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An Evaluation of the Teaching/learning of Academic/Scientific Texts in the Second Year Secondary School Textbook "Getting Through" from English for Specific Purposes Perspective

A Dissertation Submitted in Partial Fulfillment of the Requirements for Master Degree in Didactics of Foreign Languages

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Dedication

In the Name of Allah, the Most Gracious, the Most Merciful

First and foremost, I am grateful and thankful to Allah for making this work successfully accomplished.

I dedicate this work to:

The memory of my paternal grandfather "Touhami Hocine" who left a void never to be filled in our lives. Whose love and care for me knew no bounds, who taught me wisdom,

and the value of hard work for the things that I aspire to achieve, I will never forget neither you nor your words you will always be in my heart and mind. May you find peace and happiness in paradise and may Allah (SWT) grant you Jannah Firdaws, Ameen.

The great, dearest and closest people to my heart "My Parents" who have been a constant source of support and encouragement during the challenges I had and I have along the way and for being always there for me in all the things great and small living the downs and celebrating the ups with me, who have never stop giving of themselves in countless ways.

I am truly thankful to my precious sister who shared with me her experience and knowledge in the field, and to my little brother the light of my eyes who has never left my side.

To my sweet grandmothers who have meant and continue to mean so much to me, although they are no longer of this world. Their memories continue to regulate my life. Special thanks to my beloved grandfather and to all my family for your kind words and support.

Touhami Hana

Dedication

In the Name of Allah, the Most Gracious, the Most Merciful

Compassionate, all the praise is due to Allah

I would like to dedicate this work to

my beloved father, Aissa, and my dear mother; Dib Djamila. Getting parents like you

by my side has enabled me to succeed and become what I am today;

my beloved sisters and brothers;

my dear friends and colleagues;

my lovely friend and partner, Hana;

and all my family for their endless support, and encouragement.

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Abstract

The present study aimed at evaluating the extent to which scientific texts in the second year secondary school English textbook "Getting through" are capable of developing an adequate level of English for specific purposes (ESP) awareness among Algerian students. To achieve this aim, two research tools have been self-designed and implemented: a checklist and a teachers' questionnaire. The questionnaire has been administered to twenty secondary school EFL teachers in four secondary schools in the province of Jijel. The checklist-based evaluation demonstrated that although scientific texts in the textbook under study are easy, accessible, manifesting the main aspects of academic discourse, adjusted to the level of the pupils, and adapted to teaching the four language macro-skills, these texts are inadequate for raising the required level of ESP' awareness because of their insufficient number, their unauthentic language, their haphazard presentation, and their neglect of the need to cater for pupils' autonomy in the production of the texts in question. These findings have been largely corroborated by those of the teachers' questionnaire. In this regard, the analysis of the results generated by the questionnaire has revealed that although the majority of the respondents agree on the importance of teaching English for specific purposes (ESP) and scientific texts to Algerian secondary school pupils to raise their awareness towards the academic/scientific English discourse, the scientific texts in the textbook under study are not adequate for achieving this aim. Moreover, the results have shown that the majority of the respondents are experienced, aware about the differences between ESP and English for general purposes (EGP), use alternative scientific texts, and already use needs analysis in the design of their lessons. Overall, the findings revealed that the scientific texts in "Getting Through" are in need of urgent reform to respond adequately to pupils' ESP needs. In this regard, the adoption of the genre-based approach in designing and teaching scientific texts to Algerian secondary school pupils appears to be the most appropriate.

List of Abbreviation and Symbols

%: Percentage

&: And

/: Or

ALM: Audio-Lingual Method

BFK: Building the Field of Knowledge

CA: Contrastive Analysis

CAH: Contrastive Analysis Hypothesis

CBI: Content-Based Instruction

CBL: Context-Based Learning

CIERA: Centre for the Improvement of Early Reading Achievement

CL: Corpus Linguistics

CLT: Communicative Language Teaching

CTL: Contextual teaching and learning

DA: Discourse Analysis

DM: Direct Method

EAP: English for Academic Purposes

EBE: English for Business and Economic Purposes

EFL: English as a Foreign Language

AN EVALUATION OF THE TEACHING/LEARNING OF SCIENTIFIC TEXTS

EGP: English for General Purposes

ELF: English as a Lingua Franca

ELT: English Language Teaching

EOP: English for Occupational purposes

EPP: English for Professional Purposes

ESL: English as a Second Language

ESP: English for Specific Purposes

ESS: English for social Sciences

EST: English for science and technology

EVP: English for Vocational Purposes

FL: Foreign Language

FLT: Foreign Language Teaching

GBA: Genre-Based Approach

GTM: Grammar Translation Method

i.e: id est (That is)

L1: First Language

L2W: Second Language Writing

LMD: Licence (Bachelor), Master, Doctorate

LSP: Language for Specific Purposes

MKO: More Knowledgeable Other

N: Number

NA: Needs Analysis

NR: New Rhetoric

PSA: Present Situation Analysis

Q: Question

RGS: Rhetoric Genre Studies

SELMOUS: Special English Language Materials for Overseas University Students

SFG: Systemic Functional Grammar

SFL: Systemic Functional Linguistics

SL/L2: Second Language

SLA: Second Language Acquisition

SLT: Situational Language Teaching

TBIA: Text-Based Integrated Approach

TEFL: Teaching English as a Foreign Language

TENOR: The Teaching of English for No Obvious Reason

TLC: Teaching-Learning Cycle

TSA: Target Situation Analysis

UK: United Kingdom

AN EVALUATION OF THE TEACHING/LEARNING OF SCIENTIFIC TEXTS

USA: United States of America

VS: Versus

WW2: Second world war

ZPD: Zone of Proximal Development

AN EVALUATION OF THE TEACHING/LEARNING OF SCIENTIFIC TEXTS

List of Tables

List of Figures

Table of Content

AN EVALUATION OF THE TEACHING/LEARNING OF SCIENTIFIC TEXTS

AN EVALUATION OF THE TEACHING/LEARNING OF SCIENTIFIC TEXTS

General Introduction

In recent decades, the English language has become a universal language that has come to play a fundamental role in the increasingly globalized world. This unprecedented status has made it the language of communication which serves as a linguistic bridge between people from different backgrounds and different languages.

1. Statement of the Problem

The large spread of the English language all over the globe has raised the number of non-native English speakers, which far exceeds now the number of the native English speakers. As a result, "English is often seen as a "practical tool" and also as a "working language" (Crystal 2003, p. 426). The use of English in distinct international contexts and domains especially in the field of business, education, and science has entitled to serve as a lingua franca, hence the term English as lingua franca (ELF).

The promotion of English to the status of the lingua franca of the post-world war II world has contributed significantly to the advancement of English for specific purposes (ESP) movement, "the area of inquiry and practice in the development of language programs for people who need a language to meet a predictable range of communicative needs". The main purpose of ESP courses is to develop an effective pragmatic pedagogy which focuses on the main aspects of scientific and technical English. In this vein, "perhaps the most influential branch of ESP is English for Academic Purposes (EAP), which focuses on ESP in academic settings" (Anthony, 2018).

The Algerian context has witnessed a significant increase in the demand for English language as a result of globalization and the massification of higher education. As a result, addressing pupils' needs in learning academic texts in the English textbook at the pre-tertiary level has become an urgent issue. To tackle this problem, the ESP movement has developed the

genre-based approach (GBA), which is a teaching approach that combines the language form, functions, and meaning that is relevant to social context. However, the in-use locally designed secondary school English textbooks—including "Getting Through"—that have been introduced more than two decades ago to enable Algerian learners to live up to challenges posed by globalization have remained insensitive to major developments in English language teaching which is increasingly being permeated by the techniques, materials, and methodologies developed by the ESP movement.

Based on the above, the present research aims at evaluating the second year secondary school English textbook "Getting through" from an ESP perspective with a specific focus on the principles of the genre-based approach. Hence, the present study attempts to answer the following question:

- Do the scientific texts in the second year secondary school English textbook "Getting Through" develop an adequate level of ESP awareness among Algerian students?

2. Aim of the Study

The present study aims to evaluate the extent to which scientific texts presented in second year secondary school English textbook "Getting Through" are suitable for developing the required level of ESP awareness among Algerian pupils

3. Means of Research

To achieve this aim, two research tools have been self-designed and self-implemented: a checklist and a teachers' questionnaire.

4. Structure of the Dissertation

As far as the structure of the present study is concerned, this research is divided into two parts: The theoretical part that encompasses the first and second chapters while the practical

part includes the third chapter. The first chapter deals with the language teaching development throughout time, it aims at identifying the gradual progression of the English language as a lingua franca with a historical overview about the major methods of ELT. In accordance with the emergence of ESP movement that showed a change of focus in the foreign language teaching history, this chapter also provides an in-depth discussion about ESP approaches, the main ESP contributions that influenced ELT, characteristics and its distinct branches, in addition to the material design in ESP course. Then, the second chapter is devoted exclusively to the genre-based approach (GBA) in teaching/learning scientific texts, this chapter contains of the major definitions of key concepts that GBA includes, moreover, it discusses the contributions of the three schools in terms of their theories that influenced the emergence of GBA approach. While the third chapter represents the research methodology and data analysis. Within the same vein, it is concerned with the presentation and analysis of data gathered through a self-designed checklist that is specifically formed to carry out the evaluation process of the teaching/learning of scientific texts in the second year secondary school English textbook "Getting Through", and a questionnaire that is delivered to EFL secondary school teachers. The chapter is also devoted to draw conclusions and propose the appropriate pedagogical recommendations and suggestions for future research.

Chapter One: The Development of Foreign Language Teaching

Introduction

This chapter is devoted to give a comprehensible picture about the importance of English for specific purposes (ESP) in raising learners' academic style in the English language. It starts with the identification of the origins and reasons that helped in the shift of the English language status in today's world, from a modern language to a lingua franca, following by a discussion about the multiple series of teaching methods that have come and gone which had a major influence in the field of teaching English as a foreign language (TEFL). As the chapter develops, it provides an overview about the historical background of the ESP movement, its development, and approaches in addition to its influential contributions to English language teaching (ELT), such as: contrastive, corpus, discourse and needs analysis. Moreover, it draws a discussion about the researchers' perspectives regarding the ESP course characteristics and providing a distinction between English for specific purposes (ESP) and English for general purposes (EGP) in terms of theory and practice. Then, it is followed by the branches of ESP, in accordance with the focus on language in ESP that is categorized in terms of technical grammar and technical vocabulary, followed by a simple clarification of both teachers' and learners' role in ESP, the last section focuses on the material design in ESP course. The chapter concludes by shedding light on the importance of ESP implementation in EFL classroom in raising learners' academic discourse in the English language whether in written or oral form in general.

1.1. The Rise of English Language as a Lingua Franca

The term 'Lingua Franca' is originated from the Italian language that is literally means the 'Frankish Language', it is first employed during the 'Middle Ages' to describe a French- and Italian-based jargon through the use of a simple grammar and lexicon, the lingua franca is used to connect between people having different vernaculars. In the present days, the English

language has become 'the de facto global lingua franca', and the language of global commerce and international diplomacy. It is currently, the most widely employed language in Europe and beyond, it is used as a means of communication between people who do not share any language in common; the widespread phenomenon of the English language in the world is due to several historical events. Back to the 16th century, the English language started to establish overseas colonies and by the 18th century the British empire had grown quite extensive with colonies in a few parts of: India, Africa, and the USA which was extended to almost every continent; another historical factor behind the use of English as a lingua franca is the big role that the USA military power played at the beginning of the 20th century by which the local communities that were dealing with the USA back then, they were in need to speak English to communicate and do business with the troops on that base. After, the second world war (WW2), the English language became and it is still the primary form of communication among people as the USA became a global leader in technology and research, which has led to the fact that the English language is no longer centered on the Anglophone world or the English native speaking countries. As a result, the English language has become the primary option people tend to use in various domains, it allows to operate globally through it and it opens doors for better social and professional opportunities. The English language is indeed one of the essential professional skills one should obtain.

1.2. Historical Background of Language Teaching Methods

It is noticeable that the language teaching and learning process has been evolved throughout time; this was due to two major factors: the development in 'Applied linguistics' and the change in learners' needs. The origins of foreign language teaching in the European countries is traced back to the teaching of Latin which paved the way for the emergence of the English language teaching as a foreign language, before the 7th century, Latin was the primary form of communication among scientists in Europe, due to the fact that Latin was a lingua

franca back that time, teachers attempted to find answers and solutions for the Latin teaching/learning process that was not effective enough for it did not achieve the intended results, this was the case until the 17th century, later, German, Italian, French, and English were all used in their respective countries, the dominance of these languages changed over time, and of course, Latin was vanished with the rise of the modern languages. With regards to the teaching methodology of modern languages, it was a similar pathway of the Latin teaching process, there was a strong focus on teaching grammar with the use of the mother tongue and relying on vocabulary memorization which had witnessed a failure in the field of foreign language teaching (FLT). Consequently, it paved the way for the emergence of the grammar translation method (GTM), that it is known as the oldest dominated method that was used for foreign language teaching and lasted approximately for a century, the main focus of GTM is on the form of language rather than seeking meaning or communication. It stresses the teaching of writing (grammar rules) and translation, since Latin was studied for religious factors such as: 'Bible translation' (because, it was only written in Latin). Many years later, in the second half of the 19th century, it marked a turning point in the FLT history. This change was due to the emergence of the reform movement by paying attention to the psychology of education, this act had radically transformed the language teaching and learning process, it was seen as a matter of interaction and communication and the absolute priority was given to the oral/aural skills. These standards were adopted in the next method came after it which is the Direct Method (DM); it marked a new way of teaching that is to teach the languages in a natural way, the focus was on the natural target language use without the intervention of the native language, The present method had failed in achieving the students' needs period. The 20th century had marked the rise of the audio-lingual method (ALM) in USA and the situational language teaching (SLT) in UK for war demands, as a result, the concept of method has changed to the approach; the whole process of the pursuit for the appropriate FLT

method ended up with the communicative language teaching approach (CLT) that stresses the negotiations and interactions between the teacher and the students…etc. Despite the long list of methods that the foreign language teaching in general and the English language teaching specifically had marked, the search for an appropriate and effective method or approach is still a controversial issue to this present day.

1.3. The Emergence of ESP as a Pragmatic Pedagogy

1.3.1. Historical Overview of the Study of ESP

Teaching language for specific purposes (LSP) is a commonly used approach to teaching a second or foreign language, it is noted that the origins of LSP can be traced as far back as the Greek and Roman empires. (Dudley-Evans and Johns, 1998, p. 1). However, the concept was introduced only in the late of 1776 by Adam Smith, who was a Scottish moral philosopher and a pioneer of political economist, in his work entitled "An Inquiry into the Nature and Causes of the Wealth of Nations". The latter, often abbreviated as the Wealth of Nations. LSP reflects the idea that the multiple kinds of professions and occupations have their restricted vocabulary that is different from other kinds which is usually not understood by people even the native speakers unless they are specialists or somehow relevant to a given domain. Regarding English for specific purposes (ESP). It is difficult to establish a specific date for the origin of ESP, many researchers agree that ESP was developed during the mid-sixties, after the second world war and the transition period to the scientific and technical world (Basturkmen, 2010; Garcia Mayo, 2000; Rahman, 2015). Within the same respect, ESP came into existence in the 1960s, but according to Hutchinson and Waters (1987) traced the origins of ESP to the end of the second world war, it first came from the register analysis of scientific and technical writing. Notably, there are three common reasons that are relevant to the ESP emergence: the demands of a Brave New World, a revolution in linguistics, and focus

on the learner (Hutchinson & Waters, 1987). The main focus in ESP is on developing communication competence in a particular field of research such as: academics, in other words it focuses on the academic communication skills; the main areas to be considered in ESP are; the identification of the types of language that is wanted to be learnt, the proficiency level and the purposes of language learning. In addition, ESP emphasizes the language use rather than the language usage (form), this particular concept that is brought by the notion of ESP was a popular trend back at the 20th century. For further explanation, Harding (2007) stated that ESP teaches "the language for getting things done" (p. 6). The widespread of English language in the world as the language of communication helped enormously in the expand of teaching English as a second language (ESL) and teaching English as a foreign language (EFL) to a large number of learners from different backgrounds, statistically speaking, with more than 350 million of people around the world speak English as a first language and more than 430 million of people speak English as a second language, and there are English speakers in most countries around the world. The impact of the British linguistic legacy and its cultural domination on its former colonies, the emergence of the USA as an English speaking superpower and the rise of industrial and technological developments of the 19th and 20th centuries especially the invention of the internet, along with the globalization and the growth of international trade, commerce and tourism, all of these, are factors that supported the need for teaching and learning English for specific purposes and due to the noticeable urge of people to be extrovert and open to the world around. ESP is a valuable opportunity that allows to learners with different age group and ability range to learn English to fulfill their interests, this concept is reflected in the term "common core", the term is first suggested by the council of Europe team. "The team recognized that there will be areas of interest common to all students, whatever their particular situation and specialization" (Johnson, 1982, p. 42). There is a belief that the effective language learning is a result of

determining exactly what the learner needed to do with the target language rather than mastering the linguistic elements only.

1.3.2. Definition of ESP

According to Garcia Mayo (2000), "it is not an easy task to define ESP because it can be applied to any situation and depends on what learners are facing"; however, it can be said that English for Specific Purposes refers to the use of a variety of English in a specific context of use. The term 'specific' refers to the specific purpose in which English is learnt, it also means that the present teaching approach has a specific repertoire of words and expressions that are related to a particular domain or a profession. ESP courses are established to meet the needs of those learners who have inadequate proficiency in the English language, in which it focuses on the study of English through a field, that learners are interested in and it is already known and relevant to them, with the use of interaction with speakers of that field to enhance and expand their communication competence and lexical knowledge which fosters their motivation to learning and prepare them to perform better in the target situation, "in the field of ESP, the importance of teaching grammar and vocabulary has been extensively accepted by many scholars (Coxhead, 2013; Dudley-Evans & John, 1998; Zhou, 2009). The aim of teaching ESP is to acquire the language forms of the target language for a particular target disciplines. Furthermore, it is commonly known that ESP movement is developed for working adults or who are already in employment in order to meet the vocabulary and skills they need in a given field and it is generally designed for intermediate and advanced learners by which it works to integrate the language with the content matter of the target disciplines; however; it could be assigned for learners at secondary school level. ESP is described by Hutchinson and Waters (1987, p. 19) who theorized that "ESP is an approach to language teaching in which all decisions as to content and method are based on the learners' reason for learning".

