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Editorial

Dear Colleagues and Readers

It is my pleasure to present Volume 8, Issue 3 of the *International Journal of Humanities and Cultural Studies* (IJHCS). As usual, the journal included many articles dealing with interdisciplinary issues written by authors from different disciplinary affiliations. The contributions of our authors enormously enriched the content and perspectives of the IJHCS. The contributors came from Côte d'Ivoire, Saudi Arabia, Tunisia, and the United States.

I sincerely thank our respected authors for selecting the IJHCS, our reviewers for reviewing the selected articles for this issue and the Administrative Board for its contribution to helping the IJHCS achieve this success. The next issue (Volume 8, Issue 3) will be published in December 2021 and your valuable contributions are welcome till 25 November 2021.

With Best Regards,

Dr. Hassen Zriba
Editor-in-Chief

The International Journal of Humanities and Cultural Studies (IJHCS)

Family support of Children with Autism Spectrum Disorder during COVID-19 Pandemic

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Abstract

This study investigated the level of family support for children with autism spectrum disorder from the parents' point of view and the statistically significant differences between fathers' responses about family support attributed to the child's sex, the parents' education level and the families' economic level. The study adopted the quantitative approach and used a questionnaire applied to a sample of (156) parents of children with an autism spectrum disorder. The results of the study showed that family support for children with autism spectrum disorder was high. The results also showed that there were no statistically significant differences between the responses of parents of children with autism spectrum disorder about family support attributed to the child's sex, parents' education level and families' economic level. The study recommends the need to provide parents of children with autism spectrum disorder with the necessary information about this disease so that they can deal with their children in light of the Corona pandemic.

Keywords: Family Support, Autism Spectrum Disorder, COVID-19 Pandemic.

1. Introduction

The role of the family is considered essential for the implementation of educational and treatment programs for autistic children (Meadan, Halle & Ebata, 2010). Family members are the ones who spend more time with the child, notice and monitor problems or developments in his behavior (Anjos & Morais, 2021). The birth of a child with autism or the discovery of his or her disability is a shock to the parents and even the whole family (Spinelli, Lionetti, Pastore, & Fasolo, 2020). Alnawasreh (2017) mentioned that the family's reactions to the disability appear in the form of emotions and behaviors that usually start with a feeling of shock and start through the family's inability to deal with the new situation and then the stage of denial, which is represented by the parents' inability to believe that what is really happening, then the family goes through a state of guilt where it believes the family is the reason for the disability to appear in its kindness, whether because of not following up on the child's situation or neglecting the mother's health, then the family passes through a state of sadness, depression, loss of hope, despair and fear for the future of the child, then the family passes through a state of anger, whether towards oneself or others, after that it passes through a state of bargaining, surrender and coexistence with the situation. This requires family support for their children in order to improve their health status and provide them with skills and experiences that help them face their problems, which lead to the maximum benefit from their abilities (Younes, 2015).

Autism is a developmental disability that significantly affects verbal and nonverbal communication and social interaction before the age of three (Aguiar & Pondé, 2018). The American Psychiatric Association (APA) (2013) has stated that autism is a complex, complex, and comprehensive developmental disability, the main symptoms of which appear during the first three years of a child's life, due to the presence of a defect or disorder in the nervous system, which negatively affects the aspects of cognition, social interaction, imagination, playing and others. Papadopoulos (2021) emphasized that disability affects the behavioral and psychological characteristics of the autistic child, which leads to shortcomings in social relations, difficulty in making social suggestions and cues, deficits in communication and language, weak intelligent functional abilities, unusual response to sensory stimuli, insistence on symmetry, collecting similar things, and maintaining a certain routine pattern. Stereotypical behaviors such as shaking the body, swaying and waving hands, in addition to the irritating and annoying behavior in front of others (Aguiar & Pondé, 2018).

Al-Waladah (2016) mentioned that there are no specific reasons that can be generalized to all cases of autism, each case is largely independent. There are children whose injury is due to biological, biochemical, or digestive defects, brain and nervous system reasons, or genetic reasons that are not precisely defined. The defect in the brain with regard to data processing is one of the reasons for the emergence of this disorder, as a result of a defect in the nerve impulse between nerve cells, which is known as the brain communication disorder, which has not been revealed how it occurs so far (Abdullah, 2017; Szatmari et al., 2021). Autism has spread significantly, as it was one case per 5,000 children in 1975, while it became one case

per 2500 in 1985, and the prevalence rate continued to become one case per 500 in 1995, and by 2001 there was one case per 250 children. After that, it becomes one case for every 110 children, with an increased rate from 10% to 17% annually (Meadan et al., 2010; Al-Zureikat, 2019). The reason for the noticeable increase in the rate of spread of the disease is due to several factors, the most important of which are the lack of accuracy in diagnosing the disease, the development of methods for detecting cases, the diversity of unhealthy habits and environmental factors, in addition to the increasing dependence on technology as a means of entertainment for the child and the dispensation of motor play (Al-Tal, Al-Jawaldeh, Al-Taj & Aleid, 2021).

Physical separation laws, social interaction limits, and quarantine regulations due to the repercussions of the Coronavirus pandemic leading to feelings of turmoil and anxiety (Agwa & Elmasry, 2021). Children with autism spectrum disorder are the most affected group in terms of behavioral and psychological aspects as a result of the procedures taken by governments to limit the spread of the virus (Amorim et al., 2020; Abdelfattah et al., 2021). Where that these children are affected by the change in their daily routine, which includes receiving sensory and behavioral therapy in specialized centers, in addition to their acquisition of various skills and education programs (Courtenay & Perera, 2020). The closure of the institutions that care for these children has led to them losing their right to obtain educational programs and necessary treatments and forcing them to isolate themselves at home, which leads to an increase in the problems and challenges they face (Courtenay & Perera, 2020; United Nations, 2020). The epidemic caused by the Coronavirus has certainly disrupted the daily routine of children with disabilities in general, and children with autism spectrum disorder, in particular, as a result of their stay at home, which makes them vulnerable to sudden change due to the epidemic (Oakley et al., 2021). Children with autism have difficulty completing the daily tasks they have been doing for many years such as going to school, interacting with professionals, and communicating with schoolmates (Orgiles et al., 2020). Gozel, Weldes, Esentas and Ziringuk (2020) confirmed that after the imposed lockdown in many countries of the world, new ways of communication have emerged, one of the most important of these methods is video communication, which leads to an increase in the burden on families regarding providing the necessary support for their children who suffer from autism as a result of the circumstances that are current and unusual in the world and the accompanying negative effects on autistic children, especially with regard to the continuation of treatment sessions. As a result of these changes, the pivotal role of families to meet the child's needs has emerged from those services provided by treatment centers, and the need for families to abide by the instructions of specialists responsible for autistic children according to their different needs and requirements in order to safely overcome these conditions (Al-Zureikat, 2019).

There has been an impact of the Corona pandemic on children with autism, as some of these children suffer from sensory integration disorder, which leads to their refusal to use sterilizers due to their sticky composition and unusual smell for them, which creates another problem in their need for sensory alerts by inserting things into their mouths, this increases their risk of

contracting the Coronavirus (Haynes, 2020). The physical distancing measures followed in the countries of the world intending to limit the spread of the Coronavirus are not considered a problem for autistic children, since they mostly prefer physical distancing between themselves and people, but some opinions differ with this idea, which considers that physical distancing measures may constitute a problem for autistic children due to their desire touching, smelling, and cuddling others is one of the necessary sensory stimulation methods for them (APA, 2020).

The family plays a pivotal role in the implementation of therapeutic and educational programs for their children with autism spectrum disorder, as family members in general and parents, in particular, are the ones who notice and monitor important developments and challenges for specialists in improving the behavior of their children (Dunn, 2016). Al-Tal et al. (2021) mentioned that parents are one of the most important members of the work team due to the information they possess that makes them able to play a pivotal role in setting priorities and goals, continuing training, making the required progress, and disseminating the acquired skills. Most of the parents innovate new methods and create alternatives from their experiences and observations and their adherence to the acquisition of their children's different skills and their involvement in various social activities and interaction with others (Ghoneim, 2016). Family support positively affects the various skills of autistic children, especially communication skills, as most people with autism spectrum disorder suffer from a lack of these skills, but parents can improve and develop these skills more than therapists, specialists, and professionals due to the time they spend with their children (Zahra, 2016). All children in the world have suffered from the isolation imposed on them in response to the measures taken by governments to prevent the spread of the virus, but autistic children also suffer from isolation as a result of the nature of this disorder (South Australian Government, 2020). This state of isolation has resulted in burdens on families with one or more children who suffer from autism spectrum disorder, and the urgent need has emerged to provide more support by families for their children to ensure reducing the negative impact resulting from the spread of the disease and its procedures related to complete closure and home quarantine (Al-Tal et al., 2021). Güzel and Others (2020) Al-Tal et al (2021) emphasized that families should focus on some issues to support autistic children during the Corona epidemic, the most important of which are the following:

- Psychological support: it is imperative for families to provide important information regarding the Corona epidemic to their children in a reassuring and simple manner in terms of changes in daily routine, closing of training and treatment centers and schools.
- Training support: families must create a schedule that includes the children's daily routine, such as mealtimes, bedtimes, and wake up times, to avoid changes resulting from home quarantine that cause trauma to autistic children, which leads to helping children feel reassured and stable by maintaining their usual daily routine before the quarantine. It also requires families to train their children in daily living and academic

skills, as well as practices related to relaxation, breathing exercises and singing to help them feel calm.

- Recreational support: families must allocate places and tools for their children to practice recreational activities inside the home to improve their life skills and meet their natural needs during the period of closure and home stone, where parents can share their children drawing and coloring as well as giving them some musical instruments, in addition to allocating a place inside the house for sensory therapy Setting times for watching TV and using electronic games.

Due to the scarcity of studies related to the subject of the study due to its recentness, the researcher presented some related studies as follows:

Abdelfattah et al. (2021) investigated stress parents of disabled children. The sample consisted of 623 parents of disabled children from Saudi Arabia, Oman, United Arab Emirates, Jordan, Kuwait, Bahrain, Qatar, and Palestine. The results revealed that the parents expressed great worry about the risk of their child becoming infected and they are worried about losing their child's therapy and care. Also, the results revealed that compared to parents with less than high school education, parents with a bachelor's degree perceive the causes of stress at a higher level. In addition, during the pandemic, 59 percent of parents said they did not get services from special education facilities.

Agwa and Elmasry (2021) aimed to determine the impact of the corona epidemic on children with autism spectrum disorder and intellectually disabled children from the perspective of their mothers, as well as to determine the differences in perceptions' mothers of the impact of the corona epidemic on their children attributed to demographic variables (the child's gender, the disability type of the child, the disability severity of the child, and the mother's level of education. The sample consisted of 100 Egyptian mothers of children with autism spectrum disorder and intellectually disabled children, this study used the questionnaire to measure the impact of the corona epidemic. The results revealed that (98%) of women reported unfavorable impacts of the corona epidemic on themselves and their children. where the result revealed that (61%) of mothers stated that the corona epidemic had a negative impact on their children's behavior, whereas (56%) of mothers said their children's rehabilitation had been negatively impacted, and (36%) of mothers stated that the corona epidemic had a negative impact on their children's psychological state. in addition, the results showed that there were no statistically significant variations in the impact of the corona epidemic on children with autism spectrum disorder and intellectually disabled children attributed to child' gender, disability level, and education level of mothers, but there were statistically significant variations in the impact of the corona epidemic on children with autism spectrum disorder and intellectually disabled children attributed to disability type of child in favor of autistic children.

Al-Tal et al. (2021) conducted a study to determine the family support levels provided to autistic children. To collect data related to the study, the researcher created an instrument

with 29 items distributed across three dimensions (psychological, training, and recreational). 86 mothers of autistic children who were registered in special education centers in Amman for the academic year 2019/2020 were included as a sample of this study. The results showed that the family support for autistic children during the Corona pandemic from the mothers' point of view was average in the total degree and its three dimensions. The results also showed that there are no differences in the level of family support for autistic children due to the economic status of the family, the educational level of the mothers and the age of the child.

Huang et al. (2021) investigated the effects of the COVID-19 epidemic on autistic children and their families. The sample consisted of 406 parents of autistic children in China, this study used questionnaires to collect data. The results revealed that 50.3 percent of parents believed their children were having sleep issues, 47.3 percent of parents believe their children's time spent outside has decreased. About 40% of parents believe their children's cognitive abilities have improved understanding and language expression. 36.2 percent of parents said their children's emotional and social functioning had deteriorated. The training intensity of children has dropped according to 60.8 percent of parents. crying, losing temper, and being easily distracted were the most prevalent aberrant behaviors identified in autistic children. Although 81.3 percent of parents said they were not anxious, 98 percent said their family training was under stress.

Oomen et al., (2021) examined the impact of the COVID-19 epidemic-regarding changes in the health of mind, their daily routines and social lives, satisfaction with epidemic-regarding advice and information, the desire of participants to the direction. The sample consisted of 1044 adults with and without autism in three European countries: UK, Netherlands, and Belgium, this study used a mixed-method approach to collect data. The results revealed that there is an increase in anxiety symptoms and depression due to the epidemic for both groups' autism and non-autism, which was higher in autistic adults. Furthermore, individuals with autism had higher levels of anxiety regarding their jobs, medicines, and food, as well as their personal security and safety. Also, adults with autism were more stressed because of losing their daily routines. In addition, adults with autism have problems regarding guidance that has been canceled owing to the epidemic and indicated a need for more advice and information about autism.

Saudi autistic children are more affected by the emerging conditions related to the spread of the epidemic caused by the Coronavirus than ordinary children, as they are more connected to the daily routine, which makes them feel psychologically stable and safe in light of the compulsory home quarantine, which prevents them from communicating with colleagues, specialists, and teachers and stops behavior modification programs and training on skills and educational programs provided by centers and schools as a result of the closure. The objective of this study was to determine the level of family support of Saudi autistic children during the COVID-19 Pandemic from parent's perspectives. The following research questions are addressed in detail by the study.

1. What is the level of family support (psychological support, training support, and recreational support) of Saudi autistic children during the COVID-19 Pandemic from the perspective of parents?
2. Are there statistically significant differences between the responses of parents of autistic children attributed to the child's sex (male/female), the parents' education level (secondary or less, Diploma and Bachelor's degree or higher), and the economic level of the family (Less than 3000 riyals, from 3000-6000 riyals and more than 6000 riyals)?

2. Method

The current study relied on the quantitative method because of its suitability to the study objectives. The quantitative approach is characterized by its ability to study the relationships between different variables extensively and to explain the cause and effect, which leads to an accurate prediction of the phenomena under study (Saunders, Lewis & Thornhill, 2016).

Population and Sample

The study population included all parents of autistic children registered in government and private institutes and centers affiliated with the Ministry of Education and Social Affairs in Jeddah. As for the study sample, it consisted of (156) parents of autistic children, who were chosen randomly.

Research Instrument

Based on the method adopted in this study, the researcher found that the appropriate instrument to achieve the objectives of the study is the questionnaire. Therefore, the questionnaire prepared by Al-Tal et al. (2021) was adopted, which is related to measuring the level of family support for autistic children. The questionnaire contains (29) items divided into (3) dimensions: psychological support, training support, and recreational support. The five-point Likert scale has been adopted, with "1" very low to "5" very high.

Instrument Validity

The instrument was presented to (10) faculty members specializing in special education working in Saudi universities to verify its validity. They were asked to express their views on the clarity of the items, and the extent belongs and represents the family support provided to children with autism. The wording of some items has been modified to suit the Saudi environment, and thus the number of items of the questionnaire remained (29).

Instrument Reliability

The reliability of the study instrument means obtaining the same results when adopting the instrument in collecting data from the same sample and conditions. To measure the internal reliability, Cronbach's alpha test was used, based on Saunders et al. (2016), the answers of the

sample members that obtain a value of 60% or more are considered to be of acceptable reliability.

Table (1): Cronbach Alpha Test

| Variables | Cronbach Alpha Value |
|-----------------------|----------------------|
| psychological support | 0.782 |
| Training support | 0.806 |
| Recreational support | 0.822 |
| All items | 0.806 |

The above table showed that the internal consistency values were acceptable and ranged between (0.782 - 0.822), which represents a value higher than 0.60, which indicates that all dimensions and items of the questionnaire are internally consistent.

Data Analysis

The researcher relied on the SPSS program to answer the questions of the study, where the researcher used the arithmetic mean and t-test for two independent samples, as well as One Way ANOVA, where Cuevas, Febrero, and Fraiman (2004) mentioned The t-test for two independent samples is used when comparing two means, while the one-way ANOVA is used when comparing three or more means. The means mentioned below were used to explain the results of the means of each item and dimension.

