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**For an Effective Word Recognition in Specific Listening
Comprehension: Case Study of Third Year LMD Students of
English, at Badji Mokhtar University of Annaba**

THÈSE

**Présentée pour l'Obtention du Diplôme de
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To Mohamed, for filling the gap my father left.

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LIST OF ABBREVIATIONS

- CNP:** Communicative Needs Processor
- CPH:** Critical Period Hypothesis
- EGP:** English for General Purposes
- ELT:** English Language Teaching
- ESP:** English for Specific Purposes
- ESL:** English as a Second Language
- LAD:** Language Acquisition Device
- LAFS:** Lexical Access from Spectra
- LTH:** Linguistic Threshold Hypothesis
- LSA:** Learning Situation Analysis
- NA:** Needs Analysis
- PSA:** Present Situation Analysis
- RA:** Register Analysis
- SWOT:** Strengths, Weaknesses, Opportunities and Threats
- SWR:** Spoken Word Recognition
- TSA:** Target Situation Analysis
- VWR:** Visual Word Recognition

ABSTRACT

Listening in ESP is more demanding than listening in EGP because it requires quick word recognition and understanding of specialized vocabulary. A Need Analysis is needed to identify learners' specific listening difficulties and to determine whether teachers' practices match these needs. This study examines how students and teachers view the skills that support effective word recognition in ESP listening comprehension. The prevailing hypothesis discussed in this study is : There would be a gap between the listening and word recognition needs required in ESP and those required in EGP, and the instructional priorities emphasized by teachers. A mixed method approach used two questionnaires to collect data, one for 130 students and the other one for 30 teachers at the English department of Badji-Mokhtar University- Annaba. The aim is to gain insight into the views of students and teachers about the different skills enhancing listening comprehension, particularly word recognition ability. Additionally, an interview of 30 students and 15 teachers was conducted to confirm the results of the questionnaires. The first two hypotheses are confirmed, but the last two are only partially confirmed. The respondents, on both sides, recognize that listening in ESP requires distinctive skills. However, the two sides significantly diverge in sub-skills prioritization, which indicates the need for an improved needs analysis. A mismatch between teacher instruction perspectives and student difficulties highlights the need for a continuous evaluation of learners to provide relevant syllabi based on their feedback. Furthermore, only a few students reported receiving instruction in comprehension strategies, indicating room for improvement in this area. The findings denote the importance of considering the specific context of ESP when designing listening instruction and provide insights for both teachers and curriculum developers. Enhancing word recognition and skill development in specialized listening comprehension is recommended.

Keywords: Specific listening, word recognition, needs analysis, skill-based syllabus.

RESUME

L'écoute en ESP est plus exigeante que l'écoute en EGP, car elle nécessite une reconnaissance rapide des mots et la compréhension d'un vocabulaire spécialisé. Une analyse des besoins est donc nécessaire pour identifier les difficultés spécifiques des apprenants en matière d'écoute et pour déterminer si les pratiques des enseignants répondent à ces besoins. Cette étude examine la manière dont les étudiants et les enseignants perçoivent les compétences qui soutiennent une reconnaissance efficace des mots dans la compréhension orale en ESP. L'hypothèse principale examinée dans cette étude est la suivante : il existerait un écart entre les besoins en écoute et en reconnaissance des mots requis en ESP et ceux requis en EGP, ainsi qu'avec les priorités d'enseignement mises en avant par les enseignants. Une approche mixte a été utilisée en administrant un questionnaire pour 130 étudiants et un autre pour 30 enseignants au département d'anglais de l'Université Badji-Mokhtar - Annaba. L'objectif est de sonder leurs opinions concernant les différentes caractéristiques et les facteurs qui améliorent la compréhension orale, en particulier la capacité de reconnaissance des mots. De plus, une interview a été réalisée avec 30 étudiants et 15 enseignants pour confirmer les résultats des questionnaires. Les deux premières hypothèses sont confirmées, mais les deux dernières ne le sont que partiellement. Les répondants, des deux côtés, reconnaissent que l'écoute en ESP nécessite des compétences particulières. Cependant, les deux parties divergent considérablement sur la priorisation des sous-compétences, ce qui implique la nécessité d'améliorer l'analyse des besoins. Bien qu'il y ait une reconnaissance des complexités de l'écoute en ESP, l'enseignement ciblé doit être renforcé. Un décalage entre les perspectives d'instruction des enseignants et les difficultés des étudiants souligne la nécessité d'une évaluation continue des apprenants afin de fournir des programmes pertinents basés sur leurs besoins. En outre, peu d'étudiants ont rapporté avoir reçu un enseignement sur les stratégies de compréhension,