1.3.3. Teaching Approaches to English for Specific Purposes

There are two major approaches that are considered as some of the valuable contributions that linguistics has made to ESP, these approaches are as the following:

1.3.3.1. Content-based Approach

In recent decades, content-based instruction (CBI) has been used in different educational contexts and ESP is one of them in general and more specifically in English for science and technology purposes, the origins of CBI can be traced back many centuries. The content-based instruction (CBI) is an approach for second or foreign language learning, it is the kind of approaches that teaching is organized around the content or knowledge that the learner will acquire which means that the priority is given to content learning rather than language learning, however; it does not mean that the language is relegated to a second position, but the main focus in CBI is to teach the language through the exposure of a new content that is relevant to a specific field, i.e. the core concept of CBI is that the target language is taught through the content of a subject-matter, the language is there as a medium of instruction and as a means to carry out a real communication since it shares the same principles upon which communicative language teaching (CLT) is built. According to Brinton, Snow and Wesche (1989), St. Augustine was an early proponent of Content Based Language Teaching as he recommended to focus on meaningful content in language teaching. It is believed that learning a language better takes place through the presentation of content in the target language and one can effectively acquire the language for the reason that it helps the learners to think in that language which enables them to make logical connection between words, ideas…etc. Krahnke defined CBI as "It is the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught" (1987, p. 65). In other words, CBI combines both

language and content in which they are taught simultaneously. The CBI approach is built on two fundamental principles. It is proved that CBI is well-fitted in EFL contexts and it raises learners' autonomy so that they can continue learning by themselves outside classroom.

1.3.3.2. Context-based Approach

Context-based learning (CBL) or what is called contextual teaching and learning (CTL) is an approach to language education, it refers to learning a second or foreign language in relation to the context in which it is used, it emphasizes the integration of real-world contexts and the social context of the learning environment to conceptualize and acquire knowledge and more specifically to foster and develop the scientific understanding. Within the same vein, the concept of CBL is not new; the application of contextual learning was first proposed (at the turn of the 20th century) by John Dewy who advocated a curriculum and a teaching methodology tied to children's experiences and interests (Pearson, 2001). Context-based approach is important to ESP since the latter focuses more on teaching language in context rather than on teaching the grammar and structures of the target language, and it is based on real-life experiences through much emphasis to be put on the practical part instead of the theoretical one. In CBL what matters more is the language use on the expense of language usage. The challenging point in CBL is that there are multiple differences in terms of contexts as the language use changes from a context to another. The present approach supports the shared process of learning in which learners need the help of others (teachers, adults, or peers) for a task completion(it carries a similar concept that social constructivism has in foreign language learning in terms of scaffolding), learning in this approach is a matter of social activity, where the learning environment should be collaborative, active and stresses the practices that should be relevant to each of the targeted contexts which require learners to gain, engage and integrate new skills in their learning which results in better outcomes, CTL motivates learners to take charge of their own learning and to make connections between

knowledge and its applications to the various contexts of their lives as family members, as citizens, and as workers (Sears, 2001), which denotes that CBL is the kind of learning that places content within a meaningful context.

1.3.4. Key Contributions of ESP

The ESP movement came up with new and revolutionary practices and influential contributions that should pay attention to in second or foreign language classroom.

1.3.4.1. Contrastive Analysis

Contrastive Analysis (CA), it is a branch of Applied Linguistics, and it is a hypothesis founded by Robert Lado (1957), who is the pioneer of CA field, in his book 'Linguistics across cultures', CA was used heavily in the field of Second Language Acquisition (SLA) in the 1960s and early 1970s, it refers to the comparison between pair of languages or more, it is used to identify the differences and similarities between the first language system and culture to the second language system and culture, the findings of this comparison are applied in the teaching and learning of languages due to the prediction of the differences in order to create an effective way of teaching. In other words, it helps to identify what needs to be learnt and what does not need to be learnt in second or foreign language learning. CA is defined by Johansson (2007) as "The systemic comparison of two or more languages, with the aim of describing their similarities and differences". However, some contradicted perspectives about CA were arisen at that time, on one hand, CA is based on the concept that what is different, it is what difficult, in which it would be possible to design language courses more efficiently, on the other hand, the second language acquisition is obstructed due to the interference of the first language (L1) system with the second language system (L2), this interference is viewed as negatively affects (L2), in which the similarities that both languages share make learners confused which results in committing more errors in learning (L2) and make the language

learning harder instead of facilitating it. However, this claim could not provide any empirical evidence since it is proved that this is not the reason behind learners' errors, which identifies that CA is useful for the prediction of learning errors but not all, there has been a rise of a moderate view of contrastive analysis hypothesis (CAH) and challenges Lado's view in which the more different the (L1), the easier it is for learners to learn the target language. CA is important for the understanding of the characteristics of different languages in general. "The contrastive method proves to be a useful heuristic tool capable of throwing valuable light on the characteristic features of the languages contracted; (…). (Firbas. 1992, p. 13).

1.3.4.2. Corpus Analysis

Corpus analysis or corpus linguistics (CL), it is an area of Applied Linguistics that has gained over the past few years a popularity among researchers within and outside the field of linguistics and it covers many areas, language education (language learning) is one of them. "The usefulness of corpus linguistics in teaching and learning has received growing attention and recognition" (Hunston 2002; Sinclair 2004; Conrad 2005; O'Keeffe, McCarthy, and Carter 2007; Bennett 2010; Reppen 2010). CL refers to the study of language by which it investigates a particular language system in detail through the analysis of a sample or large collections of real-world texts (corpora) whether in spoken or written forms, these texts represent specific areas in language use such as in academic writing; in addition, it serves as a tool for natural language analysis which results in extracting and deriving a set of rules that govern a particular language for the success of this particular analysis, it is significant to consider the type of language investigation that is wanted to be carried out. From the concept of CL "There are many facts about language that cannot be discovered by just thinking about it, or even reading and listening very intently" (Sinclair, 1995). Which means that people usually use a language daily to interact and exchange ideas for different purposes and they are unaware of the rules that govern the language (the grammatical or lexical rules) which is also

clearly expressed in Sinclair's view, he states that "Using a language is a skill that most people are not conscious of; they cannot examine it in detail, but simply use it to communicate" (Sinclair, 1995). CL consists of some major characteristics that best describe the present approach. According to (Biber, & Reppen, 1998, p. 4), the corpus approach is comprised of four major characteristics:

- ✓ It is empirical, analyzing the actual patterns of language use in natural texts. (i.e. CL focuses on authentic language, which refers to any linguistic communication that occurs in real-world situation can form a corpus).

- ✓ It utilizes a large and principled collection of natural texts as the basis for analysis. (i.e. It is possible to work with different types of corpus: written, spoken or academic corpus…etc).

- ✓ It makes extensive use of computers for analysis. (i.e., the use of computers for the analysis based on a concordancing program, the computers are essential in the corpus approach).

- ✓ It depends on both quantitative and qualitative analytical techniques. (i.e., the use of both qualitative and quantitative techniques in the analysis of the results that are generated from the corpus).

Furthermore, as it has been previously mentioned, corpus linguistics addresses many areas of language teaching, such as: lexicogrammar, registers, and English for specific purposes (ESP). First of all, according to Sinclair (1991), lexicogrammar refers to "the idea that there is no difference between lexis and grammar, or that lexis and grammar are closely interrelated and they cannot be studied separately". Then, register, which refers to the use of language according to the situation, the language use differs in terms of the people, with whom one is interacting or talking to (parents, colleagues…), and for different reasons. Another area of language teaching that CL addresses is ESP and more specifically the use of

corpora in academic purposes, by investigating corpus that contains academic language, in order to identify the most frequent vocabulary in academic texts which helps students to specify and focus their vocabulary in a specific field. The main purpose in corpus linguistics is to give a clear focus about the system of the language under investigation which facilitates the second language or foreign language (SL/FL) teaching process.

1.3.4.3. Discourse Analysis

Discourse analysis (DA) is a principal part of applied linguistics which refers to the study that examines how a language is used by members of a speech community or how stretches of language used in communication which are meant to be meaningful and purposive, i.e. It is the analysis of language in use and functions. DA is used for spoken language or written texts and in the signed language in accordance to their relations to its social contexts in order to understand how the language is used in real-world context in general. The term was first established by Harris as "The name for a method for the analysis of the connected speech or writing for continuing descriptive linguistics beyond the limit of a single sentence at a time and for correlating culture and language". (Harris 1952). There was a rise of interest in conversation and meaning beyond language, DA is emerged in the 1970s which came as a reaction to Chomsky's idea of the knowledge of the ideal native speaker and listener, some defined discourse as "the study of texts in contexts". In fact, discourse goes to study the language beyond the sentence level, it combines between the meaning and grammatical aspect of language. Cook defined discourse as "Stretches of language perceived to be meaningful, unified and purposive". Cook (1989). It used to identify the features that characterize distinct and multiple genres in relation to social and cultural factors that help in providing different interpretations and understanding of different texts in which DA is concerned with the impact of society and culture as well and it is not only concerned with language itself, it is that kind of study that analyzes the hidden meaning of texts that is not

clear from the first sight but it is found between lines so that DA is thought to be beneficial to be used in teaching so learners can gain both speaking and listening strategies that help them in the understanding of these texts and how they work, which rise their critical thinking and fosters their deep learning. Speech act theory, ethnography of communication, and pragmatics are approaches that somehow relate to the notion of discourse analysis:

- Speech act theory refers to the performance of actions through statements that are used in conversations, it is set by Austin (1962); "Speech act theory focuses on communicative acts, which are performed through speech".

- Ethnography of communication or (ethnography of speaking), it is an approach to discourse analysis, it is introduced by Hymes as it is the analysis of communication within the wider context of the social and cultural practices and beliefs of the members belonging to a particular culture or speech community. Hymes argued that "The study of language must concern itself with describing and analyzing the ability of the native speakers to use language for communication in real situations […]. In 1974, Hymes has proposed a model that contains the components of communicative events which is called the "SPEAKING" model.

- Pragmatics, it is the study of language in use and the context in which it used. According to Fasold (1993) pragmatics is the study of the use of context to make inferences about meaning.

1.3.4.4. Needs Analysis:

Needs analysis (NA) is the process of identifying and evaluating the learners' needs, it provides and gathers information about the difficulties that learners encounter in their learning in a particular aspect of language. The needs analysis process identifies what learners are able to do and what they need to be able to do. It is also theorized that needs analysis involves

doing some kind of activity with a learner in order to find out what their learning needs are (Betti & Mahdi 2021, p. 3), the learners' needs can be collected and identified through the activities that are made in the classroom. The primary purpose of NA is to strengthen the learners' weaknesses and develop the skills they need for a better performance in the target situation.

1.3.4.4.1. Definition of Needs

According to Brindley (1989, p. 65). The term 'need', refers to "the gap between what should be". The term itself may sometimes used to refer to wants, desire, demands, expectations, motivation, lacks, constrains, and requirements (Brindley 1984, p. 28). In ESP, the concept of needs is defined as the ability to understand and produce correctly the linguistic features of the target language. Hutchinson and Waters (1987) Stated that there are two kinds of needs: target needs and learning needs.

1.3.4.4.2. Types of Needs

The main objective of ESP is to make the student/learner able to use English in different academic fields. Consequently, the use of needs analysis to design specific courses that go hand in hand with the various academic settings is quite important. Fatihi (2003) points out that "needs analysis serves as a devise to know the learners' necessities, needs, and lacks". In order to determine the learners' needs indicators like target needs and learning needs. First of all, in the target needs, the focus is on what learners need to do to communicate effectively in the target situation. Whereas, in the learning needs, the focus is on what the learners need to acquire in order to learn. According to Hutchinson and Waters (1987) target needs are connected to what the learners need to do in the target situation. Target needs according to these scholars consist of three components: necessities, lacks, and wants. Nation and Macalister (2010, p. 25) explained that, necessities fit into the acquired knowledge, lacks relate to the present knowledge, and wants fit to subjective needs. Concerning learning needs,

researchers have looked at as what the learners need to do in order to learn. In fact, learning needs show how learners move from the starting point which is lacks toward the final stage (necessities). Xiao (2007, p. 2) clearly defined learning needs as "factors that affect the learning like attitudes, motivation, awareness, personality, learning style and strategies, together with the social background". The concept of learning needs introduced by Hutchinson and Waters, which is considered very useful, since learning needs identifies the means and the stages that learners go through to achieve their target needs.

1.3.4.4. Definition of Needs Analysis

It is widely known that Needs analysis (NA) is considered as an essential stage in ESP; as Hutchinson and Waters (1987) suggested, "needs analysis has been neglected in the general English classroom and emphasized in ESP". NA is defined as, "a family of procedures for gathering information about learners and about communication tasks…" (Nunan, 1988, p. 75). The notion of need analysis was developed during the 1960s; as a result to the studies that was conducted by the council of Europe. In fact, the ESP movement helped in introducing the needs analysis into language teaching. As its name suggests that, the successful language learning resulted from determining exactly what learners need. For a more detailed definition, Brown explains that "the systematic collection and analysis of all information necessary for defining a defensible curriculum" (Brown, 2009, p. 269). That is, the information resulted from NA is used to set up the course objectives that are meant to be appropriate for the requirements of both the students and the institute. Conducting a successful needs analysis in the English language classroom calls for certain criteria that can be listed as the following: identifying the objectives of the course, analyzing the setting, selecting the content, determining the materials and methods, identifying students' needs, and identifying a way of evaluation. NA has a great importance for the EFL curriculum development and improvement that will positively affect the teaching and learning process.

1.3.4.4.4.   Approaches to Needs Analysis

Needs analysis has a crucial role in the process of planning or designing any language course. In fact, many approaches of needs analysis have been conducted by scholars. West (1997) pointed out that "the target situation analysis (TSA) was the oldest approach to needs analysis". The notion of TSA, was introduced for the first time in the work of the council of Europe 1970s. As Richard (2002) described the TSA as, the situation or the setting in which the students will have to use the target language. This may be a study work situation or any context in which the students need to use the language. Moreover, the analysis of the communicative and linguistic demands of the target situation is an essential phase in needs analysis. (p. 539). The target situation analysis consists of several techniques that are used for the analysis of communication variables, these variables refer to the participants, setting, target levels, aims, and purposes, interaction instrumentality, dialect, and communicative event. Within the same vein, the TSA seeks to evaluate the language process, task, linguistic information, and functions that learners need to acquire in order to operate effectively in any target situation. In line with what has been mentioned, another approach regarding needs analysis is known as the present situation analysis (PSA). The latter, aims at examining the learners' learning conditions, it deals with the students' aims and what they expect to be by the end of the course. According to Robinson (1991), "the PSA seeks to establish what the students are like at the beginning of their language course, investigating their strengths and weaknesses". (p.9). Generally speaking, both of these approaches have a pivotal role in shaping the needs analysis process in EFL classroom.

1.3.5. Characteristics of ESP

The English for specific purposes (ESP) provides courses that aim at raising learners' English language proficiency and intensively work on developing, preparing and empowering learners for effective academic and professional communication skills, Dudley-Evans (1997)

clearly defined ESP in terms of 'absolute' and 'variable' characteristics, by providing a revised view which is influenced by that of Strevens (1988). Definition of ESP (Dudley-Evans, 1997)

- Absolute Characteristics:
  - ✓ ESP is defined to meet specific needs of the learners
  - ✓ ESP makes use of underlying methodology and activities of the discipline it serves.
  - ✓ ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, and discourse and genre.
- Variable Characteristics:
  - ✓ ESP may be related to or designed for specific disciplines.
  - ✓ ESP may use, in specific teaching situations, a different methodology from that of General English.
  - ✓ ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level.
  - ✓ ESP is generally designed for intermediate or advanced students.
  - ✓ Most ESP courses assume some basic knowledge of the language systems.

This definition denotes that the present division between absolute and variable characteristics, clearly clarifies what ESP means, it is not restricted to just a particular domain and it is not only targeting a specific range or a category of people; instead, ESP is as Dudley-Evans describes it 'attitude of mind'.

Designing an ESP course is not an easy task and it accounts some criteria that are involved in their designing process. According to Carter (1983), "there are three features

common to ESP", by which it should equip learners with the ESP language skills, it is significant to take into courses:

- Authentic Materials (i.e., the materials that are used in the pedagogical dimension of language which they refer to the use of different sources that are specifically designed for native-speakers consumption, however, they are made accessible for non-native speakers in order to provide and present true examples of language use in real-life situations).

- Purpose-related Orientation (i.e., the objectives of the courses must be priory set to meet and fulfill learners' needs).

- Self-direction (i.e., learners should be given the opportunity and freedom to decide what to learn and how to learn).

1.3.6. ESP VS EGP

Apparently, the most logical differentiation that one might make would be between ESP and EGP, since 'ELT can be broadly divided into ESP and EGP' (Hutchinson & Waters, 1987); there are several areas where these two pedagogies differ. As Widdowson (1983 cited in Ajideh, 2009) has clarified that "the distinction between ESP and EGP lies in the way we define and implement the learning purpose".

ESP	EGP
➤ ESP refers to teaching English to the students who learn the language for work-related or study-related purposes and reason. ➤ ESP focuses on the specific skills and	➤ EGP or as it is called 'TENOR- the Teaching of English for No Obvious Reason' (Abbot, 1981 in Jordan, 1997, p. 4). i.e. teaching English to students at school levels where they

needs of learners based on the analysis of the students' professional and academic needs. ➢ The ESP emphasizes the language in context which aims to improve the students' English communicative competence. ➢ In ESP, the linguistic skills are integrated to enable the students to perform successfully in the target/professional task or situation. ➢ The ESP practitioner has to perform special roles in addition to the role of a language teacher.	are familiar with the structural/grammatical elements of English language to pass the exams. (Hutchinson & Waters, 1987). ➢ EGP provides the basic knowledge and skills of the English language in general where the occupational and professional needs are not taken into consideration and not identified. ➢ The focus of EGP is mainly on teaching grammar and language structures and the general English language abilities of the students. ➢ In EGP, the English language needs and contexts are difficult to predict where the students have easily recognizable reason to learn the language. ➢ In EGP, the teacher only performs the role of a language teacher.

As it is noticed from the table above, the ESP does seem "to be more focused, practical, and object-oriented (Dudley-Evans & Waters, 1987), it is theorized that many general English courses integrate the skills of listening, speaking, reading, and writing, traditional ESP courses often teach individual language skills with the particular register and

styles needed in the target situations (Chalikandy, 2013; Dudley-Evans & St. John, 1998; Hutchinson & Waters, 1987). Both ESP and EGP pedagogy gain their importance throughout time in the field of ELT; despite, they have recognizable differences, but the key difference for 'what distinguishes ESP from general English is an awareness of the need' (Hutchinson and Waters, 1987, p. 53).

