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ELLiC

Gender, Language and Identity in (Post)Colonial Contexts

Guest edited by

Prof. Wassila Hamza Reguig Mouro

and

Dr Faiza Haddam Bouabdallah

Journal of *LLC* Research Lab

La revue du laboratoire de recherche *LLC*



**Faculty of Letters and Languages
Abou Bekr Belkaid University – Tlemcen
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Directed by Latifa SARI M.

Journal of LLC Research Lab
Diversité des langues, expressions littéraires, interactions culturelles

Faculty of Letters and Languages
Abou Bekr Belkaid University – Tlemcen
Algeria

About the Journal

ELLiC is a multilingual interdisciplinary journal created by LLC Research Lab at Abou Bekr Belkaid University, Tlemcen. It is open-access and does not charge any fees. The journal favours studies in languages, sociolinguistics, literature, literary theories, socio-didactics and cultures/civilizations, focusing on new perspectives, approaches and methods of analysis. Besides the publication of articles related to the theme/problematics of the issue, the journal devotes space to reviews, reading notes and miscellaneous articles. *ELLiC* publishes a volume every year and has an international anonymous reading committee.

ÉLLiC est une revue plurilingue hébergée à l'Université Abou Bekr Belkaid - Tlemcen /Faculté des Lettres et Langues. Cette revue est interdisciplinaire, elle est créée par le laboratoire de recherche LLC "Diversité des Langues, Littératures et Cultures". Elle s'adresse aux chercheurs, enseignants-chercheurs, doctorants et post-doctorants de l'université algérienne, elle accueille aussi des contributions extérieures. La revue préconise l'étude des langues, littératures, didactique et cultures/civilisations en favorisant les nouvelles perspectives, approches et méthodes d'analyse. Outre, la publication des articles relatifs à la thématique/problématique du numéro, la revue réserve un espace aux comptes rendus, notes de lecture et aux articles varia. *ÉLLiC* publie un numéro par an avec un comité de lecture international anonyme.

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Editorial

Wassila HAMZA REGUIG MOURO and Faiza HADDAM BOUABDALLAH

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LLC Research Lab

The theme of this volume comes out of a research project entitled “Gender, Language and Identity in (Post) Colonial Algeria”, which was crowned by two successful national conferences in 2019 and 2021. The idea to extend the scope of research from Algeria to African contexts is realised in the sixth volume of this journal. African countries share a common history of colonisation, struggle and war of independence. Likewise, all of them witnessed an alteration in their languages during colonisation and after. Articles related to gender, language situation and identity in African countries were called for in which authors highlighted aspects of race, religion, culture, art, literature and many other topics in the (post) colonial African contexts.

Postcolonial concepts related to gender issues, representation and trauma are at the core of the first part of this volume. The first contribution by Souad Baghli Berbar gathers an African-American writer and an Algerian one, and focuses on trauma of female characters. Both Toni Morrison and Lynda Chouiten tackle women’s suffering in a patriarchal society where violence and discrimination affect the psyche of the female protagonists of *The Bluest Eye* (1970) and *Une Valse* (2019). Though from different backgrounds and contexts, the two novelists’ heroines share the same oppression that will lead them to insanity. Still with postcolonialism, Wafaa Kheira Lasri focuses on the themes of transgression, fragmentation, discontinuity, and trauma related to female characters as well as their marginalization and oppression. She selected the Haitian-American novelist Edwidge Danticat whose writings fall in the same scope as African writings, dealing with postcolonial concepts and impact. Though the three women writers are from different nationalities and backgrounds, their characters do share in common their suffering, oppression and marginalization resulting in trauma.

Another woman writer is dealt with in the third article, in which colonialism and its impact are tackled mostly besides gender issues. Wassila Hamza Reguig Mouro selected Ama Ata Aidoo’s short story shedding light on some of the themes that are linked to the coloniser, be it directly or not. The story revolves around two women, a mother and her daughter, who seem to have an intertwined fate of losing their husbands. Though their misfortunes happen in two different periods - literally twenty years difference, both women will have to survive alone, husband-less, because the first died in the War (taken by the coloniser) and the second went away, to the south, looking for a job to avoid starvation for his family (in a postcolonial time). Still with a postcolonial reading and focusing on the coloniser’s perspective on African countries, the article by Omar Rahmoun moves to travel writing and the orientalist views of writers and their representation of an Arab country. This paper deals with the travel account of Lady Herbert in which she describes, among other Algerian cities, Tlemcen. Omar Rahmoun argues that Herbert does not support an orientalist position in her writing. Indeed, she does not seem to be stereotypical or racist, nor too positive in her descriptions and representation of Tlemcen city and its people.

