

أفكار وافاق

المجلد 10، العدد 4، السنة 2022



مجلة علمية أكاديمية فصلية، تصدرها جامعة الجزائر 2، أبو القاسم سعد الله



أفكار وافاق

المجلد 10، العدد4، السنة 2022



مجلة أكاديمية علمية، فصلية تصدرها جامعة الجزائر 2 أبو القاسم سعد الله



مدير المجلة: أ.د. سعيد بومعيزة

مدير التحرير: أ.د. حسين عبد اللاوي

أمانة المجلة: نعيمة بن صام

مديرو التحرير المساعدين

أ.د. كمال بومنيير (جامعة الجزائر 2 أبو القاسم سعد الله)

أ.د. نورية أكلي (جامعة الجزائر 2 أبو القاسم سعد الله)

أ.د. خوان دافيد سومبر (جامعة البيكوت، إسبانيا)

أ.د. عبد العزيز خواجة (جامعة غرداية)

أ.د. شهرزاد زاهي (جامعة الجزائر 2 أبو القاسم سعد الله)

أ.د. عزيز نافع (جامعة كيببيك، كندا)

د. نسرين أوجيت يسعي (جامعة الجزائر 2 أبو القاسم سعد الله)

أ.د. سليمان عبد الواحد يوسف (جامعة العريش، مصر)

أ.د. عبد الحميد أعراب (جامعة الجزائر 2 أبو القاسم سعد الله)

أ.د. براهيم بن يوسف (مرصد الفضاء والمجتمع، كندا)

أ.د. جوافاسكونسيلوس (معهد العلوم الاجتماعية، جامعة لشبونة)

أ.د. يازيد بنحونات (المركز الوطني للبحث العلمي)

أ.د. محمد صايب موزيت (مركز البحث في الاقتصاد المطبق من أجل التنمية)

أ.د. سيدي محمد محمدي (مركز البحث في الأنتروبولوجيا الاجتماعية والثقافية)

أ.د. سيمونة كورلانلوان (معهد الدراسات الأفريقية بجامعة بوخارست)

أعضاء هيئة النشر

أ.د. حسين عبد اللاوي

د. مختار جعيجع

د. سامية عرار

أ.د. زهية جاب الله

المراسلة والاشتراك

ردمد (النسخة الورقية): 1431-2170

ردمد (النسخة الإلكترونية): 2170-144X

الموقع الإلكتروني: <http://www.asjp.cerist.dz/en/PresentationRevue/221>

الموقع الإلكتروني: <https://afkar-wa-affak.univ-alger2.dz>

البريد الإلكتروني: univ.alger2@gmail.com

العنوان: جامعة الجزائر 2 أبو القاسم سعد الله عمارة البحث، شارع جمال الدين الأفغاني - بوزريعة - الجزائر

توجه مبالغ الاشتراك إلى الحساب المالي لجامعة الجزائر 2:

حساب الخزينة: 116/1127، حساب مركز الصكوك البريدية (CCP): 3224- 92 clé 34

© جميع الحقوق محفوظة لجامعة الجزائر 2 أبو القاسم سعد الله



التعريف بالمجلة

أفكار وأفاق مجلة علمية أكاديمية فصلية، تصدر عن جامعة الجزائر2 أبو القاسم سعد الله في صيغتين، الالكترونية والورقية ويمكن تصفحها وتحميل محتويات أعدادها مباشرة من موقع البوابة الجزائرية للمجلات العلمية. تنشر البحوث والدراسات الإبداعية الأصيلة المحررة باللغات العربية والانجليزية والفرنسية في تخصصات العلوم الإنسانية والاجتماعية والآداب واللغات.

تأسست سنة 2011 في إطار مسعى تدويل الأعمال الجزائرية والإقليمية في ميادين تخصصها وفي حقول وتقاليذ علمية مجاورة. وفي هذا السياق، تدعم المجلة وبنفس القدر نشر المساهمات الأبتمولوجية والتحليل العلمية حول مواضيع علمية ومجتمعية آنية والمقالات التي تعتمد على المسعى الامبريقي للوصول إلى نتائج علمية تثري المعارف النظرية وفهم المسائل الحقلية سواء كانت متخصصة أو عابرة للتخصصات وذات بعد عالمي أو إقليمي محلي أو بعد محلي أو طني.

تخضع المقالات المقبولة لتقييم سري مزدوج من طرف خبراء محليين وإقليميين وعالميين، بتطبيق المعايير الأكاديمية المتعلقة الدقة العلمية وضوح الأطر النظرية والمنهجية وكذلك بمصادقية المادة المدروسة ونوعية المقاربات المعتمدة لبلوغ الجودة العلمية العالية والإبداع التحليلي الأصيل.

للاطلاع على المعايير والقواعد المطلوبة لإعداد وتحرير وإرسال المقالات، يرجى تصفح موقع البوابة الجزائرية للمجلات العلمية على العنوان التالي:

<https://www.asjp.cerist.dz/en/PresentationRevue/221>



الفهرس

- 07 إفتتاحية العدد
أ.د. السعيد بومعيزة مدير الجامعة
- 09 1. العلاج النفسي التحليلي في المجتمعات العربية الإسلامية: مركز المساعدة النفسية الجامعي
نموذجاً.
د. سامعي-حدادي دليلة
- 29 2. الهجرة المشدلية نحو فرنسا ما بين الحربين: دراسة من خلال الأرشيف الفرنسي.
د. يسمينة سعودي
- 47 3. دور العلاقات القرابية في دعم مشروع الهجرة غير الشرعية: دراسة ميدانية على عينة من
المهاجرين في منطقة القبائل.
د. أحسن موالك
- 73 4. اضطراب الضغط ما بعد الصدمة واستراتيجيات المواجهة لدى المهاجرين السوريين في
الجزائر
ط. د. نوال شادر؛ د. فطيمة موسى
- 91 5. الشيخ صالح الشريف مناضل مغاربي 1862-1920 م.
أ. بوبكر صماري
- 109 6. حرب الخليج الثانية (1990-1991) وتوسع النفوذ الأمريكي في الخليج العربي.
د. مليكة محمدي
- 125 7. الإمام والخطاب المسجدي بين الممارسة الوظيفية المادية والأداء الروحي المقدس.
ط. د. ماد نبق؛ أ.د. رشيد بوسعادة
- 145 8. نظام توزيع الإرث في بلاد الرافدين من خلال شريعة حمورابي (1750 – 1792) ق.م.
ط. د. وليد موهوب
- 159 9. دور الاتصال المدرسي في تحسين التحصيل الدراسي لدى المراهق المتمدرس.
د. يسمينة بن عميروش
- 177 10. مشكلات المراهق واللجوء لتعاطي المخدرات في الجزائر: دراسة استطلاعية لاختبار العوامل
النفسية والوسط الاسري.
د. بن يحي صبرينة



- 11- العلاقات الاجتماعية للمراهقين وتكنولوجيات الاتصال الحديثة: جيل رقمي وعلاقات تتجاوز المكان والزمان.
ط. د. سهيلة حرايرية
- 12- أنماط الاتصال في الأسرة وعلاقتها بالشعور بالقوة.
د. رزيقة بن عبد المومن
- 13- مرافقة الأولياء وأهميته في التدخل المبكر لتحسين اللغة الشفوية عند أطفال المصابين بمتلازمة داون.
د. جوهرة بوجمعي
- 14- الجنسية والشباب الجزائري: العلاقة والسلوك.
د. ليلى سيدي موسى
- 15- مستوى الاحتراق النفسي لدى عينة من الممرضين العاملين بمصالح الطب العقلي في الجزائر العاصمة.
ط. د. عزوز حميدة؛ د. صبرينة قهار
- 16- مهارات التدريس في إطار ممارسة أساليب التدريس الحديثة: قراءة سوسيولوجية لنموذج الممارسات الصفية.
ط. د. صبرينة شرقي؛ أ.د. رشيد حمدوش
- 17- أثر ثقافة المنظمة على الولاء تجاه التغيير: دراسة ميدانية على عينة من العاملين بالبنوك بولاية البليدة.
د. نبيل ولد محي الدين
- 18- مدى مساهمة التكوين المستمر في تسيير الموارد البشري: دراسة ميدانية
ط. د. سامية بن صافية؛ أ.د. الهاشمي مقراني
- 19- مقارنة سوسيولوجية لثقافة العمل في الجزائر
د. مهدي عوارم
- 20- مساهمة في دراسة أثر التقاعد على الوضعية الصحية لأرباب الأسر المتقاعدين في الجزائر بناءً على نتائج المسح العنقودي الرابع المتعدد المؤشرات (4/MICS 2012-2013).
ط. د. عزالدين صابري؛ أ.د. نورالدين عيساني



