PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

University Mohammed Seddik Ben Yahia, Jijel

Faculty of Letters and Languages

Department of English Language

The effectiveness of using authentic materials in teaching ESP in Higher Education: Towards a performance- based approach

The case of third year EFL students at the University Mohammed Seddik Ben Yahia, Jijel.

Dissertation submitted in Partial Fulfilment of the Requirements for Master Degree in Language Sciences Studies

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Academic Year: 2015/ 2016

Declaration:

I hereby declare that this thesis is my own original work, which I have created myself.

All the literature I used is properly quoted and is listed in Bibliography.

I declare that I worked on my final master's dissertation on my own using only cited literary sources, other information and sources in agreement with the disciplinary regulations for the Faculty of Letters and Languages at the University of Mohammed Seddik Ben Yahia in Jijel and with the regulations and laws of research of the Ministry of Higher Education and Scientific Research in Algeria.

I agree with the storage of this work in the library of the Faculty of Letters and Languages at the University Mohammed Seddik Ben Yahia in Jijel and making it accessible for study purposes.

Krika Sanaa   Bouguerne Meriem

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Jijel, ………………………

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Acknowledgements

Dedications

My deep love and profound affection go from the heart of mine to my wonderful family:

I dedicate this work to:

My beloved father: **DJAMAL**, who was convinced in my abilities. He supported me, and gave me all the love in the world which I could never repay; ´Thank you Daddy´:

My tender mother: **NORA**, who sacrificed her happiness for the sake that I remain happy. She guided me towards the right direction, and made my life much better with her endless love. It may take a lifetime, but I will do everything to repay for what you have done for me. ´Thank you Mom´:

My dearest sister **BESMA**;

My lovely brother **IMED**;

My wonderful brother **WALID**;

My relatives, friends, and my classmates.

SANAA

In the Name of God, the Most Merciful and the Most Compassionate

With a deep affection, I am grateful to my family, my source of success and happiness.

I dedicate this dissertation to:

My dearest mother, who has upheld me in life through her blessing, praying to God, and instructions;

The most magnanimous person, my father, who has provided me with his continual

guidance, support, love and understanding;

My lovely brother: **Ali**;

My beloved sisters: **Sara**, **Warda**, and **Aya**;

My cousins **Anissa**, **Hamida**, **Jihed**, **Khawla**, **Maissa**, and **Romaissa**;

My grandmother, aunts, uncles, and all my family;

My best friends **Amina**, **Asma**, **Samah**, **Sana** and **Sara** for their encouragement and

support; and to all those who contributed in the elaboration of this modest work.

MERIEM

Abstract

English for specific purposes (ESP) has become a crucial subject in learning a foreign language, since the world has witnessed remarkable improvement in economics and technology in the 1960s. In fact, the field of ESP teaching has also been revolutionized with the integration of ICT tools and other authentic materials. These tools have proved to be in the service of learners, since they provide them with the ability to interact with the native speakers in real life contexts. Moreover, several studies attempted to explore the main issues and difficulties that teachers and learners may encounter in an ESP teaching situation. Therefore, the present paper attempts to shed light on the positive effects of implementing authentic materials in ESP classrooms in the sense that they increase the learners' comprehension as well as raising their motivation and interests.

The study takes place at the English department of Mohammed Seddik Ben Yahia University in Jijel. To carry out the present research, a questionnaire and classroom observation have been used as research instruments in order to collect the necessary data in both settings. The questionnaire was administered with 59 third year students, while the classroom observation was conducted at EFL classes in Mohammed Seddik Ben Yahia University. In this respect, the respondents' answers were analyzed and interpreted. Besides, the literature review and the findings obtained supported the hypotheses of this research and confirmed that authentic materials are crucial tools in developing the learners' level, promoting their skills, and making the courses' objectives well achieved.

Based on the research findings, we suggest some useful strategies to be implemented in ESP classrooms at Jijle University, in order to achieve good results. These strategies aim to improve teaching quality, course effectiveness, and cope with the students' target needs.

List of abbreviations

CLAT: Communicative Language Teaching Approach

CMC: Computer Mediated Communication

COLT: Communicative Orientation of Language Teaching

EAOP: English for Academic and Occupational Purposes

EAP: English for Academic Purposes

EBE: English for Banking and Economics

EFL: English as a Foreign Language

ELT: English Language Teaching

EOP: English for Occupational Purposes

ERL: English as a Restricted Language

ESP: English for Specific Purposes

ESS: English for Social Sciences

EST: English for Science and Technology

EST: English with Specific Topics

FL: Foreign Language

GE: General English

IAP: Algerian Petroleum Institute

ICT: Information and Communication Technology

IWB: Interactive White Board

LMD: License- Master- Doctorate

L1: First Language

PPT: PowerPoint

TEFL: Teaching English as a Foreign Language

U.S: United States

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General Introduction

1. Background of the study

Regarding the speedy growth of technology and scientific research that have occurred in the world, it is commonly acknowledged that the English language has taken a place of pride in all the parts of the world; a fact that is considered as an outcome of globalization. In this regard, English language has evolved until it became the first language of communication in the world, and accordingly many people use it in both written and oral communication. Besides, many countries in the world have become wide open to the whole globe because they have adopted the teaching of English in their curricula, either as a Foreign language as it happened in Algeria, Morocco, and Tunisia, or as a second Language as in Saudi Arabia, Egypt, and Jordan.

Starting from the 1950s, the need for the study of English language from all over the world launched a quest for the best method to cater for the needs of the growing demands in the industry of foreign language teaching. Hence, the Council of Europe decided that it is important to take into account learners' needs in teaching, for instance, whether each student needs the same skills. For the first time, learners' needs have become the spearhead which triggered both language teaching and learning. As a result, the concern to make language courses more relevant to learners' needs led during the 1970s to the emergence of English for Specific Purposes (ESP).

This new approach began in response to a number of practical concerns. First and foremost, the need to teach immigrants language needed to deal with job situations lead the researchers to think how to teach these immigrants just the English that they need in their daily communication. Moreover, the preparation of non- English background students for studying at American and British Universities urge researchers to emphasize the importance of teaching these learners ESP. Additionally, the need to prepare materials for students who had already mastered general English encouraged the scholars to adopt ESP as an essential subject in their curricula (Boukhentache, 2016, p. 2).

As a sub- branch of English language teaching and learning, ESP has gained wide interest and popularity over the world. It became commonly known that ESP is the type of English that is used for teaching specific purposes: business, technology, medicine, etc. Furthermore, studying English is not only restricted to English learners, but it is now taught in other departments: business, economics, and engineering as well.

In addition, it is a common assertion that materials in general play a crucial part in language learning and teaching. This accounts for the fact that discussions about the roles of materials appear in almost all books on course design (Nunan, 1991, p. 25).

Additionally, incorporating authentic materials into ESP classrooms around the world has become incredibly popular for teachers of English as a second or a foreign language. In fact, Adams (1995) stated that authentic materials are being increasingly viewed as much better than any materials that are created intentionally for the ESP students (p. 4).

Besides, these materials do not only provide learners a wide range of useful information, but they can play a part in enhancing learner's motivation as well. In this sense, ESP approach provides opportunities to the learners in order to acquire English in a natural way. Learners work with language in a context that they find interesting. So, the aim of ESP courses is to equip the learners with a certain English proficiency level for a situation where the language is going to be used.

2. The Literature review

Since English is considered the lingua franca of the twenty-first century, everyone needs to learn English today, and no one can deny the importance of teaching or learning it for professional uses. Despite the fact that there is a vast literature on the issues and difficulties concerning teaching ESP with the use of textbook approach, several studies still try to find out some alternatives to overcome these issues.

In this light, many researchers (Shrum and Glisan, 2000; Paltridge, 2001; Guariento and Morley, 2001; Kelly, Offner and Vorland, 2002) have written on how to choose materials, which are relevant to learners; the fact that these materials can help students in learning a given language. According to them, one of the most useful materials in teaching ESP is known as authentic materials. They are any materials whether visual, audio, or audiovisual which bring real life language into ESP classrooms.

Ritchards (2007) conducted another study about the significance of authentic materials in teaching ESP. He believed that these materials are very beneficial in teaching ESP because they can keep students informed about what is happening in the world; they also exposed them to real discourse which helped them to

communicate easily with native speakers (p. 94). Similarly, Hadley (2001) pointed out that the use of real materials will acquaint students more directly with real language than will any set of contrived classroom materials used alone (p. 97).

Similar finding was also allocated by Basturkmen (2010) in which he conducted a study on ESP teaching as well as the importance of authentic materials. The study showed that using authentic materials is very helpful because they have a positive impact on learners' motivation, they satisfy learners' needs, and they give them opportunities to comprehend more and achieve their highest levels (p.31).

In addition, Motteram's study (2013) showed that, in lessons, teachers can bring the outside world into the classroom, provide an authentic context in which English is used, expose students to different varieties and accents of English, and give students listening practice (p. 93). Furthermore, Wajnryb (1988) tested the positive effect of authentic materials in ESP classes. She laid emphasis on three circumstances: (1) a form of language which is not used by its native speakers is no longer taught, (2) the distance between the real world and the learners is shorter than it used to be, and (3) authentic material has influenced the teacher's vision of language (p. 35).

Furthermore, Mebitil (2010) examined in her research language-learning motivation, and the factors that affect ESP teaching/ learning process. She assured that ICT tools help the ESP teachers who are familiar with their use to design and even deliver their courses easily. According to her, ICTs provide several opportunities and suggesting various forms of language learning; thus, they play a highly significant role in the field of ESP teaching and learning.

All in all, authentic materials are important tools for use in ESP classes, as it has clearly shown above, they motivate and immerse learners in specific areas of the target language in which practice is needed. So, authentic materials can be obtained from many different sources; nevertheless, there is a great tendency to take them from the internet because they could be updated easily.

3. Statement of the problem

As it was stated above, Algeria is amongst the countries that works hardly in order to develop the status of English. In this regard, ESP is taught in different departments of Algerian universities in order to cater the different requirements of learners. However, ESP learners at English departments fail to acquire the necessary knowledge and skills. Accordingly, ESP teachers, who are supposed to present successful lessons and give valuable guidance for the ESP students may encounter many difficulties that hinder the process of language teaching and learning.

In this respect, the problems in teaching English for Specific Purposes at English departments include the misuse of teaching materials, there is no predetermined objectives that are defined in teaching ESP, and learners' needs are not actually taken into account at all. Moreover, ESP approach provides opportunities to the learners in order to acquire English in a natural way, that is to say, learners work with language in a context that they find interesting. So, the aim of ESP courses is to equip the learners with a certain English proficiency level for a situation where the language is going to be used.

4. The significance of the study

Many teachers asserted that the role of teaching materials in ESP classrooms is to aid the learners to make efficient use of language resources. Since many teachers have difficulties to grab and sustain the student's focus towards their lessons, using authentic materials can help teachers to promote the learners' comprehension and attitudes towards ESP courses by exposing them to real life language within its real context through different types of authentic materials.

5. Research questions

The current research attempts to answer the following research questions:

- What do third year LMD English students think about ESP learning?
- Do they encounter difficulties in learning ESP?
- What are the major factors that hinder third year students from learning ESP?
- What are the effects of authentic materials in the development of learners' skills and comprehension?
- How does the use of authentic materials promote ESP learning in EFL classes?
- What types of authentic materials that should be used in EFL classes?

6. Research hypotheses

The present study proposes the following hypotheses:

- If learners study ESP courses through authentic materials, their level will be more developed;
- If authentic materials are integrated into appropriate ESP courses, they will promote receptive and productive skills among EFL learners,

- If authentic materials and ICTs are exploited and used in ESP courses, learners' lexis will be enriched;

- If authentic materials and ICTs are used in ESP lectures, it will help both EFL students to increase their interest for learning ESP, and ESP teachers in achieving their course objectives;

- If ESP courses are taught using authentic materials, in contrast to the traditional way of teaching, EFL learners' acquisition of ESP knowledge will be increased.

7. The purpose of the study

As a matter of fact, despite the great importance of English language, little attention is given to ESP teaching at English departments in Algerian universities. The present research aims to examine the effects of using authentic materials in enhancing the level of third year ESP students. In addition, this research aims to prove the importance of authentic materials' use during presenting ESP courses in the sense that they motivate learners, arouse their interests and expose them to the real language in their communities. Furthermore, another aim of this research is to identify the situation of teaching ESP in English departments in Algeria.

8. Research methodology

In the present research, the target population is third year English students at Mohamed Seddik Ben Yahia University. In order to test our hypotheses and achieve the aim of the research, a quantitative and a qualitative analysis of collected data are carried out. First and foremost, a questionnaire is administered to random sample of fifty- five students from the whole the two hundred-and- fifty students of the third year

promotion. The students' questionnaire aims at collecting information about authentic materials and their effectiveness in enhancing students' level. Furthermore, classroom observation is also a means by which data for this study were collected. The purpose of classroom observation was to examine learners in a natural environment and study naturally their reactions and behaviors.

9. The structure of the dissertation

The present research is divided into three chapters. The first and the second chapters review the literature; however, the third chapter is the practical part of the study. The first chapter offers a review that helps defining the concept of ESP, its importance in EFL classrooms, and the impact of authentic materials on the four skills and learners' comprehension. The second chapter presents ESP teaching in Algerian context, and the factors that influence the Algerian EFL learners in ESP courses. Finally, the third chapter analyzes and interprets the data gathered from the students' questionnaire and the classroom observation.

Chapter one: An overview of ESP teaching

Introduction

English for Specific Purposes (ESP) arose as a term in the 1960's because teachers noticed that General English (GE) courses did not meet the learners' needs. As English language continued to pursue its status as a lingua franca of business, technology, medicine, education and media, the need for ESP grew speedily mainly in EFL countries. Additionally, there has been an evolution in focus from studying English as a system to studying English as means of communication due to the advent of Communicative Language Teaching Approach (CLAT).

Using authentic materials in ESP classrooms has been powerful in the last few decades. In this regard, authentic materials serve as a great source for introducing the language in real world context to ESP learners.

The present chapter attempts to show the effectiveness of authentic materials in ESP classrooms. For this reason, it revolves around two major parts. The first part aims at giving an overview of ESP: its history, types, features, strategies, relevance, and importance in EFL classes. The second part deals with the use of authentic materials in ESP classes, their role, advantages, and impacts on EFL skills, as well as the problems that are related with the use of such materials.

1. Definition of ESP

Since the 1960's, ESP has become one of the most important branches of Applied Linguistics in general, and TEFL in particular. It is of great importance to commence with the main definitions stated by linguists concerning ESP.

According to Anthony (1997), "Some people described ESP as simply being the teaching of English for any purpose that could be specified. Others; however, were more precise, describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes" (pp. 9- 10). This means that some people regarded ESP as the teaching of English for the purpose of study where the teaching goals are clearly specified. However, others viewed ESP as the teaching of English in order to use it for carrying out a particular role.

Robinson (1991) also noted that ESP is based on two criteria: the first is that ESP is "goal-directed", and the second includes that ESP courses flourish from needs analysis which aim to specify what exactly students have to do and achieve with language (p. 2). Moreover, Harmer (1983) provided another definition of ESP by claiming that "…situations where the student has some specific reasons for wanting to learn a language" (p. 1). This refers to the importance of context in learning ESP in which learners are widely aware about the goals that they want to achieve from each situation i.e. English should be taught in real situations in order to fulfill specific reasons.

Along with Harmer's definition of ESP, Mackay and Mountford (1978) stated that ESP is:

> … generally used to refer to the teaching of English for a clearly utilitarian purpose. This purpose is usually defined with reference to some occupational requirement. For example: For international telephone operators …or vocational training programmes… or hotel and catering staff … or some academic or professional study… or engineering. (p. 2)

As a matter of fact, this shows that the entire aim of teaching ESP relies on learners' needs and interests in a way that allows the use of English for future career, or areas of specialties (It can be either occupational, academic or scientific).

Hutchinson and Waters (1987) argued 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'' (p. 19). So, it is clearly stated that ESP is a new approach to language teaching based on students' needs i.e. ESP is a learner-centered approach rather than a teacher-centered approach. Accordingly, Hutchinson and Waters (1987) confirmed this idea by saying that "ESP must be seen as an approach rather than product" (p. 2). Thus, ESP does not involve a particular kind of language, teaching material, or methodology. The basic question of ESP is: why does this learner need to learn a foreign language? From this point, the purpose of learning English became the core in foreign language teaching.

On the other hand, Hutchinson and Waters (1987) attempted to define what ESP is not. Accordingly, ESP is not:

- **A matter of teaching' specialized varieties' of English:** The fact that language is used for a specific purpose does not imply that it is a special form of the language, different in kind from other forms. Certainly, there are some features which can be identified as 'typical' of a particular context of use and which, therefore, the learner is more likely to meet in the target situation. But these differences should not be allowed to obscure the far larger area of common ground that underlies all English use, and indeed, all language use.

- **A matter of science words and grammar for scientists:** ESP is not couple of Hotel words and grammar for Hotel staff, etc. When we look at a tree, we see the leaves and branches, but there is much more to the tree than just

these- much of it hidden from view inside and beneath the tree. The leaves do not just hang in the air: they are supported by a complex underlying structure. In the same way there is much more to communication than just the surface features that we read and hear. We need to distinguish, as Chomsky did with regard to grammar, between performance and competence that is between what people actually do with the language and the range of knowledge and abilities which enables them to do it.

- **ESP is not different in kind from any other form of language teaching:** In this regard, it should be based in the first instance on principles of effective and efficient learning. Though the content of learning may vary there is no reason to suppose that the processes of learning should be any different for the ESP learner than for the General English learner. There is, in other words, no such thing as an ESP methodology, merely methodologies that have been applied in ESP classrooms, but could just as well have been used in the learning of any kind of English (p. 18).

It is worth to mention that in ESP, the target is to learn language to gain a professional or workplace environments (Basturkmen, 2006, p. 18). This means that the role of ESP is to help language learners to build up the needed abilities in order to use them in a specific field of inquiry, or workplace.

In this context, Tomlinson (2003) stated that "… English for specific purposes 'ESP' is an umbrella term that refers to the teaching of English to students who are learning the language for a particular work or study-related reason" (p. 307). In other words, ESP is concerned with different areas based on academic or professional

fields where English of specialism is needed such as business, medicine, law, engineering …etc.

1.1.   A brief history of ESP teaching

From the early 1960's, English for specific purposes has become one of the most conspicuous realms of EFL teaching because people were aware that general English did not meet learners' needs.

As far as the origins of ESP are concerned, Hutchinson and Waters (1987) noted that there are three key reasons that contributed to the birth of ESP: (a) the demands of a brave new world, (b) a revolution in linguistics, and (c) the focus on learners' needs (pp. 6- 8).

⁙ The demands of a brave new world

The demands of a brave new world have been among the first factors that led to the emergence of ESP. Hutchinson and Waters (1987) stressed the significance of two historical periods in the creation of ESP: the end of the Second World War and the Oil Crisis of the early 1970's.

On the one hand, the end of the Second World War announced a great era of expansion in science, technology and economy. Hence, ESP students are usually studying English either to understand "the New World" because most of innovations and publications were written in English, or to carry out a particular role in their societies; such as, a flight attendant, etc. So, English became an international language due to the expansion of the U.S. economy after the Second World War.