1.3.7. Branches of ESP

The distinct ESP branches stress and develop the reading and listening comprehension as well as the written and oral communication skills; the 'ESP can be broadly divided into two main kinds: English for occupational purposes/English for vocational purposes/English for professional purposes (EOP/EVP/EPP) and English for academic purposes (EAP)' (Jordan, 1997, p. 4).

1.3.7.1. English for Academic Purposes

The EAP has been described as "a broader field of ESP is defined by its focus on teaching English to facilitate specifically the learners' study or research through the medium of English (Flowerdew & peacock, 2001, p. 8; Hyland & Hamp-Lyons, 2002, p. 1). Though, a wide range of views still hold the perspective that EAP is a sub-discipline of ESP. In this respect, EAP is based on the academic learners' needs and demands, alongside with, the use of the English language in academic contexts.

1.3.7.2. English for Occupational/Professional Purposes

Although, it is not an easy task to categorize the ESP branches, authors seem to agree that each profession demands knowledge, concrete aspects and specific language according to the area of job expertise (Bhatia, 2016). Generally speaking, each profession has a specific and technical vocabulary; in the EOP/EPP context, learners tend to raise their language

communicative proficiency level in the profession restricted English language in order to enable them to get their job-related tasks done, and this is explained by Peters & Fern àndez (2013), they state that workers have specific and particular lexical and linguistic needs in their daily work contexts, and that these demands can be successfully accomplished under the appropriate training conditions (Smart & Brown, 2002); as its name indicates that, EOP deals with courses specifically designed to help professionals evolve in their work and to facilitate learning of linguistic skills connected with their job needs. (Dudley-Evans & St. John, 1998). Within the same vein, both EAP and EOP seem to be different only in situational context, Cummins (2008) confirms that the distinction between these two terms lies in the aim of EAP is to provide academic proficiency, and EOP leads to interpersonal skills.

1.3.7.3. English for Vocational Purposes

In the 20th century, there has been a considerable rise of vocational educational training, which has led to the popularity of English for vocational purposes (EVP) in the field of English language teaching (ELT). EVP is referred to as a term which is mainly taken into consideration 'under the umbrella of English for specific purposes (ESP)'; in EVP, the priority is put on "job-oriented training rather than academic cultivation (Liu, & Liu, 2010, p. 170).

According to (Hutchinson and Waters, 1987), ESP can be classified into three branches: English for science and technology (EST), English for business and economics (EBE), and English for social sciences (ESS) which are further classified into two branches (EAP & EOP) as it is clarified in the tree model:

English as a Foreign Language

EGP

ESP

Primary

Secondary

Adult Tertiary

English for Science Studies

English for Business and Economics

English for Social Sciences

EAP

EOP

EAP

EOP

EAP

EOP
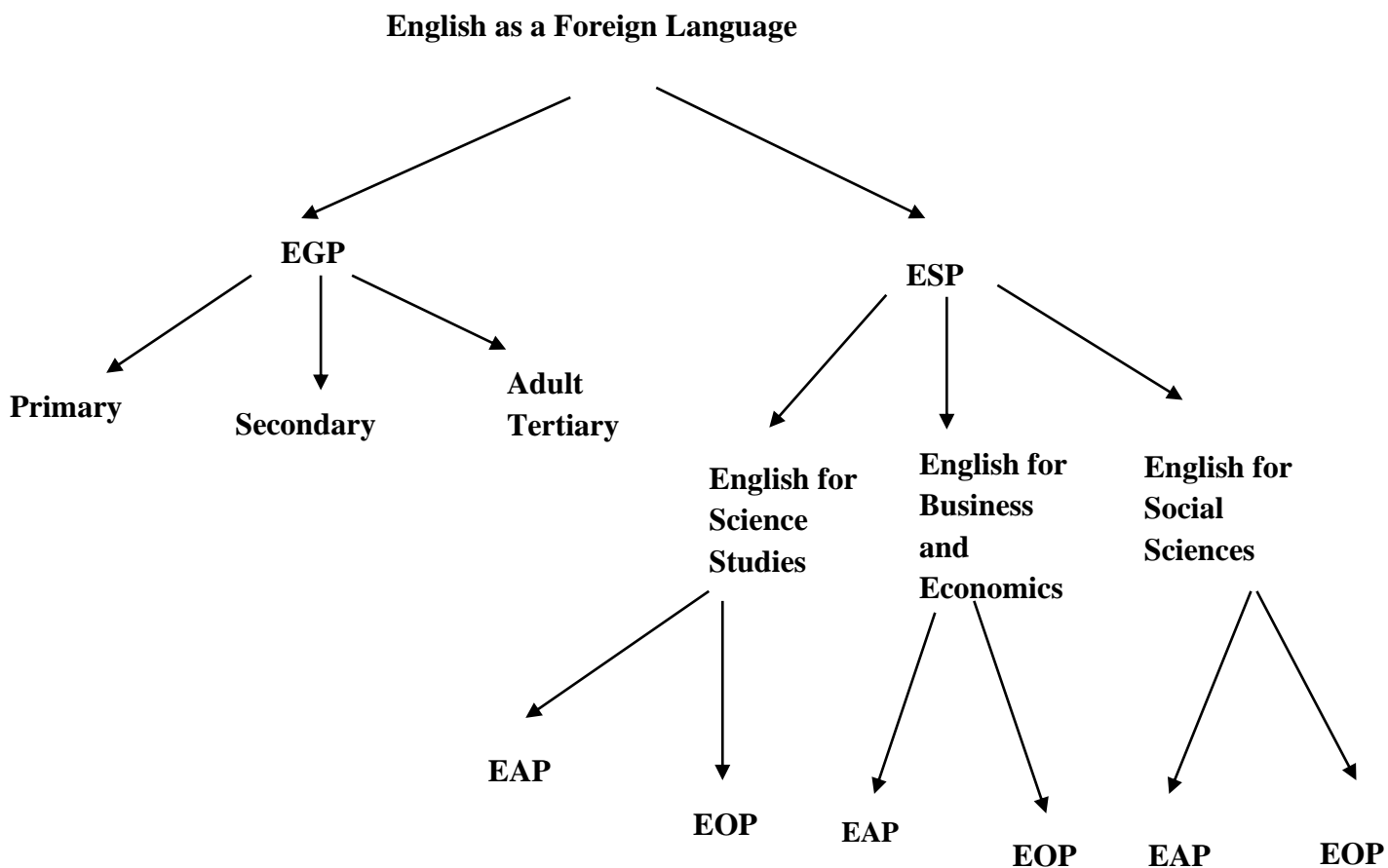
Figure1 : The Tree Model of English for Specific Purposes ('The Tree of English Language Teaching' by Hutchinson and Waters, 1987, P. 17).

1.3.7.4. English for Science and Technology

The English language is the universal form of communication in science; the English for science and technology (EST) is first emerged in 1950s for the rapid shift and development of science and technology after the WW2 along with the English language continuous increasing popularity around the globe. The EST refers to the type of English that is used to describe the physical and natural phenomena, it can be found in scientific papers, textbooks, academic lectures…etc., the courses that EST provides, help learners to develop their English communication strategies that are considered as necessary for studying, working or undertaking research in a scientific setting.

1.3.7.5. English for Business and Economics

The English for business and economics (EBE) discusses the business issues in areas such as: international trade, entrepreneurship, banking, marketing…etc, the EBE course content provides students with business vocabulary and activities that support the improvement of the essential business communication skills in order to carry out various business tasks (taking part in a formal, meeting, simulations, negotiating…etc). The EBE builds the students' knowledge of business and economics terminology; and their competence in the use of English language successfully in the international business environment and work places.

1.3.7.6. English for Social Sciences

The English for social sciences (ESS), is the kind of English language courses that tackle topics related to humanity studies, with giving a strong emphasis on the cultural, social, and geographical human beings relationships; the ESS raises the students' critical thinking skills and make them culturally aware of the target situations, in addition to the provision of the strategic competence development that the students will need to apply for a better understanding and acceptance of the others' different cultures and traditions which will prevent the students from encountering the potential culture shock.

1.3.8. The Focus of ESP

The ESP mainly focuses on the language that is wanted to be learnt, the learner's needs and it develops the skills and strategies that learners will use in the future for their academic and professional purposes.

1.3.8.1. Focus on Language

ESP concentrates more on language in context rather than on teaching grammar and language structures, however, in ESP the vocabulary and grammar are inseparable because the identification of how a word is used is a part of grammar, language contains distinct meanings and styles. Each context has its own language, when it comes to EFL context, learners need to develop their skills (for instance: writing skills) and enhance their understanding and awareness about the scientific language use.

1.3.8.1.1. Characteristics of Academic Style

In teaching the scientific language, the focus should be given to the selection of scientific terms, the choice of language used and the implication of prior knowledge of learners that they gain and use daily, the language used to express a scientific view or in communications related to the field of science is likely to be precise and consistent, since it offers technical words that carry specific meanings, as it is indicated by Rao, C. S, (2018), "academic English is a unique set of rules which should be explicit, formal, factual, objective and analytical in nature". It is useful for learners to be engaged in activities that promote and encourage their experience with the language of scientific discourse. There are different features that best characterize the scientific/academic discourse in the English language which are the following:

1.3.8.1.1.1. Technical Grammar

Teaching grammar in ESL/EFL context is similar to that in ESP context, the grammar instruction showed its importance in raising learners' competence and awareness towards the correct use of grammatical features that are mainly used in the scientific discourse. It requires the use of more formal grammar that includes (the use of nominalization, the passive voice, and the use of tenses such as: the present, past, and perfect tenses). Trimble (1985) notes that

the rhetorical elements in scientific discourse exist at several levels and should be taught in ESP course. It is referred to as the passive-stative distinctions, modals, definite articles, tenses, relative clauses, these elements may cause problems in language use for non-native English speakers in their future academic journey if they do not have courses that emphasize this distinction that ESP courses offer. Furthermore, Dudley-Evans and St. John (1998) put strong emphasis "on teaching morphology and syntax as grammatical forms that are necessary for ESP", the study of morphology and syntax are sub-branches of micro-linguistics by which, morphology refers to the study of words, how they are formed, and their relationship with other words and parts of words such as: prefixes, suffixes…etc. Along with, the study of syntax which refers to the set of rules and principles that govern the language in general and more specifically the structure of sentences. The study of Jianfeng, Qingdong, and Shibo (2009) is expanded from the work of Dudley-Evans and St. John (1998), they theorize that "ESP written texts in ESP are organized with numbers of sentences using the passive voice, gerunds, participles, and the infinitive". Generally speaking, it is significant to teach grammar and its forms in the ESP contexts. In other words, "teaching grammar in the ESP context should be relevant to learners' needs, and ESP teachers should be aware of the use of grammar forms in specific contexts" (Hinkel, Hinkel, & Fotos, 2002; Noom-Ura, 2013; Zhang, 2009). Many research studies have supported the need for teaching grammar and vocabulary, that is, the knowledge of grammar and vocabulary is a fundamental aspect of the English language and students that receive no grammar instruction seem to be unable to expand their linguistic competence (Robinson, 1991; Zhang, 2009).

1.3.8.1.1.2. Technical Vocabulary

The knowledge of vocabulary in the ESP context refers to the specific and specialized language use, the selection of words differs from an academic field to another. In ESP context, it is needed to identify the specific terms and their meanings in a particular context.

When teaching vocabulary, one should be aware of the eight dimensions of word knowledge. They are described as: "meaning, written form, grammatical behavior (patterns the word occurs), collocations, register, association" (the relation to other words), and frequency (Nation, 2001). These are elements that are related to the highly-specialized language forms (compound words, contraction words…etc). It includes specific terms, special purpose and specialized technical vocabulary. It is believed that some words may be shared and used in both ESP and general English, however, they express different meanings. The actual meaning of words should be determined according to the context (Coxhead, 2013; Jianfeng et al., 2009). In this respect, teachers should pay attention to learners' needs when teaching vocabulary, since vocabulary knowledge can be reflected in the students' productive use of language, as with writing (Akbarian, 2010).The identification of technical vocabulary features is essential for learners when it comes to language learning for academic purposes.

1.3.9. The Role of ESP Teacher

The teaching in ESP differs from the teaching in English for general purposes (EGP), so that some authors (Dudley-Evans and St. John, 1998) prefer to use the term "practitioner" instead of "teacher", due to the fact that ESP teacher needs to perform multiple roles which denotes that the teaching in ESP emphasizes more work than the teaching in EGP. Dudley-Evans describes the ESP practitioner, (Swales, 1988) "as needing to perform five different roles. These are 1) Teacher, 2) Collaborator, 3) Course designer and materials provider, 4) Researcher and 5) Evaluator". i.e. The first role as a 'teacher', it reflects the same function that an EGP teacher usually performs; the collaborator, it has different interpretations, it means that the teacher must combine between the subject-matter and the language teaching, or to collaborate with other English teachers, it also requires the ESP teacher to collaborate with learners and create a suitable environment for negotiations around the content between the teacher and learners to take place. The third role requires the ESP practitioner to design

courses and materials that seem appropriate for meeting learners' level and needs; the researcher, means that the teacher must search for other alternative methods and materials that supplement the teaching of the course, rather than the dependency on the pre-designed textbooks only. The last role, which is an evaluator, it is important to evaluate and assess the course requirements in terms of material design, course objectives, and the learners as well to identify their current level whether they have the required language and skills that allow them to undertake a given academic course, and to determine which areas that learners have difficulties with, which enables the teacher to provide solutions and take action in the right time. However, the challenging point and the problem that can face ESP teachers is that they do not have a specific training to teach learners with specified interests. According to Strevens (1988: 41), the ESP teacher is "…a teacher of General English who has, unexpectedly, found him/herself required to teach students with special needs". As a key solution, the ESP teachers need to adapt and be flexible to face the new situation.

1.3.10. The Role of ESP Learner:

English for specific purposes (ESP) refers to teaching and learning of English as a second or foreign language where the purpose of the learners is to use English in a specific domain (Paltridge & Starfield, 2014: 2). The most important figure that describes and differs the ESP movement from other types of teaching in English language teaching (ELT), it stresses the learners' needs and their purposes for learning English. ESP pedagogy is driven by learners-centeredness (Johns & Price-Machado, 2001), it focuses on the shift of activity from the teacher's control to learners' control. i.e, ESP learners tend to become active due to the activities that involve them personally, in addition, negotiations and interactions between teachers and learners are highly supported in order to make them engaged in the teaching/learning process in other words, they are involved in what and how they learn, which creates opportunities to learn their way, ESP learners take charge in developing their English

language skills so that it fosters their responsibility in the construction of their knowledge, creative thinking and independent-problem solving. ESP learners are presented with challenges that develop their "high order skills" such as: problem-based learning, inquiry-based learning and discovery learning…etc.

1.3.11. Material Design in ESP

The selection and specification of the materials to be used in EFL classroom as a source for instruction and a guide for many teachers is considered as a significant phase and it plays a crucial role in FL/SL learning in an ESP course, the use of materials varies from a teacher to another which results in different outcomes in the teaching and learning process, also this is due to the fact that each kind of materials has its own uniqueness and its own purpose for which it is used.

1.3.11.1. Definition of Materials

According to Richard and Schmidt (2002, p. 322), the term materials is 'defined' as "anything which can be used by teachers or learners to facilitate the learning of language". It means that, the materials are used by teachers for instructional purposes in order to facilitate the content and make it understandable to them. They serve several functions in the teaching/learning process since they are useful in the sense that they are used as sources and reference for classroom activities which enable learners to engage in different learning experiences and build the needed knowledge about the correct and appropriate use of the target language, in addition to that materials are considered as a great deal for learners for the reason that they combine and integrate both learning and entertainment by which, they keep learners attracted to the course content and feed their interest. In this respect, Dudley-Evans and St. John (1998) suggest that they serve the following functions: a source of language, a

learning support, a source for motivation and a reference for self-study for learners outside classroom.

1.3.11.2. Types of Materials

There are different types of instructional materials that enhance and enrich the learners' use of language, these types of materials vary greatly by which they can be institutionally made materials or self-made materials.

1.3.11.2.1. Created Materials

Created materials refer to the kind of materials that are designed and created to be used in the teaching and learning process which simply they are meant for pedagogical purposes such as: textbooks. By created materials, reference is made to "textbooks and other specially developed instructional resources". (Richards, 2001).

1.3.11.2.2. Authentic Materials

Authentic materials are defined as "any material which has not been specifically produced for the purpose of language teaching". (Nunan, 1998). It means that authentic materials are those materials that reflect the real language use by native speakers in real-world situations, however, they are not specifically designed for language teaching and learning since they are considered as external sources where sometimes they are not accepted to be used in some institutions for the reason that they are not academically created for pedagogical purposes. There are different examples of authentic materials; they can be audio/visual such as: radio talks, interviews or films…etc. In addition to, written materials such as: newspapers, articles, magazines…etc. By authentic materials reference is made to "the use in teaching of texts, photographs, video selections and other teaching resources that were not specially prepared for pedagogical purposes". (Richards, 2001).

1.3.11.2.3. Non-Authentic Materials

Non-authentic materials refer to the use of any material that is designed to support the teaching and learning process, in which they serve as facilitators, and providers of information that the learner needs to develop his/her own language proficiency such as: instructional CD's or DVD's…etc.

Conclusion

In this present age of rapidly developing world where English language is increasingly used as an academic lingua franca all over the globe has boosted the position of English language in the international scientific community which paved the way for courses of foreign language for specific purposes to gain popularity among language learners which led to the rise of English for specific purposes and brought influential contributions in the field of English language teaching (ELT), it assumes that the foreign language teaching should meet the specific linguistic and communicative needs of learners in accordance with the context in which language is used, ESP course design basically requires in the first place the analysis of learners' needs and their learning styles that they may need in their future demands at the tertiary level. Moreover, the core objective of ESP is to train and equip learners with the abilities and skills that are necessary for an effective language use in the target situation, it stresses the use of a particular specialized scientific jargon that is relevant to a specific professional or academic context, the use of generalized set of academic skills, and the raise of learners' awareness towards the use and integration of the characteristics of English for academic purposes. Even though less research has been done on ESP, yet it clearly has a remarkable addition to ELT in enhancing learners' overall effectiveness and proficiency level in English language for specific purposes.

Chapter Two: Genre-Based Approach to Teaching/Learning of Scientific Texts Scientific Texts

Introduction

The primary focus of the present chapter is on genre-based approach (GBA) as a significant framework and reference in the field of English for specific purposes (ESP) and mainly for English for academic purposes (EAP) education, it starts with an introductory discussion about the definition of the notion of genre and other concepts that are relevant to GBA in English language teaching (ELT) in addition to the way this approach works in terms of identifying its teaching and learning cycle. Then it is followed by a clarification about some of the most remarkable approaches that influenced the genre studies, these three approaches are commonly used in academic language teaching/learning: the new rhetoric school, the Sydney school, and the English for specific purposes school, in line with, the identification of the different types of genres and the main theories that have led to the emergence and development of the present approach in (ELT) from distinct perspectives and viewpoints of some of the pioneering researchers and theorists throughout time, however, the systemic functional grammar/linguistics (SFG/SFL) is considered as the starting point which resulted in having the GBA. Moreover, a discussion is focused about the importance of textbooks as an effective instructional materials and the role of texts in the presentation of the academic English discourse which is in turn, it is reflected in the students' oral and written interpretation and production of the English language in general. The chapter concludes by highlighting the main criteria that are taken into consideration when texts are evaluated.