- 377 .21 ترجمة مصطلحات بريد الجزائر
ط. د. بن غماري أحلام؛ د. الشريف كريمة
- 393 .22 التوافق النفسي الاجتماعي لدى المسنين: دراسة مقارنة بين المسن في الأسرة الممتدة والأسرة النووية.
د. راضية حاج لكحل
- 409 .23 خصائص الأستاذ الفعال للغة الانجليزية كلغة أجنبية حسب تصورات طلاب الماستر2.
(بالإنجليزية)
د. نسرين بساي-أوجيت؛ د. سميرة عرار
- 427 .24 تحقيق في احتياجات وصعوبات أساتذة وطلاب الإنجليزية لأغراض محددة (ESP) في جامعة المدية، الجزائر. (بالإنجليزية)
ط. د. عمرو مخلوف؛ د. سميرة عرار
- 449 .25 أبعاد الشخصية والدوافع والقيم: دراسة على طاقم الطائرة. (بالفرنسية)
د. محمد عجراد



تقديم العدد

أ.د. السعيد بومعيزة

مدير جامعة الجزائر 2 ابو القاسم سعد الله

مدير المجلة

نقدم في هذا العدد الجديد نتائج مجموعة من الدراسات الميدانية والبحوث الوثائقية التي تناولت بالتشخيص والتحليل إشكاليات محورة في المجتمع الجزائري. وحرصا منا على تشجيع القراءة الموضوعاتية التقاطعية، ارتأينا تقديم هذه النتائج في إطار خمس فئات تحليلية.

ما تزال المسألة التعليمية التي شكلت موضوع عديد المقالات المنشورة في الأعداد السابقة محورا رئيسيا في الخط التحريري لمجلتنا. ولعل ما يميز مساهمات هذا العدد هو توسيع دائرة البحث والدراسة لاستكشاف مواضع لم تتل قدرها من الاهتمام مثل تدريس اللغة الإنجليزية لأغراض تدريسية متخصصة في الجامعات الجزائرية وتقييم احتياجات ومشاكل أساتذة وطلبة الجامعات في مجال التعليم الفعال للغة الإنجليزية كلغة أجنبية وعصرنة المناهج التعليمية ودور الاتصال المدرسي في تحسين نتائج التلاميذ الى جانب دور المرافقة الوالدية والتشخيص المبكر في تحسين استعمال اللغة الشفوية واشكالية ترجمة المصطلحات.

ولا ريب أن التفكير حول المسألة التعليمية مرتبطة بدراسة إشكاليات المراهق والشباب والعلاقة بين المشاكل العائلية وتفشي ظاهرة الإدمان على تعاطي المخدرات فب أوساط الشباب واستعمال الوسائل التكنولوجية الحديثة لنسج العلاقات الاجتماعية بين المراهقين والحياة الجنسية للشباب.

ويشكل هذا الانشغال لتوسيع مجالات البحث والدراسة الخط الموجه للأعمال المنشورة في هذا العدد حول سمات الشخصية والقيم والثقافة ومراجعة وتقييما ودراسة لجوانب جديدة. وفي هذا الإطار شكلت ثقافة العمل والثقافية التنظيمية وتكون الموارد البشرية في المؤسسة الاقتصادية والمؤسسة الاستشفائية الى جانب خطاب الامام والتحليل النفسي العلاجي في المجتمعات العربية والإسلام إعادة قراءة انطلاقا من تشخيص وتحليل التحولات التي تعيشها في الوقت الراهن.

ونسجل نفس التوجه في المساهمات التي تناولت الشيخوخة والمسار الفكري والنضالي للشيخ صالح الشريف والهجرة الخارجية وحرب الخليج الثانية ونظام توزيع الإرث في بلاد الرافدين بالبحث والدراسة اعتمادا على مصادر ومعطيات غير مستعملة.

ومن الجدير بالذكر أن حرصنا على نشر المقالات الأصيلة موضوعا ومقاربة يعبر على رغبتنا لتحويل مجلتنا لمنبر للتعريف بالمساهمات الابتكارية. وفي هذا السياق، نأمل أن المقالات المنشورة في هذا العدد ستير الفضولية البحثية وتثمر بإنجاز أعمال جديدة تكون سعادة بنشرها في الأعداد المقبلة.



Afkar wa Affak

Volume 10, Numéro 4, Année 2022



Afkar wa Affak, revue académique et scientifique, trimestrielle
éditée par l'université Alger 2 Abou Al-Kacem Saâd Allah





Directeur de la revue: Pr. Said Boumaiza

Editeur en chef: Pr. Hocine Abdelaoui

Secrétariat: Naima Bensam

Éditeurs associés

Pr. Nouria Akli

(Université Alger2Abou El kacem Saâd Allah)

Pr. Abdelhamid Arab

(Université Alger2Abou El kacem Saâd Allah)

Pr. Juan David Sempere Souvannavong

(Université d'Alicante, Espagne)

Pr. Chahrazad Zahi

(Université Alger2Abou El kacem Saâd Allah)

Pr. Bréma Ely Dicko

(Université Paris 7 Denis Diderot)

Pr. Abdelkader Khalifa

(Université d'Ouargla)

Pr. Simona Corlan Ioan

(Institut d'Etudes Africaines Université de Bucarest)

Pr. Hong Sik Cho

(Soongsil University Corée du Sud)

Pr. Yazid Benhounet

(Centre National de la Recherche Scientifique, Paris)

Pr. Aziz Nafa

INRPME (Université de Québec)

Dr. Assia Kaced

(Université Alger2Abou El kacem Saâd Allah)

Pr. Seydou Keita

(Université de Bamako, Mali)

Pr. Aldjafer Tamadher

(Université de Badgdad, Irak)

Pr. Thouria Benmesmia

(Université de Tunis)

Pr. Kamel Boumnir

(Université Alger2Abou El kacem Saâd Allah)

Pr. Abdelahfid Hammouche

(Université de Lille, France)

Pr. Abdelaziz Khoudja

(Université de Ghardaïa)

Pr. Mohamed Saib Musette

(CREAD)

Pr. Jean Baptiste Meyer

(Institut de recherche pour le développement IRD Marseille France)

Pr. Mouna Khalid

(Université de Meknès, Maroc)

Pr. Sidi Mohamed Mohamedi

(CRASC)

Pr. João Vasconcelos

(Instituto de Ciências Sociais, Universidade Lisboa)

Pr. Souleiman Abdelwahed Youcef

(Université d'Elarich, Egypte)

Pr. Brahim Benyoucef

(Observatoire Espace et Société, Canada)

Pr. Riadh Ben khalifa

(Université de Tunis)

Dr. Nesrine Aoudjt-Bessai

(Université Alger2Abou El kacem Saâd Allah)

Dr. Guehria Wajih

(Université de Versailles-St-Quentin-en-Yvelines, France)

Dr. Amel Ghaniem

(Université de Port Saïd)

Comité de lecture

Pr. Hocine Abdelaoui

Pr. Zahia Djabellah

Dr. Mokhtar Djaija

Dr. Samia Arar

Correspondance et abonnement

ISSN (version imprimée) : 2170-1431 ISSN (version en ligne) : 2170-144X

URL : <http://www.asjp.cerist.dz/en/PresentationRevue/221>

URL : <https://afkar-wa-affak.univ-alger2.dz>

E-mail : unv.alger2@gmail.com

Adresse : université Alger2, Bloc des laboratoires, rue Djamel Eddine El Afghani, Bouzareah, Alger, Algérie

Tarifs d'abonnement à verser sur le compte de l'université Alger 2: Compte trésor : 1127/11 -- Compte CCP : 3224-92 clé 34

©Tous les droits sont réservés à l'université Alger 2 Abou el Kacem Saadallah



Présentation de la revue

"AFKAR wa AFFAK" est une revue trimestrielle publiée par l'université Alger2, Abou El Kacem Saâd Allah en accès libre et en versions, électronique et papier. Ouverte aux contributions scientifiques innovantes et originales, de haut niveau, en sciences humaines et sociales et en lettres et langues étrangères. Les langues d'expression sont principalement, l'anglais, l'arabe et le français. Depuis sa création, en 2011, elle s'inscrit dans une démarche d'internationalisation des travaux algériens et régionaux en sciences humaines et sociales et en Lettres et langues, et de réception des travaux issus d'autres sphères et traditions de recherche dans les domaines mentionnés.

La revue a comme objectif de mener des réflexions épistémologiques sur les sciences sociales, tout en traitant les questions d'actualités scientifiques et sociétales. Les axes de recherche que la revue entend soutenir privilégient les travaux se fondant sur des démarches empiriques susceptibles d'engendrer des retombées sur les connaissances théoriques et l'enseignement, spécialisés ou transdisciplinaires, à dimension mondiale et régionale ou à dimension locale et nationale.

