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**Navigating the Situation of Using Authentic
Materials in ESP Classes**

Case study of master one and two at Economics department

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DEDICATION

We dedicate our work to our beloved parents for their support, love, trust and inspiration. To our dear brothers, sisters and friends for their devotion to our education and our supervisor for her kind assistance and guidance



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The abstract:

In English language teaching and learning in general, and English for Specific Purposes in specific, many applied linguists believe that using authentic materials is more effective than the use of non-authentic materials in familiarizing learners with real language use in real life situations. In this study, we aim at studying the situation of using authentic materials in ESP classes at Economics department, M'sila University. For methodology, we have chosen the descriptive and the analytical methods. Thus, an interview has been designed to collect data from ESP teachers and a questionnaire to students. This study has been conducted at the department of Economics at Mohammed Boudiaf University of M'sila. The findings show that teachers make use of non-authentic materials more than the use of authentic materials. Thus, use of authentic materials in ESP classes is not that much existence that enables learners to communicate effectively. Moreover, teachers focus on teaching economics contexts rather than teaching grammar rules. Also, findings show that the use of authentic materials positively affects learners' interest and motivation.

ملخص:

في تدريس اللغة الإنجليزية و تعلمها بشكل عام ، و تعليم الإنجليزية من اجل اهداف خاصة بشكل خاص، يعتقد العديد من علماء اللغويات التطبيقية ان استخدام المواد الاصلية خلال التدريس يكون اكثر فعالية من استعمال المواد الغير اصلية لجعل المتعلمين اكثر دراية بالاستعمال الحقيقي للغة في مواقف الحياة الواقعية. في هذه الدراسة، الهدف هو دراسة حالة استخدام المواد الاصلية في اقسام تعلم الإنجليزية من اجل اهداف خاصة في كلية الاقتصاد بجامعة المسيلة. بخصوص المنهجية، لقد قمت باختيار المنهج الوصفي والتحليلي حيث تم تصميم مقابلة للمعلمين لجمع المعلومات واستبيان للطلاب. أجريت الدراسة في قسم الاقتصاد بجامعة محمد بوضياف بالمسيلة. أظهرت النتائج ان استخدام المواد الأصلية في تعليم الإنجليزية من اجل اهداف خاصة ليس منعدما، ولكنه ليس متاحا بدرجة كافية لتلبية احتياجات الطلبة المتمثلة في تمكينهم من التواصل بفعالية. علاوة على ذلك، يركز الأساتذة على تدريس المصطلحات المتعلقة بالاقتصاد عوضا عن تدريس القواعد النحوية. كما تظهر النتائج ان استخدام المواد الاصلية يؤثر بشكل إيجابي على اهتمام المتعلمين وتحفيزهم.

List of abbreviations

ELT: English Language Teaching

ESL: English as a Second Language

ESP: English for Specific Purposes

EAP: English for Academic Purposes

EOP: English for Occupational Purposes

EBP: English for Business Purposes

CC: Communicative Purposes

List of Figures

Figure 1.1: ESP classification by experience.....23

Figure 2.2: ESP classification by professional area.....24

List of tables

Table1: Students' Attendance in ESP Classes.....	50
Table2: Students' Pre-Determined Needs and Goals.....	51
Table3: The Teacher Assistance in Identifying Students' Need.....	51
Table4: The Teacher Analyses of Students' Needs.....	52
Table 5: The Relevance of the Course Content to Students' Needs.....	52
Table6: The Content Specificity.....	53
Table7: Grammar as the Focus of the Course.....	53
Table8: Economics Terms as the Focus of the Course.....	54
Table9: Reading Economics Texts as the Focus of the Course.....	54
Table10: Economics Writing Genres as a Focus of the Course.....	55
Table11: Speaking Skills as the Focus of the Course.....	55
Table12: The Course Relevance to Students' Future Needs.....	56
Table13: Authentic Materials Efficacy in Teaching ESP Students.....	56
Table14: Students' Ability in Distinguishing Between Materials.....	57
Table15: Authentic Materials Difficulty in Comparison to Non- Authentic Materials.....	57
Table16: Students Interest in Authentic Materials.....	58
Table17: Students' Attitude towards Using Authentic Material.....	58
Table18: Challenges in Using Authentic Materials.....	59
Table19: Students' Activity when Using Authentic Material.....	59

Table20: Students’ Interest in Authentic Materials Vs Non- Authentic Material.....	60
Table21: Students’ Role When Using Authentic Materials.....	60
Table22: Students’ Enthusiasm When Using Authentic Material.....	61
Table23: The Appropriateness of Authentic Materials.....	62
Table24: Students’ Opinion of Boring Authentic Materials.....	62
Table25: Authentic Materials Guidance.....	63
Table26: Students’ Search of Authentic Materials.....	64
Table27: The Teachers’ Use of Authentic Materials.....	64
Table28: The Teachers Clarification of Authentic Materials and Their Objectives.....	65
Table29: Teachers’ Course Design.....	66
Table30: The Teachers Clarification of Grammatical Rules.....	66
Table31: The Teachers’ Use of Authentic Materials when Presenting Economics Terms.....	67
Table32: The Teacher Use Authentic Materials When Presenting the Genres Related To Economics.....	67
Table33: The Teacher Assistance in Understanding the Foreign Culture.....	68
Table34: The Teacher Encouragement of Using Online Authentic.....	69
Table35: Teachers Use Simplified Versions.....	69

General Introduction

In the early 70s, English for specific purposes (ESP) has emerged as a new language teaching approach. Hutchinson and Waters (1987) define English for specific purposes (ESP) as a new approach to language teaching in which all the decisions like the course content and methods are based on learners' reason for learning (p.47). Before the emergence of ESP teaching methods were teacher-centered in which the teacher is the first responsible of the teaching process and learners are passive receivers of knowledge. With the emergence of ESP and communicative approaches in general, teacher-centered classes changed to be learner-centered in which all the decisions are taken in accordance to learners needs; this is in fact the main principle of ESP teaching and learning. The needs of learners differ according to the particular domain they dealing with. Paltridge and Starfield (2013) stated that "ESP teaching and learning of second or foreign language where the goal of the learners is to use English in a particular domain and for accomplishing specific purposes" (p.18)

Moreover, Hutchinson and Waters (1987) state that "As English becomes the accepted international language of technology and commerce; it created a new generation of learners who knew especially why they were learning a language" (p.5)

In addition, Anthony (1997) as stated by Lamri (2016) argue that ESP is the approach where students learn the language not for its own sake or for the sake of gaining knowledge of natives' culture or any other kind of knowledge, but for the sake of reaching specific academic or professional needs.

Furthermore, the demands for the new world lead to a large expansion of ESP through the world. Dudley Evans and St John (1998) suggest that the demand for English for specific purposes increase and expand through the world due to the new world requirements.

Furthermore, Garcia Nayo saw that ESP meaning can be summarized in needs analysis, Garcia Nayo (2001) claims that in ESP, there should be more to needs analysis than that being aware of the needs of learners'. Needs analysis influences not only the content of language course, but also what potential

can be exploited through such course; in other words, needs analysis in ESP course is the basis in which it can help both determine the course content and define the potential should be achieved at the end of the course.

One of the basic concepts in ESP approach is the authenticity of materials. The aim of using authentic materials in ESP is to expose students to real life situations and contexts to generate a clear and extra idea about the requirement of the target situation in respect to the language aspects, features and skills they should learn to approach as much as possible the real world situation (such a work place contexts). Occasionally, using authentic materials in teaching English for Specific Purposes has been encouraged by many linguists for many reasons. Peacock (1997) defines authentic materials as those materials which are produced to fulfill some social purpose in the language community and bringing the real world language into classrooms. Examples are newspapers, poems and songs Little, Devitt, and Singleton (1989, as cited in Band, 2004).

Jordan (1997) refers to authentic materials as texts that are not written for language teaching purposes (as cited by Allal, 2017, p.113)

Taylor (1994) argues that authenticity meaning went beyond language function to include others such as the function of the participants, the actual use of language, the nature of the interaction, the setting, and the interpretation of the participant.

According to Taylor (1994)

“let us therefore acknowledge that there is no such thing as an abstract quality “authenticity” which can be defined once and for all, and that authenticity is a function not only of the language but also of the participant, the use to which language is put, the setting, the nature of the interaction, and the interpretation the participant bring to both the setting and the activity”.

Studies show that oral language development improves through practice using authentic materials. Bernhardt, Berry and Denel (1987, 1989 as cited by in Band, 2004).

In the same line, the use of these tools from real-life resources is a great mean to help learners express themselves properly. Savingon (2002) supposes that the use of both oral and written authentic materials in context develop learners' oral language proficiency and building their own "variation space" to spoke language naturally.

Moreover, authentic materials provide learners with many significant advantages and promote them with high motivation and interest in language learning and lead to communicative competence improvement. Also, the use of authentic materials is highly encouraged because of their positive effects on learners' attitude toward learning the language (Kilickaya, 2004).

With respect to authentic materials, they are resources that are produced for real communication to help them keeping with future linguistic requirements and target needs. Wegener (2008) as cited inAyatuningtyas (2017) state two main functions that authentic texts serve in ESP courses. First, inviting authentic materials from learners work environment to the classroom help them to keep with future linguistic requirement. Second, authentic texts serve as sources of information for the teacher to be aware about what learners need in the target situation.

2) Statement of the problem:

Though many researchers advocated the effectiveness of using authentic materials in ESP teaching and learning contexts, ESP teachers and students of Master One Economics classes at M'ssila University, whether consciously or not, still base their lessons content on teaching economics specialized jargon and translating some economics texts to Arabic. Moreover, teaching materials in those classes are based on providing knowledge about the system of English language rather than making students familiar with English use in real life situations in which it contrasts with their need of being able to perform job-related functions effectively.

3) Purpose and aim:

This study attempts to investigate the situation of using materials in ESP classes at M'silaUniversity, and whether ESP teachers opt for using authentic materials in their classrooms. Also, to identify the role that authentic materials play in improving ESP learners' level, and to check students and teacher's attitudes toward the use of authentic materials for their academic and professional success. Moreover, this study attempts to recommend for more use of authentic materials instead of artificial ones in order to motivate and help learners to become more proficient and familiar with tasks they will encounter in the target situation.

4) The main research questions and hypothesis

In this research paper we tend to identify the role and the effectiveness of using authentic materials in ESP classes. The participants of our study are Master One and two Economics students at M'sila University. Thus, we attempt to answer the following questions:

- a) What is the situation of ESP teaching and learning economics classes at M'sila University?
- b) What do both teachers and learners have perceptions towards the use of authentic materials?
- c) Do teachers implement authentic materials in their courses?

Hypotheses

- Teachers at economics classes, use content-related materials rather than authentic materials.
- Using authentic materials may motivate students to learn and make their learning better and faster.

5) Methodology

5.1) Nature of the study

This study relies on the descriptive, explorative and analytical method in order to describe, explore then analyze the situation of teaching ESP classes at M'sila University in terms of the implementation of authentic materials and to investigate whether teachers opt for the use of authentic materials in their classes or not. Also, to measure to what extent the use of materials is effective.

5.2) sample

Master One and two Economics students' at M'sila University represent the entire population of the present study. Particularly, our sample comprises 50 students. Teachers of English are 3 from the total population of 10, only 3 teachers were kindly participating to be the sample of this study because of the current situation of quarantine. Moreover, both students and teachers participants of this study were randomly selected through using net service.

5.3) research tools

In this study mixed methods approach, qualitative and quantitative methods were the appropriate to data collection. A questionnaire was designed for Economics students' to describe, first, teachers' use of materials in ESP classes. Second, it is designed to investigate student's attitude and awareness about the use of authentic materials to learn the target language. Third, the questionnaire aims at identifying to what extent the use of authentic materials is effective in those classes. Moreover, an interview as another research instrument is conducted with teachers to provide us with their own perceptions and attitude toward authentic materials use, efficacy and experience. Also, the interview is conducted to identify to what extent is the use of authentic materials in classrooms by teachers.

6) Significance of the study:

The present study is significant since it raises both teachers and student's awareness of the effectiveness of using authentic materials in ESP classes as an enhancing and motivating tool for student to better achieve learning outcomes.

The recommendations urge bridging the mismatch between pedagogical (academic setting) contexts and work place contexts through familiarizing the students to be ready for the job-related challenges, mainly the communicative competences both written and oral.

8) Structure of the work

This work is divided into two chapters. The first chapter includes literature review of ESP approach and authentic materials. ESP approach literature review located in the first section. While, authentic materials review located in the second one.

The second chapter deals with methodology and data analysis. Methodology takes place at the first section; While, the second section includes data analysis part.

CHAPTER ONE

1.1-Section One: The ESP Approach to EFL Teaching

1.1.1. Introduction

1.1.2. The history of ESP

1.1.3. Definition of ESP

1.1.4. General English Vs ESP

1.1.5. The development of ESP

1.1.5.1. Register Analysis

1.1.5.2. From the mid 1970 to the mid 1980

1.1.5.3. Mid 1980s- 1990s

1.1.5.4. 2000- present

1.1.6. Types of ESP

1.1.6.1. English for Academic purposes (EAP)

1.1.6.2. English for Occupational Purposes (EOP)

1.1.6.3. English for Business Purposes

1.1.7. Characteristics of ESP

1.1.7.1. Authentic materials

1.1.7.2. Purpose-related orientation

1.1.7.2. Self-direction

1.1.8. Needs analysis in ESP

1.1.9. Needs analysis taxonomies

1.1.10. English for Business Learners' needs

1.2- Section Two: Authentic materials in ESP teaching and learning

1.2.1. Introduction

1.2.2. Authentic materials definition

1.2.3. Types of teaching materials

1.2.4. The advantages of using authentic materials in teaching ESP.

1.2.5. Authentic materials and linguistic competence.

1.2.6. Authentic materials and pragmalinguistic competence

1.2.7. Selecting authentic materials

1.2.8. Authentic materials and communicative competence in ESP

Chapter One

The First Section: ESP Approach

1.1- The introduction:

The use of English language as an international means of communication is in permanent dilation. Therefore, the need for learning this language becomes very important especially in fields like business where English is considered as a working tool to reach particular objectives. One of the major causes that makes learning English a main need among businessmen's is the globalization of trade and economy. Moreover, English needed in business is different from English needed in other fields and from General English (GE). Hutchinson and Waters (1978) for instance view that 'English taught to engineering students is not the English taught to business students' (ascited by Zine, 2017, p.107)

According to Allal (2017) English for Specific Purposes (ESP) approach is emerged particularly for this purpose, to teach that specific language needed in specific fields as a domain of English Language Teaching (ELT). It appeared as a distinct discipline during the 1960's. There was some debate between scholars about what ESP really is. Mackay and Mountford (1978) describe ESP as simply being the teaching of English for any purpose that can be specified. Others, however, are more precise, describing it as the teaching of English used in academic studies or the teaching of English for occupational purposes (p.10)

Through the use of authentic materials in ESP context, the authentic world is brought to the students and that would enable them to interact in both spoken and written language effectively. There are various text books for ESP courses; unfortunately, no textbook can fulfill the demands of a specific situation.

In assessing the appropriateness of the material to be used, the teacher must rely on his/ her own knowledge. ESP materials proposed should contain authentic texts and interesting tasks.

In this approach of inductive teaching when authentic materials are highly encouraged by scholar in the field of pedagogy, the teacher is considered as a facilitator of learning or organizer and director of the learner activities. He/ she may develop the learners' autonomy by providing them with techniques on how to learn by themselves.