2.1. What is Genre?

Since the publication of Swales' (1990a) genre analysis, a considerable attention has been devoted to the notion of genre in the field of ESP (Paltridge 2001; Bhatia 2004; Hyland 2004). To begin with, the term "genre" is first introduced in the French language as reference to classification and organization in specific categories, and its use is only restricted in biology science. However, in recent years, the use of genre is expanded to be integrated in

linguistics and applied linguistics study. Genres can be defined as staged, structured communicative events, motivated by various communicative purposes and performed by specific discourse communities (Swales 1990a, 2004; Bhatia 1993, 2004; Berkenkotter and Huckin 1995; Johns 2002), a Genre refers to a communicative event that is considered as a goal-oriented process which is related to the different social contexts due to the fact that the type of genre is identified and specified by the factor of the social context which tends to lead the communication process, the language is a purposive and a functional means that is needed for the accomplishment of the communicative event purposes. In accordance to the notion of genre, Christie Dan Martin (2000) defined genre as "the particular usage of the language in a certain social circumstance such as: interview genre, media genre, or advertisement genre, and so forth". Moreover, genre is classified as spoken genre and as written genre (Collaghan & Rothery, 1988, p. 21-22), i.e., as spoken genre, the language is viewed as a purposive and a functional tool whereas, as written genre, the language is viewed as a text, by which the text can be understood by referring to the meaningful passages of the text (language) that have a social purpose, genre is a term refers to socially recognized ways of using language. It is used for grouping texts together and representing how writers typically use language to respond and to construct texts for recurring situations (Hyland, 2003). In this respect, there has been a confusion between the terms of genre and texts, it might be considered as types of texts (Firkins, et. al., 2007), however, Biber (1988) (as cited in Paltridge, 1996) has clarified that genre and types of texts are two different terms, the term "genre" refers to the categories of texts based on their external criteria, while "text types" refers to the groups of texts based on their similar linguistic forms; it is argued that the language users or learners have to develop the particular ways of language use in order to reach the intended goals, and that refers to the relationship between texts and social contexts. It is recognizable that the different types of genre especially the academic one may form a challenge for learners in their academic studies

since these genres are related to the academic texts that are taught in EAP context. Academic genre can be very challenging for students as they contain in specific language patterns, which are frequently abstract, technical or metaphorical, and more complex clause structures or less concrete lexis (Correa & Echeverri, 2017).

2.2. What is Genre Analysis?

According to Halliday and Hassan (1985, p. 5), the main parts that reflected the way into understanding about language lies in the study of text. The notion of genre analysis and the importance of its integration in English language teaching (ELT) was proposed by Bhatia (2013), it is resulted from discourse and text analysis where it is used increasingly in English for specific purposes (ESP) over the past years. According to Swales (as cited in Osman, 2004) "genre analysis is the study of how language is used within a particular setting and according to Bhatia (as cited in Osman, 2004) it is concerned with the form of language use in relation to mean. Within the same vein, genre analysis is a developing multi-disciplinary approach to the study of texts, both verbal and written, drawing from studies in linguistics, Anthropology, sociology and psychology. Genre analysis work for the common patterns of grammar usage, key vocabulary, and text structure in particular text types (Bradford-Watts, 2003). In other words, it refers to the systematic analysis that is used to determine and offer patterns of language to students in order to gain an appropriate understanding of the given genre, Dudley-Evans (1987) (as cited in Wang, 2005) states that genre analysis is "a system of analysis that is able to reveal something of the patterns of organization of a genre and the language used to express those patterns in the light of communicative purposes". It is meant by that it is not only about the analysis of common language features such as: the grammar usage, vocabulary, or the particular structure of a text but also about the specific context and purposes. In this respect, the interpretation of social context includes two levels of communication: genre (context of culture) and register (context of situation) with register

functioning as the expression form of genre at the same time as language functions as the expression form of register (Martin, 1992, p. 495), there are several differences that distinguish between genre and register analysis; however, genre is much more related to culture and social-oriented context and it deals with language that is used for specific and social purposes, as for register is a situation or immediate-oriented context that is, it deals with the language type that is used in a particular profession/field or for various purposes. As it is stated that one differences between genre and register is that genre tends to be associated more with the organization of culture and social purposes around language and it is tied more closely to considerations of ideology and power (Bhatia, 1993; Swales, 1990). There are three main variables that largely determine the language choices, they work together and responsible for the configuration of language features in the text. This configuration of language features is the register, this context of situation of a text has been described by Halliday (Halliday and Hassan, 1985, p. 121) in terms of the variables of the field, tenor, and mode. Therefore, Halliday posits three parameters of context. Field: the subject matter and activity type. Tenor: corresponds to the relation between the participants in the text. Mode: the rhetorical channel and function of the discourse. i.e, the field of discourse refers to the nature of the social action that is taking place, the tenor of discourse refers to who the participants are, and the nature of their type of roles in the communication, and the mode refers to the type and the purpose of a particular language use in a specific situation. However, the main aim of incorporating genre analysis within the academic context allows learners to develop a satisfactory awareness about the understanding of the academic discourse and the academic communicative competence, by which Bhatia (2013) affirms that incorporating genre analysis in the teaching was a necessity. Thus, Cai (2016) theorized that genre analysis was effective in facilitating the acquisition of academic lexical phrases.

Generally speaking, genre analysis is an effective addition to the understanding of how language is used and learnt by which it eases the language teaching and learning pedagogy.

2.3. Definition of Genre-Based Approach

Due to the growing popularity of genre, and based on the work of Halliday about the systemic functional grammar/linguistics, it has been raised a considerable interest about the genre-based approach (GBA), and its effectiveness in the field of ESP generally and EAP specifically. Today, GBA is considered as one of the most influential approaches in ELT, Both Swales (1990) and Paltridge (2001) argued that GBA allow for exploring languages from the perspective of the whole text and take into account the social and cultural contexts of communication. GBA is a theory and a strategy to language teaching and learning process, it serves as a guide for both teachers and learners in order to master the different genres of texts in terms of their understanding and production. According to Derewianka (2003, p. 134) "Genre-Based Approach is a theory of language and methodology for analyzing facts and their content of use, it seeks to develop communication competence by mastering different types of texts". The GBA aims at assisting and developing the learners' understanding of not only the lexical-grammatical features of distinct rhetoric contexts but also raising their awareness of the communicative purposes in relation to social or cultural communications. Johns (2002, p. 1) claimed that "genre as a means for analyzing text has become a means for better pragmatic and linguistic understanding of texts. The focus of GBA is on both the oral (speaking, listening) skills, where it deals with oral language and written (writing, reading) skills, it focuses on the development of learners' writing ability to produce texts that are similar to the ones they have been read in order to make their writing relevant and meaningful that is, "the genre approach should focus not only on the form of communication but also on the social action it is used to accomplish (Miller, 1984, p. 153). The GBA integration in English language teaching and learning seems to be suitable and appropriate to be used for

academic context due to the fact that GBA develops the learners' competencies and performance in the target language. For the GBA explicit knowledge expands learners' meaning-making potential, that is, their ability to flexibly deploy language to achieve various functions in context (Halliday, 1993).

2.3.2. The Three Schools of Impact on Genre-Based Approach

Over the past decades, the GBA gained a considerable amount of attention which has risen its importance in the field of English language teaching. Thus, there has been some remarkable research done which influenced the way GBA works. According to Johns' (2002) three approaches to genre analysis are commonly distinguished; the New Rhetoric school (Devitt 1991; Buzerman 1994; Freedman and Medway 1994), the Sydney school consistent with Hallidayan systemic functional linguistics (Martin 1992; Christie and Martin 1997) and an ESP approach (Swales 1990a; Bhatia 1993; Johns 2002). These three approaches to GBA can be defined as "abstract, socially recognized ways of using language" (Hyland, 2007, p. 149). The interpretation of the notion of genre differs from an approach to another, since some genres are changing rapidly and adapting to outside influences (Duràn et al. 2005: 11).

2.3.2.1. The New Rhetoric School

In the opening decades of the twentieth century, some ideas and developments are made in the genre studies evolvement which resulted in the distinct theory of the new rhetoric school (or North American new rhetoric). The term 'rhetoric' is referred to as 'the art of persuasion', the rhetoric analysis is defined as the examination of the way authors write in order to persuade or inform the audience by the use of various components and elements that form the art of persuasion, it is used to identify the techniques and strategies that authors use in order to determine what they are trying to achieve through their writings, within the same vein, the new rhetoric approach is defined as the skill of using language whether in speech or

writing in a particular way that influences the audience understanding. Furthermore, the focus of the new rhetoric is on the situational context. i.e., the activities, attitudes, beliefs, values and patterns of behavior of the discourse community engaging in the genre (Flowerdew and Wan 2010), the discourse community is defined as "a group of people that has a broadly mechanisms of intercommunication among its members (Swales, 1990, p. 25). The genre in the new rhetoric (NR) is studied from a social perspective rather than a linguistic perspective and it is linked to procedural knowledge and background knowledge, "the new rhetoric may look to the text to interpret the situational context" (Flowerdew, 2002, pp. 91-92). Moreover, the present approach has primary focused on genres in academic and professional contexts; the genre is defined from an RGS perspective, Miller (1984) a definition of genre should be focused on the action it is used to accomplish rather than its substance or form. According to Hyon (1996) rhetoric genre studies focuses more on situational context, social purposes and actions resulting from these purposes rather than linguistic forms. More specifically on the way this approach works, new rhetoricians "begin by studying the context of use" the cultures and situations in which texts from a genre are found and then turn to how individuals and their spoken and written discourses are influenced by these cultures within a specific context (Johns, 2013, p. 2). The present approach emphasizes the four skills but mainly the writing and reading skills, it is concerned with the understanding, analysis, and composition of texts; the situational context is an essence to the frame of reference of the current approach. The rhetorical situation involves three elements: the context, audience, and the purpose of the speech, in other words, the rhetorical genre theory asserts that genre should be understood as a social response to a recurring rhetorical situation. Therefore, genre selection should be based upon the rhetorical situation that is comprised of the audience, context, and purpose (Miller, 1984). The context refers to the place, time, and topic that should be relevant to the real life events, audience: the receiver (the reader) or the intended audience of a text, and the purpose:

it refers to the authors' aims that they want to deliver to the audience through a text. Furthermore, there are three rhetorical styles which enable the audience (the students) to understand the techniques and the language choices that the writers utilize in different texts whether to inform, motivate…etc, a particular audience in specific situations: the ethos, refers to the ethical appeal that the writer shows in his/her writings, it describes the credibility and confidence of a writer. The pathos: it refers to the emotional appeal, it involves for example the use of emotion-laden words, description…etc, and the logos: it refers to the use of reasoning through the use of definitions, statistics…etc, in order to appeal the reader. The genre in the new rhetoric approach is simply less interested in lexico-grammar and rhetorical structure and more focused on situational context (Flowerdew, 2002, p. 91). As a result, the new rhetoric school fosters the critical reading and writing skills of the students.

2.3.2.2. The Sydney School

Genre is the coordinate principle and the starting point for discourse analysis in what has become known as the Sydney school (Martin 2000, 2006; Martin & Rose 2005). The Sydney school (Australian systemic functional linguistics) is founded by Michael Halliday in 1979 at the working conference on language in education which was held at the University of Sydney, it is a theory in which its primary focus is on genre-based literacy pedagogy. At first the Sydney school is based on the genre analysis to identify the students' literacy levels in writing in primary and secondary school levels which is called observation-based writing. Hyland (2007, p. 153) states that the Sydney school as 'perhaps the most clearly articulated approach to genre both theoretically and pedagogically. It analyzes the social context which it is referred to as social semiotic by which the language is analyzed from the social and semantic perspectives, it means that the view of language as social semiotic: semiotic is the study of meaning in its most general sense, language is viewed as the one among a number of systems of meaning that constitute human culture (Halliday, 1985, p. 4). Moreover, Martin

describes the Sydney school as functional linguistics where genres are interpreted from a semantic perspective as patterns of meaning, it emphasizes the teaching of the different features of meaning through the teaching of distinct types of genres/texts. A genre from the perspective of systemic functional linguistics (SFL) proposed by Martin (1984, p. 25) is a staged, goal-oriented and purposeful social activity that people engage in as members of their culture. The present approach carries the concept that language is a staged (it needs to go through different steps to achieve the intended objective), social processes (texts create interactive events) and goal-oriented (texts are targeting the participants' purposes), at the early stages of the school, the focus was only on writing literacy (a genre-based literacy pedagogy), then it is extended to reading literacy. The Genre-based approaches to teaching reading and writing developed over the past three decades in what has become known as the Sydney school (Derewianka, B. & Jones, P. (2016). Teaching language in context (2nd ed.). South Melbourne, vic: Oxford university press. The Sydney school provides a significant basis for the development of the second/foreign language writing literacy for students in different schooling levels (the per-tertiary and tertiary levels). According to Devo Devrim, the opportunities for learning supplied within the feedback emphasized pedagogy of the Sydney school as being richer than that of the feedback in the second language writing (L2W) pedagogies. He also added that the second language acquisition (SLA) and L2W are characterized as being "corrective" whereas the Sydney school emphasizes a supportive dialogue between the student and pedagogy.

2.3.2.3. The English for Specific Purposes School

Since Swales' initial work (1990) on academic genres and Bhatia (1993) specialized in business and legal genres which influenced the work on ESP genres. Swales' investigation was groundbreaking in that it analyzed discourse organization with regards to moves; an approach that became (and remains) highly influential in ESP genre analysis (Bawarshi &

Reiff, 2010; Dudley-Evans, 1994; Hyon, 2018; Paltridge, 2013; Samraj, 2005). ESP views "genre as a class of communicative events, the members of which share some set of communicative purposes…recognized by the expert members of the parent discourse community" (Swales, 1990, p. 58). Also, Hyon defines genre as a different type of spoken and written text. ESP has been characterized as primarily "a linguistic approach" (Flowerdew & Wan, 2010), since it studies genre from a linguistic perspective, the point is that "the linguistic approach looks to the situational context to interpret the linguistic and discourse structures…" (Flowerdew, 2002, pp. 91-92), due to the reason that genre in ESP has recently become "increasingly context-driven" (Johns, 203). It analyzes both structural and linguistic aspects of texts; the ESP genre emphasizes the communicative purposes that are pursued by the members of the related discourse community and the way this purpose is related to rhetorical structures, and it stresses the analysis of varied texts in order to identify the structures of the texts and the type of language in which it is used in particular contexts which prepare the second/ foreign language students to effectively perform in the target contexts at the tertiary level. In this respect, ESP is one of the main approaches to genre and genre analysis it offers a system of analysis which allows observations to be made on the repeated communicative functions found in genres and the linguistic components of these functions (Brett, 1994, p. 47), it has largely influenced the field of language teaching to a specific discipline where it mostly emphasizes the second/foreign language learners' writing skills in academic settings. The researchers in ESP have been interested in genre as a tool to analyze and teach the written and spoken language to second language learners in academic and professional settings (Bhatia, 1993; Flowerdew, 1993; Gosden, 1992; Hopkins & Dudley-Evans, 1988; Hyon, 2018; Nwogu, 1991; Swales, 1990; Thompson, 1994; Weissberg, 1993). In addition, ESP researchers are largely concerned with identifying regularities in the structure of texts (Hyon, 2018). In other words, the ESP genre theory views a text as it is built

upon a set of systematic moves (steps) or communicative purposes are expressed in stages and sequenced manner; Hyon described the importance of genre analysis in ESP 'genres are related to ESP's core mission of preparing students to use English in their target context' by which they will learn and recognize the structures of various texts through the analysis of these texts that they are often used in their future graduate and postgraduate study so that students will be able to produce and construct texts of their own, since ESP emphasizes both linguistic and contextual factors, it has been regarded as "a field that bridges linguistic and rhetorical traditions" (Bawarshi & Reiff, 2010, p. 41). Genre analysis is usually made in a move-step format that is first done by Swales (1981-1990) because the genre analysis in ESP tries to identify and describe the structural patterns of a given genre and the communicative functions in terms of a series of moves and steps and linguistic properties of these functions in addition, it deals with the communicative purposes, functions, and rhetorical structures of discipline-specific genres in order to show how genres are used by a particular discourse community, the move-step format is defined as part of text which can be subdivided into steps, decisions about the classification of the moves are made on the basis of linguistic evidence, comprehension of the text and understanding of the expectations that both the general academic community and the particular discourse community have of the text (Dudley-Evans, 1994, p. 226). Therefore, both the ESP school and the Sydney school share the concept of the linguistic approach in systemic functional linguistic theory, Flowerdew (2002) argues that ESP and Australian school take a linguistic approach, applying theories of functional grammar and discourse and concentrating on the lexico-grammatical and rhetorical realization of the communicative purposes embodied in a genre (p. 91). According to Hyland (2004) what makes ESP different from the other two positions by stating that "it is more linguistic than new rhetoric and more oriented to the role of social communities than SFL" (p. 44). Therefore, these three approaches seem to be different by looking at the way each one's

style when it comes to genre analysis, "the New Rhetoric (Byram, 2004, p. 234) style of genre research put extraordinary attention on the social contexts in which genres are produced, as well as on ethnographic description, whereas ESP and Australian genre studies largely stressed linguistic methods for analyzing genres. (Hyon, 1996, p. 696). Thus, the NR, the Sydney, and the ESP school contribute to language teaching and learning process in a way that genre awareness is essential for learners in order to develop "the rhetorical flexibility necessary for adapting their socio-cognitive genre knowledge to ever-changing contexts (Johns, 2008, p. 238).

2.3.3. Types of Genres

In the field of applied linguistics, the term genre usually refers to communicative events that belong to a specific context, the purpose of genre is to present an idea about the type and style of writing to give a better explanation of how language is used within an important discourse community. In fact, in the genre studies there are several types of genres, among them: narrative genre, and descriptive genre. First of all, narrative genre; it could be defined as a piece of text which tells stories (such as: historical texts, short stories…etc.), that is, it can be in the form of fiction and non-fiction. However, in the narrative genre, the stories are the most common forms. This type of genre particularly could be told following either the chronological or non-chronological order, the narrative genre is characterized as the following: setting, theme, and figurative language and literary devices. Unlike the narrative genre. The descriptive genre intends to create a vivid image in the readers' minds by giving them a better feel for the story (to live the story). It calls or requires a detailed description of the topic in order to create a clear picture and consequentially, it will help the readers to feel like they are part of what have been written or read.