Les publications sont évaluées et sélectionnées selon les critères académiques de rigueur scientifique, de clarté du cadrage théorique et méthodologique, de la validité des corpus traités et des approches adoptées, de l'originalité et de l'innovation de l'analyse ainsi que la qualité de rédaction.

Pour d'amples informations sur les règles de rédaction et de soumission des articles, prière de télécharger les documents diffusés sur le site:

<https://www.asjp.cerist.dz/en/PresentationRevue/221>



Sommaire

Présentation	07
Pr. Saïd Boumaïza	
1. Psychothérapie psychanalytique dans les sociétés arabo-musulmanes: le modèle du centre d'aide psychologique universitaire.(A)	09
Dr. Dalila Samri-Hadadi	
2. La migration de Machdala vers la France entre les deux guerres: une étude à travers les archives françaises.(A)	29
Dr. Yasmina Saoudi	
3. Le rôle des relations de parenté dans l'accompagnement du projet d'immigration clandestine: une enquête de terrain sur un échantillon d'immigrés en Kabylie.(A)	47
Dr. Ahcen Moualek	
4. Trouble de stress post-traumatique et stratégies de coping des immigrants Syriens en Algérie. (A)	73
Doct. Nawel Chader; Dr. Fatima Moussa	
5. Cheikh Salah Al Cherif Militant maghrébin 1862-1920. (A)	91
Dr. Boubeker Semmari	
6. La deuxième guerre du Golfe (1990-1991) et l'expansion de l'influence américaine dans la région du Golf arabe. (A)	109
Dr. Malika Mehamdi	
7. L'imam et le discours de la mosquée entre la pratique professionnelle et la performance spirituelle sacrée. (A)	125
Doct. Mad Nabak; Pr. Rachid Bousaada	
8. Le système de répartition de l'héritage en Mésopotamie à travers le code d'Hammourabi (1792 - 1750) av. (A)	145
Doct. Walid Mouhoub	
9. Le rôle de la communication scolaire : Améliorer la réussite scolaire de l'adolescent d'âge scolaire. (A)	159
Dr. Yasmina Benamirouche	
10. Les problèmes de l'adolescent et l'usage de drogues en Algérie: une étude exploratoire pour tester les facteurs psychologiques et l'environnement familial. (A)	177
Dr. Sabrina Benyahia	



11. Les relations sociales des adolescents et nouvelles technologies de la communication: génération numérique et interaction transcendant l'espace et le temps. (A) 193
Doct. Souhila Harayria
12. Modèles de communication dans la famille et leur relation avec le sentiment de pouvoir. (A) 209
Dr. Razika Ben Abdelmoumen
13. L'accompagnement parental et son importance dans l'intervention précoce pour améliorer le langage oral chez les enfants atteints de Down syndrome. (A) 225
Dr. Djaouhara Boudjamri
14. Sexualité et jeunesse algérienne, relation et comportement. (A) 241
Dr. Leila Sidi Moussa
15. Le niveau d'épuisement psychologique en milieu des infirmiers: enquête sur un échantillon d'infirmiers exerçant dans les services psychiatriques à Alger. (A) 265
Doct. Hamida Azouz ; Dr. Sabrina Gahar
16. Compétences pédagogiques dans le cadre de la pratique des pédagogues modernes : une lecture sociologique du modèle des pratiques de classe. (A) 285
Doct. Sabrina Chergui; Pr. Rachid Hamadouche
17. L'impact de la culture organisationnelle sur l'adhésion au changement: enquête sur un échantillon d'employés de banques à Blida. (A) 305
Dr. Nabil Ould Mahyidine
18. La contribution de la formation continue à la gestion des ressources humaines-Étude empirique. (A) 327
Doct. Samia Bensafia; Pr. Elhachemi Moukrani
19. Approche sociologique de la culture de travail en Algérie. (A) 339
Dr. Mehdi Awarem
20. Contribution à l'étude de l'impact de la retraite sur l'état de santé des chefs de famille retraités en Algérie selon les résultats de la Quatrième Enquête par Grappes à Indicateurs Multiples (MICS 42012-2013). (A) 357
Doct. Azzedine Sabri ; Pr. Nouredine Aissani



21. La traduction des termes d'Algérie Poste. (A) 377
Doct. Ahlam Binghamari; Dr. Elcherif Karma
22. L'ajustement psychosocial des personnes âgées: une étude comparative entre les personnes âgées de familles élargies et les personnes âgées de familles nucléaires. (A) 393
Dr. Radia Hadj Lekehel
23. Les caractéristiques de l'enseignant efficace en ALE selon les perceptions des étudiants de Master2. (E) 409
Dr. Nesrine Bessai-Aoudjit; Dr. Samira Arar
24. Une enquête sur les besoins et les difficultés des enseignants et des étudiants de l'ESP à l'université de Médéa, Algérie. (E) 427
Doct. Amro Makhlouf; Dr. Samira Arar
25. Dimensions de la Personnalité, Motivations et Système de valeurs: étude sur le personnel navigant commercial. 449
Dr. Mohamed Adjrad



Content

Presentation	07
Pr. Saïd Boumaïza	
1. Psychoanalytic psychotherapy in Muslim Arabic Societies: A model of the university psychological treatment center. (A)	09
Dr. Dalila Samri-Hadadi	
2. M'chadalian migration to France between the two wars: a study through the French archives. (A)	29
Dr. Yasmina Saoudi	
3. The role of kinship relations in supporting the illegal immigration project: a field study on a sample of immigrants from Kaylia. (A)	47
Dr. Ahcen Moualek	
4. Post-traumatic stress disorder and coping strategies of Syrian immigrants in Algeria. (A)	73
Doct. Nawel Chader; Dr. Fatima Moussa	
5. Sheikh Saleh Al Sherif a Maghrebi fighter, 1862-1920. (A)	91
Dr. Boubeker Semmari	
6. The Second Gulf War (1990-1991) and the expansion of American influence in the Arabian Gulf. (A)	109
Dr. Malika Mehamdi	
7. The Imam and Mosque discourse between material functional practice and sacred spiritual performance. (A)	125
Doct. Mad Nabak; Pr. Rachid Bousaada	
8. The legacy distribution system of Hammurabi code of law in the Mesopotamia civilisation (1952-1750) B.C.E. (A)	145
Doct. Walid Mouhoub	
9. The role of school communication improving the academic achievement of the school-aged adolescent. (A)	159
Dr. Yasmina Benamirouche	
10. Adolescent problems and use of drugs: an exploratory study on psychological factors and the family environment. (A)	177
Dr. Sabrina Benyahia	
11. Adolescent social relationships and new communication technologies: digital generation and interaction transcending space and time. (A)	193
Doct. Souhila Harayria	
12. Communication Patterns in the Family and their Relationship with the Feeling of Power. (A)	209
Razika Ben Abdelmoumen	



13. Accompanying parents and its importance in early intervention to improve oral language in children with Down syndrome. (A) 225
Dr. Djaouhara Boudjamri
14. Sexuality and Algerian youth, relationship and behavior. (A) 241
Dr. Leila Sidimoussa
15. The level of Burnout among nurses working in mental health services in Algiers. (A) 265
Doct. Hamida Azouz; Dr. Sabrina Gahar
16. Teaching skills in the context of practicing modern teaching Styles: a sociological reading of the classroom practices model. (A) 285
Doct. Sabrina Chergui; Pr. Rachid Hamadouche
17. The culture of organization and its impact on commitment to change: field study on a sample of banks in Blida. (A) 305
Dr. Nabil Ould Mahyidine
18. The contribution of Continuous training to the Management of Human resources: An empirical study. (A) 327
Dr. Samia Bensafia; Pr. Elhachemi Moukrani
19. Sociological approach to the culture of work in Algeria. (A) 339
Dr. Mehdi Awarem
20. Contribution to Studying the effect of retirement on the health status of retired household heads in Algeria based on the results of the Fourth Multiple Indicator Cluster Survey (MICS 4/2012-2013). (A) 357
Doct. Azzedine Sabri ; Pr. Nouredine Aissani
21. The translation of Algeria Post's terms. (A) 377
Doct. Ahlam Binghammari; Dr. Elcherif Karma
22. Psychosocial compatibility in the elderly: comparative study between elderly in extended family and nuclear family. (A) 393
Dr. Radia Hadj Lekehel
23. Effective EFL teacher characteristics according to master 2 students' perceptions: les caractéristiques de l'enseignant efficace en ALE selon les perceptions des étudiants de Master2. 409
Dr. Nesrine Bessai-Aoudjit ; Dr. Samira Arar
24. An Investigation into ESP Teachers' and Students' Needs and Difficulties at Medea University, Algeria. 427
Doct. Amro Makhoulouf; Dr. Samira Arar
25. Personality dimensions, motivations and values system: a study on cabin crew. (F) 449
Dr. Mohamed Adjrad



Présentation du numéro

Professeur Saïd Boumaïza

Directeur de l'Université d'Alger 2, Abul-Qasim Saâd Allah

Directeur de la revue

Abondamment traitée dans les numéros précédents, la question scolaire reste une préoccupation centrale dans les articles publiés dans notre revue. Dans le présent numéro, les contributions publiées élargissent le champ de la réflexion à l'enseignement de l'anglais à des fins spécifiques (ESP) dans les universités algériennes, l'évaluation de l'enseignant efficace de l'anglais langue étrangère, la modernisation des méthodes pédagogiques, le rôle de la communication scolaire dans l'amélioration des performances des élèves, à l'importance de l'accompagnement parental et le diagnostic précoce dans l'amélioration du langage oral et, enfin, à la problématique de la traduction.

