²*In Algeria, French is officially the first foreign language (L1) taught at school as required by language policy.*

³*I do not want to bring to the fore the controversy raised by sociolinguists apropos the difference between foreign language and second language. Regardless of this controversy, I am aware that the status of French is quite ambiguous.*