Table (2): Explaining Means

| Mean | Information |
|-----------|---------------------|
| 1,00-2.33 | Disagree (DA) |
| 2.34-3.67 | Moderate Agree (MA) |
| 3.68-5.00 | Agree (A) |

Source: (Bryman & Bell, 2011)

3. Results and Discussion

3.1. Respondents Profile

Table (3): The Children and Parents Profile (N=156)

| Variables | Category | N | % |
|------------------------------|-----------------------------|-----|------|
| Gender of children | Male | 83 | 53.2 |
| | Female | 73 | 46.8 |
| Education level of parents | Secondary or lower | 3 | 1.9 |
| | Diploma | 10 | 6.4 |
| | Bachelor's degree or higher | 143 | 91.7 |
| Economic level of the family | Less than 3000 riyals | 6 | 3.8 |
| | From 3000-6000 riyals | 48 | 30.8 |
| | More than 6000 riyals | 102 | 65.4 |

The descriptive analysis was employed to describe the profile of the respondents in terms of 'gender of children with the disorder, education level of parents, and economic level of the

family'. The majority of children were male representing 53.2%, while 46.8% were female, respectively, as shown in Table 3. With regard to the education level of parents, table 3 shows that the overwhelming majority have bachelor's degree or higher with a rate of 91.7%, while 6.4% of parents have diploma degree, and 1.9 % of parents have a secondary or lower degree. With respect to the economic level of the family, 65.4% of families have more than 6000 riyals monthly income, as well as 30.8% of families, have from 3000-6000 riyals monthly income, while 3.8% of families have Less than 3000 riyals monthly income.

Result Related to the First Question

Mean scores and standard deviation were employed by the researcher for every item and dimension in order to answer the study's first question.

Table (4): Mean scores and standard deviation

| N | Item | Mean | St.dev | Result |
|------------------------------|--|-------------|-------------|----------|
| Psychological support | | | | |
| 1 | The family expresses their joy to their son when something good happens to him | 4.54 | 0.85 | A |
| 2 | We encourage our son when he fails to perform a task | 3.92 | 1.13 | A |
| 3 | We help our son to feel that he is an important family member | 3.83 | 1.28 | A |
| 4 | We help our son to feel that he is a loved one in his family | 3.69 | 1.27 | A |
| 5 | We understand our son's negative feelings as a result of home quarantine | 3.84 | 1.20 | A |
| 6 | We told our son about the Covid 19 pandemic in a simple and convenient way | 4.21 | 0.99 | A |
| 7 | We accept our son's problems, no matter how severe they are | 3.97 | 1.19 | A |
| 8 | We make video calls with the people our son loves (teacher, speech therapist, grandfather or grandmother... etc) | 4.06 | 1.03 | A |
| 9 | We Set a daily time for deep breathing and relaxation exercises | 4.03 | 1.13 | A |
| 10 | We Set a daily time to listen to quiet music | 4.04 | 1.06 | A |
| Total | | 4.01 | 0.65 | A |
| Training support | | | | |
| 11 | Specific times for bathing and self-care have been determined | 4.00 | 1.08 | A |
| 12 | Mealtimes were set. | 3.78 | 1.27 | A |
| 13 | Sleep and wake times are set. | 3.73 | 1.28 | A |
| 14 | We contact the center to continue training online. | 3.79 | 1.22 | A |
| 15 | The daily to-do schedule is created in a clear and simple form in the form of a visual schedule using words and pictures | 4.05 | 1.12 | A |
| 16 | Together with our son, we perform math lessons by playing with appropriate tools | 4.06 | 1.11 | A |
| 17 | We benefit from online training materials provided by professionals or free training courses that have become available recently | 4.00 | 1.11 | A |
| 18 | The daily schedule was posted in a clear place for our son and the rest of the family. | 3.99 | 1.14 | A |
| 19 | Together with our son, we accomplish reading lessons through storyboards and other attractive means | 3.99 | 1.10 | A |
| Total | | 3.92 | 0.71 | A |
| Recreational support | | | | |
| 20 | We allow our son to use electronic games for a specific period of the day | 4.11 | 1.10 | A |
| 21 | We share our son's drawing and coloring with the materials he prefers | 3.77 | 1.29 | A |
| 22 | We involve our son in making the deserts or the dishes he loves | 3.70 | 1.27 | A |
| 23 | We share with our son the formation of figures out of putty or clay | 3.87 | 1.20 | A |
| 24 | We do group exercises at home / inside the park | 3.94 | 1.09 | A |
| 25 | We share with our son the games he loves (cubes, puzzles, forming with colored | 4.00 | 1.07 | A |

| | | | | |
|----|--|-------------|-------------|----------|
| | sand... etc). | | | |
| 26 | Specific times for watching TV have been determined | 3.43 | 1.40 | MA |
| 27 | We provided simple musical instruments for our son to play (percussion, wind instruments, etc.) | 3.78 | 1.26 | A |
| 28 | A place has been found inside the home for sensory therapy (a place with low lighting, music and sensory toys such as a swing or a "trampoline") | 3.58 | 1.41 | MA |
| 29 | We share our son with the dramatic play through the dolls | 3.85 | 1.23 | A |
| | Total | 3.80 | 0.77 | A |
| | Over all | 3.91 | 0.46 | A |

Table (4) was shown that the family support had with mean value (3.91) and a standard deviation of (0.46). This indicates that the family support of children with autism spectrum disorder was high from the point of view of parents of children with autism spectrum disorder who are registered in government and private centres and institutes of the Ministry of Education and the Ministry of Social Affairs in Jeddah.

The researcher interpreted this result on the basis that families are fully aware of the effects of the Corona pandemic and the need to prepare to face those effects associated with caring for their children with autism spectrum disorder, as a result of the closure of centers and institutes that care for these children. Families also responded quickly to the role related to training their children, meeting training needs, and continuing with treatment plans. The families also made double efforts to obtain information regarding the nature of this disease. This result is inconsistent with the results of Al-Tal et al. (2021).

Also, Table (4) showed that the mean score of psychological support of children with autism spectrum disorder is high from the point of view of parents with (4.01) and a standard deviation of (0.65). Item 1, which states "The family expresses their joy to their son when something good happens to him" has the highest means score among the items of psychological support of children with autism spectrum disorder (4.54). While item 4, which states, "We help our son to feel that he is a loved one in his family" has the lowest mean scores among items of psychological support of children with autism spectrum disorder with (3.69). Through this result, it can be said that families have sufficient capabilities that enable them to deal psychologically with their children with autism spectrum disorder and to overcome the difficult conditions of home quarantine as a result of the Corona pandemic, and the parents' answers indicated that there is a good awareness of training or practical knowledge to deal with children, such as helping to breathe deeply. Relax and listen to soft music. This finding is inconsistent with Al-Tal et al. (2021); Agwa and Elmasry (2021).

In addition, Table (4) revealed that the mean score of training support of children with autism spectrum disorder from the point of view of parents was (3.92) with a standard deviation of (0.71). This means that the training support of children with autism spectrum disorder is high. Item 16, which states, "Together with our son, we perform math lessons by playing with appropriate tools" has the highest means score among the items of the training support of children with autism spectrum disorder with (4.06). While item 13, which states, "Sleep and

wake times are set” have the lowest score of the means among the items of the training support of children with autism spectrum disorder (3.73). The result can be explained by the fact that families focused on sticking to the routine for autistic children in matters related to bathing times, meals, sleeping and waking up, and that families realized the importance of their children acquiring the skills provided by specialized training courses related to reading and arithmetic, which required them to make double efforts and dedication to move forward in Improve and support training for their children. This finding is inconsistent with Abdelfattah et al. (2021); Agwa and Elmasry (2021); Al-Tal et al. (2021); Huang et al. (2021); Oomen et al., (2021).

As regards the recreational support of children with autism spectrum disorder, the mean scores were found (3.80) with a standard deviation (0.77). In other words, the recreational support of children with autism spectrum disorder from the point of view of parents of children with autism spectrum disorder was high. Item 20, which states “We allow our son to use electronic games for a specific period of the day” has the highest means score among the items of the recreational support of children with autism spectrum disorder with (4.11). While item 38, which states, “A place has been found inside the home for sensory therapy (a place with low lighting, music and sensory toys such as a swing or a "trampoline")” have the lowest means score among the items of the recreational support of children with autism spectrum disorder with (3.58). The researcher believes that this result is acceptable, given that the entertainment requirement related to the use of video games, for example, does not require a budget or additional information required from families, and there are multiple options for families to choose what suits their children and determine the times of their use, but there are shortcomings with regard to providing tools and spaces for treatment sensory because it requires an extra effort from families to prepare the places designated for this type of treatment and to preserve the child’s privacy. This finding is inconsistent with Al-Tal et al. (2021).

Result Related to the second question

The independent sample 't' test and one-way ANOVA were used to determine the significance of statistical differences of the family support of autistic children attribute to the sex of the child, the parents' education level, and the economic level of the family

Table 5. Independent Samples T- test of sex

| The Variables | N | Mean | St.dev | df | t | Sig |
|---------------|----|------|--------|-----|-------|-------|
| Male | 83 | 3.95 | 0.44 | 154 | 0.948 | 0.454 |
| Female | 73 | 3.88 | 0.48 | | | |

Table (5) showed that the mean of male autistic children for family support was (3.95) and the mean of female autistic children for family support was (3.88). In addition, the Sig of two groups of gender is (0.454), which means that there is no significant difference of sex

according to point of view of parents of students with autism who are registered in government and private centers and institutes of the Ministry of Education and the Ministry of Social Affairs in Jeddah. This result converges with the results of Agwa and Elmasry (2021).

Table 6. ANOVA test of the parents' education level, and the economic level of the family

| Variable | Groups | Sum of Squares | df | Mean Square | F | Sig |
|-------------------|----------------|----------------|-----|-------------|-------|-------|
| Educational level | Between groups | 0.290 | 2 | 0.145 | 0.692 | 0.502 |
| | Within groups | 32.108 | 153 | 0.210 | | |
| | Total | 32.399 | 155 | | | |
| Economic level | Between groups | 0.846 | 2 | 0.423 | 2.051 | 0.132 |
| | Within groups | 31.553 | 153 | 0.206 | | |
| | Total | 32.399 | 155 | | | |

Table (6) showed that there are no differences among groups according to the educational level and economic level. Where, the Sigs are (0.502), (0.132) respectively, which indicates no statistically significant difference ($\alpha \leq 0.05$) of educational level and economic level related to family support. This finding is inconsistent with the findings of Al-Tal et al. (2021). The researcher explains these results to the necessity of the support that children need, regardless of the child's gender, because they depend on others to help them and meet their needs to overcome the psychological, training and recreational burdens caused by the closure resulting from the Corona pandemic. Practicing and maintaining activities related to the daily routine, such as organizing schedules for sleeping, waking and mealtimes, is one of the duties of parents, regardless of their educational or economic level.

Conclusion and Recommendations

This study found that the family support provided to autistic children registered in government and private centers and institutes of the Ministry of Education and the Ministry of Social Affairs in Jeddah, from the parents' point of view, was high. The results also showed that there are no statistically significant differences between the responses of parents of children with autism spectrum disorder about family support attributed to the child's sex, the type and level of education of the parents and the economic level of the family. This study concluded that parents can provide support to promote the elimination of bad appearances and behaviors that may be caused by the closure resulting from measures to prevent the spread of the Coronavirus, and that they can bridge the gaps resulting from the suspension of schools and specialized centers, and have demonstrated a high ability to deal with their children and the continuity of in their rehabilitation. The study recommends the following:

1. The necessity of providing families with sufficient information regarding autistic children about the importance of family support for them and how to implement support in its various aspects.
2. Conducting more studies related to people with disabilities and the impact of the Corona epidemic, and researching more aspects of family support.

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Incorporating Metaphor Instruction in ESP Classrooms and Its Effect on the Tunisian Learners' Metaphorical Competence

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Abstract

This study examines the effect of using metaphor as a teaching tool in ESP courses, namely; the business English course to enhance learners' metaphorical proficiency. To this end, this research used control and an experimental group. The former did not receive a treatment effect which consisted in the incorporation of metaphor instruction during the ESP course. The experimental group, however, was exposed to explicit metaphorical instruction during the course. The main findings show that learners develop better metaphorical competence after the incorporation of conceptual metaphor courses and extra activities and exercises dealing with metaphor use and production. Besides, learners show better skills in extracting metaphorical utterances from business English texts. They understand metaphors easier and more quickly and most importantly they were more proficient when it comes to producing metaphors during their PowerPoint project.

Keywords: conceptual metaphor, ESP, L2 learners, metaphorical competence.

1. Introduction

A Metaphor is a figure of speech in which meanings deviate from their literal sense. It is reflected in our everyday language and is far from being restricted to linguistic analysis (Lakoff & Johnson, 1980). More importantly, metaphor has been extensively studied and can be defined based on a linguistic approach and a cognitive approach (Sacristán, 2005). From a linguistic perspective, metaphor is a figure of speech and is considered as a linguistic phenomenon and it is mainly used for poetic and artistic purposes to compare two resembled entities (Halliday, 1985; Cameron & Low, 1999). Cognitive linguists, however, consider metaphor as a cognitive process where one conceptual domain, also called the source domain, is partially mapped onto another different conceptual domain, known as the target domain (Lakoff & Johnson, 1980; Lakoff & Turner, 1989; Lakoff, 1990, 1993). More interestingly, cognitive linguists have recently focused on the use of metaphor in the field of L2 acquisition and language teaching (Aleshtar, & Dowlatabadi, 2014). Indeed, recent studies offer theoretical and practical contributions on the use of metaphor as an instructional tool to increase self-reflection and raise awareness among L2 teachers about the powerful way in which metaphors impact their educational beliefs (Shuwu, 2002; Guerrero and Villamil, 2002). In this respect, Beck (1982) and Aleshtar and Dowlatabadi (2014) pointed out that the conceptual system described by Lakoff and Johnson (1980) can be applied to education, more specifically; in second language acquisition. Other researchers highlighted the explicative value and productive patterns underlying metaphor and their potential value for EFL learners as well as the interrelation between language, mind and culture (Sacristán, 2009; Littlemore and Low 2006; Piquer-Píriz and Alejo-González 2016). In addition, Hoffman (1983), Aleshtar and Dowlatabadi (2014) added that metaphor is essential for vocabulary comprehension and acquisition and the use of connotative meanings of words are more common than the denotative meanings. It has also been shown that conceptualizing EFL learners' speeches in metaphorical ways is considered an integral trait of native-speakers' competence (Aleshtar, & Dowlatabadi, 2014). In fact, teaching metaphor to EFL learners provides ways to understand how learners develop their attitudes and beliefs towards objects and how learners process thoughts and reasoning and teachers can develop their teaching competence and uncover how learners process metaphors and the challenges they encounter during this process (Bas & Gezegin, 2017; Ishak, 2019; Lakoff & Johnson, 1980; Ishak, 2019). Despite the extensive focus on the fundamental role of metaphor in foreign language teaching, there is still a lack of studies when it comes to the incorporation of metaphor as an instructional material in ESP classroom (Rodríguez, 2003; Sacristán, 2009). Henceforth, this research aims at investigating the impact of explicit metaphor instruction in an ESP classroom on the learners' metaphorical competence.

2. Teaching metaphor in an ESP course

According to cognitive linguists, metaphor plays a central role in everyday thought and language and transmits shared cultural values and beliefs and its presence in ESP courses is important because it enhances the learners' enculturation process and is considered an integral trait of native-speakers' competence (Rodríguez, 2003; Aleshtar, & Dowlatabadi, 2014). More importantly, teaching metaphor in ESP courses helps students retain figurative expressions by

raising their metaphoric awareness of the source domain of the figurative expressions and the associated inference patterns. More importantly, drawing learners' attention to the conventional and more innovative metaphors in ESP courses has a positive effect on their ability to understand and produce metaphorical utterances and perceive the differences in style and tone between genres (Boers, 2000; Smith, 1995; Sznajder, 2010). Teaching metaphor to ESP learners, however, is different from teaching it to learners of general English (Rodriguez, 2003). Teaching metaphor in a general English course is explicit and could be more difficult. In ESP courses, however, the focus is on a more constrained and specific language that can be acquired quickly and effectively (Lindstromberg, 1991; MacLennan, 1993; Rodriguez, 2003). Other researchers, however, disagree with the aforementioned claim because teaching metaphor in an ESP context is more difficult because learners often find difficulties in understanding metaphorical utterances in written texts or conversations, since, unlike native speakers, they cannot access the stock of ready-made and readily-understood figurative words and they try to decipher each word separately (Bortfeld, 2003). These difficulties are also common in language production because there is literalness and absence of metaphor in the speeches of ESP learners that sound non-native (Danesi, 1994). Furthermore, ESP learners encounter more metaphorical difficulties because they do not expect to come across metaphorical expressions which are difficult to understand (Charteris-Black, 2000; Henderson, 1994; Smith, 1995; Sznajder, 2010). In this respect, it has been shown that metaphorical difficulties depend on the extent to which there is a difference between the metaphorical systems of the L1 and L2. Indeed, learners should first understand the similarities and differences in metaphor use between L1 and L2 to be able to grasp and use metaphor more effectively in an ESP context (Sacristán, 2009). Translation, for instance, was found to help instructors teach metaphor in ESP courses more effectively because translation focuses on the communicative function of the language and helps learners understand conceptual metaphors and their linguistic realizations in L1 and L2 in a professional context (Sacristán, 2009). Other studies focused on the psychological processes underlying figurative thinking and vocabulary acquisition which are both enhanced by an explicit use of metaphor and metonymy in the classroom (Cameron, 2003; Steen, 2004; Sznajder, 2010). Teacher-student intervention and interaction also enhance learners' metaphorical competence (Littlemore, 2002; Sznajder, 2010). Furthermore, it has been shown that teaching vocabulary based on lexis that uses metaphors is also useful for the learners' language proficiency and metaphorical competence. This teaching method offers learners insights into the conceptual domain of the objects and facilitates the acquisition of metaphorically-based concepts (Charteris-Black, 2000; Sznajder, 2010). In addition, using optimum teaching materials, which include both linguistic and conceptual metaphors, is essential to improve learners' metaphorical competence and language proficiency. In fact, learners should be aware of possible social effects derived from conceptualizing metaphors in business discourse (Sznajder, 2010). Henceforth, the literature review on the use of metaphor in an ESP classroom has many benefits on the learners' language acquisition, proficiency, and most notably metaphorical competence. Below is a literature review on the effect of metaphor instruction on the learners' metaphorical competence.