La réflexion sur la question scolaire s'étend à l'étude des problématiques de l'adolescence et de la jeunesse. Les relations entre les problèmes familiaux et la consommation des drogues en milieu d'adolescents, l'utilisation des nouvelles technologies de communication dans la construction des relations sociales des adolescents et la sexualité des jeunes algériens sont les aspects étudiés selon des approches de la psychologie et la sociologie.

Cet intérêt à l'exploration de nouvelles pistes dans l'étude du champ scolaire constitue aussi le fil conducteur des contributions sur les questions des dimensions de la personnalité et le système de valeurs, la culture et les valeurs. Dans ce cadre, la culture du travail dans l'entreprise et dans les établissements hospitaliers, la culture organisationnelle, la formation des ressources humaines, la socialisation familiale de la notion du pouvoir, le discours des imams et la psychothérapie psychanalytique dans les sociétés arabo-musulmanes ont fait l'objet d'analyses sociologiques et psychologiques sur la base de l'exploitation des données d'enquête.

L'étude de ces différentes questions s'inscrit dans une perspective de changement sociétal qu'on peut observer dans les domaines revisités dans les contributions de ce numéro. Les questions de vieillissement de la population algérienne, l'exil et la migration ont été analysées par l'exploitation des archives et des données d'enquête.

Devenue un axe central de la ligne éditorialiste de notre revue, l'étude de l'histoire est consacrée à la restitution de la personnalité et le parcours intellectuel et militant maghrébin Cheikh Salah Al Cherif, une relecture de la deuxième guerre du Golfe analysée comme une consolidation de la



stratégie expansionniste de l'administration américaine et aussi à ressourcement dans l'histoire antique à travers une étude sur le partage de l'héritage en ~~en~~ Mésopotamie.

A travers cette diversification des thèmes triés dans ce numéro, notre objectif est de susciter la réflexion critique en espérant que la lecture des contributions publiées ouvre de nouvelles pistes de recherche et la réflexion sur de nouvelles approches. C'est l'objectif que nous recherchons et nous comptons le mettre en œuvre dans le choix des prochains articles.



Presentation

Professor Said Boumaiza

Director of the University of Algiers 2, Abul-Qasim Saâd Allah
Journal Director

We propose in this new issue a restitution of fieldwork and documentary research on the central issues of the Algerian society. For a thematic reading of these contributions, we propose to present them grouped in five cross-cutting themes.

Abundantly covered in previous issues, the school question remains a central concern in the articles published in our journal. In the present issue, the published contributions broaden the scope of reflection to the teaching of English for Specific Purposes (ESP) in Algerian universities, the evaluation of the effective teacher of English as a foreign language, the modernization of pedagogical methods, the role of school communication in the improvement of students' performance, the importance of parental guidance and early diagnosis in the improvement of oral language, and finally, the problem of translation.

The reflection on the school question extends to the study of the problems of adolescence and youth. The relationship between family problems and the consumption of drugs among adolescents, the use of the new technologies of communication in the construction of social relations of the adolescents, and the sexuality of the young Algerians are the aspects studied according to approaches of psychology and sociology.

This interest in exploring new avenues in the study of the school field is also the main thread of the contributions on the issues of personality dimensions and the value system, culture and values. Within this framework, the work culture in companies and in hospitals, the organizational culture, the training of human resources, the family socialization of the notion of power, the discourse of imams and psychoanalytical psychotherapy in Arab-Muslim societies have been the subject of sociological and psychological analyses based on the use of survey data.

The study of these different questions is part of a perspective of societal change that can be observed in the areas revisited in the contributions of this journal issue. The questions of aging of the Algerian population, exile, and migration have been analyzed through the exploitation of archives and survey data.



Having become a central axis of the editorial line of our journal, the study of history is devoted to the restitution of the personality and the intellectual and militant journey of the Maghrebi Cheikh Salah Al Cherif, a rereading of the second Gulf War analyzed as a consolidation of the expansionist strategy of the U.S. administration, and also to resourcing in ancient history through a study on the sharing of heritage in Mesopotamia.

Through this diversification of the themes selected in this issue, our objective is to stimulate critical reflection in the hope that reading the published contributions will open up new avenues of research and reflection on new approaches. This is the objective we are looking for, and we intend to implement it in the choice of future articles.



Afkar wa Affak

Volume 10, Numéro 4, Année 2022

Dépôt légal, 1208-2011
ISSN: 1431-2170
Prix: 500 DA



Une revue académique scientifique, trimestrielle publiée
par l'université d'Alger 2 Abu al-Qasim Saad Allah





An Investigation into ESP Teachers' and Students' Needs and Difficulties at Medea University, Algeria

تحقيق في احتياجات وصعوبات أساتذة وطلاب الإنجليزية لأغراض محددة
(ESP) في جامعة المدية، الجزائر

Une enquête sur les besoins et les difficultés des enseignants et des étudiants de l'ESP à l'université de Médéa, Algérie

Doct. Amro Makhoulf

Algiers 2 University, LIRADDI Laboratory, Algeria

Dr. Samira Arar

Algiers 2 University, LIRADDI Laboratory, Algeria

Submission date: 14-08-2022 -**Acceptance date:** 20-09-2022

Publication date: 06-11-2022

ملخص

اللغة الإنجليزية لأغراض محددة هو أحد المناهج التعليمية للغة يهدف إلى تلبية احتياجات ومتطلبات المتعلمين. لذلك، يعد تحليل الاحتياجات مفيدًا جدًا لتحديد المتطلبات الأساسية للمتعلمين وتحديد المجالات التي يفتقرون فيها إلى المهارات اللازمة. تبحث هذه الدراسة في احتياجات وصعوبات المعلمين والطلاب الجزائريين في قسعي العلوم والتكنولوجيا في جامعة يحيى فارس بالمدية. كما تكشف هذه الدراسة عن أهم آراء وتصورات المعلمين حول المناهج التدريسية، أهم المشاكل التدريسية وكذا الاستراتيجيات المطبقة لمساعدة الطلاب. تم استخدام مقابلة جماعية مركزة لتلبية أهداف البحث. ولقد كشفت النتائج عن معلومات هامة حول احتياجات المعلمين والطلاب بالإضافة إلى أهم التحديات التي يواجهونها أثناء تخطيط المناهج والمواد، بالإضافة إلى تخطيط الدروس وممارسة التدريس داخل القسم. أوضحت الدراسة أهمية التكوين المتواصل لمعلمي اللغة الإنجليزية لأغراض محددة وضرورة فهم أفضل لاحتياجات الطلاب في المناهج المستخدمة على المستوى الجامعي في الجزائر.

الكلمات الدالة: اللغة الإنجليزية لأغراض محددة؛ تحليل الاحتياجات؛ صعوبات؛ تكوين المعلمين؛ تصميم الدرس.

Abstract

English for Specific Purposes (ESP) is an approach to language that aims to meet the needs and demands of learners. Therefore, needs analysis is very useful for identifying learners' key requirements and determine the areas in which they are lacking skills. This study investigates Algerian ESP teachers' and students' needs and difficulties in the Sciences and Technology Departments at Yahia Fares University, Medea. It targets teachers' perceptions about their teaching

approches, the main problems encountered in the ESP course, and the strategies implemented to help ESP students. To this end, a focus group interview was used to meet the research aims. The findings of this research revealed insightful information on teachers' and students' needs as well as their encountered challenges, as an input to syllabus and materials planning, as well as to lesson planning and classroom instruction practice. The study demonstrated the importance of teacher training and the understanding of students' needs in ESP syllabus at university level in Algeria.

Keywords: English for specific purposes; needs analysis; difficulties; teacher training; course design.

