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Generativity is a Core Value of the ESJ: A Decade of Growth

Erik Erikson (1902-1994) was one of the great psychologists of the 20th century[1]. He explored the nature of personal human identity. Originally named Erik Homberger after his adoptive father, Dr. Theodore Homberger, he re-imagined his identity and re-named himself Erik Erikson (literally Erik son of Erik). Ironically, he rejected his adoptive father's wish to become a physician, never obtained a college degree, pursued independent studies under Anna Freud, and then taught at Harvard Medical School after emigrating from Germany to the United States. Erickson visualized human psychosocial development as eight successive life-cycle challenges. Each challenge was framed as a struggle between two outcomes, one desirable and one undesirable. The first two early development challenges were 'trust' versus 'mistrust' followed by 'autonomy' versus 'shame.' Importantly, he held that we face the challenge of **generativity** versus **stagnation in middle life**. This challenge concerns the desire to give back to society and leave a mark on the world. It is about the transition from acquiring and accumulating to providing and mentoring.

Founded in 2010, the European Scientific Journal is just reaching young adulthood. Nonetheless, **generativity** is one of our core values. As a Journal, we reject stagnation and continue to evolve to meet the needs of our contributors, our reviewers, and the academic community. We seek to innovate to meet the challenges of open-access academic publishing. For us,

[1] Hopkins, J. R. (1995). Erik Homburger Erikson (1902–1994). *American Psychologist*, 50(9), 796-797. doi:http://dx.doi.org/10.1037/0003-066X.50.9.796

generativity has a special meaning. We acknowledge an obligation to give back to the academic community, which has supported us over the past decade and made our initial growth possible. As part of our commitment to generativity, we are re-doubling our efforts in several key areas. First, we are committed to keeping our article processing fees as low as possible to make the ESJ affordable to scholars from all countries. Second, we remain committed to fair and agile peer review and are making further changes to shorten the time between submission and publication of worthy contributions. Third, we are looking actively at ways to eliminate the article processing charges for scholars coming from low GDP countries through a system of subsidies. Fourth, we are examining ways to create and strengthen partnerships with various academic institutions that will mutually benefit those institutions and the ESJ. Finally, through our commitment to publishing excellence, we reaffirm our membership in an open-access academic publishing community that actively contributes to the vitality of scholarship worldwide.

Sincerely,

Daniel B. Hier, MD

European Scientific Journal (ESJ) Natural/Life/Medical Sciences

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Table of Contents:

ESJ Humanities

Les Mutuelles d'Assistance Funeraire dans les Perspectives Socioeconomiques a Bouake (Cote d'Ivoire)

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Résumé

Cet article analyse la dynamique des mutuelles d'assistance funéraire et de leur impact socioéconomique dans les espaces urbains en Côte d'Ivoire. En effet, Bouaké, à l'instar de certaines villes ivoiriennes s'illustre dans ces dernières années par un nombre croissant de mutuelles d'assistance funéraire. Ce travail de recherche a adopté les méthodes quantitatives et qualitatives. À cet effet, les entretiens et les questionnaires menés respectivement auprès des responsables des différentes structures et des mutualistes révèlent que dans les différentes mutuelles interrogées à Bouaké, de 2008 à 2022, le nombre total d'adhérents est passé de 1734 à 36642. Par ailleurs, le nombre de mutuelles d'assistance funéraire sur la même période est passé de 7 à 14. Aussi, les montants des assistances sont-ils passés de 100.000 F CFA à 1.000.000 F CFA par mutualiste. En somme, l'on constate une multiplication des adhésions dans l'ensemble de ces mutuelles enquêtées. Cet engouement autour de ces mutuelles s'explique par plusieurs raisons, entre autres, la spontanéité et l'importance des prestations financières consistantes. Ces mannes financières sont dans l'ensemble, réinvesties dans des activités génératrices de revenus ou l'immobilier.

Mots-clés: Mutuelles funéraires, assistance, économie, social, Bouaké

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Funeral assistance mutuals in the socio-economic perspectives in Bouaké (Ivory Coast)

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Abstract

This article analyzes the dynamics of funeral assistance mutuals and their socio-economic impact in urban spaces in Côte d'Ivoire. Indeed, Bouaké, like some Ivorian towns, has distinguished itself in recent years by a growing number of mutual funeral assistance funds. This research work adopted both quantitative and qualitative methods. To this end, the interviews and questionnaires conducted respectively with the heads of the various structures and the mutualists reveal that in the various mutuals questioned in Bouaké, from 2008 to 2022, the total number of members increased from 1,734 to 36,642., the number of mutuals of funeral assistance over the same period rose from 7 to 14. Also, the amounts of assistance increased from 100,000 CFA francs to 1,000,000 CFA francs per mutualist. In short, there is an increase in membership in all of the mutuals surveyed. This enthusiasm for these mutuals can be explained by several reasons, among others, the spontaneity and the importance of consistent financial services. These financial windfalls are generally reinvested in income-generating activities or real estate.

Keywords: Funeral mutuals, assistance, economy, social, Bouaké

Introduction

D'une manière générale, très peu de personnes bénéficient d'une prise en charge des dépenses de santé. Les assurances ne couvrent pas et ne répondent en général pas aux attentes des populations. Sur les 29 389 150 habitants (RGPH, 2021, p28), c'est seulement 0,9% de la population qui bénéficie d'une couverture maladie et le taux de couverture de cette assurance est de 70% pour 37,5% des assurés ou de 80% pour 36,6% des assurés. De même, 10,7% des personnes qui bénéficient d'une prise en charge proviennent essentiellement des parents (57,3%) et à un degré moindre des assurances (32,8%). Les personnes exclues sont souvent victimes de plusieurs de ces facteurs. C'est dans l'économie informelle que le déficit de protection sociale est le plus grand et la qualité de l'emploi est la plus faible (OIT, 2003, p5). En réponse au faible niveau de la couverture à une assurance, l'on assiste de plus

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en plus en Côte d'Ivoire et en particulier dans la ville de Bouaké à la création d'organisation tontinière et funéraire. En ce qui concerne les organisations funéraires, leurs dynamismes s'accentuent autour des mutuelles qui tendent à être mieux organisée et formalisée dans l'espace urbain de Bouaké. Nos enquêtes ont révélé que dans les différentes mutuelles interrogées à Bouaké de 2008 à 2022, le nombre total d'adhérents est passé de 1734 à 36.642. Par ailleurs, le nombre de mutuelles d'assistance funéraire sur la même période est passé de 7 à 14. Aussi, les montants des assistances sont-ils passés de 100.000 F CFA à 1.000.000 F CFA par mutualiste. Cela nous amène à nous poser la question suivante :

Quels est l'impact économique des mutuelles d'assistance funéraire dans la ville de Bouaké au niveau des adhérents ?

L'objectif principal de cette étude est d'analyser les impacts économiques des assistances funéraires pour les mutualistes dans l'espace urbain de Bouaké.

L'hypothèse centrale de l'étude : les prestations financières consistantes des mutuelles d'assistance funéraire sont les raisons des adhésions multiples et croissantes dans la ville de Bouaké.

1. Presentation de l'espace d'etude

La ville de Bouaké a été très tôt la seconde ville de la Côte d'Ivoire en termes de population après la métropole abidjanaise. Dès l'indépendance, elle est promue comme pôle urbain Centre Nord de la Côte d'Ivoire. Située à l'intersection de deux axes routiers importants bitumés pour l'essentiel : Sud Nord (Abidjan, Burkina Faso et Mali) et Est-Ouest (Ghana, Guinée et Libéria) et complété par la présence remarquée de l'axe ferroviaire Abidjan-Burkina Faso. La ville de Bouaké devient rapidement une destination temporaire ou permanente pour de nombreux migrants venus des pays de la Communauté Économique des États de l'Afrique de l'Ouest (CEDEAO). Depuis les années 1960 jusqu'à la fin des années 1990, le taux de la croissance urbaine de Bouaké a toujours été supérieur à 5% (INS, 1998). Ce taux a atteint 4,3% entre 1990 et 1998 ensuite il s'est stabilisé autour de 3% entre 2000 et 2001 pendant la crise militaro-politique. Selon le dernier recensement de 2021, la population de la ville de Bouaké est estimée à 728 733 habitants (RGPH, 2021, p35). Ce taux constitue un fort potentiel économique vu sa position géostratégique. Bouaké, chef-lieu de la région du GBÊKÊ en Côte d'Ivoire est exactement située entre les méridiens 5°7'00'' et 4°58'00'' de longitude Ouest et les parallèles 7°45'00'' et 7°38'00'' de latitude Nord (carte 1). L'on rencontre une population majoritairement agricole, diversifiée et dominée par la population autochtone Baoulé. En effet, le choix de la géographie socioéconomique des mutuelles d'assistance funéraire à Bouaké s'inscrit dans un contexte de bouleversement économique qui se formule par une

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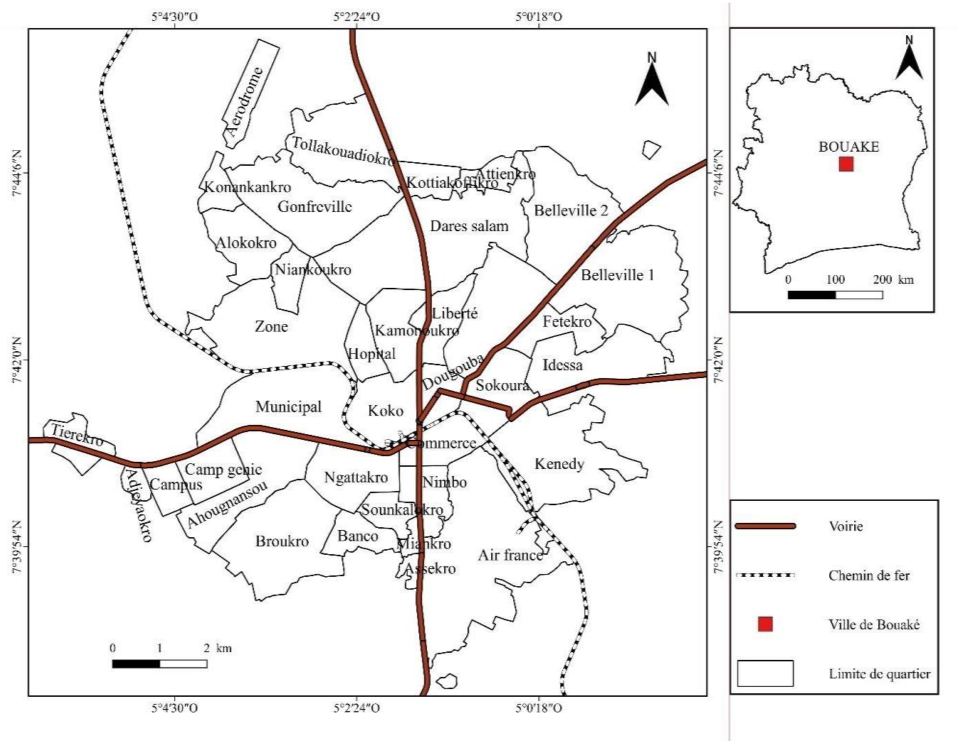
paupérisation des populations tant urbaines que rurales qui se donnent à des mutuelles funéraires pour se créer une activité génératrice de revenus.

Carte 1. La ville de Bouaké



Source : INS, 2014 Réalisation : KOFFI Justin

2. Methodes et moyens

2.1 Méthodologie de la recherche

2.1.1. Les entretiens avec les responsables des mutuelles d'assistance funéraire et avec les mutualistes de la ville de Bouaké

Effet, une préenquête a été réalisée auprès des membres des mutuelles d'assistance funéraire de l'espace urbain de Bouaké. À la suite au cours de l'enquête proprement dite, des entretiens ont été menés avec les responsables à enquêter dans les mutuelles d'assistance funéraire qui ont fait l'objet d'étude. Les membres des mutuelles d'assistance funéraire interrogés sont respectivement, les présidents, les secrétaires généraux, les trésoriers et les différents commissaires aux comptes. Les investigations ont porté sur les raisons spécifiques qui ont motivé la création de chacune de ces mutuelles d'assistance funéraire dans l'espace urbain de Bouaké. Aussi, avec la direction exécutive ou le comité de gestion, avons-nous également échangé sur le mode de gestion, les conditions d'adhésion, les temps d'observation, les conditions des assistances, les moyens de communication, les reconstitutions ou les recouvrements, les organisations des Assemblées Générales Ordinaires et

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extraordinaires, les difficultés et les défis rencontrés dans la gestion des mutuelles d'assistances funéraires. En outre, l'entretien avec les mutualistes nous a permis d'avoir leur opinion générale sur la diversité des mutuelles d'assistance funéraires dans la ville de Bouaké. En effet, l'entretien avec les mutualistes nous a permis aussi de connaitre le nombre de personnes adhérentes, les raisons des adhésions dans plusieurs mutuelles d'assistance. Par ailleurs, concernant les réalisations des mutualistes, les enquêtes de terrain nous ont permis d'observer les réalisations socioéconomiques des mutualistes dans l'espace urbain et hors de Bouaké.

2.1.2. Les entretiens avec les responsables des assurances classiques de la ville de Bouaké

Pour mieux cerner les raisons qui orientent les populations en général et de façon particulière les fonctionnaires et agents de l'État vers les nombreuses mutuelles d'assistances funéraires de la ville de Bouaké, nous nous sommes rendus dans les agences des assurances classiques telles que ***Yako assurance***, ***Zenith assurance***, ***Alliance Assurance***. Nous avons également eu des entretiens avec les gestionnaires des autres banques pour connaitre leur mode de fonctionnement. Dans ces différentes structures, il a été question de comprendre le mode et les conditions de souscription aux différents produits proposés par les assureurs et les conseillers clients au sein de ces banques. Il s'agit des conditions des assistances, de la liste des dossiers à fournir en cas de sinistre, le temps mis avant de recevoir l'assistance, le lieu des assistances, les ayants droits etc. Toutes les informations reçues de ces structures classiques, nous ont permis de faire une comparaison avec les activités des mutuelles d'assistance funéraire.

2.1.3. Les entretiens avec les responsables des pompes funèbres et les gestionnaires des morgues dans la ville de Bouaké

Concernant les responsables des pompes funèbres, il a été question de connaitre leur mode de fonctionnement, les frais de conservation des corps et les différents prix des cercueils. À cet effet, nous nous sommes rendus à la morgue du CHU de Bouaké, à la morgue de Diabo, à la morgue de Djébonoua et à la morgue de Minankro. Il a été également question de connaître le coût des transferts des corps en fonction des distances. En plus des différents prix du transfert du corps, nous nous sommes intéressés au coût de la conservation des corps.

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2.1.4. Échantillonnage

$$n = \frac{Z^2(PQ)\ N}{[e^2\ (\mathrm{N}-1)\ +\ Z^2(\mathrm{PQ})]}$$

n = Taille de l'échantillon ;

N = Taille de la population mère. Dans le cas de notre étude, N est estimé à 25606 ;

Z = Coefficient de marge (déterminé à partir du seuil de confiance) ;

e = Marge d'erreur ;

P = Proportion de ménage supposé avoir les caractères recherchés. Cette proportion variante entre 0,0 et 1 est une probabilité d'occurrence d'un événement. Dans le cas où l'on ne dispose d'aucune valeur de cette proportion, celle-ci est fixée à 50% soit 0,5 ; Q = 1 - P

Pour l'application de la formule, nous présumer que :
Si P = 0,5, donc Q = 1 - 0,5 = 0,5 ; à un niveau de confiance de 95%, Z = 1,96 et la marge d'erreur e = 0,05. Ainsi, pour déterminer le nombre de mutualistes à enquêter, nous avons procédé de la manière suivante :

$$\mathrm{N} = \frac{1{,}96^2(0{,}5\times 0{,}5)N}{(0{,}05^2(N-1)+1{,}96^2(0{,}5\times 0{,}5)}$$

Dans le cadre de cette étude, la population à enquêter est essentiellement constituée de mutualiste par quartier. Le nombre de mutualiste groupé par quartier est dans le (tableau) suivant. Cet effectif qui correspond à ‶ **N**″ nous permet de calculer l'échantillon ‶**n**″.

La détermination de l'échantillon : n = $\frac{1{,}96^2(0{,}5\times 0{,}5)\times 25606}{0{,}05^2(25606-1)+1{,}96^2(0{,}5\times 0{,}5)} = 473$

Les échantillons concernant l'enquête sont consignés dans le tableau1 de la répartition des mutualistes par mutuelle d'assistance funéraire dans la ville de Bouaké.

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

Tableau 1. Répartition des mutualistes par mutuelle d'assistance funéraire dans la ville de Bouaké

Quartiers	Dénomination des mutuelles	Nombre de mutualistes	Effectifs
AHOUGNANSOU	MEBA MESA	3 300 2 902	79
BROUKRO	MEB MUSEB	6 984 716	99
KOKO	MUGEB	14 102	183
N'GATTAKRO	MUABO	4 615	60
ZONE	MUGZO	4 023	52
TOTAL		**36 642**	**473**

Source : mutuelles d'assistance funéraire de Bouaké, 2022

Le tableau1 nous présente les quartiers, les noms des mutuelles d'assistance funéraire, le nombre de mutualistes par mutuelle et les effectifs à enquêter. À Ahougnanssou, nous avons deux (2) mutuelles funéraires qui sont la MESA avec 2 902 adhérents et la MEBA avec 3 300 mutualistes. Avec ces deux mutuelles, nous avons enquêté 79 mutualistes. Puis, à Broukro, il y a la MEB avec ses 6 984 et la MUSEB avec 716 adhérents. À Broukro, nous avons enquêté 99 mutualistes. Au quartier Koko, nous avons une seule mutuelle d'assistance funéraire qui est la MUGEB. Dans cette mutuelle, 183 mutuelles ont été interrogés. À N'gattakro et à la Zone, nous avons respectivement la MUABO et la MUGZO avec 4 615 adhérents et 4 023 mutualistes, dans ces deux (2) quartiers, nous avons eu nos entretiens avec 112 mutualistes. En somme, le nombre total de mutualiste qui était de 1 734 en 2008 est passé à 36 642 mutualistes en 2022. Ce qui nous amené à interroger 473 mutualistes.

2.1.5. Traitement des données

Dans le cadre de cette étude, des outils et des matériels ont été réunis pour les traitements techniques des informations disponibles. Il s'agit d'appareil photographique numérique pour les prises de vue, des supports cartographiques de la ville de Bouaké. Les logiciels Word, Excel et QGIS ont servi à traiter et à convertir les informations recueillies en données numériques, données graphiques ou cartographiques.

3. Resulats

3.1. La dynamique des mutuelles d'assistance funéraire dans l'espace urbain de Bouaké

En effet, dès 2008, nous assistons à la création progressive des premières mutuelles d'assistance funéraire dans l'espace urbain de Bouaké. Les différentes mutuelles d'assistance funéraire dans la ville Bouaké de 2008 à 2016 étaient sept (07). À Broukro, nous en avons deux (2) qui sont la MEB (Mutuelle d'Entraide de Broukro) et la MUSEB (Mutuelle de la Solidarité et

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

d'Entraide de Broukro). Ahougnanssou enregistre également deux (2). Il s'agit de la MEBA (Mutuelle d'Entraide de Bouaké Ahougnanssou) et de la MESA (Mutuelle d'Entraide et de Solidarité d'Ahougnanssou). Au niveau de N'gattakro, nous avons une seule qui est la MUABO (Mutuelle d'Assistance de Bouaké). Au quartier Koko, nous avons uniquement la MUGEB (Mutuelle Générale de Bouaké). Au quartier Zone, nous avons une seule mutuelle, c'est la MUGZO (Mutuelle Générale de la Zone). Chaque mutuelle rayonne dans le quartier où elle est implantée. Ses adhérents sont issus en grandes parties des quartiers où elles implantées.

3.1.1. La création successive des mutuelles d'assistance funéraire de la ville de Bouaké

La création des mutuelles d'assistance funéraire de la ville de Bouaké s'est faite de façon progressive. La toute première mutuelle d'assistance funéraire a vu le jour le 22 novembre 2008 au groupe scolaire N'gattakro 1. Quelques mois plus tard, nous assistons l'apparition de deux (2) autres mutuelles d'assistance funéraire en 2009. Il s'agit de la MUGEB qui a été créée le samedi 11 juillet 2009 à l'Auberge des jeunes de N'gattakro et qui a pour siège social le quartier Koko. Deux mois plus tard, nous avions la MEB, elle a été créée le 10 septembre 2009 au groupe scolaire Broukro 1. Le 9 juin 2010, nous avons la naissance de la quatrième mutuelle qui est la MEBA. Elle est née au groupe scolaire château d'Ahougnassou. Le 26 février 2011, nous avons la MUGZO au quartier Zone. Cette cinquième mutuelle est créée au groupe scolaire Diezou 2. Quatre (4) années plus tard, le 16 janvier 2015, est née la MESA à l'école primaire publique PIERRE Magne à Ahougnassou. Enfin, le 12 novembre 2016, nous avons la création de la MUSEB, septième mutuelle d'assistance funéraire de l'espace urbain de Bouaké au groupe scolaire Broukro 2 derrière l'église catholique Saint Marc de Broukro. En somme, toutes les sept (7) mutuelles d'assistance funéraire ont été créées successivement entre 2008 et 2016. Le tableau 2 nous donne les dates progressives de création des différentes mutuelles d'assistance funéraire dans l'espace urbain de Bouaké.