3. The impact of metaphor on the learners' metaphorical competence

Previous studies in SLA have placed grammatical and communicative competencies as the main competences which reflect learners' language proficiency (Aleshtar, & Dowlatabadi, 2014). It is

only recently that researchers started to focus on metaphorical competence (Gardner and Winner, 1978; Low, 1988; Danesi, 1992; Littlemore & Low, 2006; Aleshtar, & Dowlatabadi, 2014). Metaphorical competence is defined as the ability to comprehend and use metaphors in a given language as used in natural discourse and is considered an important factor that enables learners to reach a native-like production (Teymouri, et al. 2014; Aleshtar, & Dowlatabadi, 2014). It is not restricted to linguistic proficiency but it is also associated with our perception of the world because it is typical for humans to think and act metaphorically (Lakoff and Johnson, 1980). In other words, metaphorical competence includes the ability to understand the similarity between different domains and to use one domain to explain or understand another domain. This competence is directly related to metaphor awareness, and strategies for comprehending and producing metaphors (Deignan, Gabrys, & Solska, 1997; Aleshtar, & Dowlatabadi, 2014). According to Beréndi (2005), metaphorical competence is complex, develops gradually, always changing, and is related to the continuous increase in the types of conceptual metaphors. Despite its importance in determining learners' language proficiency, studying metaphorical competence remains an exception rather than a rule, especially when it comes to studies on metaphorical competence in an ESP context. Henceforth, this study aims at investigating the effect of integrating metaphors in an ESP context on Tunisian EFL learners' metaphorical competence. The main research hypothesis of this study is presented below.

H1: Incorporating metaphor instruction has a positive effect on the learners' metaphorical competence in an ESP context.

Since metaphorical competence is defined as the ability to comprehend and produce metaphor (Teymouri, et al. 2014; Aleshtar, & Dowlatabadi, 2014), the hypothesis above is divided into two sub-hypotheses.

H1a: Incorporating metaphor instruction has a positive effect on the learners' metaphorical comprehension in an ESP context.

H1b: Incorporating metaphor instruction has a positive effect on the learners' metaphorical production in an ESP context.

4. Method

4.1. The participants

This study used one sample where 40 EFL students participated in a pre and post-test experiment. All the students were second-year students and were majoring in Business English at the Higher Institute of Human Sciences of Mednine. The experiment consisted in comparing the metaphorical competence of the students before and after introducing the students to a conceptual metaphor instruction and offering them extra activities and exercises dealing with metaphorical use and production.

4.2. Instrumentation

As mentioned earlier, this study employs a pre and post-test. The pre-test took place during the first semester where students were not exposed to a conceptual metaphor instruction. Also, there were no extra activities, written and spoken, related to metaphor use, comprehension and production. During the second semester, however, a conceptual metaphor course was integrated and the teacher explained the key concepts such as source domain, target domain, mapping two

different entities, types of metaphors, etc. Also, Extra exercises were given to train students to understand metaphors and detect the similarities of two different objects. All the metaphors used during the second term were business-related. By the end of each semester, the students were tested on their metaphorical competence. There were two types of tests, one written and one spoken. The tests procedures along with the data collection are shown below.

4.3. Procedures

The analysis of the data consisted in comparing learners' grades before and after the integration of the conceptual metaphor instruction. In other words, metaphorical competence was measured based on two dimensions, namely; comprehension and production of metaphor. To measure learners' metaphorical comprehension, the students were given a test composed of three main sections. The first section contained a reading passage from the business English book "Market leader" and the students were asked to extract at least 5 metaphorical utterances and to explain the mapping patterns. The second section included vocabulary exercises in which metaphorical utterances were divided into halves and the students were asked to match them. The third section of the test consisted of a writing activity where the learners wrote a short essay (explanations) of two metaphorical utterances given by the teacher. Each activity was out of 10. The second dimension, metaphorical production, focused on the learners' ability to produce and explain metaphor orally. The production test was graded based on the learners' speaking and production abilities of metaphors during their PowerPoint project presentations. This test was out of 10. The data analysis of the grades used a paired sample t-test because the two variables, metaphorical comprehension, and production, are metric and concern the same subjects who were tested at two different times. The data were analyzed using SPSS23. Below, the conceptual model is shown.

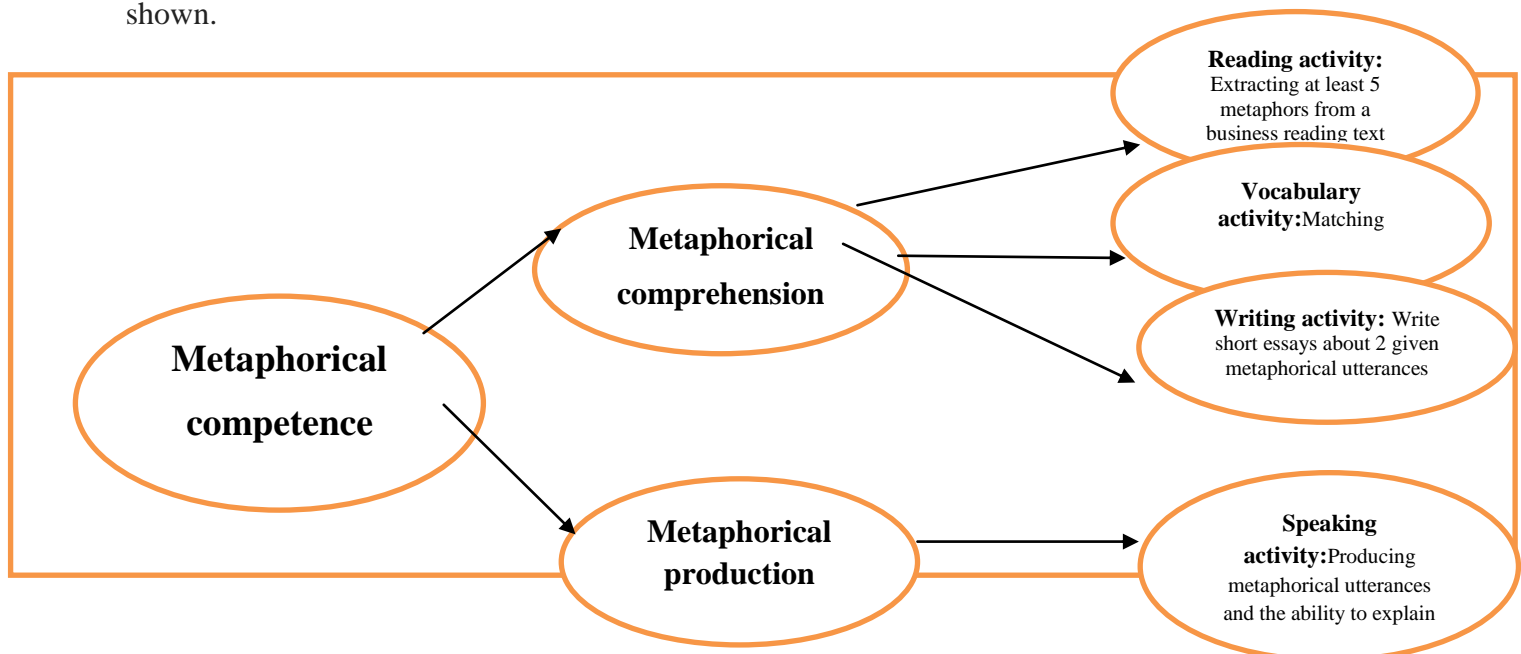


Figure 1: Conceptual Model (Danesi, 1992; Low, 1988; Littlemore; 2002).

4.4. Results

The statistical results of the data are presented in the following table.

Table 1: Mean difference and paired sample t-test

| Variables | mean | SD | Paired sample t-test | Significance |
|---|------|------|----------------------|--------------|
| <i>Reading (pre-test)</i> | 3.15 | 2.16 | | |
| <i>Reading (post-test)</i> | 5.95 | 1.31 | -9.53 | 0.000* |
| <i>Vocabulary (pre-test)</i> | 3.02 | 1.49 | | |
| <i>Vocabulary (post-test)</i> | 6.62 | 2.07 | - 9.91 | 0.000* |
| <i>Writing (pre-test)</i> | 3.25 | 1.39 | | |
| <i>Writing (post-test)</i> | 5.82 | 1.19 | -8.99 | 0.000* |
| <i>Metaphorical comprehension (pre-test)</i> | 3.14 | 1.19 | | |
| <i>Metaphorical comprehension (post-test)</i> | 6.13 | 0.83 | -15.71 | 0.000* |
| <i>Metaphorical production (pre-test)</i> | 3.00 | 1.32 | | |
| <i>Metaphorical production (post-test)</i> | 4.50 | 1.28 | -5.50 | 0.000* |

*Significant at 0.05 level (2-tailed)

Table 1 shows the statistical findings of the means, standard deviations, and paired sample t-test. The first variable “reading” reached a mean of 3.15 in the pretest and in the post-test the mean is equal to 5.95. This difference is significant ($p=0.000<0.05$). The second variable, vocabulary,

has a mean equal to 3.02 in the pre-test while in the post-test the mean improves and reaches a value of 6.62. This difference in mean is significant ($p=0.000<0.05$). Moving to the third variable, writing, the pre-test shows a mean equal to 3.25 while in the post-test the mean increases to 5.82. The corresponding paired sample t-test indicates that this difference is significant ($p=0.000<0.05$). The metaphorical comprehension variable has a mean in the pre-test equal to 3.14 and the post-test the mean increases to 6.13 and the t-test is significant which means that the mean difference is significant ($p=0.000<0.05$). The last variable, metaphorical production, accounts for a mean equal to 3 in the pre-test, while in the post-test the mean changes to 4.5. Its corresponding t-test is significant ($p=0.000<0.05$) which means that the mean difference is significant and not due to chance. These results are discussed in what follows.

5. Results discussion

The findings above reveal that teaching metaphors to ESP learners and use extra activities and exercise to raise their awareness about metaphorical use and to train them to understand and produce metaphor are important factors that help students improve their metaphorical proficiency. In fact, the findings show that extracting metaphors while reading has been improved after integrating metaphor teaching in the class. Expanding metaphorical vocabulary has been also improved as learners' performed better in the test after getting a course on metaphor and extra activities related to metaphorical use. The writing skills, which consist in writing interpretations of metaphorical utterances, have increased and learners show better writing achievement after the treatment effect of metaphorical integration in the classroom. The variable metaphorical comprehension, which is the sum of the three aforementioned variables, has been significantly improved. In fact, ESP learners showed good abilities to comprehend and understand metaphors through their reading, vocabulary and writing activities. In other words, using a course on conceptual metaphors and doing more exercises on business metaphors has a positive effect on the students' metaphorical comprehension competence. As far as metaphorical production is concerned, this variable has witnessed an improvement after the integration of the treatment effect. In other words, learners can speak and show more confidence when using metaphorical utterances during their project presentation. They even show better explanation skills of these metaphorical utterances. Therefore, the results point out the importance of teaching and using a course on conceptual metaphor to ESP learners to introduce them to the main key concepts of metaphor most notably to raise their awareness of the extensive use of metaphor in business texts, slogans and advertisement messages. This integration has been shown to have a higher effect on metaphorical comprehension competence more than metaphorical production competence. Put differently, metaphorical instruction has a greater positive effect on the learners' vocabulary development followed by metaphorical writing skills, metaphorical reading skills and finally metaphorical production skills. More interestingly, these results agree with previous studies which found that integrating explicit metaphorical instruction in the L2 curriculum will raise learners' awareness of metaphorical concepts, will improve the linguistic, communicative and metaphorical competencies of L2 learners (Danesi, 1992; Aleshtar, & Dowlatabadi, 2014; Boers, 2000; Kovecses, & Szabco, 1996). In the same respect, Danesi (1995) added that metaphors give the learners a native-like fluency and proficiency since metaphorical competence requires a high level of cultural knowledge. This study also agrees with Danesi (1992), Talebinezhad and Hashemian (2006) upon the finding that once a metaphorical course and

activities are incorporated, the metaphorical competence can be developed and improved within six months. These findings offer several practical and theoretical contributions. The first and foremost implication is that metaphor should be explicitly taught and inserted into the ESP syllabus. Metaphorical competence is a trait of native speakers' proficiency and teaching it will help ESP learners acquire this nativelike proficiency and fluency. Second, metaphors reflect others cultures. It is an integral part of the cultural background as it is a common language phenomenon. The common use of metaphor in different cultures leads speakers and writers to use metaphorical expressions to convey their ideas. Henceforth, metaphorical instruction will be helpful in the learners' enculturation process. Practical implications consist in the ways teachers can incorporate metaphorical instruction in an ESP course. Teachers can rely on explicit teaching and explanation of key metaphor concepts involving both image and conceptual types. Furthermore, teachers have to raise learners' awareness about metaphorical occurrences and use in order to help them be active in understanding and producing metaphors. Extra exercises, activities and assessments are also highly recommended to achieve better metaphorical competence proficiency.

6. Conclusion

In sum, this study demonstrated the important role in incorporating explicit metaphorical instruction to ESP classrooms to improve learners' metaphorical competence proficiency which will be also reflected in their linguistic and communicative proficiencies. In other words, it does not make sense to read business texts full of metaphorical utterances and come across metaphorical expressions without initiating learners to the key concepts of conceptual metaphor and extra activities that help them comprehend and produce metaphors more effectively and properly. Therefore, it is highly recommended to revise the ESP syllabus in a way to adapt it to the learners' needs. One of those needs is to acquire a native-like proficiency. Incorporating metaphorical instruction, for instance, will have a significant impact on the learners' metaphorical proficiency, enculturation process and native-like fluency. Future studies could add the effect of working memory (WM) as a means which controls the speed of understanding metaphors. In addition, it would be interesting to do a comparative study between incorporating metaphor instruction in general English and ESP classrooms.

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“Setting Boundaries: Creating Assignments that Limit Student Self-Disclosures”

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Abstract

Student self-disclosures are the pieces of personal information that students share with instructors either through written work, in-class discussions, or with an instructor during office hours. Student self-disclosures can create an immense amount of care work for the instructor and increases the emotional load required of the instructor over the course of the semester. While instructors care deeply for the well-being of their students, evaluating student work can become increasingly challenging when the work contains personal pieces of information regarding trauma. Slight changes to assignments should be implemented to eliminate student self-disclosures in assignments which require evaluation. Instructors must still be aware of the need to refer students to their institution’s support services when there are troubling pieces of information shared in class or during office hours to protect the emotional and physical well-being of students.

Keywords: student, self-disclosure, boundaries, instructor, personal essay, assignment.

Several years ago, a student-athlete that I had in class the previous semester was killed in a car accident during a winter storm. I shared this story with a friend, and her immediate response was to ask me if I was okay. This friend acknowledged the bond created in a composition classroom. I was very sad following the death of this student, and to this day, I think of her often. However, due to the nature of the relationships in the composition classroom, and student-teacher relationships in general, I worry about several other students with no real answers about their wellbeing after the end of class. Student self-disclosures of a very intimate nature can be extremely problematic in an academic setting specifically in the personal essay or personal narrative writing assignments. The issue of student self-disclosures is a concern predominantly affecting female faculty members creating an undue amount of care work and stress to ensure the wellbeing of both students and faculty. Assignments should be revised to place limits on the type of information that is shared between the faculty and the students. Clear guidelines should be established and detailed early in the semester so that students are aware of what is appropriate in an academic setting as well as what additional services are available on campus. Faculty members must be prepared to make referrals to counseling services based on information that may still be learned over the course of the semester. These limits also work to ensure that assignments are graded on merit rather than an emotional pull from the writing or a strong connection or concern for the student.