Résumé

L'anglais à des fins spécifiques (ESP) est une approche de la langue qui vise à répondre aux besoins et aux demandes des apprenants. Par conséquent, l'analyse des besoins est très utile pour identifier les principales exigences des apprenants et déterminer les domaines dans lesquels ils manquent de compétences. Cette étude examine les besoins et les difficultés des enseignants et des étudiants Algériens de l'ESP dans les départements des sciences et technologies de l'Université Yahia Fares, Médéa. Elle cible les perceptions des enseignants sur leurs approches pédagogiques, les principaux problèmes rencontrés dans le cours de l'ESP ainsi que les stratégies mises en œuvre pour aider les étudiants en ESP. Pour cet objectif, un entretien de groupe de discussion a été utilisé pour répondre aux objectifs de la recherche. Les résultats de cette recherche ont révélé des informations pertinentes sur les besoins des enseignants et des étudiants ainsi que sur les défis rencontrés, ce qui contribuera à la planification des programmes et des contenus, ainsi qu'à la planification des cours et aux pratiques des enseignements en classe. L'étude a démontré l'importance de la formation des enseignants et la compréhension des besoins des étudiants dans le programme de l'ESP au niveau universitaire en Algérie.

Mots-clés: L'anglais à des fins spécifiques; analyse des besoins; difficultés; formation des enseignants; conception de cours.

Introduction

The teaching of English for Specific Purposes is generally considered as an independent discipline within English Language Teaching (ELT). It has developed its own methodology, and its research clearly draws on research from various disciplines in addition to applied linguistics (Dudley-Evans and St John, 1998). ESP is a term that refers to teaching or studying English for a particular career or for business in general. It looks at the purpose for which the student needs to learn English, for occupational or for study purposes. This study discusses research into the quality of teaching English for Specific Purposes (ESP) with the focus on Algerian ESP teachers and



students' needs and difficulties in the Sciences and Technology Departments at Yahia Fares University, Medea. It aims at scrutinizing teachers' perceptions of the current ESP teaching/learning, identifying teachers' and students' needs and difficulties, and suggesting solutions to ESP problems in Algerian universities. It also seeks for helping curriculum designers to create and develop more appropriate ESP course syllabus and thus ensure successful implementation of ESP courses. The main questions that were addressed in the present research with reference to Medea University context as follow:

- What are ESP teachers' perceptions about ESP teaching/learning, in Medea University?
- What are ESP teachers' and students' needs?
- What difficulties are facing ESP teachers and students?
- What solutions could be suggested to alleviate problems in ESP teaching/learning?

To this aim, a small-scale exploratory study has been conducted through a focus group interview. The current research emphasizes that learning English for specific purposes should be based on needs analysis approach. That is to say, designing a course that helps to meet ESP teachers and learners' needs is a very crucial prerequisite in curriculum designing. Moreover, it stresses the importance of teacher training in ESP contexts that seems to be an area of neglect in Algerian universities.

1. Literature Review

English for Specific Purposes or ESP is an approach to the teaching of English designed for scientific, technological, economic and academic purposes. It has developed in various ways and at different speeds around the world before its emergence (Mayo, 1998). ESP has gained considerable importance because it offers a functional objective for teaching/learning English and helps coping with the changing role English plays at national and international levels. Therefore, it has become necessary to reconsider the academic and professional roles of ESP by shedding light on the importance of ESP, the significance of needs analysis to ESP course design, and the call for appropriate teacher training.



1.1 ESP Definition and importance

There are various definitions of ESP. For instance, Coffey (1985) posits that ESP is “a quick and economical use of the English language to pursue a course of academic study (EAP) or effectiveness in paid employment (EOP)” (p.79). Put differently, it refers to teaching English to university students or people already in employment for academic purposes or for a particular profession. Besides, Johns and Price-Machada (2001) say that English for Specific Purposes (ESP) is a movement based on the proposition that all language teaching should be tailored to the specific learning and language use needs of identified groups of students — and also sensitive to the sociocultural contexts in which these students will be using English. (p.43)

In other words, an ESP course should be designed to suit the learners' needs in the workplace. Moreover, ESP teachers should *identify* a real-life situation for the vocabulary and structures in order to conduct a successful ESP class. ESP is important in the sense that it focuses on developing linguistic competence in the students' specific disciplines such as economics, medicine, tourism, etc. Moreover, it improves the relevance of what the students are learning and looks at the purpose for which the students need to learn English, i.e. for occupational or for study purposes. In this respect, Vasconcelos and Balula (2019) state that “ESP courses are designed to meet specific needs of the learners, with reference to the particular vocabulary and register they require.” (p.183). This implies that ESP has developed in response to learners' specific needs in academic or professional settings. Therefore, the identification of needs (needs analysis) is a prerequisite for both ESP teachers and course designers.

In short, ESP is an approach to EFL teaching/learning that benefits both academic and professional purposes, but it is primarily based on an effective needs analysis.

1.2 Needs analysis defined

Needs analysis was introduced in the mid-1970s as curriculum designers came to see learners' goals as the driving force behind ESP. It is the process of establishing *what* and *how* of a course (Dudley-Evans and St. John, 1998). It is a very crucial step in the development of a curriculum that is being started from scratch for a completely new program (Brown, 1995).

The term "needs analysis" has different definitions. Brown (1995) defines it as “the systematic collection and analysis of all subjective and objective



information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation” (p. 36). Moreover, Richards and Schmidt (2013) state that needs analysis is “the process of determining the needs for which a learner or a group of learners acquires a language and arranges the needs according to priorities.” (p.389). Both definitions stress the idea that needs analysis is a structured, organized process of identifying the requirements of a particular group of students and their instructor(s) or other stakeholders through the collection of the necessary data. Needs analysis in this case aims at creating curricula that are more effective and make the learning process more productive. Besides, Nunan (1988), needs analysis refers to “the techniques and procedures for collecting information to be used in a syllabus design.” (p.13). That is to say, instructional coordinators gather information about the learners in order to be able to know the reason for which the language is supposed to be used in a specific situation with certain people to an acceptable level of proficiency.

In sum, there are different types of needs that the ESP practitioners should consider, and two questions should be raised while designing a course: “what does the learner need? And how can he learn?”

1.3 Types of needs

Hutchinson and Waters (1987) identified two types of needs: Target needs and learning needs.

1.3.1 Target needs

Hutchinson and Waters (1987) identified three types of target needs: necessities, lacks and wants.

- Necessities** are what the learners have to know in order to function effectively in the target situations. We can gather information about necessities by observing the target situations and analyzing the constituent parts of them.
- Lacks** are the gap between the existing proficiency and the target proficiency of learners. They refer to what the learners already know and what they are deficient in, i.e., what they ignore or cannot perform in English.



–**Wants** are what the learners feel they need to gain from the language course. These needs are very personal; therefore, they are often referred to as 'subjective'. These wants may conflict with necessities perceived by employers and cause a de-stabilizing effect on motivation. Therefore, ESP course designer or practitioners must find solutions to accommodate them.

1.3.2 Learning needs

Hutchinson and Waters (1987) assert that learning needs refer to the variety of tools used by learners to achieve their target needs starting with realizing their lacks. Put differently, learning needs symbolize learners' journey from the starting point (lacks) to the destination (necessities). They involve an answer to the questions: How are we going to the destination? Are learners motivated? Are they bored? Are the teaching materials and methods suitable?

Therefore, curriculum designers need to identify learners' needs according to their learning situation and their current level of knowledge and skills. Nevertheless, instructional coordinators should also consider teachers' needs when designing an ESP course.

1.4 ESP course needs

Kennedy (1983) stated that the foundation of an effective ESP course should closely matches teachers' needs. Such a course should cover "course needs" and "teaching needs".

1.4.1 Course Needs

Kennedy (1983) asserted that a list of purposes (study skills) should be identified prior to the design of a course. It should also be made in accordance with the needs of native and nonnative speakers of English. Furthermore, a study skills approach was proposed involving the following aspects:

- A general aim for the course (succeeding on the course).
- A set of purposes (the skills required to achieve the general aim).
- Facilitating access to the particular variety of English language associated with the subject discipline (English language teaching and applied linguistics). (p.76).

However, Kennedy (1983) noted that both nonnative and native speakers find a difficulty with subject specific lexis in the initial stages of the course.



Thus, nonnative speakers may require more assistance at this stage also with common-core lexical items compared to native speakers. This aspect refers to course needs. The second aspect is related to teaching needs.

1.4.2 Teaching Needs

Kennedy (1983) argued that teaching needs “reflect the role of the course participant as teacher and predict the skills that the teacher will need after the course but in which he may need to be trained.” (p.76). He suggested a list of teaching activities that the teacher needs to perform via the use of the language specialist (i.e. linguist or terminologist) and skills.