1.2- History of ESP:

The origin of teaching language for specific purposes (LSP) can be traced as far back as Greek and Romance empires (Dudley- Evans and ST Johnes, 1998); in the same vein, Strevens (1977) claims that ESP history had begun from at least half a century. (Lamri, 2016, p. 4) . Hutchinson and Waters (1987) stated that “ESP was not a planned and coherent movement, but rather a phenomenon that grew out of a number of converging trends” (p.6); in which they identified three major movements that contributed to the emergence of ESP; the demands for a brave new world, a revolution in linguistics, and an increase focus on the learner (Lamri, 2016). Furthermore, the author claims that after the second world war in 1945, the new world knew an age of massive international growth in scientific, technical, and economic activity. That growth gives the green light to technology and commerce forces to control the changes going on in the world. The United State economic power made English as an international language of Commerce and technology in which the focus was in how context contribute to differentiate one discourse from another (p.4). Moreover, Zine (2017) claims that teaching and learning methodologies needed to be recognized according to the language specificities of each situation (p.107). for instant, the language needed by a businessman is not the same as the language needed by doctors, officers, linguists, biologists or geologists ... it “could be identified by analyzing the linguistic characteristics of their specialist area of work or study” (Hutchinson and waters, 1987).

In this respect, Hutchinson and Waters state that “tell me what you need English for and I will tell you the English you need”; this assumption has become the guiding principle of ESP and this statement was the basis of any course plan of ESP classes.(as cited by Zine, 2017, p.210)

Strevens (1997) stated that ESP movement referred to the global trend toward learner-centered approach. So, new generation of learners who need English in order to accomplish the world’s new demands has emerged. Consequently, “it created a new generation of learners who knew specifically why they were learning a language...” (Hutchinson and Waters, 1987), those learners aimed at fulfilling their daily needs by learning first how to understand the daily simplest manuals and news articles. Then, they aimed at learning the more complicated discourses like business letters and law texts.(Lamri, 2016)

1.3- The definition of ESP

In general, ESP is a branch of applied linguistics. In specific, ESP is a branch of teaching English as a foreign language for a clearly utilitarian purpose(Mackay & Mountford, 1978, p. 2).

It is described as a practical goal-oriented approach in which it designed specifically to address the specific language needs of the students according to their specific purposes(Mcraith & Kaufhold, 2016). Robinson definition’ based on four characteristics of ESP. First, ESP is a goal directed approach. Second, needs analysis are the ground that ESP courses grew from which aimed to classify and specify what exactly have to do through the medium of English. Third, the time of teaching ESP courses is limited; teachers are obliged to set objectives to achieve them before time is finished. Finally, ESP courses are for adults in homogeneous classes in terms of the specialty or the studies learners are attended(Robinson, 1991, p. 3) .

Robinson stated that students study English not because they a interested in the English language or English culture as such, but because they need English for study or work purposes (Robinson, 1991, p. 2).

Anthony (1997) defines ESP as the branch of teaching English for any purpose that could be specified. However, others describe it as the teaching of English used in academic studies or the teaching of English for vocational and professional purposes (p.9-10)

Dudely- Evance and St. John (1998) attempted to apply a series of characteristics, dividing them into absolute and variable characteristics to specify what ESP is about; this followed on from earlier work by Strevens (1988):

The absolute characteristics:

- 1- ESP is defined to meet specific needs of the learner.
- 2- ESP methodology and activities are underlined according to the discipline it serves.
- 3- ESP makes use of the language appropriate to these activities in terms of lexis, register, grammar, discourse, genre and study skills.

The Variable characteristics

- 1- ESP may be designed for or related to particular fields
- 2- ESP may rely on different methodology from that of general English in order to achieve compatibility in specific teaching situations.(Brunton, 2009, p. 2)

Moreover, in ESP the assessment of purposes, needs and applying activities for which English is needed are the basics of ESP course; that is to say that ESP main goal is to integrate into a subject matter area important to learners and not as a subject separated from the learners real world and wishes(Motazeur, 2015).

It is described as a practical goal-oriented approach. It designed specifically to address the specific language needs of the students according to their specific purposes (Mcrath & Kaufhold, 2016)

That is to say that English should be thought to achieve specific language skills in a way that allows students to use the language adequately in real situation and to comprehend English discourse related to their field of study or work. Hutchinson and Waters (1987) view ESP as an approach rather than a product in which a particular teaching material, teaching methodology, and a specific kind of language are not involved (Zine, 2017, p. 207).

1.4- General English vs. English for Specific purpose

General English (GE) and English for Specific Purposes (ESP) are the main branches of (EFL) and (ESL), which are themselves the main branches of English Language Teaching in general. ESP does not focus on how language is learn but rather on what language should be learnt. Hutchinson and Waters (1987) define ESP as the learning of English for any purpose that can be specified. In contrast to GE in which the language is learnt for its own sake and the language itself is the purpose of the course.

Hutchinson and Waters (1987) state that “ESP has paid scant attention to the question of how people learn, focusing instead on the question of what people learn. It has, in other words, been language-centered in its approach” (p. 2)

However, Lamri (2016) claims that General English approach focus on learning English from a broad perception covering all the language skills and the cultural aspects of the community.

Robinson (1980) state that “The general which we are contrasting the specific is that of general education for life, culture and literature oriented language course in which the language itself is the subject matter and the purpose of the course” (p. 6)

Moreover, providing effective and efficient learning is the main objective that both shared. In this respect Hutchinson and Waters (1991) point out that “Though the content of learning may vary

there is no reason to suppose that the processes of learning should be any different for the ESP learner than for the General English learner” (p.18)

According to Hutchinson and Waters (1987) there is no difference between GE and ESP in theory; however, there is a great deal of differences in practice. Furthermore, they claim that there is no methodology specific for teaching ESP but methodologies that have been applied in ESP classrooms, and which could have been used in any other language teaching activity.

Other differences have stated by Hutchinson and Waters in their book, English for Specific Purposes: A Learning Centered Approach. Hutchinson and Waters claim that ESP is different from GE in the sense of vocabulary, structures; and the subject matter that are related to a particular field. Also, in EGP often the learners are in the pre-university level, as it can be sometimes for learners at university level where they are introduced to the lexical, grammatical and rhetorical elements that are constituent of spoken and written English on everyday functions.

EGP is considered as the basis that ESP grown from. Thus, ESP course should be a continuum of EGP courses to provide students with the English needed in specific disciplines or in specific studies based on the reason that students are studying English for. (Hutchinson & Waters, 1987, p. 19)

1.1.5.1-The development of ESP

ESP movement has developed through passing on five phases

1.5.1- Register analysis approach in the first stage (mid-1960 to early 1970)

The view of language as communication led to new trends in linguistics description which influences ESP. The first trend is concerned the notion of language variation and the development of register analysis Halliday et al (1964 as cited by Isabel Negro, 2016) Register analysis is the analysis of the different registers. i.e, the analysis of special language used for special subject and situations in order

to provide learners with the important lexis and the grammatical features to be used in the target situation frequently. The supposition behind register analysis was that, while the grammar of scientific and technical writing does not differ from that of General English, certain grammatical and lexical forms are used much more frequently Dudley-Evans and St. John (1998 as cited in Songhori, 2008). Hutchinson and Waters (1987) agree that the first real starting point of ESP courses is the analysis of registers. Yet, the lexical and grammatical features of registers differ from one specific science to another. Register analysis in ESP was tailored for the pedagogic purpose of producing a syllabus which gave a high priority to the language forms and lexis that learners would meet in the target situation. Moreover, the main motive behind register analysis was the pedagogic one of making the ESP course more relevant to learners' needs. Hutchinson and Waters (1987 as cited in Songhori, 2008).

1.1.5.2-From the mid 1970 to the mid 1980

In this stage of development four changes took place in the field of ESP

- I. The new view of language as more communicative influenced EST material production (Widdowson, 1978). The emphasis shifted away from the structure of forms to their meaning (notions and functions) and to the analysis of forms in context.
- II. The second change is associated with the new linguistic approach to ESP, i.e. Rhetorical analysis. Rhetorical analysis influences both the structural and the lexical approach. (Isabel Negro, 2016)
- III. The third change was concerned with ESP course design 'Needs analysis. Needs analysis is the analysis of the linguistic features of the target situation. (Chambers,1980)
- IV. The last change was connected to ESP teaching. The emergence of skills and strategies approach is related to the development of needs analysis, which identified in each specific situation the most important skills (Isabel Negro, 2016).

1.1.5.3-Mid 1980s-1990s

In this approach the development was characterized by two directions: (i) a linguistic direction, which is discourse and genre analysis. (ii) a pedagogic direction based on the learning-centered approach put forward by Hutchinson and waters (1987) and Isabel Negro (2016).

According to Swales (1990) a discourse community has an agreed set of common public goals and mechanisms of intercommunication used to provide information and feedback; it uses one or more genres to achieve its goals; it has additionally acquired specific lexis and has a threshold level of members with content and discoursalexpertise (p.24).

In learning centered approach Hutchinson and waters (1987) stated that: “our concern in ESP was no longer with language use although this would help to define the course objectives. The concern was rather with language learning. We cannot simply assume that describing and exemplifying what people do with language would enable someone to learn it... a truly valid approach to ESP would be based on an understanding of the process of language learning” as stated by Allel (2017)

In this stage more focus being put on communicative competence approach. This approach considers the thinking processes that underlie language use more than it consider the language itself, it was mainly encouraged by the concept of ‘authenticity’. Close (1992) argues that the conception of authenticity is central to the approach taken to develop language skills. It set up to develop the most suitable teaching materials by establishing the skills priorities to students.

1.1.5.4- From 2000 to present times

In this stage of development genre analysis has taken new directions in ESP

This phase is about developing procedures to engage learners in the process of learning. Nunan (2004) claims that learners are actively implicated in the learner centered approach for the process of their

own learning. This engagement includes letting learners making decisions and plans and encourage them to interact with each other.

1.1.6- Types of ESP

Carter (1983) divide ESP into three main types: English as a Restricted Language (ERL), English for Academic and Occupational purposes (EAOP) and English with Specific Topics (EST). An example about the restricted language is the language being used by air traffic controllers or by waiters. There is a difference between ERL (English as a Restricted language) and General Language in which in ERL the repertoire and the linguistic needs required in some situations is strictly limited (Gatehouse , 2001, p.133).

There are other subdivisions provided by other linguists concerning ESP approach; Hutchinson and waters (1987) in one hand, they divided ESP into three main divisions:

- 1- English for Sciences and Technology (EST).
- 2- English for Business and Economics (EBE).
- 3- English for Social Studies (ESS).

On the other hand, Dudley-Evans and ST John (1998) divided ESP into two main branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). The diagram above presents the classification and the division of ESP as stated by Allel (2016)

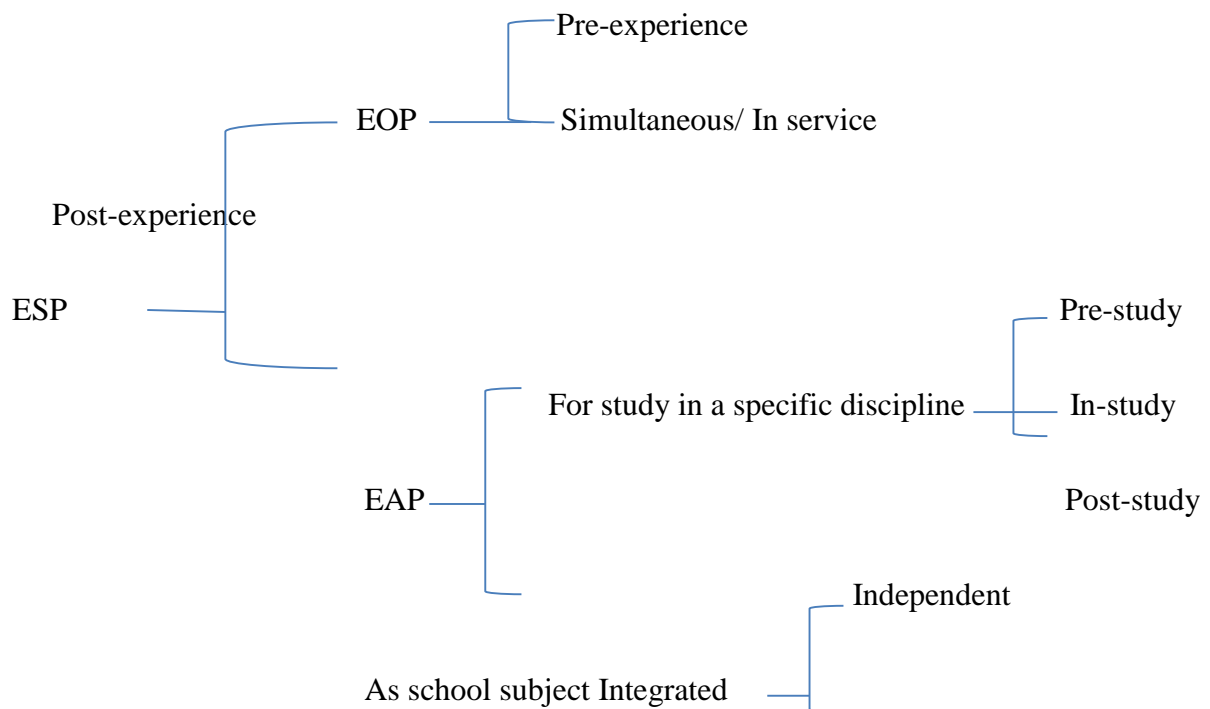
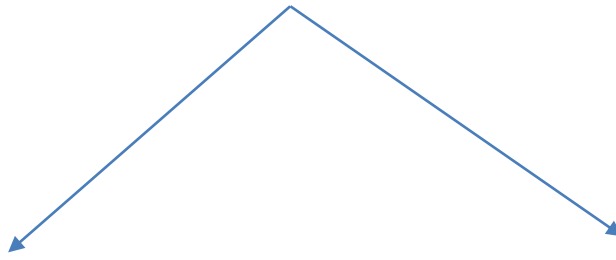


Figure 1.1: ESP classification by experience (adapted from Dudley-Evans and ST John, 1998)

These divisions according to Dudley-Evans and ST John (1998) are very important in which they affects the degree of specificity that is appropriate to the course content.

According to Dudley and Evans English for Academic purposes and English for Vocational purposes are also divided into other subdivisions as the figure 2 show

English for Specific Purposes



English for Academic Purposes

English for Occupational purposes

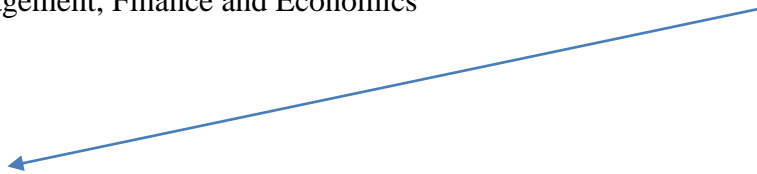


English for Science and Technology

English for (academic) Medical Purposes

English for (academic) Legal Purposes

English for Management, Finance and Economics



English for Professional Purposes

English for Vocational Purposes

English for Medical Purposes

Pre-vocational English

English for Business Purposes

Vocational English

Figure 1.2: ESP classification by professional area (adapted from Dudley-Evans and ST John, 1998)

English for Academic Purposes (EAP):

EAP is defined by many researches as the teaching of English that used in academic contexts.

According to Jordan (1997) and Flowerdew and Peacock (2001) the term ‘English for Academic Purposes’ refer to the teaching of English that aim at facilitating learners study or research in that language.

According to Kennedy and Bolito (1984) EAP is taught in academic context, in a target situation according to the needs of the learners.