Assia Djebbar, the famous Algerian writer has her share in this volume as she is dealt with by three contributors; Sara Abderrazag, Nabil Djawed Benmoussat and Latifa Sari Mohammed. *Children of the New World* (1962) is analyzed on the basis of its female characters who suffer from patriarchy and social barriers that keep them muted. Those female characters are the subaltern voices; voiceless and unable to overcome men’s dominance. The second article on Djebbar highlights mostly her representation of the woman during the French colonial rule. Men’s dominance comes to the front again as Benmoussat sought to represent the differences that exist between men and women in the Algerian society. The third article dedicated to

Djabbar in French is about *La femme sans sépulture*. Latifa Sari Mohammed highlights the commitment of Algerian women in the war of independence as well as their narratives.

Back to the African context and African cities, Modibo Diarra analyses *Shut Up and Die* by Alain Mabanckou and *The Blood of Masks* by Seydou Badian in which he relates both stories and how they represent cities in Africa as compared to European ones, and of course with a focus on the coloniser's influence on the African man's behaviour. By the same token, Charles Liagro Rabé carries on a contrastive analysis basis, opposing a white commander defending French interests and an African citizen with local values. The French coloniser is epitomized in the commander in the way he imposes his ideas besides the use of the French language in specific situations. In fact, *the Identity Card* not only tackles coloniser/colonised relationship, but it deals also with the language situation in that context.

Algeria, as a former French colony, witnessed many changes through its rich history that shaped its identity in terms of language and culture. Faiza Haddam Bouabdallah, in her article, sheds light on these historical changes that are characterised by the evolution of the Algerian linguistic situation during the colonisation and post-colonial era. Recently, the Algerian government gave more impetus to the global language besides Arabic and French, since Algeria has been in tune with Globalisation. This paper aims at describing the status of English in the Algerian linguistic panorama and how it has been injected into the educational system. It also sheds light on the awareness of the young generation towards the linguistic situation in Algeria in general, and English in particular. In the same vein, the article proposed by Wassila Lansari explored teacher training process from Algerian independence till the new millennium. Though this training has witnessed many changes, the concept has been the same: to equip beginner teachers with professional traits and skills to deal with their learners in an everyday classroom. In Algeria, the development of the training system has continued since its independence in 1962. It has undergone different processes and reforms, from one-day training to a year's preparation to improve teachers' competencies.

Still with the linguistic situations in postcolonial contexts, but no longer in literary texts, Clément Koama takes a panoramic look at the syntactic and semantic properties of orphan prepositions in French, i.e. those used without an obvious regime. The analysis of the syntactic behaviour of some prepositions and the recognition of the existence of null objects have established the existence of a subcategory of orphan prepositions whose properties must be described. In his article, he tried to examine their syntactic and semantic functioning, in particular their transitive and predicative character, as well as their relation with adverbs. The objective is to summarize the knowledge built around zero regime prepositions, by placing them in a didactic perspective.

Colonialism affected different disciplines and had tremendous impact on cultural and social identity, giving impetus to distinct bodies of literature, art as well as political perspectives. Identity remains one of the most important issues related to (post)colonialism. In her article, Meryem Mengouchi deals with the Jewish-Muslim community and how cohabitation between the two was possible in the colonial period. She explores cultural aspects through Chaabi music and the Tunisian film *Un Été à la Goulette*, and argues that the two social groups shared common points and managed to live together until the coloniser broke 'the sameness', creating identity crises related to politics and religion.

The selected published articles in this issue are varied and tackle different topics, all proposed by doctoral students and researchers from different disciplines and different universities. They all propose original, creative, and challenging submissions of diverse length. Some of them are concerned with literary texts and culture dealing with postcolonial concepts and the issues of gender, representation, trauma, oppression and identity while others are strongly related to the realm of education during the (post)colonial period as well as the description of the linguistic situation in the Algerian and African contexts.