Tableau 2.Date de création successive des mutuelles d'assistance funéraire de la ville de Bouaké

Mutuelles	Dates de création
MUABO	22/11/2008
MUGEB	11/07/2009
MEB	10/09/2009
MEBA	09/06/2010
MUGZO	26/02/2011
MESA	16/01/2015
MUSEB	12/11/2016

Source : les mutuelles d'assistance funéraire de la ville Bouaké, 2022

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

3.1.2. Un nombre important d'adhésion dans les mutuelles d'assistance funéraire dans la ville de Bouaké

Dès la création des différentes mutuelles d'assistance funéraire en 2008, elles ont enregistré plusieurs adhésions. Ces adhérents sont issus de la ville de Bouaké et des autres villes de région comme Diabo, Sakassou, Béoumi, Botro, Brobo, Djébonoua etc. Les cinq (5) premières mutuelles d'assistance funéraire (MUABO, MUGEB, MEB, MEBA et la MUGZO) ont fixé le prix de l'adhésion à 12 500 F CFA. Quant à la MESA et la MUSEB, le coût des adhésions étaient respectivement 7 500 F CFA et 6 500 F CFA. Cependant, ces différents droits aux adhésions peuvent baisser pour avoir plus d'adhérents. C'est ainsi, de 12 500 F CFA, les droits aux adhésions sont passés à 10 500 F CFA dans les cinq (5) premières mutuelles. À la MESA et à la MUSEB, les droits aux adhésions sont passés à 5 500 F CFA. En effet, nous avons constaté le dynamisme des mutualistes dans les différentes mutuelles d'assistance funéraire. De 180 adhérents en 2008 à la MUABO, le nombre est passéà4 615adhérents en 2022. À la MUGEB, de 100 adhérents en 2009, ce nombre est passé à 14 102 adhérents en 2022. Le même constat est fait à la MEB, de 190 adhérents en 2009, en 2022, nous avons 6 984 adhérents. Au niveau de la MUGZO, le nombre d'adhérent était 136 en 2011, en 2022, nous 4 023 adhérents. Puis, de 200 adhérents en 2009, ce nombre est passé à 3 300 adhérents en à la MEBA en 2022. À la MESA, avec 82 adhérents en 2015, ce nombre est passé à 2 902 adhérents en 2022. Enfin, à la MUSEB, avec 56 adhérents en 2016, ce nombre est passé à 716 adhérents en 2022. En sommes, le nombre croissant des adhésions est observé dans toutes les mutuelles d'assistance funéraire dans l'espace urbain de Bouaké. Pour montrer le dynamisme des adhésions, ce tableau nous donne les adhésions de 2020 et 2022. En effet, le nombre d'adhérents qui était 536 à la MUSEB en 2020 est passé à 716 en 2022. Soit 180 nouvelles adhésions en une seule année. À la MESA, les adhérents qui étaient 2 335 en 2020 sont passés à 2 902 en 2022 avec 567 nouvelles adhésions. À la MEBA, de 3 000 adhérents en 2020, ce nombre est passé à 3 300 en 2022 avec 300 nouvelles adhésions. À la MUABO, en 24 mois, la mutuelle a enregistré 615 nouvelles adhésions. La MUGZO est passée de 3 907 à 4 023 adhérents avec plus 116 nouvelles adhésions. Au niveau de la MEB et la MUGEB, ces deux grandes mutuelles d'assistance funéraire ont eu respectivement 1 184 et 1 467 nouvelles adhésions de 2020-2022. Ce constat est observé dans toutes les sept (7) mutuelles. De 2021-2022, toutes ces mutuelles d'assistance funéraire ont totalisé 4 329 nouvelles adhésions et le nombre total d'adhérents de 2008 à 2022 est passé de 1734 à 36 642 mutualistes. Ces chiffres montrent effectivement que les populations accordent de la valeur aux différentes mutuelles d'assistance funéraire de la ville de Bouaké. Le tableau 3 nous

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

montre ainsi la répartition des mutualistes de 2020-2022 et le droit d'adhésion par mutuelle d'assistance funéraire.

Tableau 3. Répartition des mutualistes de 2020-2022 et des montants des adhésions

Mutuelles	Mutualistes en 2020	Mutualistes en 2022	Nouvelles adhésions en deux (2) ans	Coût d'adhésion (en FCFA)
MUSEB	636	716	180	6 500
MESA	2 335	2 902	567	7 500
MEBA	3 000	3 300	300	12 500
MUABO	4 000	4 615	615	12 500
MUGZO	3907	4 023	116	12 500
MEB	5 500	6 684	1 184	12 500
MUGEB	12 635	14 102	1 467	12 300

Source : mutuelles d'assistance funéraire de la ville de Bouaké, 2022

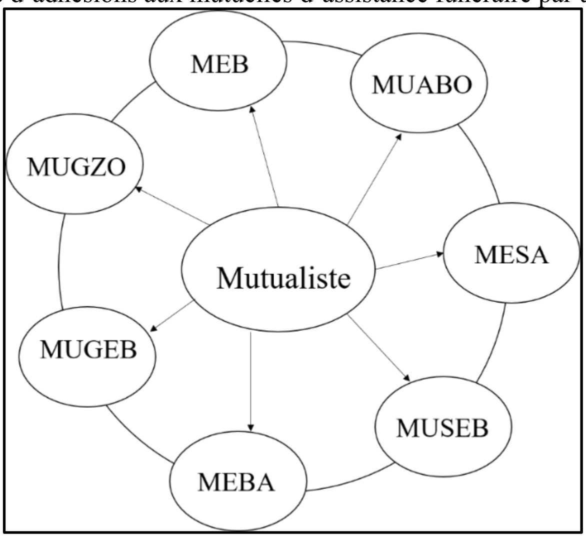
3.2. Les retombés socioéconomiques pour les mutualistes à Bouaké

En fonction de la mutuelle d'assistance funéraire choisis, l'adhérent principal peut recevoir les assistances en fonction de la mutuelle d'assistance funéraire choisi. Nous avons respectivement 1 000 000 F CFA à la MUGEB, 800 000 F CFA à la MEB, 750 000 F CFA à la MUABO, 650 000 F CFA à la MUGZO, 600 000 F CFA à la MEBA, 500 000 à la MESA et 300 000 à la MUSEB. En ce qui concerne les adhésions, le mutualiste a la possibilité de multiplier ses adhésions dans toutes les mutuelles d'assistance funéraire. Il peut le faire au tant de fois qu'il peut. Les statuts et règlements intérieur des mutuelles d'assistance funéraire n'interdisent pas les multiples adhésions. En effet, si le mutualiste peut payer les recouvrements chaque fin de mois dans les mutuelles d'assistance funéraire, alors il peut multiplier les adhésions. À ce sujet, nos enquêtes nous ont permis de comprendre que plusieurs mutualistes procèdent ainsi pour avoir plus d'argent lorsque le décès survient. En effet, à la MUSEB, sur 16 mutualistes interrogés, 11 ont adhéré leurs parents à la MESA, MEB et à la MUABO. Les cinq (5) autres affirment qu'ils ont fait des adhésions à la MESA, MEB, MUABO, MUGZO, MEBA et à la MUGEB. Puis, au niveau de la MESA, sur 31 mutualistes, 3 appartiennent à toutes les sept (7) mutuelles (MUSEB, MEB, MUABO, MUGZO, MEBA), 13 sont également membres à la MUABO et MUGEB ; huit (8) sont à la MEB, MUGZO et MUGEB ; les sept (7) autres sont à la MEB MUGEB. Au niveau de la MEBA, sur les 63 mutualistes qui nous ont aidé dans ce travail, ils affirment que 36 mutualistes sont dans les mutuelles d'Ahougnansou, Broukro et N'gattakro (MESA, MUABO et MEB), cinq (5) sont membres à la MUABO et MUGZO, 11 mutualistes disent qu'ils sont à la MUSEB, MESA et à la MEB ; neuf (9) d'entre eux sont à la MEB et MUGEB et les deux (2) autres sont à la MEBA et MESA. En outre, à la MUABO, sur les 22mutualistes, 13 mutualistes sont membres dans les mutuelles de Broukro, Ahougnansou et

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

Zone (MUSEB, MEB, MUGZO, MESA) et les neuf (9) autres sont à la MEB et MUGEB. Au niveau de la mutuelle du quartier Zone (MUGZO), 17 adhérents sont membres dans quatre (4) mutuelles (MUSEB, MUABO, MUGEB, MESA) et 19 sont également à la MEB et MUGEB. En ce qui concerne la mutuelle de Broukro(MEB), sur un total 37 mutualistes, sept (7) sont à la MEB et MUABO ; dix (10) appartiennent à trois (3) mutuelles (MEB, MUGZO, MESA) ; 14 mutualistes sont dans toutes les sept (7) mutuelles d'assistances funéraires de Bouaké et les six (6) autres sont à la MEB et MUGEB. Enfin, dans la mutuelle de Koko (MUGEB), sur 121 mutualistes, 82 mutualistes appartiennent à deux (2) autres mutuelles (MUGEB et MEB). Les autres (39) mutualistes sont dans trois (3) autres mutuelles funéraires. Les mutualistes utilisent cette méthode pour avoir plusieurs assistances en cas de décès. Lorsque le décès survient, si le mutualiste est à jour de ses recouvrements, il peut recevoir une forte somme d'argent selon les mutuelles d'assistance funéraire choisis. En effet, avec les assistances reçues, le mutualiste peut organiser des funérailles grandioses ou utiliser cette somme consistante pour d'autres fins ou projetsAu terme de nos enquêtes, nous avons remarqué que les mêmes mutualistes se retrouvent dans toutes les mutuelles d'assistance funéraire de la ville de Bouaké. Près de 90% des mutualistes sont à la MEB et à la MUGEB car dans ces deux (2) mutuelles, les montants des assistances sont consistants. Dans ces deux (2) mutuelles (MEB et MUGEB), les assistances sont passées à 900 000 F CFA et 1 000 000 F CFA par décès depuis le 1er janvier 2023. Pour illustrer nos explications, la figure1 nous montre comment les mutualistes procèdent pour avoir plusieurs adhésions.

Figure 1. Modèle d'adhésions aux mutuelles d'assistance funéraire par un seul mutualiste



Réalisation : Koffi Justin, 2022

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

3.2.1. L'impact économique des mutuelles d'assistance funéraire dans la ville de Bouaké

Dans ce tableau 4, nous avons les différentes mutuelles d'assistance funéraire qui font l'objet de notre étude. Elles sont disposées en fonction de leurs dates successives de création et les différents montants d'évolution de 2008 à 2022. En effet, la Mutuelle d'Assistance de Bouaké (MUABO) est créée en 2008. En 2008, les premiers mutualistes qui ont perdu des adhérents recevaient comme assistance la somme de 300 000 F CFA. Cette assistance a continué jusqu'en 2011. Ensuite, elle est passée à 400 000 F CFA en 2013 pour une durée de 36 mois jusqu'en 2014. En 2015, cette assistance évolutive est maintenue à 450 000 F CFA jusqu'en 2016 et elle est resté également constante sur toute l'année. Aussi, elle a connu une majoration de 50 000 F CFA pour passer à 500 000 F CFA en 2017. Pour la suite, l'assistance a évolué de 650 000 F CFA de 2018 à 2019. Enfin, depuis 2020 elle est passée à 750 000 F CFA. La gestion est bien suivie et contrôlée par le comité de gestion. La mutuelle enregistre plusieurs adhésions. C'est ainsi qu'en 2023, la MUABO a augmenté sa prestation à 775 000 F CFA. Cette prestation peut évoluer en fonction du nombre de mutualiste qui reconstitue régulièrement chaque mois pendant une longue période. Au niveau la MUGEB, la toute première assistance était 300 000 F CFA en 2009. Puis, elle a continué cette même prestation jusqu'en 2010. En 2011, compte tenu de sa capacité financière, la MUGEB a augmenté son assistance à 500 000 F CFA et cette somme a été maintenue jusqu'en 2012. En outre, de 2013 à 2014, avec l'accord du comité de gestion, le bureau exécutif a décidé d'augmenter l'assistance à 600 000 F CFA. Poursuivant les mêmes objectifs, de 2015 à 2016, les prestations sont majorées à 100 000 F CFA (700 000 F CFA) pour avoir plus adhésions. Pour satisfaire d'avantage les mutualistes, de 2017 à 2018, la MUGEB a également monté la prestation à 800 000 F CFA. Depuis 2019, l'assistance est passée à 900 000 F CFA pour soulager tous les mutualistes de le MUGEB. Depuis le 1er janvier 2023, la prestation de la MUGEB est passée à 1 000 000 F CFA. Quant à la MEB, En 2009, la première assistance était 300 000 F CFA. Puis, elle a continué cette même prestation jusqu'en 2010. En 2011, compte tenu de sa capacité financière, la MEB a augmenté son assistance à 400 000 F CFA. En outre, de 2012 à 2014, avec l'accord du comité de gestion, le bureau exécutif a décidé d'augmenter l'assistance à 500 000 F CFA. Poursuivant les mêmes objectifs, de 2014 à 2016, les prestations sont majorées à 100 000 F CFA (600 000 F CFA) pour avoir plus adhésions. Pour satisfaire d'avantage les mutualistes, de 2017 à 2019 la MEB a également monté la prestation à 750 000 F CFA. Depuis 2020, l'assistance s'est stabilisée à 800 000 F CFA pour soulager tous les mutualistes de le MEB. À la MEBA, en 2010, la première assistance était 300 000 F CFA. Ensuite, elle est passée à 400 000 F CFA en 2011. 500 000 F CFA de 2011 à 2014. Puis en 2015, elle

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

est passée à 550 000 F CFA. Enfin, depuis 2016, l'assistance à la MEBA est de 600 000 F CFA. Elle peut évoluer en fonction du nombre de mutualiste qui reconstitue régulièrement chaque mois pendant une longue période. Cette décision d'augmentation de l'assistance peut venir des mutualistes lors d'une AG. Aussi, si les membres du bureau exécutif pensent que la caisse peut supporter une probable augmentation de l'assistance, alors les responsables de la mutuelle augmentent la prestation. En ce qui concerne la MUGZO, les premiers mutualistes qui ont perdu des adhérents recevaient comme assistance la somme de 100 000 F CFA. Cette assistance a continué jusqu'en 2012. Ensuite, elle est passée à 300 000 F CFA en 2013 pour une durée de 12 mois. En 2014, cette assistance évolutive est maintenue à 400 000 F CFA durant toute l'année. Aussi, de 2015 à 2016, l'assistance est passée à 500 000 F CFA. La gestion est bien suivie et contrôlée par le comité de gestion. La mutuelle enregistre plusieurs adhésions. C'est ainsi qu'en 2017, la MUGZO a augmenté sa prestation à 600 000 FCFA. Enfin, depuis 2022 l'assistance à la MUGZO est de 650 000 F CFA. Cette prestation peut évoluer en fonction du nombre de mutualiste qui reconstitue régulièrement chaque mois pendant une longue période. Cette décision d'augmentation peut être proposée par les mutualistes lors d'une AG. Aussi, si les membres du bureau exécutif pensent que la caisse peut supporter une probable augmentation de l'assistance, alors les responsables de la mutuelle augmentent la prestation. L'évolution des montants d'assistance encourage les mutualistes à adhérer d'autres parents et ceux qui hésitent encore à faire une première adhésion. Au sujet de la MESA, tout a commencé 2016 pour les premières prestations. En 2016, la première assistance était 100 000 F CFA. Ensuite, elle est passée à 200 000 F CFA en 2017, 300 000 F CFA en 2018 et 400 000 F CFA en 2019. Enfin, depuis 2020 l'assistance à la MESA est de 500 000 F CFA. Cette assistance est maintenue à 500 000 F CFA. Cependant, le taux de recouvrement par décès qui était 2 000 F CFA en 2008 est passé à 300 en 2022. Le comité de gestion a baissé le taux par décès pour permettre aux mutualistes recouvrer sans difficulté. Par ailleurs, l'assistance peut évoluer en fonction du nombre de mutualiste qui reconstitue régulièrement chaque mois sur une longue période. Cette décision d'augmentation de l'assistance peut venir des mutualistes lors d'une AG. Aussi, si les membres du bureau exécutif pensent que la caisse peut supporter, alors la mutuelle peut augmenter la prestation. Enfin, à la MUSEB, la première assistance était la somme de 100 000 F CFA. Cette somme d'assistance a été décidée à la toute première AG le 12 décembre 2016. À l'issue de cette AG, tous les mutualistes qui sont têtes de liste qui perdent un parent reçoivent la somme de 100 000 F CFA. Voyant le nombre d'adhésion qui évolue positivement, la deuxième AG de 2018 a décidé d'augmenter le montant d'assistance à 200 000 F CFA. Deux ans plus tard, précisément le 06 août 2020, la MUSEB a augmenté sa prestation à 300 000 F CFA. Cette somme

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

peut augmenter si la caisse de la MUSEB approuve une possibilité d'augmentation. Au regard de tout ce qui précède, les montants d'assistances constants qui sont 300 000 F CFA à la MUSEB, 500 000 FCFA à la MESA, 600 000 F CFA à la MEBA, 700 000 F CFA à la MUGZO, 775 000 F CFA à la MUABO, 800 000 F CFA à la MEB et 1 000 000 F CFA à la MUGEB encouragent les populations à s'adhérer massivement aux différentes mutuelles d'assistance funéraires de la ville de Bouaké. Ce tableau 4 nous montre les différents montants des assistances de 2008 à 2022

Tableau 4. Évolution des montants d'assistance des mutuelles funéraires de 2008 à 2022

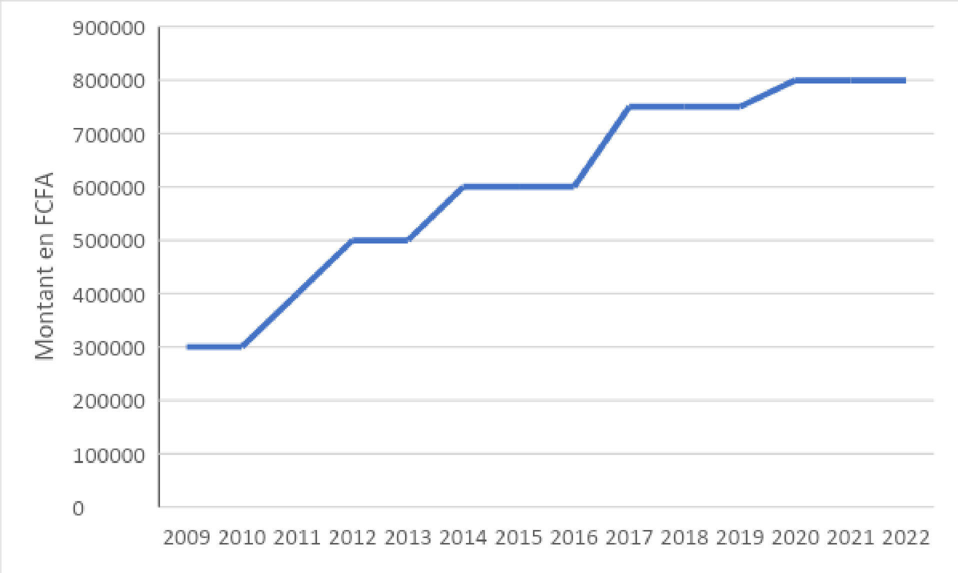
Mutuelles Années	MUABO	MUGEB	MEB	MEBA	MUGZO	MESA	MUSEB
2008	300 000	00	00	00	00	00	00
2009	300 000	00	300 000	00	00	00	00
2010	300 000	300 000	300 000	300 000	00	00	00
2011	300 000	500 000	400 000	400 000	100 000	00	00
2012	400 000	500 000	500 000	500 000	100 000	00	00
2013	400 000	600 000	500 000	500 000	300 000	00	00
2014	400 000	600 000	600 000	500 000	400 000	00	00
2015	450 000	700 000	600 000	550 000	500 000	00	00
2016	450 000	700 000	600 000	600 000	500 000	100 000	00
2017	500 000	800 000	750 000	600 000	600 000	200 000	100 000
1018	650 000	900 000	750 000	600 000	600 000	300 000	200 000
2019	650 000	900 000	750 000	600 000	600 000	400 000	200 000
2020	750 000	900 000	800 000	600 000	600 000	500 000	300 000
2021	750 000	900 000	800 000	600 000	600 000	500 000	300 000
2022	750 000	900 000	800 000	600 000	650 000	500 000	300 000

Source : les mutuelles d'assistance funéraire de la ville de Bouaké

La figure ci-dessous, nous montre les différents montants de 2009 à 2002. De 300 000 F FCRA à 900 000 F CFA. Cette figure1, nous montre l'évolution des montants des assistances de la Mutuelle d'Entraide de Bouaké (MEB) de 2009 à 2022.

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

Figure 1. Eolution des montants des assistances de la MEB de 2009-2022



Source : MEB, 2022

3.2.1.1. Une assistance financière importante des mutualises des différentes mutuelles d'assistance funéraire à Bouaké

En réponse aux faibles niveaux d'assistance aux populations, les mutuelles d'assistance funéraire répondent aux besoins des populations dans l'espace urbain de Bouaké. En ce qui concerne toutes les organisations funéraires (mutuelles funéraires), leur dynamisme est de plus en plus apprécié par les mutualistes. À ce sujet, en 2022, la mutuelle de Broukro (MEB) a reçu en recouvrement annuel la somme de 10 750 564 F CFA. De cette somme, 7 832 025 F CFA a été retranchée pour les charges de la MEB (facture d'eau et d'électricité, les enquêtes décès, les salaires des deux (2) caissières, les taxes de la mairie, les impôts etc.). Dans cette même année, 159 nouvelles adhésions ont été enregistrées, ce qui donne une somme de 1 598 000 F CFA. Aussi, la MEB a-t-elle eu une somme de 48 926 240 F CFA dans son rapport financier de 2021 et en 2022, les recouvrements annuels des décès se sont chiffrés à 237 985 000 F CFA. Par ailleurs, la Mutuelle a assisté au total 278 mutualistes dont chaque mutualiste a reçu 800 000 F CFA, ce qui donne un montant total 222 400 000 F CFA. Au total, la MEB a reçu comme recouvrement, une somme de 294 901 240 F CFA. La MEB totalise dans son compte la somme de 72 301 280 F CFA. Quant à la MUGEB, en 2021, elle avait 3 534 mutualistes têtes de liste et 8 929 parents adhérents. En 2022, elle a également reçu 345 mutualistes tête de liste ou adhérents principaux et 1 200 parents adhérents. Aussi, a-t-elle réintégré 49 mutualistes dont 17 adhérents principaux et 32 parents adhérents. Ce qui donne à la MUGEB, un effectif total de 14 057 mutualistes. Les recouvrements annuels ont donné la somme

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

de 55 397 950 F CFA. En 2021, la MUGEB a assisté 527 mutualistes. En 2022, elle a également financé 608 décès, soit une augmentation de 81 décès par rapport à 2021. Les 608 décès sont évalués à 527 200 000 F CFA. En ce qui concerne les comptes bancaires, la MUGEB en détient deux (2) ; un compte à la BOA avec 190 248 954 F CFA et à NSIA avec 24 020 053 F CFA. En tout, la MUGEB totalise la somme de 214 269 007 F CFA. Concernant la mutuelle de N'gattakro (MUABO), en 2022 elle a reçu en recouvrement annuel la somme de 3 583 185 F CFA et 1 789 185 F CFA en 2021. De cette somme, elle a retranché 3 847 050 F CFA pour les charges de la MUABO (facture d'eau et d'électricité, les décès, les salaires des deux (2) caissières, les taxes de la mairie, les impôts etc.). Dans cette même année, elle a enregistré 187 nouvelles adhésions, ce qui donne la somme de 1 496 000 F CFA. Aussi, la MUABO avait-elle enregistré 48 116 727 F CFA en 2022 dont les recouvrements annuels des décès se sont chiffrés à 95 257 000 F CFA dans le rapport financier de 2021. Par ailleurs, la MUABO a assisté au total 141 mutualistes. Chacun d'entre eux a reçu 750 000 F CFA, ce qui donne un montant total 105 750 000 F CFA. Au total, la MUABO a reçu une entrée 145 219 727 F CFA. Après les dépenses, la MUABO a en compte à la Société Générale de Côte d'Ivoire (SGCI) la somme de 39 469 727 F CFA. Pour ce qui est de la mutuelle du quartier Zone (MUGZO), elle a enregistré 295 nouvelles adhésions, ce qui donne la somme de 2 950 000 F CFA (10 000 F CFA x 295). Pour les recouvrements annuels, en 2022 elle a reçu la somme de 6 666 289 F CFA. De cette somme, elle a retranché toutes les charges de la MUGZO (facture d'eau et d'électricité, les enquêtes décès, les salaires des deux (2) caissières, les taxes de la mairie, les impôts etc.). Dans cette même année, elle a enregistré 188décèsqui se sont chiffrés à 119 700 000F CFA. Aussi, dans le rapport financier de 2021, la MUGZO avait 31 241 961 F CFA ; en 2022, les recouvrements annuels des décès se sont chiffrés à 128 648 750 F CFA. Le cumul des rapports financiers 2021 et 2022 sont chiffrés à 166 557 000 F CFA. Lorsque nous retranchons les dépenses des entrées, la MUGZO a en compte à la Banque National d'Investissement (BNI) la somme de 38 273 909 F CFA. Enfin, à la MESA, en 2021, elle avait 2 335 mutualistes dont 935 têtes de liste et 1 400 parents adhérents. En 2022, elle a également reçu 67 mutualistes têtes de liste ou adhérents principaux et 500 parents adhérents. Aussi, a-t-elle réintégré au total neuf (9) mutualistes dont (2) adhérents principaux et (7) parents adhérents. Ce qui donne à la MESA, un effectif total de 2 902 mutualistes. Les recouvrements annuels ont donné la somme de 664 450 F CFA. En 2021, la MESA a assisté 157 mutualistes. En 2022, elle a également financé 208 décès, soit une augmentation de 51 décès par rapport à 2021. Les 208 décès sont évalués à 104 000 000 F CFA. En ce qui concerne son compte bancaire, la MESA en a un seul à CORIS BANK.

