



Université Mustapha STAMBOULI de Mascara

Faculté des Lettres et des Langues



جامعة مصطفى استمبولي Mascara

كلية الآداب واللغات



*Faculty of Letters and Languages  
Department of English*

*Certificate of Participation*

**“New Perspectives and Challenges in English Studies in Algeria:  
TEFL, ESP, Translation, Civilization and Literature”**

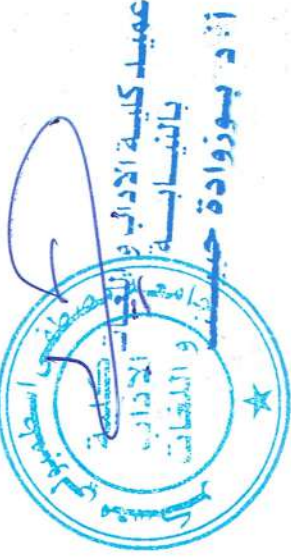
The organizing committee of the National Conference “New Perspectives and Challenges in English Studies in Algeria: TEFL, ESP, Translation, Civilization and Literature”, held on 1<sup>st</sup> March, 2022, certifies that Dr. Ladjel Karima has presented a paper entitled: “New Perspectives of Language Teaching Approaches in ESP Contexts: Writing Scientific Papers in ESP”.

The Organizing Committee President



*BENABDI Farouk*

The Dean of the Faculty



**University of Mustapha Stambouli, Mascara**  
**The Programme of the National Conference:**  
**“New Perspectives and Challenges in English Studies in Algeria: TEFL, ESP, Translation, Civilization and Literature”**  
**1<sup>st</sup> March, 2022**

<b>Time</b>	<b>Participants</b>	<b>Titles of Communication</b>
9.00	National Conference President	Dr. Benabdi Farouk
9.05	Head of Department	Mr. Belbia Feth Allah
9.10	Dean of the Faculty	Prof. Bouzouada Habib
9.20	Rector of the University	Prof. Bentata Samir
<b>Plenary Session Chaired by Dr Baraka Abdellah (Room 1)</b>		
9.30	Prof. Dib Mohammed (University of Mascara)	<b>Teaching English to 1<sup>st</sup> Year LMD Students Throughout Suchi Approach. A Basket of Miscellaneous Poems as a Case to the Point</b>
9.45	Dr. Ghembaza Hichem Ahmed (University of Saida)	<b>Cross-cultural Pragmatics as a Key Concept in the Language of Travel</b>
10.00	Dr. Beghdadi Farouk and Dr. Baraka Abdellah (University of Mascara), Dr. Dahou Fatima Nor El Houda (University of Mostaganem)	<b>The Teaching of English in Algerian Context: Time to switch to American English for Algerian EFL learners?</b>
10.15	Dr. Messaoudi Lila (University of Mascara)	<b>Challenges and Alternatives in Teaching Anglophone Literature in Departments of English in the Algerian University</b>
10.30		<b>Debate</b>
		<b>Break</b>
<b>Workshop 1: Chaired by Dr Benchennane Djamila (Room 1)</b>		
11.00	Dr Benabdi Farouk	<b>Designing ESP Coursebooks and the Introduction of Social and Emotional Learning (SEL)</b>
11.15	Dr. Nouari Wafa (University of Batna) (Google Meet)	<b>Teaching via E-Courses during the Pandemic Case study: Teaching Literary Contexts</b>
11.30	Dr. Benchennane Djamila (University of Mascara)	<b>Designing a Course for Master 1 ESP</b>
11.45	Dr. Ladjal Karima (University of Djelfa) Google Meet	<b>New Perspectives of Language Teaching Approaches in ESP Contexts: Writing Scientific Papers in ESP</b>
12.00	Ms. Gasmi Aouatif (University of Mascara)	<b>English Language Teaching in Algerian Secondary Schools: Implementation vs. Practice</b>