They argued that:

> … the age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale. This expansion created a world unified and dominated by two forces- technology and commerce- which in their relentless progress soon generated a demand for an international language. For various reasons, most notably the economic power of the United States in the post–war world, this role fell to English. (p. 6)

On the other hand, the Oil crisis of the early 1970's resulted in a great flow of money and knowledge of skills into the oil rich countries– the language of this expertise became English. As a result, this led to exert pressure of the language teaching profession to deliver the necessary goods. In addition, English became subject to the wishes, needs and requirements of people (p. 6).

A revolution in Linguistics

The second eminent factor that has a great influence on the birth of ESP was a revolution in linguistics. Hutchinson and Waters (1987) indicated that traditional linguists tend to describe the features and properties of language, that is, grammar. However, the revolutionary leaders in linguistics have mainly concentrated on the ways in which English is used in natural communicative settings i.e. more attention has been given to how learners can acquire language. Moreover, one crucial finding of this research was in the variation between written and spoken English.

In other words, English language varies from one situation to another; from one context to another. Accordingly, most of the works in the late 1960's and the early 1970's were in the sphere of English for science and technology that was carried out by many researchers (Ewer and Latorre, 1969; Swales, 1971; Selinker and Trimble, 1976) (Hutchinson and Waters, 1987, p. 7).

The focus on learners' needs

Hutchinson and Waters (1987) assumed also that another crucial factor in ESP creation is the focus on learners' needs. The latter has more to do with psychology than linguistics. Furthermore, it has been admitted by many researchers that learners have different learning strategies, different skills, and are motivated by different needs and interests. From this, learners' needs became the starting point in language teaching goals. By the same token, learners' needs have a great impact on learners' motivation as well as the effectiveness of learning. Consequently, teachers should design specific courses in order to meet students' needs and make learning process better and faster (p. 8).

It is worth to mention that English for Specific Purposes- this new teaching approach, based its teaching on the analysis of both register analysis and discourse analysis. While the former focuses on distinctive patterns of occurrence of vocabulary, verb forms and tense usage; in other words, a distinction of vocabulary and grammar occurrence. Thus, register analysis was an important tool for identifying classroom materials with an appropriate content, that is, it guides teachers in the selection and preparation of materials. Nonetheless, the latter, discourse analysis, is used to analyze long stretches of writing like business letters, reports and so forth.

1.2.   The importance of ESP teaching in EFL classes

English, which become an integral part of most modern professions, has been the main language of international communication. To be able to communicate successfully in English, students of different professions are, thus, taught ESP.

Harding (2007) argued that "In ESP, the purpose for learning the language is paramount and relates directly to what the learner needs in their vocation or job" (p. 6). So, since ESP integrates both a subject matter and English language instruction, it is very captivating and motivating for learners because it enables them to apply what they learnt in their English classes in a certain field of study.

The importance of ESP teaching in EFL classes rests on its objectives. According to Stern (1989), there are four types of ESP teaching objectives: proficiency, knowledge, affective, and transfer. To start with, 'proficiency' is concerned with the mastery of skills; such as, reading, writing, listening, and speaking. 'Knowledge' aims to acquisition of linguistic and cultural information. The former includes language analysis and awareness of the systematic aspects of language; the latter has to do with the control of socio-cultural rules (mastery of the norms of society, values, and orientations). Moreover, 'affective' is related with the development of positive feelings towards the subject of the study. These are attitudes towards attaining foreign language learning. To finish with, transfer is more concerned with the ability to generalize from what has been learnt in one situation to other situations (p. 209).

As a conclusion, ESP courses make EFL learners more competent while using the target language as they recognized its norms, values, and develop positive feelings and attitudes towards learning English.

Hutchinson and waters (1985) proposed that the ESP classroom is the appropriate place to introduce students to concepts from their disciplines in addition to the language the students would need to express those concepts.

1.3. Types and features of ESP teaching

As it has been said earlier, ESP is a recognizable activity of English Language Teaching (ELT) with some specific features. In this sense, the maturity of ESP throughout time knew several views regarding its subdivision. Thus, different types were proposed by many linguists about ESP subdivision, and this research depended on Carter's work.

1.3.1. Types of ESP

There have been several points of views concerning the subdivision of ESP. Carter (1983) identified three types of ESP: English as a restricted language 'ERL', English for academic and occupational purpose 'EAOP', and English with specific topics 'EST' (pp. 131- 7).

1.3.1.1.   English as a restricted language 'ERL'

Mackey and Mountford (1978) clearly highlighted that the language of traffic control could be seen as "special" in the sense that the repertoire needed by this controller is limited and can be precisely determined in situations, in a given context (p. 25). But knowing a restricted language would not allow the speaker to communicate efficiently in a new situation, or in a context that is outside the vocational environment. To exemplify, the language used by traffic controllers or by waiters are the best examples of English as a restricted language.

1.3.1.2. English for academic and occupational purpose 'EAOP'

Carter (1983) argued that this type of English should be the backbone of ESP even though he did not try even to develop it (p. 131). Within this context, Hutchinson and Waters (1987) agreed that EOP and EAP are not separated from each other; instead, they assert that people can work and study simultaneously. They pointed out that "people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job" (p. 6).

1.3.1.3. English with specific topics 'EST'

English with specific topics is the third type of ESP according to Carter (1983). It focuses on topics that agree with anticipated future needs of English, that is, it differs from the other type of ESP in the sense that the emphasis shifts from purpose to topic. It has been admitted that this type should not be regarded as a separate type of ESP; instead, it should be seen as an essential component in ESP courses or programmes (p. 132).

1.3.2. Features of ESP teaching

Generally, ESP students are usually adults who are acquainted with English language. Besides, needs analysis is the core of ESP in the sense that it determines which skills are most needed by students, and the syllabus is designed on the basis of students' needs. This means that ESP focuses much more on language context than on teaching syntax. To this end, the concept of ESP is completely learner-centered in nature, meaning that the total focus is on learners' needs. Moreover, ESP links both of subject matter, content and motivation.

According to Carter (1983), there are three characteristics common to ESP courses which are as follows:

- **Self-direction**: means that ESP is concerned with turning learners into users. For self- direction, it is necessary that teacher encourage students to have a certain degree of autonomy- freedom to decide when, what, and how they will study. For high-ability learners it is essential to learn how to access information in a new culture;

- **Purpose-related orientation**: refers to the simulation of communicative tasks required by the target situation. The teacher can give students different tasks - to simulate the conference preparation, involving the preparation of papers, reading, note-taking and writing. For example, an English course for Agribusiness Management involves students in the tasks of presenting a particular agricultural product, logo creation, negotiating with the clients (suppliers and buyers), and telephone conversation. They also practice listening skills, though the application is restricted because they employ newly acquired skills during their ESP classes with their colleagues and teacher;

- **Authentic materials**: the use of authentic learning materials is possible if we accept the claim that ESP courses should be offered at an intermediate or advanced level. The use of such materials, modified by teachers or unmodified, is common in ESP, especially in self-directed studies or research tasks. The students are usually encouraged to conduct research using a variety of different resources including the Internet. (pp. 133- 5)

Dudley and John (1998) refined and modified Strevens' version of ESP in which he divided its characteristics into two terms: "absolute characteristics" and "variable characteristics".

🞣 Absolute characteristics

➢ ESP is designed to meet specific needs of the learners;

➢ ESP makes use of the underlying methodology and activities of the disciplines it serves;

➢ ESP is centered on the language (grammar, lexis, and register), skills, discourse and genres appropriate of these activities.

🞣 Variable characteristics

➢ ESP may be related 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 be used for learners at secondary school level;

➢ ESP is generally designed for intermediate or advanced learners;

➢ Most ESP courses assume basic knowledge of the language system, but it can be used with beginners (p. 45).

Hence, it is valuable to note that Dudley and John removed the absolute characteristic which says that "ESP is in contrast with General English" and added more variable characteristics. They assert that ESP is not necessarily related to a specific discipline.

1.4.   The role of teachers and learners in ESP

In ESP, courses varied depending on the learners' specific scientific field or profession they are concerned with. As a result, teachers who tend to teach these courses need to play different roles and acquire a specialized knowledge. Students approach the study of English through a field that is already known and relevant to them. This means that they are able to use what they learn in the ESP classroom right away in their work and studies.

1.4.1. The role of the teacher

An ESP teacher should assist learners in developing various skills in all kinds of communicative activities with the purpose that learners will not have the feeling of deprivation or the lack of tendency to learn a foreign language when they encounter difficulties. It is very important to shed light on the crucial role of the training of an ESP teacher; for he should be well specialized and qualified so that he can meet students' needs. In this light, an ESP teacher must fill many roles and follow many strategies. According to Fiorito (2005), the ESP teacher is accountable for the following roles cited below:

- **Organizing and designing courses:** Substantially, the ESP teacher should first select and organize courses with appropriate materials that he is going to use. Moreover, the teacher should give a great support and dedicate all his efforts in order to help his students;

- **Setting goals and objectives:** The ESP teacher should arrange the conditions for learning in ESP classrooms and set the goals and the objectives of the course. Furthermore, he should be aware of the capacities of his

students because these abilities are paramount in the design of an ESP course or programme;

➕ **Establishing a learning environment:** The ESP teacher should establish a positive learning environment because his way of communication skills establishes the classroom atmosphere. Then, he should give the opportunity for students to interact with each other. This means that the ESP teacher should listen carefully to his students and help them to build their confidence;

➕ **Evaluating students:** Students' evaluation is an interesting strategy in teaching ESP. Therefore, the ESP teacher should identify the students' learning problems and find solutions to them because he is the first source of information to these students. Additionally, no one can deny the fundamental role of ICT in enabling students to have a better learning in ESP. (p. 1-2)

To sum up, organizing an ESP course is very important step to achieve a satisfying goal in the course. There exist many factors that play a crucial role in organizing an ESP course without them learning process would not lead be effective.

1.4.2. The role of the learner

The learners are responsible for developing EFL skills to reflect their native-language knowledge and skills. Fiorito (2005) pointed out that learners come to ESP classrooms in order to fulfill the following roles:

➕ **Focus for learning:** the ESP learner has a specific purpose and interest for learning. People learn languages when they have opportunities to understand and work with language in a context that they find interesting. In this respect, ESP is a powerful means for such opportunities. Students will acquire English

as they work with materials which they find captivating and relevant. Moreover, the more learners pay attention to the meaning of the language they hear or read, the more they are successful; the more they have to focus on the linguistic input or isolated language structures, the less they are motivated to attend their classes;

- **Subject- matter knowledge:** ESP learners can contribute effectively in language learning process. Generally, they are aware of the purposes for which they will need to use English. Knowledge of the subject area enables the students to identify a real context for the vocabulary and structures of the ESP classroom. In this way, the learners can take the advantages of what they already know about the subject matter field to learn English;

- **Adult learning strategies:** Adults must work harder than children to learn a new language, but the learning strategies they bring to the task enable them to learn better and faster. The skills they have already developed in using their native languages will make learning English easier. Educated adults are constantly learning new language behavior in their native languages; expanding vocabulary, becoming more fluent, and modifying their linguistic behavior in new situations or new roles (p. 2-3).

2. The use of authentic materials in ESP teaching

Since 1890s, there has been a rising interest in the use of authentic materials in ESP courses. Sweet (1899) is considered to be one of the advocates who favored the use of authentic materials in ESP. He believed that natural texts "do justice to every feature of the language". However, artificial materials include "repetition of certain grammatical constructions, certain elements of the vocabulary, certain

combinations of words to the most total exclusion of others which are equally, or perhaps even more essential" (as cited in Gilmore, 2004, p. 3).

Reppen (2010) highlighted the fact that "In recent years, many ELT professionals have expressed a preference of authentic materials in their lessons, using language from natural texts instead of ready-made examples" (p. 4). In preparing and choosing materials for ESP learners, Palmero (2003) suggested that authentic materials are considered as an important source of materials for designing ESP courses. Besides, authentic materials include instruction leaflets, journals, manuals, advertisement, Internet links, inscription forms, demonstration videos, statistics and job offers (p. 191).

Moreover, Harding (2007) emphasized that the use of authentic materials provides some guidelines for ESP teachers (p. 10). Since ESP is considered as a learner- centered approach which aims at identifying learners' needs, its materials should be taken from the real world i.e. authentic materials. Such materials are particularly designed for communicative purposes since they provide a realistic context for tasks that is related to the learners' needs.

Therefore, the idea of using authentic language materials in teaching a foreign language is generally approved by the vast majority of language teachers, especially in teaching ESP. Thus, authentic materials are often found in ESP courses. They are important tools for use in ESP classes because they motivate and immerse learners in specific spheres of the target language in which practice is needed.

2.1. Definition of authentic materials

Authentic materials are important tools to improve language learning because they help teachers to bring the real world into the classroom in condition to be selected as well as controlled. Authentic materials were not created for language learning purposes. Instead, they were created with some lifelong real goals for, generally, native speakers. They include both spoken and written language samples. Some obvious examples include magazines ads, movie review, television shows, conversations between native speakers, train schedules, and so on.

Saderson (1999) said that "authentic materials are materials that we can use with the students in the classroom and that have not been changed in any way for ESL students…" (p. 75). Likewise, Nunan (1989) defined authentic materials as "any materials which has not been specifically produced for the purpose of language teaching" (p. 31).

Bacon and Finnemann (1990) supported Nunan's definition by stating that authentic materials are "…texts produced by native speakers for non-pedagogical purposes" (p. 462). In other words, authentic materials provide a wide variety of texts from real life which enable the learners to interact with the real language rather than the form. Such materials are particularly interesting for communicative purposes since they provide a realistic context that is related to learners' needs.

Within this context, Harmer (1991) suggested that an authentic material is language where no concessions are made to foreign speakers. It is normal, natural language used, but native speakers of a language (p. 204). Also, Nunan and Miller (1995) argued that authentic materials are those which "were not created or edited expressly for language learners. Authentic materials illustrate how English is used

naturally by native speakers" (p. 78). This means that most everyday objects in the target language can be qualified as authentic materials and can be used not only for general English, but for ESP learning/teaching as well.

According to Laniro (2007) authentic materials are defined as print, video, and audio materials which students encounter in their daily lives. Authentic materials are not created purposely to be used in the classroom, but they make excellent learning tools for students precisely because they are authentic (p.2). In other words, authentic teaching materials are intended as a part of real communication situation, and not just for language learning and language teaching purposes.

Furthermore, Richards (2001) claimed that authentic materials have a facilitating role in the learning process in the sense that communication that takes place in the class must resemble as much as possible the communication observed in the real world. That is to say, authentic materials are useful tools for improving the communicative aspects of the target language for as long as they represent the real life language as it is used in real communication contexts.

Spelleri (2002) provided another definition in which he asserted that the language used in text books is only valid in a classroom environment, whereas the requirement of real life English is different and this difference has not yet been closed by the use of text books because, as we all know, learners have to deal with the language of brochures, office work, application forms and so on (p. 16).

Widdowson (1990) pointed out "It has been traditionally supposed that language presented to learners should be simplified in some way for easy access and acquisition. Nowadays, there are recommendations that the language presented should be authentic" (p. 67). In this context, Tomlinson (1998) defined that authentic materials refer to any tool which is used to help to teach language learners as they

enable learners to hear, read, and produce the language as it is in the target culture (p. xi).

To sum up, Rogers and Modley (1988) defined authentic materials as "both oral and written materials that reflect the naturalness of forms and appropriateness of cultural and situational context'' (p. 467). These materials are, on one hand, "appropriate" in terms of goals, objectives, learners' needs and interests, and, on the other hand, ''natural'' in terms of real life and meaningful communication. So, authentic materials are materials created and designed by native speakers to native ones not only for pedagogical teaching purposes, but also for communicative purposes. These materials can be written or oral; such as, newspapers, magazines, videos, and internet because they are real and original; they considered as best way in bringing correct forms of target language.

2.2.   The impacts of using authentic materials in EFL classes

The issue of using authentic materials in EFL classes has been influential over the past two decades. The use of authentic materials in the EFL classroom is seen from the output perspective: students' benefits from the exposure to real language being used in real context. Other aspects which prove positive when using authentic materials as that they are highly motivating and giving a sense of achievement.

As a matter of fact, language learning is divided into four skill areas; namely, listening, speaking, reading, and writing. These four skills are highly important EFL learning. When EFL learners are exposed to English language contexts, their listening, speaking, reading, and writing skills will be improved. For example, someone who transmits a message uses the spoken/ or the written from in order to communicate his/her ideas. The receiver, then, utilizes his listening/ or reading skills

to decipher the message. Hence, these four skills are classified in two categories: speaking and writing as productive skills, whereas reading and listening are considered as receptive skills. Thus, using authentic materials in ESP classrooms has a great impact in the following four skills:

2.2.1. Speaking

Learning and teaching English as a foreign language requires learners' interaction, productivity and communication to what is called the speaking skill. Chaney (1998) defined speaking as the "process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (p. 13). So, speaking is regarded as the main skill to be developed because it is necessary for displaying language proficiency; moreover, learners are going to be put in situations where communication in English is needed.

Therefore, it is very important that EFL teachers pay great attention in teaching this skill effectively by providing the appropriate teaching materials. In this light, authentic materials include the connection between the culture and the use of language outside and inside the classroom. They require the practice in real situations based on issues that heighten the students' interest and attention for accomplishing a proficiency speaking skill.

Furthermore, authentic materials can give the EFL learners an access to fulfil their needs. They facilitate understanding towards the oral language, and provide variety of discourses or expressions in terms of speakers, kinds of expressions, different settings, etc. Such materials help language learners to understand the aspects of oral English language. In addition, authentic materials such as TV shows, videos, movies …provide EFL learners with plenty samples of accents, vocabulary,

syntax, and discourses. Hadley (2001) cited that authentic materials can make learning more exiting and stimulating to the point that their use in EFL classrooms will make students more fluent (p. 68).

2.2.2. Writing

The ability to write is not something innate, rather it can be learned and practiced. It does not come naturally as does walking, but it needed a lot of work on the part of the learner. Writing is highly complex process; it needed some pre-writing activities, then drafting, redrafting, and revision. It is difficult for both native speakers and non-native speakers; for the writing process adheres multiple issues; such as, content, purpose, organization, spelling, vocabulary, and punctuation. It is commonly agreed that writing in a foreign language is very difficult and very slower process than learning other language skills. The main reason of this is that the writer is away from the readers in terms of time and space, so he has to work out effective communication with his readers only in his imagination.

The most effective way of improving writing skills is through the use of authentic materials like newspapers, editorial columns, advertisements, films, cartoons, TV and radio prgrammes. These tools energize the students, arouse their sense of curiosity and set their minds thinking. Accordingly, Raimes (1999) believed that "All EFL writing teachers can find valuable resources in pictures, drawing, photographs, posters, slides, cartoons, advertisements, diagrams which they bring the outside world into the classroom in a valid, concrete way. Thus, they provide: (1) a shared experience in the classroom, (2) a need for common language forms to use in the classroom, (3) a variety of tasks, and (4) a focus of interest for students" (pp. 495- 6).

As far as teaching writing is concerned, a teacher can make very good use of authentic materials by highlighting real language use in various real life materials. Allwright (1982) claimed that sometimes classroom teachers need to provide different materials so that they can bring variety of activities (p. 26). Moreover, Nunan (2001) that an EFL teacher should use authentic materials to teach writing by exposing them to the real language and giving tasks based on what they have learned (p. 212). For example, in the online journal of 'Using Comic Strip to Teach Narrative Writing', Rabiddeau referred to the use of comic scripts which motivate the learners to work around it and build up a written piece of work where the learners find interesting ways to express their ideas (2012, p. 81).