The emotional weight that instructors carry regarding the well-being of their students can at times be overwhelming in terms of both the emotional load and the extra responsibilities that these situations create. One semester, a student shared with me through a personal essay that he believed that he was an undiagnosed schizophrenic and that he had for more than five years heard three separate voices. This was information he had never shared with his parents or any other person. My concern regarding this student's safety prompted me to reach out to our counseling services on campus. In an article titled "Thanks for Listening," an author, using the pseudonym Myra Green, also shared how these types of student-self disclosures can create additional work and emotional weight for the instructor:

This kind of care-work turns into a lot more than just one conversation. After the person tells the story, cries, and we talk through the issue, there can be much follow-up work to do: Find resources; talk to the department chair, consult counseling services, or visit another administrator or campus office; have a second meeting (or third) to follow up and provide new information; perhaps attend a meeting with an administrator or campus office with the person or on his/her behalf. (Green)

With my own possibly schizophrenic student, there were multiple follow-up emails between myself and the counselors because the student stayed in my class for the remaining 12 weeks of the semester. Like myself, Green acknowledged that she felt a responsibility to follow up with the student to ensure that the situation had been handled appropriately. My student referral to the counselor was indirect as I was trying to shield the student from my concern to maintain the trust that I had built, so my follow-up was twofold. I reached out multiple times to the counseling office and was only able to be given minimal information back for privacy reasons. I was also making an additional effort to communicate with the student before every class since his wellbeing still weighed on me.

These feelings of responsibility towards students are not uncommon. Kerry Ann Rockquemore, author of “Setting Boundaries When it Comes to Students’ Emotional Disclosures,” also described feeling torn between a sense of responsibility to the student and feeling pressure associated with these self-disclosures: “Part of me felt honored that people feel safe with me [...] And part of me cared so deeply about my students that I want all of them to feel seen, heard and supported in their growth [...] Despite my good intentions, I quickly burned out, because there are personal, physical and emotional costs to that level of emotional work” (Rockquemore). My relationships with my students make this job so rewarding. I want these students to feel comfortable reaching out to me if they need help with school, but that also leaves me open to being a source of comfort in personal and emotional situations for students as well.

Perhaps there is something about our very nature that leads certain instructors to experience more of these examples of student self-disclosures than others. Author Janie H. Wilson, PhD feels that more students feel comfortable talking to her in such a manner because she is a “female” (11). Myra Green shares this belief as she, too, described that some women are “warm and fuzzy or nice women” and “quiet listeners. Such women [...] are understood as empathetic helpers, sounding boards, caretakers” (Green). Green referenced the amount of “care work” that these women often undertake as an additional part of their job. I recognize a need for our students to be able to reach out to instructors or other safe adults to receive some positive feedback or support, but many of us are unprepared and unqualified for this type of care work. These issues of student-self disclosures seem to be more common in classrooms taught by female instructors based on my research and on my many conversations with both male and female instructors. A male colleague stated that his students would know that those types of personal disclosures are completely inappropriate.

I firmly believe that our students need the outlet that our classroom provides, but the role of the instructor is changing as our society changes. Dan Morgan was an English instructor at a community college when he wrote “Ethical Issues Raised by Students’ Personal Writing” published in *College English*. Morgan talked about the expanding role of teachers in our “broken society,” particularly when considering the “nontraditional lives led by most of our students” (324). Morgan stated his belief that there are “issues of trust and ethical responsibilities” to be considered especially when dealing with student writing and self-disclosure (324). Lorraine E. Granieri and Lara Hooper wrote a piece in response to Morgan also published in *College English* titled “Two Comments on ‘Ethical Issues Raised by Students’ Personal Writing.” Each author penned a separate section of the combined published piece. Granieri identified the lack of qualifications from composition instructors to serve as these care takers for the students: “Unless they are licensed psychologists or counselors, teachers of writing do not have the expertise to enter into a true helping relationship with their students” (Granieri and Hooper 493). This belief is also expressed by Myra Green as she encouraged her students to reach to outside help in their personal lives: “I’m not a therapist, a counselor, a social worker, a minister, or a psychologist” (Green). As a composition instructor, I agree that I feel ill-prepared to handle all of the students’ counseling needs, but I do hope that students can see instructors as a resource to guide them to a better solution on campus as Morgan is correct in his assessment that many of these college students are leading far more complicated lives than we would wish for them.

The personal essay serves as a direct invitation for painful and traumatic student self-disclosures. Students have become more comfortable sharing these types of stories openly as our culture has become more open to this type of public discourse through the use of social media. Dan Morgan states that the shift in our society has led to this shift in the number and type of student self-disclosures: “And writing about profoundly personal issues comes easily to our students because we live in a pervasive culture of public self-disclosure, as talk shows, tabloids, daily newspapers, books, and movies will attest. In our popular culture, private issues are no longer private, and public self-disclosure seems to have become a means toward personal validation” (Morgan 324). As students see these celebrity self-disclosures, they too become more comfortable sharing different pieces of their lives with their instructors and classmates

When instructors create writing assignments asking for a personal narrative, there has to be some level of expectation that these students will share information that many instructors would find to be intrusive or disturbing. Lorraine E. Granieri explained that teachers should not be surprised when students open their hearts and souls through their writing: “When we ask students to write about personal experiences and make personal connections, why are we so surprised when they give us the horror stories of their lives?” (Granieri and Hooper 493). Students today are comfortable sharing their lives and their stories, so when they are asked to write, they often find a memorable story to share that may feel less than academic but may perhaps feel therapeutic to write.

Dan Morgan shared that he had a student confess to murder in a personal narrative (Morgan 318). While some may argue that my experiences with student self-disclosures have been minor compared to what Morgan described, the emotional impact of one particular semester still weighs on me. As I reread essays from that class, I can still see each of their faces and remember specific details of their lives beyond what I learned about each of them in the essay they wrote for my class. I previously mentioned my experience with a student who believed he was an undiagnosed schizophrenic. That semester, he was technically the only student who received a referral to counseling, rather I notified counselors about my concerns for his health and safety.

However, I had two separate young ladies mention abusive boyfriends. The first lady wrote describing the emotion abuse and “hurtful words” causing her to become “extremely depressed” to the point that she “did not want to live anymore.” The second young lady described how her former boyfriend tried to create distance between she and her family. As each of these essays came to a close, both young women seemed to be in more positive places in their lives, but the abuse, the heartbreak, and the questioning of their worth weighed on my heart as a mother to a young daughter, and I empathized as a woman who had previously been in a negative relationship many years ago. I watched each of them closely looking for any reason to question their newfound stability.

Two students shared stories about their sexuality. One student shared about going on a school trip when she was in an open relationship with another girl, but her mother, the chaperone, was unaware that she was bisexual let alone in a relationship. The second student shared his fears and anxieties about telling a friend that he was gay and had feelings for him. He student was afraid that he would be “ostracized,” and this fear had “paralyzed him.” He opened his essay with a moving statement about how “gay” is still used as an insult followed by statements regarding the fear and anxiety which he felt about being openly gay.

One young lady wrote about her struggles emotionally dealing with grief after a classmate committed suicide by jumping in front of a train. Another student wrote about her grandfather who died after a prolonged illness while living in the home she shared with her mother. She described her grandfather as an unkind man, but she still expressed great frustration, and even anger, at other family members who refused to aid in his care or show him the proper respect that she felt he deserved at the end of his life. A third female student wrote an essay about her father's drinking, which led to her parents' divorce. Ultimately, her father went on a bender and ended up in rehab, but unfortunately, he has slipped back into heavy drinking on the weekends.

As I reflect on these students' self-disclosures, I encountered another who wrote her essay about her multiple suicide attempts and how she asked for counseling multiple times stating that no one would take her requests for help seriously. Her unanswered cries for help broke my heart and left me feeling a sense of responsibility and duty. She stated that she had "begged and pleaded for help." She described the multiple ways she mistreated her body, which I can only imagine were attempts to get someone to see her. The student then explained that her teachers did address her need for help with her parents, but that her parents refused to see that she needed help. After talking about her experience at a treatment facility, she included ten difficult mental illness diagnosis that she had received. As an instructor, I felt completely lost at what I was supposed to do with any of this information. I knew that she was receiving some additional support services on campus, but I believed that this was mostly just tutoring. She was the kind of student who always lingered after class. She was quiet during class, but when there were only two or three students left in the room, she would talk and happily share stories in order to participate in whatever non-class related conversation we were having. I worried about her because of the story she shared with me in her writing, but through our interactions, she never gave me any reason to be concerned for her well-being or safety. What was I as an instructor supposed to do with this knowledge that I didn't want to have? How is she doing now? I really have no way to know that she is still getting the appropriate care that she needs. Her current instructors likely do not know her medical history unless she shared it with them as well. Will they watch out for her by spending a few extra minutes after every class period giving her positive reinforcement and a bit of positive social interaction and encouragement? I have not had any interaction with her since our class ended, but I think of her often. I hope our few minutes after class helped to show her that there are caring adults on campus who will listen.

The final student self-disclosure cemented my decision to eliminate the personal essay assignment; a female student wrote about her rape, which was the first time any student had ever shared a sexual assault with me in my nine years of teaching. She wrote an essay about being raped at a college party while still in high school. She did press charges, but unfortunately, there was not a conviction. The student specifically wrote about questioning whether it had all been her fault and expressed concern about what she had been wearing at the time. I momentarily stopped grading the essay in order to finish reading the narrative. When it was time to evaluate the essay, I did not know what to say or write in the comment section of her essay. I realized that I was beyond emotionally drained. Her paper was the last assignment that I needed to review. The load of the other self-disclosures from this assignment already weighed so heavily on me that I felt lost... heartbroken.... confused... ill prepared.... and scared to face these young students again when we met for our next class.

The endnote that I wrote for the student on the paper about her rape felt harsh, inadequate, critical, but that was my job. I was required to evaluate the quality of the writing on her assignment. The end comment at the end of her 3-page paper read:

This was a very suspenseful and heart wrenching story. My heart is aching after reading so many personal essays this semester.

I would have liked to have seen the so what message a little bit more developed. It wasn't your fault, and you did nothing wrong... But was there a lesson learned about people? About gossip? About safety? About drinking?

The paper has a few places where the essay falls out of the past tense. The paper needs to stay in the past tense as this is a story that already happened.

53 run ons

Pay attention to how many independent clauses you have and how you are connecting them together.

I want to let you know that there are counseling services available for you for free here on campus.

I am happy to go with you or to talk with you at any time.

After this comment, I included a name, room number, email, and phone number to the counselor on campus. My concern for this young lady only worsened over the course of the semester as her attendance became spotty during the next few weeks until ultimately, she quit coming to class all together. With her specifically, I worried that the information she chose to share became part of the reason she stopped coming to class. I have often wondered whether she regretted telling me this part of her life and felt uncomfortable coming to class. While this self-disclosure was not a requirement of the class or the assignment, perhaps it became something she wished she had handled differently. I have no way to know for sure.

These essays were from 3 sections over a single semester of a first semester freshman composition course. I had approximately 72 students at the time; about 15 of my students that semester received some sort of counseling opportunity or campus services opportunity type feedback in their end note of their paper feedback. I then decided to write one large campus services type email and announcement, which I also discussed face to face the first class meeting after grading these assignments. My email, announcement, and class discussion described that there were counseling services and food banks on campus (and where and how to reach them).

In the personal essay assignment, instructors will undoubtedly receive personal stories from young writers that require critique and evaluation. The goal of our course is to help these writers to find strategies to improve their writing skills. When the writing becomes more personal, the criticism of the writing begins to feel like a personal attack or a judgment of the student's personal life. The personal essay assignments are unfair because the student and instructor are both placed in uncomfortable situations. The instructor needs to evaluate the writing, which can, in essence, feel like the instructor is evaluating the student trauma. While instructors recognize their classroom responsibility, the need to offer these evaluations can feel uncomfortable. Dan Morgan described an essay where a female student explained that she was involved in an abusive relationship with a man who had a drug problem (320): "As a reader, my main concern was with the student's own lifestyle, values, and prospects. As a teacher, how do I negotiate my written responses? To address writing issues seems cold, and frankly, even

irrelevant at a certain level. And I have some misgivings about the ethical appropriateness of issuing an unsolicited referral to counseling” (Morgan 320). I certainly sympathize with Morgan here as I earlier described my need to comment on a student’s essay about her rape which included more than 50 run-on sentences. To address the grammar errors felt irrelevant to the overall story she had chosen to share, yet this step was necessary as part of the assignment and my duties to her as an instructor.

As previously stated, Morgan had a student who wrote a personal essay confessing to murder (318). Morgan questioned how to handle the situation, and his student essay became a discussion at a work-related meeting at his college: “Almost all of them thought that the narrative was ‘real,’ not fiction, though personally I have doubts to this day. Some advised various approaches one could take to get at ‘the truth,’ while at least a couple pointed out that as an ‘officer of the college’ I was obligated to turn the whole matter over to the college deans and to the police” (Morgan 318). Morgan described a follow up meeting with the student where the student maintained that the murder had actually taken place, and the two created a plan for how to revise the student’s essay: “We negotiated a revision which would expand the narrative, clarify the thesis, define some terms, and provide the indispensable details of context. Then we set up another conference where he would bring in a draft of the revision” (Morgan 318). The student never completed the established revision plan, and his attendance began to decline until the student stopped coming to class altogether. Regardless of whether the student had actually committed the murder, the situation described by Morgan reminds me of my own student who wrote about her rape. I question whether both students stopped coming to class because they felt uncomfortable about the information, which they shared in their writing. Morgan’s student example about committing a murder also opens up the question as to what do we do when a student writes about a crime, whether we believe that narrative to be true or not.

While I still respect the value of the personal essay or personal narrative as a tool for expression, I have begun to question whether the assignment is beneficial for students in my classes. Dan Morgan wrote that someone that he worked with had a “radical idea” to “eliminate the personal narrative altogether” (Morgan 323). Instead of eliminating the personal essay assignment completely, I have begun to change the personal essay into a scholarship essay assignment, which encourages students to be far more aware of the rhetorical situation in terms of considering their audience and purpose for a piece of writing. My students now write 475-525 word essays responding to one of three possible prompts: personal/professional goals, financial need, or how community college changed his or her life. The prompts are very closely aligned with my school’s scholarship program.

As instructors, we establish the climate of our classroom in terms of how formal and structured or casual and relaxed we want the environment to be especially when it comes to topics of discussion. Nancy Lynne Westfield wrote in her article, “TMI: Over-sharing is NOT Caring,” about the responsibilities that students and teachers both have to maintain an air of professionalism in the classroom. She stated that class should never feel like therapy for either the instructor or the student. Westfield believes that the best strategy for avoiding these student self-disclosures is to set clear guidelines for the individual assignments: “The best strategies I know for helping students and myself not to lapse into disconnected personal storytelling is to be clear about my aims, objectives, and goals for each course, each session, each learning activity

and then to keep those goals central to all discussions” (Westfield). The move to the scholarship assignment encourages students to write with a new level of professionalism that had not previously been present in the more casual personal essays. The objective of possibly winning money has served as another incentive for creating polished pieces of writing that also feel much improved as compared to the run on and fragment heavy personal essays of previous semesters.

The change to the scholarship assignment will still allow these types of sharing opportunities to be available while at the same time shifting the tone of the assignment to encourage the students to consider their more professionally. The scholarship assignment is still a way for students to open up about who they are and what they have experienced while asking each of them to look at these experiences through a positive lens. The scholarship assignment takes “poor me personal essay” and encourages the student assignment to evolve into a “look what I have overcome scholarship essay.”

While the scholarship assignment attempts to shape the frame of reference for students who are sharing personal information, other course work and other assignments may create opportunities for individuals to want to stray into writing that still contains intimate information. Granieri, Griffing, and Westfield all specifically detail creating assignments and establishing boundaries from the beginning of the course that outline what is and is not acceptable to share in writing assignments and class discussions. Griffing talks in more general terms about simply establishing the boundaries from day one: “It is important that teachers give students clear guidelines from the first class on how students need to carefully consider personal disclosures before sharing them” (Griffing). These boundaries helped me to redirect a young male student whose scholarship essay free write stated that he was a closeted bisexual afraid to come out to his religious family because he believed he would be kicked out of his home. By leaning on the structure of the scholarship assignment with the three clear prompts, I was able to guide him back to an assignment prompt to help control the self-disclosure for the essay assignment which would need to be graded and evaluated.

Additionally, I began to question what the personal essay assignment was offering my students after graduation. I wonder what skills this assignment helps the students develop for the workforce. My job as a composition instructor is to prepare these students for the rest of their college writing careers and their professional writing needs. I wonder where the personal essay fits into that, and I am struggling to see what need the personal essay fills in terms of their future. Lorraine E. Granieri explained her belief about how our job as educators is to give our students the skills necessary to fully participate in the outside world “in ways that will enhance their function in society” (Granieri and Hooper 492). The scholarship assignment sets up a framework to encourage students to more readily see the rhetorical situation in a way where they can recognize its value and see its direct application through the potential windfall of money if they win the scholarship by writing a polished and professional essay. There are additional opportunities in an adult’s life where the successful application of the rhetorical situation could produce beneficial results long after college graduation (grant writing, business proposals, etc.).

Our passion for our craft and our desire to educate students must lead us to create assignments that limit the written self-disclosure, which is so difficult to evaluate fairly, safely, and honestly. The students may still choose to self-disclose in the classroom or privately during office hours, and maybe, they need that safe place that the instructor has provided. If dangerous

or concerning self-disclosures occur, the faculty member must be informed of the available campus services and be prepared to give the student a referral that suits the individual need, even walking them to the office if necessary. The shift from the personal essay assignment to a scholarship essay assignment still allows for some minor sharing in a narrative format while creating a rhetorical situation and a formal writing structure that even young freshman writers can recognize as a beneficial assignment. The style of the writing shows a vast difference from previous casual and error-filled personal narrative assignments.