2.4. Systemic Functional Grammar/Linguistics (SFG/SFL)

It is true that trends in linguistics have been changing in the course of time. Moreover, the revolution that the field of linguistics witnessed in the 20[th]century is what De Saussure suggested in his course in general linguistics. In De Saussure's theory of langue and parole; langue is referred to as the abstract structure from which the meaning is convened. While, parole is referred to as the speech or the use of language in real context. Later on, and starting from 1957, a new theory appeared on the ground which considered a reflection of de Saussure's langue and parole notion. The concept of this theory is discussed in Chomsky's competence and performance, in the Chomsky's theory, the notion of transformational generative grammar is introduced, it focuses on the importance of native speaker's knowledge. Besides that, Chomsky created his famous theory the so-called the universal grammar, and presented the idea that language is an innate system (the innateness theory) that is, language is looked to as a hard wired in the human mind that is responsible for language acquisition (language acquisition device). This view, however, have been criticized by Hymes(1972). Hymes, on the other hand suggested the communicative competence theory which came as a reaction to Chomsky's competence and performance where the social context is totally neglected; the communicative competence emphasizes the idea that language cannot be separated from its use in relation to social context. The functionalists, as opposed to Chomsky's view, introduced the notion of communicative functions of language. This kind of view is aligned with the notion of systemic functional linguistics presented by M.A.K Halliday in 1960s. The core concept of SFL is that, language is a matter of functions and not structures. Halliday (as cited in Foutaine, 2013) pointed out that "a theory of linguistics must incorporate the functions of language in use". SFL, as a social semiotic system explores how language is used in social context to achieve the speaker's communicative goals. According to Halliday and Matthiessen (2004), SFL has many types of analysis, including analysis of

expression, analysis of content, and analysis of context. In SFL, context should be taking into consideration when analyzing a text. This process of analysis in SFL is related to the three main contextual variables which are considered as the key elements that form or shape the language forms, they are named as: field of discourse (it refers to the topic that is taking place), tenor of discourse (meaning, the types of the relationships between the participants), and mode of discourse (it refers to the medium of communication whether it is spoken or written).

2.4.1. The Relationship Between Genre and Discourse in SFL

The term 'discourse' is defined as a group of sentences that link one preposition to another, which creates cohesion and unity between sentences. While, genre is a directional patterned and a purpose-oriented activity which deals with language features. It refers to the type and structures of a language that is based on a particular purpose and for a particular context. In fact, genre could be used to analyze discourse that is, in order to analyze discourse, it is essential to analyze genre which is in turn used to determine the language characteristics, language features, and structures. This will help students establishing a critical thinking whenever they come across the discourse. According to Fakhruddin and Hassan (2015) "genres in ESP are understood as a communicative tool in the social context of the discourse community, and understanding the functions of generic structure help us to understand the communicative goals". Generally speaking, genre refers to the type of written texts which make a link between the social purposes of a text and its structure on one hand. Discourse on the other hand, links between language use in both spoken and written texts and the social context, by which it provides an understanding of language in a particular social context**.**

2.4.2. The Three Meta Functions of SFL/SFG

The three meta-functions notion was developed by Halliday under the theory of systemic functional grammar/linguistics. Halliday described language as a semiotic system, according to the theorist's view, language is divided into two functions: micro and macro functions. However, the macro functions refer to those universal, true and constant functions in all forms of language. These macro functions are called the meta-functions of language and they are made up of three (3) main elements which are the following: ideational, interpersonal, and textual functions.

2.4.2.1. The Ideational Function

The ideational function, refers to way people build their understanding and interpretation of their world and their consciousness. The concept of the ideational function is further divided into two parts: experiential meta function which refers to the grammatical choices that help the speaker builds his/her understanding of the world. While the second one is the logical function which refers to the relationship between ideas. According to Halliday (1973), the ideational meta-function can be described as "…it is concerned with the content of language or any other made its functions as a means of the expression of our experience, both of the external world and of the inner world of own consciousness together with what is perhaps a separate sub-component expressing certain basic logical relation." (p.66)

2.4.2.2. The Interpersonal Function

The interpersonal function refers to the relationship between the interlocutors. In other words, it refers to the way people use the language to express themselves, and to communicate appropriately. The interpersonal function is defined by Halliday as "…the mediator of role including all that may be understood by the expression of our own

personalities and personal feeling on the one hand, and interaction and social interplay with other participants in the communication situation on the other hand". (p.66).

2.4.2.3. The Textual Function

The textual function, it can be defined as the way the language is used in order to make the text organized and to make sense of what is said or written in a particular social context. The textual function is referred to as "…the component that enables the speaker to organize what he/she is saying in such a way that it makes sense in the context and fulfills its function as a message". (Halliday, 1973, p.66).

2.5. The Socio-constructivism theory in Genre-Based Approach

The concept or the methodology used in the genre-based approach is largely based on the Russian psychologist's work (Vygotsky). One of the major theories that is brought with new influential ideas by the present social-constructionist to the field of language learning is 'the sociocultural theory' or simply socio-constructivism; the notion of socio-constructivism was first introduced in 1978, which has become a foundation for other theories and approaches in the field of cognitive development. The theory of socio-constructivism looks at cognitive development and knowledge as they are constructed and formed through the social interaction, it is mainly based on the idea that teaching is based on collaborative work between the teacher and the students where they share responsibilities together and not only based on the knowledge that is transferred from teachers to students; it emphasizes the teacher-learner interaction as well as interaction between the students themselves, in this theory, the role of the teacher is to collaborate with the students and to assist the learning process whenever it is necessary in order to encourage and support students to build knowledge and to develop their higher order skills. Furthermore, the theory developed some concepts related to language learning. Vygotsky clearly supported the idea of 'assisted

learning' or scaffolding i.e. to learn in collaboration with adults or more capable peers, the present idea was recently extended to include "collaboration with the equal peers" (Dooly, 2008). Meaning, scaffolding refers to the interaction or solving tasks with the help of adults or more knowledgeable other (MKO) or with other peers or learners (learning between the group members) where they support and help each other in the learning process in order to attain a common goal; it allows for learners to recognize what they are able to perform the task alone and with assistance that results in learners' independent performance at the end of the learning process. In other words, the notion of scaffolding represents the gradual release of responsibility from the teacher to the students, based on this theory, it can be understood that collaborative learning helps learners to intellectually perform better, which allows for creating a rich atmosphere for exchanging viewpoints to take place. Concerning the notion of 'zone of proximal development (ZPD), it contains of three main stages. The first stage is about what the students can do alone in order to perform or solve a given task. Whereas, the second stage is referred to the zone of proximal development. i.e., what the students can do with the guidance of a more capable adult's assistance, this support is similar to the concept of "an expert supporting an apprentice". While, the third stage refers to what is beyond the students reach (the task is slightly above the students' level) even with the assistance of the MKO. Generally speaking, the teacher should be concerned not only with what the student is capable to do with language, the teacher should support the students to reach the potential level of performance through the ZPD, otherwise, the students will never progress that is, the students must be put in the position of solving a task that is beyond their level of competence so that real learning and progress is possible. Both the socio-constructivism and the genre-based approach share different concepts and notions. More specifically, the teaching/learning cycle of the GBA is mainly based on the notion of 'scaffolding' since the teaching/learning cycle comprises a number of stages and activities which the teacher and students go through that

allow for students to gain independent control of particular text types; the notion of 'scaffolding' is clearly described in the GBA and the socio-constructivism theory which it represents the gradual release of knowledge and responsibility from teacher's control to the students'. In this respect, the GBA helps student to understand the language from texts with taking into consideration social and cultural context of communication. Furthermore, it helps learners to better understand not only the lexical and grammatical features but also preparing them to be aware of the different communicative goals that are related to certain cultural and social contexts. It also serves as a guide for the students. since it helps them to improve their writing proficiency in order to make them able to write texts similar to the ones they have tackled before and improves students' language proficiency by providing multiple types of texts in order to make them able to write texts of their own in both spoken and written forms.

2.6. The Use of Textbooks as Instructional Materials

The textbook is defined as "the key school book, used by students on a daily basis (Ivanus Grmek, 2003; Mullis et al., 2012). Consequently, it has a key role in the system of educational tools. it works as a facilitator and a supporting tool of the teaching/learning process by which it is considered as a medium that assists both teachers and students in the educational context, and it organizes the content and the adapted visual and graphic materials by which it develops the teaching/ learning process in the field of ELT; in other words, the textbook is one of the essential educational tools in the teaching/learning process. Therefore, the textbook is considered as the basic teaching and learning material for the reason that it enables and assists students to acquire the necessary knowledge, develop critical, creative, and dialectical thinking, and develop their mental skills; in line with the fact that textbooks should be evaluated and renovated from time to time due to ongoing changes in the world, since they quickly become outdated that is, they should be written in a way that they can be used for several years; there are several characteristics that determine the quality of an educational

textbook such as: the teaching quality, the quality of knowledge, in accordance with, the quality of the educational resources that are integrated in the teaching/learning process in a way that these characteristics should correspond to learners' needs, and reflect to the textbook uses; one of the key roles of a good textbook is also to encourage students to acquire knowledge independently. Furthermore, according to Hutchinson and Torres (1994, p. 232) identify four ways in which textbooks can help in times of educational change by which these suggested ways largely depend on the quality of a textbook: first as "a vehicle for teacher and learner training"; second because they provide "support and relief" from the burden of looking for materials; third by providing 'as a complete picture as possible' of "what the change will look like"; and fourth through the psychological support they give to teacher. In general, textbooks are considered as a valuable, and a highly important instructional material for teachers and learners' development especially in second/ foreign language teaching and learning.

2.6.1. The Role of Texts in English Language Teaching

Texts are defined as any written or spoken passages that occur in a textbook, it is referred to as a set or sequence of sentences grouped together to construct a text; Crystal (1992) defined a text as "a piece of naturally occurring spoken, written, or signed discourse identified for the purpose of analysis"; there are different types and forms of texts by which texts differ in terms of purposes, functions, the way of organization, and their language features, so that learners need to enhance their ability to understand them which is in turn, it helps to strengthen the learners' communicative skills in the second/foreign language. Therefore, Thornbury (2005) affirmed that "language always happens as text and not as isolated words and sentences"; thus, the foreign language teaching should be based on text integration through mastering different types of texts. The Text-based instruction which is an approach to language teaching, it is traced back to 1970s, "the text-based integrated approach

(TBIA) is an approach which was developed from Halliday's functional linguistics (Cahyono & Widiati, 2011; Halliday, 1978), which entails that the present approach is influenced by the view of language as social semiotic and it emphasizes the role of context in various communicative situations, according to Halliday (1985), "context serves to make a bridge between the text and the situation in which texts actually occur". that is to say, it is important to use texts that are relevant to the learners' familiar social context or context of situation where a text is produced and read; "language is functional and therefore cannot be detached from the social context of the learner" (Halliday, 1985). It aims at making the students' familiar with distinct text types, the objective of this approach is to make students acquainted with several texts which have a different context. According to Richards and Schmidt (2010: 604), they defined text-based integrated approach as "a methodology that focuses on teaching explicitly about the features of spoken and written texts and links to the cultural context of their use". As the name implies, a text requires a particular context which is relevant to meaning making in language teaching and learning. In this regard, it is stated that according to text linguistics, texts should include these seven criteria in order to have communicative function; cohesion, coherence, intentionality, acceptability, contextualization, informativeness, intertextuality (Beaugrande & Dressler, 1981). The TBIA puts much emphasis on language awareness which is the analysis of the lexico-grammar of texts (function of grammar and vocabulary together in texts) by which the approach to teaching grammar is through the analysis of texts (Mikan, 2011). It is significant in the language teaching and learning process to encourage and prepare learners to work with various text types which helps to enhance their English language level, as Hailong (1991) added that TBIA does not only help learners develop communicative competence by dealing correctly with language usage but by helping them use language in appropriate real situations.

2.6.2. The Major Components of Texts Evaluation

The texts evaluation is defined as a process of investigating, analyzing, and checking the effectiveness and quality of texts in a given textbook. It a significance in the teaching/learning process to evaluate different types of texts occurring as a part of textbook at a certain level which plays an essential role in the educational programs improvement especially in the English language teaching and learning process. There are several and distinct criteria that are taken into account in the process of texts evaluation; however, in light of the present study, there are four components that are considered as significant aspects, that any text should include; which are as follow:

2.6.2.1. Themes

The themes, a term that is defined as 'a subject or topic of discourse', that is, the central point of a work or a story. In the educational textbooks, the texts should respect the aspect of themes in terms of their adequacy and the gradual release of difficulty among the topics that are covered in an educational textbook and especially, the ones that are dedicated to be used for foreign language teaching, they should be also presented in a logical manner that the readers (audience) comprehend and understand.

2.6.2.2. Lexis

Lexis or (lexical items), a term that refers to the set of words or phrases in a given language, it enriches the language system and structure by which there are eight lexical items that the English language contains: 1. Noun (home…); 2. Pronoun (they…); 3. Verb (read…); 4. Adverb (every day…); 5. Adjective (delicious…); 6. Interjection (Oh!); 7. Preposition (Under…); 8. Conjunction (Between…). In addition to the fact; there are seven aspects of lexis in grammar, 1. Semantics (refers to the meaning of words); 2. Diction (refers to the appropriate use of words); 3. Synonymy (the words that are close or share meaning); 4.

Antonymy (words have opposite meaning); 5. Polysemy (word have more than one meaning); 6. Homophones (words that sound similar such as: pain and gain); 7. Collocations (words that company). It is noteworthy, to make the students understand that the meaning of words may change from a context to another, it is not always stative like the one that can be found in the dictionary; through the identification of this aspect of language to the students in the texts covered in the English textbook, they manage to understand the words relationship and meanings from the surroundings which will positively affect the students' language use in general.

2.6.2.3. Grammar

Grammar, is the study of a particular language structure that consists of a set of rules that shape and organize the language system, it helps to put words together in an orderly manner, it combines both the words and the rules. The texts should lay the foundation for students through the inclusion of the grammatical aspects of the English language, so that the students recognize and identify the different rules this language contains and the correct way of their use. Teaching the English grammar through texts will provide and equip the students with the necessary knowledge and background that they will need and use for their further study.

2.6.2.4. Discourse

Discourse refers to the vocabulary development, that is the knowledge of the stored information of meanings, pronunciation of words necessary for communication, vocabulary needs to be taught explicitly and be part of the daily language practice, since discourse stresses the reading comprehension, the students cannot understand a text unless they comprehend the majority of the words of a text, therefore, it can be said, that discourse is learnt through reading of texts which will improve the students' reading and listening skills

and that will be reflected on their speaking and writing skills, based on the scientific research and vocabulary development, it can be concluded, that children learn the majority of their vocabulary indirectly in the following three ways: through conversations, mostly with adults; listening to adults read to them; and reading extensively on their own. (CIERA, 2001).

Conclusion

The genre-based approach is largely influenced by the Hallidayan's systemic functional linguistic theory; it is an approach to language teaching; furthermore, GBA comprises four stages such as: building the field of knowledge, modeling the text, joint construction, and independent construction, these stages are considered as GBA's significant benefits to the field of teaching of English as a foreign language; the implementation of the GBA in EFL classroom makes the teaching/learning process understandable and communicable and it develops the quality of the use of English language in communication due to the GBA focus that stresses the students' needs to improve their ability in the understanding and production of English language texts whether in their written or spoken forms; the GBA combines the development of the learners' language proficiency, the acquisition of the four skills (speaking, writing, reading, and listening) and the two language aspects (grammar, vocabulary) through the mastery of the different text types. The GBA creates opportunities for students to communicate effectively through the written/spoken texts in the particular context of their use; the GBA enables the students not only to understand the different text types but also to master the text types, and to create their own texts. The implementation of the genre-based approach in the English language teaching will enrich and develop the quality of the teaching/learning process through the positive contributions it can provide and add to the field of ELT in general.

Chapter Three

Research Methodology and Data Analysis

Introduction

The present chapter is devoted to the research methodology and data analysis. For the requirements of this study, a checklist is used to assist and provide an in-depth evaluation of the scientific texts in second year secondary school textbook "Getting Through"; in addition to a questionnaire that is administered to the English language secondary school teachers. The questionnaire is used as a tool for data collection in order to find out the different perspectives that teachers hold towards the textbook "Getting Through" and the strategies they follow to deal with this kind of textbook to present the scientific and academic English language characteristics in the teaching/learning process. This study aims to evaluate the quality of second year secondary school textbook and its effectiveness in raising learners' ESP awareness. The sample of the present research is described, following that, the teachers' questionnaire is analyzed and interpreted.