Hyland (2006) stated that: “EAP is a field open to self-scrutiny and change and for these reasons it offers language teachers an ethical, reflective and fruitful field of research and professional practice and offers students a way of underlying their chosen courses and disciplines” (p.5). Through those definitions, it becomes evident that many researchers agree on that EAP is that English applied for common core academic elements such as writing academic texts, taking notes, listening to formal academic discourses and making presentation in order to develop new kinds of literacy.

1.1.6.1- English for Occupational Purposes (EOP):

Hutchinson and Waters admitted that there is no precise distinction between EAP and EOP.

Hutchinson and Waters (1987) state that “people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the students takes up, or returns to a job” (p.16)

While EOP is largely considered as the teaching of English in order to train individuals to perform in their job. As Jordan (op.cit) maintains. “EOP is taught for learners whose needs are related to their profession.” In the same line of thought, Tomlinson (2003) claimed that EOP is helpful for learners to function in English in their jobs.

1.1.6.3--English for Business Purposes:

Ellis and Johnson (1996) suppose that Business English is one of the areas of growth in ESP at present. It is emerged as a response to a growing awareness of certain types of learners with specialized needs that are not fulfilled in GE courses. It directly related to learners' professional needs in Business. However, learners of Business English are not supposed to learn different and special forms of language rather their language teaching should be practical and goal-oriented. In this sense Hutchinson and Waters (1987) argue that Business English and ESP in general should not perceived as specialized varieties of English or as a special form of language different in kind from other forms.

1.1.7- Characteristics of ESP

ESP as a movement within ELT and applied linguistics has its particular characteristics.

Carter (1983) and Dudley Evans (1997) agree that one of the of the ESP characteristics is the use of authentic materials whether modified in form or not. It was a worth attempt by Carter in shaping and structuring our understanding of ESP course by setting three stable characteristics of ESP; Carter (1983) claims that ESP courses have three common features:

- 1- Authentic materials
- 2- Purpose-related orientation
- 3- Self-direction

1.1.7.1- Authentic materials:

Dudley-Evans (1998) suggest that the use of modified or unmodified authentic materials is practical in both intermediate and advanced levels, and it is considered as a feature of ESP; especially in self-directed study and conducting researches in which learners are encouraged to use a variety of resources including the internet. (P. 8-29)

Thus, teachers should make a systematic attempt to teach learners the learning strategies in order to help them learn by themselves and to facilitate their language acquisition.

1.1.7.2- Purpose-related orientation:

It based on engaging communicative tasks that is required by ESP learners for well performance in the target situation, like paper presentation, debate, performing dialogue. Moreover, learners can be involved in the design and presentation of a unique product, including portfolios, pamphlets...etc.

Mohan (1986) claims that ESP courses focus on preparing learners for a given communicative environment.

Also, Lorenzo (2005) argue that “ESP concentrates more on language on context than on teaching grammar and language structure” (p.1).

1.1.7.3-Self- direction:

Carver (1983) state that” the point of including self- direction... is that ESP is concerned with turning learners into users”. That means that students should have freedom in deciding what to study, how and when.

Mackay and Mountford (1978) add that ESP is usually delivered to adult students that are highly conscious about the reason for their own learning.

Another characteristic that is not found in Carter perception about the characteristic of ESP and it has much importance for Dudley-Evans and ST John is needs analysis.

Dudley-Evans and ST John (1998) hold needs analysis is the corner stone of ESP and leads to a much focused course”.

1.1.8- Needs Analysis:

In fact, the need to learn the language is not existed only in ESP courses as many think, but also it is existed in General English. So, what distinguishes GE courses from ESP courses is not the existence of a need, but rather the knowledge about the target situation requirements. Hutchinson and Waters (1987) state that “ what distinguishes ESP from General English is not the existence of a need as such but rather an awareness of the need” (p.53). The awareness of the need or what it called the awareness of the target situation (Needs analysis) is the most important concept that distinguishes ESP from GE course. Robinson (1991) claims that Needs Analysis is seen as the basic principal of ESP (p.7).

‘why student need to learn the language?’ it is the question that needed to be asked in designing General English courses as well as in designing ESP courses but what really distinguish them from each other is the question ‘what language is needed?’

What language is needed? It is the question that needs analysis attempts to answer and what ESP course content is based on. The needs of learners in GE unlike the needs of ESP learners cannot be specified or limited in a distinct set of communicative situations and that reduces the utility of NA approach for GE. Tudor (1996) claims that NA approach is less useful when learner’s needs are linked to a set of continuous set of communicative situations (p.70)

Needs Analysis is the analysis of what language is needed in the target situation. Flook (1993) state that “as in all ESP teaching situation, we must start by considering the needs of learners and what to have to do in the target situation” (p.21)

Many have defined needs as the difference between the actual state regarding the group or situation in relation to a specific question and the desired state. Whereas, Needs Analysis as a systematic approach is an attempt to analyze and identify learner’s problems, their nature and causes in order to design effective courses, set learners priorities, define the target population and determine future actions. (Rossi , P.H., Freeman, H.E., &Lipesey, Mark, W.L., 1998).

NA answers the questions who, what, where and when, that is, the target audience (who needs to be trained), the task or content (what needs to be taught), and the context or training environment (where and when the training needs to be conducted); but not how it will be conducted. (Clark, 1998). Moreover, Hutchinson and Waters see that the use of NA for GE is important as in ESP; Hutchinson and Waters (1987) argues that in language learning there is always a noticeable need of some kind from the situations or the language; needs that arise out of them can be often specified.

So, Needs Analysis is a useful and sufficient tool to use in all kind of language learning and teaching situations whether in specific purposes or in general purposes. Thus, it makes the learning programme more relevant to learners' need of being able to communicate in real life. And, it help to focus on the reason that student are studying English for ,but it is more effective in ESP than it is in GE.

1.2. Needs Analysis Taxonomies:

According to Hutchinson and Waters (1987) learner's needs are divided into two main divisions:

- 1- Target needs
- 2- Learning needs

1- Target needs is that term that refer to the learner lacks, necessities and wants. (Hutchinson & Waters, 1987).

Concerning learner's lacks, teachers need to identify what are the target situation needs that learners already know and that help them to identify what needs learners lack. That is to say that learner's lacks refer to the gap between the existing proficiency and the target proficiency.

The learner's necessities are the type of needs that determined by the target situations demands. In other words, what learners must acquire to communicate effectively in the target situation (P.55).

Learner's wants refer to learner's views about the reason why they need a language; that should be taken in consideration by teachers and course designers. Sometimes, a problem can happen when

learners want conflict with teacher's perception. Thus, teachers and course designers should have a clear idea about their learner's views.

Learning needs in contrast to target needs refer to the learning environments needs. According to Hutchinson and Waters (1987) designing courses on the basis of the target situation needs only is not sufficient, but also the learning situation needs to be involved. Learning Needs in its broadest sense refer to all the conditions of the learning situation and what learners need in the class in order to acquire the language. For example, the learner's knowledge, skills, strategies, styles and motivation.

1.13-English for Business Purposes learner's needs

Due to globalization of economy, English for business and marketing has acquired greater significance. Thus, all around the world countries are looking for new ventures through looking for markets across its borders, and that lead to the emergence of many multilingual companies. That in turn required a common communicative specialized genre language to be used among employers and businesspeople they have different mother tongues due to the different countries are coming from. In Algeria or in other developing countries are in the way of developing English for business in the market in order to cope with fast commercial and economic challenges (Schutz,2005)

English is the real global language and is important in education, relations and business. I am Chairman of one of the largest Italian Bank Foundation and we are dealing with more than 100 countries. Our work language is English.

-Professor Francesco Profumo, Politecnico di Torino, Italy

That is English courses taught to business graduate should be based on the analysis of those graduate learners needs.

Business English has been influenced by management training-oriented than education-oriented in which much focus is needed on how language is used at achieving business job requirements.

In this regard, both teachers and course developers are encouraged to use, first, the inclusion of authentic materials. Authentic materials will guarantee that students use the language meaningfully, instead of focusing on isolated and particular language elements or exercises concerning lexical items or grammatical rules.

Moreover, taking those authentic materials from workplaces will familiarize learners with the required language used in their future profession to communicate easily. (Chandra, 2019)

Also, the implementation of authentic materials in ESP classrooms will allow for more learning opportunities in which it provide learners with more comprehensible input and offered student with more language exposure (Chandra, 2019, p.6-14).

The Second Section: Authentic Materials

1.2.1-Authentic materials definition:

Nunan (1988) defines authentic materials as ‘those which have been produced for purposes other than to teach language’ (p.99)

Authenticity in general is the interaction between the classroom and the outside world. According to Marrow (1977) and Breen (1985) language varies according to the situation and authenticity fades away in the teaching learning situation. In particular, authentic materials are the materials produces by native speakers for non- native speakers with communicative purposes as stated by (Cherchab Djailed, 2012)

1.2.2-Authentic materials in teaching:

Authentic materials are important in ESP classes as it stated clearly by Carter. Carter (1983) claims that one of ESP common characteristics is the use of authentic materials. Authentic materials provide

the appropriate token of communication in each situation which is the main purpose that language teaching classes' aims at.

Widdowson (1990) claims that learners can produce and understand acceptable sentences in the target language, but those sentences may not be appropriate as 'token of communication'. The use of authentic materials in language teaching classes in general and in ESP classes in particular helps learners to distinguish between language use and language usage and to identify what value the sentence has in a discourse. Widdowson (1990) supposes that learners should be aware about how to 'deploy sentences'.

1.2.3- Types of teaching materials:

Teaching materials in general are textbooks, handbooks, courses of study, syllabuses, curriculum bulletins or guides, TV and radio broadcasts, research reports, journals, curriculum newsletters, internet websites, audio-visual aids, publishers' manuals and other materials that helps teachers to achieve the goal of the course. Teaching materials are the opposite of learning materials that is designed to be used by pupils in their process of learning. (Vaicuniene & Uzpaliene, 2010)

The materials mentioned above divided into two subdivisions: authentic and non-authentic materials. Nunan and Miler (1995) define authentic materials as those "which were not created or edited expressly for language learners. Authentic materials illustrate how English is used naturally by native speakers." In contrast, non-authentic materials are those which designed specifically for language learning and teaching such as textbooks and handbooks (Nunan& Miller, 2008)

Since ESP concentrates more on language in context than on teaching grammar and language structure, authentic materials are more applicable.

Moreover, authentic context and language use in typical work situation raise interest in learning ESP (Vaicuniene, 2009; Fiorito, 2005). For instant, in the case of teaching English for Business Purposes

(EBP) the teachers are advised to be creative in searching; that is to say that they should look for more needed authentic sources according to learner's current level and their interests like:

- 1- Day to day objects (e.g. banks leaflets, business cards, photographs, recipients, catalogues, currency, reports, financial statement, instructions, application forms, pictures, registration forms, letters/ emails, diagrams, s agreements, brochures, bank instructions, bank accounts...etc.).
- 2- Broader (e.g. newspaper, journals, TV and radio broadcast, films, documentaries, internet websites, general or special literature).
- 3- Easily accessible websites (e.g. authentic specialist publications in the field, statistics, reports, surveys etc.

(Vaicuniene & Uzpaliene, 2010)

1.2.4- The advantages of using authentic materials in ESP classes:

How to capture students' interest and stimulate their motivation are the most challenging tasks that facing ESP teachers constantly. The use of authentic materials that are extracted from the real world can make learners extremely motivated. Gueriento and Morley (2001) state that "Extracting information from a real text in a new different language can be extremely motivating, therefore increasing students' motivation for learning by exposing them to real language" (p.17)

Moreover, on one hand, using authentic materials develop student strategies for dealing with real language. On the other hand, they prevent students from being reliant on simplified language. That is to say that the use of authentic materials is important in ESP classes since the language presented in textbooks is a poor representation of the real language. Crystal (1997) and Davies (1995) confirm that textbooks language is far away from that real, informal kind of English which is used very much more than any other during a normal speaking lifetime.

Furthermore, authentic materials are adequate in developing learners overall communicative competence.

1.2.5. Authentic materials and linguistic competence:

Homles (1988) provides data on the relative frequencies of lexical items expressing doubt or certainty in written and spoken corpora and surveying four well known English textbooks; finds that the more common model lexical items are often under-presented in comparison to model verbs. Potentially, this could have serious consequences for learners because of the important pragmatic function of this group of words.

Also, the authenticity of materials allows for wide and various hyponyms and synonyms that enable learners to converse naturally. Ibid (1991) argues that authentic materials mean using a range of vocabulary that is perhaps wider than the course book or material have allowed for (p.68).

In addition, textbooks rarely deal with the interactional and effective needs of speakers in informal contexts. Powell's (1992) finds high frequencies of evaluative, vague, intense or expressive language in his analysis of spontaneous conversations from London-Lund corpus (as stated by Glimore, 2014).

According to Ibid (1992) idioms also are often regarded as something 'to tag onto the higher level or terminal stages of language courses'. However, they are frequently used in spontaneous conversations (p.109). Carter (1994) focused on the evaluative role of idioms in natural language and, as a result, their high occurrence in specific types of discourse like problem solutions; he argues that it is a key element in the communicative competence of native speakers and, therefore, has important pedagogical implications (as stated by Glimore, 2014).

Moreover, standard grammar presented in textbooks is unable to account for pervasive features in spoken discourse such as 'ellipsis' or 'slots' at the beginning and ends of clauses for speaker orientation/ evaluation and stress the importance of an interactive interpretation on verb- form choices

in real data. Hughes & McCarthy (1998) argue that sentence based grammar are inadequate to explain speaker/ writer choices at the discourse level (Hughes & McCarthy, 1998)

In the same line of thought, Wray (2000) claims that even proficient nonnative learners have difficulties distinguishing what is natural from what is grammatically possible but non idiomatic.

1.2.6. Authentic materials and pragma linguistic competence:

Textbooks have a lack in presenting appropriate pragmatic models. Kasper (2001) claims that material writers have relied on intuitions about language rather than empirical data and at the expense of pragmatics they imparting lexicogrammatical knowledge. Moreover, Williams (1988) compared the language used for meeting in authentic business interactions with the language thought for meeting in 30 business English textbooks. She found almost no correspondence between the two, with only 5,2% of the 135 exponents presented in the classroom materials actually occurring in the genuine meeting. She criticizes material writers for relying on introspection rather than empirical research when selecting which exponent to present in the course (as stated by Glimore, 2014)

Furthermore, ESP Learners need to communicate in workplaces, so they need that kind of intercultural competence. For learners to be intercultural competent, that means that they have the required attitude, knowledge and skills. As to attitudes, it means to be curious, accept and able to communicate with different people from different cultures in different contexts. That is to say that people have the ability to adopt different behavior and belief and able to view how they might look from distinct perspective of outsider (Byram, Gribkova& Starkey, 2002).

Byram (1997) and Parmenter (2003) stated that this kind of knowledge can be obtained from media, social studies or other sources.

Skills can be defined as the ability to operate in different cultural contexts, to operate the professional knowledge and techniques and also to overcome the physical and mental discomfort to reality.

1.2.7. Selecting authentic materials:

Nunan (1989) divides communicative classroom tasks into two types.

1- “Real world”: These types of tasks are beneficial to learners in improving their speaking skill in which they involve learners in approximate practice of the language.

2- “Pedagogic”: this type of tasks aims at improving learners’ internal acquisition of the language without getting the learners to practice the skills that might be needed in real communication. This type of tasks is mostly presented in teachers’ course books. Here, teachers should be selective in choosing suitable authentic tasks to support learners learning and to choose the tasks that learners will benefit from.

1.2.8. Authentic materials and communicative competence in ESP

Communicative competence (CC) was first coined by the sociolinguist Hymes (1971- 1972), who denied Chomesky’s view of language and claims that Chomesky’s (1965) notion of linguistic competence is limited. Then, he proposes new notion that is communicative competence, in which he defined it as the competence that enable us to convey and interpret messages, and to negotiate meanings interpersonally within specific contexts and situation (Sàrosdy, 2006).