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Korhogo: the Erosion Test and its Consequences (North-Côte d'Ivoire)

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Abstract

The present article analyses the manifestations of the risks of erosion as well as their consequences on the living environment and the population in the city of Korhogo, located in the north of the Ivory Coast. In contrast to developed cities generally exposed to major risks of technological, transport, hazardous and natural products, cities in developing countries, particularly in sub-Saharan Africa, are much more susceptible to natural hazards (D. A. Alla et al., 2018).

As part of our study, the risk areas were determined first with the level curves and the plot plan to construct the Digital Terrain Models (NTM) of the city of Korhogo. Also, the different types of field surveys, the collection of data relating to the demonstration and the causes of erosion in the city of Korhogo, has their consequences on the population and the living environment as well as social mitigation measures in the face of this natural risk.

The results show that erosion leaves imprints in the space including streets, walls, foundations of walls and power poles. Also, we have the denudation of the roots of the trees and the pipes of SODECI. Erosion is a very present phenomenon in the city of Korhogo, where the vegetal cover of the soil is little repainted and also the tracks are majority unpaved.

Keywords: Korhogo, Northern Cote d'Ivoire, erosion, risks.

KORHOGO L'ÉPREUVE DE L'ÉROSION ET SES CONSÉQUENCES (NORD-CÔTE D'IVOIRE)

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RÉSUMÉ

Depuis une décennie, les villes ivoiriennes font face aux phénomènes naturels avec des dégâts considérables. Par ailleurs, quelle que soit la nature du site, il se manifeste un aléa avec des conséquences considérables. Ainsi, l'un des plus redoutables se veut l'érosion qui, ne cesse de prendre de plus d'ampleur dans la ville de Korhogo située au nord de la Côte d'Ivoire avec des dommages multiples lourds. Cet aléa dans sa manifestation, laisse la ville exsangue et défigurée à travers les différentes usures créées par les précipitations sur l'environnement immédiat des populations, des bâtis et même des plans d'eau source de vie. L'article présent, analyse les manifestations des risques d'érosions et leurs conséquences sur le cadre de vie ainsi que la population puis leur gestion. Aussi pour mieux cerner la portée de cette étude, nous avons à partir d'enquêtes de terrain visité les différents quartiers où se produisent l'aléa ce à travers une carte physique et monographique puis un téléphone portable GPS intégré, la recherche documentaire par la collecte de données relatives à la manifestation et aux causes de l'érosion dans la ville de Korhogo, leurs conséquences sur la population et le cadre de vie ainsi qu'aux mesures d'atténuations sociales face à ce risque naturel.

Les résultats révèlent que l'érosion laisse des empreintes dans l'espace notamment les rues, les murs, les fondations des murs et des poteaux électriques. Aussi, nous avons la dénudation des racines des arbres et des canalisations de la SODECI. Aussi, la pose de sacs de sable, la création des murets sont autant d'actions mitigées pour contrer l'érosion.

Mots-clés :Phénomènes naturels, érosion, dommages considérables, actions mitigées, Korhogo.

INTRODUCTION

De plus en plus, les territoires du globe sont frappés par des phénomènes naturels créateurs de dommages. Quel que soit la nature du site, les aléas naturels tels que les inondations, l'érosion etc., se manifestent des avec des conséquences inédites (ANDE, 2003 p.77). Aussi, la vulnérabilité des populations urbaines et leurs environnements aux risques naturels augmentent considérablement aux files des ans (GEOCARREFOUR, 2000 p. 78). Partant, l'un des plus redoutables qui défigurent les sites des villes et les expose aux dangers des précipitations se veut l'érosion ; qui se manifeste sous plusieurs formes.

Contrairement aux villes développées généralement exposées à des risques majeurs de types technologiques, de transport, de produits dangereux et naturels, les villes des pays en développement, notamment celle de l'Afrique subsaharienne, sont beaucoup plus confrontées aux risques naturels (D. A. Alla et *al.*, 2018).

En effet, ces villes connaissent une urbanisation rapide qui n'est pas accompagnée d'équipement et d'infrastructure adéquats (K. M. Brou, 2008 p.25). L'insuffisance de l'aménagement des sites urbains africains les expose aux risques naturels : l'inondation, l'éboulement et l'érosion (L.P. Kassy, 2004p.20 ;D. A. Alla, 2013 p.30).

Les villes ivoiriennes ne sont pas en marge de cette réalité. Leur urbanisation incontrôlée a créé des pressions énormes sur les infrastructures et les services municipaux, qui n'ont pas été à la hauteur des demandes croissantes ; ceci a exacerbé les problèmes environnementaux dont le plus visible et marquant est l'inondation et l'érosion. Cette situation est aggravée par le sous équipement des villes en voiries urbaines et en systèmes d'assainissement et de drainage (D. A. Alla et *al.*, 2018). Lors de leur manifestation, les autorités et la population ont du mal à les canaliser ou à riposter à leurs conséquences qui sont très souvent désastreuses. C'est cette situation qui prévaut dans la ville de Korhogo. Particulièrement l'érosion.

Située au nord de la Côte d'Ivoire, la ville de Korhogo s'est développée sur un plateau et est traversée par trois cours d'eau selon une direction sensiblement est-ouest. Par ailleurs, les sites de plateau, il faut le souligner sont aussi difficile difficiles à urbaniser comme ceux des montagnes (M. K. Brou, 2013 p.35). Etant le pôle des villes du nord, la Korhogo fait l'objet d'un aménagement embryonnaire voire d'une urbanisation inachevée. En outre, les actions de l'homme sur le site, la dénudation par la disparition du couvert au sol couplées par les précipitations, défigurent la ville en la laissant baigner par multiples formes d'érosion qui ; bouleversent les plans d'eau source de vie, et autres cortèges de dommages dont les populations et autorités n'essaient d'affronter. L'objectif de notre étude est d'analyser les manifestations de l'érosion ainsi que leurs conséquences sur l'homme et son cadre de vie. Pour atteindre cet objectif, l'étude s'est basée sur un plan méthodologique qui combine les deux approches quantitatives et qualitatives. Elle s'appuie sur des données d'enquêtes et des observations de terrain. Elle s'articule également autour de deux points. Il s'est agi de l'analyse diagnostique des déterminants de l'érosion pour aboutir aux différentes conséquences émanant dudit aléa.

I-DONNEES ET METHODES

1.1 Présentation de la zone d'étude

La ville de Korhogo, est située au nord de la Côte d'Ivoire à 600 km d'Abidjan. Ce site d'étude couvre une superficie de 5 000 ha abritant une population estimée à 243 048

habitants, avec un taux d'accroissement annuel moyen de 2,6% (RGPH, 2014). Cette ville à un relief constitué de plateau mollement ondulé dont l'altitude tient entre 300 et 544 m. Elle appartient à une zone climatique tropicale soudanienne qui est chaude et sec avec des températures journalière moyenne qui varient entre 26°C et 29°C, des précipitations de 115 à 1 350mm/an (BIRGIT et al. 2006). Elle a aussi un réseau hydrographique dense, car les eaux sont drainées par le bassin versant du Bandama. En effet, on y trouve dans cette ville, des zones marécageuses et des cours d'eau (marigot).

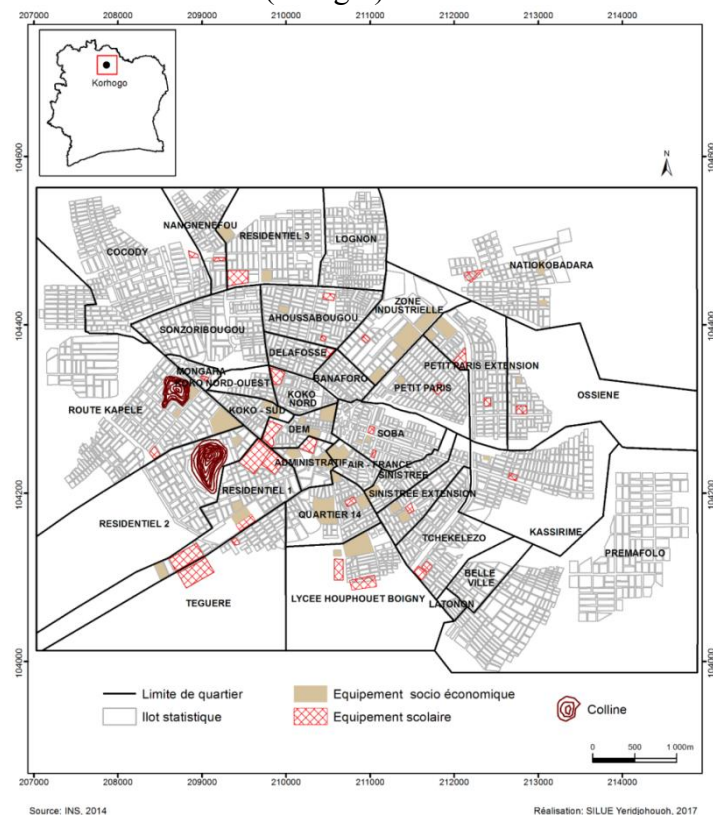


Figure 1 : Ville de Korhogo

La ville de Korhogo est la quatrième ville de la Côte d'Ivoire, en termes de population et d'économie. Capitale du district des Savanes et de la région du Poro, elle connaît une urbanisation rapide à l'instar de toutes les grandes villes africaines. En effet, la ville de Korhogo a connu une évolution rapide de sa superficie et de sa population entre 1960 et 2014. En 1960 sa population était estimée à 20 000 habitants vivant sur 300 ha. Cette population est passée en 2014 à 243 048 habitants résidant sur 5000 ha avec un taux d'accroissement estimé à 2,6% (RGPH, 2014 et D. A. Nassa, 2005). Aussi, le taux d'urbanisation est passé de 36,3% en 1998 à environ 50% en 2014. Elle compte 34 quartiers (Figure1 ci-dessus).

1.2 Détermination des zones d'érosion

Les zones d'érosion ont été définies à partir du MNT qui nous permet de représenter le relief sous deux dimensions (longueur, largeur). On déduit la couche des pentes exprimées en pourcentages (Figure 2).

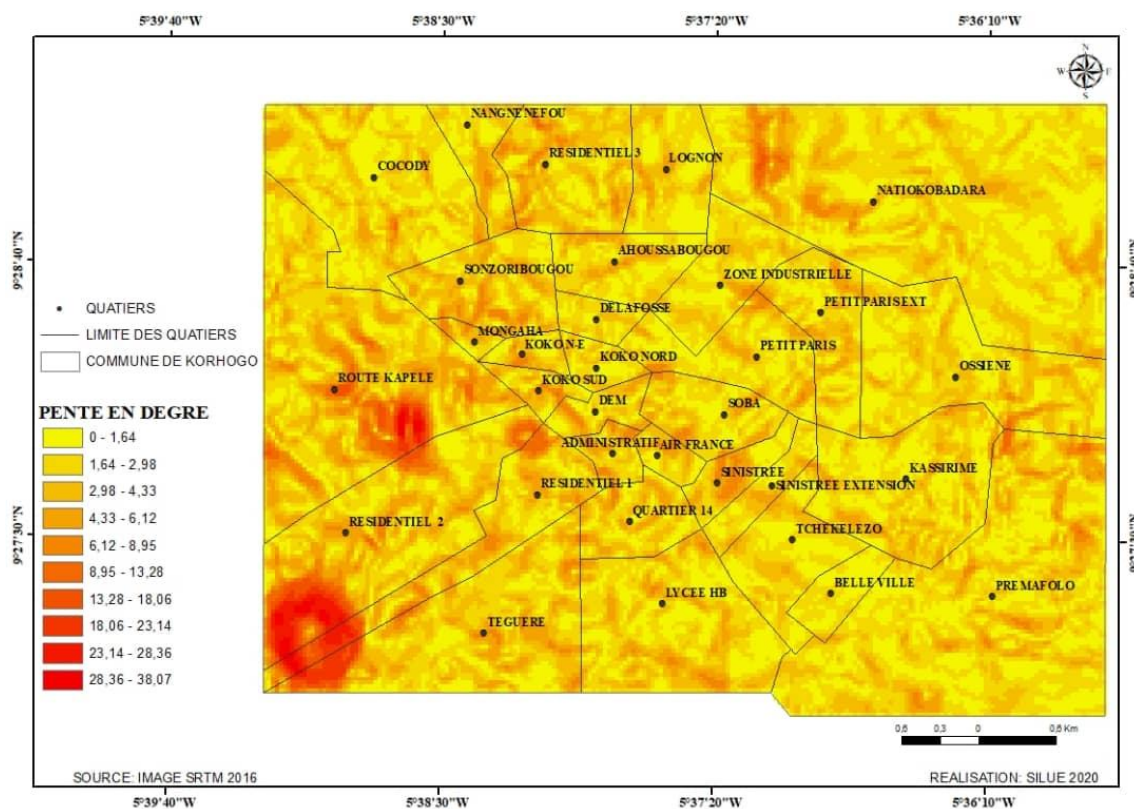


Figure 2 : Pentes de la ville de Korhogo

Sur la base de la variation des contraintes d'aménagement des terrains urbains en fonction des pentes (M. A. Akré, 2002, p.12 cité par A.D. Alla *et al.*, 2018), des classes correspondant à des niveaux d'érosion ont été établies à partir de la couche des:

- pentes inférieures ou égales à 2% : érosion négligeable
- pentes de 2 à 5% : faible érosion
- pentes de 5 à 7 % : érosion moyenne
- pentes de 7% et plus : forte érosion

1.3 Enquêtes de terrain

Nous avons effectué des visites sur notre site d'étude afin d'examiner les manifestations de l'érosion ainsi que leur impact sur maisons, les infrastructures, les équipements et les rues.

Nous avons administré un questionnaire auprès de 384 chefs de ménages répartis dans toute les 34 quartiers de la ville de Korhogo. Le but de cette enquête était de voir les motivations à propos du choix du site qu'ils occupent, d'avoir aussi leurs opinions sur les manifestations de l'érosion ainsi que leurs conséquences dans la ville de Korhogo, de connaître les moyens de lutte mis en place par les chefs de ménages.

Une interview a été organisée avec les responsables du service technique de la mairie. Lors de l'entretien il a été question de la gestion des risques d'érosion, des solutions envisagées pour atténuer leurs effets, voire éradiquer ce risque et des actions menées en cas de catastrophes.

II-RESULTATS

2.1 Les déterminants de l'érosion dans la ville de Korhogo

L'érosion observée dans la ville de Korhogo s'explique par des facteurs physiques et humains selon le type d'érosion

2.1- Érosion en nappe

Les facteurs de la manifestation de l'érosion en nappe sont la pluie, le relief et les infrastructures d'assainissement. Ce phénomène est visible dans tous les secteurs de notre site d'étude, non équipé ou encore insuffisamment équipé en infrastructures de drainage et qui manque d'une couverture végétale. En effet, l'absence ou la mauvaise canalisation des eaux pluviales favorise l'érosion en nappe. Ce phénomène se manifeste pendant la saison pluvieuse où l'eau de ruissellement enlève la couche du sol, en particulier les sommets d'interfluve et les versants plus ou moins faiblement inclinés. Les pentes de notre site d'études sont les facteurs qui favorisent l'action de l'érosion en nappe. On localise ainsi l'érosion en nappe dans la plupart des quartiers de la ville de Korhogo à travers les fondations des maisons et des infrastructures.

2.2-Érosion en rigole

La cause principale de l'érosion en rigole est l'eau de pluie. En effet, elle se produit lorsqu'il pleut ainsi le sol s'érode de façon inégale. De plus, elle est due à la hauteur de la pente du relief et de la voirie non bitumée dont sa dégradation dessine des rigoles dans le sens de l'inclinaison, car les fortes pentes favorisent l'érosion en rigole. Elle se localise sur notre site d'étude à travers les voies non bitumées et sur ces pentes élevées (38%). Les tuyaux ou caniveaux de la ville de Korhogo qui débouche sur un flanc de versant ou à la tête d'une vallée provoque l'érosion en rigole par la chute d'eau. Le manque de réseau d'évacuation des eaux pluviales est l'un des déterminants qui entraînent une forte érosion. En effet, ce manque de réseau favorise le ruissellement de l'eau pluviale sur le sol en terre ce qui provoque une large excavation dans divers endroits de la ville.

2.3-Érosion en ravin

La pluie et la négligence sont les causes qui expliquent l'érosion en ravin. En effet, les rigoles laissées à elles-mêmes évoluent en s'approfondissant à chaque pluie pour devenir des ravines puis des ravins. À cela on ajoute le manque d'entretien des rigoles.



Source :Silué, 2019

Photo 1 : Rigole en voie devenue un ravin au quartier Sinistré

Le rigole que nous montre la photo 1, au fil des années avec l'action de la pluie deviendra un grand ravin si jamais rien n'est fait pour stopper son l'évolution. En effet, l'érosion est risquée qui agit progressivement et lentement.