3.1. The Evaluation of Scientific texts in the English Textbook "Getting Through"

This study aims at developing some crucial criteria to carry out the evaluation process of the scientific texts of the English textbook "Getting Through" at the Algerian second year secondary school level. The content of the English textbook "Getting Through" is described in terms of structure and organization; scope and sequence; content accuracy; and language content. As the following table shows:

The Evaluation Criteria	Analysis

1. **Structure and Organization**	The English textbook "Getting Through" is organized into eight units and lessons, these units have a coherent and consistent organization by which they gradually progress in difficulty through the themes and topics the textbook has; the unit 4 that is named "Budding Scientist" tackles the topic of science and experiments, it comprises three texts that are entitled "A Bag of Tricks, Arab Science, and The Property of Buoyancy", these 'scientific' texts look easy to teach since they are not sufficient and appropriate for teaching and raising students' academic/scientific English discourse, due to their over simplicity and lack of scientific terms within these three texts which leads to the fact that they do not reflect the intended grade/level needs; therefore, the "Getting Through" textbook is not a self-contained and it does not require specialized teachers to be teaching through the present educational textbook; however, the teacher needs to develop other supplementary materials (such as: real scientific/academic texts) to support and enhance the students' feedback and knowledge awareness towards the appropriate scientific and academic English language characteristics in terms of understanding and use.
2. **Scope and Sequence**	The three texts that the textbook contains are sequenced in a coherent and fixed form and consist of more than one paragraph, these texts seem to be authentic since they include the references from which the "Getting Through"

scientific texts have been adapted or adopted to facilitate consolidation and self-directed learning: the text of "A Bag of Tricks" is taken (from Adventures Ahead, Harcourt, Brace & World, Inc. 1962. P. 16); the texts of "Arab Science" is adapted from (The Book of Popular Science v. 2, pp. 299-301); and the text of "The Property of Buoyancy" is adapted from (The Book of Popular Science, v. 2; p. 32). I is noticed that the textbook puts much emphasis on the grammatical aspect of language rather than on vocabulary even though it is a unit that deals with scientific topics, in addition, there is almost no focus on the four skills which are mainly considered the pillars of any foreign language learning. Yet, the three scientific texts barely address the learning objectives, that is, to improve the students' scientific/academic language competence. The textbook contains a comprehensive standard scope and sequence for particular set of courses; however, it does not reflect or relate to the social context where the students are part of. Furthermore, the textbook does not contain a variety of instructional aids including the activities that promote learners' engagement, active learning, and learning autonomy through the reflective questions or learning activities even though the textbook contain a variety of activity types, which result in having a gap between the use of the textbook and the fulfillment of particular learning

	outcomes.
3. Content Accuracy	The unit of "Budding Scientist" is divided into three categories that focus on "Discovering Language": Grammar: it teaches the lessons of If-conditional, type zero; If-conditional, type one (revision); and the comparative (revision).
	Pronunciation: this unit focuses on teaching diphthongs; stress in words ending in –gy, -ical, -ics; intonation in complex sentences with if.
	Vocabulary: in this category, it offers the vocabulary related to science, experiments…; formation of adjectives with suffixes: -able, -ible.
	The English textbook "Getting Through" presents and provides clarity of instructions and activities guidelines, this clarification can be identified through the use of table of content or 'the book map'; generally speaking, it contains accuracy, clarity, and logical development of concepts. The "Getting Through" textbook contains a variety of learning activities which facilitate for students to integrate and apply the knowledge covered in class on their own. The variety and purposefulness of lessons (content) and activities integrated in the textbook are clearly stated in terms of 'Developing Skills' which is also divided into three categories as it follows:
	Functions: students will learn to: expressing condition,

	making predictions, making and replying to suggestions.
	Listening and Speaking: the unit of "Budding Scientist" of the present textbook aims to focus and develop these two skills through listening to a talk, talking about dilemmas, and giving a short presentation.
	Reading and Writing: the activities in this unit foster the reading and writing skills through reading a report about an experiment, reading an advertisement, writing a letter seeking/giving advice, and writing a letter about a contingency plan. In addition, it stresses the writing skills through assigning projects to students such as: making reports on scientific experiments, and an ABC of dreams. In short, the content does not present an up-to-date topics which emphasizes the need for the content to be reviewed by subject-matter and English language experts to address the intended students' abilities and learning objectives.
4. Language Content	According to the type of language used in the "Getting Through" textbook, since it is a unit that focuses on the scientific topics, it is supposed to reflect native English use in scientific contexts; however, it lacks that kind of language, there is lack whether in the provision of scientific terms or the exact scientific language as it is used in the English scientific articles, because the primary aim of the unit should be to enable the students to read and understand the scientific/academic articles which allow them to be part

	of the academic community; the scientific texts should provide support for understanding and using subject-specific vocabulary and expressions and create opportunities to make good use of language to study the subject. The language identifies the quality of texts in terms of level of difficulty and support for students' independent reading and construction of meaning; unfortunately, the English educational textbook "Getting Through" failed to provide support or present accurate language for raising students' proficiency level and awareness in English scientific/academic discourse and its characteristics at least for the time being due to its inappropriateness in meeting the current students' needs and interests.

3.2. The Checklist Description

The current study has been carried out to develop a checklist that is used as a tool to assist the evaluation of scientific texts in the English language textbook "Getting Through" at second year secondary school level; this checklist consists of 10 closed-ended questions that are utilized to evaluate the effectiveness of the scientific texts in the "Getting Through" textbook at the pre-tertiary level; these questions were deemed appropriate for the evaluation and analysis of the present study results. The evaluation checklist is described as it follows:

The evaluation questions of the Scientific Texts in the English Textbook "Getting Through"	Yes	No

1. Are the scientific texts of the English textbook "Getting Through" sufficient to teach second year secondary school students the essential characteristics of scientific English?		✓
2. Are the scientific texts authentic and reflect native English use in scientific contexts?		✓
3. Do the scientific texts in "Getting Through" textbook follow a fixed form and consist of one or more paragraphs?	✓	
4. Do the scientific texts seem to be difficult from other texts types in the English textbook "Getting Through"?		✓
5. Do the scientific texts contain complicated scientific vocabulary?		✓
6. Do the scientific texts in the English textbook "Getting Through" respect the aspects of academic discourse?	✓	
7. Are the scientific texts in the English textbook sequenced following the order of increasing difficulty?		✓
8. Do the scientific texts in the English textbook stress the learners' understanding and production of texts on their own?		✓
9. Are the content, structure, and language of the scientific texts well-presented for the intended grade/level of students?	✓	
10. Does the content of the scientific texts in the English textbook "Getting Through" emphasize the four language skills development (speaking, writing, reading, and listening)?	✓	

Table 3.1: A Checklist-based Evaluation of "Getting through"

As shown in the table above, the checklist-based evaluation has yielded the following findings:

The number and content of the scientific texts in the textbook under study are largely insufficient for raising pupils' awareness about the most important features of academic discourse, and ESP, in general. In same line with what has been noticed; similar to other text types, scientific texts in the textbook under study are easy and the vocabulary they present is accessible to pupils. The analysis has shown also that the texts under study manifest the main aspects of academic discourse. These texts also are used to teach the four language macro-skills: listening, speaking, reading, and writing. As regards language in the texts in question, it is unauthentic because the texts have adapted from other sources and have been doctored may be to render them suitable to the level of non-native pupils. The analysis of the texts has also shown that the presentation of the texts in the textbook do not follow any logical sequence. Equally important, the teaching of these texts does not strive to foster pupils' autonomy in the production of the texts in question.

3.3. The Teachers' Questionnaire

3.3.1. The Sample

In the current research, the sample comprises twenty English language teachers at secondary school level, the questionnaire of this study was administered to teachers who have been teaching at four different secondary schools in the province of Jijel; it aims to demonstrate the teachers' attitudes towards the teaching of scientific texts through the English language textbook "Getting Through" to students at second year secondary school level, since they have been already experienced teaching through the English textbook "Getting Through". For this reason, a number of items have been developed and the questionnaire was delivered to the target sample.

3.3.2. Description of the Questionnaire

The teachers' questionnaire is used to identify the teachers' perspectives about teaching the scientific texts through the English second year secondary school textbook "Getting Through" at four different secondary schools, Jijel. This questionnaire is composed of 23 closed-ended and open-ended questions. The questionnaire is divided into four sections entitled: training in teaching English for specific purposes, teaching scientific texts through "Getting Through", the assessment of scientific English in secondary school level, and general information.

Section One: Training in Teaching English for Specific Purposes

This section consists of 04 questions (from Q1-Q4). It aims to demonstrate the teachers' perspectives about the importance of teaching English for specific purposes to EFL second year secondary school students.

Section Two: Teaching Scientific Texts Through "Getting Through"

The present section comprises 11 questions (from Q5-Q15). It attempts to gather information about the effectiveness and quality of scientific texts in the English textbook "Getting Through" from teachers' viewpoints in terms of their sequencing, focus, structure, and the different scientific/academic English language discourse. In addition to the teachers' strategies that they use to facilitate the teaching and learning process of the English scientific discourse.

Section Three: The Assessment of Scientific English in Secondary School level

The third section consists of 04 questions (from Q16-Q19), it is concerned with the ways teachers choose to test the second year secondary school students' needs and their scientific English language proficiency level in order to find out the difficulties that the students encounter when they are exposed to scientific texts in the English textbook "Getting Through".

Section Four: General Information

It comprises 04 questions (from Q20-Q23). Teachers were asked to give information about their learning institutions, teaching experiences, type of their degrees, and type of their current classes that they teach.

3.3.3. Results and Analysis of the Teachers' Questionnaire

Section 01: Training in Teaching English for Specific Purposes

Q1: Have you been trained in teaching English for specific purposes (ESP) courses?

Table 3.2. The Teachers' Training in ESP Courses

Options	N	%
Yes	8	40
No	12	60
Total	20	100

As shown in the table above, the results indicated that there is a large number of teachers who have not been trained in teaching ESP courses, 12 teachers (who represent 60%)

did not have any previous experience or training in teaching ESP courses. Whereas; only 08 teachers (who represent 40%) have indicated that they already had an ESP training.

If yes, has the training course prepared you to teach academic English effectively?

Table 3.3. The Effectiveness of ESP Training Courses in Teaching Academic English

Options	N	%
Yes	7	87,5
No	1	12,5
Total	8	100

The present follow-up question shows that, the (07) teachers who already had a training in ESP teaching courses, they answered 'yes' (87,5%), that is, the training course has prepared them to teach academic English effectively, and only, one teacher (12;5%) said 'no'; which indicates that there is a contradiction and a disagreement between EFL teachers about the effectiveness of ESP training courses in teaching the academic English language.

Q2: Do you consider teaching ESP differs from teaching English for general purposes (EGP) courses?

Please, justify your answer

Table 3.4. The Difference Between Teaching ESP and EGP Courses

Options	N	%
Yes	20	100
No	/	/
Total	20	100

The results showed that all the 20 teachers (100%) agree that there is a difference between ESP and EGP teaching courses. The teachers who are with the view that ESP and EGP teaching courses differ from each other, 70% have provided justifications for the above question; the following is some of their justification samples:

- Teaching ESP focuses on a specific skill or area whereas teaching English for general purposes is teaching varied subjects/topics.

- As its name indicates, in 'ESP' the teacher focuses on specific things whereas in 'EGP' the teacher tests the pupils' comprehension of the texts.

- ESP is different from EGP. In ESP, learners focus on specific domain in their learning; i.e., they deal with specific subjects and so specific items. But in EGP, they deal with English in general, they try to improve their levels in the language in general.

- EGP tackles all the aspects of the language while ESP concentrates on developing learners' abilities and skills in a given domain for instance, studying English business terms just to make it through different transactions.

Q3: Teaching English for specific purposes to Algerian secondary school pupils is highly important:

Table 3.5. The Teachers' Opinions About the Importance of Teaching ESP to Algerian Secondary School Students

Options	N	%
Strongly agree	8	40
Agree	10	50
Neutral	1	5
Disagree	1	5
Strongly disagree	/	/
Total	20	100

According to the statistics shown in table 4, 50% of teachers simply agreed on the teaching of ESP to Algerian secondary school pupils is highly important; a rate of 40% of the teachers strongly agreed on the belief that ESP integration in the English language courses at the secondary school level in Algeria is important; however, 5% of the teachers were neutral which indicate that there is no difference or importance that ESP would provide to learners;

and only 5% disagreed and they neglect the ESP need and its significance to secondary school pupils in raising their technical knowledge/discourse in general. It can be concluded that, the majority of the participants an acceptance in teaching ESP to Algerian students at the pre-tertiary language.

Q4: The teaching of scientific texts is essential to the future vocational and educational success of secondary school pupils

Table 3.6. The Effect of Teaching Scientific Texts on the Secondary School Students' Future Vocational and Educational Success

Options	N	%
Strongly agree	3	15
Agree	15	75
Neutral	1	5
Disagree	1	5
Strongly disagree	/	/
Total	20	100

This statement aimed to investigate whether the teaching of scientific texts is essential to the secondary school pupils' vocational and educational success. The table above reveals that 75% of teachers strongly consider that the scientific texts are essential to the pupils' future success, while 15% of them agree on the importance of this kind of texts in raising the students' scientific/academic discourse which will positively affect their future development. Only one teacher with a rate of (5%) has answered with neutral and only one teacher who disagreed with this claim, which means that they do not share the same belief that the scientific texts are important to the students' vocational and educational success.

Section 02: Teaching scientific texts through "Getting Through"

Q5: Scientific texts in "Getting Through" are sufficient to teach second year secondary school pupils the essential characteristics of scientific English:

Table 3.7. The "Getting Through" Scientific Texts Sufficiency in Teaching the Essential Characteristics of Scientific English to Second Year Secondary School Students

Options	N	%
Strongly agree	/	/
Agree	4	20
Neutral	2	10

Disagree	13	65
Strongly disagree	1	5
Total	20	100

Concerning this question, it can be noticed that the majority of teachers (65%) disagree on the statement that scientific texts in "Getting Through" are sufficient to teach second year secondary school pupils the essential characteristics of scientific English; whereas, 20% who agree that the textbook contain the needed scientific texts at this particular level; 10% were neutral, and only 5% of the participants who disagree and claim that the scientific texts in the English textbook "Getting Through" are considered as not sufficient. From the results above, it can be said that, the English textbook "Getting Through" does not contain a sufficient number of the scientific texts where the scientific English characteristics are presented.

Q6: Which of the following aspects constitutes the focus of "Getting Through"? (Please rank these aspects from the most important (1) to the least important (9)?
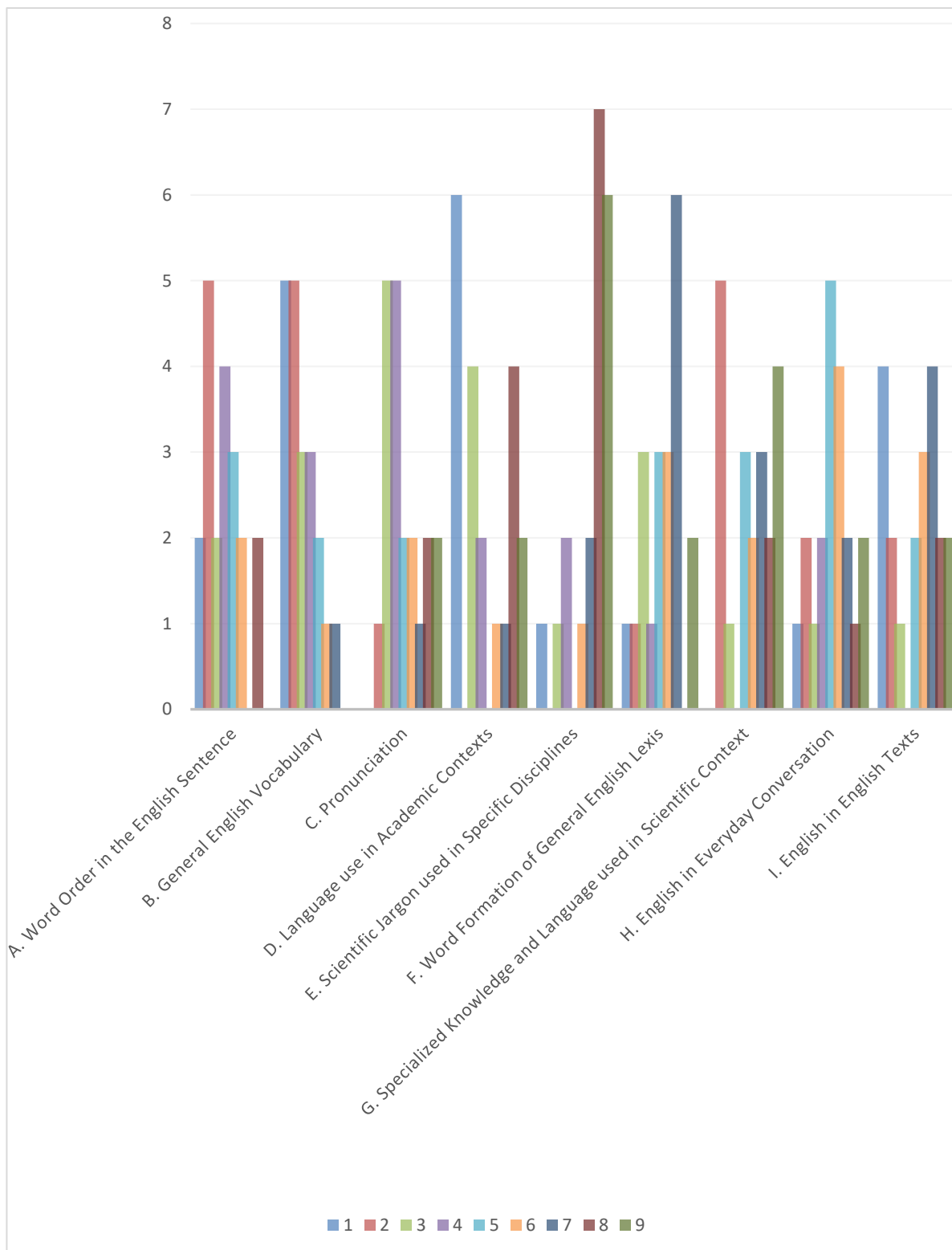
Figure 2. The Focus of The English Textbook "Getting Through"

Depending on the participants' responses, it is found that the most aspect that the English textbook "Getting Through" constitute, is the 'language use in academic contexts'; in the second rank it comes the aspects of, 'word order in the English sentence, general English vocabulary, and specialized knowledge and language used in scientific context'; on the other hand, in the last rank, 'the scientific jargon used in specific disciplines'.

Q7: Scientific texts in "Getting Through" are authentic and reflect native English use in scientific contexts:

Table 3.8. The Teachers' Perspectives About the "Getting Through" Scientific Texts Authenticity

Options	N	%
Strongly agree	/	/
Agree	8	40
Neutral	4	20
Disagree	7	35
Strongly disagree	1	5
Total	20	100

As the table displayed, 40% of teachers agree that the scientific texts in the "Getting Through" textbook are authentic and reflect native English use in scientific contexts; however, 35% of them disagree on the fact that the English textbook at second year secondary school level reflect the native English use in the scientific contexts or the authenticity; while, 20% of the participants were neutral and 5% responded with 'strongly disagree' with the above statement.

Q8: Scientific texts in "Getting Through" follow a fixed form and consist of one or more paragraphs:

Table 3.9. The Teachers' Beliefs About Whether the Scientific Texts Follow a Fixed Form in the "Getting Through" Textbook

Options	N	%
Strongly agree	/	/
Agree	13	65
Neutral	5	25
Disagree	2	10
Strongly disagree	/	/
Total	20	100

Regarding the form of the scientific texts in "Getting Through", 65% of teachers agreed that the "Getting Through" scientific texts follow a fixed form and consist of one or more paragraphs; 25% were neutral and only 10% disagreed with the present statement.