There are different types of writing such as essays, short stories, paragraph, project work…and by using authentic materials, writing as a skill can be effectively authentic materials help the students.

To conclude with, authentic materials hold a great promise for those who are in process of learning and improving writing skills. The use of authentic materials creates a lot of interests in the learners. There comes a big part charming and attractive outside world into the classroom. Thus, authentic materials reduce the dullness of specially contrived materials because they are varied and flexible in nature.

2.2.3. Listening

Merrihue (1980) defined the effectiveness of communication as "any initiated behavior on the part of the sender which conveys the desired meaning to the receiver and causes desired response behavior from the receiver" (p. 13).

Communication effectiveness in a setting involves two or more people (a sender and a receiver).

So, listening is an important skill in learning a language and it has always been considered as a granted skill; whereas, it is a complex, active and difficult skill. It is widely accepted that we should be acknowledgeable about the reasons of listening in EFL classes. Galvin (1985) suggested that "there are five general reasons for listening which are: to engage in social rituals; to exchange information; to exert control; to share feeling and enjoy yourself" (as cited in Hedge, p. 243). Furthermore, Harmer (1988) said that "Learning a Foreign Language by teaching listening exposes students to spoken language to give them opportunities to hear native speakers' language with different varieties of accents" (pp. 97-8).

According to Brown (2004), "listening plays a role as a key factor in understanding and facilitating language learning and emerged as a component in the process of language acquisition" (p. 119). Generally, listening is a significant process in learning a foreign language as well as for students to communicate and expose to the target language. Regarding this importance of listening, many researchers argue that introducing some authenticity has a vital role in developing listening students' skill. Accordingly, Otte (2006) stated that exposure to authentic materials will improve students' listening comprehension abilities and motivation (as cited in Sabet, 2012, p .7).

In addition, Herron and Seay (1991) stated that the more interest to authentic speech the more develop in listening comprehension skill. They also showed that language learners listening to authentic radio tapes as regular classroom activities has demonstrated greater listening comprehension than others (as cited in Sabet, 2012, p. 218). By the same token, Rost (1994) believed that authentic materials are

important tools for teaching listening because it "presents challenge for the learners to understand language as it is actually used by native speakers" (p. 141).

All in all, using authentic materials have a positive impact on developing learners' listening skill to meet their needs and facilitate difficulties that students faced on, to make the listening for a foreign language more enjoyable.

2.2.4. Reading

In *Oxford Advanced Learners Dictionary* (2000), reading is defined as "the activity of looking at and understanding meaning of written and printed words or symbols". Hence, reading skill helps learners to develop other skills, and it is considered to be the source of vocabulary knowledge and learning style even though students experience some difficulties in comprehending the reading texts. Authentic materials; such as, books, articles and newspapers contain a wide variety of text types, and language styles not easily found in conventional teaching materials. Thus, they can help students to extend their vocabulary and memorize these texts in a number of meaningful recycling.

According to Ur (1996), understanding texts outside the classroom is troublesome for students since reading materials used in the classroom do not illustrate the language in the real world. Ur argued that "we want our learners to be able to cope with the same kinds of reading that are encountered by native speakers of the target language" (p. 150).

Bantmeir (2008) stated that the real life reading comprehension texts should be used as an essential part of language curriculum (p. 306). Also, Hadley (2001) mentioned that "use of real or simulated travel documents, hotel registration forms, biographical data sheets, train and plane schedules, authentic restaurant, menus,

labels, signs, newspapers, and magazines will acquaint students more directly with real language than will any set of contrived classroom materials used alone" (p. 97).

Moreover, one of the main ideas of using authentic materials in the classroom is to "expose" the learner to as much real language as possible. Also, authentic materials can encourage reading for pleasure because they are likely to contain topics of interests of learners. So, it seems that reading practices by use of different authentic materials is paramount for the students. Nutall (1996) confirmed that "authentic texts can be motivating because they are proof that the language is used for real life purpose by real people" (p. 172). On the whole, the use of authentic materials in EFL classrooms has a positive effect on students' reading comprehension.

2.3.   The role of authentic materials in EFL classes

ESP has considerably evolved over the last fifty years; whereas, the impact of this evolution can be seen in the area of materials' development. The primary distinctive feature of ESP courses is the content taught in the course, and the teaching approach used is based on the specific needs of learners in a particular context. These needs are determined for each course and programme, and the results of these needs will have a direct influence on language learning materials. Coffey (1984) noted that "the main consideration in ESP exercise typology must be that of authenticity. All ESP work is in essence a simulation of real-life task" (p. 14).

To this end, many scholars have asseverated that authentic materials have a positive effect on learners' motivation in EFL classrooms in the sense that they help those learners to bridge the gap between the classroom and the external world. In

other words, authentic materials bring students into a direct contact with the real language.

The use of inappropriate teaching materials in EFL classrooms makes learners encounter many obstacles in their learning. Therefore, teachers should use the appropriate materials, in accordance with students' level, that raise learners' interest and motivation i.e. If the teaching materials are not captivating, learners will not be able to learn effectively; in spite of teachers' efforts.

The idea of using authentic materials in teaching a second language/ or a foreign language generally approved by the vast majority of language teachers as it was stated above, especially in teaching ESP, where it is hoped to be used for achieving "a real life communicative purpose" (Lee, 1995, p. 324). In order to make these materials work effectively, they have to be carefully chosen to be relevant to students' actual and anticipated needs and interests. Also, teaching ESP has to be accompanied by authentic classroom activities and projects in order to raise students' motivation.

According to Berado (2006), authentic materials are used to raise learners' motivation, give them "a sense of achievement" and encourage them. The use of original "authentic" materials, without being simplified and adapted to serve language learning purposes, has always been considered as a constituent of ESP courses (p. 65).

Long (2007) remarked that, unfortunately, "texts in language teaching materials bear little resemblance to the genuine target discourse samples learners encounter in the world outside the classroom" and that "every study in which language teaching materials –even supposedly ESP materials- and genuine texts have been compared has found the former to be unrepresentative in important way" (p. 121). That is to

say, Long viewed the use of authentic materials as a crucial component in teaching ESP, unlike non- authentic materials which are constructed for language teaching. Thus, authentic materials are very efficient because they make learning easier for students and they are more stimulating than artificial materials.

Peacock (1997) pointed out that "Without the use of authentic materials while exposing learners to EFL situations it is difficult to anticipate how the learners will perform in the real situations" (p. 149). Additionally, it is important to mention that bringing authentic materials in ESP classrooms should be done with a purpose and used them in accordance with learners' levels and abilities as it was stated by Senior (2005) by saying "… we need to have a clear pedagogic goal in mind: what precisely want our students to learn from these materials "(as cited in Richards, 2001, p. 71).

2.4.   The advantages of using authentic materials in ESP classes

Empirical studies have confirmed positive results in using authentic materials and what is common about them is the word 'exposure' to real language. Among the advocates of using authentic materials, Nunan (1999) agreed that the use of authentic sources lead to greater interest and variety in the materials that learners deal with in the classroom. These authentic materials bring the contact to life, and ultimately make learning and using language more meaningful. Thus, the learners will have the chance to practice the skills and knowledge learned in the classroom in real life situations (p. 212).

Martinez (2002) summarized several benefits of using authentic materials; the first one is that by using authentic materials, students are exposed to real discourse as in video of interview with famous people where students listen for general idea. Secondly, authentic materials keep students informed about what is occurring in the

world. So, they have an intrinsic education value. Thirdly, as language change is reflected in the material so that students and teachers can keep abreast of such changes (p. 3).

Using authentic materials in teaching English as a foreign language helps learners to integrate with target language and raise their comprehension, also they will aware about others' culture, customs, and attitudes. As Sherman (2003) argued that "authentic material is a window into culture, meaning that they help learners to improve their cultural awareness" (p. 75).

Moreover, Israelson mentioned that "using authentic materials in classrooms is a foolproof method for success" (p. 13). So, authentic materials can be used at the service of students' needs and knowledge. They are natural and motivating to learners, and beneficial to language learning process. Krashen (1981) considered the motivational power of authentic materials as the key factor that affect language learning. Authentic materials are important and have a successful role in motivating students to accomplish their tasks (p. 21).

Peacock's study (1997) supported Krashen's idea by showing that authentic materials increase learners' level of task behavior, concentration, and involvement in the target activity more than artificial materials (p. 76). In this sense, Wilkins (1976) supported the use of authentic materials since they expose students to real language for the real world will help them to bridge the gap between classroom knowledge and students' capacities in real world events (as cited in Guariento & Morley, 2001, p. 347).

As a result, the integration of authentic material in learning ESP has a great effect on learners because they provide exposure to real language and authentic cultural information; moreover, they relate more closely to learners' needs and

interests with a more creative approach to teaching. Besides, they provide a wide variety of text types, language styles not easily found in conventional teaching materials. In addition, they have a positive effect on comprehension and learners 'satisfactions (Kilckay, 2004; Mckinght, 1995; Wong & Choi, 1995; Berdo, 2006).

To conclude, authentic materials engage both the learners' and the teachers' attention in the language being taught. They have a high interest value because of their relevance to real world in keeping students informed about what is happening in the real world they live.

2.5.   The problems related to the use of authentic materials

Despite the fact that many scholars support the contribution of authentic materials in foreign language teaching and learning, there are few of them who consider bringing those materials in ESP classrooms as worthless.

First and foremost, Richards (2001) indicated that authentic materials include unfamiliar vocabulary and complex structures that learners cannot deal with; as a result, they cause a burden for teachers because they should devote all their efforts in order to simplify and explain these difficult structures and vocabulary appropriately for learners (p. 253). Miller (2005) also stated that authentic materials are "too difficult and time consuming to select, edit, and prepare" (p. 132). Furthermore, Guariento and Morley (2001) asserted that "At lower levels…the use of authentic texts may not only prevent learners from responding in meaningful ways, but also can lead them to feel frustrated, confused and… demotivated" (p. 350).

According to Hedge (2000), authentic materials are difficult for learners due to the speed of speech delivered by native speakers with various accents so that will cause a confusion (p. 38). Moreover, Martinez (2002) declared that authentic materials may be culturally biased, that is, there is a difficulty to understand outside the language community (p. 19).

In conclusion, the advantages of using authentic materials outweigh their disadvantages. Therefore, teachers should implement these materials in ESP classrooms in order to achieve positive objectives at the end of the courses.

Conclusion

In conclusion, it is clear that the use of authentic materials in teaching ESP is supported by many scholars. These scholars view the use of such materials as an influential tool to motivate learners, meet their needs and expose them to real language. The resources of authentic materials are available for every day including articles, advertisement, brochures, newspapers, reports, audio recordings and videotapes. Further, the Internet is regarded as the most interesting source of authentic materials because it is updated continuously. In this light, internet is highly appreciated by Bell (2005) who believed to provide such authentic and immediate materials in ESP teaching by saying "the authenticity, immediacy, and scope of materials now available via the web are unprecedented in history" (p. 7). Therefore, authentic materials are crucial tools for use in ESP classrooms to the point that they immerse learners in the target language.

Chapter two: ESP teaching in Higher Education in Algeria

Introduction

The current chapter provides a clear description for a better understanding of the ESP teaching in Higher Education in Algeria. The first part of the chapter depicts an overview of ESP teaching in Algerian context. It describes the importance of ICT tools in ESP teaching, the use of authentic materials versus textbook-based materials, and the limitations of ESP teaching in Algeria. The second part of this chapter sheds light on some major factors that influence Algerian EFL learners in higher education; such as, teachers as a source of demotivation, lack of motivation on EFL students, and mother tongue interference on ESP learning.

1. Teaching of ESP in Algerian context

Learning English to fulfil communicative needs has become a worldwide concern, and Algeria is one of the nations which intends to enhance the status of English, since it is considered the language of science and technology. In fact, Hemche (2014) argued that the first time that English had been introduced in Algerian educational system in the Second Post World War era: the time when Algeria was still under the French colonization. In this sense, English was mainly taught by French teachers who used the same methods that were applied in France at that time. After independence, the teaching of English was carried on in Algerian schools, but mainly as a second foreign language after French (p. 134).

Additionally, Hemche (2014) also stated that teaching ESP courses is not a new phenomenon in Algeria; however, it goes back to the early 1970's when ESP courses began to be popular in the Arab World, as it was the case in other parts of the world. In 1988, the Algerian Ministry of Higher Education and Scientific Research established three centers in Algeria: Algiers, Oran, and Constantine. Their creation resulted from many contacts with some British Universities; such as, Glasgow, Manchester, Leeds, Sheffield, Nottingham, and Sanford. These centers were responsible for: (1) teaching English to specialists mainly in scientific and technological streams, and (2) supplying specific training to both students and teachers in order to further studies in Great Britain and develop ESP teaching curricula to both scientific and technological streams (p. 137).

In this respect, Hemche (2014) asserted that the role behind the creation of these centers was to provide support for teaching ESP in Algerian Universities that set up a connection with the British Universities in order to increase the learners' level in English. She pointed out that despite the fact that these centers provided specific training to both students and teachers, the Ministry of Higher Education and Scientific Research in Algeria has never agreed to grant these ESP centers an official status. This led to the disintegration of Algiers and Constantine Centers through time. The remaining ESP center of Oran continued to fulfil its assigned missions. Nowadays, it is used for borrowing books to students, teachers and researchers as well as organizing seminars (p. 139).

Accordingly, Algeria, like all other oil producing countries, regards the fact that it is very crucial to go with the advancements that occur in the world. Consequently, in 1970's, the Ministry of Energy and Mines established the Highest Institution of Science and Technology in order to train specialists in oil and gas in English and

developing the scientific and technical research. In this sense, English takes part of the program for almost thirty hours per week, and its classes include no more than twelve students. Generally, the students who attend the Algerian Petroleum Institute (I. A. P.) are adults aged between 19- 21 years old by which they start to enter the field of specialism during five years. Besides, these students are taught General English at the same rate; ESP is learnt as a continuum of General English on a more specific level in which teachers try to expose the learners to the type of English they will need either in their future profession or their further education (Kafi, 2015, p. 38).

The main aim behind teaching those technical courses is to enhance ESP in practice rather than in theory, and promote the students' skills; such as, scanning, skimming, analyzing, organizing, speaking, and writing. For instance, for the third year Engineering and Maintenance students, reading provides them with a special vocabulary; for the fourth year, they are prepared to write reports; however, for the fifth year, they focus on oral presentations because engineering students should know how to negotiate and create interactions with the others. In addition, it is worth noting that learners are taught GE and EST by different teachers, and they have to pass a test in order to move to the next level; all of that happens under the control of the company (Kafi, 2015, p. 39).

In 2004, Algerian Higher Education has undergone another reform with the implementation of the L. M. D. system. L. M. D. is made of the License with three years of study (6 semesters), a Master degree of two years whereas the last period is the Doctorate degree of three years of research. Idri (2005) stated that the Algerian Ministry of Higher Education and Scientific Research decided to adopt the L. M. D. system in order to familiarize the Algerian Higher Education system with the global

context, since the Anglo- Saxon system has proved to be successful. Also, it has been adopted by many countries all over the world.

In her study, Idri (2005) pointed out that the aim behind adopting L. M. D. system into Algerian universities is "…to create an overall innovation within the Algerian universities to permit them follow the flow of real foundations adequate with the evolution of not only scientific research and educational techniques, but the world as well" (pp. 1- 2).

Mebitil (2010) affirmed that the main objective of implementing the L. M. D. system in Algerian Higher education context is to meet the global needs. It is worth to mention that apart from the English departments, English is also taught as a supplemental, but obligatory subject in other specialties; such as, biology, economics, physics, political sciences, chemistry, mathematics, medicine and so forth. Students who study these specialties are obliged to learn English in order to fulfill particular purposes related to their actual or future; academic or occupational careers (p. 24).

However, Hemche (2014) professed that English courses that are given to learners should be perfect and suitable so as to achieve their needs. In her research, she pointed out that Algerian Higher education intended, within the implementation of the LMD system, to develop the professionalization of Higher Education with preserving the general interest of teaching, and allowing students to build up a personalized education plan gradually. Moreover, she claimed that the most common courses in ESP are: English for Science and Technology courses (EST), English for Banking and Economics courses (EBE), and English for Social Sciences courses (ESS) (pp.139- 140).

Besides, Mebitil (2010) argued that "at the tertiary level, English is introduced in different curricula at different departments nationwide, either as a main subject at the English department or simply as an additional but 'compulsory' module" (p. 6). In this sense, she asserted that it is important to note that the implementation of the L. M. D. system in Algeria has encouraged more the implementation of ESP courses. ESP courses are provided in order to meet learners' specific purposes. In this context, teaching ESP at Algerian Universities has its own requirement and challenges, because at English departments, in Algeria, most of ESP teachers hold either the Magister or PhD degree, and they are General English teachers who have recruited to teach ESP (p. 7).

Furthermore, although Arabic and French are the two mediums of instruction in Algeria, Algerian decision makers realize very well the role of English Language. Zughoul (2003) stated that:

> In Arab North Africa, and despite the fact that French has had a strong foothold in Tunisia, Algeria and Morocco, it has been retreating and losing a lot of ground to English. In fact, the tendency of what can be termed a shift from French to English in these countries cannot be cancelled. (p. 122)

Besides, despite the fact that ESP is considered as an eminent subject in English, it is still faced many obstacles in Algerian universities. Mebitil (2010) argued that among the factors that hinder ESP teaching in Algeria, we may cite: (1) time devoted to teach ESP (one hour and the half per week is not enough to meet all the learners' needs), and (2) General English teachers generally are inadequate to teach this subject because they are not prepared to teach ESP (p. 8). Thus, the shift from a General teacher to an ESP teacher is considered as a difficult task. In this context,

Hutchinson et al. (1987) stated: "Teachers who have been trained for General English teaching or for the teaching of literature may suddenly find themselves having to teach with texts that they know little or nothing about" (p. 160). In addition, Strevens (1988) argued that teachers who have been trained as General English teachers find it very difficult to be involved in ESP teaching situations (p. 8).

2. ICT tools in ESP teaching

Information and Communication Technologies (ICTs) are making dynamic changes in society; they are influencing all aspects of life. The influence of ICTs is felt more and more at schools because they provide both students and teachers with more opportunities in adapting learning and teaching to individual needs. ICTs to a great extent facilitate the acquisition and absorption of knowledge, and, hence, can provide extraordinary opportunities to developing countries for enhancing their educational systems.

To meet the new challenges and requirements, the Algerian government encourages and promotes the use of ICT in order to improve the development of the educational system in particular. Consequently, the Algerian government gave the Ministry of Post and Information Technology the responsibility of implementing and managing the national ICT policy. Meanwhile, the government has also initiated partnership deals with a number of worldwide agencies to develop the ICT standing in the country. For instance, the World Bank, in 2002, co-operated with the Ministry of Post and Information technology to develop and implement new projects to improve the use of ICTs. In 2003, the country launched a program to ensure access to ICT through making computers available for every home. Some forms of media such as

radio and television have achieved high diffusion rates. Also, mobile phones are ordinary and the number of Internet users increase rapidly (Bensafa, 2012, p. 82).