2.2 Les manifestations de l'érosion dans la ville de Korhogo

L'érosion se manifeste sous trois formes dans ville de Korhogo qui sont l'érosion en nappe, en rigole et en ravin.

2.2.1-Manifestations de l'érosion en nappe

L'érosion en nappe est un risque invisible et progressif. En effet, l'homme s'en aperçoit lorsqu'un équipement qui était auparavant enfouie devient visible. Il se caractérise par l'enlèvement plus ou moins uniforme d'une mince couche de sol. Elle se traduit par la mise à nu des infrastructures de distribution d'eau potable ou d'assainissement, exhume les fondations des bâtiments, clôtures, poteaux construits sur des pentes, détruit certains ouvrages de franchissement. La photo 1 illustre cette réalité présente sur notre site d'étude.



Source :Silué, 2019

Photo 1 : Fondation de maison dénudée par l'érosion en nappe au quartier Petit Paris



Source :Silué, 2019

Photo 2 : Fondation de poteau dénudé au quartier Banaforo

La photo 1 prise à Petit Paris nous présente la fondation d'une terrasse de maison dénudée du fait de l'érosion en nappe. Sur cette image on constate que l'eau de ruissellement a enlevé le sable de la fondation de la terrasse d'une maison. Quant à la photo 2 prise dans le quartier Banaforo, elle montre un poteau électrique dont la fondation est dénudée par ce même phénomène ainsi que le tuyau. Nous constatons que l'érosion en nappe a mis à nu le tuyau et la fondation du poteau qui était auparavant enfouie sous terre. Cependant, il faut noter qu'elle est la forme de l'érosion la plus dangereuse, car l'on n'en prend conscience que lorsqu'il s'aperçoit qu'un objet précédemment *enseveli* est tout à coup à l'air libre.

2.2.2-Manifestations de l'érosion en rigole

L'érosion en rigole intervient à la suite du ruissellement et se manifeste lorsque la pente du relief augmente. Pendant la pluie, le sol s'érode de façon inégale, l'eau de pluie s'accumule et s'écoule dans des dépressions en empruntant les lignes de moindres résistances pour descendre le versant. Ces rigoles ont souvent des formes sinueuses.

L'écoulement superficiel chemine dans de petites rigoles qui entaillent le sol sur quelque cm de profondeur. Ces rigoles donnent différentes figures qui accidentent la surface du sol. Elles sont surtout observables au niveau des rues en terre tracées dans le sens de l'inclinaison du versant. Il suffit de sillonner notre site d'étude pour constater cette forme de l'érosion (Photo 3).



Source : Silué, 2019

Photo 3 : Rigole au quartier Résidentiel 3

La photo 3 qui précède nous présente différentes figures de l'érosion en rigole observée dans la ville de Korhogo.

2.2.3-Manifestations de l'érosion en ravin

Elles couvrent moins d'espace à Korhogo et sont les formes les plus spectaculaires. Ces ravins sont de grandes entailles dont certains ont plusieurs mètres de long et s'enlissent à plus de 10 m entre des parois sub-verticales. Ces ravins sont en majorité le résultat d'une forte érosion dans les vallées. La formation des ravins est la conséquence de l'aggravation de l'érosion en rigole. En effet, à force de laisser une rigole évoluer, elle s'agrandit, s'allonge et s'approfondit pour devenir un grand ravin (Photo 4).

L'image prise sur l'axe Biato trois poteaux nous montre un ravin qui s'élargit au fur à mesure des années et met à nu la fondation de la maison et des tuyaux. Si rien n'est fait pour stopper son évolution il va engloutir les habitats aux alentours.



Source :Silué, 2020

Photo4 : Érosion en ravin sépare le quartier Lognon et Résidentiel



Source :Silué, 2019

Photo 5 : Érosion en ravin au quartier Sinistré

Sa formation résulte aussi de l'action combinée du ruissellement et de l'évacuation des eaux usées et pluviales issues des tuyaux de canalisation telle que présentée par la photo 7 prise dans le quartier Sinistré. En effet, lorsque les tuyaux débouchent sur un flanc de versant ou à la tête d'une vallée, la chute des eaux est à l'origine de rigoles dont l'élargissement est accéléré et il en découle des ravins (Photo 5).

L'érosion qui sévit dans la ville de Korhogo se manifeste sous différentes formes. La manifestation de l'érosion se perçoit sur le cadre de vie et le milieu naturel, avec des conséquences non négligeables sur l'homme et son environnement. Toutefois, quelles sont les conséquences de l'érosion dans la ville de Korhogo et quelles solutions pour atténuer les effets de ce risque ?

2.3. Les conséquences et stratégies de gestion du risque d'érosion

2.3.1 Les conséquences de l'érosion

L'érosion affecte lentement mais sûrement et de façon plus ou moins dramatique les biens des populations, la population elle-même et l'environnement.

Dégâts économiques et matériels

Au niveau des dégâts économiques et matériels de l'érosion dans la ville de Korhogo on enregistre le déchaussement des fondations des maisons et des clôtures, la fissuration des murs et l'effondrement de nombreuses maisons et clôtures de façon partielle et souvent totale (Photo 6).



Source : Silue, 2019

Photo 6 : Effondrement de maison au quartier Petit Paris flèche

La photo ci-dessus présente une maison effondrée dans le quartier Petit Paris avec des pertes économiques et matérielles pour le propriétaire.

La destruction des maisons, clôtures, fondations, escaliers et poteaux électriques constituent des pertes économiques énormes. De plus, l'État investit de l'argent pour réhabiliter les voies dégradées par l'érosion ce qui constitue une perte économique pour l'État. Le directeur technique de la mairie affirme que : « chaque année nous dépensons des milliards pour arranger les voies ».

Dégâts environnementaux

Les dégâts environnementaux s'observent d'une part au niveau des arbres et d'autre part au niveau des voies de circulation. Au niveau des arbres il s'agit du déchaussement des racines des arbres. En effet, l'érosion met à nu les racines des arbres ce qui favorise la destruction des arbres et on assiste au déracinement de certains arbres (Photo 7).



Source : Silué, 2019

Photo 7 : arbre déraciné au quartier Delafosse

Cette illustration nous présente un arbre déraciné dans le quartier Delafosse qui est une conséquence de l'érosion en nappe. L'eau de ruissellement a mis à nu les racines de l'arbre et avec l'action du vent et de la pluie il a été déraciné.

Au niveau de la voirie, il s'agit de la dégradation des voies qui est une conséquence de l'érosion. En effet, la dégradation des voies de circulation est un obstacle majeur au trafic urbain. Il ressort de nos analyse et enquête que la majorité des voies de la ville de Korhogo connaissent une dégradation avancée. C'est le cas des voies des quartiers Lognon, Kassirimé, Sinistré, Natiokobadara où l'accès est difficile. Le dysfonctionnement urbain y est si évident que les populations s'y déplacent à pied, à moto et à vélo, car il n'y a point d'accès pour les véhicules et les tricycles. Pour raccourcir leur parcours la population réalise des ponts avec des bois ou des planches (Photo 8).



Source : Silué, 2019

Photo 8 : Pont réalisé sur un ravin au quartier Résidentiel 3

L'impraticabilité des voies et le dysfonctionnement du trafic par l'érosion conduit la population à de longues marches. Il importe de souligner que l'érosion est un risque important qui affecte l'homme, l'habitat et l'environnement. Cependant, nous n'avons pas enregistré des pertes en vies humaines, mais plutôt des pertes matérielles, économiques et environnementales.



Source :Silué, 2019

Photo 9 : *Tiologo dégradé par l'action de l'érosion au quartier Banaforo*

Au niveau des cours d'eau le Tiologo, Natio-Kabadara et Latonon, nous enregistrons une dégradation très avancée et critique de ces cours d'eau (Photo 9). Cette image nous présente le Tiologo qui s'élargit à chaque saison pluvieuse. Il s'avance cruellement vers les habitats du quartier Banaforo, qui risque un engloutissement si rien n'est fait pour le stopper.

2.3.2 Les stratégies de gestion de l'érosion dans la ville de Korhogo

La population et les autorités pour y remédier aux conséquences de l'érosion ont mis en place des stratégies de gestion de ce risque.

Pratiques résilientes des populations

Dans la ville de Korhogo, la population mène des actions individuelles pour stopper l'érosion. En effet, la population très soucieuse en saison de pluie de l'érosion qui creuse les cours et a mis des dispositifs en place. Les dispositifs les plus répandus dans la ville sont les ponts en sables, en sac de sable et pose des pneus, ainsi que la réparation des maisons fissurées et fendues. En effet, ces dispositifs consistent à dévier l'eau de ruissellement et à empêcher ainsi sa traversée dans la cour. En plus de quoi, il permet d'empêcher les rigoles de s'élargir et l'eau d'enlever la terre sous les maisons. La photo 10 nous présente un exemple de pose de sac en sable.

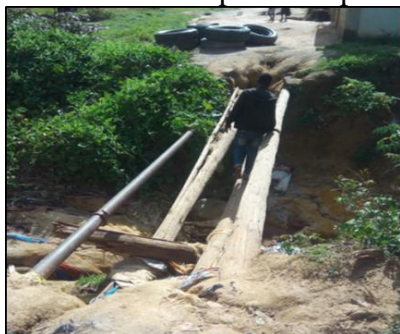


Source :Silué, 2019

Photo 10 : *Pose de sac en sable au quartier Petit Paris*

Cette photo montre des sacs de sable mis en place pour freiner l'élargissement de la rigole par l'eau de ruissellement et d'empêcher l'eau de passer dans les cours environnant. Concernant les ravins, les habitants mettent en place des ponts en bois de fortune afin de faciliter la traversée (Photo11). Ces ponts permettent aux habitants de Lognon de circuler au sein du quartier et de rejoindre le reste de la ville. Aussi, pour lutter contre l'effondrement des murs

les populations de notre site d'études ont mis en place un mur de soutien et ont rajouté des couches de ciment. La photo 12 prise à Petit Paris extension résume cela.



Source :Silué, 2019

*Photo 11 : Pont en bois au quartier
Lognon*



Source :Silué, 2019

*Photo 12 : Mur de soutien au quartier
Petit-Paris*

Niveau des autorités

Les autorités de la ville de Korhogo ont mis en place plusieurs dispositifs de lutte contre l'érosion. Parmi ces dispositifs, nous pouvons citer l'entretien des voiries et le bitumage des voies. Selon nos enquêtes nous avons 450 km de voirie dont 60 km bitumés soit 13% et 18 km en chantier.

3- DISCUSSION

Faut-il noter que l'érosion couvre plusieurs approches (E. Roose, 1984 p. 8). En fonction de la nature de manifestation, l'érosion se définit. Quelle que soit la nature du site se manifeste l'aléa érosion avec multiples facettes. Par ailleurs, la parade de l'érosion dans les villes ivoiriennes se précise nettement par ses manifestations et ses corollaires de plus en plus lourds. En effet, le bouleversement des plans d'eau par le détachement du sol, modifie l'état du cours d'eau et rend parfois salubre et polluant ; la perte de couche de terre défigurant voire modifiant la structure du sol sans oublier l'exposition en l'air les racines des arbres et les tuyaux de raccordement et de transport d'eau courante etc.... Ces groupes de mots attestent les résultats de K. M. Brou, 2015, p17 et A. Dauphine. La manifestation du risque érosion crée des dommages voire des conséquences multiples à la population et son environnement immédiat. Cependant, l'homme ne reste pas inerte face à l'ampleur de la manifestation dudit risque. Avec des mesures dites non structurelles, c'est-à-dire qui ne nécessitent pas de grands moyens, les autorités et la population ne cessent d'affronter pêle-mêle l'aléa érosion. Ce sont des stratégies d'atténuation mitigées. (D. A. Alla, 2013 p101).

CONCLUSION

Le problème posé par l'érosion dans la ville de Korhogo est un exemple parmi tant d'autres difficultés vécues par les citoyens africains. Il est le résultat de l'urbanisation qui échappe aux pouvoirs publics à cause de la pression démographique et à la pauvreté grandissante. En effet, il y'a une inadéquation entre les équipements de bases et la croissance démographique. La ville de Korhogo, Capitale du district des Savanes et de la région du Poro est une parfaite illustration. En effet, cette ville est dépourvue d'égout avec la plupart de ses voies sont en terre parsemées de ravin, ravine et de rigole qui rendent le trafic routier difficile et impraticable. De plus, il y'a le délabrement des façades des maisons et clôtures avec un risque d'effondrer des murs non négligeables.

Cependant, Les autorités et les populations ont mis en place des dispositifs de gestion afin de lutter contre le risque d'érosion. Mais, ces dispositifs de gestion mis en place restent limitées et éphémères. Il serait judicieux de penser à une solution durable afin d'éradiquer ce risque dans la ville de Korhogo. Il faut penser au bitumage des voies et ruelle en terre et mettre en place un couvert végétal sur les versants pour favoriser l'infiltration de l'eau de ruissellement. Si rien n'est fait, la ville va rester exsangue et défigurer dans un contexte de développement durable.

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Social Environment, Issues of Membership of the Comagoa Roxy Cooperative of the Gouro d'Adjame Market (Côte d'Ivoire)

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Abstract

The general objective of the article is to study the stakes of the belonging of women food vendors to the COMAGOA ROXY cooperative of the Gouro market in Adjamé in an environment that is clearly suspicious and contentious at its core.

The working method combined bibliographic research, surveys, and direct observations within the COMAGOA ROXY cooperative at the Gouro market in Adjamé. The surveys were conducted mainly through interviews with officials of the cooperative COMAGOA ROXY and those of the town hall of Adjamé. Also, focus groups were conducted with members of the cooperative.

The results obtained relate to the benefits of belonging to the cooperative COMAGOA ROXY and the difficulties of integration and maintenance of women in this cooperative. Thus, the study reveals that the advantages of joining the COMAGOA ROXY cooperative are economic, socio-cultural, and symbolic. Also, women face difficulties in carrying out their activities related to general problems: First, food products rot when the goods are not sold in time. Secondly, there are economic losses related to the transport and sale of food products. Finally, at the socio-cultural level, the ethnic factor and the right of accession constitute obstacles to the integration and integration of the cooperative.

Keywords: Côte d'Ivoire, Adjamé, Social environment, Challenges, Cooperative.

ENVIRONNEMENT SOCIAL, ENJEUX DE L'APPARTENANCE A LA COOPERATIVE COMAGOA ROXY DU MARCHE GOURO D'ADJAME (COTE D'IVOIRE)

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Résumé

L'objectif général de l'article vise à étudier les enjeux de l'appartenance des femmes vendeuses de vivriers à la coopérative COMAGOA ROXY du marché Gouro d'Adjamé dans un environnement social qui est manifestement méfiant et litigieux à la base. La méthode de travail a combiné les recherches bibliographiques, les enquêtes et les observations directes au sein de la coopérative COMAGOA ROXY au marché Gouro d'Adjamé. Les enquêtes se sont déroulées essentiellement par des entretiens avec les vendeuses de vivriers, les responsables de la coopérative COMAGOA ROXY et ceux de la mairie d'Adjamé. Aussi, des focus groups ont été effectués avec les membres de la coopérative.

Les résultats obtenus portent sur les avantages de l'appartenance à la coopérative COMAGOA ROXY et les difficultés d'insertion et de maintien des femmes dans cette coopérative. Ainsi, l'étude révèle que les avantages d'adhésion à la coopérative COMAGOA ROXY sont d'ordres économiques, socio-culturels et symboliques. Aussi, les femmes sont confrontées à des difficultés dans l'exercice de leurs activités liées à des problèmes d'ordres généraux : d'abord, les produits vivriers pourrissent lorsque les marchandises ne sont pas écoulées à temps. Ensuite, il y a des pertes économiques relatives à l'acheminement et la vente des produits vivriers. Enfin, au niveau socio-culturel, le facteur ethnique et le droit d'adhésion constituent des obstacles à l'insertion et à l'intégration de la coopérative.

Mots clés : Côte d'Ivoire, Adjamé, Environnement social, Enjeux, Coopérative.

Introduction

Le secteur informel regroupe un ensemble d'activités multiformes allant de la micro-entreprise (exemple de la vendeuse de vivriers) aux petites et moyennes entreprises (la restauration rapide par exemple) en passant par les petites unités de production de bien ou de services (A.Kouadio et al, P.259). Il joue un rôle déterminant dans l'économie des pays africains particulièrement les pays en voie de développement. En effet, 7% des emplois des pays en développement, viennent de l'économie informelle. Elle occupe une place de plus en plus prépondérante dans la création d'emplois et la production de la richesse nationale. Cette tendance se vérifie particulièrement en Afrique, où l'économie dite informelle absorbe plus de 60% de la main-d'œuvre urbaine, et on estime qu'elle est probablement à l'origine de plus de 93% des nouveaux emplois créés et de près de 80% de l'emploi non agricole au cours des années 1990 (K. Soulèye, 2002, P.10).