Q9: Would you please rank order the potential text type from which scientific texts in "Getting Through" have been adapted or adopted. Please rank these aspects from the most likely (1) to the least likely (6)?
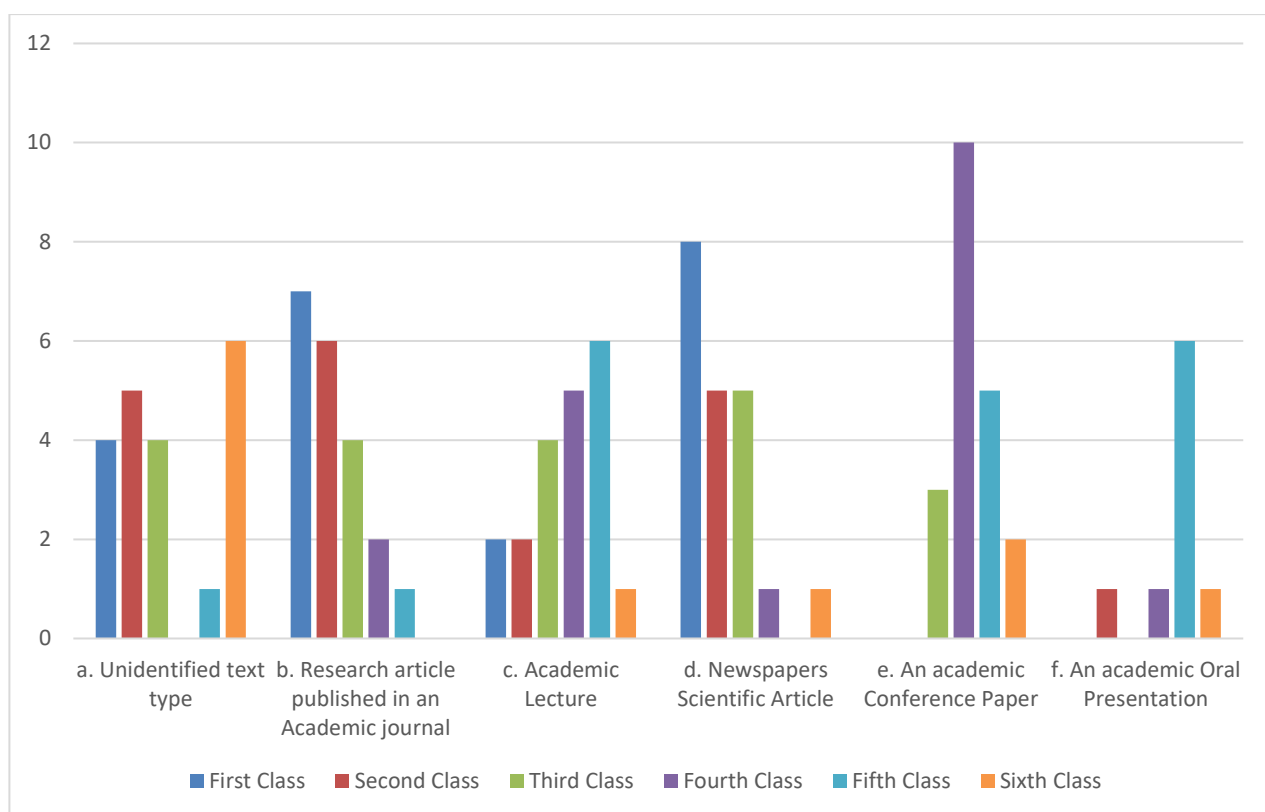
Figure3. The Scientific Text Types that Have Been Adapted/Adopted in the English Textbook "Getting Through"

As far as this question is concerned, 40% of teachers have chosen 'the newspapers scientific article' as the highest and their first option from which scientific texts in the "Getting Through" textbook have been adapted or adopted. Next, with a percentage of 30% of teachers believe that 'a research article published in an academic journal' is the second

potential text type; 'an academic oral presentation' with a percentage of 60% ranked at last, by which most of the respondents agreed that this option is the least used or from which the "Getting Through" scientific texts have been adapted/adopted.

Q10: My students find scientific texts in "Getting Through" difficult to understand compared to the other texts in the same textbook:

Table 3.10. The Teachers' Attitudes Towards Their Students Difficulty in Teaching/Learning the Scientific Texts Compared to Other Text Types in the "Getting Through" Textbook

Options	N	%
Strongly agree	3	15
Agree	7	35
Neutral	4	20
Disagree	6	30
Strongly disagree	/	/
Total	20	100

As it is noticed in the table above, 35% of teachers support the claim that their pupils find difficulties to understand the scientific texts in the "Getting Through" compared to the other text types in the same textbook; on the other hand, 30% disagreed with the core this statement and that their pupils do not face difficulties with this type of texts in the "Getting Through" textbook; 20% indicated that they take the stand of being neutral with the statement above. Along with, 15% of the participants strongly agreed that these texts are difficult on their students compared with other text types in the "Getting Through" textbook.

Q11: My students' difficulties in learning aspects of scientific English in "Getting Through" are primarily due to…

Other, please specify.
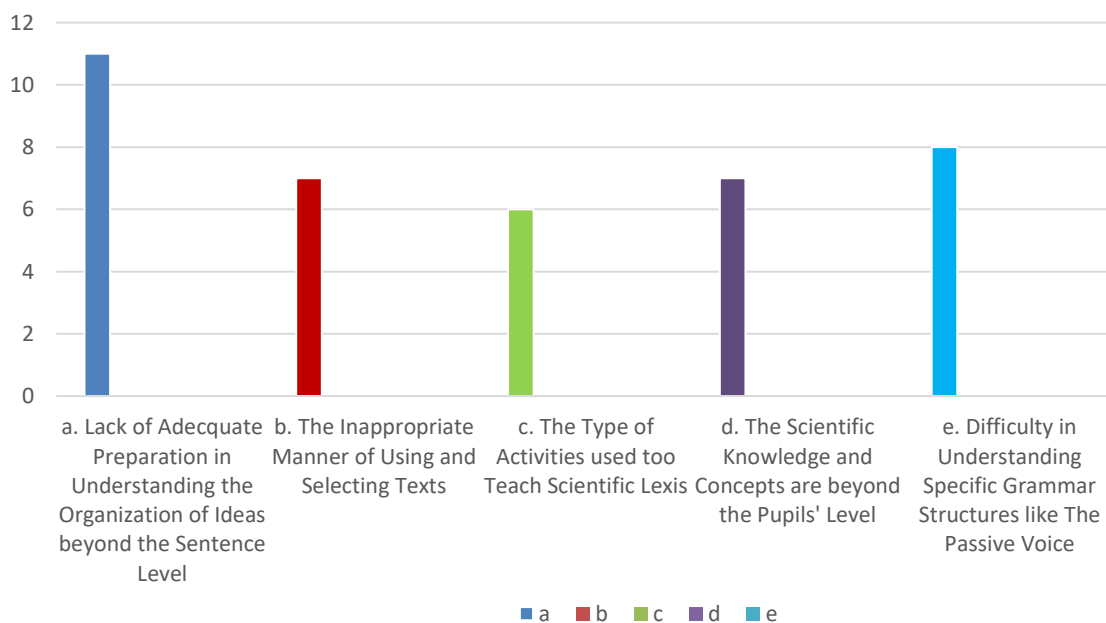
Figure 4: The Students' Difficulties in Learning the Aspects of Scientific English in the "Getting Through" Textbook

According to the results, 'lack of adequate preparation in understanding the organization of ideas beyond the sentence level' has the highest percentage with 50% of teachers have answered that due to the present reason, their students have difficulties in learning aspects of scientific English in "Getting Through"; 40% of the participants noticed that their students have difficulty in understanding specific grammar structures like the passive voice as the second major reason behind the students' difficulties when dealing with this text types in the "Getting Through" textbook. The inappropriate manner of using in addition to, selecting texts and the scientific knowledge and concepts are beyond the students' level with a percentage of 35% ranked at last, as the least difficulties that the students have in learning aspects of scientific English in "Getting Through". Some of teachers (25%) have noticed other difficulties their students deal with when they face the scientific texts in the "Getting Through" textbook, they are listed as it follows:

- Lack of inner motivation.

- Teaching methods and aids (realia).

- The students' assimilation depends on their academic orientation. i.e., scientific streams are much more responsive to such input than literary ones.

- Difficulty in vocabulary items.

- The vocabulary words/lexis used in the texts are difficult for learners to understand.

Q12: Do you consider the scientific texts in the English textbook respect the aspects of academic discourse?

Table 3.11. The Teachers' Views About Whether the Scientific Texts in the English Textbook "Getting Through" Respect the Aspects of Academic Discourse

Options	N	%
Yes	8	40
No	2	10
Somehow	10	50
Total	20	100

As the table demonstrates, 50% of teachers believe that the scientific texts in the English textbook somehow respect the aspects of academic discourse; 40% of the respondents reported that the present type of texts do respect the academic discourse. Only 10% pointed out that they do not believe that the scientific texts in this textbook do not respect the academic discourse of the English language.

Q13: Do you use alternative scientific texts in teaching academic English?

If yes, which criteria do you use to adopt other scientific texts?

Table 3.12. The Teachers' Use of Alternative Scientific Texts in Teaching the Academic English Discourse

Options	N	%
Yes	15	75
No	5	25
Total	20	100

The table above reveals that, 75% of teachers do use alternative scientific texts in teaching academic discourse, whereas, only 25% of the respondents consider that the scientific texts in the English textbook "Getting Through" as sufficient for their students' needs so that they do not use other alternative scientific texts to teach the English academic discourse. For those teachers who said 'yes' they adapt other scientific texts according to the criteria that they have mentioned as the following:

- It depends on the objective of the lesson, students' interest, and level.

- Current topics that interest learners.

- Compliance with the syllabus and objectives of the teaching unit in addition to the suitability with the students' level and stream.

- Adequacy of the topic, simplicity and complexity of the language style and text form, and the up-to-date information.

- The appropriateness of the vocabulary words to the 15th level, simplicity of the paragraph and sentence structure, and selecting from an academic source.

- Texts in relation with their pre-requisites (experiments already done in physics or biology; besides simplicity and easy scientific texts.

It can be realized that, the vast majority of teachers depend on their students' needs and interests in addition to their level adequacy when it comes to the selection of other alternative scientific texts rather than sticking only to the ones found in the English textbook.

Q14: According to you, the purpose of teaching academic English to learners is or should be:
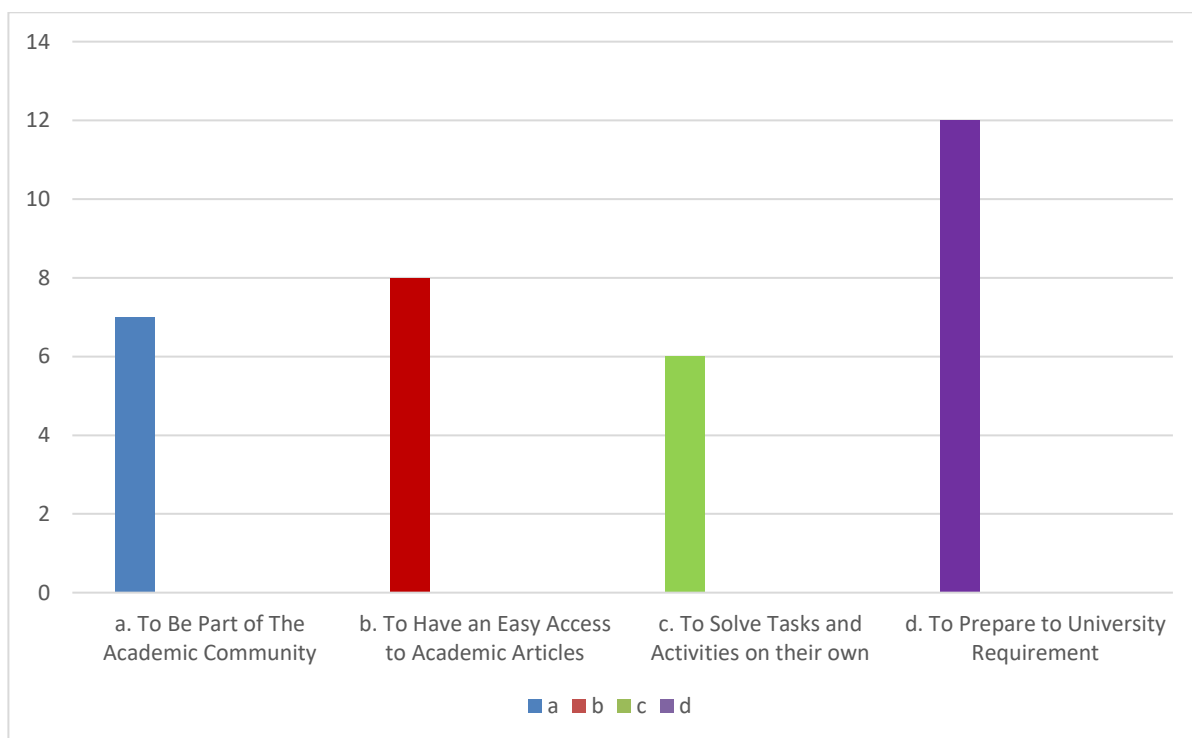
Figure 5: The Purpose of Teaching Academic English to Second Year Secondary School Students

As it is shown, the majority of teachers 60% responded that the primary purpose of teaching academic English to learners is to prepare them to university requirements, in the second rank, it comes with a rate of 40% of the respondents believe that the academic English

will help the stu3dents to have an easy access to academic articles; whereas, 35% supported the purpose that the students will be able to be part of the academic community; with only 30% the purpose that the students will be able to solve tasks and activities on their own came at last.

Q15: The scientific English texts in "Getting Through" are sequenced following the order of increasing difficulty:

Table 3.13. The Teachers' Opinions About Whether the Scientific Texts in the "Getting Through" Follow a Sequenced Order of Increasing Difficulty

Options	N	%
Strongly agree	1	5
Agree	8	40
Neutral	4	20
Disagree	7	35
Strongly disagree	/	/
Total	20	100

The results obtained denote that 40% agree that the scientific English texts in "Getting Through" are sequenced following the order of increasing difficulty; on the other hand, 35% of teachers disagree with the statement above; 20% of the respondents were neutral, and only 5% which is represented by only one teacher who answered with 'strongly agree'.

Section 03: The Assessment of Scientific English in Secondary School level

Q16: I always use tests, interviews, and questionnaires to determine my pupils' needs in English for specific purposes:

Table 3.14. The Teachers' Use of Different Strategies to Determine Their Students' Needs in ESP.

Options	N	%
Strongly agree	3	15
Agree	14	70
Neutral	1	5
Disagree	2	10
Strongly disagree	/	/
Total	20	100

As the table shows, 70% of teachers use tests, interviews, and questionnaires to determine their students' needs in English for specific purposes; whereas, 15% of them strongly agree with this statement; however, 10% of the participants were against this statement, only one teacher (5%) who was neutral.

Q17: Do you devote exercises to evaluate aspects of academic English in your tests?

Table 3.15. Teachers' Frequency of Integrating Exercises in Their Tests to Evaluate the Aspects of Academic English

Options	N	%
Always	7	35
Frequently	10	50
Rarely	3	15
Never	/	/
Total	20	100

As the results demonstrate, 50% of teachers frequently use exercises to evaluate aspects of academic English in their tests; whereas, 35% of them pointed out that they always

devote exercises to their students to evaluate aspects of academic English. Only three teachers (15%) have answered that they rarely do so in their tests.

Q18: Do you consider the type of activities in ESP different than the activities in EGP?

Table 3.16. The Difference Between the ESP and EGP in Terms of Activity Types

Options	N	%
Yes	17	85
No	3	15
Total	20	100

As the statistics show, 17 teachers (85%) they consider the type of activities in ESP different than the activities in EGP; with only 3 teachers (15%) claim that there is no difference between the ESP and EGP in terms of their activity types.

Q19: According to your teaching experience, what could you suggest to reform "Getting Through" to make more conducive pupils, helping your pupils' level in academic English?

Concerning this question, the teachers' answers were varied depending on their beliefs or the way they view the English language teaching and their students' needs, the majority of the teachers responded on the present question (85%). Only 3 teachers (15%) who did not respond; some of their suggestions are listed as it follows:

- It is time to stop focusing on grammar, the latter, should be taught in middle schools; secondary schools should focus on improving their oral and written skills.

- We should cooperate with teachers to know more about the needs of the students and adopt them.

- Introduce and modernize skills activities as listening and reading, using modern technologies as social media, mobiles, and audio-visuals to take advantage of the students' competencies in the subject.

- The book lessons focus on grammar points, little importance is devoted to teaching vocabulary and writing skills. Thus, there should be an improvement concerning vocabulary and writing tasks.

- The coursebook has to be reviewed, in terms of texts, pictures, dialogues and interviews at least every three years. Otherwise, it becomes archaic and less useful for both teachers and students.

- Involve competent teachers in reforming this book because they know the students better than inspectors and book-makers.

- The themes, and topics of the "Getting Through" should be varied since the themes they are dealt with by secondary students are not scientific except (unit 3), and students are not really interested in such topics of "Getting Through".

- Add multilingual appendix to increase the level of scientific vocabulary of students, and add demonstrations to the book which go hand in hand with the idea of scientific presented texts.

It can be concluded, the majority of teachers agree on the fact that the textbook "Getting Through" should be reformed and reviewed for the unsatisfactory focus that it contains (it only focuses on the grammatical aspect rather than the vocabulary or the four skills as a whole) by putting much emphasis on the themes and topics that address the

learners' needs and promote positive mindsets, and renovating all the learning elements in order to reach the final objective that is, to raise the language proficiency of learners rather than, preparing or developing their competencies only for the aim of getting higher marks or passing the exam.

Section 04: General Information

Q20: The type of institution for higher Education

Table 3.17. Teachers' Type of Higher Education Institution

Options	N	%
University	14	70
Higher School Education	6	30
Total	20	100

The results obtained and presented in the table above, it can be said that 70% of teacher learnt at university unlike, only 6 teachers (30%) among 20 teachers (the overall number of the participants) completed their education in higher school education.

Q21: How long have you been teaching English language in the secondary school?

Table 3.18. Years of Teaching Experience

Years	N	%
1 – 5	6	30
5 – 15	7	35
15 – 30	7	35
Total	20	100

It is found from the results above, the majority of the participants who took part in answering this questionnaire were experienced enough in the field of TEFL that is represented with a percentage of 70% (14 teachers have been teaching English between 5 – 30 years); 30% of teachers have been teaching the English language between 1 -5 years. Hence, it is positive that there is a diversity in terms of the teaching experience at the secondary school level which provides the study with accurate and varied viewpoints based on the teachers' experiences for a long time in the field.

Q22: Currently, you teach English to:

Table 3.19. The Classes Being Taught the English Language

Classes	N	%
Foreign Language	11	55
Philosophy and Literary	10	50
Scientific	17	85
Total	20	100

As it can be noticed, the table presents the classes (branches) taught by the participants; the scientific classes with a percentage of 85% got the higher rate and that the majority of teachers who were part of this questionnaire, were distributed to teach the scientific streams more (17 out of 20 teachers were meant to teach this type of class in particular). Then, it comes the foreign language class with a rate of 55%; and 50% of teachers were teaching the philosophy and literary class. Thus, it can be realized that the majority of teachers were distributed to teach more than one type of class which caused the variety of the results obtained in the table above.