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

Dans ce compte, la deuxième mutuelle d'assistance funéraire d'Ahougnanssou enregistre la somme 6 056 287 F CFA.

3.2.1.2. Un flux financier important dans les mutuelles d'assistance funéraire de la ville de Bouaké en 2022

Les sept (7) mutuelles d'assistance funéraire aident financièrement les mutualistes. À cet effet, en 2022, la MEB a assisté 278 mutualistes. Chaque mutualiste a reçu la somme de 800 000 F CFA, ce qui donne un montant total de 222 400 000 F CFA. À la MESA, 208 mutualistes ont reçu 500 000 FCFA par assistance, soit un montant total de 000 000 F CFA. À la MUABO, 141 mutualistes ont reçu chacun 750 000 F CFA, soit 105 750 000 000 F CFA. Au niveau de la MUGZO, 188 mutualistes ont reçu la somme de 119 700 000 F CFA. Concernant la MEBA, 175 mutualistes ont effectivement reçu 650 000 F CFA par mutualiste et par assistance, soit un montant total de 113 750 000 F CFA. Quant à la MUSEB, elle a assisté 45 mutualistes en 2022. Chaque mutualiste a reçu la somme de 300 000 F CFA. Ce qui donne un montant total de 13 500 000 F CFA. Enfin, la MUGEB a aidé 608 mutualistes, et chaque mutualiste a reçu la somme de 900 000 F CFA, ce qui donne un montant total de 527 200 000 F CFA. Au regard de tout ce qui précède, nous pouvons dire que les mutuelles d'assistance funéraire de l'espace urbain de Bouaké ont aidé 1 643 mutualistes en 2022.Tous les mutualistes ont reçu au total la somme 1 206 300 000 F CFA. Ces mutuelles d'assistance funéraire sont des organisations de lutte contre la pauvreté. Les comités de gestion ou les conseils de gestion doivent être formé pour améliorer la gestion des milliers de mutualistes.

4- Discussions

Les résultats obtenus dans ce travail de recherche ont été comparé à d'autres études déjà menés. Dans nos recherches, nous avons retenu que la mutualité est un mouvement social qui a commencé en Europe avant la révolution Française. Ce qui est partagé par DREYFUS M. (2011, p1) qui affirme que la Mutualité est le mouvement social français le plus ancien puisque les premières sociétés de secours mutuels apparaissent dans le pays à la veille de la Révolution. En somme, cinq décennies avant que n'émergent les coopératives et un siècle avant que les organisations syndicales ne voient le jour. En 1914, il y a environ quatre-vingt millions (80 000 000) de mutualistes dans l'hexagone et aujourd'hui, sur une population d'environ soixante-deux millions (62 000 000) de personnes, soit un français sur deux (2) est affilié à une mutuelle. Pour lui, cette histoire n'a guère intéressé les historiens, et pendant longtemps elle n'a pas été suffisamment prise en compte par les mutualistes. Il ajoute encore que de la révolution française à nos jours, les mutualistes ont toujours agi librement et jamais sous la contrainte. La

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

mutualité est alors pratiquement la seule à intervenir pour soulager comme elle le peut, de façon solidaire, la situation faite au monde du travail. En somme, la liberté, la démocratie, la solidarité, l'indépendance sont bien les principes qui constituent le fondement de l'action mutualiste. Ces principes forment un tout, ils constituent le « carré magique » qui doit guider l'action des mutualistes. Ils ne peuvent être dissociés ni séparés (DREYFUS M. 2011, P4). En Belgique, les travailleurs se sont réunis en mutuelles de petite taille qui protégeaient leurs membres contre le risque de maladie, de chômage et de handicap. Ces organismes de prévoyance et de secours se sont vus accorder une forme juridique spécifique en 1851 et un complément législatif a été adopté en 1894 (UE, 2000, p19). Dans le même ordre d'idées, selon cette même source, au début du XXe siècle, les petites mutuelles qui sont l'alliance nationale des mutualités chrétiennes créées en 1906, l'union nationale des mutualités neutres créées en 1908, l'union nationale des mutualités socialistes créées en 1913, l'union nationale des mutualités libérales créées en 1914 et l'union des mutualités libres et professionnelles créées en 1920. En plus de ces cinq (5) unions, il existe un fonds pour le personnel des chemins de fer et un autre fonds pour l'assurance maladie et invalidité. Les organismes de prévoyance et de secours constituent aujourd'hui les seuls fournisseurs d'assurance maladie obligatoire. Chaque personne est tenue de rejoindre ou de s'inscrire dans l'un des organismes de prévoyance et de secours qui proposent une assurance maladie obligatoire. Le choix de l'un de ces organismes est libre, à l'exception des travailleurs des chemins de fer qui sont automatiquement couverts par le fonds d'assurance de la société des chemins de fer Belge. Au Sénégal, en 1998, le pays comptait 24 mutuelles de santé dont quinze (15) d'entre elles étaient fonctionnelles et neuf (9) étaient en voie de création. Le nombre de personnes couvertes (bénéficiaires) peut être estimé à 32 000 pour 10 500 adhérents MASSIOT.N (1998, p18). En écartant la mutuelle de Volontaires de l'Éducation Nationale (3 703 adhérents) qui ne couvre pas les familles, on obtient une moyenne de trois (3) ayant droits pour un (1) adhérent. Pour ce qui est de la répartition géographique des mutuelles, 60% des mutuelles sont situées dans la région de Thiès. La répartition entre mutuelles urbaines et rurales est équitable (12 en zone urbaine, 9 en zone rurale et 3 mixtes). En effet, les plus nombreuses étaient les mutuelles communautaires sociales (80%) et les mutuelles professionnelles représentent 20%. Deux (2) d'entre elles sont des mutuelles complémentaires. Par ailleurs, selon ce même auteur, ces mutuelles ont toutes des statuts et un règlement intérieur, mais seulement neuf (9) d'entre elles les ont déposés auprès du ministère de tutelle (ministère de l'intérieur, en attendant un cadre juridique spécifique aux mutuelles de santé). Certaines attendent l'adoption d'une loi en matière de mutualité pour savoir auprès de quelle autorité elles doivent se déclarer. Pour le financement, leurs ressources sont presque exclusivement

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composées des droits d'adhésion et des cotisations des membres. Aussi, 67% des mutuelles prélèvent une cotisation individuelle d'un montant moyen de 100 FCFA par mois. En général, tous les membres de la famille peuvent cotiser (conjoints, enfants, ascendants directs)

Conclusion

L'étude menée sur les mutuelles d'assistance funéraire et de leur impact économique à Bouaké confirme notre hypothèse. En effet, dans toutes les mutuelles d'assistance funéraire de l'espace urbain de Bouaké, les mutualistes sont totalement satisfaits des différentes prestations ou assistances. La croissance des prestations et la consistance des sommes liées à celle-ci ont suscité des adhésions massives dans les différentes mutuelles d'assistance funéraire dans l'espace urbain de Bouaké. Dans l'ensemble, les mutualistes sont fortement dominés par les fonctionnaires et agents de l'État. Par ailleurs, les enquêtes qualitatives et quantitatives menées respectivement auprès des responsables des mutuelles et des mutualistes d'assistance funéraire ont révélé que toutes ces mutuelles d'assistance funéraire aident financièrement les mutualistes et contribuent au développement socioéconomique par la réalisation de leurs projets.

Conflit d'intérêts : Les auteurs n'ont signalé aucun conflit d'intérêts.

Disponibilité des données : Toutes les données sont incluses dans le contenu de l'article.

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Étude humaine : Déclaration pour les participants humains : Cette étude a été approuvée par l'encadreur ainsi que le directeur scientifique de la thèse. Et les principes de la déclaration d'Helsinki ont été respectés.

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 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

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Using Efficient Planning for Achieving Course Learning Outcomes in EFL Classes at Taif University

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Abstract

This study investigates the efficiency and effectiveness of English as a Foreign Language (EFL) teachers in planning their lectures. The primary objective is to determine the extent to which teachers at the English Language Center (ELC) at Taif University, Kingdom of Saudi Arabia, successfully plan their lessons. A questionnaire was administered to a sample of 26 teaching staff, consisting of 13 males and 13 females. The results of a t-test conducted at a significance level of 0.05 reveal that class or lesson planning plays a crucial role in facilitating effective language teaching and learning. Adequate planning enables teachers to make informed decisions about lesson principles and helps in achieving desired learning outcomes. In order to make informed decisions on the selection of topics, scenarios, methods, techniques, and procedures for their courses, educators are required to adopt a systematic approach. Educators have the potential to enhance the quality of their instructional sessions and optimize educational achievements among learners through the conscientious observance of these facets of lesson preparation. This study contributes to the existing literature on EFL teaching practices by providing insights for educators to improve their instructional planning strategies.

Overall, the findings emphasize the significance of thorough planning in EFL instruction and highlight its impact on successful teaching and learning experiences.

Keywords: Language learning outcomes, Lesson planning, EFL teaching, Instructional strategies

Introduction

As university instructors, we have successfully mastered the mission of acquiring knowledge. However, it is important to note that this achievement is not the final destination, as there is something lacking. Eventually, our evaluation will not only be based on how much we have learned but also on our ability to effectively impart knowledge to our students in the classroom. We believe that teaching others involves a lot of learnable skills that can be practiced and continuously improved upon (Held and McKimm, 2009). Therefore, classes or lectures can be seen as structured events that occur in all academic settings. According to Coffie et al. (2021), lectures may vary in subject matter, time, place, context, and approach, but their fundamental purpose is to facilitate learning through the engagement of both learners and teachers. They are confined to specific time and place schedules. Planning a lecture involves determining how to utilize the time students spend in the classroom, enabling them to engage in new language-related activities. This planning is typically documented as lecture notes, which serve as a guide and reference for the teacher, reminding them of what needs to be done, how to do it, and for how long. Proper preparation allows the teacher to enter the classroom with confidence, signaling to the students the importance the teacher places on their English-language lectures, thereby increasing their attention and interest. Additionally, since lecture notes are editable to reflect changes made by particular students, they can be useful when teaching the same class in subsequent years. Furthermore, these lecture notes can serve as research material (ibid.). Some experienced educators argue against the idea of planning a lecture, suggesting that teaching and learning should be spontaneous and driven by student reactions and interests. However, the researcher explains that certain teachers may not feel comfortable entering a class without a clear idea of what they aim to achieve in the lecture. The researcher emphasizes that teaching should be responsive, allowing students to influence what is taught and how it is taught, as this greatly impacts the flow of the class. The researcher is interested in exploring the extent to which both male and female teaching staff effectively plan their lectures. The present study intends to investigate the most authentic procedures of lecture plans to see to what extent these procedures have been met in teaching staff lecture plans. The following null hypotheses were tested in this study

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

Ho 1. There does not exist any statistically significant difference between male and female teachers as far as formulating lesson plans in written form is concerned.

Ho 2. There does not exist any statistically significant difference between male and female teachers as far as formulating achievable learner-centered learning outcomes is concerned.

Ho 3. There does not exist any statistically significant difference between male and female teachers as far as following their formulated lesson plans is concerned.

Ho 4. There is no statistically significant difference between male and female teachers as far as using appropriate materials and teaching aids according to the requirements of their lesson plans.

Ho 5. There does not exist any statistically significant difference between male and female teachers as far as formulating interactive activities to motivate students' critical thinking is concerned.

Ho 6. There is no statistically significant difference between male and female teachers as far as arranging lecture topics according to their importance.

The researcher designed a questionnaire as a tool for data collection. It was given to the teaching staff at the English Language Center (ELC) at Taif University. The responses to this questionnaire were tabulated and analyzed statistically using the SPSS program.

Literature Review

Indeed, the successful delivery and planning of classes play a crucial role in achieving course learning outcomes. This requires active participation from students and continuous engagement from teachers. Class planning involves a series of interconnected stages, and timing is essential for implementing and assessing these stages. When students are involved in clear and straightforward plans, they respond more effectively to what happens in the classroom. Thoughtful lesson planning adds challenge and motivation when presenting a new language to students. Teachers need to consider the timing of lesson stages, such as quieting down new materials or energizing learners, assigning tasks, or eliminating unnecessary content (Riddle, 2003). In summary, a good lecture plan should have clear, appropriate, and achievable objectives. It should include a variety of activities and encourage interaction. Both students and teachers should have a clear understanding of the progress of the class and how the stages are interconnected (Ur, 2012).

Lecturing, in its various forms, is the most commonly used method for imparting knowledge in education. However, the effectiveness of traditional lecture approaches has been questioned. While lectures are widely employed in education, Bajrami et al. (2016) note that many teachers are not adequately

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

prepared to deliver successful lectures. According to Swanson and Mends-Brew et al. (2017), the lecture as a teaching strategy has been explicitly approved for hundreds of years. It traditionally involved the instructor reading significant portions from a book, providing interpretations, and expecting students to sit, pay attention, and take notes. Doris (2019) defines a lecture as a formal presentation of material by an authoritative teacher for students to learn from and recall for exams. On the other hand, Marmah (2014) summarizes that lecturing could be an ineffective teaching method as it often results in one-way communication without immediate practice. The need for student engagement with the lecturer is often overlooked in descriptions of lectures from the instructor's perspective. In fact, the lack of interaction is considered one of the main drawbacks of traditional lectures (Roehling et al., 2017). Moreover, when given lecture notes or a text, a significant portion of students would choose to read them rather than attend classes with little interaction. Marmah (2014). Doris (2019) suggests using active learning techniques such as case study analysis, problem-solving activities, student presentations, and group collaboration. Recent research indicates that the majority of college students are active learners who require learning situations that engage their senses (Anand, 2015). When evaluating students' learning preferences, it is recommended to use a variety of teaching methods with a focus on experiential and interactive learning (Ahmed, 2019). Ineffective and active lectures, teachers engage students through interactive and participatory approaches, employing various teaching strategies. This differs from ineffective lectures where student involvement is minimal. Without stimulus, students may find it challenging to maintain focus for extended periods. Giving a well-received lecture can be a thrilling and satisfying aspect of a teacher's role. By delivering engaging and dynamic presentations while utilizing a range of instructional techniques, instructors are more likely to be effective in helping students achieve learning objectives. The time and effort invested in planning pay off as instructors and students communicate, discuss, ask questions, and collaborate (Brooks and Wilson, 2014). Asking and encouraging questions is one of the best ways a teacher can ensure interaction during a presentation. Questions can be used to start lectures, encourage discussion throughout the presentation, and warm up the subject matter. Engaging students through questions helps to keep their attention, which is essential when lectures are lengthy and the subject matter is complicated. This method can be utilized to involve more students when the audience size is small. Additionally, it is critical to encourage students when they reply. This encouragement will help to foster a really pleasant environment and inspire more students to participate in the conversation. A successful lecturer uses a range of strategies to engage students, keep them interested, and prevent monotonous lecturing. Utilizing the lecture notes created during the planning

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

stage is only one of many strategies that can be used to make a lecture more engaging and effective. Reminders and essential ideas from the lecture's introduction, body, and conclusion are included in the notes. During the lecture, a teacher should make an effort to connect with the students. It is important to keep looking into students' eyes. Eye contact serves to convey a caring attitude on the part of the teacher and provides feedback on how well students understand the subject matter. A number of audiovisual media are also used. Moreover, to seamlessly segue between sections of the speech, the teacher may highlight and add to the lecture notes anything from a quick overview of the next subject to a review of the agenda in between topics, a change in medium, and an interim summary before a new topic. It is obvious that the lecture plan's basic material cannot be used as the format because it is too brief and generic (Ngongwik, 1990). (Brooks and Wilson, 2014) suggest once more that a teacher makes the lecture more interactive by using brainstorming, discussions, problem-solving exercises, case studies, and games. Additionally, it is suggested that a checklist be used to aid in reviewing the lecture plan before it is delivered. Assisting them in identifying problem areas and their causes, might also be helpful when they reflect on their lectures. The lecture format may be an engaging and very effective way to teach students new material with careful planning and presentation strategies. If the lecture is thoroughly organized, the teacher will have a specific goal in mind and will take into account the logistics of the class size, the number of students, the time allotted for the lecture, and the media that will be used. Planning will also make it more likely that the lecture will be introduced, delivered, and concluded using a variety of methods. Outlined lecture notes will assist the instructor in delivering a compelling presentation.

Methods

The present study utilized a questionnaire as the primary research instrument to investigate the academic behaviors of university teaching staff toward lecture planning and related classroom practices. The questionnaire was designed and deemed suitable for this survey by the researcher.

Population and Sample

The target population consisted of university teaching staff from the English Language Center (ELC) at Taif University, KSA. The population encompassed a substantial number of lecturers, assistant professors, and associate professors with reliable teaching experience. There were 48 instructors who represented the total population. The sample for this study was selected from the total teaching staff of the English Language Center (ELC), representing the community of English language teaching staff at ELC. The sample included 13 males and 13 females.

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

Questionnaire Design and Validation:

The questionnaire utilized in this study consisted of 27 items that were specifically developed to test the research hypotheses. The items were designed in a structured format using a Likert scale with five response options: strongly disagree, disagree, neutral, agree, and strongly agree. This response scale allows participants to express their level of agreement or disagreement with each statement. To enhance the quality of the questionnaire, the researcher sought input from specialists in the field of applied linguistics. These specialists provided valuable feedback regarding the wording and content of the questionnaire. Their expertise and insights helped in refining the questionnaire and ensuring its relevance to the research objectives. The researcher carefully considered the suggestions and comments provided by the specialists and incorporated them into subsequent modifications of the questionnaire. This iterative process aimed to enhance the validity and clarity of the instructions and items in the final version of the questionnaire. It's important to keep in mind that the abstract only gives a broad picture of how the questionnaire was made and how it was tested. For a fuller picture of the study's methods, outcomes, and how well the questionnaire measures the intended constructs, more information would be needed, such as the specific comments from experts and the statistical results related to validity and reliability.

Data Analysis

Statistical analysis of the questionnaire data was performed using the Statistical Package for Social Sciences (SPSS) program. Descriptive analysis, including measures such as means and standard deviations, was employed to summarize the participants' responses. Additionally, the Independent Samples Test procedure and percentages were utilized to examine and compare the participants' responses, enabling the researcher to address the research objectives.

Results and Discussion

The data collected through the instructors' questionnaire is analyzed. The responses of the 26 male and female instructors are tabulated, and their responses are computed by applying the arithmetic mean (x) and the standard deviation (SD) for each statement to test the hypotheses around the mean by using the Independent Samples Test at the level of significance (.05).