In this sense, the use of ICTs in foreign language education has been evolved from the earliest stages which are audio tapes, word processing, and CD-ROMs to Internet browsing, online interaction using Computer Mediated Communication (CMC), synchronous and asynchronous interaction; such as, chat, video conferencing, whiteboards, discussion forum, social networking sites, e-mail, blogs, wikis, and IPod (Murray, 2005, p. 196).

It is very important to note that today's technology offers students all kinds of new highly effective tools they can use to learn on their own. Prensky (2001) stated that "Contemporary students can use a variety of tools to learn independently" (p. 32). ICT use, in general terms, means any use of "computing devices such as desktop computers, laptops, software, or instructional purposes". Moreover, it refers, more specifically, to the use of technology by teachers for instructional preparation, instructional delivery, and a learning tool for students (Hew and Brush, 2007, p. 225). In this context, Rouse (2005) stated that:

> ICT … is an umbrella term that include any device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and the applications associated with them; such as, videoconferencing and distance learning. (p. 2)

According to Kavaliauskeine (2009), the concept of Information and Communication Technology "is linked up with the use of the Internet because this latter presents an update source" (pp. 9- 10). He also pointed out that "Computers have become indispensable in the contemporary world as the powerful means for communication and education. Learners' interest to learning languages has been enforced by the availability of the internet, which provides easy access to every possible kind of information and serves as an effective tool to facilitate learning" (p. 11).

As a result, Information and Communication Technology tools have been recognized as one of the effective ways to teach ESP. Implementing ICT in ESP classrooms is a way to bring the outside world into classrooms; therefore, creating an authentic context for the learners to acquire the skills they will need in their world is very important. So, with the rapid transformation of the world into an information society, the role of ICT tools become more important in the Algerian educational system.

Mekhoukh (2012) said that "ICT technology is increasingly used at the personal level in Algeria, but it is time to make the leap towards exploiting the potential of this technology in educational settings". Since it provides both language teachers and learners with a variety of multimedia resources; such as, texts, graphics, sounds, animations, videos …etc., it also offers an authentic learning environment by combining listening with watching. In addition, language skills; namely, reading, writing, speaking, and listening, can be integrated easily in the teaching/ and learning process (p. 15-6). In this light, Warschauer (1996) considered also that ICT creates authentic learning environment and allows the combination of reading, writing, speaking and listening in a single activity (p. 17).

However, not all Algerian Universities are implementing ICT tools in their teaching methods and strategies, despite the fact that English language teachers realize the benefits of their application in the field of language acquisition and learning. Although EFL teachers hold positive attitudes towards adopting ICT tools when lecturing, there are some obstacles behind the use of these technologies in EFL classes.

Mekhoukh (2012) argued that:

> Although having been an English Language Teaching 'ELT' lecturer at the English department on the university of Setif for five years, I have noticed that there is no systematic use of modern technologies because of the little access to ICT facilities at work, outmoded language labs, class size and instability at the level of administrative management. This situation does not reflect the aims set to be achieved by LMD system. (p. 24)

Whereas, other Algerian Universities such as the university of Bejaia, Tlemcen, and many others are largely using ICT tools in teaching EFL learners generally, and ESP particularly.

Moreover, Virkus (2008) claimed that "the employment of New Technologies based learning in foreign instruction is slow and faced with reticence by many ESP teachers due to the lack of awareness, more comfort with text environment, deficient computer literacy and contentedness that technology alone does not deliver educational success" (p. 272). This means that the use of ICT tools for educational purposes depends upon the attitudes of teachers toward technology. In other words, teachers' attitudes toward ICT are an important factor that can shape the effective utilization of ICT for educational purposes.

Besides, Cartelli (2006) pointed out that "We are all persuaded that ICTs are strongly influencing our lives and are changing our way of thinking. Since their first appearance in everyday life, many scholars have tried to find possible explanations for the effects they could have on mankind. They have also drafted possible scenarios for the evolution of human activities and ways of living under the influence of new instruments" (p. 6). Thus, technology is a tool that enables learners to freely access scientific knowledge, and eases knowledge construction processes; consequently, ICTs are being looked at as essential instruments for overcoming students' difficulties and helping them in obtaining better performances.

Accordingly, Ahmed (2014) stated that "Technologies have also been used in a variety of ESP classes to create contexts for communicating with oral literate, and visual modes of discourse" (p. 28). Hennessy, Deaney, and Ruthven (2003) asserted also the prominence of ICT as a cultural artifact which affects pedagogy in a gradual way, that is to say, it enables the learners to the exposure to authentic cultural artifacts (pp. 155-192).

In addition, Prensky (2001) argued that:

Today's technology, though, offers students all kinds of new, highly effective tools, they can use to learn on their own- from the Internet with almost all the information, to search and research tools to sort out what is true and relevant, to analysis tools to help make sense of it, to creation tools to present one's findings in a variety of media to social tools to network and collaborate with people around the world. (p. 32)

So, using ICT tools in learning ESP can compensate for the lack of communication with the native speakers face to face, and it enhances the learning process. Prensky (2001) asserted also that students have positive attitudes towards ICTs' application in ESP classes because they encourage their critical thinking, develop their creativity and confidence, motivate them and urge collaboration between them (p. 17-8).

As it was mentioned earlier, both ESP students and teachers found ICT tools as motivating and helpful tools, and its use is very stimulating for both teachers and learners.

2.1. Types of ICT tools

ICTs deal with storage, retrieval transmission and manipulation of digital information. With the introduction of ICT tools in educational settings, they have contributed to motivating students as well as facilitating completion of work and the communications between teachers and students.

Since Technology is always advancing, students can utilize such tools to improve their learning process, while teachers can rely on ICTs to present their lessons and educational resources in a new and impressive way. There are many ICT tools that is useful for both EFL teaching and learning. These tools are classified basically on their use and function. These ICT tools are listed below.

2.1.1. Computers

The computer usage can be considered as a vehicle for delivering instructional materials to learners (through drill and practice). Amargon and Padurean (2009) indicated some roles of computers in a language classroom. Firstly, computers teach students new language (foreign one) using multimedia CD ROMS. In such programmes, students can listen to recordings, watch videos, speak into the microphone, record their progress or learn words by clicking on pictures and hearing their pronunciation. Secondly, they provide students with the information they need to solve different tasks. However little can be said about computers as information providers since, due to computers and the Internet, almost any information needed can be accessed. Thirdly, allows students to communicate with others. This can be done by e-mail, chatting, or participating in discussion forums. Teachers can set up discussion forums and use them to communicate with their students (p. 99).

2.1.2. Power Point (PPT) presentations

Since the Power Point usage is increasing day by day in English Language Teaching world, its effectiveness is vital in education.PPT is used for many different purposes in the courses at EFL departments such as exemplifying, explaining and providing framework. Fisher (2003) defined Power Point briefly as follows: "Power Point is a type of presentation software that allows one to show colored text and images with simple animation and sound" (p. 2). The easy access to PPT tool makes it more wide spread in courses than any other tool in education. In addition, it can be shared via e-mail, uploaded or downloaded easily. Hence, instructors use PPT and they encourage FL learners to use them.

2.1.3. Interactive Whiteboard

The Interactive White board (IWB) is a quite brand new technology, which becoming increasingly popular in the educational setting. Teich (2009) stated that "An Interactive Whiteboard is a large, touch-sensitive board which is connected to a digital projector and a computer. The projector displays the image from the computer screen on the board. The computer can, then, be controlled by touching the board, either directly or with a special pen" (p. 62). Therefore, this makes this technological tool important and attention grabbing. Firstly, the use of IWB is highly motivational and interesting for learners (Lee and Boyle, 2003, p. 14). Secondly, they show greater opportunities for contribution and participation; as a result, they develop learners' skills (Levy, 2002, p. 1). Thirdly, they encourage the students to learn hardly either in large classrooms or in small ones (Xu and Moloney, 2011, p. 316).

2.1.4. Video- Conferencing

Heath and Holznagel (2002) stated that "As we move into the new century, advances in Technology Communication Systems provide more sophisticated educational opportunities for content delivery across distances to reach wider audiences" (p. 8). Video conferencing is a live connection between people in separate locations for the purpose of audio and video communication. For instance, Mebitil, an ESP teacher in Mascara University, participated in an online viva, as a member of the jury, in Mexico University (Mebitil, N. personal communication, February, 18, 2016). So, because of the easy access to technology that combines text, audio, and video, teachers are increasingly likely to use video conferencing.

2.2.   Benefits of using ICT tools in ESP classrooms

Laurillard (2002) assumed that the use of ICTs in ESP classrooms is beneficial for both the teachers and the students (p. 24).

2.2.1. For teachers

- **Sharing resources and expertise:** The use of ICT facilitates sharing of resources and knowledge among teachers and subject specialists concerning various topics. So, the teachers find easily the information and knowledge they are looking for;

- **Updating data:** Access to computers, updated software and hardware are key elements to successful adoption and integration of technology. Therefore, the desired information can be accessed easily wherever you sit when the teacher uses ICT tools. So, teachers can keep themselves abreast of the latest teaching strategies and related technologies;

- **Offering great flexibility for class scheduling and pacing tasks are carried out:** This means that ICT offers greater flexibility in the setting of learning environment, that is, it must not be necessarily a classroom;

- **Preparing courses easily:** ICT makes it easier for lesson planning and preparation as it offers easier designing of learning materials. In this sense, the teacher does not need to dedicate his efforts in preparing a lesson when he relies on ICT tools;

- **Enhancing the professional image:** The use of ICT enhances teachers professional image projected to colleagues and other education stakeholders. The use of ICT creates positive impressions reflected in the teachers' appearance, behaviors, verbal communication and body language;

Using ICTs in blended language learning classrooms: It is about the opportunity that ICT-based tools give to language teachers so that they can tutor their learners more effectively. With the help of ICT-based tools, language teachers are able to give individual and personalized guidance to the learners. Thus, the use of several media–audio, video, authentic contexts, and real-world experiences help language learners with different learning styles to assimilate the content according to their needs.

2.2.2. For learners

Enhancing the quality of education in several ways: By increasing learner's motivation and engagement, and facilitating the acquisition of basic skills. ICTs are also transformational tools which, when used appropriately, can promote the shift to a learner centered environment. Besides, ICT has an impact not only on what students should learn, but also how the students should learn. Moreover, ICTs such as videos, television and multimedia computer software that combine text, sound, and colorful moving images can be used to provide challenging and authentic content that will engage the student in the learning process;

Helping the learners in forming their autonomy: The importance of learners deciding their own learning objectives, choosing ways of achieving the learning objectives and evaluating their own progress has long been acknowledged by language learning pedagogy (Ellis, 1994, p. 12). From a language learning perspective, ICT tools are recognized as attractive learning tools that provide students with opportunities to become autonomous learners (Bork, 1994; Hoven, 1999; Nikolova, 2002). Additionally, the use of ICT helps

EFL learners in many ways and can be an effective tool to motivate them and to fulfill their own learning needs by themselves;

🞕 **Providing the learners with the opportunity to use the language in meaningful ways:** The Internet provides an easy and fast access to the use of current and authentic materials in the language being studied, which is motivating for the language learner. Such authentic materials include, for instance, online newspapers, webcasts, podcasts, newsroom video clips or even video sharing websites such as YouTube. Another motivating language learning opportunity using ICT is provided by chat rooms and virtual environments such as Second Life where the language learner can practice not only the written use of the language, but also practice speaking and pronunciation, without the fear of making mistakes;

🞕 **Providing cooperation and collaboration between learners:** Today, using ICTs make learners able to 'skype' or chat online, where they can not only write to each other in real-time, but also see each other and speak to each other online. Furthermore, students are thus able to write, read, speak, listen, and react to a conversation using ICTs as a part of the language learning process. They are motivated to communicate and collaborate with peers, to produce common products, for instance, wikis. So, these beneficial ICT-enhanced language learning activities call for the teacher to organize and monitor them, although in a blended language learning class; the overall role of the teacher has changed from the traditional authoritative role to that of a facilitator (pp. 55-72).

To sum up, it becomes clear that the use of ICT tools for educational purposes relies on the attitudes of teachers toward the technology. In this light, teachers' attitudes toward ICT are a very important factor that can shape the effective utilization of ICT for educational purposes (Albirini, 2006; Hermans et al., 2008).

2.3.   Authentic materials versus textbook-based materials

Actually, one of the most challenging tasks that face ESP teachers is how to capture students' interests and how to raise their imagination in order to be more motivated to learn. Therefore, there has been a great debate among researchers about the type of materials that should be used in EFL classrooms to teach ESP.

Hutchinson and Torrers (1994) argued that a textbook is a teaching material for the teacher and a learning material for the learner. It is one of the pivotal aspects of the teaching and learning process. Also, a textbook is a universal element of teaching, a guide for the teachers, and a memory tool for the students (p. 317). In addition, Cunningsworth (1995) defined a textbook as an effective resource for self-directed learning, an effective source of presentation of materials, a source of ideas and activities and a reference source for students, a syllabus where they reflect predetermined language objectives, and support for less experienced teachers who have yet to gain confidence (p. 156)*.*

The foreign language textbook is a key component in language programs for the dominant role it plays. It is regarded as "the visible heart of any ELT program" (Sheldon, 1988, p. 237), and "an almost universal element of universal element of ELT teaching" (Hutchinson and Torrers, 1994, p. 315).

Moreover, Johnsen (1993) stated that:

> A textbook is neither just object content, nor pedagogy, nor literature, nor information, nor morals, nor politics. It is the freebooter of public information, operating in the gray zone between community and home, science and propaganda, special subject and general education, adult and child. (p. 330)

Textbook-based materials focus on grammar and provide indirect evidence of language learning for learners. It is obvious that teachers are the slaves of the textbooks' use since teachers use textbooks as their master and they follow them step by step; consequently, teachers become less creative.

Shrum and Gilsan (1994) criticized the use of textbook materials by saying "Unfortunately, many language textbooks contain poorly motivated and illogically sequenced texts and dialogues that do not reflect real-world language or situations, although they usually contain multiple examples of the grammar being presented" (p. 68). Furthermore, Su (2007) concluded that textbook- based materials are far from reflecting real language use, and they are teacher-centered rather than learner-centered. Also, learners are poorly motivated working with such materials (p. 165).

Therefore, many writers have given a preference to the use of authentic materials in language teaching because these materials increase motivation in learning and get the learners well exposed to the real language. Authentic materials are all the real texts designed for the native speakers. Such texts may be real newspapers, articles, and reports, advertisement, editorials, etc.

Additionally, Gebhard (1996) saw authentic materials as a way to "contextualize" language learning. When lessons are centered on comprehending a menu or a TV weather report, students tend to focus more on content and meaning rather than the language itself (p. 8).

Brosnan, Brown, and Hood (1984) asserted the importance of authentic materials' use in the following ways:

- Language is natural: By simplifying language or changing it for teaching purposes. For instance, limiting structures, controlling vocabulary, etc. We risk making the task more difficult. Indeed, we may remove the clues to meaning;

- Authentic language offers learners the opportunity to deal with materials that contain complete and meaningful messages;

- Authentic printed materials provide learners with the chance to use the non-linguistic clues (layout, pictures, colors, symbols, the physical setting in which it occurs) in order to help them discover the meaning more easily;

- Learners' need to be able to see the immediate relevance of what they do in the classroom to what they need to do outside it, and real-life material treated realistically makes the connection obvious (pp. 125- 9).

Accordingly, Mishan (2005) set some criteria for authenticity rather than defining the term. According to her, authenticity is a factor of:

- Provenance and authorship of the text;

- Original communicative and socio-cultural purpose of the text;

- Original context (e. g. its source, socio-cultural context) of the text;

- Learning activity engendered by the text;

- Learners' perceptions of and attitudes to, the text and the activity pertaining to it (p. 35- 9).

Besides, Tatsuki (2006) pointed out that "Authenticity is taken as being synonymous with genuiness, realness, truthfulness, validity, reliability, undisputed credibility, and legitimacy of materials or practices" (p. 18). Furthermore, a study was conducted by Chavez (1998) showed that students enjoy dealing with authentic materials because they enable them to interact with the real language i.e. Authentic materials focus on communication (p. 277).

Authentic materials have been defined by Rogers and Medley (1988) as "samples that reflect a naturalness of form and an appropriateness of cultural and situational context that would be found in the language as used by native speakers" (p. 468-9). Also, Tomilson (2001) asserted that authentic materials are useful since they include cultural aspects and show the learners the real language as it is used by the native speakers (p. 145- 7).

Besides, Kessler (1997) provided five standards of authentic instruction which are:

- Stimulate students to have higher-order thinking such as synthesize and hypothesize;
- Contain the depth of knowledge;
- Connect to the real world;
- Involve the interactional conversation;
- Provide the social support for students' achievements (p. 3- 8).

Then, Shrum and Glisan (2000) stated that authentic materials are effective means for: presenting language in real context, integrating culture, and heightening comprehension. Also, they are useful for two reasons: Firstly, by exposure to authentic materials, students will have the opportunity to practice the target language as it is used by native speakers in the real world to serve the real purposes. Secondly, these materials are a good source of culture (p. 133).

Furthermore, Swaffer (1981) believed that as soon as students are exposed to authentic language, they will rapidly learn that comprehension is not only a matter of understanding words, but rather of developing strategies that are essential to develop both oral and written communication" (as cited in Maher Salah, p. 188).

2.4.   The limitations of teaching ESP in Algerian context

In Algerian universities, EFL teachers who are assigned to run ESP courses do not have any particular training that help them to deal well with the different needs of learners; for they are not well-prepared, as it has been asserted by Hutchinson and Waters (1987) "… a new environment for which they have generally been ill-prepared" (p. 157). In fact, teaching ESP requires a good competence/ or expertise of the teachers in order to understand the different needs and characteristics of the ESP learners.

Moreover, time constraint is another factor in ESP teaching courses. A class of one hour and a half per week does not help learners to achieve and comprehend ESP courses; it affects also the content of the course since the ESP teacher has to reach a certain goal in a short period of time. Thus, the ESP teacher is obliged to "teach them only the bits of English they need" (Basturkmen, 2006, p. 98).

In addition, ESP teachers complain a lot about the large size classrooms. So, they deal with large classes with different abilities and heterogeneous needs in each class. Because of the low level of students' needs, a negative attitude from the students can appear either by talking to each other, neglecting what the teachers explaining, or by leaving the ESP course. One of the major obstacles in ESP teaching is the lack of course materials. Providing ESP students with the suitable materials that meet the students' needs is very crucial in enhancing their level.

Mebitil (2013) argued that as far as implementing the 'LMD' and 'ESP' are concerned, both of them are in their infancy stage in Algeria, and therefore evaluation is needed (p. 6).

In her study, she listed the limitations of ESP teaching in Algeria as the follows:

- Lack of suitable published materials;
- The absence of the syllabuses as well as programs to follow;
- The total lack of control, and learners' expectations are rarely met;
- Lack of collaboration and cooperation with ESP teachers, learners and subject specialists;
- Lack of specialized knowledge of the related area that ESP teachers are teaching;
- No prior training to ESP teaching methodology. (p. 6-7)

Furthermore, Almeddine (2012) mentioned some other limitations in the sense of teaching business English for Arab speakers. According to him, there are four major problems in teaching business English which are: (1) negative transfer, (2) the difference in writing strategies, (3) prepositional knowledge, and (4) collocational patterns (p. 4).