According to Canale and Swain (1980) there are four different components that make up communicative competence:

- 1- Grammatical competence. Canal and Swain (1983) define grammatical competence as “knowledge of lexical items and rules of morphology, syntax, sentence-grammar semantics, and morphology” (p.29)
- 2- Discourse competence. According to Uso-John and Martinz-Flor (2006)

It is concerned with the knowledge of achieving coherence and cohesion in a spoken or written text, it means that discourse competence deals with intersentential relationships and being appropriately communicate in spoken or written discourse.

- 3- Sociolinguistic Competence. This competence concerns with the understanding of the social context in which language is used, the shared information, and the participant.
- 4- Strategic competence. Canale and Swain (1983) describe it as "the verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to the performance variables or due to insufficient competence." (p.30)

Communicative competence is the goal that inductive approach aims to achieve by using authentic materials in ESP classes as a teaching method and asking learners to extract lexis and generate rules from them. As Savignon (1983) stated that authentic materials "have come to be used in language teaching context to refer to the ability to successfully combine knowledge of linguistic and sociolinguistic rules in communicative interactions" (p.123)

1.2.9. Authentic Materials in Business English Classroom:

Authentic materials are increasingly very popular because they successfully provoke learners' interest and motivation due to the fact that they influence learners through various cues audio, visual, and kinesthetic. Thus, authentic materials provide a more complete perception of the target language.

Moreover, in the mid of the learner the concept of enjoyment is essential for good learning outcomes. Authentic materials and activities relate directly to the target situation is joyful as well as practical for learners. And, to some extent, they perceive authenticity in classes as an entertaining activity that helps them become more willing to participate actively in the learning process.

In order to help learners achieve best results through using authentic materials, the use of such materials should be based on carefully designed tasks with a clear rationale underlying them.

Georgieva (2016) provide teachers with a possible procedure to design a set of tasks for students to do when working with authentic materials:

- 1- In choosing the materials, teachers should be topic-oriented to teach business vocabulary in a given content area (trading, branding, entrepreneurship etc.)
- 2- In selecting the material, teachers need to make a full transcript of it in order to exploit the vocabulary to the fullest later in the lesson.
- 3- After having the transcript, teachers can start choose which language points they want their students to practice and what type of activities to focus on.
- 4- In building the lesson on authentic materials, two stages should be considered:
 - i. A lead- in stage:

The lead-in stage introduces the topic of the authentic material and warms students up for the following tasks:

- a) Familiarize learners with the topic
 - b) Elicit some of the vocabulary to ensure that learners comprehend and do the tasks successfully.
 - c) Giving some background to what they are going to watch including economic, historical, personal, cultural or any other information.
- ii. The main task-based stage:

This stage can be tailored to suit the needs of each learner or group of learners. This could include the whole range of activities employed in the classroom.(Georgiva, 2016, p. 13)

1.2.10. Conclusion

In this chapter we have discussed ESP teaching and the role of authentic materials in enhancing ESP learners' motivation, interest, and communicative competence. Starting from its definition, history of ESP, its types, the difference between ESP and General English and the characteristics of ESP teaching at the first section. One of its main characteristics is the use of authentic materials. However, authentic materials are broadly discussed at the second section. Starting from the definition, types of authentic materials, the advantages of using authentic materials in ESP classes and authentic materials and linguistic, pragmalinguistic and communicative competence.

Theoretically, it has been proved that authentic materials motivate and encourage learners to learn language successfully.

Chapter two:

Research design

And

Analysis of results

Section One: Methodology and Research Design

2.1.1 –Introduction

2.1.2The method

2.1.3 Population and Sample

2.1.3.1- the teachers

2.1.3.2- the students

2.1.4- Study Context

2.1.5- Data Collection and Instruments

2.1.6- Description of the Questionnaire and Interview

2.1.6.1- Student's questionnaire

2.1.6.2- Teachers' interview

2.1.7- Conclusion

Section Two: Research Design and Results

2.2.1 Introduction

2.2.2- Results of Students' Questionnaire

2.2.2.1- Interpretation of Students' Questionnaire

2.2.2.2- The Commentary of Results

2.2.3- Results of Teacher's Interview

2.2.3.1- Interpretation of Teacher's Interview

2.2.3.2- The Commentary of Results

2.2.4- limitations

2.2.5- Conclusion

2.2.6- Recommendations

2.2.7- General Conclusion

2.2.8- Appendices

2.2.9- References

Section One: Methodology and Research Design

2.1.1 Introduction

The previous chapter dealt with the theoretical part of the present work. It provides a satisfied literary review about the use of authentic materials in ESP classes exactly at the economics level. However, the second chapter is dedicated to the practical part of the study; we aim at investigating and studying the situation of using materials in ESP classes at Economics department, M'sila University and whether teachers opt for authentic materials use in those classes. Also, to identify the role that authentic materials play in improving Economics students' English level. Moreover, in this chapter we aim at checking students' and teachers' attitude toward the use of authentic materials. To achieve the above aims we divided this chapter into two main sections; the first section tackled the methodology and research design which was followed by the descriptive and analytical methods, the population and the sampling, in addition to the data collection tools. While, the second section dealt with the research design and the interpretation of results.

2.1.2 The method

In order to study the situation of using authentic materials in ESP classes, the researchers have used methods that enable them to achieve the objectives of the research. Two research methods are combined together, descriptive method and analytical method. In addition, our study also comprises mixed approach that combines both qualitative and quantitative data research. Cameron (2015) defined mixed methods as “mixed methods research represents research that involves collecting, analyzing, and interpreting quantitative and qualitative data in single study or in a series of studies that investigates the same underlying phenomenon”(p.3).

The researchers used the questionnaire to collect a quantitative data and the interview to collect a qualitative data.

2.1.3- Population and Sample

The participants were selected by using simple random sampling in order to give an equal chance for every individual to be part of the sample. The distribution of the questionnaire occurred through Internet service because it was impossible for the researchers to distribute them in the Department due to the health conditions the country is going through. This sampling concerns both teachers and students.

2.1.3.1- The teachers

In order to investigate the current situation of using authentic materials in those classes. Three teachers teaching English for economics classes at M’sila University are asked to express their perceptions, answer some questions, and clarify some views regarding our research topic.

2.1.3.2-The students

Our students' sample contains 50 students studying Economics for the master degree (First and Second year) in which English is taught to them as a separate module in a rate of one hour and a half per-week.

2.1.4- The Study Context

Our case study was conducted at M'sila University in the department of Economics, it concerns Master degree students in which English is taught to them to successfully integrate into the workplace by improving their employability. So, their English is for specific purposes (ESP); the First aim for those courses should be to facilitate students' communication in the workplace.

2.1.5- Data Collection and Instruments

In the present study, we have designed a questionnaire to the students and an interview to the teachers to collect data in relevance to our pre-determined aims. The questionnaire is considered as one of the most interesting tools that provides a reliable and valid data. Wilkinson and Birmingham (2003) defined questionnaire as "An effective questionnaire is one that enables the transmission of useful and accurate information or data from the respondents to the researcher" (p.8). Moreover, the creation of successful questionnaire needs clear, short and simple questions. In the other hand, the interview is a favorable tool for the researchers because it helps them to discover new points of view. Denscombe (1998) identified the interview as "Interviews involve a set of assumptions and understandings about the situation which are normally associated with casual conversation" (p.109).

The questionnaire encompassed authentic materials use, advantages and difficulties students' faced in implementing such materials, whereas the interview encompassed teachers' use and perceptions of authentic materials.

2.1.6- Description of the Tools

2.1.6.1- student's questionnaire

The questionnaire is used to collect data from our study subjects; it was distributed to 50 students. This study concerns only master students from different groups at Economics department, M'sila University. It consists of three parts: the first part concerns the situation of using authentic materials

in ESP classes. In other words, how ESP is taken places in Economic Master classes. The second part is about the student's perception about the use of authentic materials. The third part is connected to the actual implementation of authentic materials in that context. Each part consists of more than 7 questions. The answer of the questions will be done by using the likert scale which is one the types of questionnaire in order to provide results about disagreements or agreements of the participants; the answer of the participants would be as - agree, strongly agree, undecided, disagree or strongly disagree. The questionnaire was administrated through e-mails and Face book service during the second semester because distributing them in the department as usual was impossible for the current situation of the quarantine. The students cooperated and collaborated kindly in answering the questionnaire.

2.1.6.2- Teacher's Semi Structured Interview

This interview was introduced to three (3) ESP teachers at the department of economy at M'sila University. Concerning the number of the teachers they are ten (10) teachers teaching at the department of economics but we could contact only (3) teachers because of the current status. The interview consists of fourteen (14) open and closed questions that are used to provide a qualitative and quantitative data. The objective behind this interview is to collect information about teachers' perceptions towards the use of authentic materials and to know whether they make use of authentic materials or simplified ones.

2.1.7-Conclusion

This section aims to present a detailed explanation about the methodology and research design which has been used in this research paper. Moreover, it was followed by the basics of this study which is description of the population sample and the two main data collection instruments. The organization of this part will facilitate for the researchers the work in the second section.

Section Two: Research Design and Results

2.2.1 Introduction

This section seeks to provide a valuable and reliable analysis for the data gathered. It will discuss and interpret the data of both instruments used in this study which are the students' questionnaire and teachers' interview. The results of this study will prove whether the research questions and the hypothesis are valid and applicable or not.

2.2.2- Results of Students' Questionnaire

1.1 Section One: The Situation of ESP Teaching and Learning in Economics Classes

Item 1: I attend the English session for a defined purpose

Table1: Students' Attendance in ESP Classes

Options	Number	Percentage
1. Agree	33	66%
2. Strongly Agree	9	18%
3. Undecided	5	10%
4. Disagree	3	6%

5. Strongly Disagree	0	0%
Total	50	100%

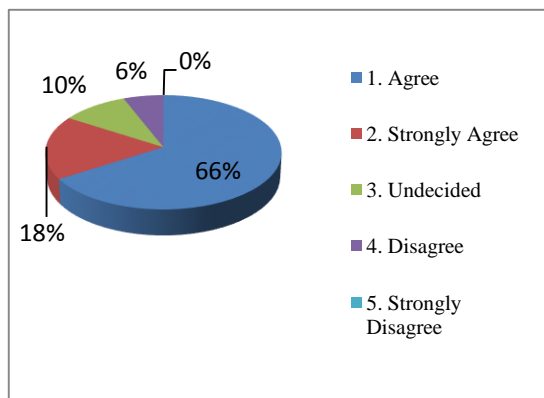


Fig1: Students' Attendance in ESP Classes

Comment:

Table (1) shows that the majority of the students (66%) agreed that they attended the english session for defined purpose, others (18%) strongly agreed about that, whereas (10%) were undecided about attending the english session for defined purpose, and few of them (6%) disagreed about that.

Item 2: I'm aware of my target needs and objectives

Table2: Students' Pre-Determined Needs and Goals

Options	Number	Percentage
1. Agree	27	54%
2. Strongly Agree	19	38%
3. Undecided	2	4%
4. Disagree	2	4%
5. Strongly Disagree	0	0%
Total	50	100%

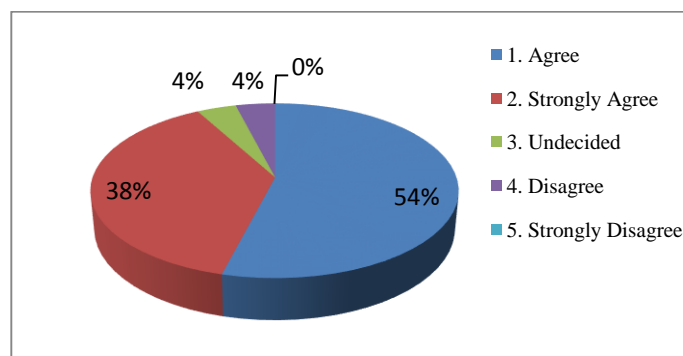


Fig2: Students' Pre-Determined Needs and Goals

Comment:

Most of the students (54%) agreed that they were aware of their target needs, also (38%) of them strongly agreed about that. However, (4%) were undecided and disagreed, and (0%) strongly disagreed.

Item 3: My teacher helps me define my target needs

Table3: The Teacher Assistance in Identifying Students’ Needs

Options	Number	Percentage
1. Agree	0	0%
2. Strongly Agree	0	0%
3. Undecided	6	12%
4. Disagree	10	20%
5. Strongly Disagree	34	68%
Total	50	100%

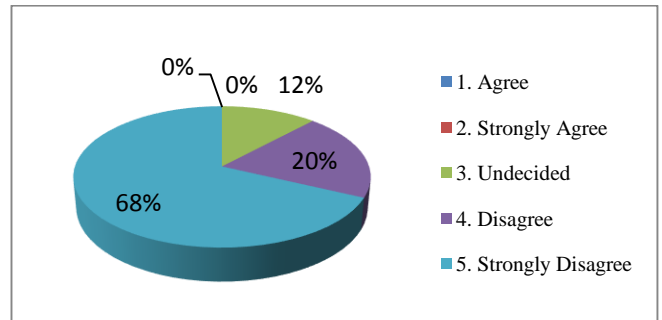


Fig3: The Teacher Assistance in Identifying Students’ Needs

Comment:

The table above presents the majority of students (68%) stated that they strongly disagreed about teachers’ help for defining their target needs and (20%) disagreed, around (12%) undecided.

Item 4: My teacher analyzes my needs before providing the course content

Table4: The Teacher Analyses of Students’ Needs

Options	Number	Percentage
1. Agree	4	8%
2. Strongly Agree	10	20%
3. Undecided	0	0%
4. Disagree	0	0%
5. Strongly Disagree	36	72%
Total	50	100%

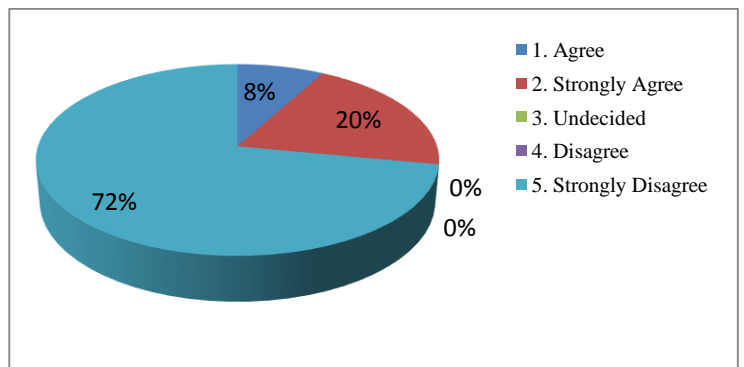


Fig4: The Teacher Analyses of Students’ Needs

Comment:

The results of the table (4) show that most of our participants (72%) of the learners strongly disagreed and announced that the teacher do not analyzed their needs before he provides the course content. Although (20%) were strongly agreed; they declared that teachers analyzed their needs before providing the course content, just (8%) pick out agreed.