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

Table (1): Descriptive Analysis

No.	Questionnaire items	N	Min.	Max.	Mean	SD
1	I believe that lesson planning is important for effective teaching.	26	2.00	5.00	4.5306	.8191
2	I always plan my lessons.	26	1.00	5.00	4.2245	.8482
3	I prepare written lesson plans.	26	1.00	5.00	3.4898	.9815
4	I plan my lesson but do not write everything.	26	1.00	5.00	3.8980	.9627
5	I formulate lesson plan learning outcomes according to the level of my students.	26	2.00	5.00	4.1633	.8253
6	I formulate lesson plan learning outcomes according to the interests of my students.	26	2.00	5.00	3.5714	.8660
7	I formulate lesson plan learning outcomes according to the course outlines.	26	2.00	5.00	4.3265	.7184
8	I formulate lesson plan learning outcomes according to my priorities.	26	1.00	5.00	2.9796	1.3306
9	I believe that teaching and learning are spontaneous.	26	1.00	5.00	3.2449	1.2671
10	I divide my lesson plan into the stages of formal lesson planning format.	26	2.00	5.00	3.4898	.9157
11	I strictly follow the stages of my lesson plans.	26	1.00	5.00	3.3673	1.0546
12	I make frequent changes in my lesson plans.	26	1.00	5.00	3.3673	1.0546
13	I strictly follow the time assigned to various stages of my lesson plans.	26	2.00	5.00	3.5306	1.0821
14	I have unexpected situations during my lessons that need me to change my lesson plans.	26	1.00	5.00	3.7959	.8893
15	I add some extra activities if some point is not clear with the planned activities.	26	1.00	5.00	4.1020	1.0051
16	Audio visual aids are a waste of time.	26	1.00	5.00	2.1224	1.3483
17	Audio visual aids help me in my teaching.	26	1.00	5.00	4.0816	.9318
18	Audio visual aids are an integral part of my lesson plans.	26	2.00	5.00	4.0612	.9221
19	I use latest technology in my teaching.	26	2.00	5.00	3.8163	.7819
20	I prefer explaining each and every point to my students.	26	2.00	5.00	3.6122	1.0958
21	I provide my students with the opportunity to get the answers before providing them with the answers.	26	2.00	5.00	4.3469	.8050
22	I encourage the students to ask questions.	26	2.00	5.00	4.5714	.7360
23	I engage my students in group/pair work to ensure mutual interaction.	26	2.00	5.00	4.4898	.7394
24	I arrange lecture topics according to their importance.	26	1.00	5.00	3.5306	1.0021
25	I arrange lecture topics according to their familiarity.	26	1.00	5.00	3.4082	1.0392
26	I arrange lecture topics according to their complexity.	26	1.00	5.00	3.4898	.9601
27	I start out my presentation with broad principles before moving on to more detailed notions and theories.	26	2.00	5.00	4.1633	.7997

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

Table (2): Independent Samples Test

	Questionnaire items	Group	N	M	SD	t	df	p value	
1	I believe that lesson planning is important for effective teaching.	male	13	4.3333	.9608	-1.919	47	.061	p > 0.05
		female	13	4.7727	.5284	-2.029	41.762		
2	I always plan my lessons.	male	13	3.9259	.9578	-2.939	47	.005	p < 0.05
		female	13	4.5909	.5032	-3.118	40.803		
3	I prepare written lesson plans.	male	13	3.4815	1.0874	-.065	47	.948	p > 0.05
		female	13	3.5000	.8591	-.067	46.968		
4	I plan my lesson but do not write everything.	male	13	3.8889	.9740	-.072	47	.943	p > 0.05
		female	13	3.9091	.9715	-.072	45.069		
5	I formulate lesson plan learning outcomes according to the level of my students.	male	13	4.2593	.8590	.900	47	.373	p > 0.05
		female	13	4.0455	.7854	.909	46.334		
6	I formulate lesson plan learning outcomes according to the interests of my students.	male	13	3.6667	.8771	.850	47	.399	p > 0.05
		female	13	3.4545	.8579	.852	45.403		
7	I formulate lesson plan learning outcomes according to the course outlines.	male	13	4.2222	.8006	-1.129	47	.265	p > 0.05
		female	13	4.4545	.5958	-1.163	46.664		
8	I formulate lesson plan learning outcomes according to my priorities.	male	13	3.4815	1.2518	3.193	47	.003	p < 0.05
		female	13	2.3636	1.1770	3.214	45.993		
9	I believe that teaching and learning are spontaneous.	male	13	3.2593	1.3183	.087	47	.931	p > 0.05
		female	13	3.2273	1.2318	.088	46.075		
10	I divide my lesson plan into the stages of formal lesson planning format.	male	13	3.5926	.9306	.868	47	.390	p > 0.05
		female	13	3.3636	.9021	.871	45.548		
11	I strictly follow the stages of my lesson plans.	male	13	3.6667	1.0377	2.297	47	.026	p < 0.05
		female	13	3.0000	.9759	2.312	45.991		
12	I make frequent changes in my lesson plans.	male	13	3.4074	1.1184	.292	47	.772	p > 0.05
		female	13	3.3182	.9946	.295	46.605		
13	I strictly follow the time assigned to various stages of my lesson plans.	male	13	3.6296	1.1815	.706	47	.484	p > 0.05
		female	13	3.4091	.9591	.721	47.000		
14	I have unexpected situations during my lessons that need me to change my lesson plans.	male	13	3.8889	.9337	.808	47	.423	p > 0.05
		female	13	3.6818	.8387	.817	46.515		
15	I add some extra activities if some point is not clear with the planned activities.	male	13	3.7778	1.1875	-2.655	47	.011	p < 0.05
		female	13	4.5000	.5118	-2.852	36.834		
16		male	13	2.5556	1.6251	2.641	47	.011	p < 0.05

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

	Audio visual aids are a waste of time.	female	13	1.5909	.5903	2.861	33.999		
17	Audio visual aids help me in my teaching.	male	13	3.9630	1.1596	-.987	47	.329	p > 0.05
		female	13	4.2273	.5284	-1.057	37.893		
18	Audio visual aids are an integral part of my lesson plans.	male	13	4.1852	.9214	1.043	47	.302	p > 0.05
		female	13	3.9091	.9211	1.043	45.027		
19	I use latest technology in my teaching.	male	13	3.7778	.8916	-.379	47	.706	p > 0.05
		female	13	3.8636	.6396	-.392	46.332		
20	I prefer explaining each and every point to my students.	male	13	3.7037	1.1030	.643	47	.523	p > 0.05
		female	13	3.5000	1.1019	.643	45.038		
21	I provide my students with the opportunity to get the answers before providing them with the answers.	male	13	4.1481	.8182	-1.972	47	.055	p > 0.05
		female	13	4.5909	.7341	-1.994	46.526		
22	I encourage the students to ask questions.	male	13	4.4074	.8884	-1.766	47	.084	p > 0.05
		female	13	4.7727	.4289	-1.884	39.049		
23	I engage my students in group/pair work to ensure mutual interaction.	male	13	4.4074	.7971	-.862	47	.393	p > 0.05
		female	13	4.5909	.6661	-.878	46.959		
24	I arrange lecture topics according to their importance.	male	13	3.7037	.9533	1.351	47	.183	p > 0.05
		female	13	3.3182	1.0414	1.339	43.202		
25	I arrange lecture topics according to their familiarity.	male	13	3.5926	1.0473	1.390	47	.171	p > 0.05
		female	13	3.1818	1.0065	1.395	45.682		
26	I arrange lecture topics according to their complexity.	male	13	3.7037	.8234	1.765	47	.084	p > 0.05
		female	13	3.2273	1.0660	1.720	38.948		
27	I start out my presentation with broad principles before moving on to more detailed notions and theories.	male	13	4.1852	.9214	.210	47	.834	p > 0.05
		female	13	4.1364	.6396	.218	45.949		

This finding suggests that all teachers, regardless of gender, recognize the value of lecture planning. It highlights the shared understanding among the educators in the sample regarding the crucial role of planning in facilitating effective language teaching and learning. The non-significant difference between male and female teachers in terms of recognizing the importance of lecture planning further emphasizes the universality of this aspect of EFL instruction. It suggests that both genders place similar emphasis on the value of planning their lectures to enhance teaching quality and optimize learning outcomes. By providing this additional information on item (1), the revised abstract can offer a more comprehensive understanding of the specific results and their implications within the context of the study. Items (5, 6, 7, and 8): The significance values for these items were greater than 0.05. This indicates

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

that there is no statistically significant difference between male and female teachers in terms of defining objectives or learning outcomes in the same order of priority. The results suggest that both male and female teachers acknowledge the importance of establishing clear objectives and prioritizing them in their teaching practices. Item (11): The statistical analysis revealed a significant result for item (11), with a p-value less than 0.05. This indicates that teachers, regardless of gender, tend to strictly follow the stages of their lesson planning. The result suggests that both male and female teachers demonstrate a commitment to adhering to their lesson plans. Item (15): Teachers adding extra activities if some points are not clear with the planned activities indicates their consideration of individual differences. However, the information provided does not mention the p-value or statistical significance for this item. Therefore, it is unclear whether there is a statistically significant difference between male and female teachers in terms of incorporating additional activities. Further information would be needed to draw a definitive conclusion. Items (17, 18, and 19): The p-values for these items were greater than 0.05, suggesting that there is no statistically significant difference between male and female teachers in the use of audiovisual aids during their classes. The results indicate that both male and female teachers rarely utilize audiovisual aids in their instructional practices. Item (22): The statistical analysis for the item (22) showed a p-value greater than 0.05, indicating no statistically significant difference between male and female teachers in terms of encouraging students to ask questions. Both male and female teachers recognize the importance of promoting student engagement through questioning techniques. Item (27): The p-value for item (27) was more than 0.05, indicating no statistically significant difference between male and female teachers in terms of starting their lectures with general concepts. Both male and female teachers employ various strategies, such as sharing anecdotes, and demonstrations, and connecting the lecture's content to previous readings or current events, to enhance student engagement during the beginning of their lectures.

In conclusion, based on the available information, the statistical analysis suggests that there is no significant difference between male and female teachers in several aspects of teaching practices, including their perception of the importance of lecture planning (item 1), defining learning outcomes (items 5, 6, 7, and 8), adhering to lesson plans (item 11), and encouraging student engagement through questions (item 22). However, it is important to note that the information provided is limited, and for some items, specific statistical details or p-values were not mentioned. Further research and analysis would be necessary to obtain a more comprehensive understanding of the similarities and differences between male and female teachers in these aspects of teaching practices.

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

Hypotheses Testing

The testing of the study's hypotheses involved evaluating the significance of differences between male and female teachers in various aspects of their teaching practices.

Hypothesis 1: The statistical results for item (3) in tables (1 and 2) showed mean scores of 3.48 for male teachers and 3.50 for female teachers. The p-value obtained was greater than 0.05, indicating that there is no statistically significant difference between male and female teachers in terms of formulating lesson plans in written form.

Hypothesis 2: For items (5, 6, 7, and 8) in Table (2), the p-values were greater than 0.05, except for item (8). This suggests partial acceptance of the null hypothesis, indicating that there is no statistically significant difference between male and female teachers in formulating achievable learner-centered learning outcomes, except for item (8), where a significant difference was found.

Hypothesis 3: Referring to the item (11), the obtained p-value was less than 0.05, indicating a statistically significant difference between male and female teachers in terms of following their formulated lesson plans.

Hypothesis 4: In items (17, 18, and 19), both male and female teachers had high mean scores, and their p-values were greater than 0.05. This indicates that there is no statistically significant difference between male and female teachers in using appropriate materials and teaching aids according to the requirements of their lesson plans.

Hypothesis 5: Although items (21, 22, and 23) had the highest mean scores, the p-values remained slightly greater than 0.05. This suggests that there is no statistically significant difference between male and female teachers in formulating interactive activities to motivate students' critical thinking.

Hypothesis 6: The statistical analysis presented in item (24) showed that the p-value was higher than 0.05. This indicates that there is no statistically significant difference between male and female teachers in arranging lecture topics according to their importance.

In summary, the hypotheses testing revealed that there were no statistically significant differences between male and female teachers in most aspects of their teaching practices, except for following formulated lesson plans (hypothesis 3) and formulating achievable learner-centered learning outcomes (hypothesis 2, item 8). The other aspects, including formulating lesson plans, using appropriate materials and teaching aids, formulating interactive activities, and arranging lecture topics, did not show statistically significant differences between male and female teachers.

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

Conclusion and Recommendations

Based on the information provided in the previous section, the main conclusions and specific recommendations can be summarized as follows:

Conclusion

The analysis of the data revealed that there was no statistically significant difference between male and female teachers in terms of their perception of the importance of lecture planning, defining learning outcomes, adhering to lesson plans, encouraging student engagement through questions, and using audiovisual aids. This suggests that both male and female teachers in the study recognized and emphasized these aspects equally in their teaching practices. Furthermore, the statistical significance of using additional activities to clarify points in the planned activities was not discussed in the provided information. Hence, it would be necessary to review the complete statistical analysis or additional data to make conclusive statements about the significance of employing additional activities for clarification purposes. The findings indicate that both male and female teachers emphasized the importance of having clear objectives and prioritizing them in their teaching practices. This suggests a shared understanding of the essential role of setting clear goals to guide the instructional process and facilitate effective learning. Moreover, both male and female teachers tended to strictly follow the stages of their lesson planning. This adherence to the planned structure further emphasizes the significance of organized and systematic instructional preparation in their teaching practices. Additionally, both male and female teachers employed various strategies to enhance student engagement at the beginning of their lectures. This implies that educators, regardless of gender, recognize the importance of capturing students' attention and fostering involvement from the outset, setting a positive tone for the rest of the lesson.
Lastly, the absence of a significant difference between male and female teachers in terms of starting lectures with general concepts suggests a shared instructional approach. This finding indicates that both genders recognized the value of providing a broad overview or context at the beginning of their lectures to facilitate comprehension and create a foundation for subsequent learning.

In summary, the results underscore the similarities between male and female teachers in their perception and implementation of various aspects of lecture planning and instructional practices. These findings contribute to the understanding that gender does not significantly influence the importance placed on these elements in EFL teaching.

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

Recommendations:

- To provide training and support: Teachers, especially new ones and trainees, would benefit from training and support in developing effective decision-making processes for lesson planning. This could include workshops, mentorship programs, or professional development opportunities.
- Foster an interactive classroom environment: Encourage teachers to incorporate interactive elements into their lessons, such as quizzes, demonstrations, and thought-provoking questions. This can enhance student engagement and assess learning effectiveness.
- Enhance instructional language: Emphasize the importance of clear and concise language when giving instructions or explanations to avoid confusion among students.
- Improve utilization of teaching aids: Support teachers in effectively using teaching aids by providing training, resources, and opportunities for practice. This can help them enhance their instructional methods and engage students more effectively.
- Promote thorough preparation: Encourage teachers to thoroughly review the topics they will teach, identify potential learning challenges, and develop strategies to address them. This will ensure that teachers are well-prepared and capable of adapting their lessons to meet students' needs.
- Encourage modification and supplementation of materials: Support teachers in going beyond the textbook by providing guidance on modifying and supplementing materials to cater to students' needs and interests. This can involve incorporating additional resources, adapting content, and utilizing various teaching materials.
- Build confidence and presence: Help teachers develop confidence and effective classroom presence through training and professional development activities. This can include strategies for managing classroom dynamics, building rapport with students, and adapting teaching styles to suit individual needs.
- Provide in-class practice and guidance: Emphasize the importance of in-class practice and guided activities to consolidate learning. Encourage teachers to design activities that require classroom interaction and provide the necessary support and supervision during these activities.

By implementing these recommendations, teachers can enhance their lesson planning, instructional delivery, and student engagement, leading to improved teaching and learning outcomes. Incorporating classroom observations or student evaluations into self-reported data might improve the

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validity of future studies, allowing for a more comprehensive and objective evaluation of teaching methods. Finally, it is suggested that educational institutions implement the findings of research into their practices in order to enhance the standard of education worldwide. Establishing faculty development programs and evaluating the effectiveness of instructional approaches both greatly benefit from considering this factor. Institutions may make more educated decisions and work toward better educational outcomes when they rely on insights gleaned from research.

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Appendix

To enhance data validity, future research could complement self-reported data with classroom observations or student evaluations, providing a more comprehensive and objective assessment of teaching practices. Lastly, to enhance the quality of education, educational institutions should consider integrating research findings into their policies and practices. This is particularly relevant when designing faculty development programs and evaluating teaching effectiveness. By basing decisions on research-informed insights, institutions can make more informed choices and work towards improved educational outcomes.

ESJ Humanities

Analyse des Critères d'Evaluation des Systèmes e-Gouvernement au Maroc : Etude Comparative à l'Echelle Internationale

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Résumé

L'objectif de ce papier est de mener une étude analytique comparative des critères d'évaluation des systèmes e-gouvernement au Maroc en mettant le point sur son positionnement international par rapport au certains pays du continent (Egypte Afrique du Sud, Maurice, les Seychelles, Rwanda) et du Maghreb (Tunisie, Algérie, la Lybie et Mauritanie) dans le domaine. Sur la base d'une recherche bibliographique sélective de 39 articles et rapports sur 880 retenus au début de la recherche, une étude d'analyse bibliographique a été menée en mesure d'identifier les différentes variables influençant l'évaluation d'e-gouvernement et de la valeur publique de certains pays émergents (Inde par exemple) qui partagent un bon nombre de paramètres socioéconomiques avec le Maroc. Pour l'analyse de l'évaluation des pratiques e-gouvernement, cette étude repose sur l'Indice de Développement d'E-Gouvernement (IDEG), un outil adopté par l'ONU dans l'évaluation des pratiques numériques des pays membres dont le Maroc fait partie. L'étude montre que le Maroc a un potentiel qui nécessite à être mobilisé d'avantage pour améliorer ses indices d'IDEG et se classer parmi les meilleurs pays émergents en matière d'e-gouvernement et de valeur publique. Le Maroc est appelé ainsi, de consolider ces efforts autour de la qualité des services en ligne, un domaine où il présente un retard par rapport à d'autres pays émergents en général, et du Maghreb en particulier. Il est important de souligner que le Maroc a initié son premier Plan d'Action à court terme en mars 2003, comprenant 32 projets pilotes. Cette étude se concentre sur la période allant de 2003 à 2022 pour analyser l'évolution des pratiques d'e-gouvernement dans le pays en question au cours de cette période et pour apporter des éléments de réponse à notre question centrale : Quel est le niveau de développement de l'e-gouvernement au Maroc et comment se positionne-t-il à l'échelle internationale ?

Mots-clés: Administration publique, Evaluation, Indices ONU, Gouvernement électronique (e-gouvernement), Maroc, Pays émergents, Valeur publique

Analysis of Evaluation Criteria for e-Government Systems in Morocco: An International Comparative Study

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Abstract

The aim of this paper is to conduct a comparative analytical study of the evaluation criteria for e-government systems in Morocco, focusing on the country's international positioning in relation to other countries on the continent (Egypt, South Africa, Mauritius, Seychelles, Rwanda) and in the Maghreb (Tunisia, Algeria, Libya, and Mauritania) in this field. On the basis of a selective bibliographical search of 39 articles and reports out of the 880 retained at the beginning of the research, a bibliographical analysis study was carried out in order to identify the different variables influencing the evaluation of e-government and public value in certain emerging countries (India, for example) which share a good number of socio-economic parameters with Morocco. To analyze the evaluation of e-government practices, this study uses the E-Government Development Index (EGDI), a tool adopted by the UN to evaluate the digital practices of member countries, including Morocco. Morocco is therefore called to consolidate these efforts around the quality of online services, an area in which it is lagging behind other emerging countries in general and the Maghreb in particular. It is important to note that Morocco initiated its first short-term Action Plan in March 2003, including 32 pilot projects. This study focuses on the period from 2003 to 2022, to analyze the evolution of e-government practices in the country over this period and to provide some answers to our central question: How developed is e-government in Morocco, and how is it positioned internationally?

Keywords: Electronic government (e-government), Emerging countries, Evaluation, Morocco, Public Administration, Public value, UN Indices

1. Introduction

Dans les pays émergents comme le Maroc, la fragilité des indices d'évaluation d'e-gouvernement (e-gov) s'explique par plusieurs facteurs, entres autres les coûts élevés de la Technologie de l'Information (TI), la fracture numérique et l'analphabétisme qui altèrent le capital humain en plus de l'instabilité des stratégies adoptées (Lawrence & Tar, 2010).

Toutefois, il existe au Maroc des opportunités qui peuvent stimuler le processus, entre autres la volonté de l'Etat et les engagements des gouvernements successifs qui accompagnent les stratégies nationales dans ce domaine: « Plan Maroc Numéric 2013, Plan Maroc Digital 2020, initiative Idarati, e-douane, e-justice, etc…».

Il a été noté que plus de 40% des pays émergents sont engagés dans des initiatives d'e-gouvernement, mais le taux de réussite de l'adoption est encore très faible. Par ailleurs, des études ont montré que les régions du monde avec les plus hauts niveaux d'adoption de l'e-gov par les citoyens sont en classement décroissant : l'Europe, l'Amérique et l'Asie (Amegavi *et al.*, 2018). Au Maroc, le parc des abonnés à Internet s'élève à environ 30 millions. Le débit moyen de l'internet mobile au Maroc (36,36 Mbit/s) est inférieur à la moyenne mondiale (48,40 Mbit/s), soit un classement de 60ème parmi 140 pays.

Le Maroc enregistre un retard en matière de transformation digitale surtout lorsqu'il s'agit des services rendus aux citoyens. En effet, 23% des services seulement qui sont complètement dématérialisés. Par conséquent ce déficit en digitalisation fait perdre en moyenne 50 et 200 heures/ ans respectivement à chaque citoyen et à chaque entreprise (Cours des comptes, 2019).

D'autre part, le Maroc a été le premier pays africain à avoir lancé une initiative Open Data Government (OGD) en 2011 en inaugurant son portail www.data.gov.ma. L'ouverture des données publiques à travers le portail

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« chafafiya.ma » contribuerait à améliorer la transparence du gouvernement envers les citoyens (CNT, 2019-2020)[1].

Dans le même sens de cette étude, des études antérieures ont examiné la maturation et l'utilisation des services administratifs en ligne par les citoyens aussi bien au Maroc qu'ailleurs (Houda *et al.*, 2023b ; Y. Li & Shang, 2020 ; Ouajdouni *et al.*, 2020; Faulkner *et al.*, 2019). Cependant, il est important de noter qu'aucune de ces études n'a spécifiquement examiné les Indicateurs de Développement de l'E-Gouvernement (IDEG) d'une manière approfondie et comparative. Il s'agit d'études orientées généralement vers l'identification des facteurs favorisants ou défavorisant les réussites de ces e-services. Les résultats de ces travaux devraient logiquement guider les gouvernements dans leurs stratégies pour rendre leurs e-services plus attractifs et augmenter leurs taux de réussite.

Cette étude apporte quelques réponses aux questions sur l'efficience des stratégies numériques du Maroc et le positionnement régional et international du développement de son e-gouvernement.

2. Cadre théorique

L'Institut Royal des études stratégiques (IRES), en se basant sur des données et documents de référence disponibles au plan national et international, et sur une enquête d'interviews en vis-à-vis auprès des responsables d'administrations et dirigeants d'entreprises marocaines, indique que la maturité des services en ligne passe par 4 niveaux de maturation identiques : "en démarrage", "en émergence", "en transition" et "en transformation». Ainsi, les administrations marocaines sont considérées, pour l'essentiel, comme en phase d'émergence", par rapport aux entreprises qui sont en phase de transition (Bounfour, 2017). Ce qui confirme que les administrations publiques marocaines doivent accélérer leur processus de transformation, en veillant sur la bonne intégration des services en ligne dans les stratégies numériques nationales.

La pratique en matière d'évaluation au Maroc, enregistre à ce jour du retard, serait-il en raison d'absence d'un cadre stratégique institutionnel de référence qui aide à encadrer la spécificité de ce processus des SI. Le Maroc a besoin aussi d'une structure externe indépendante chargée de cette tâche à l'instar des Agences d'évaluation en Espagne (AEVAL) et au Mexique (CONEVAL), en Afrique du Sud (NEPF) ou encore du Conseil national de l'évaluation en France.