indiquant un potentiel d'amélioration dans ce domaine. Les résultats soulignent l'importance de prendre en compte le contexte spécifique de l'ESP lors de la conception de l'enseignement de la compréhension orale et offrent des perspectives tant pour les enseignants que pour les concepteurs de programmes.

Mots-clés : Ecoute spécifique, reconnaissance de mots, analyse des besoins, programme basé sur les compétences.

ملخص

تُعَدُّ مهارة الاستماع في الـ ESP أكثر تطلُّباً من الاستماع في الـ EGP أنها تحتاج إلى سرعة في التعرف على الكلمات وفهم المفردات المتخصصة. لذلك يعدّ تحليل الاحتياجات ضرورة لتحديد صعوبات المتعلمين الخاصة بالاستماع ومعرفة ما إذا كانت ممارسات الأساتذة تتوافق مع هذه الاحتياجات. تهتم هذه الدراسة بمعرفة كيف ينظر الطلبة والأساتذة إلى المهارات التي تدعم التعرف الفعّال على الكلمات في فهم الاستماع في سياق الـ ESP. الفرضية الرئيسية التي تناقشها هذه الدراسة هي كالآتي: ستكون هناك فجوة بين احتياجات الاستماع والتعرف على الكلمات المطلوبة في الـ ESP وتلك المطلوبة في الـ EGP، وكذلك مع أولويات التدريس التي يؤكد عليها الأساتذة. استخدمت هذه الدراسة منهجية مزدوجة باستعمال استبيانين لجمع المعطيات، أحدهما أجاب عنه 130 طالباً والثاني أجاب عنه 30 استاذاً في قسم اللغة الإنجليزية بجامعة باجي مختار - عناية. ويهدف الاستبيانان إلى الحصول على آراء الطلاب والأساتذة بشأن الميزات المختلفة والعوامل التي تعزز الفهم أثناء الاستماع، وخاصة القدرة على التعرف على الكلمات. بالإضافة إلى ذلك، تم إجراء مقابلة مع 30 طالباً و15 استاذاً لتأكيد نتائج الاستبيانين. تم تأكيد الفرضيتين الأولى والثانية، لكن الفرضيتين الأخيرتين لم يتم تأكيدهما سوى جزئياً. يعترف الجانبان ، بأن الاستماع في ESP يتطلب مهارات مميزة. ومع ذلك، اختلف الجانبان بشكل كبير في تحديد أولويات المهارات الفرعية، مما يشير إلى الحاجة إلى تحسين تحليل الاحتياجات. رغم وجود وعي بمدى تعقيد عملية الاستماع في ESP ، إلا أن هناك حاجة لتعزيز ما نهدف إليه من تعليم. يتبين من الفجوة بين آراء الأساتذة حول التعليم وصعوبات الطلاب في التحصيل ان هناك حاجة ماسة إلى تقييم مستمر للطلاب لتوفير منهجيات ذات صلة بناءً على ملاحظاتهم. علاوة على ذلك، أفاد عدد قليل من الطلاب بأنهم تلقوا تعليمًا في استراتيجيات الفهم، مما يشير إلى وجود امكانية لتحسين هذا المجال. تشير النتائج إلى أهمية أخذ السياق المحدد لـ ESP في الاعتبار عند تصميم برامج تدريس مهارة الاستماع كما انها تقدم رؤى سديدة لكل من الأساتذة ومصممي المناهج. يُوصي البحث بتعزيز مهارة التعرف على الكلمات وتنمية الاستراتيجيات في فهم أثناء الاستماع المتخصص. أخيراً، تقترح الدراسة منهج قائم على المهارات.

الكلمات المفتاحية: الاستماع الخاص، التعرف على الكلمات، تحليل الاحتياجات، منهج دراسي القائم على المهارات.