Item 5: the course content, evidently, matches my needs and interests

Table 5: The Relevance of the Course Content to Students’ Needs

Options	Number	Percentage
1. Agree	21	42%
2. Strongly Agree	10	20%
3. Undecided	11	22%
4. Disagree	7	14%
5. Strongly Disagree	1	2%
Total	50	100%

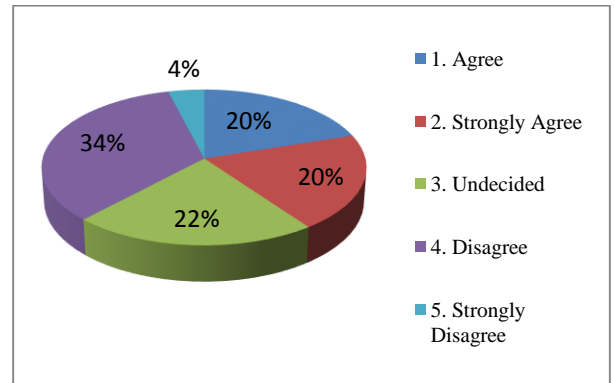


Fig5: The Relevance of the Course Content to Students’ Needs

Comment:

Table (5) illustrates that the majority of the students (42%) agreed that the course content meets students’ needs and interests. Between (22%) and (20%) undecided and strongly agreed, just (14%) disagreed and (2%) strongly disagreed.

Item 6: The course content is most of the time specific

Table6: The Content Specificity

Options	Number	Percentage
1. Agree	25	50%
2. Strongly Agree	5	10%
3. Undecided	11	22%
4. Disagree	8	16%
5. Strongly Disagree	1	2%
Total	50	100%

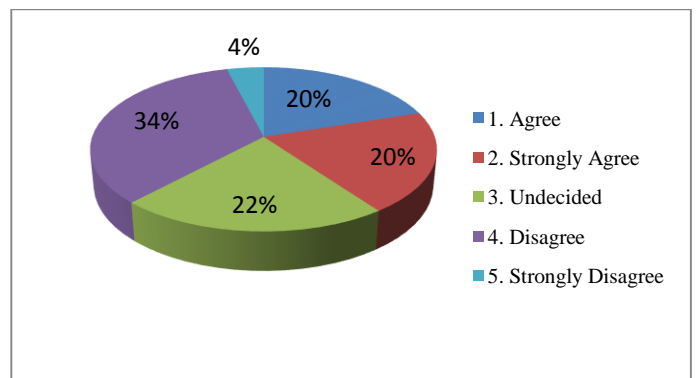


Fig6: The Content Specificity

Comment:

(50%) of the participants agreed that the course content is specific, (22%) of the participants were undecided,(16%) of the participants disagreed, (10%) of the participants strongly agreed and (2%) strongly disagreed.

Item 7: The course focus is grammar

Table7: Grammar as the Focus of the Course

Options	Number	Percentage
1. Agree	10	20%
2. Strongly Agree	10	20%
3. Undecided	11	22%
4. Disagree	17	34%
5. Strongly Disagree	2	4%
Total	50	100%

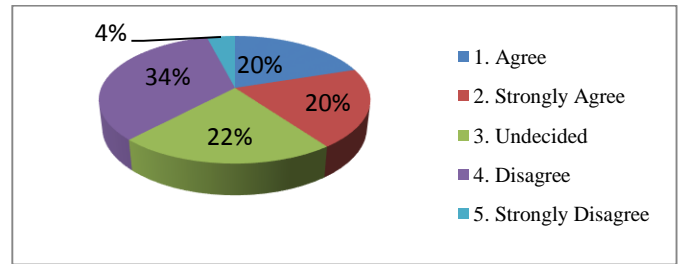


Fig7: Grammar as the Focus of the Course

Comment:

From the results of our study the majority of our participants (34%) were disagreed, they indicated that the course do not focus on grammar, (22%) of our participants were undecided,(20%) were both agreed and undecided and only (4%) strongly disagreed.

Item 8: The course focus is terminology related to economics

Table8: Economics Terms as the Focus of the Course

Options	Number	Percentage
1. Agree	21	42%
2. Strongly Agree	25	50%
3. Undecided	4	8%
4. Disagree	0	0%
5. Strongly Disagree	0	0%
Total	50	100%

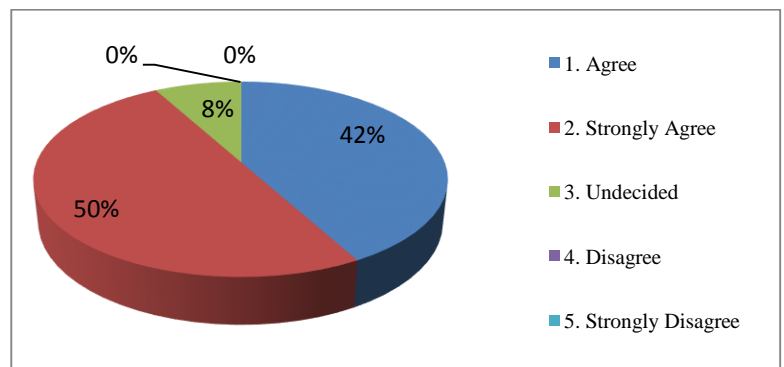


Fig8: Economics Terms as the Focus of the Course

Comment:

The table below presents that most of the students (50%) were strongly agreed and the course content focus on terminology related to economics and (42%) agreed,however (8%) of the learners were undecided and the minority (0%) both disagreed and strongly disagreed.

Item 9: The course focus is reading texts related to Economics

Table9: Reading Economics Texts as the Focus of the Course

Options	Number	Percentage
1. Agree	22	44%
2. Strongly Agree	20	40%
3. Undecided	6	12%
4. Disagree	1	2%
5. Strongly Disagree	1	2%
Total	50	100%

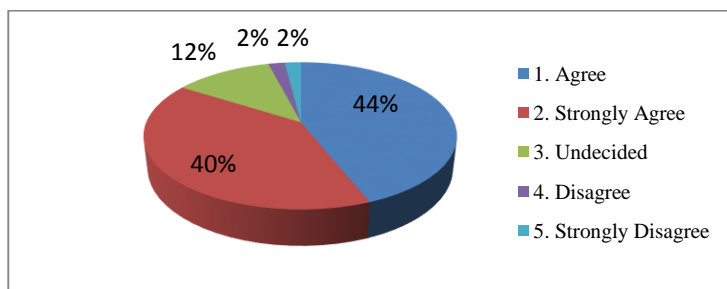


Fig9: Reading Economics Texts as the Focus of the Course

Comment:

Most of the students (44%) agreed that the course is based on reading texts related to economics, moreover (40%) were strongly agreed, whereas (12%) were undecided, other students (2%) were both disagreed and strongly disagreed.

Item 10: The course focus is teaching how to write genres related to economics

Table10: Economics Writing Genres as a Focus of the Course

Options	Number	Percentage
1. Agree	22	44%
2. Strongly Agree	13	26%
3. Undecided	5	10%
4. Disagree	9	18%
5. Strongly Disagree	1	2%
Total	50	100%

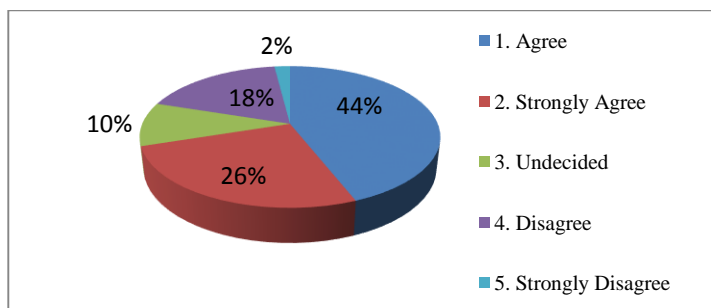


Fig10: Economics Writing Genres as a Focus of the Course

Comment:

The analysis of table (10) indicates that the majority (44%) agreed that course focus on teaching how to write genres related to economics, (26%) of the participants were strongly agreed, (18%) and (2%) were between disagreed and strongly disagreed.

Item 11: The course focus is developing speaking skills

Table11: Speaking Skills as the Focus of the Course

Options	Number	Percentage
1. Agree	9	18%
2. Strongly Agree	11	22%
3. Undecided	10	20%
4. Disagree	15	30%
5. Strongly Disagree	5	10%
Total	50	100%

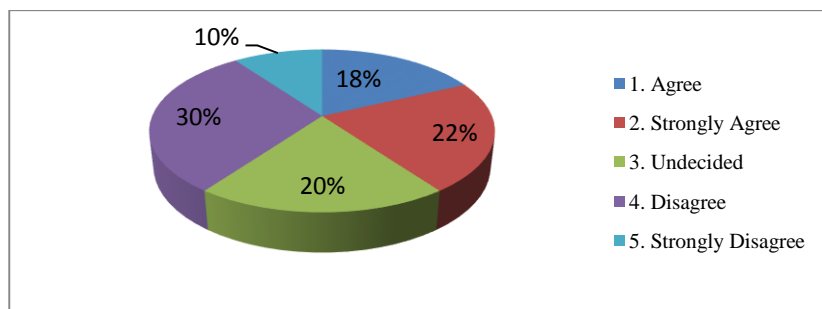


Fig11: Speaking Skills as the Focus of the Course

Comment:

The results of this table (11) show that most of the students (30%) were disagreed which means that the course did not focus on developing speaking skills, whereas (22%) and (18%) agreed and strongly agreed that the course focus on developing speaking skills, while only (10%) strongly disagreed.

1.2 Section two: students' perception toward the use of authentic materials

Item 12: I feel that I am studying English subjects/topics that will be useful in the future

Table12: The Course Relevance to Students' Future Needs

Options	Number	Percentage
1. Agree	19	38%
2. Strongly Agree	14	28%
3. Undecided	5	10%
4. Disagree	11	22%
5. Strongly Disagree	1	2%
Total	50	100%

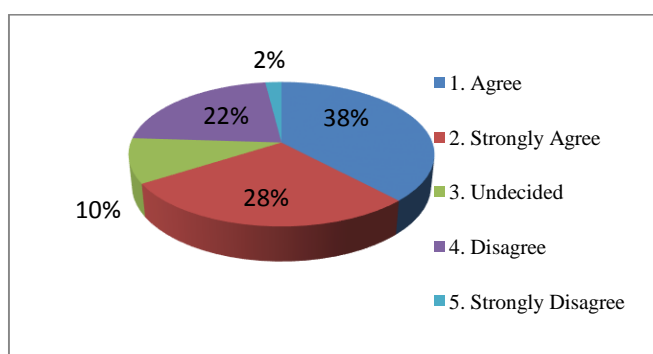


Fig12: The Course Relevance to Students' Future Needs

Comment:

The interpretation of the table (12) reveals that the majority of the students (38%) agreed that studying english will benefit them in the future,(28%) strongly agreed, however (22%) were disagreed and (10%) undecided,and the minority (2%) were strongly disagreed.

Item 13: I think the English topics will be effective when using authentic materials

Table13: Authentic Materials Efficacy in Teaching ESP Students

Options	Number	Percentage
1. Agree	19	38%
2. Strongly Agree	24	48%
3. Undecided	5	10%
4. Disagree	2	4%
5. Strongly Disagree	0	0%
Total	50	100%

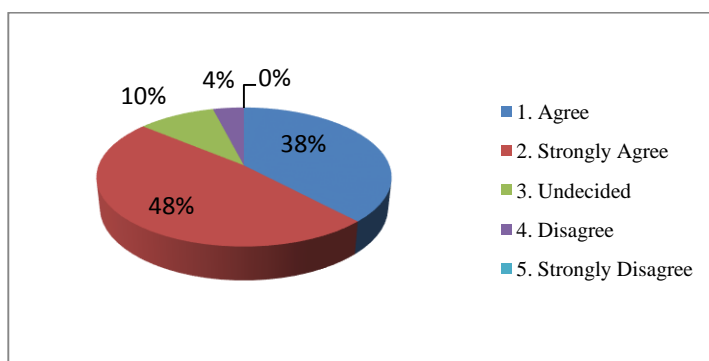


Fig13: Authentic Materials Efficacy in Teaching ESP Students

Comment:

(48%) of the students were strongly agree about the effectiveness of using authentic materials to learn English topics, and (38%) agreed, (10%) undecided and (4%) disagreed, (0%) strongly disagreed.

Item 14: I can distinguish between authentic and non-authentic materials

Table14: Students' Ability in Distinguishing Between Materials

Options	Number	Percentage
1. Agree	29	58%
2. Strongly Agree	14	28%
3. Undecided	6	12%
4. Disagree	1	2%
5. Strongly Disagree	0	0%
Total	50	100%

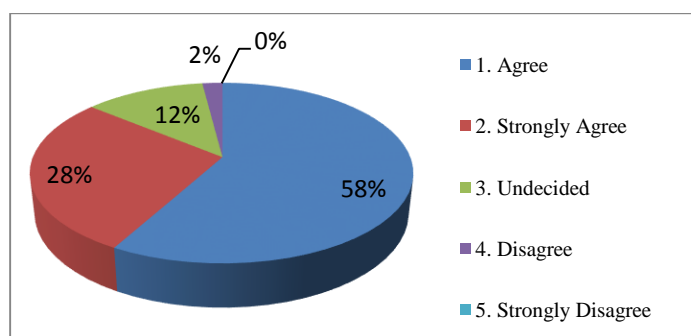


Fig14: Students' Ability in Distinguishing Between Materials

Comment:

Table (14) reports that a large number of students (58%) agreed that they could distinguish between authentic and non-authentic materials, (28%) were strongly agreed, while (12%) undecided, the others (2%) were disagreed, and the minority (0%) strongly disagreed.

Item 15: I think authentic materials are more difficult compared to non-authentic ones

Table15: Authentic Materials Difficulty in Comparison to Non- Authentic Materials

Options	Number	Percentage
1. Agree	11	22%
2. Strongly Agree	5	10%
3. Undecided	8	16%
4. Disagree	21	42%
5. Strongly Disagree	5	10%
Total	50	100%

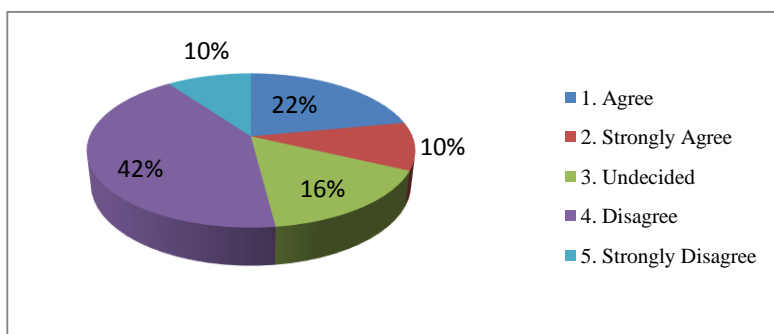


Fig15: Authentic Materials Difficulty in Comparison to Non- Authentic Materials

Comment:

The majority of students (42%) were disagreed, they claimed that authentic materials are not difficult compared to simplified ones, whereas (22%) agreed that authentic materials are difficult compared to non-authentic materials, (16%) are undecided, (10%) between both strongly agreed and strongly disagreed.

Item 16: Using authentic materials, I think the English course becomes more interesting

Table16: Students Interest in Authentic Materials

Options	Number	Percentage
1. Agree	17	34%
2. Strongly Agree	27	54%
3. Undecided	5	10%
4. Disagree	1	2%
5. Strongly Disagree	0	0%
Total	50	100%

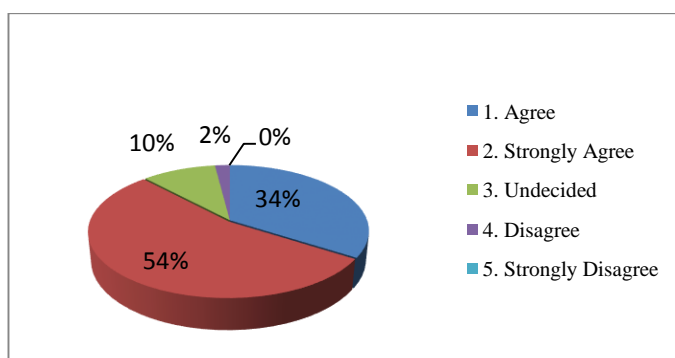


Fig16: Students Interest in Authentic Materials

Comment:

(54%) of the participants agreed that when using authentic materials the course would become more interesting, and (34%) were strongly agreed, however (10%) were undecided, (2%) disagreed, and only (0%) are strongly disagreed.