L'utilisation de la valeur publique comme mesure de la performance dans l'administration publique est un nouveau paradigme de recherche. En

[1] Confédération Nationale du Tourisme (CNT). «*Diagnostic stratégique et digitale* ». https://www.cnt.ma/

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pratique, la valeur publique est basée sur l'analyse de l'efficacité des organisations à répondre aux besoins socioéconomiques (Kayode, 2022) et au bien-être des usagers-à travers des services publics qui respectent les critères de ce paradigme, tels que : l'équité, la transparence, la confiance, l'empathie, l'inclusion, la démocratie … (Abu-Shanab, 2021 ; Abu-Shanab & Harb, 2019 ; Li *et al.,* 2017 ; Benington, 2011).

Par ailleurs, les auteurs Twizeyimana & Andersson (2019) ont affirmé que contrairement aux pays développés, les travaux dans le cadre d l'e-gouvernement et son impact sur la valeur publique dans les pays émergents sont limités. (Li *et al.*, 2017). Au Maroc bien que le système d'e-gouvernement soit en transition, son exploration et l'évaluation de son succès restent à approfondir.

3. Cadrage des concepts clés de l'étude

3.1 Evaluation du système e-gouvernement

L'interaction entre les disciplines en rapport avec l'e-gouvernement et les autres domaines tel que la science de l'information, l'informatique et autres explique la diversité des définitions du concept « e-gov » (Bayona & Morales, 2016).

Aujourd'hui, un gouvernement qui fournit des services par le biais des Systèmes de l'Information (SI) est appelé e-gouvernement (Abunadi & Alqahtani, 2019), et les services fournis sont appelés e-services (Alzahrani *et al.* 2017). Ces nouveaux services reposent généralement sur des informations accessibles en temps réel via Internet (Ma & Zheng, 2017b).

Le succès de ce genre de systèmes dépend de la satisfaction des utilisateurs pour lesquels il est destiné, donc son apport à la valeur publique perçue par les usagers, les parties prenantes et le citoyen d'une façon générale (Ma & Zheng, 2017b).

Par ailleurs, Khamis (2020) a conclu que, pour les pays émergents, le manque de modèles théoriques des facteurs de satisfaction des utilisateurs, met l'évaluation de l'e-gouvernement dans ces pays en face d'un problème méthodologique sérieux.

Dans ce sens, la cour des comptes (2019) confirme : « Malgré quelques initiations de développement des services en ligne au Maroc, les indicateurs de mesures d'impact et de satisfaction des citoyens vis-à-vis du service public sont presque inexistants ».

3.2. Evaluation de la Valeur publique

En pratique, la notion de la valeur publique de l'e-gouvernement est la capacité des systèmes d'administration en ligne à améliorer les services et les valeurs sociales aux citoyens telles que l'inclusion, la démocratie, la

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transparence, l'équité et la participation (Moore, 1995), donc en un seul mot rendre l'administration publique « une administration citoyenne ».

Weerakkody *et al.* (2013) confirment que la pression constante des investissements en matière de l'e-gouvernement, fait de l'évaluation de sa valeur publique une nécessité urgente, tant de la part des institutions gouvernementales que des citoyens. Les auteurs considèrent la confiance comme une dimension majeure de l'évaluation de la valeur publique (Wang & Liao, 2008b). Ainsi, même si les objectifs fixés par une organisation en matière de services et de résultats sont atteints, le manque de confiance des citoyens entraîne la diminution de la valeur publique.

4. Méthodologie

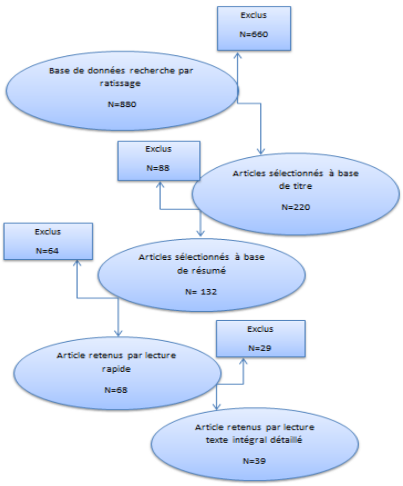
4.1. Collecte des données de l'étude

Notre procédure de collecte de données bibliographiques se résume comme suit:

- Détermination des sources d'informations ;
- Sélection des références par ratissage;
- Collecte de données par choix exhaustifs ;
- Sélection des données ciblées.

La figure 1 ci- dessous schématise ces étapes systématiquement hiérarchiques.

Figure 1. La procédure schématique adoptée dans la collecte de données



Source : Auteurs

Les mots-clefs utilisés pour effectuer la recherche dans des différents moteurs spécialisés sont: « Public administrations », « e-government e-services », «e-government impact », « e-services Moroccan administrations », « e-government evaluation », « public value », « e-government

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

maturity». Lors de la première recherche, il est apparu qu'il y avait un grand nombre d'articles, y compris des centaines provenant de diverses bases de données et éditeurs. Cependant, il est à noter que les articles spécifiquement axés sur l'administration marocaine étaient relativement rares en comparaison. Les moteurs de recherche mobilisés principalement sont : Google Scholar, Science Direct, Elsevier, ABI/Inform Global – Proquest, ResearchGate, Cairn.info, Academia.edu, Scopus... L'objectif de cette étape du dépistage est de sélectionner les documents pertinents qui sont appropriés pour notre thématique.

Des articles de revues en ligne issus de bases de données de grande envergure, en général publiés entre 2013 et 2023, ont été rassemblés, ceux d'une date au-delà de 2013 ne sont retenus que lorsque les données sont pertinentes et en l'absence d'autres options appropriées. Il est possible de récupérer plusieurs études récentes et de trouver des tendances de recherche pour ce sujet d'e-gouvernement et valeur publique dans le contexte international mais de façon très restreinte dans les contextes des pays émergents en général et marocain en particulier.

Dans ce travail, deux critères d'inclusion ont été utilisés: les articles rédigés en anglais sont positionnés en premier choix; le second critère inclus les publications de la dernière décennie et les rapports officiels des organisations nationales et internationales.

Un total de 880 articles a été initialement retenu. L'étape de sélection suivante cible le titre, le résumé et les mots clés qui ont abouti aux 132 articles et rapports. Au total, 39 références ont été retenues sur la base de leur texte intégral détaillé (figure 1).

Après avoir sélectionné les articles, les données relatives à l'e-gouvernement et à la valeur publique ont été extraites, en mettant l'accent sur les pays en développement, les pays de la région du Maghreb, et en fin de compte, le Maroc.

4.2. Critères d'évaluation de l'ONU en matière de système d'e-gouvernement

L'Indice d'e-gouvernement des Nations Unies est l'un des classements les plus couramment référencés pour évaluer la performance des pays en matière de digitalisation. Cependant, ces classements peuvent varier d'une année à l'autre en fonction des efforts déployés par chaque pays et des mises à jour méthodologiques (UN, 2022)[2].

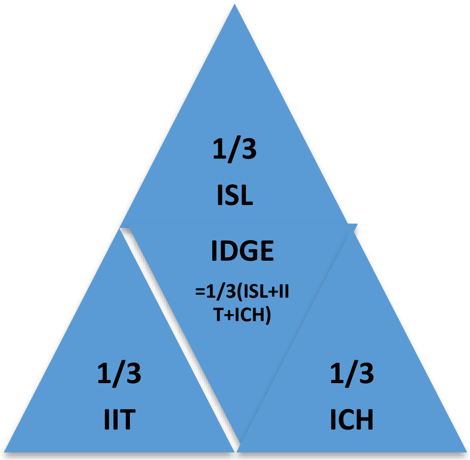
Selon les critères d'évaluation adoptée par les Nations Unies, l'Indice de Développement d'E-Gouvernement (IDEG) permet de comparer les

[2] UN E-Government Survey 2022. The Future of Digital Government. 12th edition of the United Nations assessment of the digital government landscape across all 193 Member States. https://desapublications.un.org/

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

performances en matière d'e-gouvernement et d'identifier les domaines où des progrès supplémentaires sont nécessaires à faire par les pays ciblés. Il est basé sur 32 indicateurs répartis sur trois dimensions figure 2 :

Figure 2. Les trois dimensions de l'Indice de développement de l'e-gouvernement (IDEG)



Source : Auteurs

Dimension 1 : Indice de qualité des Services en Ligne (ISL);
Dimension 2 : Indice d'Infrastructure de Télécommunications (IIT) ;
Dimension 3 : Indice du Capital Humain (ICH).

Mathématiquement, l'IDEG est une moyenne pondérée de trois scores normalisés sur les trois dimensions : IDEG = 1/3(ISL+IIT+ICH), c'est une valeur qui varie entre 0 et 1.

5. Résultats et discussions

L'analyse de nos résultats est structurée autour des deux parties:
La 1ère partie d'analyse quantitative, concerne l'évaluation d'e-gouvernements basée sur des données numériques extraites des trois critères d'évaluation de l'ONU (figure 2).

La 2ème partie d'analyse qualitative, concerne l'évaluation subjective de la valeur publique des pays concernés à base de satisfaction [+] ou non [-] de sept indicateurs qui sont : notoriété, cyber sécurité, sensibilisation du public, caractéristiques citoyennes, équité, mauvaise performance, législation, (Tableau 3).

5.1. Analyse quantitative des critères d'évaluation d'e-gouvernement

L'analyse a été réalisée en évaluant la position du Maroc dans le domaine d'e-gouvernement à trois niveaux : en comparaison avec les cinq continents, en comparaison avec les nations émergentes, et en comparaison avec les pays du Maghreb.

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

L'analyse a été menée analyse selon 3 niveaux de positionnement du Maroc en e-gouvernement: par rapport au cinq continents, par rapport aux pays émergents et par rapport au Maghreb.

- **Positionnement Afrique-Maroc et les autres continents**

En 2022, l'Afrique a notifié des progrès en nombre de services offerts en ligne. 61 % des pays africains dont le Maroc et certains d'autres pays du Maghreb proposaient en moyenne 12 sur les 22 du panier de services en ligne évalués par l'ONU dans son enquête de 2022.

Parmi les 193 membres de l'ONU dans les 5 cinq continents, 16 pays de l''Afrique seulement appartiennent au groupe d'IDEG élevé après le groupe de valeurs les plus élevés réservés particulièrement aux pays développés. D'autre part, seuls quatre pays : Maurice, Seychelles, Afrique du Sud et Tunisie figurent parmi les 100 premiers pays en termes de classement général de l'IDEG, avec des valeurs supérieures à la moyenne mondiale qui est de (0,6102).

Le Maroc par son classement au rang 101 est positionné tangent au groupe international des 100. Le Maroc est donc positionné en $5^{ème}$ rang des 16 pays africains qui représentent l'Afrique dans le Groupe des pays d'Indice de Développement d'e-Gouvernement élevé. Malgré les progrès de 30 % des pays de l'Afrique dont le Maroc qui sont situés dans le groupe des IDEG élevés, la moyenne de l'IDEG pour ce continent reste généralement inférieure à la moyenne mondiale (Tableau 1).

Tableau 1. Les 10 Pays d'Afrique parmi 16 ayant les valeurs d'IDEG les plus élevées en 2022

Pays	IDEG	Classement	Sous-région
Afrique du Sud	0,7357	65	Afrique du sud
Maurice	0,7201	75	Afrique de l'Est
les Seychelles	0,6793	85	Afrique de l'Est
Tunisie	0,6530	88	Afrique du Nord
Maroc	**0,5915**	**101**	**Afrique du Nord**
Egypte	0,5895	103	Afrique du Nord
Ghana	0,5824	106	Afrique de l'Ouest
Algérie	0,5611	112	Afrique du Nord
*Rwanda**	0,5489	119	Afrique de l'Est
*Zambie**	0,5022	131	Afrique de l'Est

Source: Elaborer par les auteurs à partir des données des Nations Unies 2022
** Pays qui sont passés du groupe intermédiaire au groupe élevé d'IDEG en 2022.*

- **Positionnement Maroc-Pays émergents compétitifs**

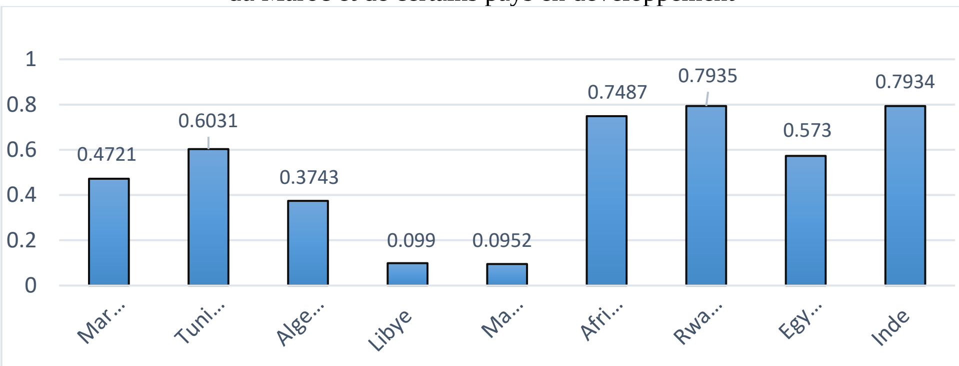
Le service en ligne et ses qualités est le critère qui se répercute plus sur la perception de l'utilité d'e-gouvernement par les usagers et par conséquent la valeur publique de l'administration connectée. En effet , Rwanda et l'Inde ont priorisé fortement ce critère qui les poisitionnent en valeurs les plus

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

élevées respectivement de 0.7935 et 0.7934. C'est par cette notation qu'ils renforcent leurs indices IDEG et par conséquent leur classement. C'est grace à cette stratégie de concentrer ses éfforts autour d'un critère stratégique comme ISL que Rwanda rejoint en 2022 les pays de IDEG élévé et en même temps les 16 premiers pays de l'Afrique avec une amélioration de sa valeur publique.

Quant à la poition du Maroc, elle est en 6ème rang de ce groupe , des efforts sont peut être à s'orienter plus vers ce critère dont l'impact est directement perçu par le citoyen(Figure 3).

Figure 3. Représentation Graphique d'Indices de qualité des Services en Ligne (ISL, 2022) du Maroc et de certains pays en développement



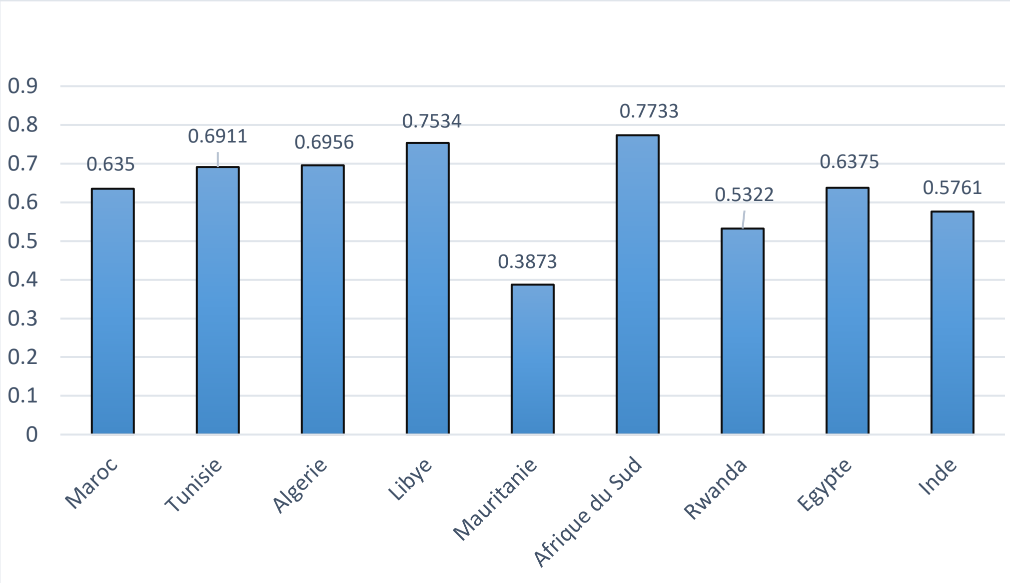
Source: Elaborer par les auteurs à partir des données des Nations Unies 2022

Concernant l'Indice du Capital Humain, le Maroc est avoisinant de l'Egypte par une valeur de 0.63 et les deux pays sont largement dépassés par l'Afrique du Sud et la Libye. Les efforts nationaux du Maroc en matière de Capital Humain sont altérés par le taux de l'analphabétisme des personnes âgées qui est maintenu autour de 32%[3], contrairement à l'Afrique du Sud et à la Libye (Figure 4).

[3] Selon le Haut-Commissariat au plan (HCP), le taux d'analphabétisme, estimé à presque 9 personnes sur 10, soit 87% en 1960, a reculé à plus de 6 personnes sur 10 en 1982, à 4 personnes sur 10 en 2004 et à 3 personnes sur 10 en 2014, soit 32%, enregistrant ainsi une baisse des deux tiers sur un demi-siècle (54 ans). https://www.hcp.ma/Note-d-information-du-Haut-Commissariat-au-Plan-a-l-occasion-de-la-journee-internationale-de-l-alphabetisation-du-8_a2009.html

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

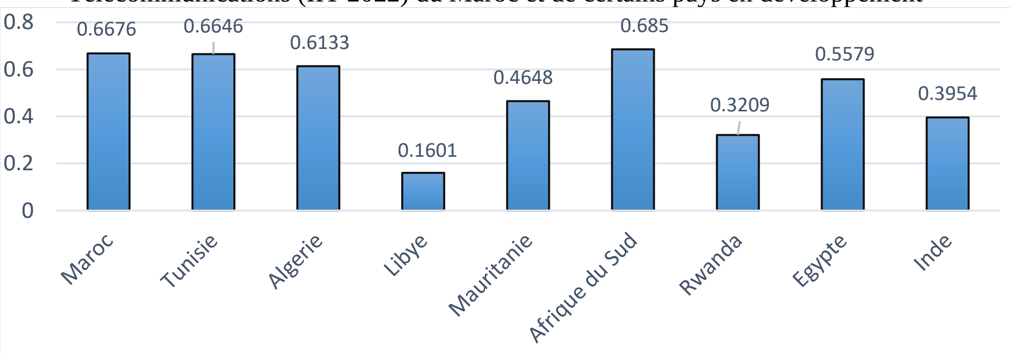
Figure 4. Représentation Graphique comparative d'Indices de   de Capital Humain, (ICH 2022) du Maroc et de certains pays en développement



Source: Elaborer par les auteurs à partir des données des Nations Unies 2022

Le Maroc, l'Afrique du Sud et la Tunisie sont avoisinants en termes de leurs équipements en infrastructure de Télécommunications encadrés par des indices d'IIT de 0.66 à 0.68 (Figure 5). L'effort d'investissement du Maroc en Infrastructure de Télécommunications est ici bien notable.

Figure 5. Représentation Graphique comparative d'Indices d'Infrastructure de Télécommunications (IIT 2022) du Maroc et de certains pays en développement



Sources: Elaborer par les auteurs à partir des données des Nations Unies 2022

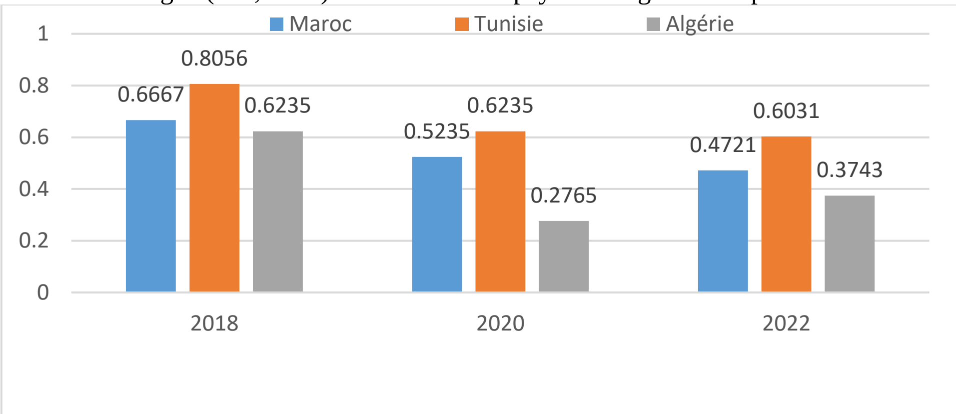
- **Positionnement Maroc-Pays du Maghreb**

Entre les années 2018-2022 le Maroc a connu une régression injustifiée de son indice de services en ligne qui est passé de 0.6667, 05235 à 0.4721 respectivement en 2018, 2020 et 2022 (Figure 6). Cette chute d'ISL qui retient principalement le Maroc derrière la Tunisie et certains d'autres pays en

ISSN: 1857-7881 (Print) e - ISSN 1857-7431

développement, quoique des efforts ont été fournis dans l'infrastructure de Télécommunications.

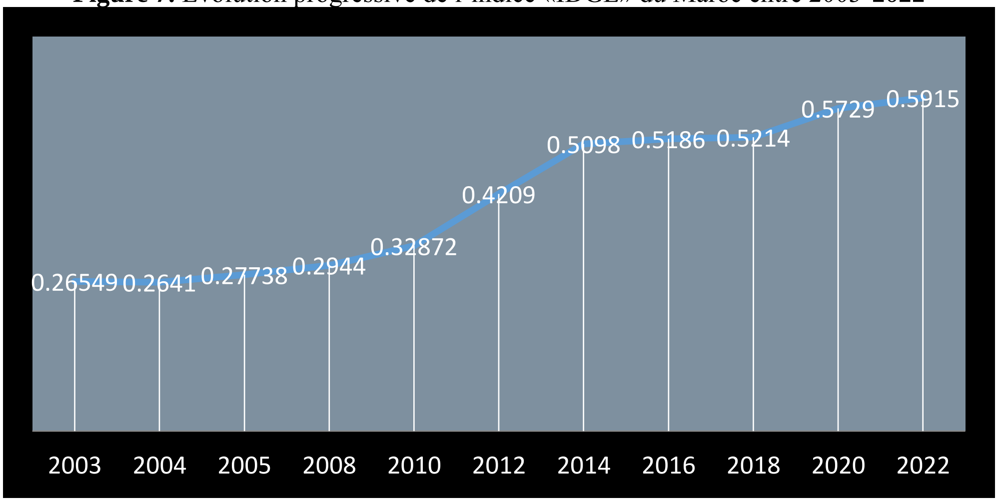
Figure 6. Représentation Graphique comparative d'Indices de Qualité des Services en Ligne (ISL, 2022) du Maroc et des pays du Maghreb compétitifs



Sources: Elaborer par les auteurs à partir des données des Nations Unies 2022

Dans la période 2003-2022, le Maroc a connu une évolution instable du développement de son e-gouvernement, marquée par une amélioration notable entre 2010 et 2014 où il est passé de 0.32872 à 0.5098 soit une augmentation de 35.5% (Figure 7).