2.5.   Factors influencing Algerian EFL learners in ESP courses

Algeria, like many countries of the world, seeks to promote the use of English so as to take out a better communication and easy access to knowledge for ESP learners. Demotivation is one of the obstacles that hinder an effective learning in EFL classrooms.

According to Kikuchi and Sakai (2009), demotivation refers to both of internal and external factors that diminish the level of motivation in EFL classrooms. The former, the internal factors, resulted from the learners themselves e.g. low self-esteem, attitude, etc. However, the latter is related to other issues; such as, teachers' attitudes, peers' attitudes, textbook, etc (p. 185-6).

Moreover, Trang and Baldauf (2007) asserted that demotivation has "a negative impact on students, preventing them from gaining expected learning outcomes" (p. 100). Furthermore, teachers and learners should avoid the use of the mother tongue in ESP classrooms in order to learn a foreign language successfully. In other words, in most ESP classrooms, the major problems that face EFL learners, in general, are linked to various factors; such as, teachers' as a source of demotivation, learners' demotivation and the mother tongue interference in ESP classrooms.

2.5.1. Teachers as a source of demotivation

The teacher is considered as a vital component in the learning process and especially in EFL learning. Dornyei and Ushioda (2011) asserted that "everything teachers say or do how they communicate and behave in the classroom potentially influence student motivation in different ways" (pp. 28-9). Teachers influence on EFL learners is not always positive; it could have a negative impact on learners in the way

that could demotivate and put them on the wrong path of learning the target language.

2.5.1.1. Factors indicating teachers as a source of demotivation

2.5.1.1.1. Teachers' behavior and personality

How teachers behave in class affects the students' motivation and the learning tendency. Behaviors including angriness and discrimination are seen to be more responsible for making students demotivated. When the teacher gets angry and shouts at any of the learners "that can bear a detrimental impact on the motivation of the students" (Soureshjani and Riahipour, 2012, p. 331). They argued also that the discrimination made by the teachers among high- level and low- level students is very influential because when the teacher focuses on the brilliant students and neglects the weak ones. This fact leads the weak students to contempt themselves and loose the desire to learn (p. 333).

Therefore, the teachers' personality is a key concept in students' demotivation. A teacher with a rigid restriction is considered also as a demotive. In addition, some students find themselves bored due to the teachers' long explanations, their failure in giving interesting materials, or they are out of the subject matters that teachers put forward.

2.5.1.1.2. Teachers' competence and commitment

Kikuchi and Sakai (2009) found that the teachers' competence as well as commitment has a major role in lowering students' motivation. Teachers' lack of competence may be illustrated in their way of explanation or answering the students' questions etc. When students feel that their teachers are not taking the teaching

process so seriously, they start to lose their interest in learning, and accordingly lose their motivation (p. 188).

2.5.1.1.3. Teaching methodology

Other important point is how teachers are managing their teaching, organizing the class, and actually teaching the course syllabus. Some teaching methods depend completely on the teacher as the only source of knowledge, for example, audio-lingual method and other methods depend partially on teachers and give more focus on learners. Richards and Rodgers (1986) asserted that teachers' role in methods are associated with subsequent issues:

- The types of functions teachers are expected to fulfill, whether that of practice director, counselor, or model;
- The degree of control the teacher has over how learning takes place;
- The degree to which the teacher is responsible for determining the content of what is taught;
- The interactional patterns that develop between teachers and learners. (p. 135-7)

2.5.1.1.4. Grading and assessment

Students tend to like having good grades. Covington (1999) believed that "many students are grade driven, not to say, 'grade grubbing', and this preoccupation begins surprisingly early in life" (p.128). Thus, how students are assessed and the grades they get are seen as influential factors of demotivation. If a student gets bad mark, he will be less- confident, and this fact may lead to demotivation eventually.

2.5.1.1.5. Adequate changes of teachers

Generally, students wish to initiate and end the school year with one teacher and dislike the changes of teachers, because they find it too difficult and exhausting to get used of the ways of a given teacher and his own methods. Dornyei's study (1998) assumed that the inadequate change of teachers affects students' motivation to learning (p. 47).

2.5.2. Lack of motivation on EFL students

Motivation is a basic and essential part of learning a foreign language. Gardner (1985) referred to motivation as "the combination of effort plus desires to achieve the goal of learning the language" (p.110). Moreover, Dornyei (2005) stated that motivation has a great importance in learning a language because "it provides the primary impetus to initiate TL learning and later the driving force to sustain the long and the often tedious learning process" (p. 65). Consequently, motivation is considered as a key to learning a foreign language and being demotivated to any reason, students will suffer in their way of learning English.

Dornyei (2005) noticed that demotivation concerns "The specific forces that reduce or diminish the motivational basis of behavioral intention or ongoing action" (p.142). A learner can feel demotivated because he has suffered from bad experience. Accordingly, Dornyei (2005) believed that a demotivated learner is someone who once was motivated, but for one reason/ or another had lost his/ her commitment or interest in learning. These reasons for losing interest can be seen as demotivating factors. (p. 158). In other words, a demotivated learner is someone who lost interest and desire to learn.

Furthermore, Harmer (1991) also agreed that students who are in some way motivated do significantly better than their peers despite their teachers' unsatisfactory methods or unfavorable conditions while students without sufficient motivation cannot accomplish long-termed goals in spite of having the most remarkable learning abilities (p. 48).

2.5.2.1.   Factors Influencing EFL learners' motivation

Dornyei and Ushioda (2011) defined a demotivated learner as "someone who was once motivated but has lost his or her commitment/interest for some reason" (p. 138). They seem that they lost their interest and unwilling to engage in the classroom atmosphere, activities, or other tasks. Furthermore, Chambers' study (1993) classified the factors that influence EFL learners as follows:

2.5.2.1.1. Low self-esteem

Learners who have a poor self-image avoid activities that they deem beyond their capabilities. Low self-esteem can lessen a student's desire to learn, his ability to focus, and his willingness to take risks. Positive self-esteem, on the other hand, is one of the building blocks of school success; it provides a firm foundation for learning.

2.5.2.1.2. Pressure

Many students, unmotivated ones, are simply responding negatively to pressure. Whether the tension is perceived or real, these kids rely on defense mechanisms to protect them from the discomfort pressure generates. In the classroom, these students are trying to escape from their fears of failure and

inadequacy through avoidance of answering a question or interacting with their teacher and colleagues.

2.5.2.1.3. Poor concentration

Demotivated students usually experience problems with concentration when they are trying to listen or learn in the classroom. Both of internal and external distractions lead to a poor concentration of learners during presenting a lecture. The former refers to the worry about personal problems and thinking about what you have to do after class; however, the latter refers to the discomfort of the learning environment and noise. In this case, demotivated students suffer from concentration problems during lecture classes because of their attitudes toward the class and the materials.

2.5.2.1.4. Lack of interest

Unmotivated learners cannot understand a lecture because they are not interested in it. Regardless of the value of an activity or a topic, if students do not recognize its value, they may not be motivated to expend effort. So, it is hard to pay attention to the lecture when the topic is uninteresting for the learners.

2.5.2.1.5. Going to the class late

When students come to class late, it can disrupt the flow of a lecture or discussion, distract other students, impede learning, and generally erode class morale. Moreover, if it left unchecked, lateness can spread throughout the class.

2.5.2.1.6. Unpreparedness of lessons

The work of demotivated learners is often carelessly-prepared, incomplete, inaccurate, late, or not submitted at all. Their obvious lack of preparation clearly communicates to teachers that their education is a low priority for them.

2.5.2.1.7. Negative thinking

If the student often thinks he or she does not understand the subject or that the subject is just too hard for him or her, no amount of studying or copying notes or doing assignments can really make up for this one bad habit. It will just simply block everything because the student is setting himself or herself up for failure (p.13-15).

All in all, language learning requires time and effort. Most of the time, students lose their interest and enthusiasm towards language learning due to negative feelings such as low self-confidence and esteem, excessive anxiety, teacher's harsh and discouraging attitude and psychologically insecure classroom atmospheres.

2.5.3. Mother tongue Interference in ESP learning

Using the mother tongue in EFL classes in Algeria was considered as a necessity for many learners. The idea of abandoning the native tongue was too stressful for the majority of students who need a sense of security in the experience of learning a foreign language. However, using the mother tongue in EFL classes and especially in ESP courses either from the part of the teacher or the learner has a negative impact on learning the target language.

In the past, the prevalence of Grammar Translation Method led to the extraordinary phenomenon: Students were unable to speak fluently after having studied the language for a long time. For this reason, translation was defined as uncommunicative, boring, pointless, difficult, and irrelevant (Duff, 1994, p. 94). Then, Tylor (2002, as cited in Stanly) used a clear analogy to show the importance of using the target language. He said "learning a language is like learning to swim. You have to get in there, splash around, get wet, and probably swallow a few mouthfuls of water. If you continue to hold on the bar at the side and are not discouraged from doing so, you will never win an Olympic medal" (p. 20). This means that a well-trained and successful FL teacher can act out, demonstrate, illustrate, or lead students to what is required in class without using L1.

Moreover, Tiller stated that:

> … teachers who speak to students in their L1 to make them feel better in the FL are really misguided. It is a form of sabotage. The more the students speak L1 instead of FL, the longer they will remain in the miserable limbo of being unable to communicate in FL (as cited in Stanely, 2002, p. 4).

This statement is supported by Kavaliauskinie (2009) who asserted that "Native teachers of English argue that foreign language learning needs as much as exposure to the TL as possible during precious classroom time, and any usage of L1, or translation is a waste of time" (p. 2).

Furthermore, according to Harmer (2001), native language use in the classroom can cause students to think that words and structures in English have a L1 correspondence, which does not always exist. There for it is important to raise the students' consciousness of the non-parallel nature of language (p. 132).

Major objections to using translation in language teaching were summarized as follows: First, translation does not help EFL learners develop communication skills. Second, it encourages them to the L1 instead of FL. Third, translation activities may be suitable for students who prefer analytical or verbal-linguistic learning strategies (Kaye, 2009, p. 5).

2.5.3.1. The reasons for mother tongue interference in ESP

Lott (1983) defined interference as "errors in the learners' use of the foreign language that can be traced back to the mother tongue" (p. 258). Also, Kala and Radhika (2013) suggested some factors behind using the mother tongue in EFL classes:

- Learners have misconceptions that learning English is very difficult;
- Learning mother occurs naturally but learning foreign language is felt artificial;
- The exposure to the mother tongue is more than foreign language;
- More important is attached to grammatical rules than functional grammar;
- English is a unique language with respect to phonology, word order, grammatical system, etc;
- Acquisition of vocabulary is very limited;
- Lack of motivation for learning a foreign language;
- Lack of experts and native speakers to teach proper pronunciation;
- Lack of standard modals (pp. 2- 5).

Conclusion

On the whole, ESP teaching in Algeria did not provide the actual needs of learners. It is obvious that ESP teachers and learners are under a lot of strain due to some factors that influence ESP learning in Algerian Universities including the demotivation of teachers, the demotivation of learners, and the use of the mother tongue in ESP classes.

Thus, teachers and learners should avoid the use of their mother tongue as much as they can, and they should be motivated in order to get a successful teaching and learning. As a matter of fact, it is important for teachers to establish a good syllabus and use the suitable materials in teaching ESP at English department in order to urge and motivate those ESP learners. Furthermore, ESP teachers should bring new topics and ideas to teach ESP, and use ICT tools because it is preferable for learners due to the ease of these tools and their advantages in which they create wide opportunities in enhancing learners' level and stimulate their motivation.

Chapter three: Research methodology and data collection analysis

Introduction

This study aims to investigate the use of authentic materials in promoting ESP level of learners in third year EFL classrooms. In the previous chapter, we presented a theoretical framework of ESP teaching and authentic materials' use. However, this chapter is devoted to the practical, "empirical", part of the research and will shed light on the results obtained from the research tools. Actually, a students' questionnaire and classroom observation have been used to carry out the present study in order to attain data about teachers and students' perceptions, attitudes, and opinions about the use of authentic materials in ESP classrooms.

1. The students' questionnaire

Questionnaires are assumed to be one of the most common methods of data collection in foreign language research. Richards (2005) stated that "Questionnaires are one of the most common instruments used. They are relatively easy to prepare, they can be used with large numbers of subjects, and they obtain information that is relatively easy to tabulate and analyze" (p. 60).

1.1 Aim of the questionnaire

This questionnaire is designed to explore third year English students' attitudes and perceptions towards ESP learning. Also, the aim of this research tool is to investigate the effects of authentic materials in promoting the level of students in EFL classrooms.

1.2 The administration of the questionnaire

The students' questionnaire was administered to sixty- four students who are enrolled in Language Sciences at the English Department in the University of Mohammed Seddik Benyahia, in Jijel. The questionnaire was distributed to students in the second semester of the academic year 2016. After distributing the questionnaire, students were asked to respond the questions honestly since their answers will be anonymous and will be used solely for the purpose of research. All the students took the questionnaires at home because they were busy at that time. Only fifty-nine students answered the questionnaires and gave it back after two days; however, four of them did not.

1.3 Population and sample

This questionnaire was addressed to a sample which was selected using random sampling. i.e. The required subjects of this research were selected randomly from the existing population, in order to give the chance for learners to contribute in this study. The whole population of the present research is presented by a total number of two- hundred third year EFL students at Mohammed Seddik Ben Yahia University in Jijel during the academic year 2015/2016. However, since it is impossible to deal with all the students, sixty students who answered the questionnaire and handed it back have been chosen as a representative sample. It is important to mention that the only reason behind choosing this population is that ESP module is only taught to third year students this year.

1.4 Description of the questionnaire

As it has mentioned earlier, the first research tool used to collect data of this study was a questionnaire. In fact, this latter is worth for this research due to its capacity to gather information and its practicality. So, this study depends on the data collected through a written questionnaire; it starts with a small introduction that shows the aims of the study. It is worth mentioning that this questionnaire consists of three sections. The first section provides personal information about the students. The second chapter includes questions about students' attitudes towards learning ESP, while the third one is about ESP learning and the different teaching strategies. In this sense, each section of this questionnaire has a set of questions ordered in a logical way, nine- teen questions in the three sections, which fall into three types: closed questions, open ended questions, and mixed questions.

1.4.1. Closed questions

These type of questions consist of a range of possible (pre- determined) answers; the informants have to choose the response that best fits their opinions and attitudes without commenting. As it was explained by Wilson and Mclean (1994), close questions "… prescribe the range of responses from which the respondent may choose. In general, closed questions are quick to complete and straightforward to code and do not discriminate unduly on the basis of how articulate the respondents are" (p. 21). Through closed questions, learners are asked to answer Yes/ No questions or pick the right box. E.g. Are text- based materials (handouts) sufficient to master ESP courses?

Yes ☐   No ☐

1.4.2. Open questions

In this type of questions, the respondents are entirely free to express their own ideas and give judgment and opinions. Richterich and Chancerel (1980) argued that "Open questions do not call in advance for ready-made answers and therefore allow the person questioned more freedom of expression" (p. 59). So, open questions allow students to give their personal opinions and provide justification for the choice they make. E.g. What suggestions would you like to make for the improvement of the ESP course in Higher Education in order to make it more effective and relevant to students' needs?

1.4.3. Mixed questions

They are a combination of both closed questions and open questions from which the respondents have to choose one of the proposed possibilities, and then he should give a justification from the answer. E.g. In ESP courses, do you use translation to your mother tongue for a better understanding?

Yes ☐   No ☐

Explain why?

2. Results and discussion

This part provides an analysis of the information obtained through students' questionnaire.

Section one: Personal Information

Three questions are included in this section; they are about students' age, gender, and the number of years that they have been studying English. The major aim of this section is to get background information about the chosen sample of students.

Question 1: How old are you?

Options	N	%
20-21	36	61.01
22-23	20	33.99
24-25	3	5.08
Total	119	100

Table 1: Students' age
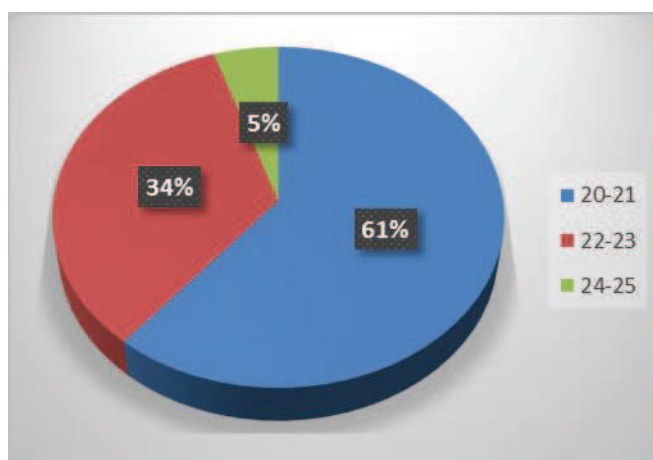
Figure 1: Students' age

This table reveals that there are three age groups in our selected sample. The majority of the students' ages vary from twenty to twenty- one out of the total number of the sample (fifty- nine students). We have recorded thirty- six of the total students (61.01%) who are aged between twenty to twenty- one years old represent the first rank of the students' age, twenty students represent 33.99% of the students who are aged between twenty- two and twenty- three years old. However, only three are aged between twenty- four and twenty- five. These age categories show that the students are not in the same age; so they do not have similar abilities.

Question 2: What is your gender?

Options	N	%
Male	7	11.86
Female	52	88.13
Total	59	100
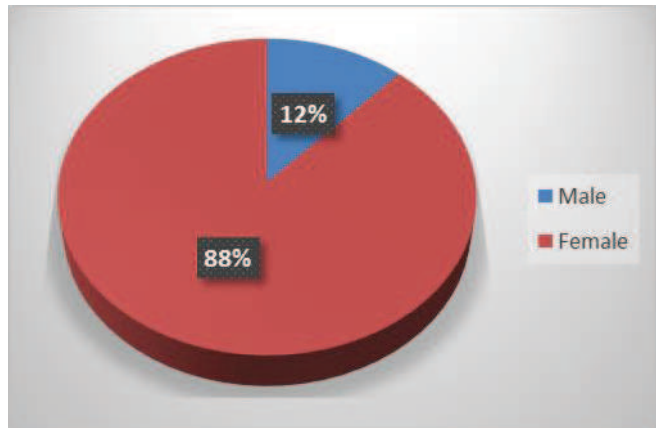
Table 2: Student's gender

Figure 2: Student's gender

As it is shown in the first table, we notice that the majority of the respondents are females (88.13%), whereas the number of males (11.86%) is very few. This makes it clear that foreign languages, in general, and particularly English attract female learners more than males.

Question 3: How long have you been studying English?