- Selecting and evaluating material.
- Preparing lessons with and without the use of teachers' notes.
- Supplementing textbook exercises and designing own materials.
- Conducting a lesson.
- Setting and marking exercises (tests and examinations). (p.77)

Nonetheless, it should be clarified that these tasks are not appropriate for all situations. If we consider the example of second suggested activity, Kennedy (1983) claimed that no language problem could arise if the notes are written in the teachers' mother tongue. However, a language problem can present itself and become more complex when the notes are written in English and the teacher has poor reading skills or the conceptual content is high. Therefore, the teachers' guiding notes have to be compatible with the trainees' characteristics. Therefore, the integration of skills, activities, and subject content is more than necessary when designing teacher- training courses.

2. Roles of ESP Teachers

Dudley-Evans and St. John (1998) have distinguished five key roles of an ESP practitioner as a teacher, course designer and materials provider, collaborator, researcher and evaluator. These roles make an ESP practitioner less similar to a General English teacher.

- **The ESP practitioner as a teacher:** The methodology applied by an ESP practitioner is different from the one of a General English teacher. This is that the ESP teacher is not the ‘primary knower’ of the material. In ESP contexts, students are believed to know more than the teacher. ESP teaching approach is known to be learner-centered where learners'



needs and goals are of supreme value. Therefore, ESP practitioners are believed to be the organizers of the classroom who should have clear objectives and a good understanding of the carrier content of the teaching material. Most importantly, ESP teachers need to be flexible, ready to listen to students, and ready to take risks in their teaching.

- **The ESP practitioner as a course-designer and materials provider:** The ESP practitioners have to plan the course they teach and provide the materials for it. They are required to choose suitable published material or even writing material where nothing suitable exists. They also need to assess the effectiveness of the teaching material used on the course.
- **The ESP practitioner as researcher:** ESP teachers generally need to be able to carry out research to understand the discourse of the texts that students use. They need to observe the situations in which students use the identified skills, and analyse samples of the identified texts. They need to be confident that they know what is involved in skills such as written communication.
- **The ESP practitioner as collaborator:** The ESP practitioner must first work closely with field specialists. This cooperation might have three possibilities. First, it may involve specific collaboration so that there is some integration between specialist studies or activities and the language. Alternatively, it might involve the ESP practitioner closely collaborating with the learners, who will generally be more familiar with the specialized content of materials than the teacher. Third, a specialist checks and comments on the content of teaching materials that the ESP teacher has prepared.
- **The ESP practitioner as evaluator:** The ESP practitioner is often involved in various types of evaluation, including both the testing of students and the evaluation of courses and teaching materials. Tests are conducted to assess whether students have the requisite language and skills to undertake a particular academic course or career.

Nevertheless, teacher training is very crucial for ESP courses in order to improve teachers' competencies and meet learners' needs (Ziani, 2018; Bracaj 2014). In this regard, Widdowson (1983) assert that the ESP teachers' work involves much more than transmitting knowledge to learners. He draws a



clear line between training and education. According to him, the former requires the boosting of specific skills and the recognition of certain information while the latter aims at developing a general capacity to cope with a wide range of needs. That is why, he stresses that ESP courses are more concerned with training.

2.1. ESP Teacher Training

Training is the process of acquiring specific skills to perform a job better (Jucious, 1963). It helps people to become qualified and proficient in doing some jobs (Dahama, 1979). Researchers have proposed different procedures for designing an effective ESP teacher-training course. Ewer (1983), for instance, suggested the combination of two types of teacher training. The first type is "seminar-workshop", or "courselet", which generally lasts from five to ten days. This type of training is viewed as a way of introducing the concepts of ESP to the school and university teachers.

The second type of training is staff attachment whereby ESP practitioners visit each other institutions and spend some time usually fifteen days _ attending classes, examining materials and resources, visiting other ESP institutions in the area, making useful contacts, and above all, asking questions and discussing problems.

In the same regard, Kennedy (1983) claimed that ESP teacher-training course should mainly be related to the role of language in that training. According to him, ESP programs designers should apply the answers to three main questions: (a) what variety of (English) language does the learner require; (b) what is the purpose for which the language is required; (c) and, hence, how specific is the language required. Dudley-Evans (1998) asserted that ESP training should concentrate on a set of procedures such as setting up courses, carrying out text analysis and evaluating teaching materials.

Most importantly, the needs analysis in ESP training should be extended to include the context for which the students are prepared, such as "deficiency analysis, language audits, means analysis, and genre analysis". Furthermore, he posited that genre analysis is a crucial part of LSP teaching since it provides non-native speakers with the necessary linguistic tools to cope with the tasks required of them. Another important part is needs analysis that is an initial stage to identify the target needs for the development of syllabus and teaching materials.



3. Methodology

The current study is a small-scale investigation. It uses a qualitative method to describe and interpret the collected data. It demonstrates the participants' opinions about ESP learning and teaching needs, teacher training, and ESP learners' needs and difficulties. In fact, it reports ESP teachers' perceptions concerning ESP teaching/learning needs and difficulties at Medea University, Algeria. Finally, it sheds light on the participants' proposals in order to give answers to the designed research questions.

The informants of this study were 07 ESP teachers from Science and Technology Departments at Medea University. Four of them are PhD holders and the other three participants hold a Magister degree. Their teaching experience ranges from one to 10 years.

A group focus interview was used to collect the necessary data for this research (see appendix). It contains fifteen questions. It is divided into two sections. The first section consists of eleven questions. It aimed at gathering in-depth information about ESP teachers' qualities, ESP teacher training, ESP course plan, ESP teaching methods, time allocated to ESP courses, ESP teachers/students' needs, problems, and solutions. The second section comprises four questions. It seeks to know the main difficulties encountered by ESP students at Medea University, according to teachers' views and teaching experience.

The collected data was described qualitatively. A thematic analysis was used to analyze it. The researcher examined the collected data and identified two common themes: ESP Teachers needs and difficulties and ESP Students' needs and difficulties.

4. Data Analysis and Discussion

The collected data was discussed and interpreted according to the following rubrics:

- ESP Teachers needs and difficulties.
- ESP Students' needs and difficulties.
- Suggested solutions

4.1. ESP Teachers needs and difficulties

▪ Experience in Teaching English

The collected data revealed that the respondents' teaching experience ranges from one to ten years. The interview was administered to ESP teachers of



varying teaching experiences in order to gather information from different types of informants: novice and experienced. Teachers' answers to the first question demonstrated that most of them are experienced ESP teachers and thus their responses have certain credibility than those of novice teachers. Five out of seven participants have a teaching experience of more than five years. Their answers reflected their good understanding of the interview questions as well as their awareness of the situation of ESP teaching and learning in Algeria. More specifically, the collected data give insights into ESP teaching and learning at Medea University.

▪ ESP Teachers Qualities

When asked to mention the qualities of ESP teachers. Four respondents argued that ESP teachers should be well versed in the various ESP areas. This means that ESP practitioners should show a good mastery of ESP terminologies and their applications in different academic fields. Put differently, they considered terminology skills as the primary focus in ESP course as they help students communicate fluently in a job-related real situation. Therefore, ESP practitioners should possess certain knowledge about the students' discipline. That would help the ESP teachers to design the course and provide materials related to that particular discipline. In this respect, Dudley-Evans (1993) mention that teaching a basic ESP class requires ESP practitioners to have some kind of understanding of the content for the presentation and practice of relevant semi-technical language and grammatical points. Respondents' answers confirm that this quality is the main criterion that distinguishes an ESP teacher from a General English teacher.

Three respondents stressed the importance of using effective strategies and approaches in ESP teaching. This implies that the use of teaching strategies is a desirable activity in the ESP teaching process because it helps students become full participating members of the discourse community. One of the participants argued that an ESP teacher should be

“Equipped with sufficient cognitive, meta-cognitive and socio-cultural teaching strategies in order to accomplish a successful ESP teaching experience”.

A second participant added that

“Analytical skills (a subtype of cognitive skills) help ESP teachers conduct information needs analysis”.

While another participant assumed that,



“An ESP teacher should be flexible at changing the teaching learning strategies in what goes in accordance with the learning environment. In addition, he should be more focused on his learners’ needs and wants.”

That is to say, ESP practitioners should use multiple strategies to support the teaching and learning process. A good ESP teacher is the one who uses a variety of cognitive and metacognitive strategies such as asking students to reflect on their experience, boost their problem-solving skills, help them explore and understand how ideas are connected, and encourage them to monitor and evaluate their own performance. Actually, these skill sets help ESP practitioners identify all the information necessary for fulfilling certain objectives. This supports Dudley-Evans and St. John’s claim (1998) that asserts *“ESP teachers need to be flexible, be ready to listen to students, and to take risks in their teaching.”*

Furthermore, one respondent claimed that computer literacy and net savviness are essential for ESP teaching as they:

“Enable ESP teachers make online research and design effective courses.”

