Talamid.ma : هذا الملف تم تحميله من موقع

Inisse
Groupe scolaire

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MoroccanDarija– Popular Language Or Lost Translation?

Monday March 25th, 2013



The Centre for Promotion of Dialect, the Zakoura Education Foundation (ZEF), is mobilizing to develop the dialect as Morocco's language to be taught in schools so that it can become a fully-fledged written and oral language. *Le Soir* examines the issue with the President of ZEF, Noureddine Ayouche.

Noureddine Ayouche affirms that the dialect is the language of Moroccans and is spoken by 95% of the population. He also asserts that besides being used orally,it is widely utilised in all creative arts, novels and plays and is, as he says, the way Moroccans express themselves.He says that the Moroccan child is forced to learn languages,such as Arabic, French, English and Spanish, that do not benefit ***them***.Consequently, the child does not know what to learn and is lost.

So, the dialect should be the language of instruction from school through to university. It should be used in all the fields: scientific, economic, cultural, media, educational and literary. For that reason,ZEF is developinga dialect dictionary and a teaching manual. ***He***concludes that the promotion of the dialect as a written and oral language is now a necessity to reconcile Moroccans with themselves.

*Jeune Afrique*tackles the issue of dialects in an article entitled: *Tamazight, Dialect, French? Morocco is "lost in translation"*, and notes that the problem of language is a heatedly debated issue in Morocco.The diversity of dialects is mainly a social fact. Sincea big number of Moroccans speak or understand Tamazight, it has become official; whereas the local Arabic (Darija) is denied such a status by education institutions.Thisvariety of languages has created problems, according to *Jeune Afrique*. It affects social unity, academic learning and employability, it says. The problem of language has also moved into the political field,with the Islamist JDP (The Justice and Development Party) trying to reduce the use of the French language and promote the use of Arabic. Politics must use the language of the majority to be successful, a commentator points out.

However, theMoroccan middle class insists on a French education preferably provided by French schools, *Jeune Afrique*says. French is not an official language, as Arabic and Tamazight are; but in addition to its being the preferred language of power and the elite, it is crucial for employment prospects. This disagrees with the increasing awareness of Moroccan people, artistsand intellectuals of the importance of the dialect; and the media support ***its***increasing use. *Jeune Afrique*notes that using it in the educational system as the main means of expression and as an official language will further isolate Morocco, especially in the Arab world.

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I COMPREHENSION (15 POINTS) {BASE ALL YOUR ANSWERS ON THE TEXT}

A Are these sentences TRUE or FALSE? JUSTIFY your answers. (3 pts)

1 ZEF works on the idea of turning the Moroccan dialect into an official language. ……
……

2 It is thought that the dialect will be used in the first years of schooling. ……
……

3 The ruling party, JDP, is for the idea of using the Moroccan dialect. ……
……

B Answer these questions. (3 pts)

1 Why is ZEF developing a dialect dictionary and a teaching manual?
……
……

2 What is the drawback of this diversity of languages in Morocco, according to *Jeune Afrique*? (Give just one)
……
……

3 Which social class does not agree with introducing the dialect into Moroccan schools?
……
……

C Find in the text words or expressions that mean the same as the following. (3 pts)

1 completely developed (para 1) ……
2 position (para4) ……
3 opportunities (para5) ……

D What do the underlined words in the text refer to? (3 pts)

1 ***them*** (para2) ……
2 ***he*** (para3) ……
3 ***its*** (para5) ……

E Complete the following sentences. (3 pts)

1 The dialect is not only used orally, but it ……
……

2 Tamazight has become officialbecause ……
……

3 French is the preferred language of power and the elite and it is crucial for employment prospects. However, ….
……

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II LANGUAGE (15 POINTS)

A ***Put the verbs between brackets into the correct form. (2 pts)***

1 ***A***: Where is John? ***B*** He (still / do) ……..……. his homework.

2 How often (you / go) ……..……. to the theatre?

B ***Put the words between brackets into the correct form. (2 pts)***

1 To her teacher's (desperate) ……..……., Nicole never does the work that she's told to do.

2 You got a bit (merriment) ……..……. last night, didn't you Cath?

C ***Rewrite the following sentences using a modal. (3 pts)***

1 It wasn't necessary for you to write another book on the same topic.
You …….

2 I think Emma will get the job.
Emma ……..

3 We all advised you to take more care of yourself; but you failed to heed advice.
You …….

D ***Put the verbs between brackets into the correct form. (2 pts)***

1 She was not used to (speak) ……..…… Cantonese.

2 I don't remember (sign) ……..…… a contract last year.

3 Borrowers are expected (return) ……..…… books on time.

4 Perhaps you should try (get) ……..…… earlier in the mornings if you need to do more work.

E ***Match the words that go together to make appropriate collocations. (2 pts)***

to boost delight extrovert to cope with truly rebellious

1 It must be difficult ……... three small children and a job.

2 Her teachers regard her as a ……..., trouble-making girl.

3 He seems to take great ……... in teasing his sister. He just loves it.

4 Getting that job did a lot ……... his ego. It has made him feel more confident.

F ***Rewrite the following sentences using the connectors between brackets. (2 pts)***

1 He wanted to see the children before they went to bed. He came home early. (***in order to***)
…….

2 She walked home by herself. She knew that it was dangerous. (***although***)
…….

G ***Respond to the following sentences. (2 pts)***

Your friend: Julia is trying to make a clean breast of it.

You First, express lack of understanding ……..……..……....

You Then, ask for clarification ……..……..……....

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III WRITING (10 POINTS)

NoureddineAyouche claims that "*the Moroccan child is forced to learn languages, such as Arabic, French, English and Spanish, that do not benefit them. Consequently, the child does not know what to learn and is lost.*" Write an essay in which you state the ***benefitsanddrawbacks*** of learning foreign languages. Then give your opinion ***eitherfororagainst*** the idea of studying those languages.

(Approximately 250 words)

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