Options	N	%
10 Years	41	69.49
11 Years	7	11.86
12 Years	5	8.47
13 Years	6	10.16
Total	59	100
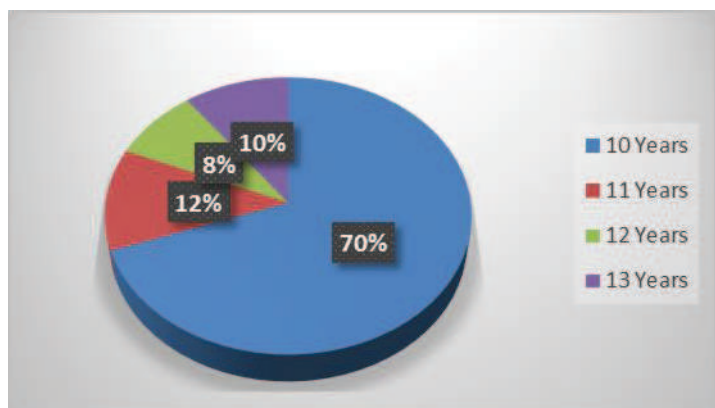
Table 3: Student's years of studying English

Figure 3: Student's years of studying English

It is important to know how long learners have been exposed to the target language. As the answers show in table above, the majority of students have been studying English for ten years (69. 49%), which is the normal situation in Algeria, in

general, for students who started learning English in the first year at the middle school at the age of twelve. The students who mentioned eleven years (11.86%), twelve years (8. 47%), and thirteen years (10. 16%) have possibly repeated one year, two years, or three years respectively.

Section Two: Students attitudes towards learning ESP

This section includes 9 questions. The main aim here is to collect data about students' attitudes and perceptions towards learning ESP. Questions 1, 2, 3, 4, 5, 8 and 9 should answer by just ticking the right box. However, Question 6 needs a direct answer, and Question 7 needs also ticking the right box and further explanation.

Question 1: Do you think English is important in your academic studies and target career?

Options	N	%
Yes	59	100
No	0	0
Total	59	100

Table 4: Studying English and the target career
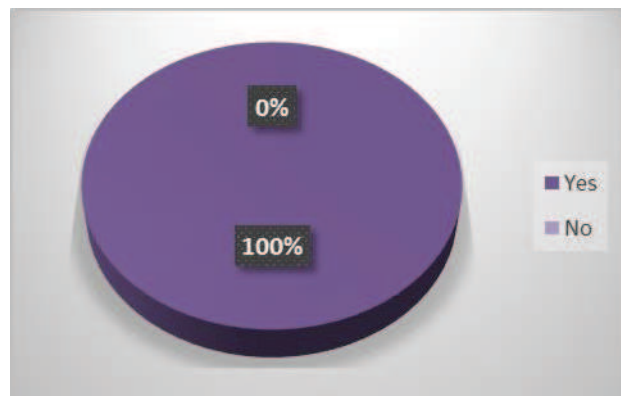
Figure 4: Studying English and the target career

The findings presented in the table above reveal that all the students (100%) Find that learning English is important for both their academic studies and target career. This means that specializing in English language in the first place was the students' own choice. Moreover, they are widely aware about what they want to do in the future and considered English as a way to realize their dreams.

Question 2: Are the four main skills of English important to your target career?

Options	N	%
Yes	57	96.61
No	2	3.38
Total	59	100

Table 5: EFL skills and the students' target career

Figure 5: Table 1: EFL skills and the students' target career

Based on the results shown in the table above, almost all students (96.61%) admit that the four main skills of English have a significant importance in their target career. However, only 03. 38% of the students do not give importance to the four main skills (reading, writing, speaking, and listening).

Question 3: As EFL learners, do you find that learning ESP interesting?

Options	N	%
Yes	48	81.35
No	11	18.64
Total	59	100

Table 6: Students' interest in ESP learning
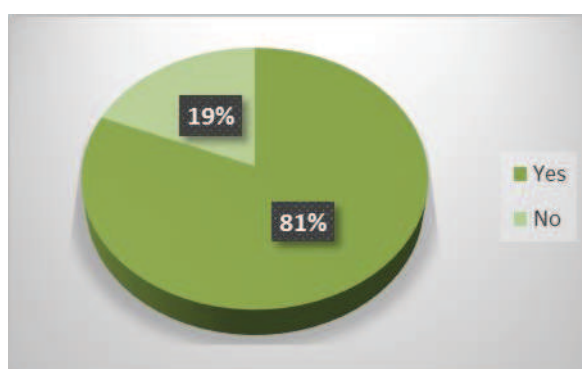
Figure 6: Students' interest in ESP learning

We notice from the results obtained above that the high number of respondents (81. 35%) considers learning ESP as interesting because it helps them in their future career. However, the minority of them (18. 64%) believe that learning ESP has no value because it does not help them in their future career.

Question 4: Is it difficult for you to understand and grasp ESP courses?

Options	N	%
Yes	42	71.18
No	17	28.81
Total	59	100
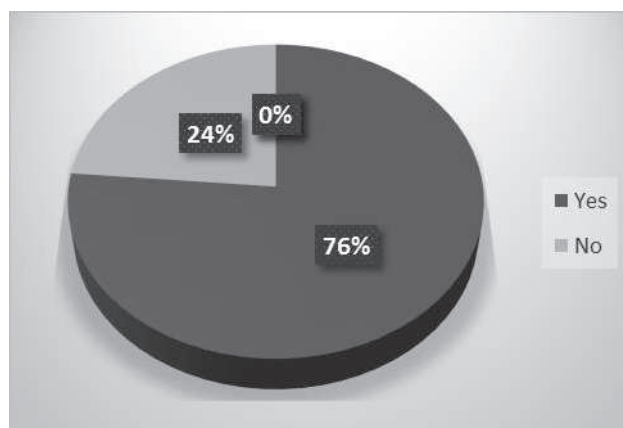
Table 7: Difficulties in grasping ESP lectures.   Figure 7: Difficulties in grasping ESP lectures.

According to the findings in the table and the figure above, the majority of the respondents (71. 18%) believe that learning and understanding ESP courses is a difficult task. However, only (28. 81%) of the respondents claim that understanding ESP courses is an easy task. This can be interpreted by either the ESP course content is too difficult or the method and the materials are used there do not meet the students' needs.

Question 5: Do you think the current ESP course meets both your academic study and career needs?

Options	N	%
Yes	46	77.96
No	13	22.03
Total	59	100
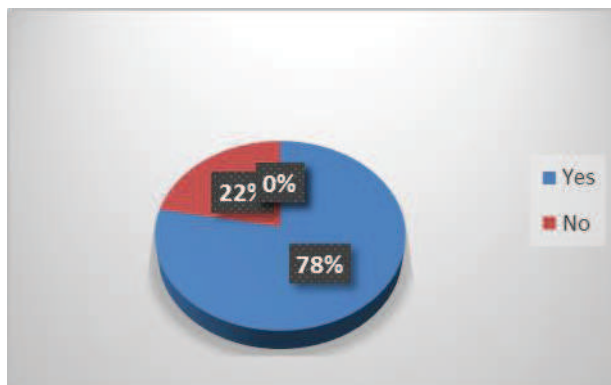
Table 8: Importance of ESP for EFL students.   Figure 8: Importance of ESP for EFL students.

The findings presented in the table above show that the majority of the students (77. 96%) believe that the current ESP course meets both their academic and career needs; whereas a minority of them (22. 03%) claim that the current ESP course does not satisfy their academic needs and the requirements of their target career. Accordingly, these results show that the difficulties and problems that encountered the student while learning ESP are not just the content of the course but also the method of teaching and the materials used.

Question 6: How many hours in a week do you spend in learning ESP?

Options	N	%
One hour and half	59	100
Two hours and half	0	0
Total	59	100
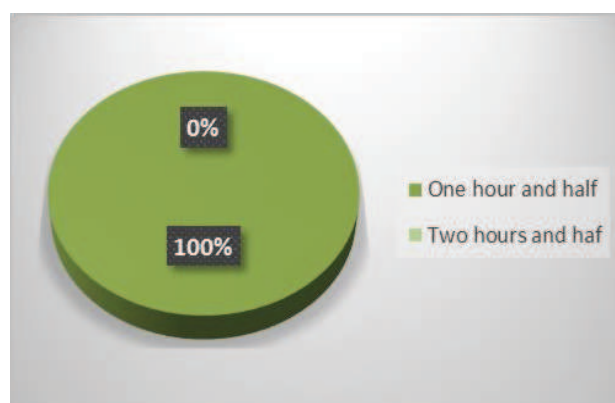
Table 9: Time in studying ESP (Hours per week).   Figure 9: Time in studying ESP (Hours per week).

We notice from the results obtained above (100%) that the time allocated for teaching ESP is just one hour and a half per week. This reveals that this time is not sufficient at all to meet all the needs of learners.

Question 7: Have you encountered any problems or difficulties while learning ESP?

Options	N	%
Yes	45	76.27
No	14	23.72
Total	59	100
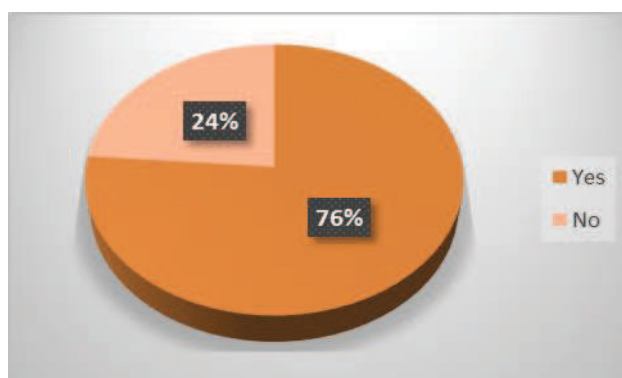
Table 10: Students' problems & difficulties in ESP.   Figure 10: Students' problems & difficulties in ESP

The results obtained in the table above denote that the majority of the students (76. 27%) find problems and difficulties while learning ESP. However, only (23. 72%) of them claim that they have not encountered any problem or difficulty.

If yes, could you please mention these problems or difficulties?

Options	N	%
Difficulty of terms and expressions	45	37.81
The inadequacy of the teaching method	36	30.25
The use of text-based materials	23	19.32
The insufficiency of time	15	12.60
Total	119	100
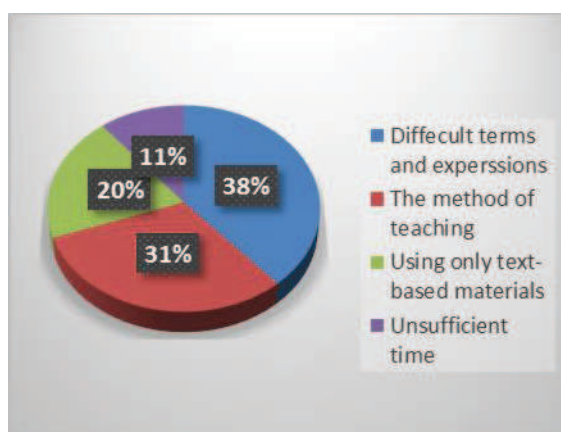
Table 11: Current problems in ESP learning.   Figure 11: Current problems in ESP learning.

The results obtained from the students' answers who agree that they encountered problems or difficulties while learning ESP (76. 27%) state their justifications as follows: the primary problem that encountered those students is the difficulty of ESP terms and expressions with 37.81%, then the low- quality method of teaching with 30. 25%, and using only text-based materials (handouts) with19. 32 % while 12. 60% of learners mentioned that they had no enough time for learning ESP per a week.

Question 8: At the present time, how is your level in ESP?

Options	N	%
Very low	7	11.86
Low	34	57.62
Good	16	27.11
Very good	2	3.38
Total	59	100

Table 12: Students' level in ESP.
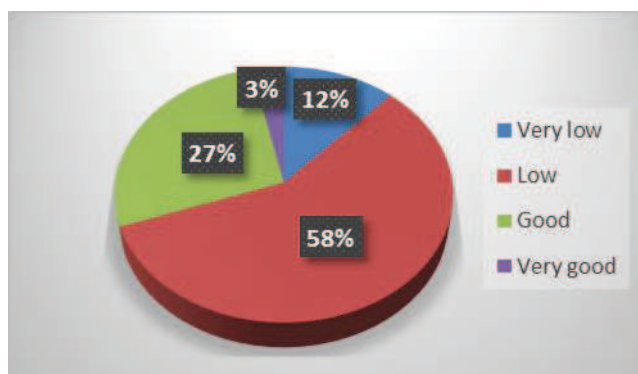
Figure 12: Students' level in ESP.

A quick glance at this table will reveal that the ultimate percentage of students (57. 62%) claims that their level in ESP is low. Also, (11. 86%) of them say that they have a very low level. Others (27. 11%) show that they are in a good level; however, only (03.38%) say that their level in ESP is very good. Students then, rank their level in ESP between low, very low (69. 48%) coming to the conclusion that students level in ESP is weak. So, it can be concluded also that students are widely aware of their true level in ESP to give themselves such judgment.

Question 9: What language skills does the current ESP course help you to improve?

Options	N	%
Reading	20	19.60
Listening	2	1.96
Writing	15	14.70
Speaking	20	19.60
Grammar	3	2.94
Vocabulary	42	41.17
Total	102	100
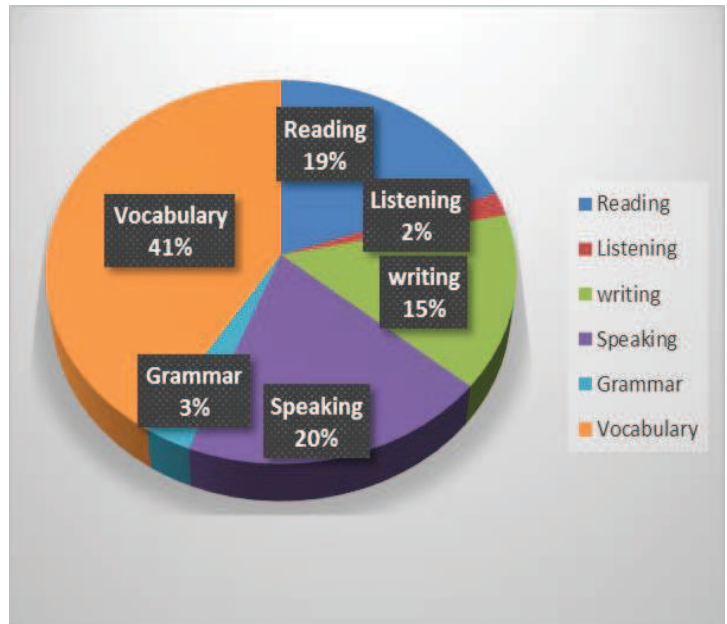
Table 13: Improving current skills in ESP.   Figure 13: Improving current skills in ESP.

The table above illustrates that ESP course helps students to develop their skills in reading, writing, speaking, listening, grammar and vocabulary; however, in different rates. The majority of the respondents (41. 17%) believe that the current ESP course help them to enrich their vocabulary, then (19. 60%) of them see that their reading skills are enhanced due to ESP courses. Other of students (19. 60%) also believes that their speaking skills are developed. However, (02. 94%) of learners believe that ESP develops grammar, while (01. 96%) of students show that listening comes at the end of the developed skills. We can conclude from the obtained results that even though the current ESP courses are developing students' vocabulary, they neglect to a great extent the other skills; they are developed in a very slow manner.

Section Three: ESP learning and the different teaching strategies

This section constitutes of 7 questions. The fundamental aim of this section is to gather data about students' perceptions towards the use of authentic materials in ESP classrooms.

Question 1: Which type of materials does your teacher use in ESP courses?

Options	N	%
Authentic materials	*0*	0
Non-authentic materials	59	100
Total	59	100
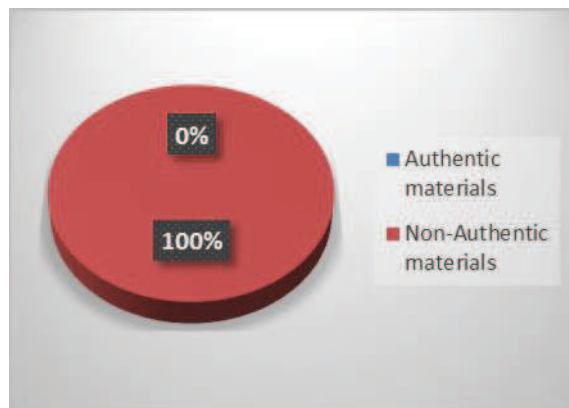
Table 14: Materials used in teaching ESP.

Figure 14: Materials used in teaching ESP.

The answers tabulated above have obviously shown that all ESP teachers (100%) rely only on non- authentic materials in teaching ESP at Mohammed Seddik Ben Yahia University.

Question 2: Are text- based materials (handouts) sufficient to master ESP courses?

Options	N	%
Yes	13	22.03
No	46	77.96
Total	59	100
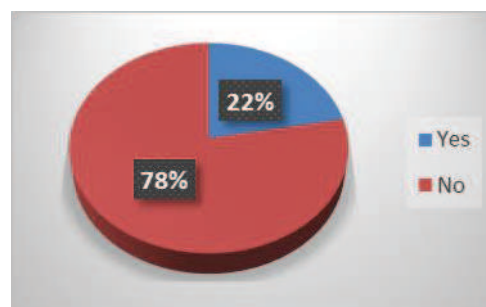
Table 15: Students' satisfaction towards text-based materials.

Figure 15: Students' satisfaction towards text-based materials.

The findings presented in the table above reveal that the majority of the students (77. 96%) are not satisfied with the use of text-based materials in ESP courses, this can be interpreted by either that the content is not motivating, or they need another type of materials that could satisfy their requirements. On the other hand, 22. 03% of the students are satisfied with the way of ESP courses are presented i.e. through text-based materials.

Question 3: Would you prefer to learn ESP through authentic materials (videos, internet, TV shows…) rather than text based materials?

Options	N	%
Yes	55	93.22
No	4	6.77
Total	59	100
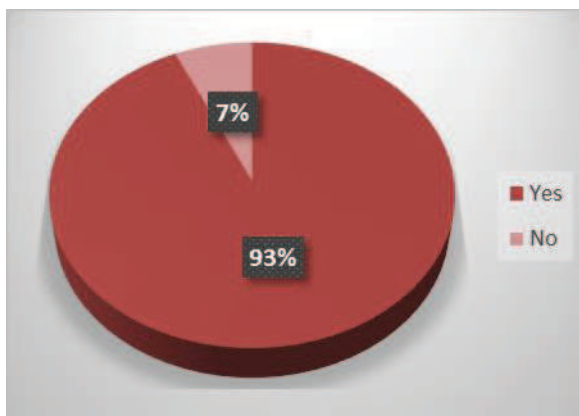
Table 16: Using authentic materials in ESP.   Figure 16: Using authentic materials in ESP.

The results show that the majority of students (93. 22%) strongly argue that it is better for students to learn ESP courses through authentic materials such as TV shows, internet, videos and so forth. On the other hand, (06. 77%) of them show their satisfaction about learning ESP through handouts. This means that- for most of the learners, authentic materials are the best tools to learn effectively ESP courses.

Why?

Options	N	%
Interesting and motivating	49	32.02
Exposure to real life language	32	20.91
Understanding and memorizing of ESP terms	53	34.64
Concentrating more on the lesson	19	12.41
Total	153	100
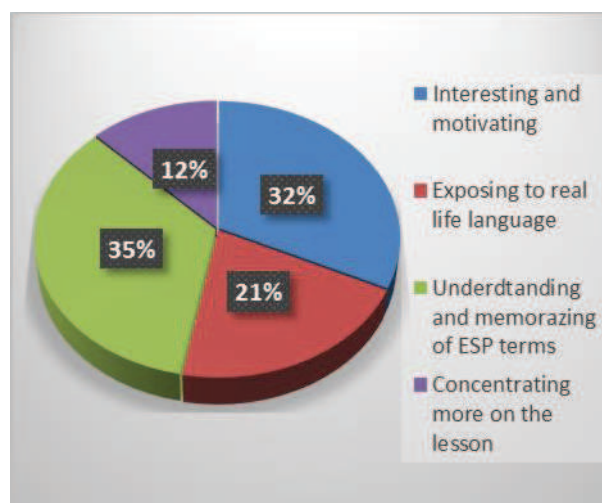
Table 17: Reasons for using authentic materials in ESP.   Figure 17: Reasons for using authentic materials in

ESP.