Three respondents reported that motivation and creativity are crucial qualities of ESP teachers. In this respect, Bracaj (2014) stressed that it is preferable to choose motivated teachers who show great willingness to teach ESP in order to conduct successful ESP classes. Besides, teaching creatively makes learning more interesting, exciting and effective, and motivation fosters students’ creativity and critical thinking. Only one participant mentioned that ESP practitioners should have a professional training to acquire the necessary knowledge and skills for coping with the wide range of needs in ESP settings.

▪ ESP Teacher Training

Though all respondents agree on the fact that training is essential for ESP teachers, only one participant declared to have had training. This confirms that training is an area of neglect in ESP teaching and learning in Algeria. This is due to the higher priority given to materials design rather than teacher-training programs (Kennedy, 1983). Along similar lines, Ziani (2018) referred to Algerian ESP teachers training as underestimated overhaul. She claimed that the lack of training for Algerian ESP teachers has affected the students’ attitudes towards learning the target language. She concluded that training has become more than a necessity for teachers in



order to enhance the quality of ESP teaching and learning in Algerian universities.

▪ The Essential Components of an ESP Course Plan

The respondents had different suggestions when interviewed about the components of an effective ESP course plan. The first respondent stated that

“The first important part in ESP course plan is the identification of learners’ needs and goals. Then, the selection and production of materials that fit with the designed course. Finally, the evaluation of the acquired knowledge in order to know to what extent the course is effective and whether learners have grasped its content or not.”

The second respondent explained that the central components for laying an effective ESP course plan are four.

“First, the teaching objectives should be aligned with students’ learning expectations, styles, needs, and proficiency levels. Second, the teaching content is to be in correspondence with meeting the envisaged objectives as well as in convergence with developing the four learning skills. Third, the type of knowledge subject to develop is procedural knowledge (how to use effectively the acquired learning inputs in real communicative situations). Forth, the implemented teaching methods should be picked in relation with the taught content.”

The third respondent posited that the first component of an effective ESP course plan is the identification of learners’ needs and their proficiency level. He also stressed on the necessity of considering ‘context’ when conducting an ESP course. The fourth respondent asserted that an effective ESP course should take into account the following: needs analysis, time management, and assessment activities. The fifth respondent mentioned that the focus should be on the “content” for designing an effective ESP course. According to him, ESP teachers should carefully select the materials needed for understanding content such as assigned readings, video recordings, exams, and so on. The sixth respondent reported that ESP practitioners should focus on teaching concepts and key terms; in addition, they should use diagnostic tests in order to spot out learners’ strengths and weaknesses. The seventh respondent affirmed that teachers’ qualities constitute the cornerstone for effective ESP course plan. He explained that a motivated and a well-trained ESP teacher is the key factor of a successful ESP course.



Consequently, most respondents emphasized that needs analysis is the first step in an ESP course because it helps teachers identify their learners' needs and determine the areas in which they are lacking skills. The second step is the selection of the appropriate teaching materials that are adequate with the learners' needs and objectives. The third step is the evaluation of the students acquired knowledge through assessment activities. Finally, factors such as 'context' should also be taken into consideration when designing courses for ESP students.

▪ Pedagogies, Methods and Approaches Implemented in ESP Classroom

According to one participant, there is no specific ESP pedagogy to implement in the classroom, since it changes in accordance to learners' needs and interests. Five respondents stated that they use a curriculum related to the students' major. In other words, they teach students topics that are related to their field of study using texts and articles. They claimed that such pedagogy boosts students' reading and academic writing skills as well as it enlarges students' vocabularies. In such case, the focus on grammar is not the main concern of ESP practitioner, but learners' grammatical skills could be triggered via classroom activities. Another respondent mentioned that he uses a needs analysis-based curriculum. His method of teaching includes specific career-focused courses that use subject-specific materials. The aim behind such strategy is to make students focus on the courses specific to their academic major by fitting the required general education coursework to each student's exact academic requirements. That is, such courses equip students with the necessary skills to be "employment ready" upon graduation. Moreover, he added that he mixes up between top-down and bottom-up activities. This implies that students are trained to use background knowledge to make sense of what they acquire in classroom. Moreover, students are taught to decode language through parsing single sounds and words, with less use of background knowledge.

As for the preferred teaching approach, four respondents claimed to prefer student-centered approach for various reasons. One participant affirmed that ESP is mainly a learner-centered approach to teaching English which focuses on developing students' communicative competence in a specific discipline. Otherwise speaking, students *should* embrace a more active and collaborative role in the process of learning. In such case, the teacher is but a guide. The second participant mentioned that she prefers student-centered



method as it provides a room for students to take a hand over their own learning and, thereby, exploring their competences regarding learning a given subject. This might result in nurturing their mental, psychological and social curiosity by transposing the number of learning inputs into real life-learning situations. The third participant assumed that he favored the student-centered approach, as it is more motivating and engaging for learners. The fourth participant stated that the student-centered approach is more desirable when teaching ESP courses because it makes students more engaged in learning, helps them acquire new skills, and develops their different competences. This agrees with Dudley-Evans and St. John's view (1998) that says the ESP teacher is not the 'primary knower' of the material. In ESP contexts, students are believed to know more than the teacher.

Two respondents posited that they prefer teacher-centered approach in which teachers take an active role delivering information while the students' main role is to receive the information provided by their instructors. They justified their choice by stating that teacher centered-approach is more appropriate than other approaches when taking into consideration Algerian students' low level of English proficiency, large class size, and lack of instructional materials in ESP classrooms. They said such a method minimizes the teachers' concern that students may be missing key material; most importantly, students always know where to focus their attention. One respondent said that he prefers to use a teacher-centered approach when instructing undergraduate students because the majority of them tend to be passive and less concerned with active learning. However, he admitted using both approaches when teaching graduate students.

▪ **Technology and ESP Learning**

Six respondents out of seven said that they use technology to boost their students' engagement in ESP classes. They use computers, data projectors, power points, and videos. They suggested that the effective use of technology in ESP classrooms can increase students' engagement as it encourages active learning. Besides, it helps teachers improve their lesson plans, and facilitate personalized learning through creating blended learning environments and bringing new models for learning and teaching to ESP classrooms.

▪ **Problems in Teaching ESP**

According to the participants, the main problems that an ESP teacher faces are:



- Problems related to the development of curriculum, syllabus, and teaching methods such as the lack of a unified curriculum.
- The lack of sufficient knowledge about ESP learners' disciplines and thus teachers fail to meet the learners' needs.
- The lack of proper needs analysis. That is, teachers are incapable to cater for students' diversified learning style, proficiency level and intelligence scale.
- The lack of training and workshops for ESP practitioners.
- The lack of resources (instructional materials) in ESP classrooms.
- Most students have a limited English proficiency or vary in their English competencies.
- Large class size.
- The lack of sufficient time in which to conduct ESP courses adequately.

In brief, the main problems faced by ESP teachers at Medea University are: the lack of knowledge on students' field of study, the lack of training, the lack of proper needs analysis, the lack of sufficient time, large classes, and learners' limited English proficiency.

4.2. ESP Students' needs and difficulties

▪ ESP Students' Needs

The informants claimed that both ESP teachers and ESP course designers must consider learners needs as a vital part of the teaching-learning process. That is, ESP teachers should be aware of the necessary learners' requirements that enable them to function effectively in the classroom. They mentioned that ESP students' needs are the following:

- The ESP students need to have a good command over spoken and written English language.
- The ESP students need to communicate with both teachers and classmates through English language.
- The ESP syllabi should be more learner centered for successful ESP learning.
- The ESP students need to be motivated through the use of teaching materials which encourage active and independent learning.



- The ESP students need to improve their English skills by using technology.
- The ESP students must update their knowledge by collecting resources from the Internet.
- The ESP students need to attend seminars and workshops on newly topics related to their field of study.
- The ESP students need to learn in smaller groups for better academic performance.
- The ESP students need to extend their ESP classes time.

▪ **Difficulties Encountered by ESP students, according to Teachers' Experience**

The informants thought that the main difficulties faced by ESP learners are:

- The use of inappropriate curriculum that is not always based on learners' specific needs.
- Learners' unintelligibility of all learnt concepts and notions and, thereby, feeling defeated and consumed by the subject being taught.
- Learners may also face a difficulty when dealing with some ambiguous concepts. One word can be with more than one meaning.
- The lack of resource materials for ESP students.
- The lack of motivation and engagement.
- The lack of confidence in expressing, interacting, and talking in English.
- Mother tongue influence.
- The focus on the grades rather than learning.
- The inconvenience of the implemented training for some learners due to their different personalities (such as introverts vs. extroverts) as well as for their limited or excessive mental capacities.
- Large class size. The bigger the size of the class is, the more chaotic the ESP class is. The overloaded class-size provokes time management problem in face of learners' heterogeneous (distinct mental, psychological and social) attributes and, hence causes teachers' physical and psychological energy exhaustion. Moreover, large class size



prevents instructors from adopting new approaches that are more effective.