Figure 7. Evolution progressive de l'indice «IDGE» du Maroc entre 2003-2022



Sources: Elaborer par les auteurs à partir des données des Nations Unies 2022

L'effort investi par le Maroc à partir de 2010 abouti à son score en classement qui était de 82ème rang en 2014(Tableau 2).

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

Tableau 2. Evolution de l'indice «IDGE» et le classement du Maroc parmi les 193 pays de l'ONU entre 2003-2022

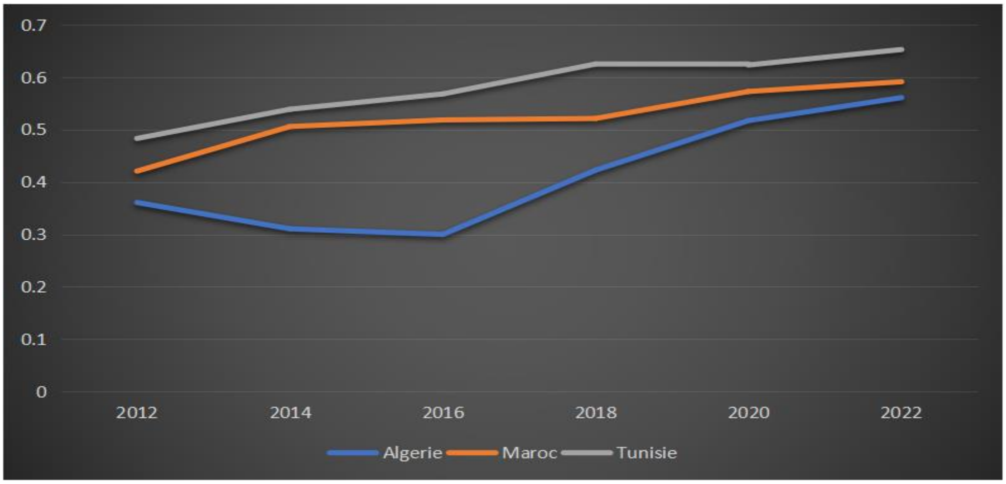
Année	2003	2004	2005	2008	2010	2012	2014	2016	2018	2020	2022
IDEG	0.26549	0.26410	0.27738	0.29440	0.32872	0.4209	**0.5098**	0.5186	0.5214	0.5729	0.5915
Classement	131	138	138	140	126	120	**82**	85	110	106	101

Sources: Elaborer par les auteurs à partir des données des Nations Unies

La régression du positionnement du Maroc de 82 au rang 101 actuellement ne s'explique pas par la régression de son IDEG qui s'améliore légèrement en continue (figure 9). On ne peut expliquer de telle régression que par des valeurs insuffisantes à être en mesure du rythme d'évolution croissante de certains indics des IDEG (ISL, IIT et ICH) des autres pays compétitifs. Cependant, il s'agit d'une période parallèle au lancement en 2016 de la stratégie nationale en digitalisation : «Maroc Digital 2020 ».

Au total le positionnement du Maroc encadré de part et d'autre par la Tunisie et la Libye, le situe en position généralement acceptable au niveau du Maghreb (Figure 8). Les trois pays compétitifs voient leurs e-gouvernements évoluent généralement lent à partir de 2020 avec le Maroc qui concentre ses efforts sur l'lIT en négligeant l'ISL. L'Algérie tout comme le Maroc néglige l'ISL et se tourne vers l'ICH, alors que la Tunisie répartit ses efforts autour des Trois critères qui composent l'IDEG.

Figure 8. Positionnement de l'évolution d'e-Gouvernement au Maroc par rapport aux deux autres pays du Maghreb compétitifs 2012 et 2022



Source : élaborée per nos soins à base des données des enquêtes des Nations Unies

5.2. Analyse des variables qualitatives influençant le développement d'e-gouvernement et de la valeur publique

Compte tenu de la focalisation des critères employés par l'ONU dans ses enquêtes sur certains indicateurs cités dans la littérature, le choix a été fait d'intégrer d'autres critères complémentaires couramment utilisés dans la

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

recherche scientifique. Dans le même sens et en convergence à d'autres études qui se réfèrent simplement aux quelques indicateurs adéquates à l'expérience d'e-gouvernement du pays ciblé, cette étude se veut être flexible et ouverte sur un bon nombres de variables favorisant et défavorisant en même temps le Maroc ainsi que certains des pays de son contexte géographique (pays du Maghreb), continental (pays Africains), mais aussi d'autres pays de son contexte socioéconomique dits pays émergents aussi bien africains que d'autres. Ainsi, pour les variables impactant l'e-gouvernement, sept variables ont été sélectionnées (tableau 3) : infrastructure, Ressources humaines, fracture numérique, corruption, budgétisation, transparence, et résistance aux changements. Pour la valeur publique, 7 indices sont également retenus : notoriété, cyber sécurité, sensibilisation du public, caractéristiques citoyennes, équité, mauvaise performance, législation. Ce sont des variables qui ont été élaborées par des modèles d'évaluation de référence et par des études isolées ciblées sur certains pays mais aussi par des rapports du département économique et social de l'ONU (tableau3), Cela rend notre cadre comparatif et évaluatif apte à être largement acceptable. Les chercheurs, entre autres certaines de nos références, choisissent personnaliser leurs facteurs à partir de chaque dimension qui correspond aux caractéristiques de l'organisation et à la technologie adoptée par le pays ciblé.

Tableau 3. Paramètres influençant positivement et négativement la situation de développement de l'e-gouvernement et de la valeur publique au Maroc et aux pays similaires

N°	Pays	Paramètres majeurs Influençant e-Gouvernement	Paramètres majeurs influençant la valeur publique	Références
1	Maroc	Infrastructures [+] ; Politique [+] ; Ressources humaines [-] ; budgétisation [+]	Législation [-]/ Protection des données [+], équité [+] ; Protection des données [+] ; Caractéristique citoyenne [-]	(Plan Maroc Digital, 2020 ; Chouam & Hamidi, 2022)
2	Libye	Infrastructures [-];Politique [-] Ressources humaines [+] ; budgétisation [+]	Caractéristique citoyenne [-] ; Législation [-] ;	(Sihotang *et al.*, 2022b); Chouam & Hamidi, 2022)
3	Tunisie	Infrastructures [+]; Ressources humaines [+] ; budgétisation [+]	Equité [+] ; Caractéristique citoyenne [+]; Législation [+] ; Protection des données [+]	(programme « Smart Gov 2020 ; UN, 2022 ; Chouam & Hamidi, 2022)
4	Algérie	Infrastructures [+]; Ressources humaines [+] ; budgétisation [-]	Législation [-] ; Protection des données [+] ; Caractéristique citoyenne [-]	(Programme « E-Algérie 2013 » ; Benaida, M. (2023); Chouam & Hamidi, 2022; Kayode, 2022)
5	Mauritanie	Infrastructures [-]; Ressources humaines [-] ; Fracture numérique [-] ; budgétisation [-]	Caractéristique citoyenne [-]	(UN, 2022)
6	Sud Afrique	Infrastructures [+] ; Politique [+] corruption [-]/ gov. transparent [+] ; Ressources humaines [+] ; budgétisation [+]	Protection des données [-] ; Caractéristique citoyenne [+]; Législation [+]	(Sihotang *et al.*, 2022b; Mawela *et al.*, 2016)

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

7	Rwanda	Infrastructures [-] ; Politique [+] ; gov. transparent [+]; Ressources humaines [-] ; budgétisation [++] ;	Sensibilisation du public [+] ; équité en sensibilisation du public [+] ; Caractéristique citoyenne [+];	(UN, 2022)
8	Egypte	Infrastructures [+]; Ressources humaines [+] ; Fracture numérique [-]	Sensibilisation du public [+] ; Notoriété [-]	(Sihotang *et al.*, 2022b)
9	Indonésie	Infrastructures [+] ; corruption [-]/ gov. transparent [+]; Ressources humaines [+] ; budgétisation [-]	Notoriété [-] ; Mauvaise performance	(Putra & Santoso, 2020)
10	Inde	Infrastructures [+] ; corruption [-]/ gov. transparent [+] ; Ressources humaines [+] ; budgétisation [-]	Caractéristique citoyenne [+] ; Protection des données [+] ; Caractéristique citoyenne [+];	(Sihotang *et al.*, 2022b ; Brown, 2021).
11	Pays les moins développés*	Fracture numérique [-] ; Résistance au changement [-] ; budgétisation [-] ; Infrastructures [-] ; corruption [-]/ gov. transparent [-] ; Ressources humaines [-] ; budgétisation [-]	Législation [-] ; Sensibilisation du public [-] ; Mauvaise performance ; Caractéristique citoyenne [-]	(UN, 2022)

Source : conçu et élaboré par nos soins propres

[+]: influences positives ; [-]: influences négatives

**Pays les moins développés : selon les Nations Unies ce sont 46 pays dont 33 en Afriques, environ 40 % des personnes qui vivent dans la pauvreté, et la plupart connaissent ou sortent d'un conflit.*

Selon le tableau 3, il est observé que chaque pays présente des contraintes et des opportunités différentes. Ces contraintes et opportunités sont identifiées à l'aide de ces variables, contribuant ainsi à une classification subjective du tableau 1 ci-dessus.

Le Maroc a généralement fait un progrès notable en Infrastructure de Télécommunications (IIT=0,6676), encore moins en Ressources humaines (ICH= 0,6350) par rapport à certains des pays du Maghreb et des pays développés mais cumule un retard en qualité de services en ligne (ISL= 0,4721) ce qui fragilise d'ailleurs sa position devant la Tunisie (ISL=0,6031) et d'autres pays africains (tableau 1). En fait, les contraintes organisationnelles qui affectent tous les pays émergents sont rationnelles et apportent inévitablement atteinte d'une façon ou d'une autre à la valeur publique perçue de l'administration des pays concernés (tableau3).

L'évolution du paysage de la cybercriminalité et les déficiences en matière de services en ligne constituent un défi important pour les pays émergents d'une façon générale et pour les pays africains d'une façon particulière. Toutefois le Maroc en matière de protection des données personnelles ne connait pas d'incident remarquable jusqu'à présent.

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

Conclusion

Les modes de pilotage traditionnels des organismes publiques s'avèrent inefficaces puisqu'ils ne fournissent pas de prestations pertinentes par rapport aux besoins des citoyens, comme ils sont inefficients dans la mesure où ils ne régénèrent pas une économie de ressources satisfaisantes (Lorino, 1997).

Le Maroc, l'un des pays en développement, ouverts, attractifs et performant en termes d'infrastructures d'accueil des affaires internationales, s'est lancé depuis le début du siècle dans une série de stratégies nationales pour faire du Maroc « *la Société de l'Information et de l'Économie Numérique* ».

Une tentative a été faite pour aborder le sujet de l'évaluation de l'impact des systèmes de gouvernement électronique sur la valeur publique telle que perçue par les administrations dans les pays émergents. L'objectif de cette étude est de positionner le Maroc en termes d'avancement de son e-gouvernement à l'échelle internationale et régionale.

Parmi les 193 pays membres de l'ONU dans les 5 cinq continents, le Maroc par son classement au rang 101 est positionné tangent au groupe international des 100 pays ayant des valeurs d'IDEG supérieures à la moyenne mondiale qui est de 0,6102.

Au niveau de l'Afrique, le Maroc est positionné en 5ème rang des 16 pays africains qui représentent le continent dans le Groupe des pays d'Indice d'e-Gouvernement élevé.

Quant au Positionnement du Maroc parmi certains pays émergents compétitifs, Le critère d'infrastructure de Télécommunications regroupe ensemble le Maroc, l'Afrique du Sud et la Tunisie dans une marge avoisinante d'indices variables entre 0.66 et 0.68. Cependant les trois pays sont dépassés de loin par Rwanda et l'Inde avec des valeurs de 0.79.

Pour le service en ligne et ses qualités qui est un critère en liaison étroite avec la perception de l'utilité d'e-gouvernement par les usagers, le Maroc est en 3ème rang après l'Inde, Rwanda et la Tunisie. En effet , L'Inde et Rwanda ont priorisé fortement ce critère qui les poisitionnent en tête par des valeurs les plus élevées du groupe. C'est grace à cette stratégie de concentrer ses éfforts sur un critère stratégique parmi les trois, que Rwanda rejoint en 2022 les pays de IDEG élévé et en même temps les 16 premiers pays de l'Afrique.

Pour le Capital Humain, son indice de 0.635, positionne le Maroc en 6ème rang dérrière l'Afrique du Sud, la Liye, l'Agerie, la Tunisie puis l'Egypte. Il est à rappeler que le Capital humain par indice de 0.753 est le critère qui renforce l'IDEG de la libye. On ne peut comprendre ce 6ème positionnement du Maroc en terme d'ICH que par le taux de l'analphabitisme retenu en 32%

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

depuis 2014, date du dernier recencement général officiel de la population qu'il faut réactualiser à l'occurrence des autres pays.

Quant au positionnement du Maroc pour le Maghreb, Sa situation depuis 2012 devant l'Algérie et derrière la Tunisie est une position généralement acceptable. Les trois pays compétitifs voient leurs e-gouvernements évoluent généralement lent à partir de 2020 avec le Maroc qui concentre ses efforts sur l'IIT en négligeant l'ISL. L'Algérie tout comme le Maroc néglige l'ISL et se tourne vers l'ICH, alors que la Tunisie répartit ses efforts autour des Trois critères qui composent l'IDEG.

Les sept critères de la Valeur publique ne sont pas nécessaires à être cumulés ensemble par pays pour que son e-gouvernement soit qualifiée à caractère d'« administration citoyenne ». Cette étude par combinaison des différents résultats (Tableaux 1 et 2, Figures des 3indices d'IDEG) illustrent que l'e-gouvernement ici est en relation avec la valeur publique via l'Indice de qualité de services en ligne (ISL). Ainsi, l'Afrique de Sud, le Rwanda, l'Inde et la Tunisie avec leurs indices élevés d'ISL (supérieur à 0.6) sont retenus parmi les administrations citoyennes. Ce paramètre est en souffrance chez le Maroc comme d'ailleurs le cas généralement pour les pays de l'Afrique et beaucoup de pays en développement.

Au total, Le Maroc a un potentiel énorme pour améliorer son indice IDEG et se classer parmi les meilleurs pays en matière d'e-gouvernement et de valeur publique et ce en concentrant ces efforts sur la qualité des services en ligne qui est au-dessous de la moyenne mondiale et qui a affecté en baisse son IDEG et par conséquent le privatise du premier rang des pays du Maghreb, ainsi que d'être classé parmi les premiers pays d'Afriques. Le Maroc est appelé à s'inspirer de la méthode de Rwanda qui a gagné le défi en concentrant ses efforts sur la création des services en ligne de qualité, relativement moins coûteux que les infrastructures technologiques.

En perspectives de recherche, ce travail peut service de modèle de diagnostic où seront multipliés les critères d'évaluation qualitative et quantitative en vue d'approfondir l'étude d'e-gouvernement et leurs impacts sur la valeur publique dans les pays en développement.

L'étude est inscrite d'ailleurs dans une perspective de focalisation de la méthode sur un travail en cours réservé aux administrations publiques marocaines.

En recommandation, si cette étude a la possibilité d'en faire une pour les pays en développement, serait un appel à la réflexion autour de la stratégie de Rwanda qui a amélioré spectaculairement son IDEG et par conséquent son classement international, en concentrant ces efforts sur la qualité des services en ligne qui est apparemment plus abordable en budgétisation que les infrastructures de Télécommunications priorisées par certains pays comme le Maroc.

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Feedback as Scaffolded Instruction in the Assessment of L2 Writing Tasks

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Abstract

This study focuses on exploring the relationship between the concept of learner autonomy and foreign language writing feedback. A sample of 4 writing conferences were transcribed in order to carry out spoken discourse analysis based on the Burton (1981) model, which is directly derived from the Sinclair and Coulthard (1975) model. The aim was to linguistically ascertain the instructor's attempt to stimulate learner autonomy through scaffolding based on the three principles of Little (2000). It was important to also take into cognizance the concomitant discourse that accompanies such an attempt in an effort to compare the findings with those observed in the initial study done on conferences, which involved more holistic feedback on the whole essay. The design also made use of short retrospective self-reports where L2 writers recorded their thoughts and comments directly following the feedback they received in each conference. This study builds on a previous study which demonstrated how writing instructors often mistakenly presuppose that learners have reached their perspective on a writing revision. This happens at a point much earlier than expected when in fact, learners appear to be cognitively engaged at a point much later than when they claim understanding of the revision being made. The present study expands on the original by comparing the quality of discourse observed in the previous study, which involved more holistic feedback on writing, especially when feedback is more focused and limited to one section of writing. Findings suggest that minimizing feedback results in instructor discourse that is more superior as a scaffolding instrument, while learner discourse shows more

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evidence of metacognitive activity and reflection. Paradoxically, curtailing feedback which facilitates learning and task acquisition during the assessment of writing actually renders it more scaffolded in nature, thus resulting in more positive outcomes for both the instructor and L2 learner. The theoretical and pedagogical implications of this are discussed extensively.

Keywords: Learner autonomy, scaffolding, metacognition, reflection

Introduction

1. Sociocultural Theory and Scaffolding

Sociocultural theory originated with Lev Vygotsky (1978) whose theory highlighted the social dimension of learning with knowledge being mediated through discourse in social interaction. His theory holds that sociocultural factors and cognition are interdependently tied together in a relationship that is semiotically mediated (Lantolf & Pavlenko 1995). According to Vygotsky (1978), all higher cognitive functions are the product of dialogic interaction in the zone of proximal development, which represents the difference between what the learner can carry out independently and what the learner can perform in the presence of an expert. It is through such discursive activity that the learner eventually develops self-regulation, whereby a task may be completed independently without guided assistance.

As far back as the 1990s, sociocultural theory has been recognized to be applicable in the field of Second Language acquisition (Schinke-Llano, 1993). In a review of the theory in the field of SLA, Abu Shakra (2008) demonstrates how sociocultural theory is particularly relevant and enriching to SLA because the acquisition and subsequent progress in language development is first and foremost a social activity. One of the concepts inherent in this theory is scaffolding, a term that originated with the work of Wood et al. (1976), which describes the interactive relationship inherent in the tutoring process on the development of competence in problem solving and the acquisition of certain skills. Scaffolding, as a form of semiotic mediation, leads to development within the zone of proximal development (DiCamilla & Anton 1997). Therefore, it has become a concept particularly inherent in L2 instruction. Thus, rather than providing the learner with explicit instruction on writing, the expert prompts the learner to arrive at an independent task completion by gradually reducing the level of scaffolding to an independently accomplished level. According to Swibel (2020), scaffolded instruction not only guides the learner but also regulates the learning process by providing the appropriate structure and tasks that allow social and cognitive skills to develop. One of the goals of scaffolded

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

instruction is learner autonomy. This is an interesting concept first coined by Henry Holec (1981, p.3), which refers to "the ability to take charge of one's own learning" with the decisions accompanying all aspects of that learning. Learner autonomy has been recognized as a key component of language learning. Mynard (2019) asserts that learner autonomy is one of the best ways for catering to the individual needs of learners by designing learning opportunities to meet the unique needs of each learner. Hyland and Hyland (2006) specifically stress the need for studies on the role which feedback plays in creating autonomous writers.

With learner autonomy as its goal, scaffolded writing instruction is executed through the writing process. This means that the learner completes a series of drafts which are assessed by the expert through feedback that is gradually scaffolded. Thus, the learner is able to complete the final draft independently and achieve writing competence. The whole writing process seems to work under the assumption that mastery of the writing task denotes internalization of learning and generalization of such competence to subsequent writing tasks in the future. In practice, however, this cannot be more far from the truth. In a previous study, Abu Shakra (2013) demonstrates how writing instructors mistakenly assume that learners have reached their perspective on a writing revision at a point much earlier than expected. Learner application of expert feedback on a writing task is a passive process that seldom involves active thinking. Based on expert feedback, a learner is capable of making amendments to a writing task at the initial stage. However, the learner may easily regress back to similar errors in successive writing tasks since the learning has not been fully internalized and the expert's perspective of the errors has not been achieved (Abu Shakra, 2013). Knoblauch and Brannon (1984) realized that when learners follow expert feedback on a writing task too meticulously, they are simply rewriting a work that closely reflects the instructor's thoughts with minimal cognitive development ensuing.

Although the conventional attempts at increasing learner autonomy and stimulating metacognitive activity during assessment through feedback on writing tasks are actively made through scaffolding, this is often not sufficient. This is where the innovative idea of minimizing feedback is ensued in an effort to make such feedback obtain a more instructional quality and foster more active learning. Paradoxically, it is intriguing to study how the reduction of feedback which facilitates learning and task acquisition during the assessment of writing tasks may result in assessment that is more instructional. However, this study works under the assumption that feedback on writing tasks is considered as a form of assessment. As such, it is more effective when it takes on an instructional focus. It would be interesting to study the learner discourse that accompanies reduced feedback to discover

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

whether such an approach plays a constructive role in the way the learner envisions metaknowledge about the quality of their learning.

2. Background

The following study was carried out at the Gulf University for Science and Technology, an institution that operates under a cooperation agreement with the University of Missouri at St. Louis. It involved 4 Arab first-year university students who were attending a 3 credit composition course, which introduces them to the fundamentals of writing through an emphasis on the writing process. The 4 students were chosen from the 10 students that took part in the initial research study. This study builds on the original research (Abu Shakra, 2013), which explored the effect of enacting learner autonomy, through feedback on writing tasks. Findings indicated that the attempt to generate autonomy during writing conferences results in learner composed goals, which suggests evidence of reflectivity and instances of metalearning. As such, instructor presupposition of the point at which the learner has truly internalized a writing error needs to be revised since learners seem to become cognitively engaged at a point much later than after they claim understanding of the revision being made.

The present study expands on the original research by delving deeper into autonomous learning through scaffolding by exploring how minimizing feedback during assessment affects learner discourse and learner visualization of the learning process. The study describes the discourse which characterizes scaffolded attempts to foster autonomy on writing tasks during conferences, especially when feedback is restricted to one specific section of the draft. It also explores how this compares with similar scaffolded writing conferences that involve more substantial feedback on writing that covers the whole draft. Therefore, the quality of scaffolded expert feedback which attempts to trigger more learner autonomy during writing conferences does not change. Nonetheless, the quantity or length of such feedback is reduced to one section of the draft based on the learner's choice, with the expectation that the learner would apply this learning to subsequent sections of the same draft. Before delving into a comparison between learner discourse during conferences of 2 types of feedback, it is important to establish the presence of this scaffolded feedback during the sessions. Thus, the study has 2 main objectives:

1. To linguistically demonstrate the attempt to scaffold feedback on writing tasks during conferences which are limited to one specific section of the writing task.
2. To compare learner discourse in writing conferences that focus on the revision of only one section of the writing task, with learner discourse

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

in conferences that involve more holistic revision of the entire writing piece.