We notice from the results in the table above that 34. 64% of the learners assert that authentic materials are important in ESP classrooms because these materials help them in understanding and memorizing the ESP lexicon. In addition, 32. 02% of the learners state that these materials are more motivating and stimulating than any other kind of materials. Moreover, 20. 91% of learners confirm that authentic materials expose them directly to the real world, while the minority of them (12. 41%) admit that the use of these materials raise their concentration in learning ESP courses.

Question 4: In your opinion, does the use of authentic materials help you more in developing your skills (reading, listening, speaking, and writing)? Please, justify your answer.

Options	N	%
Yes	57	96.61
No	2	3.38
Total	59	100
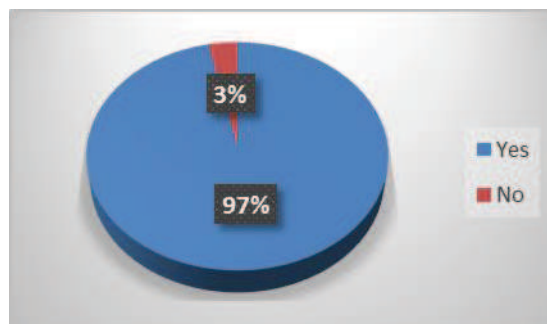
Table 18: EFL skills' development through authentic materials. Figure 18: EFL skills' development through authentic materials.

The results in the table above show that almost all the students (96. 61%) admit that the use of authentic materials helps them to enhance the acquisition of EFL skills of speaking, reading, writing and listening. Accordingly, these materials help students to acquire these skills in a good manner. Nevertheless, the minority of them (03. 38%) believe that these materials do not help them in the development of the skills.

The ways in which authentic materials help students to develop their needs

Options	N	%
Developing prononciation	49	30.25
Improving fluency	27	16.87
Enriching vocabulary	53	33.12
Integrating the four skills	31	19.37
Total	160	100
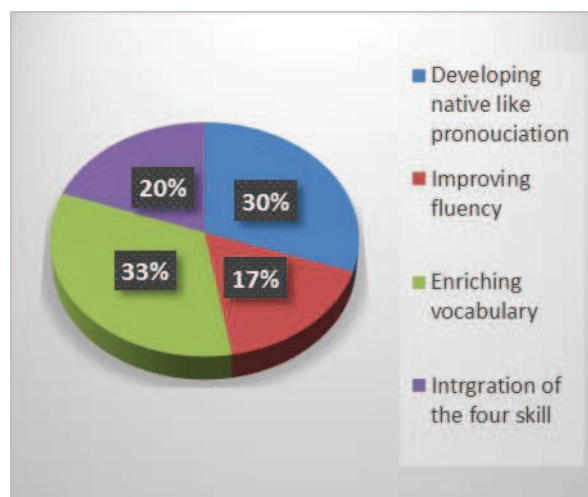
Table 19: Ways in which authentic materials develop the four skills.   Figure 19: Ways in which authentic materials develop the four skills.

According to the results in the table and figure above, 33. 12 % of EFL students believe that the most noticeable benefit from the use of authentic materials is the fact that they enrich their vocabulary. For instance, through reading authentic texts and

articles, students will learn new concepts. Furthermore, 30. 25 % of them believe that the use of authentic materials helps them to develop their pronunciation because they are exposed to the target language that is used by the native speakers. So, imitating the native speakers facilitates the acquisition of the target pronunciation. Besides, 19. 37% of students argue that authentic materials are beneficial in improving the four skills through the exposure to the different kinds of materials; such as, videos, songs, texts and articles. However, 16. 87% of them confirm that authentic materials improve students' fluency because they make them in a direct contact with the language of the native speakers.

Question 5: Do your ESP teachers ask you for conducting projects (exposés) after each lecture?

Options	N	%
Yes	0	0
No	59	100
Total	59	100

Table 20: Conducting research projects in ESP.
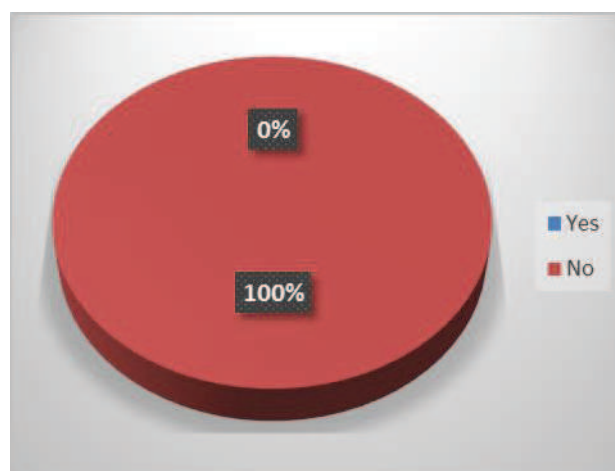
Figure 20: Conducting research projects in ESP.

The findings above show that all students (100%) assert that their ESP teachers do not ask them to conduct any project at the end of ESP lectures. As far as projects are concerned, teachers have a crucial role to play in enhancing the learners' level by conducting projects after each lesson.

Hence, it is argued that by conducting ESP projects after each lesson, learners become more interested in learning.

Question 6: In ESP courses, do you use translation to your mother tongue for a better understanding? Explain why?

Options	N	%
Yes	47	79.66
No	12	20.33
Total	59	100
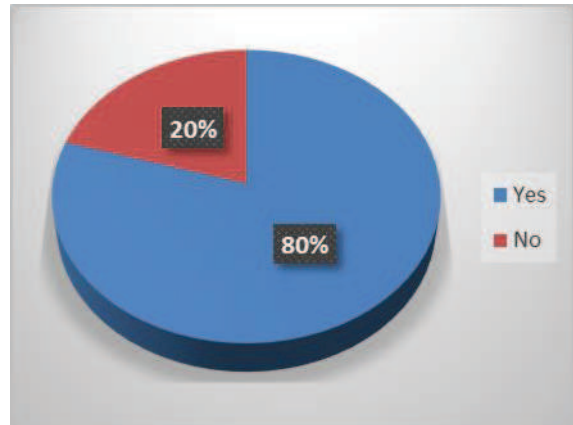
Table 21: Using mother tongue in ESP.   Figure 21: Using mother tongue in ESP.

As it is shown in the table, most of the learners (79. 66%) confess that they use their mother tongue in order to get a better understanding. According to them, some ESP words are impossible to be clearly understood unless they translate to the mother tongue. On the contrary, 20. 33% of them refuse the use of the mother tongue in learning because it hinders the process of learning a foreign language.

Explanation:

Options	N	%
Understanding the ESP terms	47	72.30
Memorizing the ESP Terms	18	27.92
Total	160	100
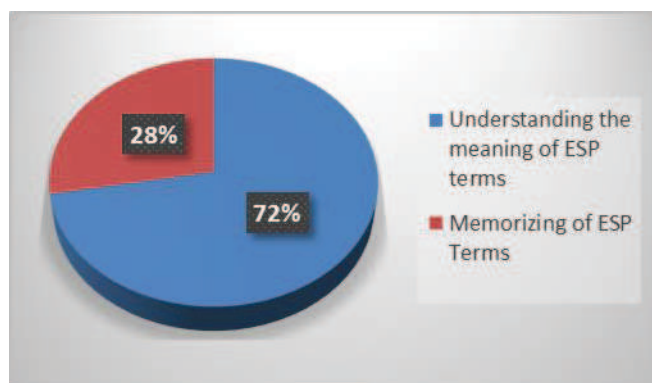
Table 22: Reasons for using mother tongue in ESP.   Figure 22: Reasons for using mother tongue in ESP.

The results above show that the majority of students (72. 02%) prefer using translation in studying ESP in order to help them to understand the meaning of words, since they are considered as complex items. That is to say, translation can help them to interpret and express meaning from different perspectives. However, 27. 93% of them use translation for the sake of memorizing ESP terms; they use translation as a helping strategy to memorize the ESP lexicon.

Question 7: What suggestions would you like to make for the improvement of the ESP course in Higher Education in order to make it more effective and relevant to students' needs?

Options	N	%
Using authentic materials	43	26.54
Providing more practice (Projects)	17	10.49
Managing interesting activities	32	19.75
Adapting more suitable method in ESP teaching	39	24.07
Using ICT tools	18	11.11
Extending time of ESP teaching	13	8.02
Total	162	100

Table 23: Suggestions for improving ESP teaching and learning.

Figure 23: Suggestions for improving ESP teaching and learning.

The findings in the table above present some suggestions proposed by learners in order to develop the status of ESP courses at English departments. First, 26. 54% of students strongly believe that it is very important to implement authentic materials in ESP classrooms because they are more closely to their needs and interests.

Second, 24. 07% of them claim that teachers should adapt new methods that suit the learners' needs and interests because the current methods are worthless. Third, 19. 75% of them believe that teachers should manage interesting activities that look interesting to learners; however, 11. 11 % of them indicate the importance of using ICTs in ESP classrooms. Besides, 10. 49 % of EFL learners state that teachers should proceed with giving assignments to students and conduct projects for them in order to have a good understanding of ESP lessons. However, 08. 02 % admit that time of ESP teaching should be extended since one hour and a half per week is not enough.

3.   Classroom observation

3.1. Definition of classroom observation

In addition to students' questionnaire, we used classroom observation as an additional tool. Classroom observation is considered as a useful tool in collecting interesting data about the teaching-learning situation. Such type of information allowed the researcher to gain direct and truthful insights in the teaching and learning practices. In this regard, this research instrument is defined by Mason (1996) as a method of "generating data which involves the researcher immersing him or herself in a research setting, and systematically observing dimensions of that setting, interactions, relationships, actions, events, and so on, within it" (p. 60). Moreover, Dornyei (2007) claimed that classroom observation provides "direct information and it is one of the three basic data sources for empirical research" (p. 178).

3.2. Description of classroom observation

In fact, classroom observation is a formal observation of teaching while it is taking place in a classroom, or other learning environment. It is one effective means of learning how certain teaching methods are employed in the classrooms, how they are organized, and how students respond to the classroom environment (Reed & Bergemann, 2001, p. 9).

In the same line of thought, Loftland (1971) described observation as: "The most penetrating of strategies, the closest and telling mode of gathering information" (p. 32). In short, observation is considered as being one of the crucial research tools to gather authentic data about a given situation.

The aim behind observing students is to make learners more familiar and less distracted, since Cohen, Manion, and Morrison (2007) stated that "...If the observer… is present during several lessons, students may become accustomed and consequently revert back to their normal classroom behavior" (p. 33).

Furthermore, such type of information allowed the researcher to gain direct and truthful insights in the teaching and learning practices as it was stated by (p. 178). In addition, when there is a direct contact between the researcher and the class, the data observed would be more valid and reliable.

Accordingly, in an attempt to have a useful insight about how ESP lectures are delivered to the third year EFL students at the University of Mohammad Seddik Ben Yahia, in Jijel, and also to collect data about day- to- day ESP courses in real teaching and learning situations, classroom observation lasted for two months and a half i.e. We conducted ten sessions of classroom observation.

3.2.1. Aims of classroom observation

This classroom observation aims essentially to:

- Determine the type of materials used in ESP classes at Mohammad Seddik Ben Yahia University, in Jijel;

- Find out the limitations of using text-based materials in ESP courses and its effects on the teaching and learning situation;

- Identify approximately the students' level in ESP;

- Discover the main difficulties that teachers, as well as students, encounter while teaching and learning ESP throughout text- based approach;

- Highlight the situations where the mother tongue is used in ESP courses;

- Putt forward the reasons behind students' demotivation towards ESP courses.

3.2.2. The observation scheme

In order to carry out this research instrument, a classroom observation grid is developed. The latter was originally derived from the 'Communicative Orientation of Language Teaching', known as the ''COLT' scheme. As suggested by Nunan (1992), the 'COLT' consists of two parts: Part 'A' focuses on describing classroom activities; it consists of the activity type, the participant organization, the content, the student modality, and the materials. However, part 'B' is related to the communicative features of: (1) the use of the target language, (2) information gap, (3) sustained speech, (4) reaction to code/ or message, (5) incorporation of preceding utterance, (6) discourse initiation, and (7) relative restriction to linguistic form.

The table below illustrates some of the key questions related to these features.

Features	Questions
Part A: classroom activities	
1a. Activity type	What is the activity type-e.g. drill, role play, dictation?
2a. Participant organization	Is the teacher working with the whole class or not?
	Are the students working in groups or individually?
	If group work, how is it organized?
3a. Content	Is the focus on classroom management, language (form, function, discourse, sociolinguistics), or others?
	Is the range of topics broad or narrow?
	Who selected the topic: teacher, students, or both?
4a. Student modality	Are students involved in listening, speaking, reading, writing, or combination of these skills?
5a. Materials	What types of materials are used?
	How long is the course?
	What is the source/purpose of the materials?
	How controlled is their use?
Part B: classroom language	
1b. Use of target language	To what extent is the target language used?
2b. Information gap	To what extent is requested information predictable in advance?
3b. Sustained speech	Is discourse extended or restricted to a single sentence, clause, or word?
4b. Reaction code or message	Does the interlocutor react to code or message?
5b. Incorporation of preceding utterance	Does the speaker incorporate the preceding utterance into his or her contribution?
6b. Discourse initiation	Do learners have opportunities to initiate discourse?
7b. Relative restriction of linguistic from	Does the teacher expect a specific form, or is there no expectation of a particular linguistic form?

Table 24: Questions relating to the principal features of the ''COLT' observation scheme. (Source: Nunan,1992)

3.5. Collecting data

This classroom observation revealed the following points:

Features observed	Comments
Activity type	▪ Information gap activities ▪ Matching the appropriate question with its answer ▪ Selecting the appropriate words /expressions ▪ Completing conversations with the correct terms
Participant organisation	▪ Students work individually ▪ Teacher work with the minority of the class ▪ There is no pair or group works
Content	▪ The teacher: being the sole responsible for selecting ESP topics ▪ Students: No responsibility in choosing ESP courses ▪ ESP contents: business; ▪ Topics: recruitment, contract of employment, job description, job advertising, sales & marketing …etc

Features Observed	Comments
Students modality	▪ Students are involved only in reading some activities. ▪ Speaking is not really taken into account (students just answer the teacher's questions). ▪ There is no involvement in writing nor in listening (they are completely neglected).
Materials	▪ The type of materials used in teaching ESP is text-based materials (only the handouts) ▪ The source of these materials is the book of….
Use of the target language	▪ Almost all the time, the teacher is using English; however, from time to time he used either French (Second language) or Arabic (mother tongue) to provide some extra explanations of some key words. ▪ Students are using English just when they provide answers or speak with the teacher. However, they use the mother tongue all the time when they speak to each other during the course.
Discourse initiation	▪ The teacher is always the one who initiates the discourse either by asking questions or by providing new information about a new topic.
Difficulties encountered the teacher	▪ The teacher failed to motivate learners during the course. ▪ The teacher can't control the whole class even though it is a small one. ▪ Teachers often find it difficult to deal with specialized terminology related to learners' field of study.
Difficulties encountered the students	▪ Some students who lack motivation are always absent. ▪ Some words and expressions are very difficult to be understood, and they need a large part of time to translate them either to French or Arabic to get the exact meaning. ▪ Students are not fluent at all and they have an awful pronunciation. ▪ Students who are not motivated often talk to each other ignoring the teacher's presence.

Table 25: The main data derived from observation of ESP classrooms at Jijel University.

3.6. Data analysis

This section is devoted to the analysis of data gathered during classroom observation in order to provide a thorough overview of how ESP lectures are conducted in EFL classrooms. During the classroom observation, we noticed that the majority of EFL students had negative attitudes towards learning ESP.

In fact, classroom observation helps us to find out numerous factors that have directly, or indirectly, influenced the teaching and the learning of ESP in general. These factors were summarized as the follows:

⬇ Activity types

During each observation session, the students were answering on the same type of activities: information gap activities, matching the appropriate question with its answer, selecting the appropriate words /expressions, and completing conversations with the correct terms. This made the students feel bored and started to lose their interest and motivation when the teacher asked them only to answer more exercises' questions. Consequently, the students redirected their attention to other things; such as, chatting with each other, playing with their phones, and sometimes telling jokes. This means that the teacher, in these cases, needs to adapt another method of teaching, or at least change the type of activities provided in order to maintain the learners' motivations.

⬇ Participant organization

During the classroom observation period, the ESP teacher tried to work with the whole group and be at the expectation of every student. However, a few students, who were setting in the front, were responding to the teacher's questions, and the rest of their colleagues, who were setting in the back, felt unmotivated. Moreover, there was no pair, or group work, due to the fact that teachers guess that students who worked individually made no noise; however, the results were the opposite. So, the ESP teacher tried to avoid, as much as possible, pair and group work in order to control the classroom.

⬇ Content

Based on the careful examination of data collected throughout the classroom observation sessions, we noticed that there were no lectures, but only exercises that were handed to the students in the form of handouts. Each series of activities dealt with a particular topic; such as, recruitment, contract of employment, and job descriptions; all of these topics were related to business.

Besides, the teacher is the only one who decided which topics and themes the learners should study. This can be interpreted as the approaches adopted seemed to be teacher- centered; the students were not taken into consideration. This means that the teacher was not a facilitator of learning; however, he was just a resourceful authority and a knowledge provider: He provided the lecture, and asked the students to do the activities without stating the objectives of the lecture from the beginning, or asking for their opinions about what will be done. According to him, the students were not partners, but knowledge receivers. Furthermore, the teacher did not write anything on the board. The answers of the exercises were proved by only a few numbers of students orally.

⬇ Students' modality

Since the handouts were full of activities, they did not provide the students with real life contexts. Students were involved only in reading some activities and answering them. Furthermore, as long as no authentic materials or ICT tools were provided to teach the students, there was no involvement in writing nor in listening (they are completely neglected in ESP lectures). As a result, students' speaking and listening proficiency were low, since there was no skills' integration during the ESP courses.

🞣 Materials

Throughout the period of classroom observation process, third year EFL students were presented to the same type of teaching materials by the ESP teacher. These materials were handouts, containing activities from a book. The findings showed that there was no use of real life activities; such as, role plays, or texts that are derived from newspapers or magazines. Moreover, there was no use of audio or audiovisual materials which help the learners in developing their skills. This can be explained to the fact that the administration of English department at Jijel University gave no importance to ESP courses to provide the English learners with the needed materials.

🞣 The use of the target language

As the observation task gradually took place, we have noticed that, in most of the ESP classes, ESP teacher did not work only as an ESP teacher, but also as a translator. The ESP teacher translated all the difficult ESP terms and expressions either to Arabic or French in order to provide a clear explanation of these items, since learners did not understand them in. Yet, it is worth noting that there was a very few number of learners who have an advanced level in ESP.

The majority of the students used English only when they provided answers; nevertheless, they used the mother tongue when they spoke to each other during the course. It is worth to mention that the use of the mother tongue was a necessity when the Grammar Translation Method (of teaching a foreign language); however, with the advent of the communicative methods, the use of L1 was totally eliminated because it influences badly the learners' competence.