Item 17: I enjoy the class activities when authentic materials are used and discussed

Table17: Students’ Attitude towards Using Authentic Materials

Options	Number	Percentage
1. Agree	25	50%
2. Strongly Agree	12	24%
3. Undecided	8	16%
4. Disagree	2	4%
5. Strongly Disagree	3	6%
Total	50	100%

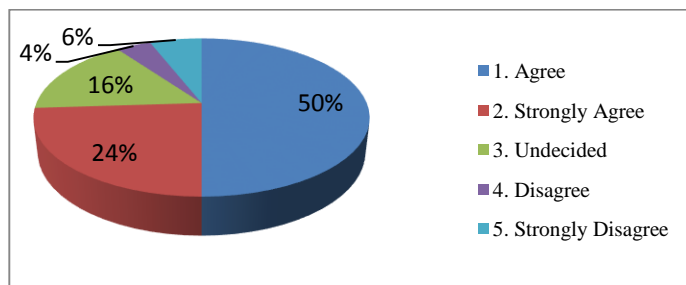


Fig17: Students’ Attitude towards Using Authentic Materials

Comment:

From the results in table (17) it has been noticed that (50%) of our participants agreed; they assumed that they enjoy doing class activities by using authentic materials and (24%) strongly agreed, while (16%) were undecided, and between (4%) and (6%) were disagreed and strongly disagreed.

Item 18: I think learning English is more challenging using authentic materials

Table18: Challenges in Using Authentic Materials

Options	Number	Percentage
1. Agree	20	40%
2. Strongly Agree	26	52%
3. Undecided	4	8%
4. Disagree	0	0%
5. Strongly Disagree	0	0%
Total	50	100%

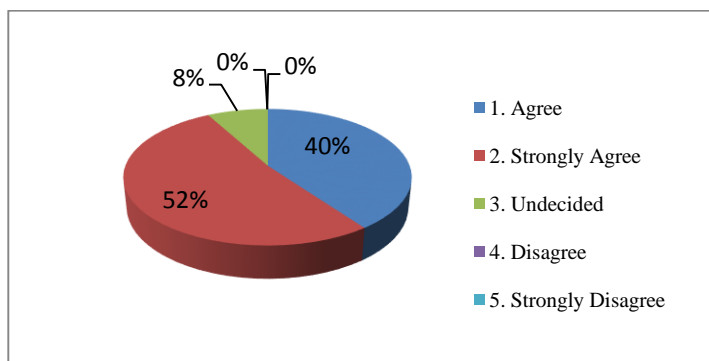


Fig18: Challenges in Using Authentic Materials

Comment:

Table (18) shows that the majority of students (52%) were strongly agreed which means that when they are learning English using authentic materials it is considered as more challenging for them, moreover (40%) of the learners agreed, however (8%) were undecided, (0%) both disagreed and strongly disagreed.

Item 19: I am actively involved when being taught using authentic materials

Table19: Students' Activity when Using Authentic Materials

Options	Number	Percentage
1. Agree	20	40%
2. Strongly Agree	14	28%
3. Undecided	11	22%
4. Disagree	4	8%
5. Strongly Disagree	1	2%
Total	50	100%

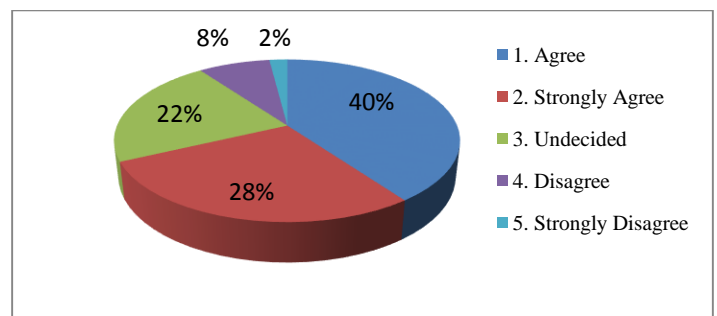


Fig19: Students' Activity when Using Authentic Materials

Comment:

It has been noticed from the results in table (19) that most of the participants (40%) agreed they were actively involved when being taught using authentic materials, also (28%) strongly agreed; however (22%) selected Undecided, between (8%) and (2%) both disagreed and strongly disagreed.

Item 20: I pay better attention to authentic materials compared to non-authentic materials

Options	Number	Percentage
1. Agree	22	44%
2. Strongly Agree	16	32%
3. Undecided	5	10%
4. Disagree	5	10%
5. Strongly Disagree	2	4%

Total	50	100%
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Table20: Students Interest in Authentic Materials Vs Non-Authentic Materials

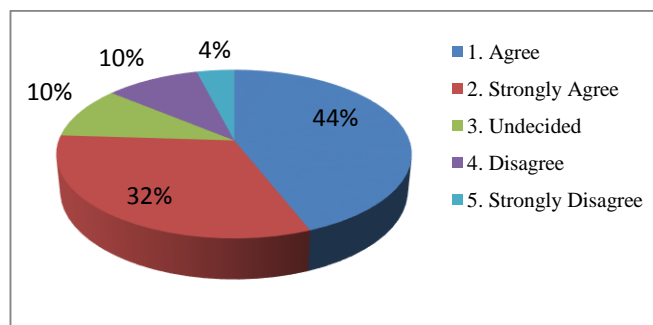


Fig20: Students Interest in Authentic Materials Vs Non-Authentic Materials

Comment:

A large number of the participants (44%) agreed that they pay better attention to authentic materials compared to non-authentic materials, (32%) chose strongly agreed, whereas (10%) for both undecided and disagreed, only (4%) strongly disagreed.

Item 21: I work harder when using authentic materials compared to non-authentic materials because they contain very difficult vocabulary

Table21: Students' Role When Using Authentic Materials

Options	Number	Percentage
1. Agree	24	48%
2. Strongly Agree	5	10%
3. Undecided	8	16%
4. Disagree	11	22%
5. Strongly Disagree	2	4%
Total	50	100%

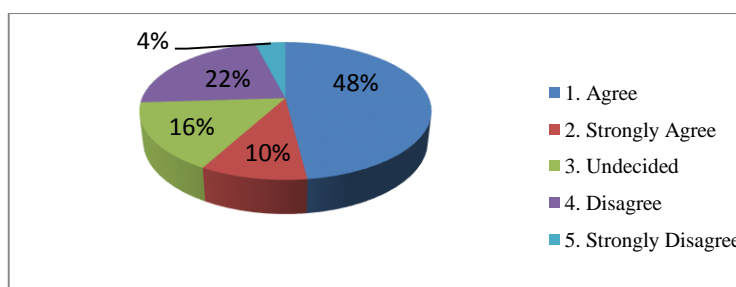


Fig21: Students' Role When Using Authentic Materials

Comment:

The aim of this item is to know whether students work harder when using authentic materials compared to non-authentic materials because of its difficult vocabulary. (48%) of our participants answered with agreed, while (22%) were disagreed, between (16%) and (10%) selected both undecided and strongly agreed, and only (4%) strongly disagree.

Item 22: I feel more enthusiastic when being taught using authentic materials

Table22: Students’ Enthusiasm When Using Authentic Materials

Options	Number	Percentage
1. Agree	23	46%
2. Strongly Agree	19	38%
3. Undecided	5	10%
4. Disagree	1	2%
5. Strongly Disagree	2	4%
Total	50	100%

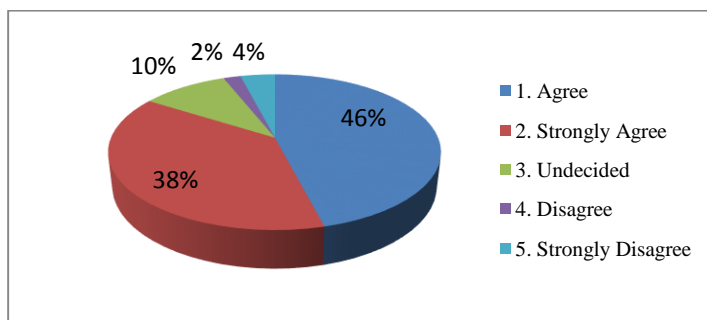


Fig22: Students’ Enthusiasm When Using Authentic Materials

Comment:

The results and purposes of this table (22) intended to know if the students feel excited when being taught using authentic materials, most of the students (46%) responded with agreed, and (38%) strongly agreed, however (10%) undecided, and the minority between (4%) and (2%) both strongly disagreed and disagreed.

Item 23: I feel the present authentic materials are appropriate to my needs

Table23: The Appropriateness of Authentic Materials

Options	Number	Percentage
1. Agree	26	52%
2. Strongly Agree	15	30%

3. Undecided	5	10%
4. Disagree	2	4%
5. Strongly Disagree	2	4%
Total	50	100%

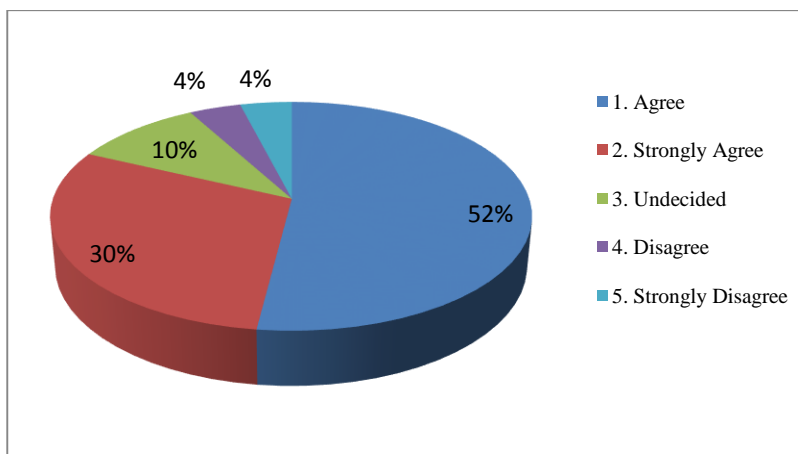


Fig23: The Appropriateness of Authentic Materials

Comment:

The analysis of the table (23) demonstrates that the majority of the students (52%) agreed that authentic materials are the appropriate to their needs, (30%) strongly agreed, (10%) undecided, (4%) for both disagreed and strongly disagreed.

Item 24: I think the use of non-authentic materials is boring

Table24: Students' Opinion of Boring Authentic Materials

Options	Number	Percentage
1. Agree	13	26%
2. Strongly Agree	11	22%
3. Undecided	13	26%
4. Disagree	10	20%
5. Strongly Disagree	3	6%
Total	50	100%

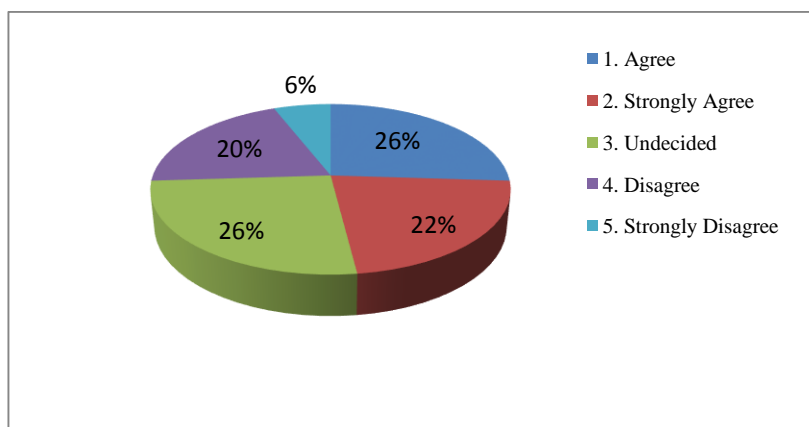


Fig24: Students' Opinion of Boring Authentic Materials

Comment:

The majority of students selected (26%) for both agreed and undecided about the use of non-authentic materials which according to them is boring, (22%) strongly agreed, while (20%) disagreed, and only (6%) strongly disagreed.

Item 25: I think authentic materials guide me into how English is used in the real world

Table25: Authentic Materials Guidance

Options	Number	Percentage
1. Agree	23	46%
2. Strongly Agree	21	42%
3. Undecided	5	10%
4. Disagree	1	2%
5. Strongly Disagree	0	0%
Total	50	100%

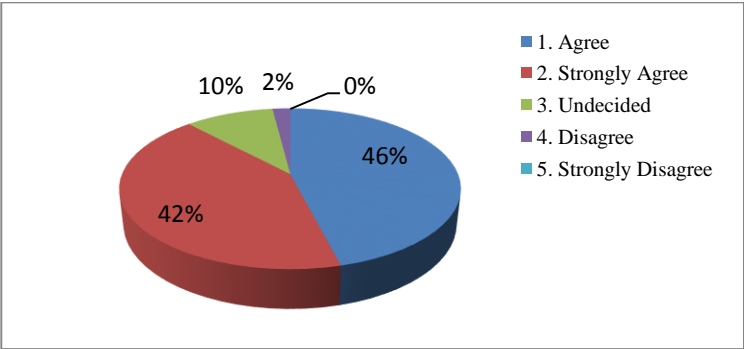


Fig25: Authentic Materials Guidance

Comment:

The participants were asked about whether authentic materials guide them into how English is used in the real world, between (46%) and (42%) of the students revealed that they were both agreed and strongly agreed, while (10%) of them were undecided, the minority (2%) and (0%) selected both disagreed and strongly disagreed.

Item 26: I look for authentic materials whether printed or online to expand my view of the foreign language culture and society

Table26: Students' Search of Authentic Materials

Options	Number	Percentage
1. Agree	28	56%
2. Strongly Agree	12	24%
3. Undecided	5	10%
4. Disagree	5	10%
5. Strongly Disagree	0	0%
Total	50	100%

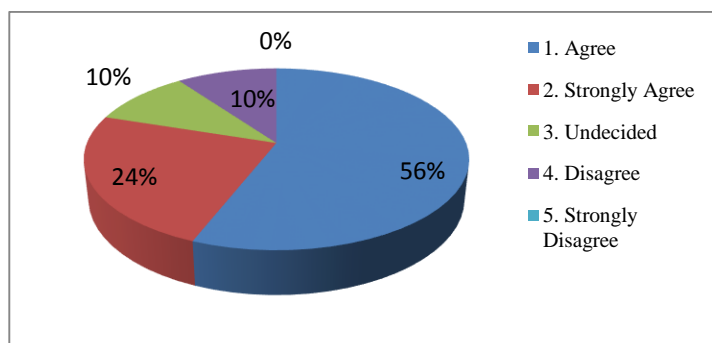


Fig26: Students' Search of Authentic Materials

Comment:

The results obtained from the table below show that the participants look for authentic materials whether printed or online to expand their view of the foreign language culture and society. Therefore, (56%) of the learners agreed about it, moreover (24%) strongly agreed, whereas (10%) for both undecided and disagreed, and only (0%) strongly disagreed.