This study is based on a couple of assumptions. First, this study in no way attempts to evaluate writing, but rather the focus is on describing learner discourse and visualization of metaknowledge as the quantity of feedback is reduced. Also, feedback in both studies is synonymous with assessment. Subsequently, even if feedback on a writing draft is not evaluated by the instructor through a grade, it is still nonetheless considered an evaluation of learner writing. Alongside the initial research, the instructor embedded her discourse with elements of scaffolding in an attempt to increase learner autonomy among learners. The concept of learner autonomy underlying such an attempt was borrowed from three pedagogical principles which Little (2000) uses to characterize learner autonomy. The first is the principle of learner empowerment, whereby learners take charge of their learning processes and feel responsible for their own learning. The second is the principle of reflectivity which necessitates that learners engage in reflection in order to monitor and plan their learning. The third is the principle of appropriate target language use which requires learners to use the target language in discursive interaction.

In line with the previous study, the two principles of learner empowerment and appropriate target language use formulate the vehicle which the instructor utilized to increase learner autonomy. These two principles entail that the instructor, rather than simply providing written comments on writing tasks, would provide oral feedback during a scheduled conference with each L2 learner to discuss feedback on their writing. This relates to the social-interactive dimension of learner autonomy as indicated by Little (2000). Each 30 minute conference involved joint exploration of the writing revision through a dialogic interactive process. These conferences were not only meant to empower the learner but also provided an opportunity for target language use. The principle of reflectivity, on the other hand, formulates the aim of this discursive interaction. The aim of the instructor during each writing conference was to encourage reflection among the learners so that they could monitor and assess their writing. These three principles work together in a process, which allows the instructor to interact with a learner in a conference, using the target language in order to make the student reflect on their learning to achieve greater learner autonomy. According to Little (2000), learner empowerment, reflectivity, and appropriate target language use are three principles which cannot be distinguished. This is because they work closely together and should therefore be viewed holistically. Learner autonomy in language represents a

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

dynamic relationship between teaching and learning where learners plan, implement, and evaluate their own learning (Little, 2020).

3. Method

The instructor attempted to provide feedback on one section of the writing previously selected by the learner. Thereafter, the learner was expected to carry out a similar revision for successive sections of the writing independently. The attempt to foster learner autonomy through the revision of a selected section of writing was informally observed in 10 conferences over a period of 2 weeks. However, for consistency purposes and to rule out extraneous variables, only the conferences which focused on the discussion of writing comparison and contrast essays, including the writing genre studied in the initial research, were chosen to be audio taped and transcribed for the analysis of spoken discourse. Thus, data analysis was carried out on selected sections of comparison and contrast essays in 4 conferences. The aim was to linguistically ascertain the instructor's attempt to stimulate learner autonomy through scaffolding. It was also important to take into cognizance the concomitant discourse that accompanies such an attempt in an effort to compare the findings with those observed in the initial research done on conferences, which involved more holistic feedback on the whole essay.

The analysis of the discourse in the conferences was based on the Burton (1981) model, which is directly derived from the Sinclair and Coulthard (1975) model. Although the Sinclair and Coulthard model (1975) is specifically tailored to the classroom context, the Burton model (1981) was opted for since the nature of the conferences differs from a classroom lesson. Subsequently, only the instructor and the learner were involved. Also, the conferences took place outside the classroom and focused specifically on the revision of a writing problem. Originally formulated to apply to casual conversation (Eggins & Slade 1997), the Burton model (1981) is flexible enough to apply to the discourse of these conferences. Most importantly, this model does not over-privilege the instructor's role in the discourse. In line with the Sinclair and Coulthard model (1975), the scheme set forth by Burton (1981) is essentially hierarchical and lessons formulate the largest units of discourse. Lessons are made up of transactions which embody exchanges related to particular topics covered in the discourse. Accordingly, exchanges consist of moves which formulate individual turns. The smallest units of discourse are the speech acts which comprise the moves. The Burton model (1981) expands on the original Sinclair and Coulthard model (1975) at the level of speech acts which includes a few modifications and at the level of moves. At this level, the original initiation, response, and feedback includes opening, challenging, supporting, bound-opening, re-opening,

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

framing, and focusing moves. Opening moves consist of topics which are considered new in relation to the discourse that precedes them. Challenging moves hold the progress of a topic, and supporting moves keep the interaction focused to facilitate the topic of discourse. While bound-opening moves reintroduce a topic after a supporting move, re-opening moves reintroduce a topic after a challenging move. Finally, focusing and framing moves serve to mark the boundaries of a transaction by appearing before a topic and capturing attention.

In addition to the transcription and analysis of the discourse during the writing conferences, the L2 learners who took part in each conference were also asked to record their thoughts and comments on how the conference took place in a short retrospective self-report, which they filled out directly after the writing conference. The reports did not place a limit on student responses but simply provided some general guiding points related to the conference as an instructional method, which the students were asked to comment on open-endedly. The points the students were asked to comment on included instructional aspects they liked about the conference, aspects they disliked, and an evaluation of their learning of the writing revision. There were three main rationales behind these self-reports. First, the inequality in terms of power distribution present among the instructor and student in these conferences entailed that fewer turns would be taken by the student in comparison to the instructor. According to Muncie (2000), the fact that the instructor gives feedback and later evaluates the writing gives learners less chance to be critical about the feedback received. Hence, having them record their thoughts on these conferences gives students more voice in the process. Another justification for using self-reports is related to the fact that conferences geared at fostering learner autonomy were somewhat new to these L2 learners. As a result, it was important to allow them to further reflect on not only their writing, but also this new pedagogical practice and joint exploration instruction which is more student centered. Although self-reports were part of the methodology in this study, they were also chosen to serve a pedagogical function. By encouraging evaluation and raising awareness of learning strategies, they may also be considered as a means of fostering learner autonomy.

4. Data analysis

The analysis of spoken discourse linguistically demonstrated how scaffolding was used to foster learner autonomy. This was based on Little's (2000) three principles of learner autonomy during conferences which provided feedback on a selected section of the writing piece. The selection of the writing to be revised was wholly made by the learner. Thereafter, the data analysis compared this oral discourse to ensure that the instructor

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

feedback during a conference holistically covers the entire writing piece. Furthermore, excerpts from the transcript of one of the 4 conferences involved selected revisions as well as retrospective self-reports, which students filled out directly. Subsequently, two of the writing conferences will be used to discuss how data analysis took place. In this study, the conference will be referred to as Conference C in order to differentiate it from Conferences A and B, which involved more holistic feedback on writing in the previous study. It should be noted that transcripts in this conference are relatively shorter in length in comparison to the 2 conferences of the previous study. This is due to the brevity of the feedback given in a selected section. A complete transcript from Conference C, which is coded according to the Burton (1981) model of spoken discourse, is provided in Appendix 2 along with the notes on the coding scheme (Appendix 1).

This particular conference was chosen not only because it falls under the genre of comparison and contrast writing, but also because it was found to be the most illuminating of the four conferences. It involved a learner who, after being asked to select one section of his comparison and contrast essay for revision, requested help on the introduction of the draft. The instructor attempted to prompt him into understanding that there needs to be a particular purpose in the thesis statement of his introduction. The conference included three transactions that were geared towards a particular aspect of writing revision. The instructor first started with *problem analysis and exploration of a solution* which allowed the instructor to analyze the difficulty and explore a solution with the learner. This was followed by *relation to previous learning* which basically involved relating the writing difficulty to concepts discussed in class. Finally, the instructor proceeded with *pinpointing the problem*, which allowed the learner to specifically pinpoint the writing problem during the last stage.

5. Discussion

Findings of this study will be discussed according to each focus separately. The first focus will explore findings related to the scaffolded feedback, which is provided by the instructor during the writing conference. The second focus will outline how the discourse is observed in the previous study, whereby feedback is provided holistically on a writing task in comparison to when feedback is limited to one section of a writing task.

5.1 First focus

Turning to the first focus, data from the four writing conferences revealed that the instructor relied on scaffolding in order to make the learner arrive at the targeted perspective of the task, which in turn promotes self-reflection. This transfer of increased responsibility from the instructor to the

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

learner based on the learner's readiness involved several successive attempts. According to Kunschak (2007), this is required to foster learner autonomy. Analysis of the discourse in the writing conferences revealed several scaffolding functions. In line with the previous study and for the sake of consistency, 2 of these major scaffolding functions will be discussed here. The first relates to the instructor's feedback which was not similar to Sinclair and Coulthard's (1975) traditional IRF exchange. This is considered as a well-defined exchange in a typical lesson because of its 3 moves involving initiation by the instructor, response on the part of the student, and feedback from the instructor to evaluate the response. The analysis of discourse in these writing conferences was instead found to closely resemble what Mercer (1998) refers to as spiral IRF exchanges. These exchanges retain the traditional initiation, response, and feedback sequence. During the feedback stage, the instructor replaces the assessment of student response with probing questions to find out how the student arrived at such response. This helps, the student explore other possible ways of approaching the topic at hand. Thus, the instructor feedback is regarded as a method of exploration than an evaluation of student learning during each conference. Excerpt 1 from writing conference C demonstrates how spiral IRF exchanges characterized the instructor's discourse at the level of speech acts.

EXCERPT 1

Column 1 represents the speech turns.

Column 2 represents the speakers involved in the discussion.

Column 3 represents the Moves.

Column 4 represents the Speech Acts.

1. T	FO O	ms s el	Let's start with a question./ My question is/ when were you asked to find similarities and differences between two things?
2. A	C	rep	When?
3. T	S	i	Anytime.
4. A	S	rep	On Wednesday last week.
5. T	S	acct p	Last week/ What for?

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

6.	A	S	rep	In Science for my assignment./
			i	I had to compare two organisms.
7.	T	BO	el	To find similarities and differences?
8.	A	S	rep	Yeah both.
9.	A	S	rep	Last month also I was working on finding similarities and differences.
10.	T	C	i	In?
11.	A	S	rep	History class.
12.	T	S	acct	OK./
		C	i	I didn’t understand what you said (A mumbles something which can't be heard).
13.	A	S	rep	It was 2 famous figures in the French revolution.
14.	T	S	ack	OK./
			m	Now/
		BO	s	when you compared the two figures/
			el	did you find similarities or differences?
15.	A	S	rep	It was both.
16.	T	S	acct	Both, OK.
17.	A	S	rep	I also had to compare 2 phones with my friend.
18.	T	S	acct	Alright.
19.	A	S	i	To see which one I am going to buy.
20.	T	S	ack	OK./
		BO	el	What is comparing two things called?
21.	A	C	rep	I don't get it.
22.	T	RO	p	What do you call it when you find differences?
23.	A	S	rep	Contrast.
24.	T	S	acct	Contrast./
			p	and when you find similarities?
25.	A	S	rep	(mumbling; not clear.)
26.	T	C	p	What did you say?

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

27.	A	S	rep	Comparison.
28.	T	S	acct	Comparison?

In this excerpt, the instructor commences the writing conference with the first transaction which is an analysis of the writing issue. The instructor's initial elicitation at 1 is meant to get the student to arrive at a general understanding of comparison and contrast. Therefore, she engages in a series of elicits to request linguistic response and prompts in order to reinforce previous elicits (Burton, 1981). These 2 speech acts appeared in more turns at 5, 7, 14, 20, 22, 24, and 26 respectively than informatives and comments. According to Burton (1981), the only function is to show compliance to a previous reply. Thus, the instructor's turns seemed to involve more prompting and mentoring than assessment and evaluation in order to get the student to reach a closer understanding of comparison and contrast. According to Li (2017), when instructor feedback in an IRF exchange comes in the form of questioning, a spiral IRF is created. This results to a new learning cycle, which enriches student involvement in the learning process. Such dialogue not only encourages reflection among learners but also helps raise awareness of values inherent in student learning (Greenbank & Penketh 2009). According to Gama (2004), this may lead to the enhancement of student learning. On the downside, it also speaks of the apparent conflicting roles of an instructor during a writing conference as a feedback provider and the ultimate evaluator of the same writing (Hyland, 2000).

Cued elicitation (Edwards & Mercer 1987) is another scaffolding function that is evident in the discourse of the writing conference. Closely related to spiral IRF exchanges, cued elicitation involves prompting learners through questions embedded with clues to help them arrive at the instructor's perspective of the task (Edwards & Mercer 1987). This is clearly evident in Excerpt 2 of the writing conference which shows how cued elicitation occurred in the instructor's discourse at the level of speech acts.

EXCERPT 2

Column 1 represents the speech turns.

Column 2 represents the speakers involved in the discussion.

Column 3 represents the Moves.

Column 4 represents the Speech Acts.

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

52.	T	S	m	Well/
			i	that's related to the first point./
			ms	I'll write all this down./
			s	You can have three purposes. The first would be which is better./
			m	OK/
			el	What would the second one be?
53.	A	S	rep	Which one is worse.
54.	T	S	I	Same thing, which is better or worse./
			p	What else?
55.	A	S	rep	You're choosing.
56.	T	S	I	Same thing./
			com	You're making a choice; deciding which is better or worse./
			p	What else can you do?
			sum	Adam/
			p	you just said it.
57.	A	C	rep	I did?
58.	T	S	acct	Yes.
59.	A	S	rep	Um, find the differences; how they are different.
60.	T	S	acct	Alright./
			p	You can find the differences but….
61.	A	S	rep	They're the same.

This excerpt is taken from the last transaction in which the instructor attempts to make the learner pinpoint the specific problem of having a thesis statement that lacks a significant aim in comparison and contrast writing. Therefore, she relies on cued elicitation. In reply to the instructor's initial elicitation in turn 52, the student responds with replies in turns 53 and 54, which attempt to address the elicitation. When the instructor realizes that the student is not able to arrive at her perspective of the task, she is quick to follow her first prompt in turn 56, with a second prompt that provides a cue to remind the learner of something that she previously mentioned during the conference. Subsequently, when the student requests further clarification in her elicit in turn 57, the instructor resists the temptation to reply with a speech act such as an informative, which directly gives out information. While responding with accept in turns 58 and 60, the instructor is quick to add a clue in the form of a prompt, which allows the student to finally realize something in turn 61. Apparently, two concepts, though divergent, may be

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

shown to be similar. The instructor seemed to make use of these cues to jointly explore the solution to the writing problem with the learner rather than directly transmitting the information to the learner. As part of scaffolded instruction, cued elicitation aids learning within the zone of proximal development and encourages learner autonomy. Murphy and Jacobs (2000) assert that such guided cooperative learning processes create more autonomous learners. Embedding the prompting process with such cues also allows learners to actually reflect on their queries, thus encouraging self-evaluation and stimulating metacognitive activity. Edwards and Mercer (1987) further highlighted how such paraphrasic interpretations of student response, which involves reconstruction to make it more explicit, may be considered a metalearning strategy since they allow learners to become more cognizant of their own thinking. However, Moore (2012) asserts that although cued elicitation is effective, it should be used sparingly since its overuse may become a strategy for the instructor to control the actual lesson.

5.2 Second focus

Turning to the second focus, it is important to note that as with the initial research, this study acknowledges the positive effect of dialogic interaction on L2 learners. However, it does not attempt to measure the reflectivity and metalearning observed or investigate the value of such discourse on the attainment of self-regulation. Therefore, this study compares the quality of discourse observed in the previous study where feedback is provided holistically on the entire writing piece in comparison to limited feedback in one section of writing. Interestingly, findings reveal that the quality of interaction when scaffolded instructor feedback occurs during a writing conference is limited to one section of writing. However, this is surprisingly quite superior to when instructor feedback attempts to cover the entire writing piece as commonly practiced during a conference. It is thus quite intriguing how limiting instructor feedback during a writing conference may actually result in more gains, thus allowing second language learners to take charge of the academic writing process. This will be discussed in the 2 main findings of the previous study.

In comparing the discourse that ensues in the conference at hand with that of the previous study, it is integral to differentiate between instructor discourse and learner discourse. In terms of the instructor, the first observation revealed that prompting extended throughout the conference. As can be seen in Table 1 below, elicits and prompts have a much higher incidence. This formulates 14% and 13% of the total speech acts used by the instructor in the conference than informatives and comments, which accounts for 9% and 1% of the speech acts used by the instructor.

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

TABLE 1. OVERALL DISTRIBUTION OF SPEECH ACTS IN CONFERENCE C

SPEECH ACT	***TOTAL NUMBER OF ACTS***	***% OF TOTAL SPEECH ACTS***
^		
Accn		
Ex		
Pr		
M	*12*	*7%*
Sum	*1*	*0.6%*
S	*7*	*4%*
Ms	*6*	*3.5%*
I	*15*	*9%*
El	*24*	*14%*
D	*2*	*1%*
Rea	*2*	*1%*
Con	*5*	*3%*
Ack	*4*	*4%*
P	*21*	*13%*
Acct	*24*	*14%*
Rep	*45*	*27%*
Com	*2*	*1%*
TOTAL	***169***	

Surprisingly, the conference in the previous study also had a high incidence of prompting. Table 2 below shows the overall distribution of speech acts in Conference A and reveals that the distribution of the 4 speech acts was evenly distributed throughout the conference. Elicits and prompts formulate 14% and 11% of the total speech acts used by the instructor, while informatives and comments similarly account for 10% and 8% of the speech acts used by the instructor in the conference.

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

TABLE 2. OVERALL DISTRIBUTION OF SPEECH ACTS IN CONFERENCE A

SPEECH ACT	TOTAL NUMBER OF ACTS	% OF TOTAL SPEECH ACTS
M	2	2%
Sum		
S	4	4%
Ms	3	3%
I	10	10%
El	14	14%
D		
Rea		
Con	3	3%
Ack	2	2%
P	13	11%
Acct	7	7%
Rep	29	28%
Com	8	8%
^	4	4%
Ex		
Accn		
Pr		
TOTAL	**104**	

The higher incidence of informatives and comments in Conference A may be attributed to the fact that the pressure for time to revise an extended piece of writing during a 30 minute conference impedes the instructor from engaging in as much prompting as originally desired. This may result in the instructor's desire to simply proceed by covering the entire writing piece as thoroughly as possible while showcasing expertise without exceeding the designated time frame, thus engaging in less prompting than originally desired. This may on the surface appear to be similar to what Bloome (1986) referred to as procedural display. This allows the instructor to interact with the learner through discourse that is appropriate for the conference without addressing the academic bulk of the conference or realizing the value of the interaction during the conference. On the surface, what may appear to be scaffolded feedback is actually prompting in a superficial sense. Although engaged in discourse during the conference, the instructor and learners may in such cases not achieve a shared understanding of the writing problem. According to Bloome et al. (2014), procedural display should be differentiated from the acquisition of academic content and skills.

In addition, feedback on shorter segments of writing within a given time frame is less arduous for the instructor who is required to delve into this process for at least 25 students in an average writing class. This may allot more time to comment on a learner's successful attempts at writing and not just delve into areas of error, thus highlighting areas of mastery which might

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

otherwise go unnoticed. Referring back to Tables 1 and 2, the acknowledge speech which indicates that an informative has been understood appears to be slightly more frequently used by the instructor at 4% in the present study than it was in the previous conference where it only appears at 2%. The same applies to the accept speech act which consents to a previous utterance. In the present conference, it appears at 14%. However, in the previous study, it was used by the instructor at 7%. Both speech acts may be considered as support for learners since they provide encouragement by accepting the learner's informatives through non-evaluative word choice. Therefore, the learner is aware that the conference is not an evaluation or assessment of their writing. In other words, it is a discursive activity which results in thinking through the writing problem together in order to achieve a shared understanding of the task at hand. Subsequently, the learner becomes aware not only of areas of difficulty but also positive aspects of their writing that they may build upon in successive pieces of writing.

In terms of learner discourse, comparison between the learner discourse that ensues in the conference at hand with that of the previous study reveals several observations. In the previous study, the primary observation centered on the importance of writing goals generated by the learner towards the end of the conference. Nonetheless, these writing goals were not only an expression of reflectivity, but it also revealed instances of metacognitive activity. Therefore, the end result of discursive exploration during writing conferences was seen as added learner autonomy. The present study observes that such metacognitive activity gains more momentum as instructor feedback is reduced. On the other hand, metacognitive activity and reflection were previously revealed solely through the writing goals learners formulated towards the end of the conferences. Instances of metacognition in the present conferences are not just confined to writing goals at the end but are extensively spread out throughout the conference. Tables 3 and 4 below compare the frequency distribution of speech acts between the teacher and student, and the 3 transactions of each conference will be used to demonstrate this.

ISSN: 1857-7881 (Print) e - ISSN 1857-7431

TABLE 3. FREQUENCY DISTRIBUTION OF SPEECH ACTS AMONG TEACHER AND STUDENT FOR EACH TRANSACTION OF CONFERENCE A.

	TRANSACTION 1			TRANSACTION 2			TRANSACTION 3		
	S	**T**	**TOTAL**	**S**	**T**	**TOTAL**	**S**	**T**	**TOTAL**
m					1	1		1	1
sum									
s									
ms	1		1	1		1		1	1
I	5		5	2		2	3		3
el		8	8		5	5	1	5	5
d									
rea									
con					1	1	1	1	2
ack				1		1		2	2
p		4	4		8	8		1	1
acct		7	7		2	2		4	4
rep	12		12	11		11	6		6
com		2	2						
^				4		4			
ex									
accn									
pr									
TOTAL	**18**	**23**	**41**	**19**	**18**	**37**	**11**	**15**	**25**

TABLE 4. FREQUENCY DISTRIBUTION OF SPEECH ACTS AMONG TEACHER AND STUDENT FOR EACH TRANSACTION OF CONFERENCE C

	TRANSACTION 1			TRANSACTION 2			TRANSACTION 3		
	S	**T**	**TOTAL**	**S**	**T**	**TOTAL**	**S**	**T**	**TOTAL**
m		1	1		3	3		2	2
sum									
s		2	2		1	1		1	1
ms		1	1					4	4
I	2	3	5				1	4	5
el		4	4	2	3	3	3	6	8
d								2	2
rea							2		2
con								1	1
ack		2	2					1	1
p		3	3		4	4		1	1
acct		6	6		6	6			
rep	13		13	6		6	2	2	4
com									
^									
ex									
accn									
pr									
TOTAL	**15**	**22**	**37**	**8**	**17**	**23**	**8**	**24**	**31**

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

A comparison between the 2 tables above shows that while elicits on the part of the student are used once in Conference A, they are used 5 times in the last 2 transactions of Conference C. The learner thus appears to be directing more questions about the feedback presented by the expert. When feedback is limited to a selected section of writing, learners may feel more obliged to inquire about a writing error rather than blindly following the expert's feedback. This is because they know that they will need to continue with this revision independently for the latter sections of the draft. Furthermore, a glance at the nature of inquiries addressed by the learner in both conferences reveals a startling finding. Although the elicit in Conference A was limited to simple repetition of the teacher's comment used during feedback, learner queries in Conference C seem to be more developed and extensive. Excerpt 3 demonstrates how student queries in Conference C were relatively more developed.