✚ Discourse initiation

One point that has attracted our attention, during classroom observation sessions, was that ESP teacher was the one who initiated the course either by asking some questions or by providing an introduction about the new topic. In addition, we noticed that the ESP teacher talked more than students did; if the teacher talked one hour, the learners talked only fifteen minutes because they just answered some questions in the exercises.

✚ Teacher's difficulties

There are many obstacles that encountered the teachers during presenting an ESP course. These obstacles and difficulties can be summarized as follows:

➢ The teachers found difficulties in dealing with the exact terminology that is related to ESP realm. In this sense, they taught quickly the ESP courses and avoided the explanation of the ESP terms. Therefore, the lack of knowledge about ESP subject is a real obstacle that hindered the process of language teaching and learning;

➢ Both classes were very noisy and witnessed disruptive behaviors during ESP classrooms. As a result, the teachers struggled to maintain discipline as much as they can; however, unfortunately, they could not control the class. In this light, learners sat back in the classroom were more disturbing than those who sat in the front, or in the middle of the class;

➢ Most of the ESP teachers were unfamiliar with the use of ICTs even though these tools help better in facilitating ESP teaching and learning.

🞣 Learners' difficulties

During the classroom observation, the majority of EFL learners looked demotivated in the ESP lectures. To be more precise, these learners expressed their demotivation either by not attending the lectures, playing with their mobile phones, or by preparing some presentations of other subjects. Furthermore, a few learners were active and kept participating in the ESP course. Accordingly, students faced many difficulties in understanding the meaning of the ESP expressions; thus, they often translated them into Arabic. As a result, these students are not able to communicate in English, they are not fluent and they have a weak pronunciation.

Conclusion

In brief, the major concern of this chapter was to analyze, present and discuss the results of the data gathered through two research instruments, a students' questionnaire and classroom observation, used to describe the actual status of ESP teaching at Mohammed Seddik Ben Yahia University, Jijel. In the same line of thought, based on the main findings of this chapter, it is worth saying that ESP teachers at Jijel University should change their way of teaching this subject by exposing the learners to authentic materials in order to get an effective teaching, overcome the difficulties that hinder both the teachers and learners, and raise learners' motivation.

Pedagogic recommendations

In the present research, we analyzed the difficulties and demotivating factors that the English teachers and students encounter in ESP courses. It has been found that the aforementioned problems; such as, the lack of using ICTs and authentic materials have impacted both teachers' and students' motivation towards ESP teaching and learning. Therefore, with the advent of technology and its benefits on EFL teaching and learning, it is recommended to integrate use ICT tools and authentic materials in Algerian EFL classes at the university to improve the teaching of ESP to Algerian EFL learners. We have some necessary recommendations and useful strategies that can be formulated in order to provide ESP teaching with some insights and ideas that are useful to improve ESP teaching and learning.

Thus, in the light of the research findings, we recommend the followings:

- It is important for teachers of ESP to adopt ICT tools for content delivery. These will help students to enhance their language skills; namely reading, listening, writing, and speaking. Also, they promote understanding and raise students' motivation. Moreover, these tools facilitate learning by allowing the students to reach authentic materials in their real contexts to widen their knowledge in ESP;

- ICT tools should be more available in ESP classrooms in order to be an integral part of learning. In fact, communication systems need to be updated; thus, the English department in Jijel university should foster ESP learning by viewing ICTs as an essential medium for ESP learning and instruction;

- It is necessary for the English department to provide ESP learners with ICT tools needed for each course. Accordingly, integrating ICT tools in ESP classrooms could help to broaden students' knowledge, increase their

motivation and build confidence in ESP learning. Moreover, ICTs provide students with rich, guided learning environment and put them in real life situations;

- Low level of comprehension and low level of motivation are interrelated. Thus, teachers are recommended to try harder to find ways in order to motivate their students through extra activities; such as, games, acting in plays, rewards, role playing… etc.;

- Teachers should devise new ways to make their students more cooperative and responsive by showing them films, using audio-visual aids, using rewarding techniques and provide incentives to increase the students' motivation and involvement which will automatically reflect on the teachers themselves;

- It is necessary for ESP teachers to familiarize their learners with the use of authentic materials in order to make them aware about the culture of the target language as well as to promote students' motivation;

- ESP teachers should adapt different teaching strategies to keep up with the students' needs and to maintain their motivation during the whole duration of the course;

- The English department should create a web site in which ESP teachers post their lectures in different formats; such as, PowerPoint; assignments, home works, resources; books, articles, and games in order to promote ESP learning. Actually, the web site has several benefits in the sense that universities will be able to cope better with the challenges of preparing the students for the information society. Moreover, students will have an exploration with a much deeper understanding of ESP;

- The University's administration should take into consideration the teachers' comfort and privacy in their offices and try to provide them with the necessary equipment and facilities. Furthermore, it should provide these departments with the necessary tools and audiovisual aids that facilitate the process of teaching and learning;

- Facebook has been used in Higher Education context, and more precisely in ESP classrooms, in order to support, enhance and strengthen both EFL teaching and learning. So, using Facebook will provide ESP learners with huge opportunities to reach real life language as it used in real context through chatting with native speakers. So, Facebook can certainly help ESP learners to broaden the scope of language learning by promoting interactions among ESP students from different countries and backgrounds;

- Throughout Facebook, ESP teachers can create their own pages to post assignments, home works, questions, projects, monitoring student's work and being able to keep in touch with them;

- Adopting performance- based approach in ESP classes is considered as interesting, challenging, and meaningful task in which learners can use their creativity. Additionally, it encourages problem- solving, critical thinking, and combines different skills in realistic situations. Moreover, it focuses on both product and process, opportunities for peer/ group interaction, and collaborative learning. The main reason for doing project works is based on the fact that there is a strong communicative aspect in doing projects, which enables the students to use the language in real context. Besides, projects encourage students to be responsible for their work and their learning. Furthermore, projects allow the students with different competencies to

cooperate when working out projects. In addition, through doing projects, personal involvement will be higher, and that will support students' motivation for further learning;

- Conducting project works and exposés for learners in ESP classes will have strong effects not only in putting the students in touch with the native speakers, but also in creating an essential tool for communication;

- Furthermore, teachers can attract the students' attentions towards ESP lessons by following these steps:

  - ESP teachers should keep their students motivated even when they are outside the classrooms through assigning projects after each course. This will give learners a feeling of confidence and accomplishment when they present their works after researching for new information;

  - Teachers should give their students a choice of assignment from time to time. For example, they might allow their students to choose from among three assignments. Thus, learners will feel more independent and autonomous if they choose one of the assignments provided;

  - ESP teachers need to encourage students to set their own goals. Students can help themselves to achieve their goals by determining their own language needs and by defining why they want to learn the language. So, setting goals and expectations leads to increase learners' motivation which in turn leads to a higher level of language competence;

  - The ESP teacher should: (1) relate ESP courses to real life situations through the use of different types of authentic materials in order to keep the students well-informed about what happens in the real world, (2)

show them how ESP lessons work in real life, and (3) help them in constructing a strong idea about their target career;

- The teacher should present ESP activities in manageable steps, or in small chunks, and they do not have to move to the next one till the students mastered that step;

 Last but not least, ESP teachers should avoid using translation to French Arabic as much as possible because they hinder the process of learning English. This is could be happened through managing group discussions, debates, games, speech competitions, seminars, etc.

General Conclusion

As a matter of fact, the English Department at the University of Med Seddik Ben Yahia, in Jijel, encounters many problems and difficulties in regard to ESP teaching, while this latter has witnessed a great development all over the world since 1960's. Thus, the current study was primarily designed to highlight the effectiveness of using authentic materials in enhancing the level of third year LMD English students in ESP subjects. In this light, through this study, it was hypothesized that if third year English students were well exposed to authentic materials, the level of the EFL learners would be developed as well as their interests and motivation.

In addition, this dissertation is composed of three major chapters; the first and the second chapter constitute a descriptive overview which is related to the literature review, while the third chapter is mainly a practical study of the topic of research in which results obtained and analyzed from data collection procedures.

The first chapter has shed light on the definition of ESP, its subdivisions, its importance in ESP classrooms, and its strategies and their relevance to the field. Moreover, it represents the definition of authentic materials, their advantages and limitations, and their impacts on the four skills of learners.

Besides, regarding the second chapter, it brought to light ESP teaching in Algerian universities and its limitations, the use of ICT tools in ESP teaching, and a comparison between authentic materials and textbook based materials. Accordingly, it also discussed the factors that influence Algerian third year English students in ESP learning.

As far as the third chapter of the dissertation is concerned, it represented a sphere of investigation that is based on the students' questionnaire and classroom observation as the main research tools to carry out this research. Firstly, concerning the students' questionnaires, they are administered to 59 students at Mohammed Seddik Ben Yahia University. The main aim behind conducting this questionnaire is to explore the perceptions and attitudes of learners towards ESP learning as well as to prove the effectiveness of authentic materials in ESP classrooms. Secondly, classroom observation was conducted, for ten sessions, in order to gather more data. The major aim behind observing a classroom is to examine the learners' reactions and behaviors naturally.

Through the analysis of the research tools, the questionnaire and classroom observation, the findings revealed that the ESP courses that are taken in the university are not adequate in relation to learners' needs and interests, and it was proved that the majority of English students give a significant importance to the use of authentic materials in ESP classrooms instead of relying on the handouts. In this regard, almost all the students assumed that ESP teaching is a very important subject since the Algerian society is actually moving toward a global and economic system in which the English language is labeled as the "lingua franca" of the modern era. They asserted that English has become an international language, and everyone needs it either for academic or occupational purposes due to the necessity of this language.

As far as the first hypothesis in concerned, it was found that the use of authentic materials in ESP classrooms in the sense that these materials motivate learners, arise their interests, and expose them to the real language that is used by the natives. Regarding the second hypothesis, it has been confirmed by the results

obtained from the research tools used. Actually, they revealed that the use of authentic materials in ESP courses enhances both the receptive (reading and listening) and productive (speaking and writing) skills of learners. Moreover, they enrich the students' vocabulary, make the teaching and learning process more interesting and motivating, and help also the ESP teacher to achieve the course objectives that have been already set. Besides, on the basis of learners' needs, the teacher should adopt authentic materials to motivate students, and give them the opportunity to express themselves and meet their needs.

In the light of the present study's findings, integrating the performance- based can stimulate the development of other important skills of ESP learning. The performance- based approach to learning enables EFL students to use their knowledge and apply skills in realistic situations. In contrast to traditional approaches to EFL, the aforementioned approach strives for mastery of knowledge and skills, it also measures these in the context of practical tasks. Furthermore, performance-based approach focuses on the process students/ or learners go through while engaged in doing task as well as the end product, enabling them to solve problems and make decisions throughout the learning process.

Therefore, adopting the performance- based approach will provide EFL learners, in ESP, with the following opportunities:

- Integrating and combining different skills,
- Encouraging problem-solving and critical thinking skills,
- Focusing on both task production and process,

- 📥 Promoting independent learning, involving planning, revising and summation,

- 📥 Building on students' prior experience,

- 📥 Enabling self-assessment, reflection, peer interaction, and collaborative learning.

On the whole, teaching ESP at Jijel University, basing on the handouts, is a very important issue to discuss, in order to explore the perspectives of language learners and the importance to build well mastered students. Therefore, it is concluded that the availability of authentic materials and ICT tools in ESP classrooms would enhance the quality of ESP teaching and learning process since these tools would bring great benefits to both of the teachers and the learners.

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APPENDIX

QUESTIONNAIRE

Dear students,

This questionnaire aims at investigating the use of authentic materials in promoting ESP level in third year EFL classes. The current research is a part of a research project for the attainment of a master degree in language sciences. Your responses are greatly needed and important for the accomplishment of the research objectives. You are kindly requested to answer all the questions if possible. Your responses will be used only for the purpose of research.

Thank you in advance for your collaboration.

Please, answer the following questions by ticking the right box or by writing in the space provided.

Section one: Personal Information

1) How old are you? ……………..

2) Indicate your gender.

Male [   ]   female [   ]

3) How many years have you been studying English? …………………

Section two: Students' attitudes towards learning ESP

1) Do you think English is important in your academic studies and target career?

Yes [   ]   No [   ]

2) Are the four main skills of English important to your target career?

Yes [   ]   No [   ]

3) As EFL learners, do you find that learning ESP interesting?

Yes [   ]   No [   ]

4) Is it difficult for you to understand and grasp ESP courses?

Yes [   ]   No [   ]

5) Do you think the current ESP course meets both your academic study and target career needs?

Yes [   ]   No [   ]

6) How many hours in a week do you spend in learning ESP?

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7) Have you encountered any problems or difficulties while learning ESP?

Yes [   ]   No [   ]

If yes, could you tell me about them?

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8) At the present time, is your level in ESP:

a.	**Very low**
b.	Low
c.	Good
d.	Very good

9) What language skills do the current ESP course help you to improve?

Reading	Listening	Writing	Speaking	Grammar	Vocabulary

Section three: ESP learning and the different teaching strategies

1) Which type of materials does your teacher use in ESP courses?

Authentic materials [   ]   Non authentic materials [   ]

2) Are text-based materials (handouts) sufficient to master ESP courses?

Yes ☐   No ☐

3) Would you prefer to learn ESP through authentic materials (videos, internet, TV shows…)

rather than text based materials?

Yes ☐   No ☐

If yes, please explain why?

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4) In your opinion, does the use of authentic materials help you more in developing your skills

(reading, listening, speaking, and writing)? If yes, please explain how?

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5) Do your ESP teachers ask you for conducting projects (exposés) after each lecture?

Yes ☐   No ☐

6) In ESP courses, do you use translation to your mother tongue for a better understanding?

Yes ☐ No ☐

Explain why:

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7) What suggestions would you like to make for the improvement of the ESP course in Higher Education in order to make it more effective and relevant to students' needs?

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Résumé :

L'enseignement de l'anglais pour objectives spécifiques est devenu un sujet primordial dans l'apprentissage de l'Anglais comme une langue étrangère car le monde a connu des développements remarquables dans l'économie et la technologie depuis les années 1960. En effet, l'enseignement l'anglais pour objectives spécifiques a également été révolutionné avec l'intégration des outils de l'information et les technologies de la communication (TIC) et d'autres outils authentiques. L'utilisation de ces outils dans l'enseignement l'anglais pour objectives spécifiques a vu un grand débat parmi les chercheurs depuis des années récentes. Ces chercheurs soutiennent qu'une façon de développer le statut de l'anglais pour objectives spécifiques en présentant les cours avec la langue réelle et l'utilisation de outils authentiques. Par conséquent, la présente étude vise à démontrer les effets positifs de la mise en œuvre des outils authentiques dans l'enseignement l'anglais pour objectives spécifiques dans le sens où ils augmentent la compréhension des apprenants, aussi bien qu'ils soulèvent leurs motivations et leurs intérêts. En outre, en tente d'explorer les principaux enjeux et les difficultés que les enseignants et les étudiants de troisième année d'anglais peuvent rencontrer dans l'enseignement l'anglais pour objectives spécifiques, en particulier au niveau de Mohammed Seddik Ben Yahia Université.

Afin d'obtenir une meilleure compréhension de ce phénomène, un questionnaire et une étude d'observation ont été utilisées comme des instruments de recherche de ce travail. Le questionnaire a été rempli par 59 étudiants de troisième année, alors que l'observation en classe a duré 10 sessions aux classes d'anglais à l'université de Mohammed Seddik Ben Yahia à Jijel.

À cet égard, les réponses des étudiants sont analysées et interprétées. Outre, la revue de la littérature et les résultats obtenus confirment les hypothèses de cette recherche et ont confirmé que les outils authentiques sont très importants pour développer le niveau des apprenants, la promotion de leurs compétences, et de rendre les objectifs du cours ainsi obtenus. Par conséquent, nous suggérons quelques stratégies utiles à mettre en œuvre dans les classes d'anglais pour l'enseignement l'anglais pour objectives spécifiques à l'Université Jijel afin d'obtenir de bons résultats. Ces stratégies visent à améliorer la qualité de l'enseignement, l'efficacité des cours, et de faire face aux besoins ciblés par les étudiants.

Mots clés : Anglais pour objectives spécifiques, technologie des informations et des télécommunications, motivation, les compétences, les difficultés.

الملخص

أصبح تعليم الإنجليزية لأهداف خاصة موضوع بالغ الأهمية في تعلم الانجليزية كلغة أجنبية منذ أن شهد العالم تطورا ملحوظا في ميادين الاقتصاد والتكنولوجيا في ستينات القرن الماضي. و في الواقع، لقد شهد تدريس الإنجليزية لأهداف خاصة ثورة معتبرة خاصة مع دمج أدوات تكنولوجيا و الوسائل المعلوماتية الحديثة. وقد أثبتت هذه الأدوات و الوسائل نجاعتها في تدريس اللغة الانجليزية، كما أنها يمكن أن تكون خدمة المتعلمين؛ فهي توفر لهم القدرة على التفاعل مع الناطقين بها في سياقات متعددة.

و علاوة على ذلك، حاولت العديد من الدراسات استكشاف القضايا والصعوبات الرئيسية التي تواجه المعلمين والمتعلمين في تدريس و تعلم الإنجليزية لأهداف خاصة. لذا، تحاول هذه الدراسة تسليط الضوء على الآثار الإيجابية لإستعمال الأدوات و الوسائل التكنولوجية الحديثة في تدريس مقياس الإنجليزية لأهداف خاصة، في قسم اللغة الإنجليزية بجامعة محمد الصديق بن يحيى في جيجل، و علاقتها بزيادة فهم المتعلمين و الرفع من اهتماماتهم في هذا المقياس. إلى جانب ذلك، و من أجل جمع كافة البيانات اللازمة حول هذا الموضوع، تم الاعتماد على وسيلتين مختلفتين ألا و هما الاستبيان و عملية الملاحظة و المعاينة لبعض أقسام اللغة الانجليزية. فيما يخص الاستبيان، فلقد تم توزيعه على تلاميذ السنة الثالثة إنجليزية، في حين تمت عملية المعاينة و الملاحظة لبعض الأقسام أثناء تدريس مقياس الإنجليزية لأهداف خاصة على مستوى الجامعة. وفي هذا الصدد، تم تحليل إجابات الطلاب و تفسيرها.

إلى جانب ذلك، وبناء على النتائج المتحصل عليها، فقد تم دعم فرضيات هذا البحث حيث أكدت أن استعمال الأدوات و الوسائل التكنولوجية الحديثة يؤدي الى نتائج هامة في تطوير مستوى الطلاب وتعزيز مهاراتهم و جعل الأهداف تتحقق بشكل جيد. و من خلال النتائج التي توصلت اليها هذه الدراسة، فقد اقترحنا بعض الاستراتجيات المفيدة التي يمكن الاستفادة منها في تدريس مقياس الإنجليزية لأهداف خاصة في الجامعات الجزائرية من أجل تحقيق نتائج معتبرة. وتهدف هذه الاستراتيجيات لتحسين نوعية التعليم، و فاعلية الدروس، والتعامل بشكل جيد مع احتياجات الطلاب.

الكلمات المفتاحية: الإنجليزية لأهداف خاصة، الأدوات و الوسائل الحديثة،تكنولوجيا المعلومات والاتصالات، التحفيز، المهارات، الصعوبات.