1.3 Section Three: The Use of Authentic Materials

Item 27: When introducing class activities, my teacher uses authentic materials

Table27: The Teachers' Use of Authentic Materials

Options	Number	Percentage
1. Agree	0	0%
2. Strongly Agree	1	2%
3. Undecided	8	16%
4. Disagree	35	70%
5. Strongly Disagree	6	12%
Total	50	100%

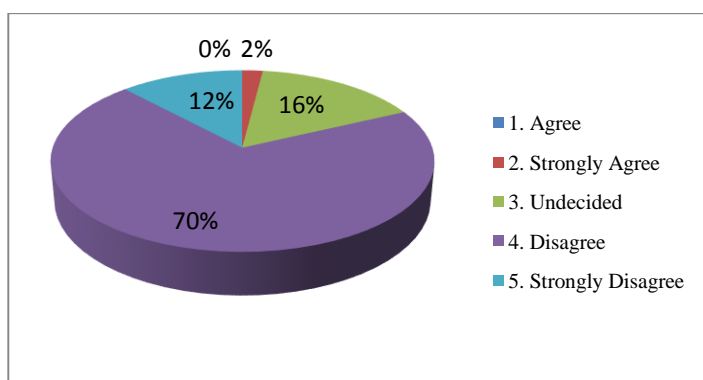


Fig27: The Teachers' Use of Authentic Materials

Comment:

(70%) of the students disagreed, they claimed that teachers do not use authentic materials when introducing the class activities, between (12%) and (16%) for both undecided and strongly disagreed, only (2%) strongly agreed.

Item 28: My teacher makes clear the types and aims of authentic materials

Table28: The Teachers Clarification of Authentic Materials and Their Objectives

Options	Number	Percentage
1. Agree	7	14%
2. Strongly Agree	4	8%
3. Undecided	12	24%
4. Disagree	23	46%
5. Strongly Disagree	4	8%
Total	50	100%

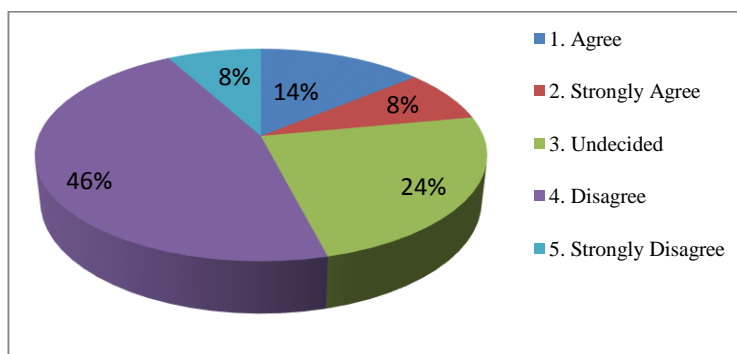


Fig28: The Teachers Clarification of Authentic Materials and Their Objectives

Comment:

The majority of the students (46%) were disagreed about the teacher makes a clear the types and aims of authentic materials,(24%) are undecided, however (14%) agreed that the teachers makes a clear the types and aims of authentic materials, (8%) were between both strongly agreed and strongly disagreed.

Item 29: My teacher designed the course using both printed and online materials

Table29: Teachers' Course Design

Options	Number	Percentage
1. Agree	15	30%
2. Strongly Agree	14	28%
3. Undecided	14	28%
4. Disagree	4	8%
5. Strongly Disagree	3	6%
Total	50	100%

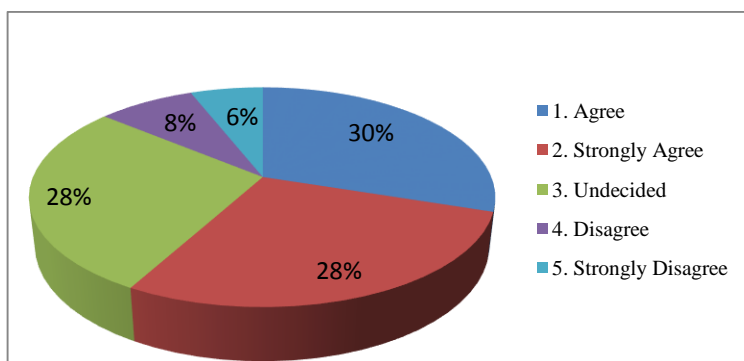


Fig29: Teachers' Course Design

Comment:

Table (29) shows that most of the students (30%) agreed that teachers designed the course using both printed and online materials, (28%) of the students were between both undecided and strongly agreed, (8%) were disagreed, and only (6%) strongly disagreed.

Item 30: My teacher explains the grammar items using authentic materials

Table30: The Teachers Clarification of Grammatical Rules

Options	Number	Percentage
1. Agree	3	6%
2. Strongly Agree	0	0%
3. Undecided	7	14%
4. Disagree	23	46%
5. Strongly Disagree	17	34%
Total	50	100%

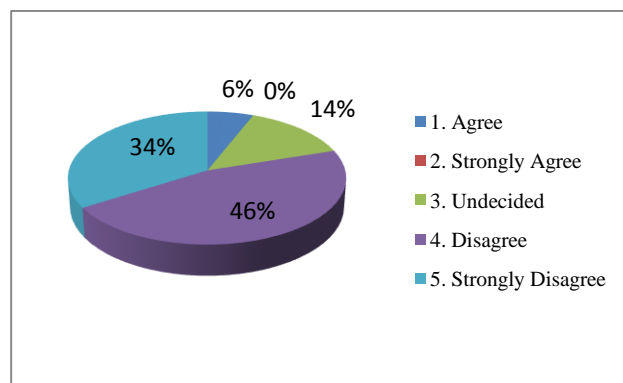


Fig30: The Teachers Clarification of Grammatical Rules

Comment:

Between (46%) and (34%) students were disagreed and strongly disagreed about the teacher explanation for the grammar items using authentic materials, while (14%) of the students were undecided and (6%) of the learners agreed.

Item 31: My teacher introduces the terminology related to economics using authentic materials

Table31: The Teachers’ Use of Authentic Materials when Presenting Economics Terms

Options	Number	Percentage
1. Agree	0	0%
2. Strongly Agree	0	0%
3. Undecided	9	18%
4. Disagree	35	70%
5. Strongly Disagree	6	12%
Total	50	100%

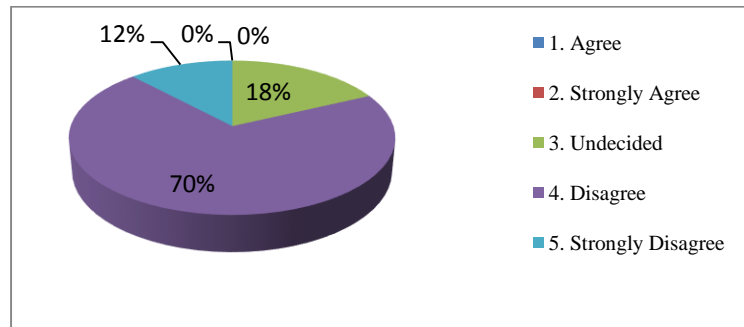


Fig31: The Teachers’ Use of Authentic Materials when Presenting Economics Terms

Comment:

The table below reveals that a large number of the students (70%) were disagreed because they claimed that the teacher do not introduces the terminology related to economics using authentic materials, however (18%) undecided, (12%) strongly disagreed.

Item 32: My teacher introduces the genres related to economics (emails, business letters, business reports...etc) using authentic materials

Table32: The Teacher Use Authentic Materials When Presenting the Genres Related To Economics

Options	Number	Percentage
1. Agree	0	0%
2. Strongly Agree	0	0%
3. Undecided	8	16%
4. Disagree	32	64%
5. Strongly Disagree	10	20%
Total	50	100%

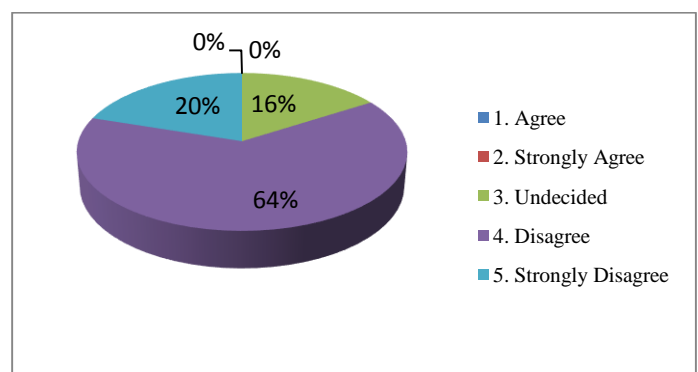


Fig32: The Teacher Use Authentic Materials When Presenting the Genres Related To Economics

Comment:

The results of the table (32) illustrates that most of the learners (64%) disagreed about view of the teacher introduces genres related to economics such like emails, business letter and business reports using authentic materials, moreover (20%) of the participants were strongly disagreed and (16%) undecided.

Item 33: My teacher helps me understand the foreign culture and get familiar with the daily practices of native speakers using authentic materials

Table33: The Teacher Assistance in Understanding the Foreign Culture

Options	Number	Percentage
1. Agree	7	14%
2. Strongly Agree	0	0%
3. Undecided	5	10%
4. Disagree	28	56%
5. Strongly Disagree	10	20%
Total	50	100%

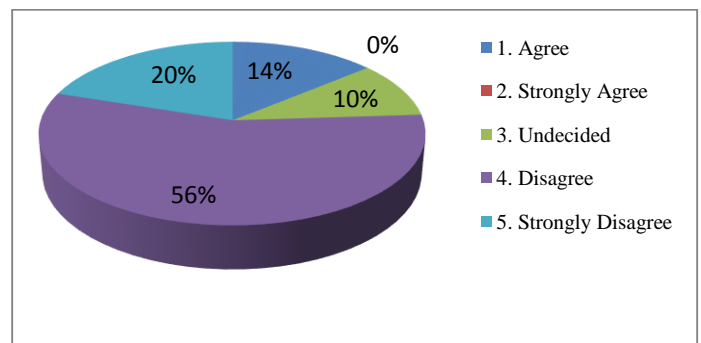


Fig33: The Teacher Assistance in Understanding the Foreign Culture

Comment:

Table (33) explain teaches help students to comprehend the foreign culture and get them familiar with the daily practices of native speakers using authentic materials. So, the majority of the learners (56%) disagreed about this statement and (20%) strongly disagree, although (14%) agreed and (10%) undecided.

Item 34: My teacher encourages me to use online authentic materials to develop my English language, knowledge and thinking skills

Table34: The Teacher Encouragement of Using Online Authentic

Options	Number	Percentage
1. Agree	6	12%
2. Strongly Agree	0	0%
3. Undecided	8	16%
4. Disagree	12	24%
5. Strongly Disagree	24	48%
Total	50	100%

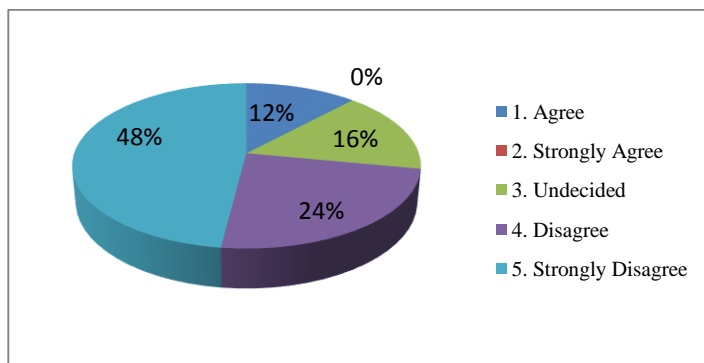


Fig34: The Teacher Encouragement of Using Online Authentic

Comment:

Table (34) clarifies that teachers do not encourage the students to use online authentic materials to develop their English language knowledge and thinking skills. Thus, (48%) of the participants strongly disagree and (24%) disagreed. In contrast, between (16%) and (12%) selected both undecided and agreed.

Item 35: When authentic materials are difficult, my teacher provides simplified versions

Table35: Teachers Use Simplified Versions

Options	Number	Percentage
1. Agree	25	50%
2. Strongly Agree	10	20%
3. Undecided	7	14%
4. Disagree	3	6%
5. Strongly Disagree	5	10%
Total	50	100%

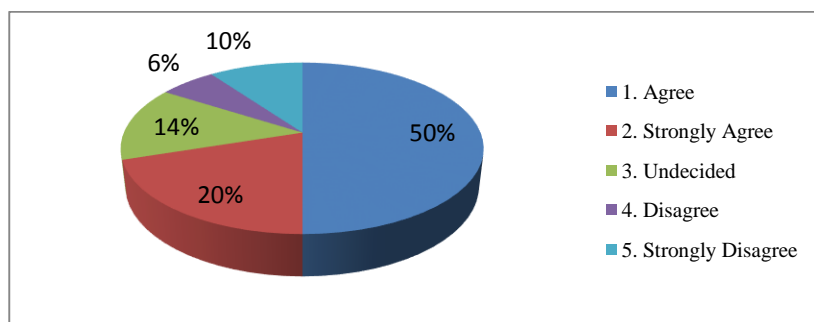


Fig35: Teachers Use Simplified Versions

Comment:

The research results in table (35) illustrates whether teachers provide simplified versions when the authentic materials are difficult. (50%) of our research samples chose strongly agreed and (20%) agreed, unlike students selected between (14%)and (10%) for undecided and strongly disagreed, only (6%) disagreed.

2.2.2.1- Interpretation of Students' Questionnaire

The results gathered from the interpretation of students' questionnaire which was used for investigating economics students perceptions towards the use of authentic materials and to check whether the teacher opt for authentic materials. The findings will answer the research questions and shows whether the two hypotheses proposed at the beginning of this research are valid or not.

Regarding the first research question about researching the situation of ESP teaching and learning in economics classes the majority of students were motivated to attend the English session and aware of their goals. A large number of students claimed that the teacher did not helped students to define their target needs and he did not analyzed students needs before providing the course content (Check questions 1, 2, 3, 4 and 5 in students' questionnaire). Thus, this situation should be taken into consideration by the teacher to analyze and to develop his ways of teaching according to students' needs and interests. Also, encouraged him to enhance and motivate the learners to learn the foreign language actively. In addition, most of the students claimed that the teacher focus on teaching them relevant course content, specific English, terminologies, reading texts and writing genres related to economics which they believed that they will benefit from it in their future career rather than focusing on teaching them grammar rules. Students declared that the teacher do not focus on developing their speaking skills. (Check questions 5, 6, 7, 8, 9, 10, 11 and 12 in students' questionnaire). These results confirmed that the teacher taught students content related to the field.

Furthermore, the second research question was about students' perceptions toward the use of authentic materials. Students expressed their ability to distinguish between authentic materials and non-authentic materials and they thought that non-authentic materials are more difficult and boring compared to authentic materials. They believed that the authentic materials are the important and appropriate sources of teaching since it motivate and interest them to teach the English subjects effectively (check questions 13, 14, 15 and 24 in students' questionnaire). Moreover, students would

give a great attention, participation, enjoyment and interest when the teacher taught them about the real language used by the natives, its society and culture using whether printed or online materials (Check questions 16, 17, 20, 25 and 26 in students' questionnaire). Students as well declared that the use of authentic materials would make them enthusiastic to challenge, actively involved and work harder because they believed that the use of authentic material is appropriate to their needs (check questions 18, 19, 21, 22, 23 in students' questionnaire). The results illustrated from the students questionnaire show that students shared a positive attitude toward the use of authentic materials. They consider the use of authentic materials as an effective and motivating tool for their teaching and learning process. Whereas, they feel de-motivated and boring when being taught using non-authentic materials.

On the other hand, the third research question was about whether the teacher use of authentic materials when teaching. More than half of students confirmed that the teacher introduced course content, class activities, grammar items, terminology and genres related to economics without using authentic materials. Also, the teacher did not identify the types and aims of authentic materials to the students and he did not help the students to get familiar with the foreign culture and the daily practices of native speakers using whether printed or online authentic materials. In addition, he did not encourage the learners to use online authentic materials to develop their English language, knowledge and thinking skills. The findings illustrate that the teachers provided non-authentic materials when they faced difficulty to find authentic materials (check questions 27, 28, 29, 30, 31, 32, 33, 34 and 35 in students' questionnaire). Thus, the teacher should revise the method he used when teaching because not all of the students enjoyed his way of teaching.