Q23: Type of your degree:

Table 3.20. The Type of Teachers' Degree

Option	N	%
LMD	9	45
Classic	11	55
Total	20	100

As it was distributed in the table above, it is clearly shown that the participants have many years of experience in the field of TEFL, that is, the majority of teachers (55%) were taught following the Algerian old system that was used for higher education (as it called, classic); whereas, 45% of teachers followed the LMD system that still exists until the present day in the Algerian universities or in higher education institutions in general.

3.3.4. Discussion of the Results

According to the results yielded from the teachers' questionnaire, a large number of answers are in the direction of the aim of the present study, which is the need for the scientific texts in the second year secondary school English textbook "Getting Through" to be reformed in order to develop an adequate level of ESP awareness among Algerian students.

First of all, the majority of teachers argued that they have not been trained in teaching English for specific purposes courses, however, they do consider the teaching of ESP to Algerian second year secondary school students through scientific texts as highly important and essential for their future vocational and educational success; moreover, the results showed

that the scientific texts in the second year secondary school English textbook "Getting Through" are not sufficient to fulfill the students' needs at this particular level, for the reason that they do not adequately present neither the scientific texts nor the characteristics of the scientific English discourse, since the "Getting Through" textbook primary focuses on the language use in academic contexts (it somehow respects the aspects of academic discourse) and word order in the English sentence which leads the students to have difficulties in understanding these scientific texts such as: lack of adequate preparation in understanding the organization of ideas beyond the sentence level and difficulty in understanding specific grammar structures like the passive voice; the EFL teachers must use other alternative and diverse scientific texts in teaching academic English rather than getting enough with what is provided by the textbook (where the scientific texts are adopted mainly from newspapers scientific articles), and the use of internet may help in this case since it is considered as a source of plenty and endless amount of resources and information; the teachers also need to devote exercises to evaluate aspects of academic English of their students and put extra efforts to teach the academic aspect of the English language in order to prepare them to university requirements and to have an easy access to academic articles which will effectively foster the students' autonomy of learning and raise their academic/scientific English competency.

To sum up, the findings of the current study indicated that the majority of teachers confirm the need for the "Getting Through" scientific texts particularly and the English textbook as a whole to be reformed and reviewed by the English language experts from time to time in order to raise the students' awareness towards the essential characteristics of the academic/scientific English discourse.

3.4. Limitations of the Study

There have been some obstacles that were encountered during the process of the present research completion, which can be listed as follows:

- One of the major barriers that prevented the research from having more in-depth information is because of the lack of resources since little research has been done in fact, about the English for specific purposes which is still a controversial topic until the present day, researchers cannot agree on one definition or what ESP means; in addition to the unpopularity of genre-based approach as a pedagogy to be applied in foreign language classes.

- The number of the participants was 20 English secondary school teachers which might not be a representative sample and may limit the generalization of the findings.

- One of the obstacles that is considered as a limitation, is the use of only a questionnaire as a research tool for data collection, due to the lack of secondary school teachers' time (their crowded schedule with last trimester exams…), it was difficult to carry out an interview as it was intended to, that would be greatly effective to gather data that would help the evaluation process in a better way.

Conclusion

The present study investigates and evaluates the teaching/learning process of the scientific texts in the second year secondary school textbook "Getting Through" to check their adequacy in developing the students' academic/scientific English discourse proficiency, this evaluation helped the study by highlighting and identifying the weaknesses that the "Getting Through" textbook constitutes. The results generated by the teachers' questionnaire revealed that the English textbook "Getting Through" is subject to criticism for several reasons, the scientific texts in the current coursebook are not sufficient and more precisely, the "Getting

Through" textbook does not constitute the adequate and appropriate focus to meet the teaching/learning requirements of the intended grade/level. The EFL teachers showed their support for the ESP integration in the teaching/learning process at the pre-tertiary level. Thus, the teaching of the scientific texts is essential to the future vocational and educational success of secondary school students which urges the need for the importance of the English textbook "Getting Through" to be reformed and reviewed by the English language experts to meet the students' needs in order to develop an adequate level of ESP awareness among Algerian students.

3.5. Pedagogical Recommendations

Based on the results of the present study, it is noteworthy to suggest some recommendations for future research. These are the following:

- The English language teachers must have a special training in ESP, by which it provides them with the required skills such as: needs analysis and material designing to enable them to meet the specific needs and the high expectations of their students.

- The EFL teachers should be able to perform other roles rather than 'limited themselves to teaching only'; they have to become a material designer, an organizer, a facilitator, an adviser, and a researcher at the same time in order to produce fruitful results in their fields.

- The different technological devices (aids) that support the foreign language teaching/learning such as: data show, computers, language laboratories…etc., should be available in all the Algerian institutions especially the secondary schools, for the purpose of raising the students' awareness at the pre-tertiary stage towards the English language use in the real world.

- Teachers should prioritize their students' needs (difficulties, interests) rather than the textbook application.

- The educational textbook should be reformed, renovated, and reviewed each 3/5years, to achieve the learning objectives based on the constant changing students' needs.

- The decision makers should focus on the integration of the activities that encourage the language fluency rather than the focus on the aspects of grammar and vocabulary only, in order to free the students' minds from the old thinking of 'learning for marks, passing the exams'.

- The textbook designers should make supplementary educational books alongside with the coursebook to enrich and deepen the students' understanding and to foster their learning autonomy.

- The teachers should encourage activities outside the classroom to provide their students with the tools to practice beyond the textbook home-works; in order to provide the students with examples of the practical application and how language is used in the real world, which will enable them to learn the language effectively outside the classroom.

- It is important for teachers to be aware of the different theories of learning, because they serve as a guide and they form a fundamental base for their teaching process.

General Conclusion

The present study attempted to evaluate the extent to which the scientific texts in the second year secondary school English textbook "Getting Through" in developing an ESP awareness among Algerian students. To do so, a general review of the literature related to the research topic was necessary. In this vein, chapter one tracked the development of foreign language teaching with specific reference to the status of English as a lingua franca and the impact of this status on the development of the ESP movement and its branches. Regarding the second chapter, it focused on the genre-based approach and its potential in teaching/learning scientific texts.

For the purpose of answering the research question and achieving the research aims, a checklist and a teachers' questionnaire have been self-designed and implemented. The checklist consisted of ten (10) closed-ended targeting the evaluation process of the scientific texts in the "Getting Through" textbook. As for the teachers' questionnaire, it has been administered to twenty (20) secondary school EFL teachers at four secondary schools in the province of Jijel.

The checklist-based evaluation has demonstrated that the scientific texts in the textbook under study have some positive characteristics like their respect of the characteristic of academic discourse, the use of an easy vocabulary as well as their catering for the four major language skills. But, despite these positive aspects, the checklist-based evaluation demonstrated that these texts are inadequate for developing the required level of ESP awareness among the intended audience because of the limited number of scientific texts and the fact that these texts are pedagogic texts the content of which has been changed to target non-native speakers. Moreover, these texts which follow the same form do neither follow a logical sequence nor foster learners 'autonomy in the production of scientific discourse.

These findings have been supported by the teachers' responses. In this vein, the teachers' responses demonstrated that, although the teachers are aware about the importance of ESP and the need to incorporate its principles and techniques to prepare pupils for their future academic and vocational careers, the respondents believe that the scientific texts in the "Getting Through" textbook are not sufficient to teach the essential characteristics of scientific English to second year secondary school students.

The findings of this preliminary study indicate that the secondary school textbook under study needs an urgent reform to make more conducive to meeting pupils' needs. In this regard, the genre-based approach appears to be appropriate for providing an alternative, more effective approach to teaching scientific texts.

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AN EVALUATION OF THE TEACHING/LEARNING OF SCIENTIFIC TEXTS

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AN EVALUATION OF THE TEACHING/LEARNING OF SCIENTIFIC TEXTS

Appendix One

The Checklist-Based Evaluation

The evaluation questions of the Scientific Texts in the English Textbook "Getting Through"	Yes	No
1.Are the scientific texts of the English textbook "Getting Through" sufficient to teach second year secondary school students the essential characteristics of scientific English?		
2.Are the scientific texts authentic and reflect native English use in scientific contexts?		
3.Do the scientific texts in "Getting Through" textbook follow a fixed form and consist of one or more paragraphs?		
4.Do the scientific texts seem to be difficult from other texts types in the English textbook "Getting Through"?		
5.Do the scientific texts contain complicated scientific vocabulary?		
6.Do the scientific texts in the English textbook "Getting Through" respect the aspects of academic discourse?		
7.Are the scientific texts in the English textbook sequenced following the order of increasing difficulty?		
8.Do the scientific texts in the English textbook stress the learners' understanding and production of texts on their own?		
9.Are the content, structure, and language of the scientific texts well-presented for the intended grade/level of students?		

AN EVALUATION OF THE TEACHING/LEARNING OF SCIENTIFIC TEXTS

10.Does the content of the scientific texts in the English textbook "Getting Through" emphasize the four language skills development (speaking, writing, reading, and listening)?		

AN EVALUATION OF THE TEACHING/LEARNING OF SCIENTIFIC TEXTS

Appendix Two

Questionnaire for Teachers

Dear Teachers,

The present questionnaire aims at evaluating the teaching/learning of scientific texts in the in-use second year secondary school textbook "Getting Through" in partial fulfillment of the requirements of a master degree in the didactics of foreign languages. Would you please help us by answering and returning the questionnaire. Would you please also note that there is no right or wrong answer and that the success of our work depends on the sincerity with which you respond to the items. Your answers will be treated confidentially, so please do not sign your names.

Thank you in advance for your cooperation.

Miss HanaTouhami and Miss Rania Rekrouk

Faculty of Letters and Languages

Department of English

Mohammed Seddik BenYahiaUniversity, Jijel.

Section 01: Training in Teaching English for Specific Purposes

1. Have you been trained in teaching English for Specific Purposes (ESP) courses?

   a. Yes ☐   b. No ☐

- If yes, has the training course prepared you to teach academic English effectively?

  a. Yes $\square$ b. No $\square$

2. Do you consider teaching ESP differs from teaching English for general purposes (EGP) courses?

   a. Yes $\square$ b. No $\square$

- Please, justify your answer.

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3. Teaching English for specific purposes (ESP) to Algerian Secondary school students is highly important:

   a. Strongly agree $\square$

   b. Agree $\square$

   c. Neutral $\square$

   d. Disagree $\square$

e. Strongly disagree ☐

4. The teaching of scientific texts is essential to the future vocational and educational success of secondary school students.

a. Strongly agree ☐

b. Agree ☐

c. Neutral ☐

d. Disagree ☐

e. Strongly disagree ☐

Section 02: Teaching Scientific Texts through "Getting through"

1. Scientific texts in "Getting Through" are sufficient to teach second year secondary school students the essential characteristics of scientific English:

a. Strongly agree ☐

b. Agree ☐

c. Neutral ☐

d. Disagree ☐

e. Strongly disagree ☐

2. Which of the following aspects constitute the focus of "Getting Through"? (Please rank the following aspects from the most important (1) to the least important (9)?

a. Word order in the English sentence ☐

b. General English Vocabulary ☐

☐

c. Pronunciation ☐

d. Language use in academic contexts ☐

e. Scientific jargon used in specific disciplines ☐

f. Word formation of general English lexis ☐

g. specialized knowledge and language used in scientific context ☐

h. English in everyday conversation ☐

i. English in English texts ☐

3. Scientific texts in "Getting Through" are authentic and reflect native English use in scientific contexts:

a. Strongly agree ☐

b. Agree ☐

c. Neutral ☐

d. Disagree ☐

e. Strongly disagree ☐

4. Scientific texts in the "Getting Through" textbook follow a fixed form and consist of one or more paragraphs:

a. Strongly agree ☐

b. Agree ☐

c. Neutral ☐

AN EVALUATION OF THE TEACHING/LEARNING OF SCIENTIFIC TEXTS

d. Disagree ☐

e. Strongly disagree ☐

5. Would you please rank the potential text type from which scientific texts in "Getting Through" have been adapted or adopted. Please rank from these aspects from the most likely (1) to the least likely (6)?

a. Unidentified text type ☐

b. Research article published in an academic journal ☐

c. Academic lecture ☐

d. Newspapers scientific articles ☐

e. An academic conference paper ☐

f. An academic oral presentation ☐

6. My students find scientific texts in "Getting Through" difficult to understand compared to the other texts in the same textbook:

a. Strongly agree ☐

AN EVALUATION OF THE TEACHING/LEARNING OF SCIENTIFIC TEXTS

b. Agree ☐

c. Neutral ☐

d. Disagree ☐

e. Strongly disagree ☐

7. My students' difficulties in learning aspects of scientific English in Getting Through" are primarily due to…

a. Lack of adequate preparation in understanding the organization of ideas beyond the sentence level. ☐

b. The inappropriate manner of using and selecting texts ☐

c. The type of activities used to teach scientific lexis ☐

d. The scientific knowledge and concepts are beyond the pupils' level ☐

e. Difficulty in understanding specific grammar structures like the passive voice. ☐

- Other, please specify.

AN EVALUATION OF THE TEACHING/LEARNING OF SCIENTIFIC TEXTS

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8. Do you consider the scientific texts in the English textbook respect the aspects of academic discourse?

   a. Yes

   b. No

   c. Somehow

9. Do you use alternative scientific texts in teaching academic English?

   a. Yes   b. No

   • If yes, which criteria do you use to adapt other scientific texts?

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10. According to you, the purpose of teaching academic English to learners is or should

be:

a. To be part of the academic community

b. To have an easy access to academic articles

c. To solve tasks and activities on their own

d. To prepare them to university requirements

11. The scientific English texts in "Getting Through" are sequenced following the order of

increasing difficulty:

a. Strongly agree

b. Agree

c. Neutral

d. Disagree

e. Strongly disagree

AN EVALUATION OF THE TEACHING/LEARNING OF SCIENTIFIC TEXTS

Section 03: The Assessment of Scientific English in secondary school Level.

1. I always use tests, interviews, and questionnaires to determine my students' needs in English for specific purposes:

    a. Strongly agree

    b. Agree

    c. Neutral

    d. Disagree

    e. Strongly disagree

2. Do you devote exercises to evaluate aspects of academic English in your tests?

    a. Always

    b. Frequently

    c. Rarely

    d. Never

3. Do you consider the type of activities in ESP different than the activities in EGP?

a. Yes ☐   b. No ☐

4. According to your teaching experience, what could you suggest to reform "Getting Through" to make more conducive students, helping your students' level in academic English?

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Section 04: **General Information**

1. Type of institution for higher education

    a. University ☐

    b. Higher School Education ☐

2. How long have you been teaching English language in the secondary school?

………………………………………………………………………………………..

AN EVALUATION OF THE TEACHING/LEARNING OF SCIENTIFIC TEXTS

3. Currently, you teach English to:

   a. Foreign Language class ☐

   b. Philosophy and Literary class ☐

   c. Scientific class ☐

4. Type of your degree :

   a. LMD ☐

   b. Classic ☐

AN EVALUATION OF THE TEACHING/LEARNING OF SCIENTIFIC TEXTS

Résumé

Le présent travail de recherche est une étude descriptive qui vise à évalué les textes scientifiques et la manière dont ils sont présentés dans le manuel d'anglais de deuxième année du secondaire « Getting Through ». Il vise également à examiner si les textes scientifiques dans le manuel d'anglais « Getting Through » développent un niveau adéquat de sensibilisation à l'anglais à des fins spécifiques (ESP)chez les élèves Algériens. Administré à vingt enseignants EFL du secondaire dans quatre écoles secondaire, Jijel. Les résultats ont prouvé que la majorité des enseignants d'EFL sont d'accord sur l'importance d'enseigner l'anglais à des fins spécifiques (ESP) et les textes scientifiques aux élèves du secondaire Algérien pour les sensibiliser au discours académique/scientifique anglais. En outre, les textes scientifiques du manuel d'anglais « Getting Through » ne sont pas suffisants pour répondre aux besoins des étudiants, car ils ne présentent pas de manière adéquate ni les textes scientifiques ni les caractéristiques du discours anglais scientifique. Dans l'ensemble, les résultats ont révélé que les textes scientifiques du manuel « Getting Through » n'ont pas réussit à répondre aux exigence de l'année scolaire prévue et aux besoins et attentes des enseignants et des élèves. Ainsi, le manuel d'anglais de deuxième année de l'école secondaire « Getting Through » doit être réformé et rénové par les experts de la langue anglaise avec ce qui convient le mieux aux exigence et aux intérêts éducatifs des étudiants au niveau pré-tertiaire.

AN EVALUATION OF THE TEACHING/LEARNING OF SCIENTIFIC TEXTS

ملخص

البحث الحالي عبارة عن دراسة وصفية تهدف إلى تقويم النصوص العلمية و طريقة تقديمها في كتاب اللغة الإنجليزية للصف الثاني ثانوي كما أنه يهدف إلى فحص ما إذا كانت النصوص العلمية في الكتاب المدرسي تعمل على تطوير مستوى مناسبا لتوعية الطلاب الجزائريين في مجال استعمال اللغة الإنجليزية لأغراض محددة. للإجابة على السؤال المطروح للدراسة الحالية, تم تصميم قائمة مرجعية لإجراء تقييم لتدريس أو تعلم النصوص العلمية في الكتاب المدرسي بالإضافة إلى إستبيان تم إجراءه على عشرين أستاذا من مدرسي اللغة الإنجليزية كلغة أجنبية في أربعة مدارس ثانوية لولاية جيجل. أثبتت النتائج أن غالبية مدرسي اللغة الإنجليزية كلغة أجنبية متفقون على أهمية تدريس اللغة الإنجليزية لأغراض محددة و النصوص العلمية لطلاب المدارس الثانوية الجزائرية في زيادة وعيهم اتجاه الخطاب الأكاديمي او العلمي باللغة الإنجليزية. علاوة على ذلك, فإن النصوص العلمية في الكتاب المدرسي تعتبر ليست كافية لتلبية إحتياجات الطلاب لسبب أنها لا تقدم النصوص العلمية و خصائص الخطاب العلمي للغة الإنجليزية بشكل كاف. بشكل عام, كشفت النتائج أن النصوص العلمية في الكتاب المدرسي فشلت في تلبية متطلبات الصف المعني و إحتياجات و توقعات الأساتذة و الطلاب. و بالتالي, يجب إصلاح الكتاب اللغة الإنجليزية للصف الثاني ثانوي و تجديده من قبل خبراء اللغة الإنجليزية بما يناسب متطلبات الطلاب التعليمية و إهتماماتهم في مرحلة ما قبل التعليم العالي.

AN EVALUATION OF THE TEACHING/LEARNING OF SCIENTIFIC TEXTS