Aussi, ce secteur informel, plus implicite dans les années 1970 a pris de l'ampleur au point de concurrencer le secteur formel. Les activités dites informelles sont un ensemble de stratégies trouvées par les populations pour surmonter les difficultés économiques et sociales liés aux politiques d'ajustements structurelles avec ses effets tels que la réduction des salaires, la diminution des effectifs de la fonction publique, la privatisation des entreprises, la cherté de la vie. Cela a contribué à la dévalorisation du secteur public entraînant ainsi une augmentation du nombre d'agents opérant dans le secteur informel. (J. Charmes, 1992, P.66).

A tout cela, il faut ajouter une forte urbanisation qui fait des capitales africaines le théâtre d'une population active en expansion. Or, le secteur moderne ne peut offrir un nombre suffisant d'emplois à cette population. La stagnation du secteur moderne et des services entraîne ainsi, le développement du secteur informel qui lui offre une forte capacité de création d'emplois.

Le secteur informel devient ainsi le « lieux de refuge » des personnes non scolarisées ou ayant un niveau scolaire peu élevé, des chômeurs, des personnes en quête d'emploi. (M. Kharoufi, 1992, P.35).

En Côte d'Ivoire, précisément dans la ville d'Abidjan, ce secteur est incontournable et joue un rôle déterminant dans l'économie nationale. Il contribue aussi au développement durable et à l'autonomisation des femmes. Dans les groupements associatifs ou coopératifs, ce secteur offre des avantages aux adhérentes tels que le capital socio-économique, culturel et symbolique.

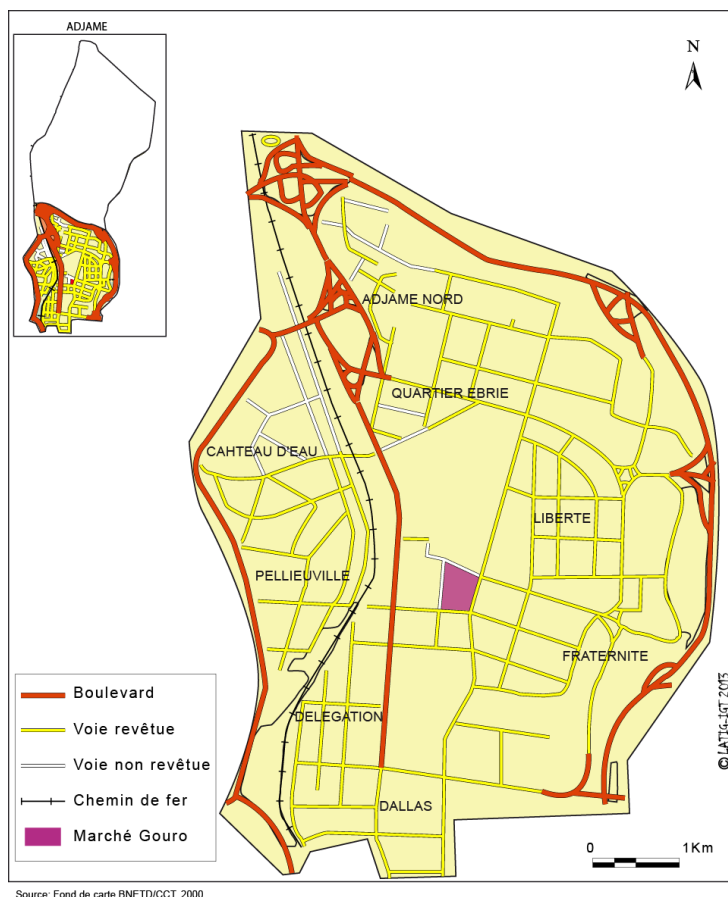
Cependant, l'intégration dans les activités du secteur informel est difficile à cause des tracasseries routières et des obstacles liés au transport des produits. Aussi, l'insertion dans les structures informelles (coopératives commerciales) est ardue dans la mesure où ces structures œuvrant dans ce milieu (informel) sont généralement difficiles d'accès (droit d'adhésion, barrières socio-culturelles etc). En outre, dans l'environnement social des groupements coopératifs, les femmes se trouvent dans une compétition caractérisée de gain ou perdre. Cet environnement social des femmes est formé de leurs conditions de vie et de travail parfois difficiles, de leur niveau de revenus et de la communauté dont elles font partie.

C'est dans cette dynamique que s'inscrit le présent article qui propose d'étudier les enjeux à appartenir aux groupements associatifs dont la coopérative COMAGOA ROXY du marché Gouro d'Adjamé.

1. Matériel et méthodes

1.1. Cadre d'étude

Le cadre de l'étude a été circonscrit au marché Gouro situé dans la commune d'Adjamé. La coopérative COMAGOA ROXY est située dans ledit marché. Ce marché est situé à la frontière entre le quartier Mirador (gare routière) et Mirador (Harris).



Source: Fond de carte BNED/ICCT, 2000

Carte de la localisation du marché Gouro d'Adjamé.

Le choix de ce site s'explique par le fait que la commune d'Adjamé est un pôle économique et l'un des plus grands carrefours à effervescences commerciales. C'est plus de deux millions de personnes qui sont en transit le jour et trois cent dix mille autres qui le sont pendant la nuit (N. Dabié, 1992, P.599). C'est à juste titre que l'on dit qu'Adjamé est une commune cosmopolite. Elle abrite les marchés où s'écoulent les produits vivriers et polarise à elle seule l'essentiel des activités du pays, ce qui lui confère le rôle du poumon économique du pays (F.Aké, 2016, P.303). L'autre raison qui nous a motivés pour ce choix est que la commune d'Adjamé abrite plus de douze marchés. Le marché Gouro est le premier et le plus grand marché de vivriers en Côte d'Ivoire. En plus, il abrite la première coopérative du vivrier en Côte d'Ivoire (la COMAGOA- ROXY). C'est le marché qui approvisionne les autres marchés en produit vivrier. Feue Nanti Lou Rosalie qui est l'initiatrice de cette coopérative regardait les femmes transporter leurs marchandises sur la tête et faire du porte à porte pour les écouler. C'est ainsi qu'en 1970, elle décide de créer un espace pour que les femmes puissent venir s'approvisionner en produits vivriers. Précédemment à la gare de la Régie des chemins de fer Abidjan-Niger (RAN) les vendeuses ont été déportées sur l'actuel site de la gare Nord en 1972-1980 où elles faisaient venir les marchandises à travers le train en provenance de Bouaké, d'Agboville et d'autres localités de la Côte d'Ivoire. Avec le projet de

la construction de la gare Nord, elles ont décidé de se déporter derrière l'ancien bâtiment du cinéma ROXY, site qu'elles ont pu avoir grâce à l'intervention de feu le Président Félix Houphouët-Boigny. C'est en 1972 que feu Nanti Lou a créé la coopérative COMAGOA-ROXY (le but est de s'entraider entre femmes et aussi pour une meilleure circulation, organisation et gestion des produits vivriers) mais de manière officieuse.

En 1984 avec les nouvelles réformes administratives relatives à la coopérative, les femmes du vivrier vont se faire connaître au Ministère de l'Agriculture où elles ont obtenu une autorisation pour la création de la CDPV (Coopérative de Distribution de Produits Vivriers). Avec la nouvelle loi N°721 du 23 Décembre 1997 relative à l'organisation des coopératives, la CDPV est devenue aujourd'hui la COMAGOA-ROXY qui comprend 40 membres dont la majorité est composée de femmes.

1.2. Collecte des données

Pour collecter les données de cette étude, l'échantillonnage par choix raisonné a été utilisé. Il s'agit de la technique utilisée pour le choix des sujets présentant des caractéristiques types. On parle de choix raisonné car la technique repose sur le jugement du chercheur. Celle-ci est dite non probabiliste parce que les individus ne sont pas choisis de façon aléatoire. Le choix des enquêtés n'a pas été fait au hasard. Ils ont été choisis sur la base de leur ancienneté et de leur rôle de commerçants de vivriers.

Au total, l'enquête a porté sur 20 femmes membres de la coopérative et 2 responsables de la Mairie. Ainsi, un guide d'entretien a été adressé à 5 femmes du bureau de la direction. Deux focus groups avec 5 membres pionnières et 10 membres actifs de la coopérative ont été organisés. Un guide d'entretien a été aussi adressé aux responsables de la Mairie d'Adjamé (2).

1.3. Observation directe

L'observation directe a porté sur l'attitude et le comportement des femmes dans l'exercice de leur activité, les rapports entre les membres du bureau et les adhérentes. Cette technique a permis aussi d'observer les faits et gestes des vendeuses du vivrier au marché Gouro d'Adjamé. Une grille d'observation a été mobilisée à cet effet.

1.4. Analyse et interprétation des Données

Dans le cadre de l'étude, la théorie du constructiviste de P. Bourdieu (1978, P.13) et l'analyse stratégique de M. Crozier (1960, P.61) ont été mobilisées. L'analyse de Bourdieu permet de cerner le rôle du capital social, culturel et symbolique dans la compréhension des enjeux à appartenir à la coopérative COMAGOA ROXY.

Quant à l'approche de Crozier, elle met en exergue les stratégies et l'enjeu du pouvoir au sein d'un système donné. Chaque agent appartenant à ce système mobilise des ressources (capital social, culturel, économique, symbolique...) pour accroître son pouvoir en vue d'atteindre ses objectifs. Au sein de la coopérative COMAGOA ROXY les membres développent des stratégies à travers la mobilisation des ressources suscitées pour s'insérer et se maintenir dans la coopérative. Aussi, cette théorie a permis de comprendre la manifestation des rapports de force et de pouvoir qui s'engagent au sein des membres de la coopérative.

2. Résultats

Les résultats de l'étude concernent les enjeux de l'appartenance des femmes vendeuses de vivrier de la coopérative COMAGOA ROXI. Ces enjeux font ressortir les avantages qu'ont les femmes à appartenir à cette coopérative et les difficultés liées à leurs activités, leur insertion et leur maintien dans ladite coopérative.

2.1. Les avantages liés à l'appartenance des populations à la coopérative COMAGOA

2.1.1. Fonctionnement de la coopérative

La coopérative est structurée et fonctionne comme une organisation qui comprend des membres de catégories différentes selon leur fonction. Ceux-ci bénéficient chacun d'un solde mensuel inégal. C'est ce que tente d'expliquer I. 1., un membre de la coopérative en ces termes :

« ...Ici chaque membre à un salaire et cela dépend de la fonction, Le payement ne se fait pas selon une grille salariale fixe. C'est plutôt sur des règles arbitraires fixées par les pionnières de la coopérative. Chaque femme est payée en fonction de son droit d'adhésion et de son statut au sein de la coopérative. Les salaires de chaque mois sont compris entre 50.000fr et 2.500.000fr » (Entretien réalisé en novembre 2019).

Dans cette perspective, un autre L.K. affirme :

« La coopérative se compose de commerçantes de vivriers qui ont mis ensemble leurs capitaux pour former une coopérative. Au départ, Il n'y avait pas de montant fixe pour intégrer la coopérative. Aujourd'hui, il faut forcément payé 1.500.000francs. A la fin du mois, chaque vendeuse a droit à un salaire ». (Entretien réalisé en novembre 2019).

De là, il ressort que la coopérative est un avantage pour les adhérentes, puisqu'elle les rend autonomes. Ces coopératrices sont rémunérées et bénéficient d'un salaire chaque fin de mois dans la coopérative. Elles sont considérées comme des fonctionnaires de cette coopérative.

2.1.2. Les avantages économiques

Les apports économiques de la coopérative permettent aux femmes d'être épanouies au niveau social. A cet effet, Monsieur T.G., le DG de la coopérative déclare :

« ...Certains membres de la coopérative bénéficient en plus de leur salaire des primes chaque fin d'année par rapport à la recette annuelle que les activités de la coopérative auront rapportée et cela peut aller jusqu'à 10 millions ou plus. D'autres réussissent à avoir de l'argent pour mettre leur enfants à l'école, faire des réalisations personnelles » (Entretien réalisé en novembre 2019).

La secrétaire de laCoopérative renchérit en ces termes :

« Pendant la rentrée scolaire, les membres sont soutenus financièrement par la

coopérative. Celle-ci fait des prêts (entre 100.000 et 1.000.000 FCFA) à ses membres pour la réalisation de leurs projets personnels. La coopérative a permis à certains membres d'avoir des terrains et d'être propriétaires de maison... » (Interview réalisée en décembre 2019).

Par-là, il ressort que la coopérative aide ses membres au niveau financier, ce qui leur permet d'acquérir une autonomie sociale. Ainsi, la coopérative représente un soutien indéfectible pour ses membres.

2.1.3. Les avantages sociaux-culturels

Au niveau social et culturel, il existe une solidarité qui unit les coopératives de COMAGOA à d'autres coopératives similaires de vivriers. Cette union permet un échange de savoir sur les questions qui ont attiré à leur structure. A cet effet, Madame L.S., donne les informations suivantes :

« Avec les autres coopératives là, on se voit et on parle comment on va faire ensemble pour donner à manger à la population. Aussi, entre nous-mêmes on s'aide. Quand une à un problème ça concerne tout le monde... » (Entretien réalisé en novembre 2019).

Par-là, il ressort qu'il existe une relation professionnelle entre les membres de la coopérative COMAGOA et les autres coopératives. Cela contribue au développement de leur activité et à leur bien-être social. Egalement, au sein de la coopérative, il existe une solidarité entre les membres. Pour ces femmes, la coopérative est une grande famille où règne la solidarité. Ces femmes se sentent soutenues par les membres de leur coopérative lorsqu'elles ont un problème et cela leur procure un sentiment de sécurité, source de bien-être.

Au sein de la coopérative, les membres tissent des liens d'amitié et d'affinité aussi de parenté. Madame T.M., membre de la coopérative dit à ce propos :

« ... En tout cas depuis que je suis venue dans coopérative là, j'ai eu de vraies sœurs avec qui je me sens bien, on s'entend bien. Ma fille même a marié le frère à ma sœur là. C'est dans coopérative là ils se sont croisés. Nous on n'est pas allé à l'école c'est ici on peut se débrouiller » (Entretien réalisé en novembre 2019).

Ces propos montrent que la coopérative est le lieu d'existence de liens fraternels, le lieu des rencontres opportunes. Ce qui permet aux membres de nouer encore des relations, sources d'épanouissement.

Les membres de la coopérative considèrent la coopérative de vivrier COMAGOA comme un lieu de refuge, puisqu'elles n'ont pas été scolarisées. Pour cette raison, ces dernières voient cette activité comme le seul recours pour leur autonomie. Elles considèrent la coopérative comme une sécurité sociale, le lieu par excellence où elles peuvent mettre en exergue leur savoir-faire et cela participe à leur développement personnel.

2.1.4. Les avantages symboliques

Pour les membres, la coopérative représente leur vie, leur cadre d'évolution. Etant donné que la majorité des membres de la coopérative ont un lien avec feu Nanti Lou, la créatrice de la coopérative COMAGOA, ces femmes considèrent la coopérative comme un bien familial :

« Coopérative là c'est pour notre sœur donc c'est pour nous, c'est notre chose et nos enfants aussi vont rentrer dedans quand demain on ne sera plus là. Notre sœur à fait ça pour nous aider » (Entretien réalisé en octobre 2019).

Pour les membres, la coopérative représente un patrimoine familial, un héritage légué par leur sœur pour le bien-être et l'épanouissement de ces dernières.

La présence des membres au sein de la coopérative leur confère ce sentiment d'appartenance à la famille de Nanti Lou et cela constitue un privilège pour ces femmes, car elles reçoivent le respect et la considération non seulement des vendeurs qui sont sur le site, mais aussi, les membres des autres coopératives, du fait que Nanti Lou fait partie des pionnières qui ont initié les coopératives au sein du secteur vivrier. A ce propos, monsieur G.T., un membre affirme :

« Nanti Lou là c'est nous tous notre sœur que tu sois son parent ou pas, quand tu es dans coopérative là et puis tu es Gouro est-ce que ce n'est pas ta sœur ? » (Entretien réalisé en octobre 2019).

Au niveau du marché, le siège de la coopérative est appelé par les autres vendeurs « le bureau ». Cela parce que c'est au sein de la coopérative que les litiges sont réglés par les membres. A ce propos, madame T.A., une vendeuse affirme :

« Dans marché là quand y a palabre, c'est nous on vient voir et on règle ça. Nous on est respecté ici parce ce que c'est nous on commande ici » (Entretien réalisé en octobre 2019).

Les membres de la coopérative représentent l'autorité au sein du marché eu égard à l'affirmation ci-dessus, et cela leur donne une satisfaction personnelle et un statut social.

Les coopératives représentent des lieux de règlement de conflits entre les vendeuses. Elles participent à l'harmonie sociale. Les femmes intégrées dans la coopérative possèdent des avantages, cependant celles qui souhaitent s'insérer et se maintenir rencontrent des difficultés d'ordres socio-économiques.

2.2. Les difficultés liées aux activités des femmes, à leur insertion et leur maintien dans la coopérative

Les difficultés que rencontrent les membres de la coopérative COMAGOA dans l'exercice de leur fonction sont liées à leur activité, insertion et maintien dans la coopérative.