2.2.2.2- The Commentary of Results

The analysis and interpretation of the students' questionnaire helps us to collect a great amount of data to ensure from the hypothesis and the research questions. The aim of this study was to investigate the situation of ESP at economics classes, students' perceptions about the use of authentic materials and whether the teachers make use of authentic materials or simplified ones. The results revealed that the situation of ESP teaching and learning in economics classes where focus on teaching students content related to the field. Moreover, students have positive views toward the implementation of authentic materials in teaching ESP context; they believe that authentic materials enhance and motivate them to learn the language. In contrast, the results show that they feel de-motivated and boring when being taught using non-authentic materials.

According to students' answers in the questionnaire, the majority of them stated that teachers do not use authentic materials when teaching English related to economics field. The results of the students' questionnaire confirmed the validity of the two hypotheses.

2.2.3- Results of teachers' interview

Question 1: How long have you been teaching English for economics?

The results show that two teachers had an experience of 2 to 5 years. While, the third teacher had 10 years in teaching English for economics classes. This means that the teachers are experienced and qualified in teaching English for economics.

Question 2: Do you think that economics students need specific English (English for economics)?

The data gathered reveals that all of the teachers agreed that the economics students need to study specific English related to their specialty.

Q 3: What do you teach in your classes? General or specific English?

All of the teachers revealed that they taught specific English related to economics and management and to train and familiarize them with the economic terms pertaining to the field.

Q 4: Do you analyze the students' needs before giving the course?

When the teachers asked about whether they analyze students' needs before providing the course they all agreed that they analyze the students' needs. The first teacher supported his answer with: "before teaching I give them a test to see their levels and then I build up all the courses on the results of this test". Additionally, the second teacher responded with: "Yes, I did this every time before I start the syllabus to check the level of the students in learning the new material". The third teacher replied with: "Sure, because students need to focus on special jargon which is quite different from general English. Hence, I need to introduce a special diction to prepare them for the introductory text".

Q 5: Do you think your students are aware of their needs?

Two teachers responded that some are aware and some are not, whereas the third teacher replied that they are aware since their domain and specialty are known. They themselves ask to learn specific and not general English.

Q 6: Do you rely on readymade syllabus or you design and select your own courses?

The teachers were mainly asked to respond the sixth question which is based on syllabus design. All of the teachers replied that there is no readymade syllabus. They selected their own syllabus, lesson plan and texts that meet students' needs. The teachers analyzed and designed syllabus according to students' level.

Q 7: What do you think of the course content? Does it appeal to the students' needs and specialty?

The three teachers claimed that the course content is good and suitable to learners since it is applied according to the students' needs, interest and level.

Q 8: Do you provide authentic materials or simplified ones?

Two teachers replied that they make use of simplified ones only. They adapted texts for them according to students' abilities and levels. However, the third teacher answered that he sometimes used authentic materials because it expose learners to different varieties of the language and sometimes he adapted texts for them.

Q 9: Are you aware of the effectiveness of using authentic materials in teaching the language?

The three teachers responded that they are aware of the importance of using authentic materials in teaching the language specially when it is original, written by specialist, well covered, comprehensive and informative to get the learners accustomed to such types of discourse.

Q 10: What is your perception of the use of authentic materials in teaching?

The first teacher perceived that the use of authentic material is its originality, its variety in the use of special English, coverage and updatedness. He believed that authentic material is more effective and more informative and academically accurate and well written. In addition, the second teacher recognized that authentic materials are very good to both teachers and students. They provided students with good language models to follow, well-constructed sentences, comprehensive information and updated contents. Finally, the third teacher realized that the use of authentic material for him was the most updated, fresh and original English used universally. It will help learners have an overview about the contents and the language used today by the most outstanding economists.

Q 11: Do you think that the use of authentic materials would motivate students to learn the language?

The research findings show that the three teachers agreed that the use of authentic materials would motivate students to learn the language. They justified their response by “Students liked all things written by natives where their names appear on the text because they believed it’s original, written by good hands and well -thought off. These types of texts create in students’ motivation”. In general, it seems that authentic materials raise students’ curiosity and motivation to learn and discover how language of economics functions.

Q 12: What difficulties did you encounter when selecting materials?

The question was designed to know the difficulties that teachers faced when selecting materials. The respondents shared the same point of view and they classified the difficulties as “the lack of materials, how to find suitable texts, simple and meet the students’ satisfaction, how to adapt long texts, how to simplify the language to weak students and how to select what suits the students’ taste, level and motivation”. This means that the process of the selection and the availability of appropriate materials might face failure of the teaching method.

Q 13: What are the barriers that may face ESP teachers to incorporate authentic materials for their classes?

This question was formulated to see the major obstacles encountered by the ESP teachers when incorporating their authentic materials. The results show that the two participants agreed that students' low level, difficult jargons and long texts were considered as the problems, i.e. difficult style that cannot be taught it is long texts and teachers were obliged to use translation or mother tongue language to explain in case the students' level is very low. Another teacher stated that teachers faced the lack of authentic material, the problem of adaptability, problem of summarizing texts, problem of how to introduce long texts and problem of how to adapt long text and simplify them.

Q 14: What can you say about the role of authentic materials in teaching ESP?

The aim from asking this question was to seek the teachers' opinion about the role of authentic materials in teaching ESP. The first teacher described the role of authentic materials in teaching ESP as "authentic material is the original texts that can expose learners to the genuine use of specific jargon needed for their development. Also, authentic materials can provide learners with the true language of the demands of the domain. So, they needed to learn the economic language through its context which is better than the adapted texts for the practice of language". Moreover, the second teacher identified the role of authentic materials as "authentic materials are the genuine source for perfect modeling and practice. Thus, students, for good practice, and cognitive development need to use and read authentic materials for good guidance". Lastly, the third teacher explained the role of authentic material as "authentic materials are very important in exposing learners for different varieties of types, language styles, different reflections, views and standpoints".

2.2.3.1- Interpretation of the teachers' semi structured interview

The teachers' interview was the basic tool of the research study that gives reliable and valid answers for our research paper. Concerning the situation of ESP at economics classes our samples include experienced and qualified teachers in teaching English for economics. They taught the students

specific English and terminologies related to economics field. The teachers analyzed students' needs and designed syllabus according to students' interests and level.

Teachers realized that the use of authentic materials is considered as an effective and genuine source of teaching since it exposed the learners to the specific English use especially when it is written by trusted hands. Moreover, the teachers' answers in the previous questions have confirmed the necessity of authentic materials since it motivate and encourage students to learn the specific jargon actively. In this respect, Melvin and Stout (1987) "see authentic materials as a great source of motivation and interest for more practicality of language use". When we come to discuss the use of authentic materials we have noticed that the teachers make use of non- authentic materials more than the use of authentic materials.

Although the importance of authentic materials in the learning and teaching process , teachers faced some difficulties when selecting the appropriate materials which contain what learners' needs and interests and that can motivate and enhance them to learn the language. Also, ESP teachers encountered some barriers and obstacles in incorporating authentic materials such as students' low level, long texts, difficult vocabulary and lack of authentic materials. These might be considered as the major reasons that reduce the use of authentic materials in economics classes.

2.2.3.2- The Commentary of Results

We have recognized from the findings in the teachers' interview when investigate the situation of ESP at economics classes that they taught students specific English and terminologies related to economics. Furthermore, Teachers had positive views toward the use of authentic materials. They

considered authentic material as an effective, motivational, informative, original, academically accurate and written by native hands and well -thought off. In addition, they confirmed that the genuine use of authentic materials sources in designing ESP syllabus can expose students to the language used in the real world. Teachers have asserted that they adopt non-authentic materials more than authentic materials according to students' needs, abilities and levels.

2.2.4- Limitations of the study

The present work is limited due to a set of factors. Actually, we wanted to attend, observe and check the real situation in the economics classes and by the end we implement some suggested materials, but we could not do all of these things. This is because of the sudden event that made us leave the

university to preserve our health from a pandemic which made us use the social media as an alternative to contact our participants. In fact, we gathered a maximum data from our participants to achieve reliable and credible findings that may give clear answers to the research questions. We were able to get the required number of students. Unfortunately, we encountered some obstacles in contacting a possible larger number of ESP teachers.

In spite of all these obstacles and limitations of our study, we hope that this work will contribute to raising awareness about the need and effectiveness of using authentic materials in designing ESP syllabi in the Algerian educational ESP contexts.

2.2.5- Conclusion

This part aims to give an analytical and measurable data about the teachers' interview and students' questionnaire. The findings helped the researchers to obtain the answers for the research problem and to make sure from the validity of the hypothesis. Also, it intends to provide the limitations that we have faced and suggest some recommendations for further researches.

2.2.6- Recommendations

The uses of authentic materials have an effective role in designing ESP syllabus in relevance to the educational ESP context. From the results gained we suggest some possible recommendations which can be designed as follow:

- ❖ ESP teachers should give more attention and priority for authentic materials when designing the course content.
- ❖ ESP teachers should provide students with a glimpse about the aims and types of original materials.
- ❖ Authentic materials must be selected according to students' abilities, levels, needs and interests.
- ❖ The context on the authentic materials selected must be related to the field of Economics and management.
- ❖ ESP teacher should focus more on teaching learners how to communicate effectively in the target situation.
- ❖ Teachers should choose simplified, easy and short texts when using authentic materials.
- ❖ Teachers should give chance to learners to use authentic materials at the classroom.
- ❖ Teachers should encourage students to know and use the different types of authentic materials outside the classroom.
- ❖ Design of ESP syllabus require for the use of authentic materials more than the use of non-authentic materials.

We hope that these recommendations will be taken into consideration in the ESP course introduced to Economics learners.

2.2.7- General conclusion

To scrutinize the situation of using authentic materials in ESP classes we divided the work into two main chapters the first chapter tackled the theoretical part whereas, the second chapter dealt with the

practical part of the study. Our main concern is to investigate whether ESP teachers opt for authentic materials in their classes of master one and two Economics at M'sila University.

The majority of ESP learners fail to cope with the real life situations due to the lack of using authentic materials. Thus, this study attempts to recommend for more use of authentic materials instead of artificial ones in order to motivate and help learners to become more proficient and familiar with tasks they will encounter in the target situation.

To investigate the situation of ESP teaching and learning in master 1 and 2 economics classes at M'sila University. Also, check both teachers' and learners' perceptions towards the use of authentic materials and whether the teachers implement authentic materials in their courses. We hypothesized that teachers at economics classes use content-related materials rather than authentic materials. In addition, using authentic materials may motivate students to learn and make their learning better and faster.

The findings in the current study lead us to the last conclusion that the teachers focus on teaching context related to Economics more than focusing on teaching grammar rules. Furthermore, regarding the second hypothesis which assumed that using authentic materials may motivate students to learn and make their learning better and faster, the results in both teachers' interview and students' questionnaire revealed that they have positive views towards the implementation of authentic materials in the learning and teaching process because they consider the use of authentic materials as an effective, motivational, informative and original. But, the teachers adapt non- authentic materials more than authentic materials when teaching English related to economics field. So, the use of authentic materials is not that much of existences that enable learners to communicate effectively in the target situation which means that teachers at economics classes use content-related materials rather than authentic materials. This means that the hypotheses are valid and confirmed.

To sum up, the present study has emphasized the importance of using authentic materials by studying the situation of using authentic materials in ESP classes which show that teachers need to give more priority to the use of authentic materials since the design of ESP syllabus require for the use of authentic materials more than the use of non-authentic materials.

2.2.8- APPENDICES

Appendix A

Students' Questionnaire

Dear student,

This questionnaire aims to navigate your own perception towards authentic materials in your learning context. Please read each statement carefully, then indicate in the place provided the degree to which each one appeals to you by marking whether you: **5-Strongly agree, (4) Agree, (3) Undecided, (2) Disagree, (1) Strongly disagree**

Section One: ESP teaching and learning at economics classes

Statements	5: Str Agr	4: Agr	3: Und	2: Dis	1: Str Dis
1. I attend the English session for a defined purpose					
2. I am aware of my target needs and objectives					
3. My teacher helps me define my target needs					
4. My teacher analyzes my needs before providing the course content					
5. The course content, evidently, matches my needs and interests					
6. The course content is most of the time specific					
7. The course focus is grammar					
8. The course focus is terminology related to economics					
9. The course focus is reading texts related to Economics					

<p>10. The course focus is teaching how to write genres related to economics</p>					
<p>11. The course focus is developing speaking skills</p>					

Section Two: Students' perceptions towards the use of authentic materials

Statements	5:Str Agr	4:Agr	3: Und	2:Dis	1: Str Dis
<p>12. I feel that I am studying English subjects/topics that will be useful in the future</p> <p>13. I think the English topics will be effective when using authentic materials</p> <p>14. I can distinguish between authentic and non-authentic materials</p> <p>15. I think authentic materials are more difficult compared to non-authentic ones</p> <p>16. Using authentic materials, I think the English course becomes more interesting</p> <p>17. I enjoy the class activities when authentic materials are used and discussed</p> <p>18. I think learning English is more challenging using authentic materials</p> <p>19. I am actively involved when being taught using authentic materials</p> <p>20. I pay better attention to authentic materials compared to non-authentic materials</p> <p>21. I work harder when using authentic materials compared to non-authentic materials because they contain very difficult vocabulary</p> <p>22. I feel more enthusiastic when being taught using authentic materials</p> <p>23. I feel the present authentic materials are appropriate to my needs</p> <p>24. I think the use of non-authentic materials is boring</p>					

25. I think authentic materials guide me into how English is used in the real world					
26. I look for authentic materials whether printed or online to expand my view of the foreign language culture and society					

Section Three: The teacher's role in using authentic materials in Master 1 Economics classes

Statements	5: Str Agr	4: Agr	3: Und	2: Dis	1: Str Dis
27. When introducing class activities, my teacher uses authentic materials					
28. My teacher makes clear the types and aims of authentic materials					
29. My teacher designed the course using both printed and online materials					
30. My teacher explains the grammar items using authentic materials					
31. My teacher introduces the terminology related to economics using authentic materials					
32. My teacher introduces the genres related to economics (emails, business letters, business reports...etc) using authentic materials					
33. My teacher helps me understand the foreign culture and get familiar with the daily practices of native speakers using authentic materials					
34. My teacher encourages me to use online authentic materials to develop my English language, knowledge and thinking skills					
35. When authentic materials are difficult, my teacher provides simplified versions					

Appendix B

Teachers' Interview:

Dear teacher,

This interview is designed to collect data about your own perception towards the use of authentic materials. Please read each statement carefully and then answer it according to your experience in teaching.

Q1. How long have you been teaching English for economics classes?

Q2. Do you think that economics students need specific English (English for economics)?

Q3. What do you teach in your classes? General or specific English?

Q4. Do you analyze the students' needs before giving the course?

Q5. Do you think your students are aware of their needs?

Q6. Do you rely on readymade syllabus or you design and select your own courses?

Q7. What do you think of the course content? Does it appeal to the students' needs and specialty?

Q8. Do you provide authentic materials or simplified ones?

Q9. Are you aware of the effectiveness of using authentic materials in teaching the language?

Q10. What is your perception of the use of authentic materials in teaching?

Q11. Do you think that the use of authentic materials would motivate students to learn the language?

Q12. What difficulties you encounter when selecting materials?

Q13. What are the barriers that may face ESP teachers to incorporate authentic materials for their classes?

Q14. What can you say about the role of authentic materials in teaching ESP?

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