12.15	Dr. Dhikra Harroug & Hellalet Souhila (University of Batna) (Google Meet)	<b>Developing the Speaking Skill in English as a Foreign Language through Project-Based Learning</b>
12.30	<b>Debate</b>	
<b>Workshop 1: Chaired by Dr Beghdadi Farouk (Room 2)</b>		
11.00	Mr. Merbah Kouider (University of Mascara)	<b>Trauma and Guilt as Represented in William Styron's <i>Sophie's Choice</i> (1979)</b>
11.15	Ms. Chabira Hanane (University of Mascara)	<b>The Challenges of Teaching Cultural Controversial Issues in Literature Class</b>
11.30	Mr. Benhmeida Ala Eddine (University of Mostaganem)	<b>Fanfiction as a New Compelling and Relevant Genre in Algerian E-Learning: Wattpad as a Case Study.</b>
11.45	Ms. Djihane Fatima Zohra Chabane	<b>The Benefits of Online Tools: Teaching and Learning Literary Texts</b>
12.00	Ms. Marouf Ouassila (University of Mascara)	<b>Approaching History through Presentism</b>
12.15	<b>Debate</b>	
<b>Workshop 2: Chaired by Dr Messaoudi Lila (Room 1)</b>		
12.45	Ms. Charef Kheira (University of Mascara)	<b>Social Media as a Tool for English Language Learning</b>
13.00	Dr. Rahmani Mokhtaria & Ali Rabah Nouria (University of Saïda) (Google Meet)	<b>Meeting the new challenges in the teaching of civilization</b>
13.15	Dr. Hamimed Nadia (University of Tlemcen) (Google Meet)	<b>New Perspectives and Challenges in ESP</b>
13.30	<b>Debate</b>	
<b>Workshop 2: Chaired by Prof. Dib Mohammed (Room 2)</b>		
12.45	Mr. Chehri Youcef (University of Mascara)	<b>The Shift from Pedagogy of the Oppressor to Pedagogy of the Oppressed: The Effects of Postmodernism in Teaching Literature</b>
13.00	Ms. Bab Chikh Nashida (University of Mascara)	<b>Are EFL Teachers ready? Pedagogical variations to E-teaching</b>
13.15	Ms. Bekki Chaimaa (University of Algiers 2) (Google Meet)	<b>The challenges Faced by Supervisors and Supervisees in the Supervision Process: The Case of Master 2 Students in the English Department.</b>
13.30	<b>Debate</b>	
13.45	Word of the Dean and the Closing Ceremony	

## **New Perspectives of Language Teaching Approaches in ESP Contexts: Writing Scientific Papers in ESP**

**Abstract.** Following the approach of content and language integrated instruction in higher education, content teachers consider writing for publication as a primary target which they aim to reach. In a response to this need, they are now turning to learning the necessary skills which lead them to obtain the proficiency of English writing for publication. Accordingly, the aim of the current study is to implement a deficiency analysis to explore the lacks of content teachers in English writing for publication. Therefore, a case study includes forty content teachers to be investigated. To collect data, three research instruments are used; a questionnaire is distributed to the content teachers to find out their deficiencies, a documentary analysis of the content teachers' manuscripts is applied, and an interview is carried out with ten reviewers of different journals to guarantee cross-checking the data collected. The results are analyzed with the regard to the statistical elements (means, standard deviations) and the percentages presented. The findings revealed that content teachers' rejection of their manuscripts are attributed to their limited level of linguistic and discourse competences. Regarding the linguistic features, reasons which make content teachers' manuscripts rejected for publication include their inability to produce well-structured sentences with the use of appropriate parts of speech and tenses (linguistic features). For discourse competence, content teachers are unable to build coherent and cohesive paragraphs (i.e., teachers are not aware of the components which constitute a paragraph such as a thesis statement, main ideas, supporting details). As a result, a set of recommendations are provided to address the situation.

**Keywords:** Writing, scientific research papers, CLIL, publication, Deficiencies

### **Summary:**

The primary objective of the research is to conduct a deficiency analysis aimed at identifying the shortcomings of content teachers in English writing for publication within the framework of content and language integrated instruction in higher education. With content teachers increasingly viewing writing for publication as a key target, the study seeks to explore the skills they lack in achieving proficiency in this area. This investigation is particularly relevant as content teachers are now actively seeking to acquire the necessary skills to enhance their English writing for publication. The research is framed as a case study involving forty content teachers, making use of three distinct research instruments: a questionnaire distributed to identify deficiencies, a documentary analysis of content teachers' manuscripts, and interviews with ten journal reviewers to cross-check the collected data.

The research design employs a mixed-methods approach, combining quantitative data from the questionnaire and documentary analysis with qualitative insights gathered from interviews. The statistical elements such as means and standard deviations, along with percentages, are utilized for data analysis. The study reveals that content teachers face rejection

of their manuscripts primarily due to limitations in linguistic and discourse competences. Linguistically, issues such as the inability to construct well-structured sentences using appropriate parts of speech and tenses contribute to manuscript rejections. In terms of discourse competence, content teachers struggle to build coherent and cohesive paragraphs, demonstrating a lack of awareness regarding the essential components of a paragraph, such as thesis statements, main ideas, and supporting details.

As a response to these findings, the research provides a set of recommendations to address the identified deficiencies in English writing for publication among content teachers. These recommendations aim to enhance both linguistic and discourse competences, offering practical guidance to improve sentence structure, the use of appropriate language elements, and the construction of coherent paragraphs. The study contributes valuable insights to the ongoing discourse on content and language integrated instruction, offering specific strategies for content teachers to enhance their proficiency in English writing for publication.

In conclusion, the research contributes to the understanding of the challenges faced by content teachers in the context of content and language integrated instruction, particularly in the realm of English writing for publication. The findings underscore the importance of addressing linguistic and discourse competences to overcome manuscript rejection issues. The recommendations provided offer practical steps to improve these competences, thus serving as a valuable resource for content teachers seeking to enhance their skills in writing for publication.