–Limited class time.

4.3. Suggested Solutions

The research findings suggested a number of solutions to ESP learning problems. The first is the need of professional training for ESP practitioners. Indeed, all the participants showed positive attitudes towards the necessity of training in ESP classrooms. Therefore, ESP training programs, workshops, seminars and conferences should be encouraged to improve ESP teaching learning in Algerian universities, bearing in mind that interacting and cooperating with other ESP practitioners and institutes could be very helpful. In this context, Boudersa (2018) suggested that training teachers in ESP has a central factor in preparing English teachers for the profession of ESP teaching.

It is only through effective training programs provided by professional ESP experts and specific-field practitioners that success in teaching and learning can be achieved in any ESP classroom situation. In addition, Bouguebs (2018) mentioned that Algerian ESP teachers require additional knowledge and skills to cope within new teaching settings through a professional ESP teacher training.

The second is the need of collaboration between ESP teachers and curriculum specialists in designing suitable syllabi and courses. Dudley-Evans and St. John (1998) assumed that the ESP practitioners should keep in touch with other counterparts in different institutions as well as the subject specialists in order to strengthen and develop their ESP teaching skills.

The third is the persistent modulation of the course plan in accordance with students' needs. In this regard, Mede, Koparan, and Atay (2017) found that learners studying in ESP programs have specific language needs. These needs should be taken into consideration while designing the program. Otherwise speaking, such programs should be student centered and should draw on the learners' professional engagement with the subject matter of the course.

The long-term involvement of students with their specialized domain will give ESP programs a clear instrumental value and will serve basis for the development of new program. Likewise, Mačianskienė and Bijeikienė (2018) claimed that ESP teaching could be highly improved through a more



learner-centered approach which takes learner specific needs into account. Furthermore, ESP courses should be based on a range of active learning and teaching materials integrating independent, pair and group work in real and virtual learning environments.

The fourth is the integration of technology in ESP classrooms as it makes ESP teaching easier. Moreover, it helps teachers track students' progress. Most importantly, it increases students' engagement. Fifth, there should be a provision of the necessary teaching materials to boost learning productivity. Sixth, the class size should be reduced for a better understanding of the needs of each student. Seventh, the time of ESP classes should be extended to strengthen and enrich students' learning.

Finally, Algerian students' interest in English should be raised through the use of some strategies such as connecting what they are taught to real life.

The results also proposed a number of strategies to help support ESP learners such as:

- The use of an eclectic approach in which teachers are able to switch between methods and techniques to keep learners attached and focused with the presentation of the course.
- The use of reading materials in order to stimulate students' imagination and enrich their knowledge.
- The use of oral presentations in order to assess students' knowledge, understanding and reasoned arguments, and their ability to communicate them clearly.
- Encouraging memorization to remove memory constraints in learning and help students remembering new words, grammar, and sentence structures, make connections between them, and use them in contextual situations.
- The use of dictionaries to explain difficult terms. Translation can help teachers reduce students' anxiety and enhance their motivation to learn L2. Moreover, it can help instructors assess whether students comprehension is correct.
- The use of jigsaw activities to encourage cooperative learning among students. In addition, they help students improve their communication, and problem-solving skills.



- The use of multiple-choice questions (MCQs) to assess students learning and support learners' engagement in higher levels of cognitive reasoning such as application or synthesis of knowledge.
- The use of information gap activities to inspire students' critical thinking skills and foster their intrinsic motivation.
- The use of crossword puzzle to enlarge students' vocabulary and teach them how to spell items correctly.
- The use of team work activities.
- The use of videos, as they enable teachers to motivate students with real life language input, and enhance their production skills. Further, they enable them to have full control over learning i.e. beginning, ending and reviewing of the video and the attached learning that occur by watching that particular video.
- The use of specific career-focused language.
- The use of analogy (to instance the concepts) to reduce the difficulty of the concepts.
- Providing positive feedback to learner' errors.
- Incorporating the learners into the learning process by putting them into real-life learning experience (trigger critical thinking, eliciting information, defying them with problem-solving learning situations).
- Encouraging and promoting practice.
- The use of an intermediary language (Arabic) when necessary.

Conclusion

The current study investigated ESP teachers and learners' needs and difficulties in Medea University, using a focus group interview. The results showed that English for Specific Purposes is an approach to English learning that targets the current and future needs of learners focusing on the necessary language skills through general or discipline specific learning methodologies. The fact that learners know specifically why they are learning a language is a great advantage on teaching-learning process. The findings also revealed that needs analysis is the cornerstone of designing an effective syllabus for English Specific Purposes as it improves students' academic performance in target situations. Moreover, the obtained results indicated that there is an urgent need for ESP teacher training in Algerian universities. Professional training is very crucial for ESP courses in order to



improve teachers' competencies and meet learners' needs. Similarly, the finding showed that ESP course syllabi neglect learners' needs. Therefore, ESP instructional coordinators should take thoughtful decisions in terms of teachers' training and curricula in addition to the involvement of learning needs in the process of course design. The informants equally suggested a number of solutions that could alleviate most ESP teachers and students' problems.

Bibliography List

1. Boudersa N., 2018. ESP education in Algeria: a description of the teaching situation scenario with focus on problems, challenges and training; *International Arab Journal of English for Specific Purposes (IAJESP)*, vol.1. no.2, 1-22.
2. Bouguebs R., 2018. teacher training course a key success to ESP challenges: knowledge and practices; *International Arab Journal of English for Specific Purposes (IAJESP)*, vol.1. no.2, 23-41.
3. Bracaj, M. (2014). Teaching English for Specific Purposes and Teacher Training. *European Scientific Journal* Vol.10, No.2, 40-49.
4. Brown J. D., 1995. *The elements of language curriculum: a systematic approach to program development*, Boston, M.A.: Heinle & Heinle.
5. Coffey B., 1985. ESP: English for specific purposes, In V. Kinsella, (Ed.), *Cambridge Language Surveys* 3.
6. Dahama O. P., 1979. *Extension and rural welfare*, New Delhi: Ram Parsad and Sons.
7. Dudley-Evans T.; St. John M. J., 1993. Subject specificity in ESP: how much does the teacher need to know of the subject? *Asp: GERAS*, vol. 1, 1-9.
8. Dudley-Evans T.; St. John M. J., 1998. *Developments in English for specific purposes: a multi-disciplinary approach*, Cambridge, Cambridge University Press.
9. Ewer J. R., 1983. Teacher training for EST: problems and methods, *The ESP Journal*, vol 2, 9-31.
10. Johns A. M.; Price-Machada D., 2001. English for specific purposes (ESP): tailoring courses to students' needs and to the outside world, In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language* (3rd ed., pp. 43-54), Boston, MA: Heinle and Heinle.
11. Jucious M. J., 1963. *Personnel management* (5th Ed.), Homewood, IL: Richard D. Irwin.
12. Hutchinson T.A.; Waters, 1987. *English for specific purposes* (1sted.), Cambridge: Cambridge University Press.



13. Kennedy C. J., 1983. The training of teachers for ESP, *The ESP Journal*, vol 2, 73-85.
14. Mačianskienė N.; Bijeikienė M., 2018. Fostering active learner engagement in ESP classes; In: Kirköğz Y., Dikilitaş K., (Eds.), *Key issues in English for specific purposes*, Cham: Springer, 223-242.
15. Mayo M.P.G., 1998. *The development of ESP: language description and its influence on pedagogical materials*, Bilbao: Universidad del País Vasco, 204-228.
16. Mede E.; Koparan N.; Atay D., 2018. Perceptions of Students, teachers and graduates about civil aviation cabin services ESP program: an exploratory study in Turkey, In: Kirköğz Y., Dikilitaş K., (Eds.), *Key issues in English for specific purposes*, Cham: Springer. 157-175.
17. Nunan D., 1988. *Syllabus Design*. Oxford: Oxford University Press.
18. Richards J. C.; Schmidt R. W., 2013. *Longman dictionary of language teaching and applied linguistics*, (4th ed.), United Kingdom: Pearson Education Limited.
19. Vasconcelos S.V.; Balula A., 2019. Teaching English to marketing students: bridging the gap between academic and real-world skills; In: Pinheiro M.M.; Estima A.; Marques S., (Eds.), *Evaluating the Gaps and Intersections Between Marketing Education and the Marketing Profession*, USA: IGI Global. 162-183.
20. Widdowson H.G., 1983. *Learning purpose and language use*, Oxford: Oxford University Press.
21. Ziani M., 2018. Training ESP teachers: an under-estimated overhaul, *cahiers de linguistique et didactique (CLD)*, no. 7, 102-114.