EXCERPT 3

Column 1 represents the speech turns.
Column 2 represents the speakers involved in the discussion.
Column 3 represents the Moves.
Column 4 represents the Speech Acts.

44.	T	S	acct	Make a choice./
		m	Alright/	
		con	choose which is better/	
	BO	el	or why else would we do this?/	
		p	Think about it: if you're showing that two things have similarities, how is that important?/	
		p	Why would that be something necessary?	
45.	A	S	rep	To see which is better.
46.	T	S	acct	To see which is better.
47.	A	S	rep	To also see how they differ.
		el	Do does that mean I have to do both?	
48.	T	S	acct	Yes./
		s	Two things that everybody thinks are similar, you may show are actually different./	

………

	O	el	What else could we do then?/
		p	You can find which is better or….?

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

49. A S rep How they are different.

50. T C p So what? In that case…you are proving that ….?

51. A S rep What are the disadvantages.

52.T S m Well/
i that's related to the first point./
ms I'll write all this down./
s You can have three purposes. The first would be which is better./
m OK/
el What would the second one be?

53. A S rep Which one is worse.
el Is that the same as comparing and contrasting?

54. T S I Same thing, which is better or worse./
p What else?

55. A S rep You're choosing.

56. T S I Same thing./
com You're making a choice; deciding which is better or worse./
p What else can you do?
sum Adam/
p you just said it.

57. A C rep I did?

58. T S acct Yes.

59. A S rep Um, find the differences; how they are different.

60. T S acct Alright./
p You can find the differences but….

61. A S rep They're the same.

62. T S acct They're similar./
con So, if you have two things that are similar you try to show that they're different./
el Take two iphones for example.

63. A S rep They're the same.

64. T S acct OK. They're the same./
C p But…

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

65.	A		S	rep	They have similarities but they can also have differences.
66.	T		S	acct	They're also different./
		BO		el	So, what would #3 be?/
				p	If #2 is we are choosing two things that are similar and we are trying to find differences, what would #3 be?/
67.	A		S	rep	The same.
68.	T		C	p	Two things that appear different….
69.	A		S	rep	Find out how they are the same.
70.	T		S	el	Can you give me an example?
71.	A		S	rep	Friends.
72.	T		C	i	No./
				p	Give me an example of two writing topics that everybody thinks are different and you prove are similar.
73.	A		S	rep	A Samsung and an iphone.
74.	T		S	acct	Samsungs and iphones OK./
				con	Everybody thinks they're different phones and you will try to prove that they're similar./
				m	So/
				el	What is the conclusion we are reaching here?
75.	A		S	rep	You have to make a statement.
				el	So how can I add this to my writing later?
76.	T		S	acct	You have to have a point to prove./
				el	So comparison and contrast in itself is?
				i	If we're just comparing and contrasting, its pointless so we would have to do something./
				com	Either make a choice or else prove that 2 things thought similar are different or 2 things thought different are similar./
		FO		con	Otherwise, you are going to run into a problem and the reader wouldn't know./
				el	Do you get the aim behind all this/

In this excerpt, the student in line 47 inquires whether comparison and contrast need to be completed in the essay. Similarly, in line 53, the student inquires whether making a choice is similar to compare and contrast. This is a far cry from the simple question addressed to the teacher in Conference A. Even the learner goals generated at the end of Conference A, which could arguably be considered quite developed, were prompted by the instructor and initiated based on a direct request by the instructor.

The fact that the learner in Conference C restates some of the previous feedback provides evidence that the learner seems to have internalized the instructor feedback and is now reflecting on it by attempting to plan the application of the learning. Later on in the same excerpt, the student in line 75 attempts to rephrase the instructor's comment and further probes into how this may be applied in another section of their writing. This is important in two respects. First, this recapitulation of learning provides evidence that the learner has gotten closer to achieving the instructor's perspective of the writing revision, thus hastening the internalization of learning. Certainly, the previous study showed how learners arrive at the instructor's perspective and become cognitively engaged at a point much later than after they claim understanding during a conference. It is therefore over-simplistic to assume that learning becomes internalized after it has been pointed out through feedback (Hyland & Hyland 2006). When internalization is limited, learners will fail to generalize feedback on their writing. This causes errors to reappear in subsequent writing tasks. According to Vincent (2019), students are often not capable of absorbing all the feedback given to them by ESL instructors when it is extensive. However, such revision is done out of altruism on the part of instructors. On the part of the learner, recapitulation of learning is insightful and relates to the planning element inherent in the learner's queries. Student questions clearly show evidence of plans to apply this write application elsewhere. More developed and extensive queries such as the ones in the excerpt above reveal how the learner has taken charge of the writing process and feels more accountable for their writing. According to Thanasoulas (2000), self-monitoring which involves performance check is one of several metacognitive strategies that require learners to ponder on their thoughts. Schraff et al. (2017) reveal how metacognition aids in the transfer of learning as learners are likely to apply learning strategies when they get the chance to reflect on their learning processes. This is also related to learner autonomy and the generation of more independent learners. According to Hyland and Hyland (2006), learners need to develop metacognition to achieve the ultimate goal of instructor feedback. This entails the creation of autonomous learners who are capable of critically assessing their own writing. The benefits of learner autonomy have been recognized in the field of L2. Marantika (2021)

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

highlights how the development of metacognition and autonomy in learning allows learners to be more aware of the learning process and the techniques needed to succeed in language learning. According to Benaissi (2015), learner autonomy is not only bound by cultural constraints but is also a concept that is not innate. Therefore, it requires an innovative perspective towards learning on the part of learners and instructor. Subsequently, when feedback provided to the learner is reduced to a particular section of writing, there is less need to prompt the learner to plan their writing. This allows the learner to take more initiative to independently revise alternative sections of their writing. Certainly, feedback on a piece of writing tends to reduce revision to a mechanical process, which allows the learner to make necessary changes to meet the demands of the assignment and receive a grade with less internalization of learning and less metacognitive activity of the ensuant learning. Comments recorded by students in their self-reports following the 4 writing conferences mirrors this observation. Table 4 lists a few of these comments.

TABLE 4. COMMENTS FROM STUDENT SELF-REPORTS FOLLOWING WRITING COFERENCES

Student	Comment 1	Comment 2
Adam (Conference C)	'I prefer the in-person conference where we worked on one part of the essay only because I will directly understand the point you want me to edit and you could give me examples of how to fix it. This will help me plan for other parts of my essay. I get to think about how to fix the other parts.'	'I liked how we focused on one problem while in the first essay she briefly went through it. The second one was more effective than the first one in my opinion. I was able to understand the importance of the thesis statement in a comparison and contrast essay in a better way.'
Maya (Conference D)	'I found it to be more helpful than the short conference we had on the previous essay. I felt like the conference was a "one question" to "one-answer" meeting and we couldn't get to the details of the essay and our mistakes. This gave me more power because I got to choose what I needed help with, so I came prepared.'	'I preferred the correction of the second essay since the first essay was very brief and chaotic.'
George (Conference E)	'The fact that it was easier to grasp made this better than when comments are just written and instead of having a meeting about everything, we can talk to you about it giving us an advantage over just talking about everything, more to memorize, less organized when it's about everything.	'The writing conferences were better because I got to look at the essay criteria more than when you personally corrected our essays in writing: Interaction is important.'

The comments in Table 4 clearly display signs of metacognitive activity. Evidently, the learners seem to be more cognizant of the learning process that took place by reflecting on the feedback given during the conference. George's first comment and Maya's second comment clearly attest to the superior quality of the feedback obtained during conferences which focuses on one area of writing. This means that both learners reiterate

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

how much more organized and substantial feedback is. Adam's first comment not only reveals his preference for conferences that are limited in focus to one area of an essay but is also a step forward with planning for other parts of the writing piece. This certainly confirms the move towards more autonomous learning, which is the ability to metacognitively and critically make decisions as learners take charge of their own learning. Thanasoulas (2000) affirms that the concept of learner autonomy entails that the learner assumes increased responsibility for learning, thus shifting the balance of authority between students and instructor in traditional learning settings. It represents the capacity for learners to recognize that they are responsible for their learning and therefore take an active role in all aspects of the learning process (Little, 1991). Such autonomy is also evident in Maya's first comment which sheds light on how limiting instructor feedback during the conference and the accompanying request for her to make a choice on what to be revised rather than assuming the whole draft would be in the hands of the instructor, made her feel more accountable and in charge of the writing conference and learning in general. Even before the whole revision process of the conference ensues, the learner is already being held accountable and has to decide which part of the draft they want revised. This is in contrast to the previous traditional conferences where such pre-conference decision-making and preparation are not necessary since the instructor simply revises the whole draft. According to Sercu (2002), the view of learning whereby knowledge is passed to learners in a structured way should be discarded. Therefore, developing learner autonomy requires an emphasis on cognitive skills and deeper levels of processing.

More significant and noteworthy, however, are the statements issued by learners with regard to the grading rubric of their writing assignment. In Adam and George's second comments, there is direct reference to criteria included in the rubric, which is used to assess their writing. This indicates metacognitive activity whereby the learner has not only internalized feedback and is using it to plan ahead, but is also able to view learning from a wider perspective by linking it to the original criteria for writing assessment established in class. This is quite remarkable given the fact that writing rubrics presented by the instructor are often ignored by learners as they complete writing tasks. Often times, such criteria become a tool used solely by the instructor to evaluate writing. According to the radical suggestion of Wilson (2018), the writing piece should be suggestive of its own evaluative criteria. This is integral for subsequent learning tasks. As learners perceive the justification or value of the criteria used to evaluate their writing, they eventually provide more input in formulating such criteria with the instructor to obtain an expanded role in the writing process. Such learner involvement should be added to the criteria of assessment literacy for

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

educators. Popham (2018) holds that assessment literacy should be exclusive to the fundamental concepts and techniques that impact learners the most. Over time, learner involvement may result in long term changes on the affective side. This may eventually project negative attitude among learners towards writing. Writing tasks would become less of an enigma and rubrics would no longer be viewed as vague criteria that are more meaningful to the instructor than the learner.

A brief summary of the findings is outlined below in relation to each focus of the study.

The first focus linguistically examined scaffolded feedback on one specific section of the writing task during the conferences. It revealed 2 major scaffolding functions on the part of the instructor:

- Spiral IRF exchanges
- Cued elicitation

The second focus compared the quality of discourse between the present conference and the previous study. Based on the comparison, the following details were revealed:

- In terms of instructor discourse, there was prompting and extensive comments on the writers' successful attempts and not just errors.
- In terms of learner discourse, findings showed instances of metacognitive activity, questions related to instructor feedback, developed queries, attempts at the recapitulation of learning, and learner autonomy in general.

Conclusion

In line with the previous study, it is not within the breadth of this paper to place learners on a continuum to measure the autonomy achieved or the metacognition instigated. Apart from highlighting the fact that writing instruction in the field of 2nd language acquisition should revisit instructional methodology, which creates autonomous learners, a broader conceptualization of feedback on learner production is required. This study has shown that the use of feedback to assess L2 writing takes on a more instructional quality as it is reduced and focused on a selected section. Proper assessment includes feedback that supports learning with a clear instruction in mind. Ironically, curtailing feedback for L2 learners leads to positive outcomes for the learner and instructor.

In retrospect, several questions remain for consideration. For the purpose of this study, feedback on writing was presented orally in a conference. This was carried out not only for the sake of consistency with the previous study but also because discussing writing orally allowed learner input, which is needed to get more insight into metacognitive processes and

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

optimize understanding of learner autonomy. It would be interesting, however, to study how the reduction of feedback affects the L2 learner as spoken feedback is replaced by written feedback on the part of the instructor. Perhaps this should be the ultimate goal of writing instruction. This is seen as a reduction not only in the amount of feedback per se, but also a move from instructor feedback that is less spoken to one that is more written. Certainly, it seems that feedback is closely akin to models of good writing for the learner. Although such models are often effective as an introduction to a writing type, they may become a limitation when overused. Similarly, if instructor feedback is not gradually reduced for the learner, it may become less of an asset and more of a limitation.

Furthermore, this study works under the assumption that the L2 learner has been previously acquainted with the criteria used to create the rubric, which assesses the respective piece of writing. This allows for more optimal efficacy of feedback during writing conferences. Such scaffolded feedback may not work efficiently without prior exposure to the writing criteria. Instructor feedback on student writing and the rubric, with the criteria used to evaluate the writing, should optimally complement each other. This is achieved by working together to collectively create an all-encompassing paradigmatic definition of assessment. This means that one is ineffective without the other. Andrade (2005) postulates that rubrics alone can neither explain writing nor replace good instruction. Similarly, without specific reference to rubrics, feedback would not be sufficient to clarify writing criteria, raise awareness of what is expected in writing, or create benchmarks to measure and document progress in writing. The end objective of assessment should be learning and not the other way round because assessment is a social conversation that gets internalized and results in learning.

In light of all this, the following pedagogical recommendations may be put forth. Firstly, L2 instructors may need to reassess instructional methodology which encourages learner autonomy. Thus, minimizing feedback on academic writing by limiting it to a particular section of writing may lead to favorable outcomes. According to the hypothesis formulated by Evans et al. (2010), L2 writing competence is enhanced when instructor feedback takes on the qualities of being manageable, valuable, prompt, and constant. In addition, L2 instructors need to adopt a broader conceptualization of feedback and assessment. Therefore, any feedback which accompanies assessment needs to be instructional and formulate a learning experience for students. This denotes that the end of any assessment should be instruction and not just evaluation. According to Daflizar, Sulistiyo, and Kamil (2022), L2 instructors are facilitators of learning who provide assistance and guide the learning process rather than

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

being the dominant authority who controls the process of learning academic writing skills.

In terms of L2 research, one of the implications of this study reveals that the field of learner autonomy is still a relatively virgin area that requires further investigation. Mikwitz and Suajala (2020) offer several reasons why more research is needed in the field of learner autonomy. These include factors related to the effect of different pedagogical settings on academic writing competence as well as the need to learn more about how learners develop autonomy, self-efficacy beliefs, and self-regulatory strategies throughout the process of learning academic writing skills. To them, such research would not only fill a gap in the present literature but also provide a better understanding of academic writing processes for college students.

Finally, there is the need to allocate time for L2 learners to reflect, which is a vital part of learning academic writing skills. According to Ping Wang (2011, p.275), “It is much more important to let the students know about their own learning style if they are to take responsibility of their learning process”. This highlights the strong bond between reflection as a metacognitive activity and learner autonomy. In addition, L2 learners of academic writing need to be well versed and acquainted with the criteria used to assess their writing. In the absence of this awareness, all feedback provided by the instructor would be less effective and productive. Becker (2016) demonstrates this in his study which revealed that asking L2 learners to develop and apply a rubric to their writing has a constructive effect on the writing performance.

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APPENIX 2: NOTES ON CODING SCHEME

1. Column 1 represents the speech turns.
2. Column 2 represents the speakers involved in the discussion.
3. Column 3 represents the Moves using the following labels*:

FR	**Framing**	**S**	**Supporting**	**BO**	**Bound-opening**
FO	**Focusing**	**RO**	**Re-opening**		
O	**Opening**	**C**	**Challenging**		

*The above labels are taken directly from Burton (1981:69-72).

4. Column 4 represents the Speech Acts using the following labels*:

m	**marker**	**con**	**conclusion**
sum	**summons**	**accn**	**accusation**
^	**silent stress**	**ack**	**acknowledge**
s	**starter**	**ex**	**excuse**
ms	**metastatement**	**pr**	**preface**
i	**informative**	**p**	**prompt**
el	**elicitation**	**acct**	**accept**
d	**directive**	**rep**	**reply**
rea	**react**	**com**	**comment**

*The above labels are taken directly from Burton (1981:76-78).

5. Speech Acts are separated by slashes.
5. Dotted lines mark exchange boundaries.
6. Double bold lines mark transaction boundaries.

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APPENIX 2: TRANSCRIPT FOR CONFERENCE C

Conference C: Revision of Introduction for Comparison and Contrast Essay

T: Teacher

A: Adam (student)

I. PROBLEM ANALYSIS AND EXPLORATION OF SOLUTION

1.	T	FO O	ms s el	Let's start with a question./ My question is/ when were you asked to find similarities and differences between two things?
2.	A	C	rep	When?
3.	T	S	i	Anytime.
4.	A	S	rep	On Wednesday last week.
5.	T	S	acct p	Last week/ What for?
6.	A	S	rep i	In Science for my assignment./ I had to compare two organisms.
7.	T	BO	el	To find similarities and differences?
8.	A	S	rep	Yeah both.
9.	A	S	rep	Last month also I was working on finding similarities and differences.
10.	T	C	i	In?
11.	A	S	rep	History class.
12.	T	S C	acct i	OK./ I didn't understand what you said (A mumbles something which can't be heard).
13.	A	S	rep	It was 2 famous figures in the French revolution.
14.	T	S	ack	OK./

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		m	Now/
	BO	s	when you compared the two figures/
		el	did you find similarities or differences?
15. A	S	rep	It was both.
16. T	S	acct	Both, OK.
17. A	S	rep	I also had to compare 2 phones with my friend.
18. T	S	acct	Alright.
19. A	S	i	To see which one I am going to buy.
20. T	S	ack	OK./
	BO	el	What is comparing two things called?
21. A	C	rep	I don't get it.
22. T	RO	p	What do you call it when you find differences?
23.A	S	rep	Contrast.
24. T	S	acct	Contrast./
		p	and when you find similarities?
25.A	S	rep	(mumbling; not clear.)
26. T	C	p	What did you say?
27. A	S	rep	Comparison.
28. T	S	acct	Comparison?

II. RELATION TO PREVIOUS LEARNING

………………………………………………………………………………………………
…………

	O	m	Now./
		s	we do these two things all the time whether we realize it or are aware of this or not./
		el	but when it comes to writing, if you were asked to make a comparison or a contrast between two courses, for example, how would you do that?
29. A	S	rep	You find similarities and differences.
		el	Is that what your mean?
30. T	S	acct	Yes./

		p	but what if you take any topic; take the topic you had last week which was comparing….
31. A	S	rep	Two figures in the French revolution.
32. T	S	acct	The 2 figures./
		m	OK./
	BO	el	If you had to find similarities and differences between those two, what was the point you were trying to make in your essay?
33. A	S	rep	Which one played a bigger role in the French revolution.
34. T	S	acct	Alright./
		el	How about the 2 phones?/
		p	If you were writing an essay about that, how would you start?
35. A	S	rep	The storage space in each phone.
36. T	S	acct	OK./
	C	p	but what would be the aim of all this?
37. A	S	rep	To choose one.
		el	Is it to see which one is better?
38. T	S	acct	To see which is better./
		m	OK/
		p	so what is the point of all this?
39. A	S	rep	Deciding which is better.
40. T	S	acct	Deciding which is better./

………

III. PINPOINTING THE PROBLEM

	O	m	Now/
		s	one reason we compare and contrast in writing is to choose which thing is better./
		el	Is there another reason for comparing and contrasting?
41. A	S	rep	To make (unclear).
42. T	C	p	Make decisions?
43. A	S	rep	Make a choice.
44. T	S	acct	Make a choice./

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		m	Alright/
		con	choose which is better/
	BO	el	or why else would we do this?/
		p	Think about it: if you're showing that two things have similarities, how is that important?/
		p	Why would that be something necessary?
45. A	S	rep	To see which is better.
46. T	S	acct	To see which is better.
47. A	S	rep	To also see how they differ.
		el	Does that mean I have to do both?
48. T	S	acct	Yes./
		s	Two things that everybody thinks are similar, you may show are actually different./

……

	O	el	What else could we do then?/
		p	You can find which is better or….?
49. A	S	rep	How they are different.
50. T	C	p	So what? In that case…you are proving that ….?
51. A	S	rep	What are the disadvantages.
52.T	S	m	Well/
		i	that’s related to the first point./
		ms	I'll write all this down./
		s	You can have three purposes. The first would be which is better./
		m	OK/
		el	What would the second one be?
52. A	S	rep	Which one is worse.
		el	Is that the same as comparing and contrasting?
54. T	S	I	Same thing, which is better or worse./
		p	What else?
55. A	S	rep	You're choosing.
55. T	S	I	Same thing./
		com	You're making a choice; deciding which is better or worse./
		p	What else can you do?
		sum	Adam/
		p	you just said it.

 ISSN: 1857-7881 (Print) e - ISSN 1857-7431

56. A	C	rep	I did?
57. T	S	acct	Yes.
58. A	S	rep	Um, find the differences; how they are different.
59. T	S	acct p	Alright./ You can find the differences but….
61. A	S	rep	They're the same.
62. T	S	acct con el	They're similar./ So, if you have two things that are similar you try to show that they're different./ Take two iphones for example.
63. A	S	rep	They're the same.
64. T	S C	acct p	OK. They're the same./ But…
65. A	S	rep	They have similarities but they can also have differences.
66. T	S BO	acct el p	They're also different./ So, what would #3 be?/ If #2 is we are choosing two things that are similar and we are trying to find differences, what would #3 be?/
67. A	S	rep	The same.
68. T	C	p	Two things that appear different….
69. A	S	rep	Find out how they are the same.
70. T	S	el	Can you give me an example?
71. A	S	rep	Friends.
72. T	C	i p	No./ Give me an example of two writing topics that everybody thinks are different and you prove are similar.
73. A	S	rep	A Samsung and an iphone.
74. T	S	acct	Samsungs and iphones OK./

		con	Everybody thinks they're different phones and you will try to prove that they're similar./
		m	So/
		el	What is the conclusion we are reaching here?
75. A	S	rep	You have to make a statement.
		el	So how can I add this to my writing later?
76. T	S	acct	You have to have a point to prove./
		el	So comparison and contrast in itself is?
		i	If we're just comparing and contrasting, its pointless so we would have to do something./
		com	Either make a choice or else prove that 2 things thought similar are different or 2 things thought different are similar./
	FO	con	Otherwise, you are going to run into a problem and the reader wouldn’t know./
		el	Do you get the aim behind all this/
77. A	S	rep	Yeah.

………

78. T	O	m	Now/
		el	Where can you put that purpose in your essay?
79. A	S	rep	In the introduction
80. T	S	acct	OK/
		el	Where in the introduction?
81. A	S	rep	In the thesis statement.
82. T	S	acct	Alright/
		i	You would have one focused purpose there./