2.2.1. Les difficultés liées à l'activité des femmes vendeuses de vivriers

Plusieurs difficultés ont été relatées par les femmes de la coopérative : le manque de moyen financier, les tracasseries routières, le problème d'insécurité, le mauvais état des routes ainsi que la cherté des moyens de transport.

2.2.1.1. Le manque de moyen financier

Les femmes ont des problèmes aux niveaux financiers. A cet effet madame D.S., une vendeuse de vivrier tient ses propos :

« c'est problème de l'argent là ; on n'a pas l'argent pour partir prendre marchandise là, s'il n'y a pas l'argent on ne peut pas envoyer vivrier parce que camion est cher, déchargement est cher, il faut payer tout ça, on va faire comment » (Entretien réalisé en octobre 2019).

Par ces propos, les femmes montrent les difficultés qu'elles ont à réunir les moyens financiers pour pouvoir subvenir aux charges de leur activité.

2.2.1.2. Les tracasseries routières

Les femmes rencontrent des obstacles dans l'acheminement des marchandises jusqu'au marché Gouro. En effet, elles sont souvent exposées à des risques sur la route. Cette réalité est mise en relief à travers les propos de madame K.M., membre de la coopérative :

«..... souvent sur les routes là les coupeurs de route nous agressent et prennent tout notre argent là, y a n'en même là on viol mais est ce que elle va te dire, non elle va garder ça pour elle, mais on est dedans quand même » (Entretien réalisé en novembre 2019).

Ces propos traduisent les agressions physiques et même sexuelles que subissent ses femmes dans la pratique de leur activité. Au total, les tracasseries routières sont des difficultés sécuritaires que les femmes rencontrent sur la route pour l'acheminement des marchandises vers le site du marché Gouro.

2.2.1.3. Le mauvais état des routes

Le mauvais état des routes occasionne d'énormes pertes matérielles et financières. Les routes ne sont pas très souvent praticables. Bien souvent les véhicules de transport des marchandises tombent en panne du fait de l'état des routes. Les véhicules sont obligés de s'immobiliser souvent pendant des jours ce qui constitue une perte en marchandise, car celles-ci pourrissent. Aussi l'état des routes fait que le véhicule met plus de temps sur la route. A cet effet, T-L.M., une membre de la coopérative affirme :

« Route là n'est pas bonne, souvent même on doit mettre une journée pour venir hein, mais voiture là se gâte sur la route donc on est obligé d'attendre on va arranger ça avant de partir donc on peut venir demain » (Interview réalisée en 2019).

Ici, il ressort que l'état des routes constitue une difficulté pour ces femmes et car elles perdent en marchandise et en temps. En clair, le mauvais état des routes entraîne des difficultés par rapport à l'évacuation des vivriers des zones rurales vers les zones urbaines.

2.2.1.4. La cherté des moyens de transport

La cherté des camions et le prix du transport des marchandises constituent une difficulté pour les femmes de la coopérative. Elles disent que le transport des marchandises leur revient très cher. En ce sens, I.L une commerçante de la coopérative affirme :

« les transporteurs leur louent le camion de dix tonnes entre 250.000F à 300.000F. Selon le prix du carburant, les chauffeurs à leur tour fixent le coût du transport soit 60.000 à 65.000F, aussi elles sont obligées de se munir d'un laissé passer à hauteur de 25.000F pour chaque camion » (Entretien réalisé en octobre 2019).

Ces propos mettent en exergue le lien entre la cherté du prix de transport et la hausse du prix du carburant. En plus, le fait que la coopérative ne dispose pas de camion augmente le coût du

transport. Certaines femmes s'adonnent à une forme de prostitution déguisée. En effet, elles se donnent aux chauffeurs pour une remise sur le prix des transports ; en ce sens nous avons le témoignage de S.M., une membre de la coopérative :

« souvent y a des femmes qui sont obligées de se donner aux chauffeurs pour qu'ils diminuent le prix de transport là, elle va faire comment si camion là est chère » (Entretien réalisé en novembre 2019).

Ces propos montrent les difficultés que les femmes rencontrent au niveau du transport de leurs marchandises. En effet, elles ont des difficultés à réunir les moyens financiers pour pouvoir subvenir aux charges du transport élevé.

2.3. Les contraintes à l'insertion dans la coopérative

Les contraintes liées à l'insertion se résument aux difficultés socio-culturelles et au droit d'adhésion.

2.3.1. Difficultés socio-culturelles

Les femmes qui souhaitent s'insérer dans la coopérative sont confrontées à des barrières socio-culturelles telle que leur représentation. En ce sens, G.L., une femme membre de la coopérative affirme :

« je veux rentrer dans coopérative là pour ne pas aller chercher marchandise au loin au loin là-bas, mais j'ai un peu peur des femmes là. Mes amies disent que ce sont des vieilles sorcières et que si je rentre, elles vont me tuer en sorcellerie. Sinon je veux rentrer mais j'ai peur » (Entretien réalisé en octobre 2019).

Eu égard à ces propos, nous pouvons dire que les femmes souhaitent intégrer la coopérative mais la représentation ou la manière dont elles perçoivent la coopérative constitue une barrière idéologique qui les empêchent d'insérer cette coopérative.

Les femmes qui souhaitent s'intégrer dans la coopérative sont confrontées à la barrière ethnique dans la mesure où la majorité d'entre elles sont Gouro. Ainsi, les femmes qui ne sont pas gouro sont difficilement acceptées. Madame K.J., une aspirante à la coopérative dit à ce sujet :

« humm association des Gouro là est ce que nous, on peut rentrer dedans, comme moi je ne suis pas Gouro là je ne peux pas rentrer sinon coopérative là c'est bon » (Entretien réalisé en octobre 2019).

Les propos de ces femmes nous montrent que le facteur ethnique constitue une entrave à l'adhésion de la coopérative. Ce qui constitue une exclusion pour les autres ethnies

2.3.2. Droit d'adhésion

Au niveau économique, la coopérative adopte une stratégie économique afin de décourager celles qui désirent l'intégrer. Ainsi, le droit d'adhésion à la coopérative qui s'élevait au départ à cent cinquante mille francs est fixé aujourd'hui à trois millions. En effet, le prix est fixé selon l'individu qui se présente. A ce propos, madame I.K, membre de la coopérative déclare en ces termes :

« ...Maintenant le droit d'adhésion peut aller jusqu'à trois millions, c'est cher parce que lorsqu'elles vont venir, elles vont bénéficier des mêmes avantages alors que les membres actuels ont travaillé fort. C'est trop facile » (Entretien réalisé en octobre 2019)

De là, il ressort que l'intégration à la coopérative implique des ressources économiques. Ainsi, la faiblesse financière constitue une barrière à l'insertion des femmes à la coopérative. Cette situation représente un frein à leur autonomie sociale.

2.4. Les difficultés de maintien dans la coopérative

Les difficultés de maintien sont perceptibles à travers le capital social et symbolique.

2.4.1. Le capital social

Le capital social s'avère important et nécessaire pour pouvoir s'insérer et se maintenir dans la coopérative. Dans cette optique, les femmes qui veulent intégrer la coopérative passent par des personnes familières qui appartiennent déjà à la coopérative. Elles mobilisent le capital humain afin de s'insérer et se maintenir. A cet effet B.S., une commerçante de vivrier affirme :

« *En tout cas pour rentrer et durer dans coopérative la, si tu ne connais pas quelqu'un tu ne peux pas rester longtemps* » (Entretien réalisé en novembre 2019).

Le capital social constitue une opportunité d'insertion et de maintien. Les difficultés au niveau du maintien sont liées au réseau social. Si les femmes n'ont pas de relations solides avec des membres influents de la coopérative, cela peut constituer une contrainte pour leur maintien. Au niveau de la coopérative, les femmes luttent pour obtenir un statut qui s'avère être un gage pour leur maintien. Puisque, le maintien est aussi fonction du statut que l'on acquiert au sein de la coopérative. Le statut confère au membre donc un titre honorable qui lui permet de sécuriser son travail au sein de la coopérative et lui confère une situation sociale enviable.

2.4.2. Le capital symbolique

La coopérative est composée en majorité des femmes Gouro. Elles considèrent la coopérative comme un patrimoine familial. Ainsi, elles ne permettent pas aux autres femmes d'avoir les mêmes privilèges qu'elles. Aussi, certains membres de la coopérative ne sont pas traités au même titre que les autres. Ces femmes sont également écartées de certaines réunions ou lors des prises de décision.

« *...Dans coopérative là, on trouve beaucoup de femmes Gouro. C'est elles qui dirigent tous les grands postes. Quand il y a réunion, c'est entre elles les dirigeantes. Souvent, on nous invite pas aux réunions parce que on n'est pas Gouro* » (Entretien réalisé en novembre 2019).

Cela pour illustrer le fait qu'il y a des exclusions au sein de la coopérative, afin de se maintenir. Les membres de la coopérative, une fois intégrés après avoir contourné les barrières par des stratégies qu'elles ont développées, vont être confrontés à des difficultés au niveau du maintien. Elles vont lutter pour avoir des positions de privilège au sein de la coopérative. Cette lutte se perçoit dans la mesure où ces femmes vont développer des stratégies pour atteindre leur objectif. A cet effet, T.M., une femme membre de la coopérative le montre en ces termes :

« *Moi là je prends mon propre argent pour aller chercher marchandise pour coopérative, donc présidente dit que moi je suis chargé des missions de coopérative. Si je n'ai pas aidé coopérative là est ce qu'elle peut me donner poste ça là dans coopérative là* » (Entretien

réalisé en novembre 2019).

Ces propos montrent qu'il y a effectivement des luttes entre les femmes pour avoir une bonne position ou avoir des privilèges dans la coopérative et pour ce faire chacune adopte des stratégies afin d'atteindre ses objectifs et de se maintenir. On peut dire donc que le maintien des femmes dans cette coopérative dépend de la manière dont elles s'investissent pour le développement de cette coopérative. Les femmes pour se maintenir aussi manifestent un profond respect pour les pionnières, ce respect assure leur pérennité au sein de la coopérative. Une commerçante membre de la coopérative madame B.G., dit à ce sujet :

« si tu veux rester dans coopérative là, il faut respecter les mamans là parce que c'est elles qui ont fait coopérative là, donc faut les prendre bien ». Une autre femme déclare « les mamans là c'est elles qui décident donc faut tout faire tu vas t'entendre avec elles sinon elles peuvent gêner ton affaire » (Interview réalisée en novembre 2019).

Les propos ci-dessus montrent que le maintien dans la coopérative dépend aussi de la considération que les femmes ont pour les membres pionnières. En effet, elles représentent la sagesse et sont les chefs de la coopérative. Leur opinion sur une personne peut jouer à son avantage ou contre cette personne. Ainsi, en les respectant ou en ayant de bonne relation avec elles, cela permet le maintien et constitue une assurance dans la mesure où ces pionnières peuvent intervenir en leur faveur.

3. Discussion

Les enjeux liés à la coopérative c'est-à-dire les avantages de l'appartenance des femmes vendeuses de vivrier à la coopérative COMAGOA ROXI et leurs difficultés d'insertion et de maintien ont fait l'objet de discussion.

Dans l'environnement social des femmes, il y a une panoplie de privilèges à appartenir à la coopérative COMAGOA ROXY. Ils sont d'ordre économique, symbolique, socio-culturel et sécuritaire. Au niveau économique, les membres de la coopérative perçoivent un salaire et des primes allant jusqu'à 10 millions selon leur statut et rôle au sein de l'entreprise. Cette coopérative permet à ses membres de bénéficier des terrains pour la construction de leurs maisons. Aussi, elle fait des prêts (entre 100.000 et 1.000.000 FCFA) à ces membres pour assurer les frais de la rentrée scolaire, la construction de maisons et l'élargissement de leur commerce. Tout cela leur permet d'être indépendants financièrement et d'améliorer leur condition de vie afin d'accroître leur autonomie.

Au niveau symbolique et social, la coopérative fonctionne comme une entreprise et considère ses membres comme des fonctionnaires. Au sein de la coopérative, il existe une solidarité entre les membres qui se soutiennent mutuellement dans leurs relations sociales. Cela leur assure la sécurité sociale. Ainsi, le capital social (relation sociale) est déterminant dans la construction sociale des rapports (P. Bourdieu, 1978, P.15). En outre, les membres de la coopérative considèrent du point de vue symbolique la coopérative comme un bien familial, un patrimoine qu'elles peuvent léguer à leurs enfants. Dans cette optique, D. Mavrogiannis (1985, P.383) s'est également intéressé aux coopératrices féminines dans les activités de commercialisation de produits vivriers. Selon lui, l'activité de distribution et de commercialisation des produits est enchâssée dans un ensemble de relations humaines. Ici ce qui fonde les relations humaines entre les femmes d'une même coopérative c'est la parenté, la langue commune ou les présupposés culturels. Cela dit, le capital culturel est déterminant dans l'insertion et le maintien des femmes dans la coopérative COMAGOA ROXI. Au niveau

sécuritaire, l'appartenance des femmes à la coopérative leur permet d'acquérir les marchandises en toute sécurité évitant tous risques de vol, de vol etc.

Au-delà des enjeux suscités en termes d'avantages, des pertes (difficultés) sont évoquées par les adhérentes dans l'exercice de leur métier. En effet, les vendeuses de vivriers n'arrivent pas à s'intégrer facilement dans la coopérative COMAGOA ROX. Sa politique d'intégration actuelle est une politique d'exclusion malgré les avantages que celle-ci offre à ses membres. Plusieurs facteurs d'exclusion sont perceptibles dans la coopérative dont le droit d'adhésion qui s'élève jusqu'à 3 millions Fcfa. Cela traduit que cette coopérative est fermée à toutes les femmes vulnérables au plan économique puisqu'il est éventuellement difficile pour celles-ci d'obtenir cette somme. Aussi, au sein de la coopérative, l'on remarque une lutte entre les femmes pour accéder aux postes de responsabilité. Celles-ci adoptent des stratégies qui empêchent d'autres femmes d'intégrer la coopérative. Ainsi chaque femme va-t-elle développer des stratégies de leadership en vue de se maintenir et exercer son autorité. Une des stratégies de maintien est la mobilisation des réseaux. Cela illustre bien les luttes stratégiques au sein de la coopérative. Ces stratégies de lutte influencent positivement ou négativement la cohésion sociale au sein de cette coopérative. A cet effet, M. Crozier (1960, p. 62) s'est intéressé particulièrement aux fondements, à l'intelligibilité et aux significations des pratiques organisationnelles qui résultent, avant tout, des contextes d'action ou des systèmes d'action concrets. Ces fondements des pratiques organisationnelles mettent en relief les ressources (capital social, capital économique) dont disposent les commerçantes et dont la mobilisation leur permet de tirer leur épingle du jeu face aux normes ou règles. En dépit de ces difficultés suscitées, ce secteur est déterminant et incontournable dans la mesure où il est un pilier du développement durable. Ainsi, il doit être valorisé, cela passe par la promotion d'un environnement social favorable.

Conclusion

L'étude a pour objectif de comprendre les enjeux de l'appartenance des femmes vendeuses de vivriers à la coopérative COMAGOA ROXY du marché Gouro d'Adjamé. Pour rendre les résultats de cette étude plus objectifs, des outils de collectes de données et des méthodes d'analyse ont été requis. En effet, les outils de collecte se composent de la recherche documentaire, d'un guide d'entretien, d'une enquête exploratoire, d'une observation directe et de l'échantillonnage. Quant à l'analyse des données, elle est issue de l'analyse qualitative, précisément, l'analyse de contenu. En ce qui concerne la méthode d'analyse, l'utilisation de l'analyse stratégique de Michel Crozier et la méthode du constructivisme structuraliste de Pierre Bourdieu ont permis de mieux circonscrire le problème. A la suite des différentes investigations, les résultats obtenus sont les suivants :

L'insertion et le maintien des femmes dans la coopérative COMAGOA ROXY est problématique à cause des avantages et inconvénients qu'elle offre. En effet, cette coopérative constitue une structure d'entraide qui aide ses membres à développer leur activité. Les avantages sont perçus sur le plan économique (salaire, primes, prêts), socio-culturel (parenté, appartenance ethnique, patrimoine, sécurité sociale) et symbolique (affinités, lien d'amitié, bien familial, réputation de l'entreprise etc.).

Les difficultés sont perçues également comme des enjeux en ce sens que celles-ci constituent un frein à l'insertion et au maintien des femmes dans la coopérative COMAGOA ROXY. Pour faire face à ces difficultés, les femmes vont développer des stratégies (réseau social ou réseautages, capital symbolique) à travers des réseaux afin de s'insérer et se maintenir dans la commercialisation des produits vivriers et par ricochet dans la coopérative.

Au regard des enjeux liés à l'appartenance des groupements coopératifs en général et la coopérative COMAGOA ROXY en particulier, il serait souhaitable que l'Etat ivoirien accroît l'autonomisation des femmes, leur résilience et favorise un environnement approprié au sein des groupements associatifs. Le Ministère de la famille doit former les femmes à travers les programmes d'alphabétisation. L'Etat doit faciliter l'accès des femmes aux micro-crédits. Cette étude mérite d'être approfondie afin de permettre aux décideurs de mieux réorganiser ce secteur informel.

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